

THE ROLE OF THE TEACHER IN HANDLING SLOW LEARNER CHILDREN

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Abstract

The role of teachers in handling slow learner children at RA Baitul Muttaqien, Serang Regency. The method used in this research is a descriptive qualitative method. The objects studied were 5 children and 1 class teacher plus supporting informants 4 class teachers. The results of this research are as follows: 1) The role of the teacher in dealing with problems experienced by slow learning children has 5 roles, namely: (a) Teacher as a learning resource, (b) Teacher as facilitator, (c) Teacher as manager, (d) Teacher as Demonstrator, and (e) Teacher as guide; 2) The teacher's way of giving explanations to slow learner children is by communicating, giving repeated explanations slowly and slowly when the child is in a good mood and taking a more intense approach to the child so that the teacher knows where the problems are that make students difficult when they are learning. learning, and giving enthusiasm or motivation to learn to children who are slow learners.

Keywords: the role of the teacher; slow learner; child problems; learning delays

Introduction

Children are a trust or entrustment of Allah SWT to both parents who must be looked after, given love and guarantee their life, so as parents it is mandatory to educate and teach children about goodness and leaving behind things that are not good. Early childhood according to the National Association For The Education Of Young Children (NAEYC), is an American-based children's education association that defines age ranges based on child development which identifies general, predictable patterns that occur during the first 8 years of a child's life. NAEYC divides early childhood into 0-3 years, 3-5 years, and 6-8 years (Suryana, 2013). Meanwhile, Early Childhood Education refers to Law No. 20 of 2003, Article 1 Point 14 concerning the National Education System (Sisdiknas). Early childhood education (PAUD) is a coaching effort aimed at children from birth to 6 years of age which is carried out through providing educational stimuli to help growth and development both physically and spiritually so that children are ready to enter further education (Anita, 2019).

Teaching and learning is a communication process, where the process of conveying messages must be created through message exchange activities carried out by teachers and students. This message or information is in the form of knowledge, expertise, skills, ideas and experience. So that errors do not occur in the communication process, it is necessary to use facilities that can help the communication process, known as learning media. Teachers are an important component in the teaching and learning

process, a teacher participates in efforts to form potential human resources in the field of development. Being a teacher means a person who is responsible for the development of students' potential both in terms of knowledge, behavior, psychomotor and aesthetic aspects by guiding, developing and directing both individually and classically at school and outside of school.

Baker states that Slow Learner children are children who have below average learning abilities with an IQ of around 75-90. Children who are slow learners have the same physical condition and development as normal children, only in terms of their condition, children who are slow learners experience delays, such as the ability to speak and speak, slow learners learn more slowly than the abilities of children their age. Students who experience slow learning have an IQ below the normal average and have a relatively low level of ability in doing school assignments compared to friends who are in the same class. These students will have difficulty concentrating so they will experience failure in understanding lessons and basic concepts in the academic field such as arithmetic, writing, reading and the language they have, students will also find it difficult to socialize with friends and the environment around them. The learning that the teacher will carry out has limitations in providing explanations that are easy to understand for slow learning children. So this is where the teacher's role is really needed to find learning materials and media that are suitable for slow learning children so that children who experience slow learning disorders can receive directions or orders given by the teacher and the children can do it well.

Method

Qualitative research methods are often called naturalistic research methods, because this research is carried out in natural conditions (natural settings). The method used in this research uses a description approach. Descriptive objectives are characterized by the researcher's desire to describe verbally and graphically the situation or event being observed (Sugiyono, 2019).

This research aims to understand how teachers handle slow learners or slow learners. The people involved were interviewed, observed, asked to provide data or information, and also answered, namely 1 class teacher plus 4 class teachers as supporting informants. Through this qualitative approach, researchers can observe class teachers to interact with the research object, namely students. Researchers try to understand the language and actions taken by teachers to provide understanding to children during learning. The place where this research was conducted was RA Baitul Muttaqien whose address is at Jalan Bkp Tama Blok 2C No.1, Margatani, Kramatwatu, Serang Regency, as a research site which is a basic level formal education unit. Researchers focused on the role and methods of teachers in handling slow learner children at RA Baitul Muttaqien. The reason why RA Baitul Muttaqien was chosen as the research location was because when the researcher made observations, the researcher discovered problems that he wanted to use as research.

RESULT AND DISCUSSION

There are five teacher roles in dealing with slow learner children, namely: First; teacher as a learning resource, the teacher must master the learning material that will be given to students. Second, the teacher as a facilitator, the teacher becomes a facilitator where the teacher prepares all the necessities that will be used when learning begins so that it can make it easier for students in the learning process. Third, the teacher as a manager, where the teacher must create a comfortable and calm atmosphere and keep the class conducive during learning. Fourth, the teacher as a demonstrator, the teacher provides examples of commendable qualities in every aspect of life and becomes a figure that students can emulate. Fifth, the teacher as a guide, the teacher becomes a mentor or director of students so that they can grow and develop according to the potential of the students.

The ways teachers provide learning explanations to low learner children are: (1) Communicating, because with communication teachers can find out children's learning styles when they are at home and can apply them at school. (2) The teacher gives explanations over and over again slowly when the child is in a good mood, (3) Gives a more approach to the child so that the teacher knows where the problems are that make students have difficulty when learning and (5) Provides motivation to learn and hone the child's learning. the abilities he has.

Children who experience learning difficulties or slow learners can improve their learning abilities so that they match those of children with normal intelligence, so teachers play a very important role in the process of developing children's abilities.

Discussion

Children who experience learning problems because they have deficiencies in terms of cognitive and language, from a cognitive perspective the child has a deficiency of not being able to read and write, while in terms of language the child has a deficiency of not being able to speak clearly fluently. Children who experience slow learning disorders (Slow Learners) can find it difficult to learn something and the child's social development process depends on the quality of the learning process, both in the school and family environment and in the wider environment. In this case, the learning process really determines a child's ability to act and behave socially in line with religious norms and other moral norms that apply in society.

The problem of slow learning is a type of learning problem or learning difficulty caused by children being slow in their learning process so that they take longer to master the learning material compared to other students. Children who experience delays in learning have characteristics, such as immaturity in interpersonal relationships, difficulty following instructions that have many steps, difficulty learning,

and generalizing information. Although genetic factors have a strong influence, the environment is also an important factor. Genes can be considered intellectual abilities, but environmental influences will determine where a child's IQ falls within that range.

Children who experience learning problems may be permanent or may also only be temporary and within a certain period of time, either for a short period of time or a long period of time, it all comes back to efforts to overcome the learning difficulties they experience. Every child definitely has a different method or way of learning. This is where the role of teachers and parents is needed and an environment that supports the child's cognitive development process.

Conclusion

Role Teachers in providing learning explanations to low learner children are: (1) Communicating, because with communication teachers can find out children's learning styles when they are at home and can apply them at school. (2) The teacher gives explanations over and over again slowly when the child is in a good mood, (3) Gives a more approach to the child so that the teacher knows where the problems are that make students have difficulty when learning and (5) Provides motivation to learn and hone the child's learning. the abilities he has.

The teacher's way of providing learning explanations to slow learners is: (1) Communicating, because with communication the teacher can find out the child's learning style when at home and can apply it at school. (2) The teacher gives explanations over and over again slowly when the child is in a good mood, (3) Gives a more approach to the child so that the teacher knows where the problems are that make students have difficulty when learning and (5) Provides motivation to learn and hone the child's learning. the abilities he has.

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