Teacher strategies for teaching slow learners in low-grade primary schools

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Article Info

ABSTRACT

Every child has the right to a proper education, including slow learners. Slow learners are students who experience delays in learning. The condition of students who experience learning delays causes low student achievement and difficulty understanding the material. Learning strategies are needed to help slow learners catch up. The research aims to describe the teacher's strategy for teaching slow-learning students with low grades. This type of research is qualitative research with a case study method. The research was conducted at SD Negeri Jemirahan with the participants being two grade 1 teachers. In this study, data collection techniques used observation, interviews, and documentation. The data were then analyzed using the Miles and Huberman model by reducing data, presenting data, and drawing conclusions. The results showed that teachers applied various strategies for slow-learning students in the form of material reduction, question modification, additional study hours, and seating rotation to student motivation. The results showed that the role of teachers with the application of appropriate learning strategies for slow learners had a significant impact, namely students' willingness to learn increased slowly.

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INTRODUCTION

Education is a way to shape and train individual awareness in a social environment with direction, learning and training that can be done inside and outside school. Every human being has the right to obtain a proper education to improve their dignity as human being (Fadliya, Muamar, & Rasidi, 2022). Therefore, every human being with various characteristics has the right to obtain the same education, this is stated in Article 5 paragraph 1, and article 3 of the National Education System Law Number 20 of 2003 which regulates the demands that every individual has the right to obtain a quality education. In the legislation, slow learners or slow learners are allowed to learn to adjust with other students (Sarah Safitri & Jusra, 2021). Slow learning is a condition where a person needs a different time to understand the information given than others, so slow learners are children who need special treatment from other children

(Darmanto, 2022). Students who are slow learners generally have an IQ of 70-90 according to the IQ test.

Slow learner is a situation where students lag in all subjects, limited results, do not stand out, and are different from their peers because they are always slow in absorbing what the teacher teaches (Ru'iya et al., 2021). The low IQ condition of slow learners makes learning activities difficult in regular classes. The family environment is the main factor in handling slow learners to foster and increase learning motivation while the school environment is a supporting factor. Children with learning disabilities or slow learners have nothing to do with intelligence or mental retardation. Teachers and parents are often unaware of slow learners. This is because slow learners do not have physical deficiencies or problems, but limited cognitive abilities that impact on their thinking skills. This weakness is a factor that inhibits learning activities. Referring to data from the Ministry of Social Affairs of the Republic of Indonesia in 2011, the number of children with special needs in Indonesia is approximately 7 million people, or with a percentage of 3% of the total population of Indonesia. This number includes some students with slow learning, mentally handicapped, and autism (Supriyani, Karma, & Khair, 2022) (Supriyani et al., 2022). Approximately 14.1% of children with learning disabilities are slow learners, which is greater than the sum of slow learners, mentally handicapped, and autistic children (Lisdiana, 2012).

In receiving learning materials, slow learners need time to understand the material so teachers need special strategies. These special strategies will help slow learners understand and capture information about learning materials more easily. Special learning strategies for slow learners are expected to help them learn, understand the material, and achieve learning objectives. Slow learners have different learning problems from normal children. Therefore, slow learners need the right learning strategies to achieve optimal learning outcomes.

Slow learners need more time and sometimes lessons have to be adapted to the student's needs. Students are said to be slow learners because they cannot achieve what is expected of their age group (Ridha, 2021). How to learn slow learning students with an individual approach, namely giving good examples so that children are easy to follow, learning to read a lot because reading is the main point to be able to understand all lessons, providing special lessons for slow learning students, and providing motivation so that slow learning students have a passion for learning. (Nonitasari, 2020) In his research, he explained one of the teacher's strategies to guide slow-learning students when doing assignments by monitoring the progress of slow-learning students, correcting how to do problems or assignments, and checking the results of these assignments. Giving exercises to slow-learning students can be repeated as many times as necessary until the student can do it correctly without the teacher's help.

Based on the results of previous research, several teacher strategies for slow-learning students can be drawn with teachers needing to modify students' learning styles while in the classroom starting with the content of the subject matter, questions and assessment techniques, adjusting seating positions and increasing study hours for slow learning students. The results of this study are in line with other research that managing slow-learning students can be started by adjusting the seating position of slow-learning students (Misky, Witono, & Istiningsih 2021). Seating arrangements can be made by placing students in the front row or arranging rotations with other students while still taking into account the student's condition. So it can be concluded that one of the teacher's strategies for slow-learning students is to modify the learning style in the classroom. The results revealed that the addition of special learning hours for slow learners outside of class hours is one of the strategies applied by teachers. In additional classes, teachers

pay intense attention to the learning development of slow learners and do not pressure students to quickly understand the lesson. However, teachers focus more on providing material that is easy to understand and can be responded to immediately. Achieving the goals of classroom management with students showing the expected response (Nonitasari, 2020). After several strategies implemented by teachers at school for slow learners, the role of parents at home is also very important to support the willingness of students to learn (Handayani & Muhsinatin 2021).

In managing the classroom, some obstacles must be faced by teachers, namely the management of differentiated learning and teacher self-efficacy. Self-efficacy is useful for teachers to know a teacher's expectations of their ability to implement inclusive learning (Mumpuniarti, et al., 2020). A re-challenge to be faced by teachers in regular schools for slow learners includes differentiated learning to plan, direct and provide learning assessments by taking into account the diversity of student characteristics through curriculum changes, use of methods, and media. Another form of differentiated learning for slow learners is changing abstract codes into codes that are easily understood by students by the use of language in everyday life. There are constraining factors in learning for slow learners such as the absence of special teacher assistance for slow learners so that class teachers must adjust learning services or class teachers must master the competencies of inclusive pedagogy. This has an impact on classroom conditions, which are not conducive because other students make noise. Teachers can organize appropriate strategies to implement in the classroom to improve learning outcomes and student motivation. New learning after almost two years of distance-based learning (online) has reduced students' motivation and willingness to learn. So a new strategy is needed for face-to-face learning that is carried out again. Based on the results of previous studies, there is no new strategy to overcome slow learners in post-distance learning.

This is one of the reasons for this study which aims to find out the teacher's strategy in teaching slow-learning students for low grades and the benefits of this study, it is hoped that it can be useful as a reference in making new strategies that are by the characteristics of slow learning students in low grades in elementary schools.

LITERATURE REVIEW
Students who are slow lear

Students who are slow learners are conditions where a student has cognitive abilities below the average, they are not disabled but have difficulty meeting learning needs in regular classes (Ridha, 2021). Slow learners are children whose intelligence and thinking skills are below average for their age (Ruhela, 2014). Teachers and parents are often unaware of slow learners. This is because slow learners do not have physical deficiencies or problems, but their cognitive abilities are limited, which has an impact on their thinking skills. This weakness is a factor that inhibits learning activities. Slow-learning students generally have an IQ of 70-90 according to IQ tests (Ridha, 2021). By Eastmead's statement in (Ridha, 2021). The condition of students who have an IQ below 70 is considered an intellectual disability.

According to the Ministry of Education and Culture of the Republic of Indonesia, slow learners are children who attend school for less than six years on average and therefore have a high risk of dropping out of school. In general, slow learners score poorly in all subjects because they have difficulty understanding lessons. They need repeated explanations for material, are slow to master skills and even some skills remain unmastered (Mutmainah, 2017). Children who are slow learners are caused by two factors, namely internal and external factors. Internal factors come from within caused by an imperfect central nervous system and commonly occur during

pregnancy or childbirth. External factors come from outside or the environment including diet, health, stimulus quality, family emotional climate, and behavioral feedback (Darmanto, 2022). The following are the characteristics of slow learners, namely; (1) cognitive abilities below normal; (2) generally immature in interpersonal communication skills; (3) difficulty following directions that require a lot of direction or structure; (4) usually only focus on current events without clear long-term goals; (5) have few internal strategies such as organizational skills and difficulty learning and drawing conclusions from information; (6) low achievement scores and learning outcomes; (7) work well with hands-on materials that are abbreviated and then given to the child such as examples of laboratory activities and manipulative activities; (8) have poor self-confidence and self-image; (9) complete tasks slowly; (10) have adequate memory but are slow to remember (Nengsi, et. al., 2021)

Learning Strategy

In the world of education, strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal. So a learning strategy is a plan that contains a series of activities aimed at achieving certain educational goals (Amka, 2021; Lestari dkk., 2023). According to Sanjaya, and Wina (2007) Learning strategies are general patterns of teacher-student behavior in the realization of teaching and learning activities. The nature of the general pattern is that the type and sequence of actions seem to be used by teachers-students in other learning. Thus the strategy refers to the abstract characteristics of a series of actions taken by teachers and students in teaching and learning events. According to Majid, (2016), a strategy is a pattern that is designed and deliberately determined to complete an activity or action. The strategy includes the objectives of the activity, the people involved in the activity, the content of the activity, the process of the activity to the facilities and infrastructure of the activity (Kamaruddin, 2022).

Sanjaya, (2008) states that learning strategies are understood as methods chosen and used by teachers to deliver subjects, which aim to facilitate students to more easily understand subjects whose learning objectives can finally be mastered at the end of learning activities. Strategies are used to achieve success in achieving goals (Kamaruddin, 2022). The right learning strategy when applied in teaching and learning activities will support the success of educational goals. In teaching and learning activities in the classroom, the strategies applied by teachers must pay attention to the conditions and characteristics of students. In one study group, there are various students with varied learning characteristics. One of them is slow-learning students. Slow learners are students who take a long time to understand the material or need repetition of the material so that they understand the material. Teachers must create the right strategies to help the problems of slow learners. These strategies can be applied in curriculum services as follows (Minsih, 2020):

a. Modification of time allocation. Providing additional learning time allocation than the allocation of learning time for normal children. For example, if the regular curriculum learning allocation is 6 hours, the curriculum learning allocation for slow learners becomes 10 hours or more.

b. Content or material modification. For slow learners, learning materials can be reduced or lowered in difficulty according to students' abilities.

c. Process modification. Modifying the type of learning so that learning is not monotonous does not only benefit children with certain types of learning.

According to Shaw (Ridha, 2021), there are several strategies that can be used in helping slow learners in learning such as.

1) Use special instructions. Slow learners have difficulty in understanding abstract information. Therefore, teachers should use specific and simple teaching instructions and break them down into simpler tasks.

2) Connecting academic lessons with real-world experiences. To facilitate the learning of slow learners, it is recommended to relate learning materials to real life in students' daily activities. this is about reinforcing the information given to students to improve students ability to remember the lessons the teacher has given

3) Provide a variety of ways to demonstrate ability. Teachers and parents should provide a variety of learning options that can optimize students, such as improving reading skills, using teacher flashcards, or designing learning with a game setting for learning.

4) Appreciate the effort. As teachers, we must be able to appreciate even the smallest success of our students. We also need to encourage students to achieve their goals better.

METHOD

This research uses a qualitative descriptive method. Descriptive qualitative research presents the background, objects, and events as a whole then analyzes and collects data, research is more focused and reduces topics (Handayani & Muhsinatin, 2021; Putra dkk., 2022; Winanda dkk., 2020). The method used in this research is a case study. A case study is an in-depth study of a particular social unit and its findings can provide a broader and deeper picture (Supriyani et al., 2022). This research was conducted at SD Negeri Jemirahan with 2 participants, including two first-grade teachers. Teacher 1 is female with 12 years of teaching experience and teacher 2 is female with 8 years of teaching experience. Both participants have a history of education Bachelor of Elementary Teacher Education. The data collection techniques used were field observations, interviews, and documentation. This research began with direct observation of the teacher in a classroom with slow-learning students in the lower grades, then continued with an interview with the class teacher to find out the strategy during the learning process and in the school environment.

Followed by documentation as material to complete data collection including syllabus, lesson plans, report cards of slow learning students, test results, Midterm Exams, Final Semester Exams of slow learning students, photos of the learning process of slow learning students. To determine the validity of the data in this study, the credibility test was carried out using triangulation techniques, by checking the data to the same source with different techniques for the two participants. The data analysis technique used in this study uses the Matthew B. model. Milles & Hubberman's model with three stages, namely: data reduction, data presentation, and conclusion drawing. In the data reduction stage, it can sort or summarize the important and relevant points conveyed by the sources and look for themes and patterns. Data reduction can be assisted by field notes. With the collection of important points, it will help researchers to collect data more easily. In reducing data, researchers will be guided by the objectives to be achieved. The main purpose of the research is to findings (Umrati & Wijaya 2020). The presentation of data

in this study is in the form of descriptive descriptions of important information conveyed. Concluding is the final result of the research that has been carried out and produces new findings. This discovery is in the form of a description of an object that was previously unclear so that when research is carried out it becomes clear in the form of a causal relationship, hypothesis, or theory (Mamik, 2015).

RESULTS AND DISCUSSION

Based on research with data collection observation, interviews, and documentation can be obtained results that show the teacher's strategy in teaching slow learning students in low-grade elementary schools precisely at Jemirahan State Elementary School in class I. From the results of interviews with class I teacher informants, there is 1 student who is categorized as a slow learner. The characteristics of slow learners are that the scores achieved are low so learning achievement is also low, in completing the assignments given is often late in collecting them, in understanding and capturing the material takes a long time (Ambarsari, 2022). This is in line with the results of observations and interviews that students who are slow learners are slow in completing the assigned tasks, have low learning outcomes, and difficult to understand the material explained. As a result of learning delays, slow-learning students cannot participate in learning like normal children in the cognitive domain but have the same physical characteristics as other normal children (Rahmawati, 2021). Therefore, the grade 1 teacher applies strategies that are useful to help these slow learners understand the material and most importantly be able to read. The strategies used by teachers in providing teaching to slow learners are in the form of modifying the time allocation, modifying the provision of materials, and the learning process.

Modification Time Allocation

In learning activities in public schools, slow learners follow the curriculum of the school. There is no difference in curriculum between slow learners and other students. However, modifications to some aspects are used to assist slow learners in participating in learning activities. Curriculum modification is the core of one of the curriculum models for children with special needs by not modifying the curriculum but adding to their learning strategies. Slow learners are children who experience cognitive weaknesses. This makes slow learners need additional time and repetition of explanations to learn material, but slow learners can still follow learning activities in regular schools with the help and modification of certain things (Nurfadhillah, 2021). These modifications can be applied in learning activities in the classroom, namely the application of classroom teacher strategies for slow learners to catch up and understand the material well.

The interview with teacher 1 was conducted on March 16, 2023, with the results of the interview on the implementation of learning strategies for slow-learning students with additional learning hours, providing material according to the abilities of slow-learning students, providing special assistance, placing sitting positions, and providing motivation. In modifying the time allocation, teachers apply the strategy of adding study hours for slow-learning students to help slow-learning students catch up with other friends. Slow learners, if they only rely on learning

activities in class according to the general allocation of learning time, will be left behind by their peers. This is because slow learners need a long time to understand the material so additional lesson hours are needed. In additional learning, teachers focus more on providing basic teaching, namely writing and reading. The difficulties experienced by slow learners start with difficulties in reading and writing, which makes it difficult for them to understand the material. Additional lesson hours are usually conducted during breaks or after school with a maximum duration of 1 hour. In contrast to the results of research (Tresnaratih, Suratno, & Fatihaturoyidah, 2022), the guidance provided by teachers does not make a difference between students who are slow learners and other friends. This is done so that slow learning students remain confident interacting with their friends. The class teacher provides guidance services such as reading instructions to all students individually, taking turns, and slow learning students with only three to five sentences so that they are not bored.

Content or Material Modification

Teachers provide a variety of lessons so that slow learners are not bored and can slowly show better results. The materials provided focus on reading and writing. Reading and writing are basic things that students must master. A culture of reading and writing must be instilled in every community. Reading and writing activities are not only self-expression skills but are the first key for individuals to think critically, be sensitive to the surrounding environment and be able to utilize technology (Sa'diyah, 2022). By mastering these two things, students will find it easy to follow and understand the learning material. The material is given by giving examples of writing and pronouncing the alphabet correctly. The next strategy is implemented with special assistance. This special assistance is carried out with individual assistance to slow-learning students during the learning process. Teachers assist by coming to slow learning students to see their difficulties in participating in learning. The teacher then provides individual explanations in the mother tongue or simple language so that it is easy to understand. In giving questions, teachers do not reduce or differ the number of questions between slow learners and other students. Slow-learning students are still given the same number of questions as other students but do not force slow-learning students to complete all the problems given. Giving assignments is not differentiated from their peers, for example giving questions through image media. Slow-learning students still get the image media to fulfill their assignments. However, teachers do not force these slow learners to do or complete all the problems given. If slow learners find it difficult with the problems given, the teacher will replace the problems with the level of difficulty that slow learners can do. Examples of problems given include writing the alphabet, writing names, and writing lines which are then imitated by slow learners.

Reduction of material is also applied to slow-learning students. Teachers do not force slow learners to understand the material given, teachers emphasize more on honing the ability to read, write and count. These basic things are important to keep applying to slow learners. The presentation of materials and questions given to slow learners involves picture media. This is because slow learners are more likely to like drawing. The method applied by the teacher is the

lecture method with special assistance. The media that is often used is in the form of image media. Image media is adjusted to the material provided such as examples of fruit and object images. In the assessment, teachers still give grades to slow learners. The assessment given is expected to increase the enthusiasm of slow learners to continue learning and catch up. The assessment is given to slow learners by still giving the value of their work in the form of value stamps or stars. However, for the assessment of the Midterm Examination and the Final Semester Examination, the teacher gives the value of slow-learning students with the value of the Minimum Completeness Criteria limit. This is because slow learners do not take the exam like other students. Teachers have provided opportunities for slow learners to take the exam. However, slow learners cannot maximize when working more and tend to write abstracts on the exam paper.

Process Modification

Teachers also provide opportunities for slow learners to participate in group activities with other students. This group activity is expected by the teacher to be a field of mutual learning between slow-learning students and other students. Other students can help slow learners understand the material so that they can catch up. Based on the results of interviews with class teachers, slow learners tend to like learning to be done in the classroom. When learning outside the classroom, slow learners feel weak and seem to have difficulty in following the learning. In learning activities in the classroom, teachers place these slow learners with other friends to sit in groups. The next strategy implemented for slow learners is the application of seating. Teachers do not rotate the seating for slow learners. Slow learners are placed on the bench near the teacher. This is done to make it easier for teachers to control slow learners. It is expected that with the placement of seats in front of and near the teacher, slow-learning students can communicate well with the teacher for the difficulties they experience during the learning process. When giving conclusions at the end of learning, teachers do not involve slow learners. This is because teachers do not want to force slow learners to understand the material quickly. In addition to implementing various strategies for slow learners, the teacher. Teachers believe that always providing motivation can increase the enthusiasm of slow learners to continue learning. From the various strategies implemented by teachers, the visible impact of these slow learners is the willingness of students to write. Students are already willing to write correctly, although teachers must continue to control and provide individual assistance to these slow learners. The obstacle experienced by teachers when assisting slow learners is the difficulty in concentrating. The difficulty in concentrating is characterized by children who are just silent and do not respond when invited to learn. According to the Ministry of National Education (2006), one of the characteristics of slow learners is that they have low learning capacity, are often late in completing tasks compared to their peers, and have difficulty doing heavy academic tasks. (Irdamurni, 2020).

In implementing strategies for slow-learning students between teacher 1 and teacher 2, there are differences. Each teacher has its characteristics in providing strategies for both learning

in the classroom and outside the classroom. Providing strategies still takes into account the conditions of slow-learning students. Thus, slow learners can still follow and catch up with other friends. Interview with teacher 2 was conducted on March 16, 2023, with the results of the interview strategies applied to slow-learning students with additional learning hours, modification of questions, and rotation of seating.

Modification Time Allocation

Modification of time allocation For slow-learning students, teachers provide additional learning hours outside of class hours. Additional learning hours are carried out after school or during breaks with a duration of approximately 1 hour. The provision of additional learning hours is not by repeating the material taught during classroom learning. In additional lesson hours, the teacher focuses more on providing reading practice. Some research suggests that strategies applied to slow learners can be helpful for teaching and learning activities in the classroom. These strategies are applied during learning and some are applied outside of learning hours. Such as research (Darmanto, 2022) suggests strategies applied to slow-learning students with a humanistic and cognitive mentoring pattern approach. This mentoring pattern is to find out more about the characters and ways of learning of slow-learning students so that the information conveyed by the teacher can be conveyed properly and clearly. The results of this study are in line with research (Nurfadhillah et al., 2022) which suggests one of the ways that can be used to overcome slow learning children is with tutoring such as holding group discussions and teachers giving 1 hour to master the material. Choosing a good strategy to improve student learning outcomes by providing more knowledge after class learning is complete.

Content or Material Modification

Material modification for slow learners according to (Minsih, 2020) content or material modifications for slow learners when applied in the classroom has an impact on slow learners. The next applied strategy is a strategy regarding the delivery of learning materials. The delivery of material is done in the same way for slow learners and other normal students. Teachers deliver the material to all students without distinction. The teacher provides sample problems based on the material as an evaluation and reinforcement of the material. In delivering the material, the teacher also slips the mother tongue to make it easier for slow learners to understand the material. In addition, teachers also provide sample problems with a small selection of numbers so that slow learners can follow the delivery of the material. Teachers implement a special assistance strategy. This strategy is carried out by visiting slow-learning students to see and control the difficulties experienced by these students. Special assistance is carried out by the teacher giving simpler explanations to slow-learning students so that they better understand the material they are learning. Teachers also provide examples of simple material explanations that are easy for slow-learning students to understand. This is in line with the results of research (Muhtarom & Cahyani, 2023) that the special challenge for teachers is to be able to adjust the rhythm of classroom teaching to different styles and ways of thinking, including students who are slow learners. Slow

learners need additional educational support and services compared to other students. However, this special assistance strategy cannot be done continuously but rather gradually. This is because the teacher also has to control the situation of other students so that it remains conducive when learning takes place.

In giving questions to students who are slow to learn, the strategy given is to reduce the questions on the assignments given. This reduction in questions is done so that slow learning students can more quickly complete the tasks given and easily understand the material with examples of problems that they can do correctly. In addition, teachers also provide a small selection of numbers for math subjects. This is expected to help slow learners more easily understand and solve the problems given. For the use of media, teachers do not use special media for slow learners. Teachers use media for all students without distinction. The use of media is adjusted to the material being studied. Teachers often use objects around the school or objects in the classroom to use as examples. For example, the number of tables, windows, and blackboards to be used as examples of math subjects. The use of visual media in the form of pictures of fruit, objects, and human animation as a tool to help students understand and solve problems. Slow learners also utilize visual media in the form of pictures to be pasted in notebooks as problems like other students. However, slow learners often prefer to draw abstract pictures in their notebooks rather than working on pictorial problems. Teachers still provide media for slow learners to stimulate them to work on problems. The teacher also does not force the slow learner to complete the work and allows the slow learner to learn something else.

In doing the assignment, the teacher provides additional time for slow learners to complete the assignment. Often, slow learners are late for recess because they have to complete the assignment. Giving additional time to work for slow learners is also given by completing tasks at home as homework. This is done because slow learning students even though they are given additional time to work still need more time. So that teachers provide opportunities for class assignments to become homework so that slow learners have more time to complete the assigned tasks. Giving conclusions at the end of learning does not involve slow learners. According to the class teacher, in understanding the material, slow learning students have difficulty, especially if they have to add conclusions. Classroom teachers provide more reinforcement of the material by giving homework to be done at home for each student.

Teachers also provide opportunities for slow learners to learn in groups, not in isolation. For group work itself, teachers do not require slow learners to participate in completing the task. The teacher rather gives other tasks that can be done by slow learners. The placement of seats for slow learners is in the front row so that teachers can still control how slow learners learn.

Process Modification

Placement of slow-learning students in the front row can make it easier for these students to be able to communicate with the teacher if students have difficulty capturing learning material. Appropriate seating placement will make students feel comfortable participating in learning activities so that it helps students understand the material being explained. Providing assessment

is given by the teacher as a form of appreciation for slow-learning students willing to do the assignments given even though they are not maximized. In line with (Nani & Amir: 2013) moral support to slow learning students is one of the strategies applied in the classroom for every small positive change (Sa'diyah, 2022). Assessment is still given to build a sense of enthusiasm for learning for slow-learning students. The assessment is given in the form of a score of 100 or with a stamp that reads well with a star. Giving appreciation to slow-learning students can strengthen the process of self-concept formation (Indriani, 2021). For the assessment of the Midterm Examination and Final Semester Examination, teachers give grades according to the KKM limit. This is because slow learners cannot take the exam like other students. Teachers once allowed slow learners to take the exam but slow learners could not finish well and chose to cross out the test questions.

In preparing learning strategies, teachers have tried to provide appropriate strategies and in accordance with the characteristics of slow-learning students. The barriers faced by slow learners are related to behavioral skills, social skills, reading skills, language skills, and memory skills. According to (Borah, 2013) Slow learners are difficult to identify because they are not different in appearance and behave normally in most situations (Nurfadhillah, 2021). The obstacles experienced by slow learners include psychological factors, health, family, and problems at school. Poor learning environment conditions are a factor inhibiting slow-learning students from learning (Rahmawati, 2021). From the various strategies implemented, there are several obstacles experienced by classroom teachers. These obstacles come from slow learning students and family factors. The situation of slow-learning students who are difficult to concentrate, and difficult to communicate with, causes these students to have difficulty receiving material.

The implementation of strategies must also be balanced with the role of parents as supporters of slow learners. Good communication between teachers and parents of slow learners will help improve their learning. Family factors are also needed in the education of slow learners. The role of parents as the main support for slow learners in their education is very important. If parents can think openly and can be discussed with the class teacher, it will make it easier for the class teacher to control the progress of slow learners by applying several strategies in the school environment and slow learners also make progress in understanding the material. It is different with parents who have close communication with class teachers regarding the education process of slow learners. This not only makes it difficult for the class teacher but also makes it difficult for the slow learner to make progress in understanding the material. Motivation can be used to change behavior in different situations and based on experience poor motivation can lead to failure in learning. In addition to good communication, motivating slow learners is important. Motivation for slow learners is also provided by the class teacher. Giving rewards and motivation increases the enthusiasm of slow learners to learn. This motivation is expected to build and increase the enthusiasm for learning for slow learners.

The results of this study suggest that some strategies can help slow learners get improved changes before the implementation of strategies. This can be seen when slow learners are willing to write examples given by the teacher such as writing the alphabet and drawing shapes in the form of lines. This is in line with Shaw's opinion to implement strategies by optimizing learning. Optimizing learning will show the ability of slow learners such as increasing reading skills. The

implementation of strategies must also be balanced with the role of parents as supporters of slow learners. Good communication between teacher.

CONCLUSION

Based on the results of the research and discussion related to teacher strategies in teaching slow learning students in the lower grades of elementary schools, it can be concluded that teachers apply various strategies to help slow learning students during learning, namely (1) teachers apply additional hours for slow learning students by providing basic materials such as writing and reading at school hours or recess, (2) teachers provide additional hours for slow learning students to do assignments, this is given so that slow learning students have plenty of time to be able to understand the material, (3) teachers modify the questions given to slow learning students, this modification is in the form of reducing the number of questions or selecting small numbers in math subjects, (4) teachers provide special individual assistance for slow learning students by visiting the bench to control difficulties and provide explanations using native language so that slow learning students can easily understand, (5) teachers apply the seating placement of slow learning students on the front bench which is close to the teacher's bench, this is done so that teachers can better control slow learning students during learning. The limitation of this study is still the absence of special methods and media for slow learners that help teachers carry out these strategies in the classroom. For future research, researchers suggest conducting research in schools that have learning tools for slow learners.

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