

Thematic Learning Strategy of Teacher to Slow Learners in Inclusive Elementary School

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Article Info

Article History:
History Articles:
Recived 15th March
2019
Accepted 1th May 2019
Published 15th June
2019

Keywords:
Thematic Learning,
Slow Learner Student,
Inclusive School

Abstract

The purpose of this study is: to describe the teacher's strategy in developing thematic learning media for students with special needs, slow learner; to describe the implementation of thematic learning models in slow learner students; to describe the implementation of thematic learning assessment in slow learner students. This study uses a case study qualitative approach. The source of the data is from the teacher who teaches the slow learner students, while the data regarding the strategies used by the teacher was obtained from some information with interview techniques, observation and documentation studies. The validity of the data is by triangulation of data sources and methods. The results of this study are as follows: the teacher's strategy in compiling thematic learning media in slow learner students is the same as regular students namely referring to the 2013 Curriculum; the implementation of thematic learning models in slow learner students in principle is the same as regular students by applying various learning models but for slow learner students there is special assistance; and the assessment of thematic learning in slow learner students is the same as regular students covering aspects of attitudes, knowledge and skills.

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p-ISSN 2252-7001
e-ISSN 2502-454X

INTRODUCTION

Education in Indonesia does not distinguish between citizens who have differences such as religion, ethnicity, physical, and slow learner students with special needs. Slow learner students have the same rights in getting education. Slow learner students with special needs are slow learner students who have special characteristics that are different from slow learner students in general. Rosilawati (2013:9) defines inclusion education aimed at providing motivation, developing potential, improving effective education and accommodating the abilities and learning needs of slow learner students without exception. All students get the same education without exception. In delivering the knowledge, teachers are not allowed to discriminate. Inclusive education aims that all slow learners get a good education in accordance with their needs and abilities.

In Indonesia the right of education for slow learner students with special needs has been regulated in the National Education System Law Number 20 of 2003 Article 32, that special education is an education intended for students who have difficulty in following the learning process because of physical, emotional, mental, and social disorders and / or possessing intelligence potential and special talents. Permendiknas Number 70 of 2009 about inclusive education for students who have disabilities and have potential intelligence and / or special talents. Inclusive education is defined as the system of education that provides opportunities for all students who have disabilities and have intelligence potential and / or special talents to participate in education or learning process in an educational environment together with other students in general. There are several types of slow learner students with special needs who receive special education services in inclusive schools, including blind students; deaf students; speech impaired students; mentally disabled students; paralysis students; inharmonious students; students who

have learning difficulties; slow learner students; autism students; motoric impairments students; students who are victims of drug abuse and other addictive substances; students who have other disorders; and students who have double disorders.

Students with slow learning disorder or known as the slow learners are one of the slow learner students with special needs. The slow learner definition according to the Indonesian Ministry of Education and Culture is slow learner students who have an average score of under six in schools and thus have a high risk for failing the grade. Slow learners have an intelligence level below the average of around 75-90. In general, students of slow learner have quite bad grades for all subjects because they have difficulties in getting the lessons. They need repeated explanations for one teaching material, mastering skills slowly even some skills are not mastered. Slow learner students can be found at almost every inclusive school. Lisdiana (2012: 1) said that approximately 14.1% of slow learner students including slow learner students were slow to learn.

In the 2013 curriculum the thematic class is a subject that must be given at all levels of formal education. There is no exception in schools providing inclusive education that provides services for special need, slow learner students such as slow learning learners. Seeing the reality found in the field that thematic lessons are categorized as lessons that are difficult and less favored by some students. The dislike of students in thematic lessons can have an impact on student learning success. When looking at some characteristics of slow learners according to Steven R. Shaw (2010:15) that are: having low intelligence and low academic achievement, but different from slow learner students with cognitive or learning difficulties; slow learner students can show higher achievements when the information is delivered in concrete form, but will have difficulty learning abstract concepts and lessons; slow learner students experience cognitive difficulties in organizing new material and assimilating new information into previous information; slow

learner students need extra time to study and do assignments, as well as additional training to develop academic skills that are on the same level with their peers.

Based on the background above, the objectives of this study are as follows: (1) to describe the teacher's strategy in developing thematic learning equipments for slow learner students; (2) to describe the implementation of thematic learning models in slow learner students; (3) to describe the implementation of thematic learning assessment in slow learner students.

METHOD

This study uses a qualitative approach (Sugiyono, 2013: 15) with a case study design (Creswell, 2005). This research is focused on the teacher's strategy in developing thematic learning equipments in slow learner students, implementation of thematic learning models in slow learner students, and learning assessment of slow learner students at SDN Klampok 01 Brebes Central Java Indonesia that has 318 students and 31 students with special needs categorized in slow learner students, students having learning difficulties, little mental health.

Data sources are from teachers of grade 4 and 5 who taught slow learner students. Data collection techniques with interviews, observations and documentation studies. The data used in this study were observation, interviews, and documentation. The observation method in qualitative research allows to see and observe the phenomena that occur in actual circumstances. The tool used to observe in the form of an observation sheet or check list. The interview is a conversation with a specific purpose, which is done to obtain data. The study of documents in this study is used to complement the use of observation techniques and interview techniques and increase the credibility of the research results.

To measure the level of reliability in qualitative research so that it can be scientifically accounted for by triangulation. The data

obtained are then analyzed using the interactive model analysis, whose elements include data reduction, data presentation, and conclusions.

RESULTS AND DISCUSSION

Strategies for Preparing Thematic Learning Devices to Slow Learner

The teacher's strategy in compiling thematic learning equipments in slow learner students is the same as regular students, namely referring to the 2013 curriculum. In Permendikbud Number 81A of 2013 stated that the plan for implementing learning is a learning plan that is developed in detail from a subject matter or specific theme that refers to the syllabus. RPP (lesson plan) includes: school data, subjects, and classes / semesters; core material; time allocation; learning objectives, basic competence and indicators of competency achievement; learning materials; learning methods; media, tools and learning resources; steps of learning activities; and assessment. Every teacher in an inclusive school is obliged to develop a learning plan for all students including slow learner students. Hadisubroto (2000: 21), in designing integrated learning there are at least four things that need to be considered as follows: determining the goals, determining material / media, arranging scenarios, and determining evaluation or assesment.

The stages of preparing the slow learner thematic learning equipments in elementary schools are as follows: (1) determine the type of subjects and the types of skills that are integrated; (2) choosing material, competency standards, basic competencies, and indicators; (3) determine integrated sub skills. The skills that must be mastered by inclusive school teachers are thinking skills, social skills, and organizational skills, each of which consists of sub-skills.

Toharudin (2018) states that lesson planning establishes learning objectives suited to the needs of the child, the development of a modified syllabus and lesson plan for children's conditions, classroom planning management, a strategic approach to student-based learning

activities, and child-friendly procedure learning activities; learning is intended to provide motivation to students, learning to use media in accordance with the needs of students, applying learning methods that involve students, providing concrete examples known to students. Meanwhile, the character values given to students are in the form of fair treatment, the application of religious norms, local social and cultural norms, compassion, and mutual respect; learning evaluation is done by flexible assessment, while the assessment is adjusted to the conditions of the various needs of the students.

Implementation of Thematic Learning Model to Slow Learner Students

Implementation of thematic learning models in slow learner students in principle is the same as regular students by applying various learning models but for slow learner students there is special assistance. Application of slow learner student learning by applying various types of learning models, namely: guidance for slow learner students with concentration problems, changing the way of teaching and the amount of material to be taught. Students who experience attention problems can miss if the material is given too fast or if the responsibilities accumulates with complex material. Therefore, it will be useful for teachers who teach slow learner students to slow down in delivering teaching material; keep students engaged by giving questions when the material is given; using visual tools such as creating an outline material / chart to give students an idea of the steps or parts being taught; doing some meetings with students. Students may not be aware of the role of attention in the teaching process. They also do not realize that attention is a particular area of difficulty for them. In this meeting we can provide explanations in a way that without giving punishment and without threats will be very useful for students.

The teacher provides guidance to the slow learner students more intensely in the teaching process. By inviting slow learner students close to the teacher both physically and

psychologically which will bring the slow learner students closer to the teaching process. The teacher gives encouragement directly and repeatedly. Make a habit for students to know that the teacher sees it while they keep attention. Inclusive school teachers use eye contact when learning takes place especially in slow learner students. The teacher gives an appreciation for his presence. It could also be verbal appreciation done quietly and gently. Lilik Maftuhatin (2014), the teacher's learning approach has a role to create an interesting and fun learning environment for all children. The learning environment can increase children's activity and learning effectiveness. Inclusive classes can be interpreted as a place of learning that is fun and stimulates children to learn. Inclusive school teachers prioritize attention continuity rather than the speed of completing the task of learning on slow learners. Slow learner students may feel discouraged and not cared for if they are punished for not completing tasks as quickly as other students. The teacher makes adjustments and the number of assignments to the slow learner students that must be completed as well as the time provided to complete the task based on the individual abilities of the slow learner students who will help and encourage some slow learner students. The teacher teaches the slow learner students to observe their own lessons. The teacher teaches the slow learner students to record various intervals whether they give attention or not at the time of teaching. This note will help create greater attention to needs in focusing attention and can also be useful in strategies to strengthen attention skills.

The teacher provides guidance for slow learner students on memory problems, by the way when teacher teaches using underlining with markers, to help provoke memories. The teacher accompanies slow learners with cognitive problems, provide material learned in context. This is useful to know whether students understand the meaning of their reading or the meaning of a question about new material. Understanding can be strengthened by using examples, analogies or contrasts. Postpone the final exam and assessment. Need to provide

feedback and encouragement more often for slow learner students. Evaluating their assignments as additional teaching will be very helpful. In other words, a constant awareness of these students will shape their confidence and abilities. For some students, delaying their final examination until students fully master the material learned, may be the best way.

The teacher provides guidance for slow learners with social and emotional problems. Make a reward system class that is acceptable and accessible. Slow learner students need to understand this reward system in class and feel that they are participating in it. Do not let students who have difficulty learning feel "out laws", those who do not have the opportunity to get awards received by other students. To understand how they can get good appreciation, students here need to be given an understanding of how to get social benefits from positive attitudes and good social relations, some students may want to prove directly in class.

Establish awareness about themselves and others. Some slow learner students do not have a clear awareness of their own attitudes and their impact on others. Helping these students become more familiar with their attitudes and their impact on others is a meaningful opportunity for social and emotional development. Open and attentive speaking to these students about their attitudes can also be an important step in forming a trusting relationship between them.

Teach positive attitude. When students who are slow to learn become more aware of their attitudes and get a better understanding of interactions with others, they will respond well to instructions on how to form good relationships and a more positive self-image. If the attitude of a slow learner student is very inappropriate or negative attitude remains when all methods have been tried, do not hesitate to ask for help. Seek help from school colleagues who might be able to provide assistance in explaining social and emotional problems and find solutions to these difficulties. This assistance can come from psychologists, counselors, parents, teachers, and principals. Most importantly, an educator understands that

asking for help is not a sign of weakness or disability. According to Adi (2013) the learning model is a conceptual framework that describes the procedure in organizing learning experiences to achieve learning goals. The learning model functions as a guide for teachers in planning and implementing learning activities for slow learner students. Joyce & Weil (2013: 133) state that the learning model is a plan or pattern that can be used to shape the curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or others.

There are several things that are considered by the teacher in choosing a learning model, such as: (1) Consideration of learning objectives, (2) Consideration of learning materials, (3) Consideration of learning media, (4) Consideration of the students' condition. By considering these various things, each model chosen must always be modified and adapted to the needs and conditions of the students. Depdiknas (2005) in Sanjaya (2006) explains there are 8 principles in choosing learning strategies, namely: 1) goal-oriented, 2) encourage student activities, 3) pay attention to individual aspects of students, 4) encourage interaction processes, 5) challenge students to thinking, 6) inspiring students to do and test, 7) creating a fun learning process, and 8) being able to motivate students to learn more.

Learning Assessment of Slow Learner Students

Thematic learning assessment in slow learner students is the same as regular students which includes aspects of attitude, knowledge and skills. In the setting of inclusive education, the assessment system expected in schools is a flexible assessment system. Assessments that are suited to the competencies of all children including children with special needs. Assessment can be both quantitative and qualitative data. The implementation of an evaluation system in schools providing inclusive education depends on the curriculum used in the school, it means that if the school uses a duplicate curriculum, the evaluation system is likened to what the child in general applies. And if the school uses a modified curriculum of

course the evaluation system must also be modified according to the conditions and needs of students with special needs. These changes are biased with regard to exam questions, changes in evaluation time, evaluation techniques, or evaluation sites and others. It is also included in the modification of evaluations are changes in graduation criteria, system grade increases, report cards, diplomas and others.

It is like Alfian (2015), who investigated the analysis of the learning process on Mathematics in slow learner students with special needs, that evaluation activities were carried out when one discussion material was completed and carried out with written tests and oral tests. The evaluation results are used as a reference for non-follow-up activities carried out in special guidance by Special Teachers or Facilitators. Maftuhatin (2014) states that learning evaluation is quite good because the teacher has applied two methods in evaluation, namely with questions that are equated with regular and the second with questions according to their needs, accompanied by a portfolio that records their progress during learning.

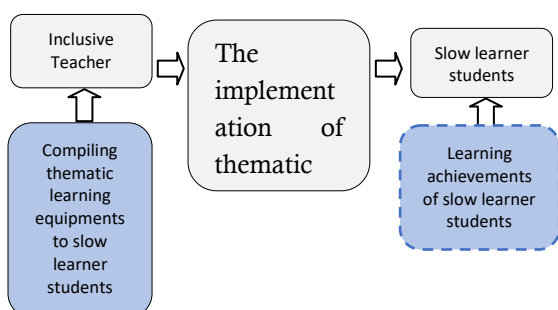


Figure 1. Learning Strategy Of Slow Learner Students

CONCLUSION

It can be concluded, the teacher's strategy in preparing thematic learning equipments in slow learner students is the same as regular students which refers to the 2013 curriculum. The implementation of thematic learning models in slow learner students is principally the same as regular students by applying various learning models but for slow learners, there are special

guidance. Thematic learning assessment in slow learner students is the same as regular students which includes aspects of attitude, knowledge and skills.

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