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Sutarman<sup>3</sup>; Yusron Masduki<sup>4</sup>**<sup>1,2,3,4</sup>Department of Islamic Education, Universitas Ahmad Dahlan Yogyakarta, **Indonesia****Article in Jurnal Ilmiah Peuradeun**Available at : <https://journal.scadindependent.org/index.php/jipeuradeun/article/view/861>DOI : <https://doi.org/10.26811/peuradeun.v11i2.861>**How to Cite this Article****APA** : Ru'iyah, S., Kistoro, H.C.A., Suratman, S., & Masduki, Y. (2023). Model of Religious Education for Slow Learner Children in Inclusive Schools in Indonesia. *Jurnal Ilmiah Peuradeun*, 11(2), 475-494. <https://doi.org/10.26811/peuradeun.v11i2.861>Others Visit : <https://journal.scadindependent.org/index.php/jipeuradeun>

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## MODEL OF RELIGIOUS EDUCATION FOR SLOW LEARNER CHILDREN IN INCLUSIVE SCHOOLS IN INDONESIA

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### Abstract

School is a formal institution that is the right place for students to develop their potential. National education aims to provide space and educational materials for every student, including slow learner students. Religious education material is one of the materials that must be provided. This research aimed to describe the learning strategies used by religious teachers to slow learning students. This qualitative research used a narrative approach. There were eight participants: Islamic religion teachers, special guidance teachers and two school principals. Data collection through in-depth interviews and analysis with the stages of data reduction, presentation and interpretation. This research found peer teaching and repetition models to be the main learning models. It was consistent with the character of slow-learner students with below-average cognitive abilities. Slow learner students tend to accept material slowly and repeatedly. They were also more comfortable when being taught by peers because, psychologically, they felt the same age. Meanwhile, the biggest obstacle for slow learner students in learning was limited cognitive ability, unstable concentration power and negative image of parents towards children's abilities. The findings of this study are interesting to be used as a reference for teachers and parents in educating slow learner children.

**Keywords:** Education; Politics; Economics; Finance; Cultural Studies.



## A. Introduction

Inclusive schools constitute implementing the Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009. This ministerial regulation is an appreciation of students' diversity, to which educational institutions must respond positively without discrimination. Inclusive schools are traditional schools that carry out joint learning between children with special needs and typical children in one room (Candra Pratiwi, 2015). Carrying out the learning activity over a diverse range of students certainly requires more skills and competence, especially for dealing with slow learner children. Slow learner (SL) children have lower cognitive abilities than their normal counterparts, so they usually need a longer learning time (Tarnoto, 2016).

Meanwhile, it has been clearly stated in the law that the purpose of education is to make students faithful believers and pious and have good morals. Religious education, thus, to achieve the goals of national education, is a primary requirement that must be obtained by every child, including children with special needs (Suyudi & Prakasa, n.d.). The learning process needs to consider many aspects to achieve the desired competencies. The first consideration is the competence one wants to achieve. The competencies that slow learner children must complete in each subject are usually lowered slightly below those for normal children. The teachers do this because slow learners have lower cognitive abilities compared to their normal peers.

Gary R. VandenBos, in the American Psychological Association (APA) dictionary, defines a slow learner as a child with intelligence below the average of normal children (VandenBos, 2007). Eman Gaad added that those slow learner children have slow learning abilities due to minor mental retardation (Gaad, 2011). Boeriswati refers to slow-learner children who usually have mild cognitive impairment and are unable to learn in general (Rasmitadila et al., 2017). Another definition of a slow learner is a child who learns slowly pace so that he or she is unsuccessful as he or she lacks psychological and cognitive abilities. Slow learners are students who are slow to learn, so they take longer than their counterparts with average intelligence (Amelia, 2016). Except for children with intellectual disabilities (Hadi, 2016), children with these characteristics are still eligible to study along with other normal children with special treatment.

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John H. Peatling states, according to the IQ level, slow learner children are divided into two groups: retarded (namely, those with intelligence test scores from 67 to 89) and sub-normal (namely, those with intelligence test scores from 90 to 100) (Peatling, 2011). On the other hand, Cooter says that slow learners children's characteristics in terms of intelligence, as presented by IQ measurement tool, usually range from 70 to 85 (Cooter & Cooter, 2014). The same is said by Endry Boeriswati that slow learner children usually have an IQ range of 70-90. Chauhan also said that the IQ range of slow learner children is 80-90 (Sangeeta Chauhan, 2011).

Considering the condition of slow learner children with the above characteristics, inclusive learning for slow learner children certainly requires a unique strategy to successfully achieve learning (Ru'iya et al., 2021). Learning strategies are a whole series of activities teachers and students must carry out carefully (Chatib, 2014). J.R. David states that learning strategies include planning, methods, or activity designed in such a way as to achieve learning objectives (Majid, 2012).

As stated in the rules for learning implementation in inclusive schools, learning activities are carried out by subject teachers along with special guidance teachers (GPK) (Zakia, 2015). Special guidance teachers are those responsible for conducting inclusive schools. Thus, they have a significant role. These special tutors are responsible for designing and implementing the specialized programs.

Meanwhile, Islamic Religious Education is an integral part of the national curriculum that must be implemented for slow learner children. The implementation of Islamic Religious Education must, of course, be carried out by teachers who are competent in their fields. Teachers of Islamic Religious Education in inclusive schools are obliged to collaborate with special guidance teachers so that learning in inclusive schools can run well. Therefore, conducting a collaborative study on implementing Islamic Religious Education (PAI) learning strategies between Islamic Religious Education teachers and special guidance teachers in inclusive schools is new and interesting since researchers rarely do it.

Previous researchers have carried out some research on learning models for children with special needs. Some have researched the abilities of slow learner children and also autistic children. Research conducted by Adhi

13 & Seniwati found the form and meaning of revitalization for children with special needs in inclusive schools, especially at SD Saraswati Tabanan and Bali. The results of the research show that a form of revitalization is an increase in resources, such as workshops for teachers and students' parents; providing apprenticeships for school staff, particularly school librarian managers; increasing the involvement of children with special needs with other peers in self-development; complementing facilities such as special guidance rooms and library facilities (Adhi & Seniwati, 2018).

25 Research conducted by Azhari on children with dyscalculia found a mathematics learning model to help children with special needs with dyscalculia in elementary schools to help with their learning difficulties (Azhari et al., 2020).

10 Meanwhile, Kistoro's research findings explain how to improve the learning of slow learners in learning to read the Qur'an (Kistoro, 2021). Kistoro's other findings regarding autistic children highlight the importance of character education for autistic children with three learning models: explanatory, practice, and intensive mentoring (Kistoro et al., 2021).

20 Some of the research above shows differences with the research conducted in that the emphasis on research lies in the model of religious education for children with autism. At the same time, other research examines the themes of character education, mathematics education and learning the Qur'an.

The problems faced by inclusive schools in providing learning to slow learner students or children are unquestionably very diverse. Starting from the learning strategy applied, the materials will be delivered to the special assistant to strengthen the understanding and achievement of the desired learning targets.

31 Based on the above conditions and problems, this study seeks to answer research questions about what learning model teachers do to slow learner children in inclusive schools. Also, we will further explain what constraints and obstacles are dealt with by teachers during the learning process of slow learner children in inclusive schools.

This research will focus more on discussing the experiences of PAI teachers and special guidance teachers in implementing learning in inclusive

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schools. It will also focus on the teacher's problems in the learning process and how to solve them.

**B. Method**

This qualitative research uses a narrative (Taylor et al., 2016). It aims to reveal the experiences and events teachers and school principals face in implementing religious learning for slow learner children in inclusive schools at the primary education level. In addition to conducting and explaining the implementation of learning activities, it will also disclose the problems and obstacles schools and teachers deal with in implementing learning. This research was conducted for five months, from September 2020 to January 2021.

The research design was designed with pre-research stages in choosing themes based on field problems, initial observations at research locations, making research timelines, making research instruments, collecting data, and analyzing and reporting research results.

The main object of this research is autistic children in inclusive schools regarding the processes and learning models at school. The main subjects in this study were teachers and principals from two schools in the Yogyakarta region of Indonesia. The selection of subjects with the provision of religious teachers who already have at least five years of teaching experience becomes a special criterion that researchers have predetermined. It is intended to obtain more in-depth information and experience from the research subjects. There were eight respondents in this study, consisting of four (4) religious teachers and two (2) special guidance teachers, and two (2) principals. The respondent's identity and the school in this study were given initials to maintain the confidentiality and comfort of the respondent.

*Table 1. Respondent profile*

School	PAI Teacher	Special Guidance Teacher	School Principal	Total
Primary School P	2			2
		1		1
Primary School G	2		1	1
		1		2
Total			1	1
				8

Data in this study was obtained from in-depth interviews using interview instruments. Data was collected during the pandemic after obtaining permission from the principals and teachers as potential respondents. Following the policy at the time of the pandemic, interviews were carried out by the health protocols, namely by conducting interviews at schools by maintaining distance, wearing masks, and other procedures. Interviews were conducted for 30 to 45 minutes according to the respondent's agreement.

Data reduction based on participants' experiences is essential to data analysis (Miles, M.B., Huberman, A.M, Saldana, 2014). Several stages are performed to obtain high-quality data, namely classifying crucial statements in the central theme and describing the meaning of the phenomenon's experience. The essence of the description is what is being experienced and how the individual is dealing with this experience (Moustakas, 1994).

The data analysis procedure in this study started by converting the voice recordings from the interview into a transcript to quickly and easily check the various information contained. The researchers carefully read the interview transcripts several times. Along with this process, the researcher also selected important information contained in it as important statements. The important statements identified by researchers are further grouped into central themes. These important statements and central themes were then used to create a texture description, which is a description of what the participants were going through.

The researchers also used those important statements and central themes to create a structural description, namely a description of how participants experienced the phenomenon. The final step in this data analysis procedure was writing down the essence of all the phenomena experienced by the participants. Essence description is a combination of textural and structural descriptions that reveal the nature of the phenomena the participant went through (Creswell & Poth, 2018).

## C. Result and Discussion

### 1. Result

The research findings illustrate that the religious learning model for slow learners in inclusive schools can be classified into pre-learning,

lesson planning, learning implementation and evaluation. The findings are briefly described in Table 2.

*Table 2. Themes of research findings*

No.	Pre Learning	Learning Planning	Implementation of Learning	Evaluation	Challenges Supports
1.	The initial assessment determines the special abilities of students (hearing, blindness, IQ test)	Preparation of material according to student abilities	Opening class with prayer	Determination of different minimum completeness criteria (KKM).	There is an accompanying teacher
2.	Assessment indicators (difficulty understanding abstract concepts, vocabulary skills, learning motivation, material understanding)	Use of special methods	Delivering material with lectures	The curriculum is still the same	Good student interaction
3.		Determination of graduation indicators	Giving questions	The ability and concentration of slow-learner students	Smooth communication
4.			Special assistance for slow learner children	Memory and time understanding of student material	
5.				Negative Perceptions of slow learner students	

Learning in inclusive schools begins with an assessment from the beginning of the child's admission to school (Wati, 2014). This assessment aims to determine if the child attending the school has specificity. If an incoming child is known to have specificity, then the school will continue with the next assessment to determine the specificity level. For example, suppose a child attending the school is identified to have specificity in hearing. In that case, the school must conduct a more in-depth assessment of the level of hearing deficiency. Similarly, for children with visual impairment (blind), the school needs to assess the level of blindness.

Particularly for slow learner children, it is more difficult for schools to detect them from the beginning since there are no specific physical signs, except for parents who brought the IQ test results. Those identified as having slow learner specificities get immediate handling from the start. However, for them, no initial data assessment is carried out during the learning process.

The assessment process was carried out on children who were indicated as slow learners children with the following characteristics: 1) having difficulty in understanding abstract concepts; 2) having limited vocabulary skills; 3) having low learning motivation; 4) requiring a more comprehensive understanding of the material, and 5) requiring repetition during material delivery. Children with these characteristics were subjected to an IQ test as the primary benchmark for determining their cognitive abilities. The IQ test results will receive special treatment if the child is classified as a slow learner.

This assessment process was by a narrative from one of the school principals, who stated, "Just like other children in general, parents enroll their children in school. If the prospective students already show the signs of children with special needs, then an assessment is immediately carried out. However, especially for slow learner children, those signs are often invisible because the children are physically normal. Meanwhile, students enrolling in this school are based on their age, or they do not have to take a test. Therefore, the school cannot confirm from the start whether a child is classified as normal or a child with special needs (slow learner)".

As a result, schools are often overwhelmed after several months of implementing learning activities as, in certain classes, the number of children with special needs (slow learners) exceeds the maximum number stated in the implementing regulation for inclusive schools (Fernandes, 2018). When this happens, the slow learner children in certain classes will be moved to another class to avoid violating the rules.

The initial assessment process at these two schools involved special guidance teachers to avoid misdiagnosing the determination of children with special needs. As stated by the school: "We have special guidance teachers to conduct assessments and assist children in class during the learning process. There are three special guidance teachers scheduled alternately to enter the classroom. In addition, the school provides a



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particular space for children with special needs. When slow learner students can no longer participate in a class learning at all, they are moved to that particular room to be specially assisted".

The learning planning for each subject in inclusive schools involves special tutors who have more competence with children with special needs (Kadir, 2015). Likewise, lesson planning for Islamic Religious Education subjects involves special guidance teachers. In the process of preparing the learning plan, the Islamic Religious Education (PAI) teachers focus more on the content/ learning material for normal children, while the content/ subject matter for children with special needs is relatively the same.

This learning plan aligns with the description of one of the PAI teachers who stated, "In the case of Islamic Religious Education material, the Special Guidance Teachers do not interfere and do not dare to make any modification. In contrast to the thematic material, the Special Guidance Teachers are still able to make changes; for example, when determining competencies from analyzing to being familiar with. So there is a decrease in competency grade to be achieved. It is different with the subject of Islamic Religious Education, in which the Special Guidance Teachers only give advice or recommendations, so the determination of competence and material is purely from me".

While preparing the learning implementation plan, Special Guidance Teachers focus more on the learning method. These special tutors always take the cognitive abilities of slow learner students into their consideration so that they can set up active learning methods and involve all children. Another learning method the Special Guidance Teacher proposes is peer teaching, where normal students can actively mentor slow-learner peers.

One lesson plan was implemented by PAI teachers together with Special Guidance Teachers in inclusive classes. What distinguished the learning between normal children and slow learner children was in the implementation stage, in which slow learner children were given more attention than their normal peers and at the time of evaluation, the level of acquisition for slow learner children was slightly lowered compared to normal children (Kistoro, 2021). For example, a passing score of 75 for normal children is 75. Hence a score of 65 for slow learner children is considered a pass.



The implementation of inclusive class learning in these schools used a full inclusive class, where children with special needs learned together with other normal children throughout the day in regular classes using the same curriculum (Elisa & Wrastari, 2013). Therefore, as mentioned in the previous section, the Learning Implementation Plan applies to all children in the inclusive class.

Teachers who conducted learning in the inclusive class consisted of Islamic Religious Education (PAI) teachers and Special Guidance Teachers who focused more on slow learner children. However, due to the limited number of Special Guidance Teachers, only some PAI lessons were always accompanied by a Special Guidance Teacher. A PAI teacher said, "At the time of the implementation, I taught in front of the class by delivering material. Meanwhile, the special tutor was at the back of the class, ready to assist the children with special needs".

In addition to carrying out the learning process along with the subject teachers, Special Guiding Teachers also treat students from other classes who experience obstacles while learning. For example, when a slow learner student screams in class and does not want to be silent, the teacher blocks the child by taking him to a particular room to be handled by the Special Assistance Teacher. This was in accordance with a narrative by one of the special guidance teachers who explained that "When a child with special needs is acting up, a special guidance teacher will handle him or her. However, if the special guidance teacher is not in the classroom, the child with special needs keeps screaming and disturbing his or her classmates. Consequently, we often isolate them in a particular room where a special guidance teacher can handle them".

The implementation of Islamic Religious Education learning is the same as the learning implementation of other subjects. Religious teachers are accompanied by Special Guidance Teachers or sometimes alone in inclusive classes. At the time of observation, the teacher started the lesson by chanting prayers to begin the learning activity together; then, the teacher asked one of the students to read the pledge to keep discipline and obey the rules, which the other students repeated.

Then the teacher presented the material with a small lecture and asked the students to open their books. In certain sections, the teacher asked one of

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the students to read on a specific page. And then, the teacher asked some questions students to measure whether the material had been mastered or not.

PAI teachers provided equal opportunities between normal children and slow learner children. However, there are usually no or only a few slow learners children who can answer the first questions. Then the teacher repeated the material by presenting it in the student's mother tongue, using the Javanese language that allowed slow learner children to understand better.

Interviews with the PAI teachers also confirmed it. One of them stated, "Children with special needs often find it difficult to grasp the material directly, so teachers are required to be creative. Sometimes, explaining the material in verbal is not enough, so I show them films, or use gestures; I also make the language more accessible, like using my mother tongue or Javanese. So, I just can't keep talking in front of the class since children with special needs cannot receive the material well".

Another teacher said, "I often have the children in the class to do warm up before the lesson begins; I give them ice breaking to let them be refreshed so that they can regain their focus. I also often use video shows, gestures, give examples, an then continue".

The PAI teachers also asked normal students who sat side by side with slow learner students to answer questions so that the SL child could hear their friend's answer. The teacher also allowed a fellow junior high school student to repeat some of the material he had delivered (repetition). A teacher shared this strategy. "If someone still does not understand, he or she can ask questions, and then I will explain again. I also often use peer learning, so a friend who sits next to him or her can answer some of the questions I give. Sometimes I also ask the student who sits next to the slow learner to repeat the material I have delivered so that the Slow Learner child can accept and understand. It is probably because they have the same peer language level".

During the COVID-19 pandemic, learning activities occur by using media for communication owned by all parents. The use of Android phones is a main medium. As one of the teachers stated, "For online learning, I use WA, Youtube, Google form. During this COVID period, I do not use a particular learning strategy, Sir, for I'm afraid that it will be too burdensome. Since other learning materials pose a lot of assignments, that will be too stressful for the

students. During this period of time, I sort out the most important materials to teach. When I give them assignments, for example, I give them time to submit until 7 p.m. Some students completed the task; some others still need to. Still, we try to understand them. And then, I discussed with the special guidance teacher about any slow learner students who hadn't done their assignments. The special guidance teacher made a video call and paid home visits to provide service to students with special needs (slow learners) since only those special tutors get permission to conduct home visits".

If the PAI learning process is carried out with a special guidance teacher, that special tutor will guide or assist the slow learner students, who are mostly having difficulty concentrating. Slow learner students usually have other abnormalities, such as hyperactivity, making them difficult to control during class. This is the time for the function of special guidance teachers while accompanying PAI learning in inclusive classes. It is by the guidelines of organizing inclusive schools in which the special guidance teachers must have the following competencies: 1) general ability, namely an ability required to educate learners in general (normal children); 2) basic ability, i.e., an ability required to educate students with special needs; and 3) specific ability, namely an ability required to educate students with certain types of special needs (specialized).

The PAI and GPK teachers always pay more attention to slow learner students during and throughout the learning process. This is very important because slow learner children are less able to understand lessons than normal children. Slow-learner children also need more motivation than their normal counterparts, so PAI and GPK teachers need something more to motivate or inspire them. As addressed by one of the teachers: "The way to assist children with special needs is to make them get interested when they start the class, make them focus on the subjects the class teacher will teach. The Special Guidance Teacher will re-explain the material that the classroom teacher had taught in an easier and understandable language for students and provide concrete examples".

The teacher needs to give an understanding to other normal students in advance, for they will give more attention to the SL children, hence reducing any jealousy. The teacher has to explain that the purpose of

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learning in the class is so that all students can understand the material. Therefore, if any student already understands, they should be able to teach their friends who fell behind and must be patient if they still need to understand. However, if the classroom learning hours are up, and the slow learner children still need to learn the subject matter, the PAI teacher and GPK will conduct special/ remedial lessons for the children.

Learning evaluation is a tool to determine whether a lesson's planned competence has been achieved (Widyawati, 2017). Evaluation is highly essential in the educational process. Evaluation is a systematic process for collecting, analyzing, and interpreting the data obtained.

This school's inclusive classes were also evaluated with the same questions between regular and slow learner students. The difference is that the minimum achievement criteria (KKM) for slow learner students are lower than for normal children. For Islamic Religious Education subjects, KKM for normal children was 75, while KKM for slow learner children was 70. With this decision, the achievement value of Islamic Education subjects in inclusive classes could be maximally achieved, and all students passed the criteria.

One of the teachers said, "I do not demand a high standard for slow learner students regarding the problem of mastering material cognitively. I'm pursuing more into real practice. For example: Have the students obediently and orderly done the five-time prayer or not? For recitation material, if students with special needs are able to read and have the correct pronunciation, it can be categorized as good. The exam questions are the same for the normal students and students with special needs. However, the grade is lowered for those with special needs. It's goodly enough if they understand one or some materials, since it is too difficult for them to understand all the materials. I also differentiate the score for normal and students with special needs, for instance, scores of 65-70 are considered good for slow learner children".

Obstacles often experienced by teachers during the implementation of the learning process for slow learner children are, among others, the preparation of curriculum, suitable strategies, and another obstacle from other parties. These namely parents do not want their children to be included as children with special needs.

The curriculum is a standard guideline in providing materials in inclusive schools. This means that normal and children with special needs have the same curriculum. This condition requires teachers to be creative and innovative with a suitable strategy while delivering materials to all students according to the existing curriculum. This was supported by the interview results with religious teachers who explained, "As a PAI teacher, throughout the preparation process, such as making a Learning Implementation Plan, I do all the work and prepare more material or content. Usually, I discuss with the Special Guidance Teacher the most suitable method that can be applied to this kind of material and competence. The Special Guidance Teacher will suggest a method, and if it is considered appropriate, we will prepare it, but if it seems less suitable, we will further discuss it".

Implementing a curriculum requires a high level of teachers' creativity to make the students understand the existing materials. Even though the provision of materials for slow learner students has the same curriculum applied to normal peers, the teachers set the standard for students' minimum achievement.

The ability of slow learner children is cognitively different from normal children. This ability ultimately affects the ability to reason and concentrate. Most of the slow learner students have lower concentration power. As described by one of the teachers, "The weaknesses posed by slow learner children in this school tend to be memory weaknesses, focus, and longer time to process information. Children with special needs in this school tend to be slow in learning, such as difficulty in reading, writing, focusing, and being late to submit assignments". Another religion teacher said that to overcome the problem of such slow learner children, "At the beginning of learning we make an approach, always persuade, and always provide encouragement and motivation when assisting/ mentoring the learning".

Another obstacle teachers face is the concentration and response of students with special needs. The children often did not respond at all. This makes it difficult for classroom teachers to teach. One of the religion teachers expressed this condition: "In my case, one of the obstacles was, for example, I have explained it in various ways and sometimes through learning outside the classroom. However, when I asked a question, they just kept quiet. I once

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experimented with class VI, I nudged one of my students, and he or she looked so surprised. It turned out that the child was daydreaming. The nudging stimulation to the slow learner child brought back their focus on the lesson".

One of the special guidance teachers added, "The weaknesses of slow learner children is in memory, focus, and longer time to process information. Learning during the COVID-19 period is somewhat different from during regular times. When delivering materials that tend to be difficult, special guidance teacher will communicate with parents and students by phone/ video calls to explain the material more simply and easily understood. The special guidance teacher provides examples of how to work on questions so the students can do the assignments easily. How to submit the assignments, students usually send the assignments first to the special guidance teachers to be reviewed and checked".

One of the obstacles of external factors teachers and schools face is that some parents need to accept their children falling into the category of children with special needs. It also makes it difficult for teachers to conduct learning, especially during the pandemic period, because the role of parents is minimal in accompanying (guiding) students when studying at home. This incident was experienced by one of the special guidance teachers during home visits, "Sometimes, the problem is not the children but the parents. They do not approve if their children are classified as Children with Special Needs, and some even get angry. We carefully and cautiously conveyed it, even though we did not mention the remark about Children with Special Needs. We only said that if student A requires further assistance, it causes various perceptions in parents".

Another problem comes from classmates who are mischievous or annoying when joking and sometimes mocking. One of the teachers said, "If special children have a good interaction with normal students both inside and outside the class, slow learner students can adjust to the association, the child sometimes looks more active by disturbing his friend, sometimes slow learners also get a little mockery like when being not fluent in reading".

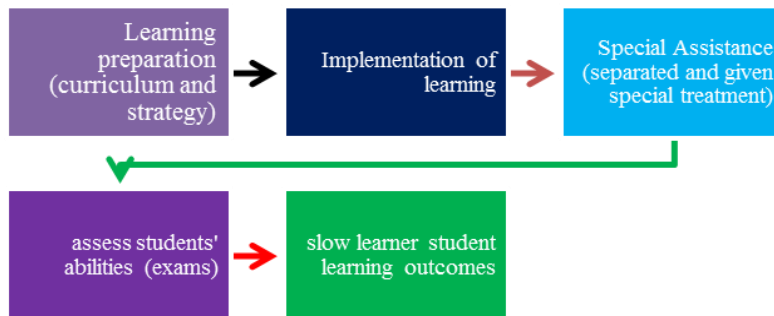


Figure 1. Slow learner student learning strategies.

## 2. Discussion

The learning strategy of Islamic Religious Education subject for slow learners in inclusive schools begins with assessing. The children at the time of admission or enrolment. The following assessment is performed several months after the initiation of learning activities and is conducted on students with the characteristics of slow learners. The assessment will facilitate the implementation of the learning that will be carried out. The next step is placing Slow Learner children in parallel classes and studying with normal children.

This assessment aligns with the findings of Lumaauridlo's research which states that a child's physical and psychological readiness will affect the transitional phase of a child entering more formal education. Improving children's school readiness is one of the most important goals of quality early childhood education. This study aims to explore early childhood educators' experience in assessing the readiness level of children to enter primary education. This qualitative research uses a phenomenological approach (Lumaauridlo et al., 2021).

The strategy implemented by religious teachers together with special guidance teachers is even applied since the making of the Learning Implementation Plan, where materials and learning are determined in combination with active learning that enables peers to become mentors. This is in line with Arjanggi's findings that through peer tutoring, it is hoped that potential behavior will be awakened through organizing lecture material independently in the form of seeking help and providing assistance during the learning process takes place more intensively due to minimal psychological distance between



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tutor and tutee (Arjangga & Suprihatin, 2010). The teachers asked students to sit next to the SL students to repeat the material that had been delivered or to answer some of the teacher's questions during the post-test. Religious teachers also used an easier and more familiar language, namely the slow learner children's mother tongue (Javanese), to improve the understanding of Slow Learner children. Class minimum achievement criteria could be achieved through active, creative learning with modification on KKM level of 75 for normal children and 70 for SL children at the time of learning evaluation.

Related to any obstacle faced by the teachers and the special tutors, they always do joint coordinate to make the class learning run smoothly well. One of the emphases is good communication with the students, other teachers, and even the students. Understandably, good communication will create a good learning process as well. Strengthened by the results of Bosra's research, which explains that the communication model in the educational process is the main thing, including education for children who experience psychological difficulties, such as children with special needs. A useful communication model supports the required learning materials, methods and media to help advance religious education for autistic children (Bosra et al., 2020).

On the other hand, teachers and schools also give insight to the parents to keep guiding and monitoring their children. More particularly, in this pandemic condition, the cooperation between teachers, parents, and the environment is highly supportive of learning success at school or home.

### **D. Conclusion**

The inclusive school in Jogja, the research sample, has been implementing learning for slow learner children for five years. In practice, many things still need to be improved in its management. The shortage of competent teachers with educator certification for children with special needs, special curricula, and appropriate methods is a research finding that needs to be developed further. The input of students entering inclusive schools needs to be assessed specifically to determine students' abilities before entering learning. This is to find out the preparation of suitable strategies and methods.



Several strategies need to be improved to strengthen teacher competence through training, workshops and other activities that encourage teacher and school knowledge and improvements in managing slow learner students in inclusive schools. So far, all students in inclusive schools use the same curriculum, so it becomes an obstacle for teachers to convey material because of the limitations of slow learner students in understanding the material. They need more time, a comfortable atmosphere and emotional closeness to maintain their learning motivation.

Finally, it is necessary to strengthen communication between the school, teachers and parents of students to monitor student learning outcomes regularly. Another goal that is no less important is to form a positive image from parents, schools, teachers and the community that slow learner students have their strengths and weaknesses, so they also need to get the same learning in an educational context.

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