

# THE ROLE OF THE TEACHERS IN DEALING WITH SLOW LEARNERS IN THE ELEMENTARY SCHOOL

*By* Suyatno Suyatno

# THE ROLE OF THE TEACHERS IN DEALING WITH SLOW LEARNERS IN THE ELEMENTARY SCHOOL

Septia Ningsih<sup>1</sup>, Suyatno<sup>2</sup>

<sup>1</sup>Department of Primary Teacher Education, Faculty of Teacher Training and Education, Universitas Ahmad Dahlan, Ki Ageng Pemanahan St. 19, Yogyakarta

<sup>2</sup>Department of Education Management, Faculty of Teacher Training and Education, Universitas Ahmad Dahlan, Pramuka St. 42, Sidikan, Umbulharjo, Yogyakarta

<sup>2</sup>e-mail: [suyatno@pgsd.uad.ac.id](mailto:suyatno@pgsd.uad.ac.id)

## Abstrak

Anak-anak slow learner membutuhkan perhatian dan layanan pendidikan sesuai dengan kondisi dan keadaanya. Peran guru menjadi faktor yang sangat penting dalam menangani anak slow learner. Penelitian ini bertujuan untuk mengungkap peran guru dalam menangani anak slow learner di SD Muhammadiyah Danunegaran Yogyakarta. Jenis penelitian ini adalah penelitian kualitatif dengan pendekatan studi kasus. Subjek penelitian ini adalah guru kelas dan serta peserta didik slow learner. Subjek penelitian ditentukan berdasarkan teknik purposive sampling. Teknik pengumpulan data yang digunakan melalui wawancara, observasi, dan dokumentasi. Data yang terkumpul dianalisis dengan menggunakan teknik analisis data interaktif induktif model Miles dan Huberman. Hasil penelitian menunjukkan bahwa Guru di SD Muhammadiyah Danunegaran memiliki peran sebagai demonstrator, pengelola kelas, inisiator, fasilitator, mediator, motivator, dan evaluator dalam menangani anak slow learner.

**Kata Kunci:** Peran Guru, Slow Learner, Sekolah Dasar

## Abstract

Slow learners need certain attention and education service that suit their condition and situation for them to be able to develop their abilities just like other normal children. Teacher roles can become a significant factor in dealing with slow learners, especially in the learning process. The research aims at finding out the teacher roles as well as the inhibiting and supporting factors in dealing with slow learners at SD Muhammadiyah Danunegaran, Yogyakarta. The research is qualitative research with case study approach. The subjects of the research are teachers and slow learners found in the classes. The subjects of the research were determined through purposive sampling technique. The data collection techniques used were interview, observation, and documentation. The collected data was analyzed by using interactive inductive data analysis technique, a model proposed by Miles and Huberman. The result suggests that teachers at SD Muhammadiyah Danunegaran have carried out their roles as a demonstrator, class manager, initiator, facilitator, mediator, motivator and evaluator in dealing with slow learners.

**Keywords:** Teacher Roles, Slow Learner, Elementary school

## INTRODUCTION

Education for all can be realized by forming an inclusive education. Fitria (2012) explained that inclusive education is education including the child with special needs and normal children merged into one class, in the regular school, that

is located in the place where they live, and education emphasizes anti-discrimination. The child with special needs educationally also requires the differently specific service with other children generally (Desiningrum, 2016). In the psychology context, the child with special needs is easily known from their gesture and behaviour, like learning disabilities and disorders, for example, becoming slow learners. It is needed for the role of the teachers to provide proper treatment toward concerned children. The teachers' role is vital in dealing with slow learners, especially in the learning process. The teachers are demanded to guide and motivate slow learners to arouse new desires and interests, motivation, and stimulus of learning activity. Suprihatiningrum (2013) concluded that the main tasks of the professional educators are to educate, to teach, to guide, to train, to assess, and to evaluate the students.

The slow learner is one of the children with special needs who are not recognized for their physical appearance because they have the same physical shape as normal children, but they need a particular educational service. The service for children with special needs can be a specific educational program aimed to decrease social life limitation. As a human, every child who has below-average ability has the right and is worthy of going to school just like other normal children who have above average ability (Desiningrum, 2016; Khabibah, 2013; Subini, 2014). Novitasari et al. (2018) explained that slow learners are a child who experiences slightly learning more slowly and who has intelligence level between 71 and 89. Slow learners are children whose intelligence is below the average, but they are not classified as mentally disabled children.

It is required that the teacher's role to provide students' learning needs to have appropriate service according to slow learners' learning needs. The teacher's role in the teaching-learning process is not only as a teacher but also as a coach, a counsellor, and a learning manager. As a coach, the teacher must encourage their students to master learning tools and motivate them to strive and achieve the highest achievement (Connie & Zuki, 2020; Fauziah & Mahmudah, 2020; Husein, 2017; Robiyah et al., 2021).

The teacher serves to create the behaviour carried out in the certain situation and has the purposes of changing behaviour to be better and pay attention to student's development (Dekawati et al., 2021; Rohiat 2020; Tusturi et al., 2017). The teacher plays the most active role in achieving education according to the goals (Ariyati, 2018; Yuliananingsih & Darmo, 2019). Basically, in implementing education, the teacher teaches their students through learning activities (Nurhakim & Veriansyah, 2019; Sukasman, 2020).

Many previous studies have examined the role of teachers and slow learner children in schools. Minsih and Galih (2018) studied the teachers' role in class management, it was carried out through interviews, observation, and documentation. This study concludes that in class management, the teacher as a demonstrator, class manager, facilitator, mediator, motivator, and evaluator attempts to keep their students excited and active during the learning process. In line with the abovementioned research, Rahmayanti (2015) studied teacher services for slow learners in grade IV state elementary school of Gadingan, Wates by interview, observation, and documentation. The results show that the teacher has not in-depth understanding of slow learner's concept and characteristics toward the students.

The previous research is not focused on the teacher's role in dealing with slow learners in elementary school. The teacher's role is one of the success factors of the learning process for slow learners (Khabibah, 2013). Slow learners need full attention and educational service according to students' condition and situation to develop their ability like other normal students.

Muhammadiyah elementary school of Danunegaran is an inclusive school in Yogyakarta in which the children with special needs who have been assessed are approximately 13 people, including slow learners. The school principal mentioned that there are slow learners in almost every class (Interview, October 3, 2019). Muhammadiyah elementary school of Danunegaran has a special counselor, briefly called GPK, who manages autistic students in grade 1. At the same time, other autistic students who are in other classes are managed directly by the classroom teacher. Due to the limitation of GPK, the classroom teacher's responsibility in

dealing with a child with a special need is more significant. According to the child's information with a special need, slow learners are slower to receive the material and pay less attention when they explain the material. Regarding the characteristic of a slow learner, therefore, classroom teacher directly deals with the students themselves without any help of GPK, leading to the different characteristics of a child with a special need, it is caused by the students who are specifically slow learners who need full attention from their teacher. Therefore, the researcher is interested in studying "the teacher's role in dealing with the slow learner in Muhammadiyah elementary school of Danunegaran." In detail, this study answers the question: How is the teacher's role in dealing with slow learning in Muhammadiyah elementary school Danunegaran?

## **METHOD**

The <sup>13</sup> type of research used is qualitative research using a case study approach (Creswell & Poth, 2013). A case study research is qualitative research attempting to find the meaning, investigate the process, to obtain in-depth meaning and understanding from individual, <sup>12</sup> group, and situation (Gomm et al., 2000; Noor, 2008; Emzir, 2014). Qualitative <sup>12</sup> research is a research method based on the <sup>11</sup> philosophy of postpositivism, which emphasizes the aspect of an in-depth understanding of a phenomenon (Agustinova, 2015; Denzin & Lincoln, 2011; Reason & Bradbury, 2001; Vandenberghe & Kelchtermans, 2002). This <sup>11</sup> study arose because the researcher tried to describe and analyze the data about teachers' role in dealing with the slow learner in Muhammadiyah elementary school of Danunegaran.

This study was carried out in Muhammadiyah elementary school of Danunegaran, located in Parangtritis Street, Number 46, Mantrijeron, Mantrijeron sub-district, Yogyakarta City, Special Region of Yogyakarta. This research's subjects were the school principal, two classroom teachers who taught grade II and IV, and two grade II and IV students who are specifically slow learners. The teachers who were teaching slow learners were involved in selecting research subjects because, in this case, the teachers more understood their role as slow learner's teachers.

The technique of the data collection was interview, observation, and documentation. The data validities were 1) Triangulation of data resources obtained by checking the data acquired from some resources, 2) Triangulation method carried out by checking the data from the same sources using the different technique. The collected data was analyzed using the interactive inductive data analysis technique of Miles and Huberman (1994). According to Miles and Huberman, the analysis of qualitative data is carried out interactively and run continuously until the data is saturated.

## RESULT AND DISCUSSION

The research result is presented according to themes found during the data collection and answers to the formulation of problems. The teacher's role in dealing with the slow learner in Muhammadiyah elementary school of Danunegaran has been analyzed and presented as the research result below:

### Teacher's Role as a Demonstrator

As a demonstrator, the teacher must master the material to be taught and deepen the knowledge that will later be taught to the students. The role of the teacher as a demonstrator later will determine the learning outcome of the students. The knowledge possessed by the teacher will be a provision to develop the duties as teacher and demonstrator.

Based on the results of data collection, the slow learner has different characteristics from other normal children. Slow learners tend to be quiet, not much to say, and have difficulty following the learning process when not specially guided. They have short term memory, and it is difficult to understand the subject matter. The slow learner needs a companion in the learning process who can help to understand the lesson. When carrying out the role as a demonstrator, there were several ways in dealing with the slow learner in Muhamamdiyah elementary school of Danunegaran. In the learning process, the teacher demonstrates and provides the direct description regarding the material presented by using the examples existed in the surrounding and linked in illustrations of everyday life, masters the material



and conveys the material according to the used book, repeat the previous material to link the material to be delivered. Through the interview, Df said that:

“When I deliver the material, I always use the example that existed in the surroundings, in concrete; indeed it will help the student produce concrete thinking because without providing any portrayal, it makes the students confuse to understand the material. For example, as a classroom teacher, I must understand the basic competence myself because it becomes a classroom teacher’s duty. I adjusted the material’s sequence to be delivered according to the student book as the main guidelines” (Interview with Df, August 10, 2020).

The above mentioned research result is in line with the research of Minsih and Galih (2018) stated that as a demonstrator, the teacher must be able to exemplify and demonstrate the use of learning tool and media to carry out the assignment and material in teaching and learning process. The interview result showed that the teacher’s role as a demonstrator is highly influential on a slow learner’s learning outcome. In the learning process, the teacher requires to deliver the material by providing the real example and is linked to everyday life to help the student understand the material that has been delivered, master learning material, and deliver the sequence of learning material according to student book, and repeat the previous material in the early learning as well.

#### **Teacher’s Role as a Class Manager**

Based on the research result, the teacher’s role, as a class manager, is to utilize the facilities in the classroom, such as class’ props, projector, and fan. On the other hand, the teacher also maintains the physical classroom environment by organizing the picket schedule and use the learning resources, such as books and the surrounding environment to support learning processes. Furthermore, other roles are to make the classroom comfortable in order to be the best learning environment, switch the students’ seat, and use the specific approach to make the slow learner focused on the learning. The teacher also adds extra hours carried out in the morning or after school to provide more assistance for the slow learners. Fa explained:

“Intermezzo is required to make the learning in the classroom comfortable, delivering material is interspersed with the game or by singing together to make the students happy. I used the classroom facilities to support the

learning, such as LCD, projector, props, and whiteboard. I make a student's picket schedule in which, every day, four students are in charge of cleaning the classroom" (Interview with Fa, August 11, 2020).

The research above is related to Minsih and Galih's (2018) research, stating that the teacher as a class manager can lead the course of teaching and learning process and handle the problems during the learning. Based on the result of the research, it can be concluded that as a class manager, the teacher utilizes the facilities provided in the class like class props, projector, fan, also maintain the physical environment of the classroom by organizing picket schedule, use the learning resources to support learning processes such as books and surrounding environment, make the classroom comfortable. It becomes the best learning environment, always changes the students' seat, and always makes the slow learner focused on the learning by using the specific approach and adding the special hours for the slow learner that can be carried out in the morning or after school.

#### **Teacher's Role as an Initiator**

By this role, the teacher demands knowing and understanding the students' condition, handling the problem related to teaching and the management to provide the comfort of the students, and creating pleasant learning conditions by looking for creative ideas that students can emulate. Based on the research result, the teacher roles as an initiator are that the teacher always teaches the students easy ways to learn and find creative ideas. Thus, the teacher does an interesting activity that can bring out student creativity, create a comfortable and interesting learning condition by inviting slow learner to play together and provide assistance for them. As Fa said:

"Slow learners can bring up their ideas, for example, when they invite them to play together. Yesterday, for instance, I invited them to play CCI and role play. Then, I ask them about the game that we will play for the next meeting; with that kind of question, they bring up their ideas by proposing the game they want to play or answer the earlier question" (Interview with Fa, August 10, 2020).

The previous theory relates to Darmadi theory (2015), explaining that the role of the teacher as an initiator is to initiate progressive ideas of education and instruction, the teachers must improve their competence; also, the ability to use



teaching and learning media must be improved according to the advance of communication and information. According to the abovementioned research, it can be concluded that the role of the teacher's role as an initiator in dealing with slow learning is that the teacher always tries to provide the learning with easy ways and find the creative ideas. The teacher's role also provides the activity to arouse student creativity, make the learning conditions comfortable and enjoyable for students by inviting them to play a game, and assist them.

#### **Teacher's Role as a Facilitator**

According to the research result, the teacher's role as a facilitator in the Muhammadiyah elementary school of Danunegaran is that the teacher always provides the learning administration such as the learning implementation plan, the evaluation material, and the assessment the beginning of the lesson. The learning implementation plan used in slow learners' instruction is the same as the regular class lesson plan because there is still no particular lesson plan for inclusive education. The difference is target achievement. The teacher uses several various facilities for slow learners, such as video, stationary, and learning outside the classroom. As stated by the teacher Df, it was mentioned that:

“Before delivering the material, I make the lesson plan and evaluation material. Usually, I make the same lesson plan for regular students and slow learners, but there are several modifications in the main competence and indicator due to the learning target's difference. For example, I make five questions for regular children and just one or two questions for slow learners” (Interview with Df, August 10, 2020).

The previous study strengthens Adi's research et al. (2018), stating that the teacher's role as facilitator is to help and facilitate the student to overcome the learning obstacle in the learning process. This research has reinforced the research of Minsih and Galih (2018), stating that the teacher, as a facilitator, facilitates the student's need during the learning to receive the material optimally.

Based on the interview result, it can be concluded that the teacher's role as facilitator is that the teacher always provides learning administrations, such as lesson plans, evaluation material, and the assessment at the beginning of class. The learning implementation plan used in slow learners' instruction is the same as the

regular class lesson plan because there is still no particular lesson plan for inclusive education. The difference is target achievement. The teacher uses several various facilities for slow learners, such as video, stationary, and learning outside the classroom.

### **Teacher's Role as a Mediator**

As a mediator, the teacher must help the students find the way out or solution to deal with the difficulties in the discussion. On the other hand, a mediator provides learning media and exemplifies the use of the media. According to the research result, the teacher's role as mediator is to provide students with a solution in dealing with the problems. For example, when slow learners experience difficulties during the group discussion, the teacher provides the way out for them. As a mediator, the teacher also facilitates the learning media presented in LCD, pictures, and self-made learning material. Fa stated that:

“Slow learners usually join the group discussion but do not play a big role. Sometimes they keep quiet while watching their friend discussing. When experiencing difficulties, it depends on their friends, but I always ask their friends to invite slow learners to join their friends in the group discussion. Nonetheless, sometimes their friends ignore them by not allowing them to join the discussion. To overcome this situation, I slowly tell their friends to invite the slow learner to join their group discussion” (Interview with Fa, August 11, 2020).

The research above is in line with the research of Minsih and Galih (2018), explained that as a mediator, the teacher plays a role as an intermediary in changing the student's behaviour also an attempt to provide and use the learning media. Based on the data analysis, the abovementioned data shows that the teacher, as a mediator, plays a role in providing the solution for the students to solve the problems encountered.

### **Teacher's Role as a Motivator**

As a motivator, the teacher must motivate and encourage the students, especially slow learners, to have learning enthusiasm and desire. According to the result of the research conducted in Muhammadiyah elementary school of Danunegaran, the teacher reinforce the students' potential and encourages them to

be active in the learning by giving the apperception at the beginning of the learning such as song, game, pictures, or video. That way can attract student attention to be able to pay attention to the teachers during the learning process. The classroom teacher can provide a pleasant atmosphere also give a reward and praise to the students. The information is obtained from the interview of teacher grade II, Df, stated that:

“Motivating to the slow learners can be carried out by exemplifying the reality in their surroundings, like telling the story that happened in their surrounding so that they can observe the reality is. Sometimes, I also praise them for lifting their motivation (Interview with Df, teacher grade II, August 10, 2020).

The research results support the research finding of Minsih and Galih (2018) that the teacher as a motivator is being able to uplift student to learn by explaining in detail what the student gets at the end of the learning also giving the reward to them. This study reinforces the research of Adi et al. (2018) that is stated that as a motivator, the teacher must always praise and provides positive feedback toward students who gained the achievement. The teacher also has the responsibility to make a pleasant atmosphere during learning. The teacher role as a motivator in Muhammadiyah elementary school is to encourage and reinforce student development.

## **2** **Teacher's Role as an Evaluator**

As an evaluator, the teacher has to assess and observe the development of student learning achievement. According to the result of the research, slow learners are unable to complete their school tasks without any help from their teacher. They can complete their school tasks by asking for help from their friend. Before delivering the material, the teacher always delivers the objectives and instructions of the learning. In delivering the objectives and instructions of the learning to slow learner, it is slightly different which the language used is more simple. The assessment and evaluation given to slow learners are also different from others due to the different achievement targets. For example, the normal student will give five

questions in their school task, but the slow learners will be given only one or two questions. Grade II teacher (August 10, 2020) stated that:

“Before delivering the material, I usually deliver the objectives and instruction for all of the students. At the same time, I use a simple language for slow learners so that they can understand. This case is because they are unable to understand like other students. Also, I differ slow learner assessment from other students, in this case, I assess them from their attitude and learning outcome but in different ways” (Interview with Df, August 10, 2020).

The abovementioned result supports the result of Minsih dan galih (2018) that as an evaluator, the teacher monitors the student work as a whole and make a summary to improve the student competence. The teacher's role as an evaluator affects the development of the achievement of slow learners. The teacher's role as an evaluator in Muhamamdiyah elementary school of Danunegaran consists of several activities: the teacher always gives clear instruction and example by using a simple language so that slow learner can easily understand. The evaluation of slow learner consists of school work and test. The learning assessment of slow learners is different from other students due to the different achievement targets by which the assessment grade is lower than other students' grade.

## **CONCLUSION**

This research concludes that the dominant role is teacher's role as a demonstrator in which the teacher always deliver the material by providing the real example related to everyday life, mastering the learning materials, delivering the material according to the material sequence, and repeating the material before delivering the next learning material. Second, as a class manager, teachers utilize the facilities, maintain the class environment, organize classroom in order to be more comfortable and become the best learning environment. Third, teachers, as initiator, teach the student an easy way to learn and find the creative ideas, assist slow learners, and provide comfortable and enjoyable learning condition by inviting the student to play before learning. Fourth, as a facilitator, teachers provide learning administration, such as lesson plan, evaluation material and the assessment before delivering the material, and provide learning facilities like

learning media, learning equipment, and learning outside classroom. Fifth, as a mediator, teachers provide the solution for their students who do not solve the problems they encountered, for example, when slow learner meet the difficulties to involve in the group discussion, and then the teacher provide self-made learning media. Sixth, teachers as motivator provide many ways to give the encouragement and reinforcement to develop students' potential and encourage them to be more active in learning, such as giving the apperception at the beginning of the learning, telling a real story, praising up the students, and giving the reward. Lastly, as an evaluator, teachers evaluate slow learner by giving tasks and tests.

#### **ACKNOWLEDGMENT**

We especially thank to Department of Primary Teacher Education of Universitas Ahmad Dahlan and the interviewees at Muhammadiyah Elementary School of Danunegaraan, Yogyakarta who have supported this research.

#### **REFERENCES**

- Adi, S. S., Kusumawardani, I. N., & Fransisca, J. V. (2018). Peran Guru Dalam Mengelola Kelas Yang Digambarkan Dalam Film Beyond The Blackboard Karya Jeff Bleckner. *Edcomtech Jurnal Kajian Teknologi Pendidikan*, 3(2), 113-126.
- Agustinova, D. E. (2015). *Memahami Metode Penelitian Kualitatif*. Yogyakarta: Calpulis.
- Ariyati, E. (2018). Kemampuan Pedagogical Content Knowledge Calon Guru Biologi Menyusun RPP pada Praktik Mikroteaching. *Jurnal Edukasi*, 16(1), 82-92.
- Connie, C., & Zuki, A. M. (2020). The influence of innovativeness on the work performance of physics teacher in the state senior high school at bengkulu province. *International Journal of Educational Management and Innovation*, 1(3), 218-224.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage Publications.

- Darmadi, H. (2015). Tugas, Peran, Kompetensi, dan Tanggung Jawab Menjadi Guru Profesional. *Edukasi: Jurnal Pendidikan*, 13(2), 161-174.
- Dekawati, I., Pujiyati, W., & Sitoresmi, S. (2021). The Influence of Principal's Role and Work Motivation to Teachers Job Satisfaction. *International Journal of Educational Management and Innovation*, 2 (1), 100~115.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research*. Sage Publications.
- Desiningrum, D. R. (2016). *Psikologi Anak Berkebutuhan Khusus*. Yogyakarta: Psikosain.
- Emzir. (2014). *Metodologi Penelitian Kualitatif: Analisis Data*. Jakarta: Rajawali Pers.
- Fauziah, S. B., & Mahmudah, F. N. (2020). Strategies of Science Teachers in Overcoming the Factors That Cause Learning Difficulties. *International Journal of Educational Management and Innovation*, 1(1), 39-49.
- Fitria, R. (2012). Proses Pembelajaran Dalam Setting Inklusi di Sekolah Dasar. *Jurnal Ilmiah Pendidikan Khusus*, Volume 1 No. 1. Hal 90.
- Husein, L. (2017). *Profesi Keguruan Menjadi Guru Profesional*. Yogyakarta: Pustaka Baru Press.
- Husin, H., Ramadhani, D. A., & Mada, M. K. P. (2019). Menangani Anak *Down Syndrome* Melalui Pendidikan Karakter Qurani Di Sdlbn 2 Amuntai. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 4(1), 23-36
- Khabibah, N. (2017). Penanganan Instruksional Bagi Anak Lambat Belajar (Slow Learner). *DIDAKTIKA: Jurnal Pemikiran Pendidikan*, 19(2), 26-32.
- Maghfiroh, F., Sholikhah, H. A., & Sofyan, F. A. (2019). Upaya Guru Dalam Mengatasi Kesulitan Belajar Membaca Siswa. *JIP (Jurnal Ilmiah PGMI)*, 5(1), 95-105.
- Minsih, M. (2018). Peran Guru Dalam Pengelolaan Kelas. *Profesi pendidikan dasar*, 1(1), 20-27.
- Noor, K. B. M. (2008). Case study: A strategic research methodology. *American Journal of Applied Sciences*, 5(11), 1602-1604.



- Novitasari, N., Lukito, A., & Ekawati, R. (2018). Slow Learner Errors Analysis in Solving Fractions Problems in Inclusive Junior High School Class. *Journal of Physics: Conference Series*, 947(1).
- Nurhakim, I., & Veriansyah, I. (2019). Kompetensi profesional guru geografi dalam proses pembelajaran materi lingkungan hidup di Kelas XI SMA Negeri 10 Singkawang. *Edukasi: Jurnal Pendidikan*, 17(1), 47-56.
- Rahim, A. (2016). Pendidikan Inklusif Sebagai Strategi Dalam Mewujudkan Pendidikan Untuk Semua. *Jurnal Pendidikan Ke-SD-An*, 3, 68–71.
- Rahmayanti, A. (2015). “Layanan Guru Bagi Siswa Lamban Belajar Di Kelas IV Sekolah Dasar Negeri Gadingan Wates”. *Skripsi*. Yogyakarta. Universitas Negeri Yogyakarta.
- Reason, P., & Bradbury, H. (Eds.) (2001). *Handbook of action research: Participative inquiry and practice*. Sage publications.
- Rezeika, A. C., & Wahyuno, E. (2018). Pelaksanaan Program Vokasional untuk Anak Autis. *Jurnal Ortopedagogia*, 4(1), 1-6
- Robiyah, S., Koderi, Anwar, S., Muin, J. A., Hijriyah, U. (2021). Continuous Professional Development of Junior High Schools’ Islamic Religious Education Teachers at Bandar Lampung City, Indonesia. *International Journal of Educational Management and Innovation*, 2 (1), 44~56.
- Rohiat, R. (2020). Teaching and Learning Quality (Descriptive Study on Administration Magister Program, Faculty of Education, University Of Bengkulu, Indonesia). *International Journal of Educational Management and Innovation*, 1(2), 173-178.
- Subini, N. (2014). *Pengembangan Pendidikan Inklusi Berbasis Potensi*. Jogjakarta: Redaksi Maxima
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.
- Sukasman, S. (2020). Supervisi akademik berkelanjutan untuk meningkatkan kompetensi pedagogik guru dalam menyusun rencana pelaksanaan pembelajaran. *Edukasi: Jurnal Pendidikan*, 18(1), 28-38.

- Suprihatiningrum, J. (2013). *Guru Profesional: Pedoman Kinerja, Kualifikasi & Kompetensi Guru*. Jogjakarta: Ar-Ruzz Media.
- Tusturi, R., Mahmud, H. R., & Vitoria, L. (2017). Peran Guru Dalam Mengatasi Kesulitan Belajar Siswa Di SD Negeri 10 Banda Aceh. *Jurnal Ilmiah Mahasiswa Pendidikan Guru Sekolah Dasar*, 2(4).
- Vandenberghe, R., & Kelchtermans, G. (2002). Leraren die leren om professioneel te blijven leren: kanttekeningen over context. *Pedagogische Studiën*, 79, 339-351.
- Yuliananingsih, Y. & Darmo, T. (2019). Peran Guru Pendidikan Kewarganegaraan dalam Membina Kedisiplinan Peserta Didik. *Edukasi: Jurnal Pendidikan*, 17(1), 57-67.

# THE ROLE OF THE TEACHERS IN DEALING WITH SLOW LEARNERS IN THE ELEMENTARY SCHOOL

ORIGINALITY REPORT

6%

SIMILARITY INDEX

## PRIMARY SOURCES

- 1 [etheses.uin-malang.ac.id](https://etheses.uin-malang.ac.id) 28 words — 1%  
Internet
- 2 Michal Zion, Michaela Slezak. "It takes two to tango: In dynamic inquiry, the self-directed student acts in association with the facilitating teacher", *Teaching and Teacher Education*, 2005 22 words — 1%  
Crossref
- 3 [docobook.com](https://docobook.com) 19 words — < 1%  
Internet
- 4 [espace.curtin.edu.au](https://espace.curtin.edu.au) 16 words — < 1%  
Internet
- 5 [journal.student.uny.ac.id](https://journal.student.uny.ac.id) 16 words — < 1%  
Internet
- 6 Wahyuni Tri Lestari, Sulistyio Saputro, Mohammad Masykuri, Budi Hastuti, Maria Ulfa, Sri Mulyani, Sri Yamtinah. "Item analysis of technological pedagogical content knowledge (TPACK) in pre-service chemistry teachers using the Rasch Model application", *Journal of Physics: Conference Series*, 2020 15 words — < 1%  
Crossref
- 7 [eprints.ums.ac.id](https://eprints.ums.ac.id) 15 words — < 1%  
Internet
- 8 Ken Alexander, Dawn Penney. "Teaching under the influence: feeding Games for Understanding into the 12 words — < 1%

Sport Education development-refinement cycle", Physical Education & Sport Pedagogy, 2005

Crossref

- 
- 9 [download.atlantis-press.com](http://download.atlantis-press.com) 12 words — < 1%  
Internet
- 
- 10 [mafiadoc.com](http://mafiadoc.com) 11 words — < 1%  
Internet
- 
- 11 [www.tandfonline.com](http://www.tandfonline.com) 10 words — < 1%  
Internet
- 
- 12 Fenny Thresia -. "VIDEO TO AMPLIFY BANKING STUDENT'S WRITING PERFORMANCE", PREMISE JOURNAL:ISSN online: 2442-482x, ISSN printed: 2089-3345, 2017 10 words — < 1%  
Crossref
- 
- 13 [garuda.ristekdikti.go.id](http://garuda.ristekdikti.go.id) 10 words — < 1%  
Internet
- 
- 14 Nurdyansyah Nurdyansyah, Pandi Rais, Qorirotul Aini. "The Role of Education Technology in Mathematic of Third Grade Students in MI Ma'arif Pademonegoro Sukodono", Madrosatuna: Journal of Islamic Elementary School, 2017 9 words — < 1%  
Crossref
- 
- 15 [his-shelter-community.blogspot.com](http://his-shelter-community.blogspot.com) 9 words — < 1%  
Internet
- 
- 16 David Lee Carlson, James Albright. "Chapter 7 New Paternalism", Springer Science and Business Media LLC, 2012 8 words — < 1%  
Crossref
- 
- 17 [kembangkankreamu.org](http://kembangkankreamu.org) 8 words — < 1%  
Internet
- 
- 18 Nur Hasanah. "DAMPAK KOMPETENSI PROFESIONAL GURU DALAM MENINGKATKAN 8 words — < 1%

- 
- 19 N Novitasari, A Lukito, R Ekawati. "Slow Learner Errors Analysis in Solving Fractions Problems in Inclusive Junior High School Class", Journal of Physics: Conference Series, 2018

7 words — < 1%

Crossref

---

EXCLUDE QUOTES ON  
EXCLUDE BIBLIOGRAPHY ON

EXCLUDE MATCHES OFF