LEARNING DIFFICULTIES OF CHILDREN WITH SPECIAL NEEDS SLOW LEARNER IN MATHEMATICS LEARNING AT SDN BANUA ANYAR 4 BANJARMASIN

Hijrah Hirawatillah
Universitas Islam Negeri Antasari Banjarmasin
hijrahhirawatillah@gmail.com

Abdul Rashid Abdul Aziz
Universiti Sains Islam Malaysia (USIM), Malaysia
rashid@usim.edu.my

Ahlal Kamal
College of Quranic Sciences, Amuntai
ahlal@stiq-amuntai.ac.id

Abstract: This study examines the learning difficulties of children with special needs slow learner in mathematics learning at SDN Banua Anyar 4 Banjarmasin. Departing from the assumption that learning mathematics is very difficult and boring, coupled with the problems that exist in children, namely slow learning and receiving information (slow learner), it is necessary to study this problem. This research is a field research using qualitative methods with observation, documentation and interview techniques. From this study provides information that the difficulty that often occurs in slow learner children is difficulty in understanding symbols, distinguishing between letters and numbers, and upper- and lower-case letters. In addition to the difficulties experienced by students, accompanying teachers also experience several obstacles such as not having media when accompanying student’s slow learner learning and lack of accompanying teachers which making them tired when accompanying students while studying.

Keywords: learning difficulty, slow learner, math learning
Introduction

One of the problems that often occurs in children is learning difficulties and cannot accept learning properly. A person's incompetence is due to a disorder. The disorder can come from within a person (internal) or from outside (external). This internal factor is limited by a person's intelligence factor, while external factors come from a person's environment (family environment, place of study, and so on). Learning difficulties can be divided into two types, namely: learning disabilities that lie in the cognitive development of learners themselves and learning difficulties caused by factors outside the learners or other problems. Furthermore, this learning difficulty can result in low student achievement. This must be considered and a solution is sought because if allowed unsettle, it will be a threat to the future of the nation, considering that if many students experience learning difficulties, coupled with special needs of children, student learning achievement will also be affected.

Learning difficulties in students can be caused by four main factors, namely; first, factors from themselves are factors that arise from the students themselves or called internal factors. For example, lack of interest in learning, poor health condition, and does not have learning goals; Second, factors from the school environment are factors that come from within the school. For example, the way educators (teachers) provide learning, lack of reading, lack of availability of tools and learning materials that are not in accordance with their abilities and too dense maintenance; Third, factors from the family environment are factors that come from within the student's family. For example, the economy of underprivileged families, broken home children, homesickness (for transfer students), and the absence of supervision from parents; Fourth, factors from the community environment. For example, gender disorders, working while studying, and not having proper study group.

One of the learning subjects that has most difficulties in the teaching and learning process is mathematics learning. Mathematics is widely used in all areas of human life, so an effort is needed in teaching mathematics so that it can be carried out optimally as well as every student can understand mathematics properly and correctly. Therefore, in the world of education, mathematics is studied by all students from the elementary school level (SD) to the college level, including at the Vocational High School (SMK) level. In fact, many

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elementary school students complain because they often have difficulty in understanding it, so students often have problems in understanding the mathematics learning provided, besides that many students feel unhappy with the mathematics teaching method provided by the teacher. As a result, when students are given tests or evaluations, students often have difficulty in solving the questions, even though the questions are almost the same as the questions that students have done.

In addition to the learning problems that have been described, there are also problems that arise from the child himself, such as children with special needs slow learner. A slow learner is someone who has low achievement (below the average child in general) in one or all academic areas, but is not classified as a mentally retarded child. IQ test scores between 70 – 90, children like this are usually caused by several things, one of which is physical violence or mental violence.

Based on some of the descriptions above, the author is interested in examining the difficulties of learning mathematics in slow learners. Teaching a youngster who is a slow learner is the biggest challenge for a math’s teacher. It is a known truth that 20% to 30% or more of students in each class are slow learners. This research is expected to provide information related to the problems faced by ABK (slow learner) children in the mathematics learning process.

Literature Review

Study done by Nor Rizka, Abidinsyah, and Maryam (2021) revealed that teachers have almost the same perception of the character of hyperactive children, namely hyperactive children are children who have difficulty concentrating, avoid thinking activities, are noisy, cannot do tasks by themselves, cannot be silent. Besides that, study showed that the teachers use ways to internalize character values in schools by applying them in every subject and daily behavior and the class teachers experience problems in internalizing character values.

Meanwhile, Nor Abidah (2022) proved that the use of the spelling method in the reading skills of grade 3 slow learner students has been carried out in accordance with the steps of the spelling method, namely pronouncing letter sounds and symbols, and the final step is spelling word by word slowly is effective for a slow learner student. The advantages of using the spelling method are that it is easier for students to learn to read, can train students to recognize the sounds and symbols of letters, and it is easier to spell them one by one while the disadvantages of using the spelling method are that students need a long time to be able to read fluently, the spelling method is less

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interesting for students, students are sometimes difficult to be instructed to spell, students have to repeat often so as not to forget between the shapes and sounds of letters.  

In addition, Maya (2022) mentioned that there are several problems in the online learning process for ABK students including: student facilities and infrastructure on technology problems because students come from middle to lower economic families, so there are some students who do not have adequate facilities such as smartphones, teachers have difficulty controlling students when the learning process is underway and lack of cooperation between teachers and people. Parents of students, as well as students also have difficulty in understanding the material delivered by the teacher, difficulty in doing the tasks given by the teacher, difficulty focusing on learning, boring, and fatigue.

According to Telecsa, Slaton, and Stevens (2001), the kids struggled with mathematics, notably with place value, adding and subtracting numbers, and understanding the fundamental four operations. In contrary, Montague (2005) argued that students have issues with spatial awareness, may not be able to perform with ambiguity such as puzzles or chunks (blokes), and may also find it difficult to organise their materials. It relates to a problem with short-term memory. The youngster will be less engaged in what they are learning and will become easily bored in a school setting where the teacher explains and the pupils pay attention. Children with specific difficulties cannot concentrate well, so the learning technique is not appropriate for them. To maintain academic parity with other kids their age, they require support and particular consideration. The treatment of children with special needs at school and the lack of attention given to them worsens their condition.

Research Methodology

This research is a field research (field research), which is research conducted by going directly into the field to collect the necessary data on mathematics learning problems for ABK (Children with Special Needs) class students at SDN Inklusi Continent Anyar 4 Banjarmasin. This research uses a qualitative approach, which is an approach used as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior and prioritizes process rather than results. The subjects in this study were ABK students (slow learner) and accompanying teachers in the class of SDN Inklusi Continent Anyar 4 Banjarmasin, and the object in this study was the problem of learning mathematics for ABK students (slow learner) class at SDN Inklusi Continent Anyar 4 Banjarmasin. Data collection techniques in this study use several techniques, namely observation,
interviews, and documentation which will then be analyzed based on the results of the presentation of the data obtained.8

Result and Discussion

A. Understanding and Characteristics of Slow Learner Children

One type of ABK child is a slow learner, which is slow learning, so it takes longer than a group of other students who have the same level of intellectual potential. In addition, slow learners can also be interpreted as children who have intellectual potential slightly below normal but do not include mental retardation. In some cases experience barriers or delays in thinking, responding to stimuli and social adaptation, but still much better than those with intellectual disabilities, slower than normal, they take longer and repetitive time to complete academic and non-academic tasks, and therefore require special education services.9

Some characteristics in children who experience slow learners can be seen from several things, as follows:

1. Difficulty in putting thoughts into writing
2. Write slowly.
4. Difficult to understand text
5. Confusing grammar, punctuation, and spelling

B. Slow Learner Children’s Mathematics Learning Process

Based on observations made in the mathematics learning process of children with special needs, the variety of slow learner is not much different from other students. Students with special needs are various slow learners together with regular students studying in the same class, with the same class hours, the same learning materials and the same assignments. A system that does not separate regular students from students with special needs. It's just that it requires special shelter during the learning process. This is in line with the main purpose of education, which is to humanize humans.10

At the stage of implementing mathematics learning, teachers organize students with special needs in class according to the design that has been prepared. Mathematics teachers who teach slow learners use the same Learning Design for both slow learners and regular students, this happens because there is no special program for slow learner students, all students are considered equal, besides that the small number of slow learner students makes regular students more dominant, it's just that in the middle of learning, Students who experience slow learner must receive special assistance from the...
accompanying teacher so as not to interfere with other learning, besides that the teacher also provides additional time to work on questions and teach how to do questions to slow learner students.

Mathematics teachers and schools also use the same curriculum for slow learners and regular students, where slow learners get the same learning hours as regular students, get the same subject matter and subjects as regular students, use the same assessment instruments as regular students, but the work on questions or assignments is not able to be done completely. In other words, if students generally answer 10 questions, slow students can only answer 5 questions out of the 10 questions given. That is, the learning process of slow learner children is the same as other students, this is in line with the three demands of curriculum adjustment in the face of inclusive education according to, namely planning the same learning for each student, learning design tailored to the specific needs of each student, teaching the same material to students in class, designing and implementing the same assessment for students in class.\footnote{Endro Wahyuno Endro Wahyuno, Ruminiati Ruminiati, and Sutrisno Sutrisno, “DEVELOPMENT OF INCLUSIVE EDUCATION CURRICULUM AT ELEMENTARY SCHOOL LEVEL,” Elementary School: Study of Education Theory and Practice 23, no. 1 (May 3, 2014), http://journal.um.ac.id/index.php/jurnal-sekolah-dasar/article/view/6768.}

The method used when the learning process for slow learner students has no material with other students. It’s just that the accompanying teacher repeats the explanation from the math teacher to make it easier for slow students to understand the learning explained. This explanation can be during the learning process or it can be outside the learning process.

C. Difficulty Learning Mathematics for Slow Learner Children at SDN Banua Anyar 4

The obstacle faced by participants while dealing with slow learners is that slow learners are not able to understand the learning material as a whole, what the accompanying teacher does is still explain, but with simpler delivery language. Slow learners are also often unable to solve problems, accompanying teachers will usually guide the work on questions carried out by students with special needs variety slow learners. Students with special needs variety slow learners are given the same facilities by mathematics teachers to develop knowledge and skills in the subjects taught by the teacher.

In mathematics subjects, teachers provide equal opportunities for slow learners and regular students to express opinions and ask questions about material that is not understood by students. The teacher also does not hesitate to explain back learning material that is not understood by slow learners and regular students, if slow learners do not understand as well, then the accompanying teacher will explain personally with slow learner students.

The next difficulty is that slow learner students find it difficult to understand symbols in mathematics learning, such as quadratic symbols,
percents, addition, multiplication and so on. In addition, another difficulty is the difficulty of distinguishing writing numbers and letters in large and small sizes. This is because the characteristics of slow learner children at SDN Banua Anyar 4 Banjarmasin quickly feel bored, lack enthusiasm and do not focus on doing something.

In addition to the difficulties of the students, the accompanying teachers also experienced several obstacles when accompanying slow learner students while studying, not focusing on providing assistance due to lack of teachers. Based on interviews with accompanying teachers, SDN Banua Anyar 4 has four slow learner ABK students and of the four students have their own problems and different levels of severity. While the accompanying teacher is only 1 person. This is less than optimal assistance. The next reason is not to use media in learning and mentoring that is only verbal and only uses the material in the book.

Conclusion

From the explanation above, it can be concluded that the education system imposed by mathematics teachers to children who experience slow learner is not much different from children in general, such as explanations, materials, curriculum and other learning devices. What distinguishes slow learner children from other students is that slow learner students need a companion teacher to re-explain and reteach the learning that has been explained by the math teacher.

The obstacles faced when learning is divided into two, from slow learner children and from their companions. From slow learner children sometimes do not focus on learning, quickly feel bored, difficulty in understanding symbols in mathematics learning and experience confusion in writing between letters and numbers, large and small. Meanwhile, the accompanying teachers experience problems in accompanying slow learner students and do not use media in accompanying during the learning process.

The suggestion for future research is for further research to be more detailed and refocus on digging for the necessary data. Because this research is mini research and discusses universally the difficulties of slow slow children in learning mathematics.

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