

Learning Accommodation for Slow Learners in Inclusive Elementary Schools

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Abstract

Learning accommodation is a way to adjust learning for students with special needs. Learning accommodations need to be done in inclusive schools. The study focused on learning accommodations for students with special needs especially slow learners in inclusive schools. Researchers used a quantitative approach with a descriptive method, surveying 40 subjects experienced in guiding slow learners. Random sampling was used to select the subjects, who were then given a closed questionnaire to complete. The results were analysed using percentages, presented in diagrams and tables. The findings showed that teachers have made accommodations in terms of adjusting media and providing positive behaviour support for learners. However, there is still room for improvement in providing suitable learning media for students. The study suggests the need to enhance teachers' competencies in this area. Overall, the research highlights the importance of inclusive schools in providing appropriate learning services for students with special needs.

Akomodasi pembelajaran merupakan cara untuk menyesuaikan pembelajaran bagi peserta didik berkebutuhan khusus. Akomodasi pembelajaran perlu dilakukan di sekolah inklusi. Penelitian ini berfokus pada akomodasi pembelajaran bagi siswa berkebutuhan khusus khususnya slow learner di sekolah inklusi. Peneliti menggunakan pendekatan kuantitatif dengan metode deskriptif, mensurvei 40 subjek yang berpengalaman dalam membimbing siswa lamban belajar. Pengambilan sampel secara acak digunakan untuk memilih subjek, yang kemudian diberikan kuesioner tertutup untuk diisi. Hasilnya dianalisis dengan menggunakan persentase, disajikan dalam bentuk diagram dan tabel. Temuan menunjukkan bahwa guru telah melakukan akomodasi dalam hal menyesuaikan media dan memberikan dukungan perilaku positif bagi siswa. Namun, masih ada ruang untuk perbaikan dalam menyediakan media pembelajaran yang sesuai untuk siswa. Penelitian ini menyarankan perlunya meningkatkan kompetensi guru di bidang ini. Secara keseluruhan, penelitian ini menyoroti pentingnya sekolah inklusi dalam menyediakan layanan pembelajaran yang sesuai untuk siswa berkebutuhan khusus.

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A. Introduction

Learning accommodation is a solution for learning problems encountered by slow-learners in regular elementary schools. It focuses more on the aspects of practical actions taken when the learning process is in progress (J. Joyce et al., 2020). These actions involve practical action category in exploiting students' potential by using various learning resources, cultivating the media, repeating the lessons, providing examples, giving an individual approach in depth, encouraging other students to help the difficulties experienced by slow learners, giving more attention to slow learners, arranging seating position, allocating time to explain the difficult materials, adding tasks to strengthen their understanding, modifying the questions to fit the slow-learner student's way of thinking, adjusting the assignment, giving a break, and consulting with an expert at learning difficulties in slow learners (Sanger, 2020).

Learning accommodation to the problems of learning in regular schools for students with slow learning ability will affect the learning process of other students in the classroom (Sintawati et al., 2024). Some actions must be taken as solutions to be implemented in inclusive elementary schools. If the slow learners' right to learn is unfulfilled, it will distract the other learners as they will take compensatory actions in the form of non-adaptive behaviors when experiencing learning problems (Imran et al., 2024). The non-adaptive actions express their disappointment to the condition as they are unable to find the solution of their learning problems. Thus, elementary school teachers need to take actions in order to help slow-learners find the solutions of their learning problems so that their non-adaptive behavior actions do not interfere the learning process in the classroom.

Slow learners in elementary schools often have problems in their learning because they have cognitive or intelligence level right on the bottom line of the average or below the normal level or the intelligence under IQ=85 (Kauffman et al., 2017, p. 132). The most common learning obstacle they experience at school is that they are unable to solve academic tasks smoothly or quickly, compared to the other students. Similarly, that is slow learners are children who are doing poorly in school, yet are not eligible for special education (Imran et al., 2023). Slow learners while at school show poor performance in academics, but the problem of special education needs is not apparent. A significant problem for them is that they often have difficulties when working on a task that requires problem solving.

They are often called slow-learner students due to their problems when faced with academic tasks that require conceptual resolution or abstract thinking. The suggest that slow learners can work on the learning tasks at school if the conceptual learning tasks are delivered using role-play animation, hands-on activities, and parable or analogy of concrete examples (S. Malik, 2009; Sugapriya & Ramachandran, 2011). Therefore, animation, role-play, and analogy presented in a concrete manner are the

learning approaches that can be used to teach slow learners. They should work on the learning tasks that do not aggravate cognitive processes or abstract concepts.

The learning accommodation in framework's solution to learning problems for slow-learner students is also a form of teacher's job in order to accommodate their learning needs and learning rights. The fulfillment of the learning right is the implementation of the teacher's inclusive view, that is, they have to be able to accommodate and facilitate learning environment to all learners with diverse potential. The teachers' ability to accommodate students' potential diversity is one aspect to support the implementation of the inclusive education paradigm (Rudiyati, 2013). Teachers of regular schools, in general, are not yet able to professionally accommodate the learning of slow learners because they lack the substantial accommodation of technical substance on learning strategies that suit the learning needs of students with special needs (Rudiyati et al., 2015). These techniques include the substance of the strategy of organizing information in academic subjects in accordance with the slow-learner students' way of thinking. Thus, research on solutions to learning problems for slow-learner students needs to be carried out. The results of the strategy of learning problem solutions for slow-learner students can be used to fulfill their learning rights.

Fulfilling the rights of learners should be directed to all learners in all potential conditions and weaknesses including the slow-learner students. Learners with special needs are often found in the early grades of elementary schools. It is estimated that 5%-8% of students in early grades in elementary schools are slow in learning and have mild intellectual disability (Chauhan, 2011). They include learners with Borderline Intellectual Functioning (BIF) (Peltopuro et al., 2014). The estimates of the prevalence and occurrence of students categorized as a slow learner will always be a problem and challenging task for teachers. Those elementary school teachers need to be assisted in their professional duties as teachers, especially in developing their pedagogical competences to be able to provide learning solutions to students who are categorized as BIF and slow-learner students. Assistance tasks to the teaching profession with the development of a functional, feasible, and practical teaching style can be used even if there is no special education background. The assistance task could be in the form of practical actions intended to solve the problems of a slow-learner student.

The results of previous studies on accommodation to the slow-learners' learning problems proposed show that accommodation will be effective if given the impetus of communication and cognitive skills (N. I. Malik et al., 2012). Similarly, the affirms that the accommodation depends on the outcome of the assessment while in the classroom, not on the action being undertaken (Schissel, 2014). These previous studies have not yet examined the practical actions of the teacher in order to accommodate learning. Actions of learning accommodation indicate the level

of teachers' performance concerning their pedagogical competences, so it needs to be reviewed. Performance level is one of the indicators of teacher professional competence (Mumpuniarti et al., 2020).

Learning accommodation is intended to be a solution to the learning problems encountered by students having problems in completing learning tasks. In this case, the practical actions that the teachers take should be based on their pedagogical competences because the forms of actions supporting their competences direct the learners according to their specific learning needs. Pedagogical competence is a basic competence that teachers must have in dealing with learning problems. These competences must be reinforced with specific competences to deal with students with special needs, especially those with learning problems (Singh & Pallai, 2023). The pedagogy competences built by the teachers will motivate slow-learner students to overcome the learning problems they have. Regular school teachers need to solve these problems with their competences and try to find the right methods and strategies adjusted to slow-learners' learning needs. The state that students with learning disabilities require the retrieval of facts stored in their memory during the learning process (Calik & Kargin, 2010). For example, individuals with intellectual barriers have difficulties in metacognitive thinking, interest, ability to make generalization, abstract thinking, and language understanding (Kauffman & Hallahan, 2011). The above difficulties usually occur as a learning problem in the early elementary school classes. Therefore, solving these problems with pedagogical competences is a priority that regular school teachers need to have.

Pedagogical competence is the basis of the theoretical framework of the learning problem solution for slow learners, because the implementation of pedagogical competence includes the practical actions by the teacher to assist the development of the learners (Bakar, 2018). The pedagogical framework will be helping students' with learning problems concerning their intelligence barriers is about understanding the learning process of the learners (Butler et al., 2001). Another challenge for teachers in inclusive education is about how to select effective learning methods or approaches (Zulfija et al., 2013). Understanding learners is a useful domain of pedagogical competence as it is a basis to help students with intelligence barriers, including slow learners. These pedagogical competences include teacher competence to provide solutions to metacognitive obstacles in the slow learners. For example, the teacher is able to provide feedback and raise awareness between the relationship of facts and the meaning of those facts.

The difficulties in abstract thinking are overcome by connecting abstract concepts with concrete facts, having frequent practices, and practicing the abstract concepts learned. Difficulties in making generalization are tackled by problem-solving in different situations using the same principles of knowledge. Review of mathematical learning for students with intellectual disabilities through multi-

stage learning in which the learning materials must be directed for functional facts (Butler et al., 2001). They are gradually trained with a variety of steps, but high-order thinking impulses are used for problem-solving. This suggests that a high-order thinking impulse is linked functionally to the computational principle of solving practical life problems (Baker & Scanlon, 2016; Mumpuniarti, 2017). The practical actions that regular teachers have to do with the slow learners' learning problems with study accommodation by substituting metacognitive thinking is done by functional learning. The concept of the studied material is contextualized with functional facts. The context can be implemented in learning resources or learning media. (Conderman et al., 2017; Schissel, 2014)

A slow learner is often labeled as a borderline mentally retarded child. A suggests that slow learners show low persistence in concentration when they are asked to learn or think about the academic subject matter, and they tend to have difficulty in achieving the learning outcomes compared to their peers, thus they might have low self-concept (S. Malik, 2009). The solution proposed is that they should acquire knowledge or information by internalizing the creativity of activities, not by doing a lot of paper and pencil tasks (N. I. Malik et al., 2012). In this way, their unique learning needs can be facilitated and they will have a better learning achievement, leading to significant development of self-esteem as well as aptitude for learning. This effort must also be supported by the provision of individualized educational programs (Krishnakumar et al., 2006). The improvements in self-esteem and learning skills are the indicators of slow learners' motivation for their role that suits their situation in the peer group. That suggests that self-esteem is a motivation for learning achievement and recognition for students in a group (Sugapriya & Ramachandran, 2011).

Recognition of the competence and role of the peer group also determine 'slow learners' motivation to learn and reach achievement. Slow learners are better positioned in a non-academic field in order that their competence and potential can be maximized. Managing groups of students in the classroom requires the teacher's pedagogical competence, as it also requires an understanding of the potential of the learners as a basis for managing class interactions among the diversity of learners (N. I. Malik et al., 2012).

Learning accommodation for solutions to learning problems as a pedagogical area of teachers' competence is also based on the literature on the implementation of pedagogy. Some implementations of pedagogy should encourage students with potential with the student's life context. In other words, to be able to provide solutions to slow learners with learning problems, a teacher must implement pedagogy theories (Emdin, 2011; Ironside, 2015; Rudiwati et al., 2017). In its implementation, it is crucial to understand the slow-learners' potential, cultural conditions, and life contexts. Understanding the condition and potential of slow-learners is the basic

capital of teacher's attitude in giving a solution to the learning problems and teachers' inclusive perspective incentive. The learning problem of slow learners is a challenge for teaching pedagogy (Mumpuniarti, 2017). Therefore, teachers who provide solutions to students' learning problems are actually developing their competences and overcoming teaching challenges to ultimately educate the students to be literate. Literacy is the key to the students to enter the future of life. Likewise, in selecting the right learning model, teachers need to have a good pedagogical competence, in particular, the syntax of the model should be adjusted to the conditions and potential of the learners in this case the slow-learner students (B. R. Joyce et al., 2011; Lovett & Leja, 2013). Furthermore, the pedagogical competence for regular primary school teachers to be able to implement inclusive learning is related to their competences in modifying the curriculum to accommodate the individual learning needs of students with special needs (Meynert, 2014; Sucuoglu et al., 2014). Based on this background, the purpose of this study is to examine more deeply of learning accommodations for slowlearner learners in inclusive schools.

B. Methods

The methods used in this research are descriptive methods with a quantitative approach. Descriptive research method is a method used to obtain systematic in-depth research in exploring a phenomenon (Creswell, 2018). In this study, researchers will identify in detail the role of teachers in providing accommodation for slowleainers in learning. The selection of these variables is motivated by the large number of slowlearner students in inclusive schools, especially in Yogyakarta. The data collection technique in this study was carried out using a questionnaire in the form of open questions and closed questions. Questionnaires were distributed widely through surveys targeting teachers in regular schools who were identified as handling slow learner learners by random sampling. Based on this method, the subjects who filled out the instrument were 40 teachers in regular schools. Furthermore, respondents filled out a survey provided through google form media with question types, namely closed questions with answer options using 5 Likert scale indicators, namely 1 (never), 2 (almost never), 3 (sometimes), 4 (almost every time), to 5 (every time). The instrument was adapted from the indicators of inclusive education implementation (Booth & Ainscow, 2016). After obtaining the desired results, the survey results were processed using a quantitative approach presented in the form of percentages in tables and graphs. The percentage score is obtained from the following formula:

$$P = (f/n) \times 100$$

Notes: P = Percentage Score

f = Frequency of data n = Number of cases

C. Result and Discussion

1. Result

The results show that teachers in inclusive elementary schools have taken a number of tactical actions to overcome the learning problems of slow learners, with a mean score of nearly 4. The category of the use of the students' potential consisted of five activities can be showed in figure 1.

Figure 1. The Category of Potential Use of Students

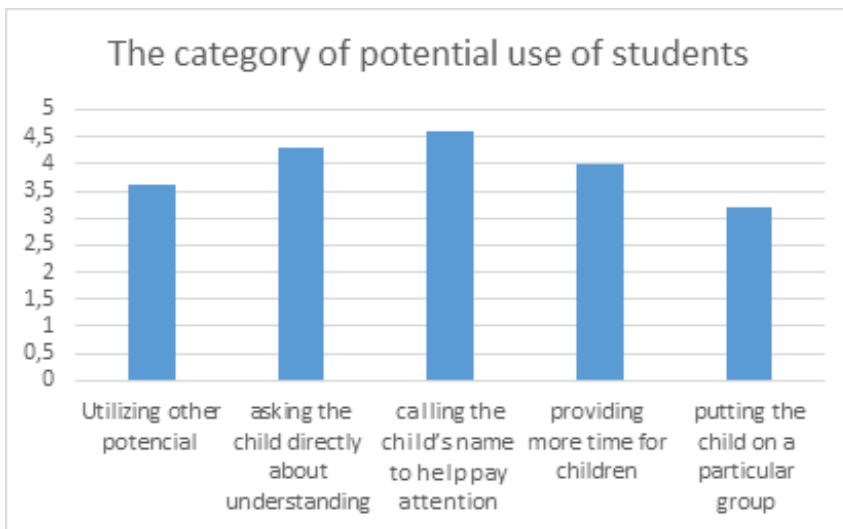


Figure 1 shows that utilizing other potential with a mean score of 3.6; asking the child directly about their understanding with a mean score of 4.3; calling the child's name to focus their attention with a mean score of 4.6; providing more time for children with a mean score of 4.0; and putting the child on a particular group with a mean score of 3.2. The most frequent action taken by teachers was "optimizing the potential of the students". In addition, the teachers also encouraged the students to have extra learning hours outside the school, frequently called the students' names, and confirmed the students' understanding by asking them directly. Such practical actions were viewed by the teachers as the easiest and most instinctive actions anyone could take.

The next category, utilizing learning resources and learning media, consisted of using book and other learning resources can be showed in figure 2.

Figure 2. The Categories Utility of Learning Resources and Learning Media

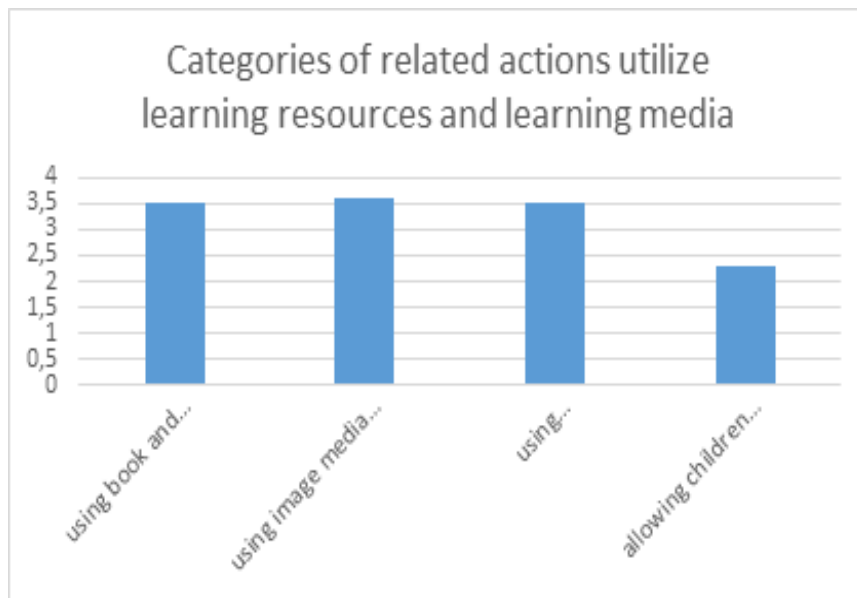
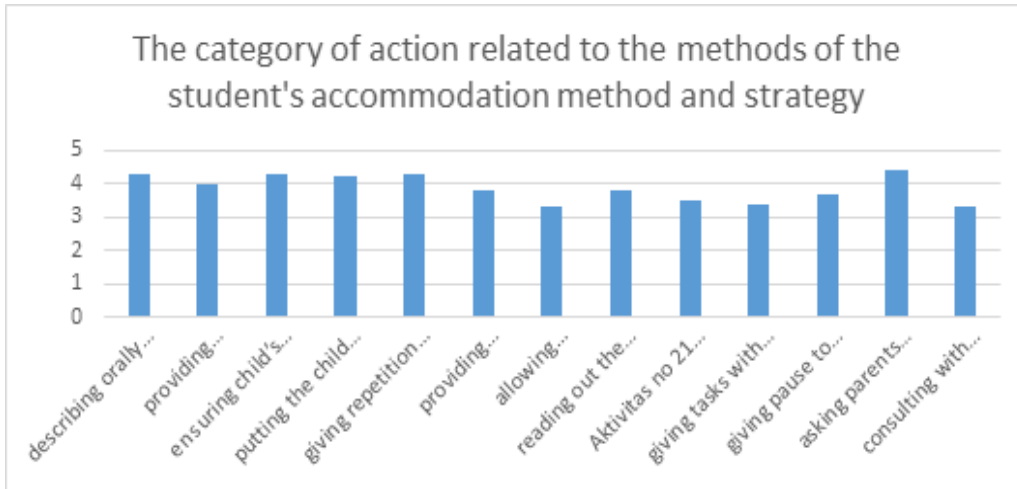


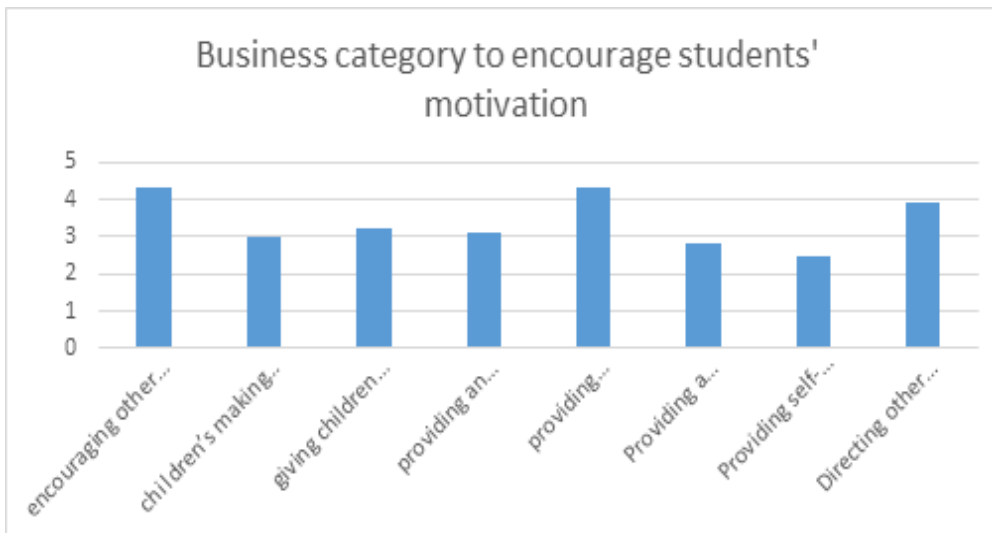
Figure 2 shows that mean score of 3.5, using pictures with a mean score of 3.6; using touchable/palpable media with a mean score of 3.5, and allowing children to use tools with a mean score of 2.3. Actions taken by the teachers in the relation to their accommodation method and strategy consisted of describing the materials orally and repeatedly (4.3), providing examples and demonstrating the subject matter (4.0), ensuring the child's attention (4.3), putting the child in the front row (4.2), repeating the explanation (4.3); providing additional lessons (3.8); allowing children to have additional learning (3.3); reading out the questions for children who have not been able to read (3.8); writing down the list of tasks for a child who has not been able to write (3.5); giving tasks with stratified level of difficulty (3.4); giving a break time (3.7); asking parents to pay more attention to their children's learning (4.4); and consulting with other related experts (3.3).

Figure 3. The Category of the Accomodation and Strategy Method



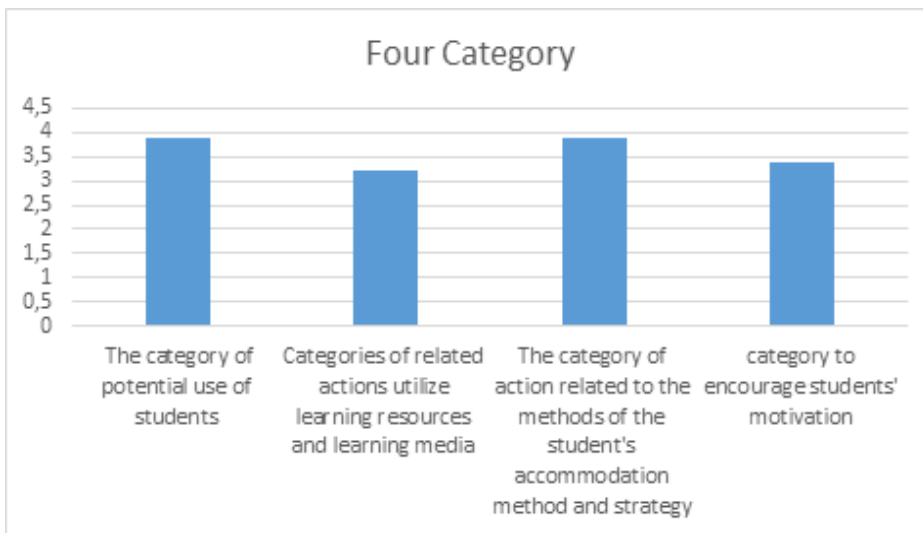
Actions taken in the category of efforts to motivate students included encouraging other students to help solve problems (4.3), giving easier homework (3.0), giving fewer tasks (3.2), providing an easier problem in the exam/test (3.1), providing assistance in doing the task (4.3), providing a separate test place (2.8), provided self-corrected tasks (2.5), and directing other students to help complete the task (3.9).

Figure 4. The Category to Encourage Students' Motivation



The graph shows that encouraging other friends to help with tasks and activities was of the highest mean score, indicating that helping in doing the task was easier to be done by the teacher and it helped her by optimizing other students.

Figure 5. The Category of Learning Accommodation for Slow Learner



Teachers' accommodation in providing solutions to the slow-learner students' learning difficulties from the highest to the smallest mean scores were as indicated by the following actions (1) maximizing the students' potential (3.975), (2) implementing methods and strategies that suit the learners' needs (3.870), (3) improving learners' motivation (3.388), and (4) utilizing learning resources and learning media (3.225).

The frequency of the actions taken by the respondents is shown in the following table.

Table 1. The frequency of respondents acknowledging actions taken to face the slow-learner students' learning problem

No	Aspects of the teacher	N	YES	NO	Arguments or notes written by the teacher
1	Utilizing other potential	40	14	26	Other potential of the students is still not found by the teacher.
2	Using books and other learning resources	40	10	30	Books used are the same.
3	Using image media in learning	40	37	3	Not all concepts can be described.
4	Describing orally and repeatedly	40	40	0	All teachers give repetitions.
5	Providing examples, demonstrating the subject matter	40	40	0	All teachers give examples.

No	Aspects of the teacher	N	YES	NO	Arguments or notes written by the teacher
6	Using touchable/palpable media	40	32	8	Not all media are available.
7	Asking the child directly about his/her understanding	40	40	0	All teachers communicate with the students.
8	Calling the child's name to help focus his/her attention	40	40	0	All the teachers have called the child's name.
9	Allowing children to use tools	40	0	40	All teachers do not provide alternative media.
10	Encouraging other students to help solve problems	40	40	0	The teachers always do it.
11	Ensuring the child's attention	40	40	0	Teachers always ensure students' attention.
12	Putting the child at the front sequence	40	27	13	They are not always placed at the front seat.
13	Giving repetition in explaining	40	40	0	The teachers give repetition.
14	Providing additional lessons	40	15	25	Not all teachers provide additional lessons.
15	Allowing children to have additional learning	40	28	12	Not all students have additional learning.
16	Giving easier homework	40	19	21	Similar homework is given for all students.
17	Giving children fewer tasks	40	17	23	Some tasks are not modified yet.
18	Providing an easier problem in the exam/test	40	0	40	The students have the same questions.
19	Providing assistance to the child in doing the task	40	30	10	10 teachers do not give help.
20	Reading out questions for children who have not been able to read	40	20	20	Questions are read for the beginner class.
21	Writing down a list of tasks for a child who has not been able to write	40	15	25	No more than a half of the teachers write down the task list.
22	Providing more time for children	40	19	21	Half of the teachers give extra time.
23	Putting the child on a particular group	40	25	15	The child is in the same place as the other students.
24	Providing a separate test spot	40	10	30	25% of the teachers provide separate exam room.
25	Providing self-corrected tasks	40	13	27	Not all teachers provide self-corrected tasks.
26	Giving tasks with stratified level of difficulty	40	18	22	No more than a half of the teachers give multilevel tasks.
27	Giving a break to rest	40	25	15	Not all teachers give a break.
28	Directing other students to help complete the task	40	40	0	All teachers direct friends to help.

No	Aspects of the teacher	N	YES	NO	Arguments or notes written by the teacher
29	Asking parents to pay more attention to learning	40	40	0	All teachers expect parents' active participation.
30	Consulting with other related experts	40	5	35	Not all teachers consult with experts

The results of these frequencies are described by percentage in order to show the highest action and the lowest possible action taken by 40 respondents.

Table 2. Percentage of Teachers Performing the Tactical Actions

No	Aspects of the teacher	Percentage (%)
1	Utilizing other potential	35
2	Using books and other learning resources	25
3	Using image media in learning	92.5
4	Describing orally and repeatedly	100
5	Providing examples, demonstrating the subject matter	100
6	Using touchable/palpable media	37.5
7	Asking the child directly about his/her understanding	100
8	Calling the child's name to help focus his/her attention	100
9	Allowing children to use tools	0
10	Encouraging other students to help solve problems	100
11	Ensuring the child's attention	100
12	Putting the child at the front sequence	67.5
13	Giving repetition in explaining	100
14	Providing additional lessons	37.5
15	Allowing children to have additional learning	70
16	Giving easier homework	47.5
17	Giving children fewer tasks	42.5
18	Providing an easier problem in the exam / test	0
19	Providing assistance to the child in doing the task	75

No	Aspects of the teacher	Percentage (%)
20	Reading out questions for children who have not been able to read	50
21	Writing down a list of tasks for a child who has not been able to write	37.5
22	Providing more time for children	47.5
23	Putting the child on a particular group	62.5
24	Providing a separate test spot	25
25	Providing self-corrected tasks	32.5
25	Giving tasks with stratified level of difficulty	45
27	Giving a break to rest	62.5
28	Directing other students to help complete the task	100
29	Asking parents to pay more attention to learning	100
30	Consulting with other related experts	12.5

Data from 40 respondents regarding their tactical actions taken to overcome the learning problems of slow-learner students showed that the actions they took included: explaining the materials orally and repeatedly so that the slow learners could understand, focusing the child's attention before explaining the materials, repeating the explanation for the slow learners, directing other students to help the slow-learners complete their unfinished tasks, and asking parents to pay more attention to the learning process of slow-learner students. Furthermore, the least preferred action was consulting the problems with experts in the field of learning difficulties in slow-learner students. Later, the percentage of respondents implementing the 30 tactical actions was classified into four groups as follows.

Table 3. Respondents' Actions by Percentage Category

Number	Group Category	The number of actions taken by the respondents	Number of actions taken
1	0% - 25%	2, 9, 18, 24, 30	5
2	26% - 50%	1, 6, 14, 16, 17, 20, 21, 22, 25, 26	10
3	51% - 75%	12, 15, 19, 23, 27	5
4	76% - 100%	3, 4, 5, 7, 8, 10, 11, 13, 28, 29	10

The data shows that there are two groups: low and high. Actions related to the use of media were in the low categories, while those in the high categories (100%) were tactical actions that were applied to other learners. The number of actions in the 51% - 75% category was fewer than that of the actions in the 26% - 50% category. The actions in the former category tended to be related to the students' seating arrangement in the classroom, whereas those in the later category were concerning the modification of media and methods. There were 10 alternatives of action types, but only some of the respondents took these actions. The lowest chosen action was looking for alternatives to the forms of actions that had been generally applied.

2. Discussion

Based on the result we can conclude that the pedagogical competence of regular inclusive school teachers is low. The use of this learning resource actually refers to the ability of teachers to explore the material presentation techniques that deliver slow-learner students the severity of metacognitive barriers. Barriers are needed to provide feedback as a stimulus/awareness between the relationship of facts and the meaning of those facts (Calik & Kargin, 2010). The difficulties in abstract thinking are resolved by connecting abstract with concrete facts, having frequent practices, and practicing the abstract concepts learned. Such concrete facts are sought or extracted from learning resources. Increasing teachers' competence in understanding the students is about understanding the students' way of thinking and finding solutions to this difficulty of thinking with an appropriate and functional medium of delivery and learning resources (Emdin, 2011; N. I. Malik et al., 2012; Mumpuniarti, 2017).

Regular school teachers are more likely to provide learning assistance to slow learners with a pedagogical competence approach in the form of a tactic which is also given to the average category students in general. This is indicated by the fact that all teachers explained the materials orally and repeatedly, provided an example by demonstrating the subject matter, asked the students directly about their understanding, called the students' name to help focus their attention to the materials, encouraged other students to help solve the problems, ensured the students' attention, gave repetition to clarify the students' understanding, asked other students to help complete the task, and urged parents to pay more attention to their children's learning process. All of these actions were the teachers' attempts to anticipate the slow learners' learning problems as well as to provide assistance to the average learners in general. Finesse or tactical actions for facilitating the learning process of slow learners regarding their specific needs were not taken yet. The actions have not yet addressed teachers' competences in terms of curriculum modifications to accommodate the individual learning needs of students with special needs (Meynert, 2014; Sucuoglu et al., 2014).

In general, regular school teachers have performed pedagogical competences, by developing the students' potency within their life context and by giving solutions to learning problems of slow learners (Emdin, 2011; Ironside, 2015). Even so, they have not yet accommodated specific needs, methods, or learning approaches (Ayub & Khan, 2013; Zulfija et al., 2013). This condition is as shown by the fact that few teachers modified the learning tasks and used media and learning resources that bridged the metacognitive learning. For that, teachers need to get training on learning accommodation for slow learners with specific media utilization and learning resources that specifically deliver their learning needs. The answer to this problem is the development of media and learning resources to help slow learners learn not through seeking information in the form of paper-pencil, but through internalizing the creativity taught in each activity that is intended to meet their unique learning needs so that they can improve their achievement and develop their self-improvement (self-esteem) and aptitude for learning. In addition, this improvement should be supported by the delivery of individualized educational programs (Emdin, 2011; N. I. Malik et al., 2012).

More specific actions tended to be avoided by regular school teachers, for it would be even more difficult to accommodate the conditions (Mumpuniarti, 2017). To answer the problems faced by these teachers, a training is needed. The training should include how to plan an inclusive learning program by integrating learning resources and media that can accommodate the problem of learning difficulties concerning metacognitive barriers through rising awareness of the relationship of facts and the meaning of those facts. Difficulties concerning abstract thinking are overcome by trying to connect abstract to concrete facts, having frequent practices, and practicing abstract concepts learned. Difficulties in making generalization are aided by problem-solving in different situations using the same principles of knowledge (Butler et al., 2001). Increased task success should be considered in order to encourage the development of self-concept (Emdin, 2011). It is supported by the competence in managing the class and accommodating individual learning needs (N. I. Malik et al., 2012; Meynert, 2014; Sucuoglu et al., 2014). Similarly, the learning model is also linked to accommodate individual learning needs (B. R. Joyce et al., 2011; Lovett & Leja, 2013).

The choice of teacher's practical actions that are not strong in the categories of media usage and learning sources indicates that teachers have not yet understood the specific way of learning. Slow learner's weaknesses in the field of metacognitive learning are not understood by teachers. This resulted in teachers not being able to do learning accommodation as needed by slow-learners. Increasing professional teachers' accommodation competence is needed to understand the specific needs of slow-learners (Meynert, 2014). Understanding of the slow-learners' specific needs is as the basis for deciding the right strategy for developing media and learning resources. Likewise, learning strategies with metacognitive processes form the basis

of the learning process and have implications for aspects of media development and learning resources

D. Conclusion

A learning problem solution that helps slow-learner students in inclusive elementary school is still at the stage of taking advantages of other potential of the subjects, encouraging other students to help the difficulties experienced by slow-learner students, ensuring the attention of slow-learner students, arranging seating position, giving extra time to explain difficult materials, and adding tasks to strengthen the understanding of the materials. The teachers have not been intensified the use of media and learning resources as well as their ability to modify questions. This study recommends that the teachers should be trained in the technical use of learning resources and in the development of learning media, particularly media for developing slow learners' metacognitive thinking. Furthermore, competences concerning classroom management to accommodate specific individual learning needs should be improved through training for regular school teachers.

E. Reference

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