

Analysis of Learning Strategies for Slow Learner Students in Primary Schools

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ABSTRACT

Students slow learning is a student who has ability Study more slow compared to student others marked with performance Study low , frequent late deliver tasks , and require long time in understand material lesson . Observation beginning show the teacher has not Can apply strategy proper learning to student slow learning . Children slow study in schools general many things are lacking get attention and motivation from the teacher, due to ability limited child Study This aiming For analyze strategy proper learning for student slow study . The subjects of the study included the Principal, Class Teacher and 2 students at the Elementary School Country 1. The Key Study This use approach qualitative studies case with method data collection observation , interviews , and documentation . Research results show that strategies used by teachers in teach slow learner students include ; 1) teacher strategies in management class through implementation various method student -centered learning and approaches ; 2) teacher strategies in treat slow learner students in regular classes with method put slow learner students in the front row , doing rotation with notice condition students ; 3) teacher strategies in give task to slow learner students ; 4) teacher strategies in Motivate slow learner students.

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1. INTRODUCTION

Schools have a strategic role as institutions that educate and develop the potential of students, both physically and mentally, in order to prepare the next generation of the nation with character and noble character. Especially at the Elementary School (SD) level, the education process is directed to instill positive values and form good behavior from an early age. To achieve the expected educational goals, a teacher has an effort to improve the effectiveness of student learning. The use of strategies in teaching is very necessary to facilitate the learning process so that optimal results are obtained.

Teaching strategies for teachers are guidelines and references for systematic action in implementing the learning process in schools. Without a clear strategy, the teaching and learning process is not directed so that the learning objectives that have been set do not go according to plan.¹ In practice, the learning process in schools confronts teachers with challenges in the form of diverse student characteristics. There are students who are able

¹ Septy Nurfadhillah et al., "Analisis Strategi Guru Dalam Mengajar Siswa Lambat Belajar Atau Slow Learner Di Kelas II SDN Kunciran Indah 7," *Masaliq* 2, no. 1 (2022): 53–63.

to understand learning materials quickly, some are at an intermediate level of understanding, and there are also students who have difficulty absorbing lessons.

These differences affect the dynamics of learning in the classroom, where students with average intelligence tend to be able to follow learning well and obtain good learning outcomes, while students with below average intelligence such as slow learners often experience obstacles and deficiencies in completing the learning process. Slow learners are students who have below average intellectual capacity compared to their peers, so their speed in understanding lessons tends to be slower. However, they are not included in the category of children with severe intellectual disabilities, but still require additional time and a special learning approach to be able to understand the material being taught.²

Slow learners often face various challenge in the learning process like difficulty in understand material lessons , low level motivation learn , and achievement academic in general is below average . Various factor participate influence condition This , among other things, is the lack of support from parents , environment under - learning support , and usage strategy lack of learning right by the teacher. Besides that , slow learner students also often experience constraint in mastery vocabulary , skills reading and writing , as well as in understand *instructions* that are complex .³

The characteristics of slow learners include a) having ability intellectual slightly below average , but No including mentally retarded ; b) experiencing delay in control information or material lessons delivered by the teacher; c) difficulties reading , writing and understanding vocabulary , as well as slow in finish tasks - tasks academic ; d) often need guidance addition , repetition material and motivation specifically to be able to follow learning with Good .⁴ Student slow Study own trend For own style learning differently . In learning , they tend more active through experience Study direct or practice compared to through method learning that is of a nature theoretical .

For example , in lesson mathematics , a student slow Study will more easy understand draft summation through game number than only see and listen teacher's explanation . This is show that diversity strategy learning own role important in fulfil need Study they. Existence slow learner students do not should become pressure and burden for teachers, will but existence student This should made into A challenge alone . With apply the right strategy in class , teacher can see potential self that is in self student so that it can encourage and deliver it reach success in Study.

Based on the results of initial observations in February 2025 at SD Negeri 1 Ketenger, researchers found 2 students who were indicated as slow learners. Namely one male student and one female student with the initials R and N. The students are in grade III. They are said to be slow learners because the students have characteristics that indicate that the children are slow learners. The first male student with the initials R who is a grade III student at SD Negeri 1 Ketenger. R is included in the low category in academics, because it takes longer to do assignments, compared to his classmates.

In fact, he often does not complete assignments. In class learning, R requires repetition of instructions or explanations from the teacher and takes a long time to understand the explanation that has been given. Even though the teacher has given an explanation individually, R does not fully understand what is being conveyed, because when given questions he never answers, only gives a smile. A similar thing also happened to N, a third grade student at SD Negeri 1 Ketenger. In class learning, N is a very passive student. Socially, N tends to be introverted, a quiet student and rarely interacts with friends in class.

In doing assignments, the time needed by N is almost the same as other friends in the class, but the answers written are almost always incorrect. N is not yet fluent in reading and his writing skills are still very lacking, the sentences written are illegible. When the teacher gives assignments, W's answers do not match the written instructions for the questions. W never asks if he finds difficulties, or asks about things he wants to know. Based on the description above, it is known that R and N have similarities which are the characteristics of slow learners.

These similarities include all three having low academic abilities and poor reading and writing skills. Difficulty in time management, so it takes longer to complete assignments compared to other friends. All three also have less motivation, because they tend to be passive during learning. This challenge must be addressed wisely by teachers so that students have the opportunity to optimally participate in learning at school. The teacher's task in teaching slow learners is to understand the characteristics of the students themselves, observe the

² Abdul Mansyur, "Telaah Problematika Anak Slow Learner Dalam Pembelajaran," *Education and Learning Journal* (2022)

³ B Cahyono, Dahlia Asri, and Rischa Trisnani, "Vocabulary Learning for Slow Learner Students in Inclusive Elementary Schools," *Research Journal in Advanced Humanities* (2024)

⁴ Mei Lina Wati and Wiwin Hendriani, "Strategi Mengajar Siswa Lamban Belajar (Slow Learners): A Narrative Review," *EduInovasi: Journal of Basic Educational Studies* (2024)

development of student progress and create a learning atmosphere that can stimulate student understanding.⁵

Classroom management during the learning process is very important, related to all efforts and actions of teachers in fostering and using resources in the classroom optimally and responsibly in order to create the expected conditions so that all class problems can be resolved so that the learning process can run smoothly. Thus the importance of the strategy that must be possessed by teachers in classroom learning. The strategy taken must be with the needs and characteristics of students, so that the needs of each individual will be met during the learning process. Based on the background of the problem, the researcher is interested in taking the title "Analysis of Learning Strategies for Slow Learners in Elementary Schools"

2. RESEARCH METHODS

This study uses a descriptive qualitative approach, where this approach aims to obtain a comprehensive understanding of the phenomena experienced by the research subjects in detail in narrative form, not in numerical form. The type of research used is a case study of learning strategies applied to slow learner students at the elementary school level. Through case studies, researchers can intensively explore various dynamics and realities that occur in schools.⁶ The study was conducted for 2 months from February to April 2025 at SD Negeri 1 Ketenger located at Jalan Raya Baturraden Barat No.34, Ketenger Village.

The subjects in this study were grade III teachers and 2 grade III students of SD Negeri 1 Ketenger with the initials R and N. In this study, researchers collected descriptive data obtained from data collection through observation, interviews, and documentation. Interviews were conducted with class teachers, students, and principals. Observation activities were carried out by directly observing learning activities in class III, including interactions between teachers and slow learner students and the implementation of learning strategies. Documentation studies were conducted as a complementary technique in the data collection process.

This technique is carried out by reviewing a number of relevant documents, such as student grade lists, learning implementation plans, and notes on learning outcome developments. In an effort to ensure the validity of the data, researchers used source triangulation and technique triangulation techniques to test the consistency and validity of the findings. Through triangulation, data obtained from observations, interviews, and documentation were compared and confirmed with each other, thereby increasing confidence in the research results.⁷

Data analysis in the study includes three main stages, namely data reduction, data presentation, and drawing conclusions. These three stages take place simultaneously and continuously, allowing researchers to continuously deepen their understanding of the phenomena being studied until an accurate and meaningful interpretation is obtained.

3. RESULTS AND DISCUSSIONS

The results of this study indicate that teachers have understood the concept of slow learners. Teachers define slow learners as students who have delays in the learning process, so they need more time compared to other students who are older and more intellectually advanced. To identify slow learners, teachers need to make careful observations of student characteristics during learning. Slow learners are generally characterized by difficulty in understanding the material presented and need more time to understand a concept in the lesson. They need repeated explanations from the teacher.

From the results of initial observations, it was found that there were two slow learner students in class III of SD Negeri 1 Ketenger. During the learning process, both of them had a low level of focus and slow memory. It was seen when they were given an assignment, the teacher had to repeatedly convey instructions until they understood it. Then the child did not easily grasp the information conveyed and was often late in completing assignments or even not completed at all. The characteristics of slow learners found in research subjects R and N included: a) lack of reading and writing skills; b) slowness in completing assignments; c) difficulty in understanding concepts and learning materials; d) difficulty in speaking and processing words.

Although there were slow learner children at school, SD Negeri 1 Ketenger did not yet have special facilities for slow learner children such as learning resources, educational media, and even the curriculum was still the same as the curriculum for other students. However, the school dealt with slow learner children by implementing various strategies in learning. Teacher strategies in teaching can be said as teacher actions in order to implement the learning plan that has been prepared, where in practice using several teaching variables such as preparing methods, teaching materials, media and teaching aids, and evaluations according to student needs in

⁵ Balqis Husain and Ibrahim Ibrahim, "Perbedaan Prestasi Belajar Bahasa Inggris Siswa Ditinjau Dari Tipe Kepribadian Introvert Dan Extrovert," *Qalam : Jurnal Ilmu Kependidikan* 7, no. 2 (2019): 91.

⁶ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D*, 2016.

⁷ Z Kaman and Zaleha Othman, "Qualitative Research Conference (QRC) 2016 24-26 May 2016 , Penang , Malaysia Validity , Reliability and Triangulation in Case Study Method : An Experience" (2016), <https://consensus.app/papers/qualitative-research-conference-qrc-2016-2426-may-2016-kaman-othman/10c14d6f857b55c8901fd7424a181516/>.

order to direct students to achieve the desired learning goals.⁸

In order for the learning process to be carried out optimally, teachers need to prepare starting from teaching materials and materials appropriately by providing learning media support to carrying out evaluations in each learning activity. If the teacher has planned the learning as much as possible, the learning outcomes that will be obtained by students will be optimal. From the results of the study, it is known that the learning approach used by teachers in dealing with slow learners is to use a student-centered learning approach, which means students with an individual system and a remedial approach.

Where the individual approach has a very important meaning to ensure that they can follow the learning process optimally. In addition, this approach allows teachers to provide direct positive reinforcement, which plays an important role in building the internal motivation of slow learner students. According to the theory of constructivism learning, students build their understanding through relevant experiences and support from the surrounding environment.⁹ Thus, personalized learning becomes a means to activate the learning potential of slow students through reinforcement and adaptive interaction.

This approach is realized through the use of fun, relaxed but serious methods in achieving learning goals. This approach not only increases students' intrinsic motivation, but also actively involves students in the learning process.¹⁰ In addition, effective classroom management is also supported by the use of varied learning media so as to stimulate students' interest in learning, clarify abstract concepts, and facilitate understanding of the material for slow learner students who need visual and kinesthetic stimulation. Teachers consistently provide positive feedback on student achievement.

This form of feedback includes praise, simple awards, and constructive direction aimed at strengthening students' learning motivation. In addition, a conducive and interesting learning environment is important in the learning process. This kind of environment provides a safe environment for slow learners to dare to express their opinions, ask questions or ask for additional explanations, without fear or shame. In the learning process, teachers apply various strategies that are oriented to the needs of students, including slow learners.

Various strategies and learning methods are used, including lecture methods, group discussions, problem solving, and flexible seating arrangements to accommodate students' needs according to their characteristics. Another strategy is also done by arranging the seating position of slow learner students where the teacher places the students in the front row and rotates them by paying attention to the student's condition. Placing slow learner students in the front row will close the distance with the teacher, so that the teacher will find it easier to monitor the learning process of slow learner students. Ease of interaction, and giving more attention to slow learner students.

Seating management is one of the strategies used in learning to facilitate interaction between teachers and students and encourage the creation of a more dynamic learning atmosphere. Modifying assignments is another strategy implemented to meet the needs of slow learner students. This modification includes simplifying the material, reducing the level of complexity of the questions, and adjusting the workload according to the individual student's abilities. In addition, teachers also provide additional study time outside of regular class hours, either in the form of tutoring, special assistance, or remedial learning sessions.

This step aims to provide slow learner students with a wider opportunity to understand the subject matter. The assignments given to slow learner students are not only adjusted in terms of content, but also in terms of presentation and how to do it. Teachers try to ensure that the instructions in the assignments are simple, clear, and easy to understand so that students do not feel anxious or burdened in completing them. This approach is based on the principle that students with special learning needs require flexible and responsive treatment, not uniform like other regular students.

In addition to adjusting assignments at school, teachers involve parents in guiding the learning process and reinforcing material at home. Cooperation between schools and parents in guiding student learning is carried out through routine communication, learning progress reports, and regarding learning assistance strategies at home. Slow learner student participation can be increased through encouragement given by their teacher in the form of awards such as praise, applause, smiles, and mentoring given by the teacher.

The impact of awards given by teachers to slow learners will be seen in the positive behavior of slow learners such as slow learner student compliance with completing tasks given by the teacher, completing tasks given even though they experience difficulties, and discipline to attend on time which are characteristics of high learning motivation. This award is given when slow learner students can complete tasks well or can answer their

⁸ Ro'ihatul Misky, A Hari Witono, and Siti Istiningsih, "Analisis Strategi Guru Dalam Mengajar Siswa Slow Learner Di Kelas Iv SDN Karang Bayan," *Jurnal Renjana Pendidikan Dasar* 1, no. 2 (2021): 57–65.

⁹ Pande Made Aditya Pramana, Ni Ketut Suarni, and I Gede Margunayasa, "Relevansi Teori Belajar Konstruktivisme Dengan Model Inkuiri Terbimbing Terhadap Hasil Belajar Siswa," *Ideguru: Jurnal Karya Ilmiah Guru* 9, no. 2 (2024): 487–493.

¹⁰ Ipon Nonitasari Noni, "Teacher Learning Strategies to the Slow Learner Students in Thematic Learning," *Wacana : Jurnal Bahasa, Seni, dan Pengajaran* (2021),

teacher's questions correctly.¹¹

Based on the research results, it is shown that the most positive contribution to the increase in slow learner learning participation results is teacher assistance that makes students' concentration last so that they are able to complete tasks on time, interesting learning activity designs and a conducive learning environment by teachers so that they can increase the concentration of slow learner students. Optimal school environment conditions, assistance provided through guidance and attention by teachers can increase the learning motivation of slow learner students.

4. CONCLUSIONS

Based on the results of the discussion that has been outlined above, it can be concluded that in dealing with slow learner students in class III of SD Negeri 1 Ketenger, four strategies are used in learning, namely: a) teacher strategies in management class through implementation various method student -centered learning and approaches; b) teacher strategies in treat slow learner students in regular classes with method put slow learner students in the front row , doing rotation with notice condition students; c) teacher strategies in give task to slow learner students ; d) teacher strategies in Motivate slow learner students.

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¹¹ R Neli Kismiati et al., "Jurnal Kajian Pendidikan Dasar," *Pascasarjana IAIN Pekalongan* 7, no. 55 (2021): 50–59, www.ejournal.iainu-kebumen.ac.id.