THE IMPLEMENTATION OF LEARNING METHODS FOR SLOW LEARNERS IN ELEMENTARY SCHOOL

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ABSTRACT

Children with special needs in the slow learner category differ from those with intellectual disabilities. Slow learners have slightly below-average intellectual potential with an IQ of 70-89. In comparison, the mentally impaired have an IQ of 50-69. This study aimed to describe the application of learning methods for slow learners in elementary school. The results showed that the application of learning methods for slow learners in elementary school were; (1) Syntactic Analysis Structure Method (SAS); (2) Neuroscience-Based Learning; (3) Montessori method. The synergetic between parents, teachers and the environment is needed for the educational development of students with special needs, in this case, students with the slow learner category.

Keywords: learning method, slow learning.

INTRODUCTION

One of the rights that everyone has without exception, including children with special needs, is education. Every child has the right to increase his potential through education. Children with special needs (ABK) have the same rights as other normal children to receive education in public schools without discrimination. The implementation of children's schools for children with special needs or children with extraordinary intelligence can be held in public schools; these schools are called inclusion schools. Implementation of inclusive education for students who have disabilities and have the potential for intelligence and special talents; students who include children with special needs include; 1) blind children; 2) deaf children; 3) a speech-impaired child; 4) children with intellectual disabilities; 5) children with disabilities; 6) children who experience obstacles in emotional control and social control; 7) children that have learning difficulties; 8) slow learning children; 9) autistic children; 10)

The child has a motor disorder. Inclusive education is considered an effective strategy to complete 9-year compulsory education for children with special needs; this is possible because children can get an education at any school closest to where they live (Maftuhatin, 2014). Rofiah & Rofiana (2017) state that inclusive education as an educational service combines children with special needs with normal children. This is expected to foster mutual respect and respect for fellow friends.

The existence of inclusive education is also expected to be able to develop all their potential and talents optimally (Darmono, 2013). Another purpose of this inclusion education is to erase the gap between children with special needs and other normal children so that children with special needs can develop their potential. One type of child with special needs often encountered in schools is a child with a slow learning category (slow learner).

Children with special needs in the slow learner category differ from those with intellectual disabilities. Slow learners have slightly below-average intellectual potential with an IQ of 70-89. In contrast, the mentally impaired have an IQ of 50-69 (Hadi, 2016). Children with special needs with the category of slow learners will experience learning obstacles, so their achievements are also usually below those of normal children of the same age. When children with special needs in the slow learner category enter public schools (elementary school), slow learners will experience academic problems and social problems. In academic terms, they are slow to absorb lessons due to cognitive limitations, especially in language, numbers, and concepts. Regarding social, slow learners need more confidence, have a small number of friends, or prefer friends under their age (Rofiah &; Rofiana, 2017).

Slow learners may experience various kinds of obstacles during the learning process. Problems that may cause slow learning include; concentration problems, weak memory, cognition, and social and emotional problems. Students must complete learning tasks earnestly in receiving lessons and achieve high-grade results. However, many students have difficulty completing the tasks at this time due to slow learning (slow learner), resulting in feelings of inferiority or inferiority (Mulyadi, 2010).

Teachers with special needs students in the slow learner category should accept the child as he is, view the child positively, and learn by finding the best way. It is where the teacher will

find the suitable learning method. The learning method is the determination of learning procedures to achieve learning objectives or to internalize material/messages (Indrawati, 2016).

DISCUSSION

Based on studies that have been traced, several learning methods are suitable to be applied to slow learners, including:

1. Syntactic Analysis (SAS) Structure Method

    According to Momo (1987), the Syntactic Analysis Structure (SAS) method is a preliminary reading method that, in operation, has the steps of structurally, analysis, and syntaxis. In its application, the SAS method is divided into two types: the SAS method without books and with books. (Teti Sumiati &; Septi Gumiandari, 2022). There are two stages of teaching reading: the stage without books and the stage of using books. The bookless stage is carried out by (1) recording student language, (2) displaying pictures while telling stories, (3) reading pictures, (4) reading pictures with sentence cards, (5) reading structurally or as a whole, (6) reading analytically or deciphering processes and (7) reading synthetically or recombining into the original structural form. Furthermore, the stage of using books, namely (1) reading textbooks, (2) reading picture magazines, (3) reading readings compiled by teachers, (4) reading readings compiled by students in groups, (5) reading readings compiled by students individually.

In addition, this SAS method in its presentation is carried out repeatedly to help participants to remember easily because an effective way to learn for slow learners is to repeat lessons or information they just got to remember quickly (Mumpuniarti, 2007). The SAS teaching pattern is carried out in a structured manner, making it easier for students to capture learning. Slow learners require remedial teaching in a structured and instructional manner that must be

achieved and firmly defined. One of them is by using modules so that learning can be done in a structured manner.

According to Widyana, one of the factors that influence early reading skills is socio-cultural. These include experiences of families, education or language teaching programs and school situations, teacher approaches, teacher abilities and characteristics and books available at school. In this case, the reading method affects the reading skills of students. With the SAS method, students can construct learning experiences during reading activities. The reading learning experience is gained from SAS learning steps (Firdaus, 2010). With the SAS method, students can construct learning experiences during reading activities. The reading learning experience is gained from SAS learning steps.

2. Neuroscience-Based Learning

The practice of using neuroscience has been carried out and felt the benefits of behaviour change both in formal schools and pesantren. Neurosis is proven to be effectively used in improving student achievement. (Susanto &; Munfarokhah, 2020) Neuroscience can foster students' attention, develop active and creative learning models, consider students' brain development diversity, develop pleasant learning stimulation and create positive emotions (Erniati, 2015). Neuroscience learning can be used by Islamic educational institutions such as Islamic boarding schools. The results of the memorization target of the students at Griya Qur'an Ponorogo even prove it. In addition to being applied to memorisation methods, neuroscience approaches based on subject-centred and brain-based learning can be integrated into other subjects, such as Arabic, by optimizing the function of the right brain and left brain. This application stems from the brain's anatomy providing rational, emotional, and spiritual aspects (Fauzi, 2020).

Several methods are neuroscience-based learning strategies, including movement methods and art therapy. In addition, it can also use music, lighting and layout. Fun, active learning (moving, laughing and asking), cooperative learning, hypno teaching, group counselling with cognitive restructuring and Shaw strategies. (Teti Sumiati &; Septi Gumiandari, 2022) Shaw learning strategies are proven to increase the speed of slow-learning learners (slow learner),

provide knowledge and a strong conceptualization understanding base and improve adaptive skills, communication and cognitive development. Putting forward a neuroscience approach, in principle, puts forward brain-friendly learning strategies. The teacher's teaching style that is friendly, patient and humorous will stimulate the brain positively. Then the strategy should contain several strategies emphasizing asperses, alpha zone, music, and scene setting.

Slow learners have intelligence below normal, namely IQ with numbers 70-89. In such conditions, the barrier wall to deliver the lesson is thick. A good teacher should make a more substantial effort to repeat material, motivating so that mental blocks can be opened. Several strategies in one design have been empirically proven and effectively used in slow learners.(Teti Sumiati &; Septi Gumiandari, 2022)

The synergetic between parents, teachers and the environment is needed for the educational development of students with special needs, in this case, students with the slow learner category. The handling of slow learners in educational institutions that are inclusive schools still needs to be improved, especially the availability of teachers or particular supervisors who understand the handling of slow learners. Teachers must design appropriate learning strategies for these students. The problem will be more complex when students are slow learners in non-inclusion schools.

3. Montessori method

Learning using the Montessori Method was developed by Dr Maria Montessory from Italy. Montessori believes that students can teach themselves. The Montessori learning method is considered a unique, effective and efficient method. Montessori learning theory is simple; learners are taught learning while playing. In this case, playing is pretending to play, not playing in the literal sense. This learning method is flexible, active, constructive and fun (Astuti, 2022).

Typically, students like to play, whether the student has special needs or not. Play is suitable for expressing emotions orally, and students can acquire mind control skills. Slow learners with low self-esteem can mingle with their peers using this Montessori method. (Safitri &; Fikri, 2022) Playing in learning can also reduce slow learners' low self-esteem problems,

such as anxiety, fear, removing boundaries, obstacles in themselves, frustration and other emotional problems.(Noverita et al., 2018).

Learning with the Montessori method is based on guided learning using game tools or learning media that are relevant and appropriate to the age and ability of students. Meanwhile, the teacher is responsible for the students and ready to help if needed. The Montessori method is not only fun but also trains the independence of students, one of which is independence in making "good" or "bad" choices (Faryadi, 2017). Independence is a form of effort to break away from the help of others to find oneself through the process of ego identity, which is a development towards a steady and independent individuality. Learning independence is a learning activity carried out by students without relying on the help of others, both friends and teachers, in order to achieve their learning goals well with their awareness. With the existence of independence training in the Montessori method, it will undoubtedly have an outstanding influence on self-esteem in slow learners. Moreover, students are constantly accustomed to using it to solve everyday problems. The Montessori method stimulates character education of responsibility and self-mastery, prolongs concentration span and sociability and stimulates intellectual abilities in learners (Arianingsih, 2021).

CONCLUSION

Based on the explanation of the concept above, several conclusions can be drawn, including:

1. Children with special needs in the slow learner category differ from those with intellectual disabilities. Slow learners have slightly below-average intellectual potential with an IQ of 70-89.
2. Children with special needs, with the category of *slow learners,* will experience learning obstacles. Hence, their achievements are also usually below those of other normal children of the same age.
3. When children with special needs in the slow learner category enter public schools (elementary school), slow learners will experience academic problems and social problems. In academic terms, they are slow to absorb lessons, especially in terms of language, numbers, and concepts, due to such cognitive limitations. Regarding

social, *slow learners* tend to lack confidence, have few friends, or prefer friends under their age.

4. Problems that may cause slow learning include concentration problems, weak memory, cognition, and social and emotional problems at school students are required to complete learning tasks earnestly in receiving lessons and achieving results.

5. The application of learning methods that are suitable for *slow learners* include 1) Syntactic Analysis Structure Method (SAS), 2) Neuroscience-Based Learning, and 3) *Montessori* Method.

6. The Syntactic Analysis Structure (SAS) is a preliminary reading method with structural, analytical, and syntactic steps. In its presentation, this SAS method is carried out repeatedly to help students not forget easily because an effective way to learn for *slow learners* is to repeat lessons or information they just got so as not to forget quickly.

7. several methods follow neuroscience-based learning strategies, including movement and *art* therapy. In addition, it can also use music, lighting and layout. Fun, active learning (moving, laughing and asking), *cooperative learning*, hypno teaching, group counselling, cognitive restructuring, and *Shaw* strategies.

8. Montessori believes that students can teach themselves. The Montessori learning method is considered a unique, effective and efficient method. Montessori learning theory is simple; learners are taught learning while playing. In this case, playing is pretending to play, not playing in the literal sense. This learning method is indeed flexible, active, constructive and fun.

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