

A LITERATURE REVIEW: SOCIAL STUDIES LEARNING STRATEGIES FOR SLOW LEARNER STUDENTS IN INCLUSIVE EDUCATION PROGRAMS IN ELEMENTARY SCHOOLS

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Abstract. This article aims to discuss social studies learning strategies for slow learner students in inclusive education programs in elementary schools. The research method used is a literature study to obtain an overview of Social Sciences learning strategies for slow learner students in the inclusive education program based on several experts and based on a study of supporting references. The focus of the discussion in this research is the application of several social studies learning strategies for slow learner students in inclusive schools which aims to help slow learner students understand and master social studies learning material more effectively. Learning strategies for social studies subjects for slow learner students can be done in several ways such as positioning at the front of the class, using visual material to illustrate social studies concepts, simplifying learning material, asking open questions, using concrete examples to illustrate concepts in social studies. Teachers can also repeat material that has been taught, using technology or learning aids specifically designed for slow learners, dividing students into small groups, provide continuous feedback to slow learner students in the form of short questions, simple quizzes, or class discussions to regularly monitor student understanding. To support slow learner students in learning Social Sciences in inclusive education programs in elementary schools, teachers should use learning strategies that focus on inclusion and adaptation.

Keywords: Social Studies Learning Strategy, Slow Learner Students.

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INTRODUCTION

Education is a conscious effort to direct human change and development with the potential that Allah *subhānahu wata'ālā* has given to humans in a better direction. Education is also a tool or weapon to achieve success in this world and the hereafter, therefore education will never be far from human life. Social Sciences (IPS) is one of the subjects that provides teaching to elementary/ Madrasah Ibtidaiyah students so that they will later know and recognize natural and social phenomena from the near and far environment. The aim of social studies learning itself is to get to know themselves and their environment and to form and develop good personal citizens. Therefore, social studies will have a positive impact if studied from the age of students in elementary school. This is because at elementary school age students have a high curiosity to know about their surroundings and social environment.

However, in reality, most social studies teachers are only more concerned with theory than improving students' competency abilities in civic life (Susilowati, 2022). Social studies learning activities in schools, especially in elementary schools (MI/SD), often only use explanation or expository learning strategies. Expository strategy is a learning strategy that focuses on the teacher or educator (teacher center), where the learning process starts with the educator explaining the material, asking questions and answering questions and at the end of the lesson assessing or evaluating through several questions or questions. Apart from that, teachers are not precise in choosing and using learning strategies, coupled with a lack of diversity in the use of learning methods, making it less likely for students to understand the material being taught. In the end, students' lack of or lack of understanding in social studies subjects has an impact on their poor grades (far from the minimum completeness criteria) (Wibowo, 2019).

By using learning strategies, having a reference or guide in acting regarding various possible alternatives that can/should be used to facilitate the implementation of educational tasks in such a way that goals can be achieved optimally. In other words, the main key to success in a learning process lies in the teacher or educator in using appropriate learning strategies according to the conditions and goals to be achieved. Teachers have an important role as motivators and motivators as well as spearheads in carrying out learning activities optimally and with high quality. On the other hand, teaching and learning activities are carried out without learning strategies, meaning that the teaching and learning process does not have a clear direction because there are no definite learning guidelines. Activities carried out without clear instructions and direction will result in deviations which can ultimately lead to failure to achieve the set goals (Wibowo, 2019).

Teachers tend to apply lecture and memorization methods when delivering social studies lessons. This is what causes social studies learning to seem boring and not student-centered. Moreover, if the teacher teaches in an inclusive school, which of course includes students with special needs, especially slow learners, the teacher should use different social studies learning strategies for regular students and students with special needs. However, the facts on the ground are not like that. Gary R. VandenBos in the American Psychological Association (APA) dictionary defines a slow learner as a child who has intelligence below the average of normal children (VandenBos, Ru'iyah et al., 2023). Another definition of a slow learner is a child whose learning speed is slow and therefore does not succeed due to a lack of psychological and cognitive abilities. Slow learners are students who are slow in learning so it takes longer than students who have average intelligence (Ru'iyah et al., 2023).

Peatling believes that according to IQ level, slow learner students are divided into two groups, namely the retarded group (i.e. children whose intelligence test scores are between 67 to 89) and the abnormal group (i.e. children whose intelligence test scores are between 67 to 89). 90 and 89). (Peatling, Ru'iyah et al., 2023). On the other hand, Cooter believes that the characteristics of slow learner students in terms of intelligence presented through IQ measurement tools usually range from 70 to 85 (Cooter & Cooter, Ru'iyah et al., 2023). Considering the condition of slow learner students with these characteristics, inclusive learning for slow learner students certainly requires unique strategies to achieve learning success (Ru'iyah et al., 2023)

Strategy can be understood as a general pattern of teacher and student activity in carrying out teaching and learning activities to achieve the goals described by Djamarah (in Amri, et al., 2022). From this point of view, it can be concluded that learning strategy is an action plan or activity model and method used by teachers to carry out teaching and learning activities using available resources to achieve predetermined goals. The application of learning strategies must always pay attention to the existing class conditions both in terms of students, time and class atmosphere. The condition of student uniforms is a difficult matter found by teachers when in class, because these students come from many different physical, mental and intellectual conditions, making these students diverse. Conditions that teachers often encounter in class are slow learners or slow learners (Supriyani, et al., 2022).

The essence of education is to humanize humans, develop the basic potential of students so that they are brave and face the problems they face without feeling pressured, able and happy to improve their nature as caliphs on earth. Every parent hopes that their child will be born in a normal condition physically and mentally. However, in reality this is not the case because their physical and mental conditions vary which affect their ability to attend normal education in public schools. Likewise, slow learner students, the limited understanding they experience makes it difficult for them to receive learning well and quickly.

The policy regarding people with disabilities, as stated in the 1945 Constitution article 31 paragraph 1 states that "every citizen has the right to education". Meanwhile, Article 5 of the National Education System Law Number 20 of 2003 states that "every citizen has the same right to obtain quality education". Then in Law Number 4 of 1997 concerning Persons with disabilities have equality and opportunity to obtain education in units, pathways, types and levels of education according to the degree of disability." Meanwhile, article 12 states that "every educational institution provides equal opportunities to people with disabilities as students in

units, pathways, types and levels of education in accordance with the type and degree of disability and their abilities." Therefore, by distributing learning guidance to ABK in public schools, inclusive learning is implemented in several normal schools, so that ABK can participate in optimizing their potential alongside regular students in essence.

The government's efforts to implement inclusive education are outlined in Minister of National Education Regulation Number 70 of 2009 concerning inclusive education, which states that inclusive education is an education delivery system that provides opportunities for all students who have physical disabilities and have special intelligence and talent potential to participate in education and learning, in an educational environment together with students in general, meaning that inclusive learning is learning that is organized to bring together children (students) who are special needs in public schools with normal students in general."

Inclusive schools implement the Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009. This Ministerial Regulation is a form of appreciation for the diversity of students who must be responded to positively by educational institutions without discrimination. Inclusive schools are traditional schools that carry out joint learning between children with special needs and typical children in one room (Pratiwi, 2015). Carrying out learning activities for a variety of students requires more skills and abilities, especially for slow learners. Slow Learners (SL) have lower cognitive abilities than normal children, so they often require longer learning time (Tarnoto, 2016). From the description above, it can be seen that inclusive education is education organized or programmed by the government as a learning service for children with special needs in public schools whose education programs are inclusive. This entry provides the same services to each student without distinguishing between different characteristics. children with special needs and normal students in general.

Based on this background, the aim of this article is to examine various journal articles in depth to get an overview of the implementation of social studies learning strategies for Slow Learner Students in Inclusive Education Programs in Elementary Schools.

METHOD

This research uses a literature study method by examining several journal articles related to the application of learning strategies for slow learner students, especially in social studies subjects. Literature study is interpreted as a method used to collect data and sources related to a particular topic, which is obtained from various sources such as journals, research reports, books (up to e-books) and other library sources. All library sources are then synthesized, as part of data synthesis. Synthetic data is a new idea in the form of data such as facts, information or main ideas presented by researchers so that this research uses synthesis of research data from literature reviews or literature studies (Snyder, in Yuwono & Mirnawati, 2021). The articles reviewed in this research were articles published in the last ten years with the keywords used in the form of learning strategies, slow learner students. The research results in this article can be used as a reference for implementing social studies learning strategies for slow learner students in inclusive education programs in elementary schools.

RESULTS AND DISCUSSION

Each selected activity that can provide facilities or assistance to achieve learning goals for students is defined as an understanding of learning strategies (Kozma, in Herlina, et al, 2022). There is also another opinion which states that learning strategies are actual activities to achieve learning goals that can be carried out and prepared by teachers as educators (Hidayat and Juniar, in Herlina, et al, 2022). There are three important elements needed in a learning strategy, namely approaches, methods and techniques.

In the world of education, strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal. So a learning strategy is a plan that contains a series of activities designed to achieve certain educational goals. The general definition of learning strategy is an outline of the direction for action in an effort to achieve predetermined targets. Connected with teaching and learning, strategies can also be interpreted as general patterns of teacher and student activities in realizing teaching and learning activities to achieve the goals

outlined (Amka, 2021). The characteristic of slow learner children is that they focus on learning abilities which involve a lot of skills or practice using all the senses and are structured by experience as a concrete mediation of symbolic things. Therefore, this is what underlies their learning needs, it is important to adapt them to the conditions of slow learner students who require a lot of presentations during the teaching and learning process in public or inclusive elementary schools.

The learning of slow learner students in public schools is also strengthened by Haskvitz's statement (in Amka, 2021) that researchers recognize that the cognitive limitations of slow learner students will be very difficult if given various information in paper-pencil form, they need to be connected and internalized through creative activities. to meet their unique needs in order to achieve learning success. This success also needs to be supported by increasing self-concept (self-esteem) and the ability to learn (aptitude for learning), and this increase is supported by providing individualized education programs, as stated by Krishnakumar, Geeta, & Ramakrishnan (in Amka, 2021).

Based on the results of Sylvia Dian's research (in Amka, 2021), there are several ways or strategies that teachers can use in dealing with slow learner children as a form of tutoring, including the following:

1. Accommodation services for teaching methods and materials (Teachers provide gradual learning by distributing material according to students' abilities, conducting learning in heterogeneous small groups, using concrete media, teachers using technology and learning media to make it easier for students to understand information, guiding them in making summaries and repeating the explanation orally).
2. Assignment and assessment accommodation services (Teachers always read, repeat and explain instructions before carrying out activities. Teachers provide homework, assignments and test questions in the same content and quantity for all students in the class without differentiating between slow and regular learners).
3. Time demands accommodation services (Teachers only provide extra time for completing assignments. There is no policy on providing additional time, repetition or rest breaks specifically for slow learner students when completing tests or general examinations).
4. Learning environment accommodation services (Teachers have placed slow learners in the front row, rotated by paying attention to students' conditions, provided verbal feedback by giving appreciation in the form of praise, applause and motivation. However, there is no special placement during the test).

The findings above are also supported by other research conducted by Yuwono and Mirnawati (2021) that in the learning process teachers can adapt slow learner students or other special needs students to the classroom structure so that students with special needs can find it easier to learn. Learning for ABK, especially at elementary school level, does not only focus on motor skills but also on being able to interact with the social environment. Teachers can develop learning effectively according to the principles of inclusive education with classroom management skills. Remembering that to achieve understanding at the elementary school level, students must master specific or concrete examples.

Placing slow learner students in a leading position in class can help these students communicate more easily with the teacher if they are having difficulty understanding the material. Proper seating arrangement will help students feel comfortable when participating in learning activities, thus helping students clearly understand the content being explained. Teachers provide assessments as a form of appreciation for students who are slow learners and are willing to do the assignments given even though their work is less than optimal (Asri & Ermawati, 2023). Teachers must also mingle with students to make learning more exciting and interesting. Therefore, teachers should explore learning materials that are friendly for students with special needs. In this research, it is also stated that the learning strategy that can be applied for ABK at the elementary school level is remedial teaching. Remedial teaching focuses on students who are slow in learning and writing. Remedial teaching is a correction that is specifically tailored to the characteristics of learning difficulties faced by students (Yuwono & Mirnawati, 2021).

Teachers provide assistance in the form of guidance for slow learner students so they study actively during the teaching and learning process. Inviting slow learner students to get closer to the teacher both physically and psychologically. This will bring slow learner students closer during learning. Teachers in inclusive schools must use more eye contact when learning takes place, especially for slow learner students. Teachers can express their gratitude for the participation of slow learner students. This can also take the form of verbal appreciation done calmly and gently (Fitri, et al., 2019).

Based on the discussion above, this is proven by the results of research conducted by Jannah, et al (2023) that slow learners pay more attention to learning and are more involved when learning uses visual media. This indicates that slow learner students will more easily understand and be interested in learning. Slow learner students appear more active and easily absorb information from the visual media displayed. Teachers can also provide special assistance to slow learner students. Special assistance is provided by teachers providing simpler explanations to slow learners so they can better understand the material they are studying. The teacher also provides examples of simple explanations of material that are easy for slow learner students to understand (Asri and Ermawati, 2023).

In line with the results of Sylvia Dian's research (in Amka, 2021), research conducted by Khasanah and Putri (2019) shows that the learning strategy that can be used with slow learner students is the cooperative learning strategy implemented by class teachers that focuses on grouping students into small groups. randomly to maximize learning conditions through collaboration between slow learner students and normal students. This aims to establish peer guidance so that slow learner students not only receive guidance from teachers but also receive guidance from peers. Some of the findings above are also supported by the research results of Devi, et al., (2022), the learning strategy for slow learner students is a strategy for providing material, starting learning with a review of previous material to link the lesson material that will be delivered, carrying out learning in stages according to the material. and student abilities. Carrying out learning in small or heterogeneous groups, using simple language slowly but clearly, providing repetition of material when delivering learning material individually, guiding in making conclusions, using concrete media and surrounding media in explaining material, utilizing technology as a learning medium, strategies in providing assignments, strategies in giving assignments

Some of the findings above are strengthened by the findings of Mukhlis, et al (2023) that the teacher's strategy in implementing learning for slow learner students begins with the Pre-Instruction stage by increasing learning time outside school hours for 3 days a week. In approaching slow learner students, the class teacher builds communication and introductions, this is because slow learner students have lower social relationships compared to normal students. Furthermore, teachers can start learning by telling stories in front of all students and giving appreciation to slow learner students who dare to appear in front of the class. Before entering learning, the class teacher should prepare a special learning plan for slow learner students which is modified according to certain conditions. The learning materials prepared by the class teacher are the same learning materials for regular students and slow learner students, only the planned learning outcomes have changed slightly.

Instructional Stage

Learning activities for slow learner students can be carried out in 2 places, namely in the classroom and the resource room for 3 days a week. In implementing learning, teachers can use the practice method to make learning more meaningful. Slow learner students understand more easily if they learn using visual learning media in the form of pictures and videos. Evaluation Stage. In evaluating learning, teachers can use questions in the form of problem solving that contain illustrations in the form of pictures. This is because to help slow learner students understand the questions by reading the questions because the majority of slow learners' interest in reading and writing is lower than regular students. Teachers also have to repeat learning material which slows down students in understanding the lesson. The supporting factor for learning strategies for slow learner students is the existence of a special study room or resource room which becomes an

intensive learning space for slow learner students or other special needs students due to disruptions that occur during the learning process in class.

Based on the results of this research, social studies learning strategies for slow learner students can be adjusted to the stages of learning strategies that have been mentioned. Teachers can divide social studies materials according to students' learning abilities. Teachers can also place slow learner students and normal students in one group to learn together. Teachers can use concrete objects in accordance with the social studies material so that slow learner students can more easily understand the social studies learning material. Then teachers can also use technology to make social studies learning more interesting and make it easier for students to understand information. When studying, slow learner students can be placed in the front row and teachers should often communicate with students, teachers can give appreciation in the form of praise, applause and motivation that can encourage slow learners in learning. Teachers can add lesson hours for slow learner students to study together regarding social studies subjects outside of school hours. This will really help students in increasing their understanding of the material being taught which may not have been fully understood during the teaching and learning process in class.

CONCLUSION

Based on the review of the literature used above, it can be concluded that learning strategies are methods or approaches used by educators (teachers, instructors or supervisors) to teach subject matter to students or students. The purpose of learning strategies is to help students understand and master lesson material more effectively. Learning strategies for social studies subjects for slow learner students can be done in several ways, such as positioning students at the front of the class bench so that it is easier for slow learner students to see, follow and understand the lesson. In teaching, teachers can use visual material (in the form of pictures, diagrams, maps, videos and graphs) to illustrate social studies concepts. Always try to simplify learning material for slow learner students, teachers ask open questions to help slow learner students think critically and reflect on the material. Use stories, true stories, or concrete examples to illustrate concepts in social studies. Students may find it easier to understand material through narration. Always check students' understanding by repeating the material that has been taught. Teachers can use technology or learning aids that are specifically designed for slow learners. During the learning process in class, teachers can divide students into small, heterogeneous groups, this aims to enable slow learner students to learn and collaborate with their peers. Make sure to always provide continuous feedback to slow learner students by using formative assessments periodically throughout the learning process. These can take the form of short questions, simple quizzes, or class discussions to regularly monitor student understanding. The results of this assessment should be used to identify areas for improvement and adjust teaching. Inclusive education is an approach where students with various levels of learning abilities, including slow learners, are taught together in one class. To support slow learner students in social studies (Social Sciences) learning in inclusive education programs in elementary schools, teachers should use learning strategies that focus on inclusion and adaptation.

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