

Parents Collaborative Approach to Handle Slow Learners in The Inclusive Elementary School

Linda Zakiah^{1*}, Asep Supena², Nur Wulandari³

¹ Pendidikan Guru Sekolah Dasar, Universitas Negeri Jakarta, Jakarta, Indonesia

² Pendidikan Luar Biasa, Universitas Negeri Jakarta, Jakarta, Indonesia

³ Sekolah Dasar Negeri Pisangan Timur 11, Jakarta, Indonesia

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ABSTRAK

Slow learners merupakan anak yang memiliki keterbatasan kemampuan belajar sehingga mengalami keterlambatan perkembangan mental dan penyesuaian diri sehingga membutuhkan waktu yang lebih lama dan berulang-ulang untuk menyelesaikan tugas-tugas akademik dan non akademik. Tujuan penelitian ini yaitu menganalisis pendekatan kolaborasi orang tua untuk penanganan siswa slow learners di sekolah dasar inklusi. Jenis penelitian ini yaitu penelitian kualitatif. Pendekatan penelitian yang digunakan dalam penelitian ini adalah pendekatan kualitatif yang bersifat deskriptif. Teknik pengumpulan data yang digunakan dalam penelitian yaitu observasi partisipan, wawancara mendalam, studi dokumentasi, dan gabungan/triangulasi. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif. Hasil penelitian yaitu kolaborasi yang dilakukan oleh guru bisa dikatakan sudah berhasil membuat perubahan pada siswa secara dua aspek yaitu aspek kognitif dan aspek afektif. Aspek kognitif yaitu siswa dapat memahami pelajarannya, dapat melaksanakan tugas akademiknya dan memperoleh hasil belajar yang lebih baik dari sebelumnya. Aspek afektif dilihat dari rasa percaya diri yang meningkat. Pembelajaran yang dilakukan secara berulang-ulang oleh guru dan orangtua dapat menjadi suatu kebiasaan bagi siswa slow learners. Kolaborasi orangtua merupakan bentuk tanggung jawab terhadap anaknya. Orangtua memiliki tanggung jawab terhadap perkembangan anaknya dan berharap anaknya akan sukses dan berhasil seperti anak normal lainnya.

ABSTRACT

Slow learners are children who have limited learning abilities, so they experience delays in mental development and adjustment so that they take longer and repeatedly to complete academic and non-academic tasks. This study aims to analyze the collaborative approach of parents for handling slow learners in inclusive elementary schools. This type of research is qualitative research. The research approach used in this research is a descriptive qualitative approach. The study's data collection techniques were participant observation, in-depth interviews, documentation studies, and combination/triangulation. The technique used to analyze the data is descriptive qualitative analysis. The research results, namely the collaboration carried out by the teacher, can be said to have succeeded in making changes to students in two aspects, namely cognitive aspects and affective aspects. The cognitive aspect is that students can understand the lesson, carry out their academic tasks, and get better learning outcomes. The affective aspect is seen from the increased self-confidence. Learning done repeatedly by teachers and parents can become a habit for slow learners. Parental collaboration is a form of responsibility towards their children. Parents have responsibility for the development of their children and hope that their children will be prosperous like other normal children.

1. INTRODUCTION

Some students at school will experience the problem of learning difficulties. Learning difficulties are a condition where certain obstacles are found in the learning process so that the expected learning outcomes are not optimal (Abbas & Yusuf Hidayat, 2018; Azis, 2019; Izaak et al., 2016). Learning difficulties can be said to be something general or broad, including learning disorders, learning dysfunction, underachievers, slow learners, and learning disabilities (Oktadiana, 2019; Saifulloh & Darwis, 2020;

Winarti, 2021). Some of the students with learning difficulties are found in Inclusive Elementary Schools. Students who have learning difficulties must be included in one of the types mentioned above: learning disorders, learning dysfunction, underachiever, slow learner, and learning disabilities (Diahwati et al., 2016; Utami, 2018; Yunita et al., 2019). Therefore, teachers must diagnose learning difficulties first, namely making (determining) the results of data processing so that teachers can diagnose learning difficulties experienced by their students (Anjarsari, 2018; Diahwati et al., 2016; Pratama et al., 2021b).

Slow learners are found in many inclusive schools. Slow learners are students who do not perform at a reasonably low level and have learning disabilities. Slow learners also often have learning problems in their classrooms (Korikana, 2020; Krishnakumar et al., 2006; Rovik, 2017). Slow learners have below-average abilities, so they have difficulty in all subjects. Slow learners cannot learn optimally if placed in public schools with learning methods used in general. Slow learners need special education (Ahmad et al., 2015; Mami & Arayesh, 2010). Slow learners cannot be included in the mental retardation category, so they cannot also be sent to special schools (SLB) because slow learners have higher abilities than mentally retarded children (Kosasih, 2017; Wardah, 2019; Williamson, 2016). It often makes parents and teachers feel confused about placing slow learners. Slow learners can not be intelligent children in formal education until they reach adulthood but can still complete their education even though it takes longer than their peers. Slow learners are children who have below-average learning abilities with an IQ of around 75 – 90 (Cahdriyana & Setyorini, 2019; Mumpuniarti et al., 2020). Slow learners are children with limited learning abilities, so they experience delays in mental development and adjustment because they have an IQ slightly below average, between 70 to 89. Hence, it takes longer and repeatedly to complete academic and non-academic tasks.

Characteristics of slow learners depending on the age and level of problems they acquire knowledge in school. First, slow learners are often immature in their relationships with others and do poorly in school (Hadi, 2016; Hasyim et al., 2015). In addition, other characteristics are students cannot work on multifaceted or complex problems and work very slowly, cannot convey assignments to others and do not master academic skills (Barsihanor & Rosyida, 2019; Rovik, 2017). In addition, slow learners also have specific characteristics that distinguish them from normal children. Four classifications of characteristics of slow learners are limited cognitive capacity, low memory and memory, impaired and lack of concentration, and inability to express (Iswinarti & Hormansyah, 2020; Maison et al., 2020; Wafiroh & Harun, 2022). In general, slow learners have unique characteristics, which are very easy to forget the information they have just received and their concentration is divided if there is a slight disturbance. These children are also passive, silent, lack initiative, and less sensitive to the environment. The characteristics of Slow Learners, in general, have intelligence below average, but not to the level of implicit or idiotic. The symptoms of children who are slow to learn include; Attention and concentration are short. Reactions are slow, Limited ability to work on abstract and inferential things, Limited ability to judge relevant material, Slow to relate and put ideas into words, Fail to recognize elements in new situations, Slow and easy learning forgetful, narrow-sighted, unable to analyze, solve problems, and think critically (Amdany et al., 2018; Hasibuan et al., 2020; Korikana, 2020).

The factors that cause Slow Learners are less than perfect in the central nervous system. There is something nerve that no longer functions because it has died or has become weak (Aziz et al., 2016; Diahwati et al., 2016; Hasibuan et al., 2020). This situation usually occurs when the child is still in the mother's womb or birth. It can also occur due to internal (endogenous) or external (exogenous) factors (Harmon et al., 2021; Kurt et al., 2022). When viewed in terms of time, the causes of slow learning can be classified into three periods (Korikana, 2020; Okeke et al., 2021; Shokoohi-Yekta et al., 2011). The three periods are first, the period before birth is called the prenatal period, namely the process of abnormalities in the child's central nervous system that occurred while still in the womb of the mother. Second, the period of birth is called the natal period, where the process of abnormalities in the central nervous system in children who are born occurs because the baby undergoes a birth process that is too long, so that the baby suffers from a lack of acid, bleeding in the brain, and due to the birth of the baby before he is old enough.

The period after birth is called the postnatal period. The period after birth, often referred to as the postnatal period, is the condition of the child born in a normal state, but because of something that causes damage to the brain that can be seen or seen with the decline of the child's intelligence. The child's condition may occur due to an accident that can cause damage to brain cells. It may also occur due to an acute illness, resulting in bleeding in the brain (encephalitis) or inflammation of the brain's lining (meningitis). In addition, children suffer from avitaminosis, which lacks vitamins that are indispensable and useful for the growth and development of children. When viewed from the factors causing slow learners, it is a very complex problem, namely problems in the scope of education, psychology, medical psychiatry, culture (culture), and social problems, including gender differences and differences in social class, ethnicity, religion (Ardianti et al., 2021; Mami & Arayesh, 2010; Putri & Fakhruddiana, 2019).

Slow learners tend to be shy. It makes them unable to express or express ideas. Slow learners use body language more often than spoken language (Hadi, 2016; Hasyim et al., 2015; Rovik, 2017). In addition, the ability of slow learners to remember messages and pay attention to instructions is low (Herlinda, 2014; Pratama et al., 2021a; Rofiah & Rofiana, 2017). Other research findings also state that slow children have the same physical characteristics as physically normal children (Handayani et al., 2021; Mutmainah, 2017). Other research findings also state that the characteristics of slow learners will appear in the learning process, especially when facing tasks that require abstract concepts, symbols, and conceptual skills (Ahmad et al., 2015; Mami & Arayesh, 2010). Having students in the slow learner category is a challenge for teachers. Teachers have to learn a lot about dealing with these students, both in using learning strategies and services for slow learners. Many of the articles have written about how services for slow learners can improve word reading skills through audio-visual media for slow learners (Herlinda, 2014). Another study on slow learner students examined the role of teachers and parents in overcoming the difficulties of learning mathematics for slow learner children during the COVID-19 pandemic (Handayani et al., 2021). Teachers who do not have adequate experience will have difficulty dealing with slow learners in the classroom. This study aims to analyze the collaborative approach of parents for handling slow learners in inclusive elementary schools. The learning attempted by the teacher to condition slow learners to learn according to their learning needs. They need attention from teachers and their parents as a form of shared responsibility.

2. METHOD

This type of research is qualitative research. The research approach used in this study is a descriptive qualitative approach to obtain information on how teachers carry out the collaborative approach of parents in dealing with slow learners. The research procedures in this study are as follows: 1) Conducting research studies; 2) Performing the procedure for diagnosing slow learners; 3) Conducting interviews with classroom teachers, subject teachers, parents, and students; 4) Perform analysis and compare with the correct theory. 5) Conclude and provide suggestions or proposals, especially on aspects that theories, concepts and standards have not appropriately implemented. The data collection instrument used was interviews. In general, four data collection techniques are used in this study, namely participant observation, in-depth interviews, documentation studies, and combination/triangulation (Sugiyono, 2015). The technique used to analyze the data is descriptive qualitative analysis. The list of interview questions is presented in Table 1.

Table 1. List of questions asked to classroom teachers, subject teachers, parents and students

| NO. | Class Teacher Interview | MSY's Parents | Student/MSY |
|-----|---|---|---|
| 1. | What did the teacher do to help MSY as one of the students who had learning difficulties or slow learners? | What do parents do when teachers are asked to collaborate in dealing with MSY's learning difficulties as slow learners? | Does MSY carry out what was programmed by the teachers and parents? |
| 2. | When does MSY get additional lessons in class as a repetition of lessons learned in school? | When does MSY get additional lessons at home as a repetition of lessons learned at school? | When can MSY accept additional learning as repetition of lessons learned at school and at home? |
| 3. | Who supports the teacher's efforts in overcoming MSY's learning difficulties as slow learners? | Which family supports MSY in improving their learning abilities? | Who for MSY can make it easier to accept lessons? |
| 4. | Why do teachers use a parental collaboration approach in dealing with MSY problems as slow learners? | Why are parents willing to accept collaboration with teachers in dealing with MSY learning difficulties? | Why is MSY easier to accept lessons after they have been repeated? |
| 5. | How is the development of MSY's learning ability in the classroom after the parents' collaboration approach is carried out? | How is the development of MSY's ability in the home environment after the parental collaboration approach is carried out? | How does MSY feel when receiving lessons from teachers at school and from parents at home? |

3. RESULT AND DISCUSSION

Result

Pisangan Timur 11 State Elementary School, East Jakarta, is one of the inclusive elementary schools in the East Jakarta area. It is said to be an inclusive school because it also provides education for special-needs children (ABK). In this school, both children with special and regular needs will study in the same class and receive the same education. In this school, one student named MSY is classified as a slow learner with special needs. MSY is 12 years old but still in class IV, which should have been in class VI. To find out that these students are slow learners, it is necessary to diagnose. Generally, schools did not know that the student was a slow learner with special needs. It is because the appearance of these students is the same as other regular students. It is just that these students have learning difficulties which cause their grades to be below the class average until finally, they do not go to class twice. The learning difficulties experienced by MSY are challenging to concentrate in receiving lessons, being slow in doing academic tasks until something is not done, not having the initiative towards their obligations. The detection of slow learners is usually relatively late, both from the parents and school teachers. In a sense, it usually can be known only when the children enter elementary school. At the beginning of the school period, the difficulties experienced by students were not immediately known. After some time in elementary school, slow learners usually see the difficulties experienced by slow learners.

Determining students with learning difficulties in specific categories such as slow learners must be based on a diagnosis. The type of student learning difficulties is by analyzing the severity and severity of the difficulty felt by students so that MSY is obtained, including severe learning difficulties, because it causes low learning outcomes so that they do not go up to grade twice. The factors that contributed to the cause of students' learning difficulties after interviewing the students' parents turned out that MSY was born prematurely. As a result of the birth of a baby who is not old enough, commonly referred to as premature birth. Premature birth will cause the condition of the bones that protect the child's brain from being still weak, so it is easy to change shape due to pressure so that the brain's ability is ultimately not optimal and affects the ability of IQ. The main factor that causes students' learning difficulties. This diagnosis will determine the type of disease by examining the symptoms so that the accuracy of the decisions taken are not wrong. Of course, high accuracy and precision are needed.

In carrying out this diagnosis, experts are assisted in their respective fields of expertise, including a) Doctors examinations through doctors to determine students' health condition, and the results are that MSY is physically healthy and there are no serious complaints. b) Psychologist, examination through a psychologist to determine the IQ level of students. Then the MSY IQ level obtained after going through an IQ test by a psychologist is 85. According to Baker's statement, the MSY IQ level is included in slow learners because it is in the IQ range of around 75 - 90 (Baker, 1975). c) Class teachers, interviews with class teachers to determine how students' learning progress while at school or in class. Including how the process of carrying out learning to the learning outcomes. MSY's IQ ability is 85 and is included in the slow learner category, which causes students to learn slowly. In the implementation of learning, the teacher must do it repeatedly and use learning strategies to help MSY. The factor of IQ ability also causes students to be slow in carrying out their academic tasks. MSY also does not have the initiative to do academic assignments. He must be constantly reminded and given enthusiasm or motivation. d) Parents of students, conduct interviews with parents of students to find out how the habits of students at home. The results of interviews with parents can be concluded that MSY is lazy at home, lacks initiative, is quiet, shy, forgetful and less sensitive to the environment. As stated by Child, slow learners generally have unique characteristics. Namely, they are straightforward to forget about the information they have just received, and their concentration is divided if there is a slight disturbance. These children are also passive, silent, lack initiative and are less sensitive to the environment.

The result of the interview with the teacher is that the teacher helps the problem of MSY learning difficulties as slow learners by providing additional lessons as a form of learning that is carried out repeatedly because this is very helpful for slow learners. Providing additional learning to MSY is unique guidance that teachers do to MSY. In addition to providing additional lessons, the teacher also chooses the right learning resources for MSY, engaging learning media and which make it easier to understand the subject matter. MSY gets additional lessons in class to repeat lessons learned at school at the end of class hours. During the Covid 19 pandemic, several times through online learning during PPKM at level 3 and after conditions allowed, MSY conducted offline learning. Both online and offline MSY learning receive additional lessons from the teacher. Then the learning will be repeated back at home with the help of parents. MSY's parents support the teacher's efforts in overcoming MSY's learning difficulties as slow learners. Without the support of MSY's parents, what has been programmed by the teacher will not work. Therefore, the teacher uses a parental collaboration approach in dealing with MSY problems as slow learners. Because parents have an important responsibility and role for the success of MSY in the implementation of learning in order to have a bright future, the development of MSY learning abilities in

the classroom after the collaborative approach of parents can be considered quite successful because by doing repeated learning both at school and home, MSY results in being able to follow lessons well. Even for math lessons at home, MSY's parents facilitated by calling private tutors specifically for math content. By collaborating with parents and teachers, MSY also gets extrinsic motivation. MSY also gets more attention from their parents to create a sense of self-confidence for him. In this case, the teacher feels that what has been done with parents in overcoming the problem of learning difficulties MSY as slow learners is said to have achieved the target with MSY obtaining learning outcomes that are by the KKM even though the tasks are slow, but everything can be done well.

The results of interviews with parents were that what parents did when asked by teachers to collaborate in dealing with MSY's learning difficulties as slow learners welcomed them well and did it solely for the sake of MSY's good and success in pursuing education in elementary school and being able to continue to a higher level. Even higher hopes that MSY is the same as other normal children. MSY gets additional lessons at home as a repetition of lessons learned at school when MSY comes home from school and rests or takes a nap, even if only briefly or usually at 14.00. Additional learning at home for 90 minutes. After that, in the afternoon, MSY can play. The family that supports MSY in improving his learning abilities are his mother, father and brother. However, for routine one, it is his mother. If other things constrain his mother, his older brother will help him, even his father. The reason parents want to collaborate with teachers in dealing with MSY's learning difficulties is that they want MSY to get the same learning outcomes as other children, especially since MSY has had two experiences of not going to class, namely in grade 2 grade 3. MSY's parents are aware of the complaints experienced by MSY. As a slow learner, because she was born prematurely and MSY has an IQ of 85, MSY's parents hope that their child can be like other normal children. Get a good education and can get good learning outcomes as well. The development of MSY's ability in the home environment after a parental collaboration approach is carried out, including MSY, who was previously quiet and passive, now there has been a change. Because the activities carried out by MSY are repeated every day, initially, MSY did not have the initiative such as studying, taking naps or taking textbooks, now it seems that the initiative to do it alone, especially if there is already a math tutor, MSY already knows that it is a time to study then he will take his math book. His father and brother also felt the progress of MSY's development. Even his father gave a gift to MSY because he had shown a better change in his character and learning outcomes.

The results of interviews with students show that MSY carried out what was programmed by the teacher and his parents, which felt compelled, but because the teachers and parents were kind and gave him gifts, he was also happy to study hard. For every success of the work target, MSY will get a prize in the form of candy, ice cream or other food and even be allowed to play games when he has finished his work. MSY can receive additional learning as a repetition of lessons learned at school, usually after finishing and when at home after a break or nap. The MSY teacher can make it easier for him to accept the lesson because the teacher gives a more straightforward explanation, and if he asks for it to be repeated, the teacher will repeat it so that MSY can understand. The teacher is also more patient and motivates MSY when teaching. MSY is easier to accept lessons after they are done repeatedly because the longer they learn, the easier it is for MSY to understand them and do their assignments well. MSY's Feelings When receiving lessons from teachers at school and parents at home, at first they felt tired and bored, but because they were given gifts and sometimes they were allowed to rest even if only briefly. However, when he got good grades, his father promised to buy him something and even took him for a walk to the mall, so MSY became happy and happy.

Discussion

The service of teachers in overcoming learning difficulties, namely by providing unique guidance in the form of additional lessons after completing learning, is a perfect thing (Abbas & Yusuf Hidayat, 2018; Izaak et al., 2016; Winarti, 2021). Slow learners need exceptional guidance from teachers when they are in inclusive elementary schools to follow lessons optimally according to their ability level (Amka, 2019; Utami, 2018; Yunita et al., 2019). Providing repeated learning to slow learners will greatly facilitate students understanding of a concept from the subject matter taught by the teacher (Amdany et al., 2018; Hasibuan et al., 2020). The same thing over and over again means helping students in making more concrete concepts. Slow learners need proper repetition of learning (Korikana, 2020; Mami & Arayesh, 2010). Carrying out repeated learning both at school and at home requires collaboration with parents. Especially in this case related to student learning difficulties which are also the responsibility of parents. Parents have a responsibility for the development of their children. Every parent will also support their child to be like other normal children. Schools need to provide opportunities for parents and teachers to learn more about the needs of slow learners (Ardianti et al., 2021; Sugiarti & Pribadi, 2013). A joint collaboration involving both can be a real learning experience and invaluable help for slow learners themselves (Pratama et al., 2021b; Putri & Fakhruddiana, 2019).

Using the collaborative approach of parents in the implementation of repeated learning to slow learners will have an impact on self-confidence, which initially does not have self-confidence because they always feel unable to do academic tasks and obtain learning outcomes that are in line with expectations. So with the collaborative efforts of parents and teachers, students need to develop skills by increasing their self-confidence and self-esteem (Krishnakumar et al., 2006; Zakarneh et al., 2020). By doing repetition in learning, teachers and parents also interact intensively with slow learners. Frequent interactions with slow learners will foster closeness between teachers and parents (Pratama et al., 2021a; Utami, 2018). Teachers need to interact with slow learners more often to record each student's movements and adopt ways in which slow learners can be guided (Kaur et al., 2015; Shokoohi-Yekta et al., 2011). The intensive parental interaction in slow learners is also a form of parental attention and affection for their children. Slow learners will feel that they are given love and attention to turn themselves into confident, no longer shy children and will dare to express what they feel (Rofiah & Rofiana, 2017; Shokoohi-Yekta et al., 2011).

Providing exceptional guidance or additional lessons for slow learners means that teachers also provide learning motivation for slow learners (Rofiah & Rofiana, 2017; Shokoohi-Yekta et al., 2011). The collaborative approach of parents in implementing repeat learning is also part of the extrinsic motivation for slow learners (Akmal et al., 2015). Especially when teachers and parents often give awards or give practical gifts but make them happy and enthusiastic about learning. Giving reinforcement in the form of praise or gifts by teachers and parents to slow learners will motivate them to learn. Students' extrinsic motivation consists of rewards given in learning, exciting learning activities, and a conducive learning environment (Budiwibowo, 2016; Nurmala et al., 2014). The implementation of this program which is carried out collaboratively with parents must also have intense communication between teachers and parents so that teachers and parents can run in sync and complement each other. In implementing repeat learning with a collaborative approach, parents and teachers make a liaison book as a medium of communication with parents to convey student learning progress (Mutmainah, 2017).

Slow learners do need repetitive learning. It is because of the IQ ability, which causes students to be slow in understanding lessons and carrying out academic tasks. Slow learner students are a condition where a student takes a relatively long time compared to students who have the same level of intellectual potential. In repeat learning, MSY is very helpful in understanding learning and doing academic assignments. In carrying out repeated learning which is carried out at school after learning is complete and also carried out at home, the teacher needs to collaborate with parents. Parental collaboration is a form of responsibility towards their children. Every parent wants their child to be successful. Expectations of success for slow learners must be based on their abilities. The collaborative approach taken by the teacher can be said to have succeeded in making changes to students in two aspects, namely cognitive aspects and affective aspects. The change in attitude that Slow learners feel is that they have little self-confidence. It is all due to something done repeatedly by teachers and parents to become a habit.

4. CONCLUSION

The teacher's parental collaboration approach can be said to have succeeded in significantly changing the cognitive and affective aspects of students. Slow learner students need attention and extrinsic motivation from their teachers and parents. The teacher carries out the collaborative approach of parents because the teacher realizes that what has been programmed for slow learners to help them deal with learning difficulties cannot be done alone but requires the cooperation of parents. The collaborative approach of parents is also a manifestation of the attention and responsibility of teachers and parents. Parents are involved in the problem of slow learner students because this is the responsibility of parents who hope their children will be successful like other normal children.

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