

Slow Learner Student Profile (Case Study at MAN 1 Padang Lawas)

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Abstract

This research is motivated by the phenomenon of students who are slow in learning, for example: slow in accepting or capturing learning, slow in managing lessons, slow reading, slow reading comprehension, slow working, slow doing assignments, slow in solving problems and so on. Children who are slow to learn are called slow learners. The inability of these students will affect themselves and affect others. The purpose of this study were (1) To describe the case of slow learner students, (2) to determine the form of slow learner student delay, (3) to determine the case study of slow learner students. This type of research is a qualitative descriptive study in the form of a case study. The subjects in this study were five students at MAN 1 Padang Lawas North Sumatra. The data collection instruments used in this study were interview, observation, and documentation guidelines. The data analysis technique used in this research is thematic analysis by conducting transcripts of interviews that have been verbatim. The results of this study reveal the profile of the slow learner students carried out, the five subjects were unable to achieve their learning objectives in the process or their learning activities, the five subjects had difficulty memorizing, counting, and several other obstacles. Unlike other students in their socialization, the five subjects preferred to be silent and did not play an active role in the class. Meanwhile, their emotional uncontrollable causes they cannot achieve their goals in learning well. Based on the research results, it is suggested that guidance and counseling teachers can be used as a guideline in determining the delivery of BK services, especially those related to slow learner students through information services, content mastery services and individual counseling services.

Keywords: Profil Siswa Slow Learner, Upaya Guru Bimbingan dan Konseling

Introduction

Education is a very important thing, meaning that education in life will determine the direction and purpose of a person's life. So the purpose of education in schools is not only to transfer knowledge but also to guide students towards student learning maturity and changes in behavior to be better and more perfect. This is closely related to Law Number 20 of 2003 concerning the National Education System, explaining that national education aims to develop the potential of students who become human beings who believe and fear God Almighty, have noble character, are knowledgeable and creative and are independent as citizens. which is democratic and responsible (Daharnis, Erlamsyah, Ifdil, Ardi & Hariko, 2013).

National education functions to develop capabilities and shape the character and personality of the nation in order to educate the nation's life, have noble character, knowledgeable, democratic and responsible citizens. To achieve educational goals, schools, one of the formal educational institutions, must pay attention to students' abilities, one of the potential development of students can be seen from the achievement of learning outcomes (Idola, Sano & Khairani, 2016).

School is a place where a learning process takes place which is expected to make a positive contribution to the mental development of adolescents (Mudjiran, 2005). In this case, students enter a

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period of learning development tasks that require guidance and assistance in order to achieve a positive contribution to their own development. Schools have a very big influence on the development of student learning by carrying out various activities in order to achieve learning success in carrying out an activity, students do various ways to achieve the desired goals, one way to achieve these goals is the provisions that have been set at school. In the teaching and learning process, when there are delays in students, for example: slow in accepting learning, slow in managing lessons, slow reading, slow reading comprehension, slow working, slow doing assignments, slow in solving problems and so on. The inability of these students will affect themselves and affect others.

In essence, learning refers to changes in student behavior in certain situations with repeated experiences and changes in behavior cannot be explained on the basis of innate response tendencies in students, student maturity or temporary state of students, for example fatigue and so on (Tanjung, Fajar, Neviyarni, Firman, 2018). The essence of learning is change and not every change is a result of learning. Changes that occur as a result of learning are changes that are in touch with psychological aspects and affect student behavior. Students who learn strongly will carry out all their learning activities seriously, with passion or enthusiasm, and vice versa (Laila & Ilyas, 2019).

Learning is a process of efforts made by students to obtain a new, good overall behavior change, as a result of their own experiences in their interactions in their environment. students who want to get something must make some efforts so that what they want can be achieved optimally (Hasanah, Ahmad, Karneli, 2017).

Learning is a process that will be characterized by changes in students, changes as a result of the learning process can be shown in various forms such as knowledge, understanding, attitudes and behavior, skills, abilities, creative power, acceptance and others that occur in students. (Nitami, Daharnis & Yusri, 2015). Learning skills are skills that need to be mastered by a student to gain success in the learning process at school (academic success) by mastering the materials he learns at school (Herman Nirwana, 2002). Learning problems experienced by students are related to learning skills, namely the skills to manage learning time, it appears that there are still many students who are not able to make the best use of their free time to study (Syafni, Syukur & Indra, 2013).

According to Wijaya (2003) students who are slow to learn are those who have weaknesses in doing learning tasks that must be done freely, this opinion certainly departs from the perception in the world of education because guidance and counseling services are carried out in an educational institution setting (school or madrasah). , family, community, organizations, industry, and so on (Tohirin, 2011). The factors behind the delay of students in learning do not come from a lack of concentration, limited ability to assess learning materials.

The problems experienced by students at school are often unavoidable, even with good teaching. This is even more so due to environmental factors outside of school. This problem should not be left unchecked. If the mission of the school is to provide broad services to effectively help students achieve their development goals and overcome their problems, then all the activities and facilities organized by the school need to be directed there, this is where guidance and counseling services are needed in addition to teaching activities (Amti, 2004). Guidance and counseling are an integral part of the educational process and have a contribution to the success of the educational process. This is a process of education and learning in schools that will not be able to get optimal results without the support of guidance and counseling services. This is in accordance with the objectives of guidance and counseling, while the purpose of guidance and counseling is to achieve optimal development in individuals to develop themselves optimally according to their potential or capacity and so that individuals can develop in accordance with the environment (Tohirin, 2011).

Based on field studies through observations about the process of teaching and learning activities in class using interview guidelines which were held on 10 and 11 August 2020 at MAN 1 Padang Lawas, North Sumatra, it obtained data that schools still used conventional methods. According to Djamarah (1996) the conventional method is a method in the teaching and learning process that applies the previous methods. The teacher acts as the delivery of the material and the students are only as objects in learning. Conventional or traditional teaching methods that have

become universally applied by teachers from year to year, even today. It turns out that by using conventional methods students learn in a very inefficient way. Students are not able to learn with a clear purpose, cannot judge what they learn, cannot compile facts and cannot draw conclusions because students do not get more durable learning outcomes embedded in their memory.

Slow learner is a student who is slow to learn, so it takes longer than a group of other students who have the same level of intellectual potential (Amelia, 2016). Students who learn slowly are students who are slow in the learning process, so it takes longer than a group of other students who have the same level of intellectual potential. Slow learner means a student who is slow to learn or a group of students at school whose learning progress is slower than the average development of other peers of the same age. Slow learner, which researchers mean here, the ability of intelligence is below average which is not in accordance with the self-expectations of the student's own goals. Slow means slow, while learner means learning, thus slow learner is a student who is slow to learn.

Slow learner students are students who have low learning achievement or slightly below the average of children in general, in one or all academic areas. If an IQ test is carried out (Intelligence Question), their IQ test score shows a score between 70-90 (Amir, 2013). Learning difficulties in students are something that is normal and often occurs, but that does not mean that this is not left alone, so that goals can be achieved optimally for all students. A teacher must make several studies and efforts in overcoming learning difficulties in students. Slow learner has nothing to do with intelligence and mental retardation. Slow learner is just a condition where students need different time from other people to understand a concept, material, and follow the teaching and learning process. Slow learner students are not stupid students, not problem students, and not students who must be treated inappropriately by the teacher in a teaching and learning process, but students who must be treated the same as other students (Suciyaniti & Nita, 2018). If students are treated unfairly, it will make the belief in the student's soul an obstacle to their life, whatever they face will be difficult if they don't do something (Ifdil, I., Denich, A. U., & Ilyas, 2017).

Based on the opinion of experts, it can be concluded that slow learners are students who experience delays in following the teaching and learning process that develop somewhat slower than normal speed for other students, they have low learning achievement or are below the average student in general, a condition where students need different time with other students to understand a concept, material, and follow their teaching and learning process.

Wijaya (2003) identified the characteristics of slow learner students in terms of teaching and learning as follows:

- 1) They are slow in observing and reacting to events that occur in their environment.
- 2) They rarely ask questions and are less willing to participate actively in the answers.
- 3) They pay less attention to how the work is done.
- 4) They use a lot of memory (memorization) rather than using logic.
- 5) They are unable to relate how knowledge is with other knowledge in their thinking.
- 6) They lack roles, are not clear, and are not appropriate in the use of roles.
- 7) They depend a lot on teachers and parents to prove a science.
- 8) They are very slow to understand abstract concepts.
- 9) The poor have the power (reference) to remember in all forms of learning activities.
- 10) They have weaknesses in doing their study assignments especially tasks that must be done freely.

The cause of the slow learner consists of two roles, namely the role inside the student (internal) and outside the student (external). Which includes internal roles are (Khadijah, 2016):

- 1) The basic ability of students with intelligence / intelligence possessed by students.
- 2) Lack of students' special talents for certain learning situations.
- 3) Lack of motivation or encouragement for student learning.
- 4) Especially emotional personal situations faced by students.
- 5) Physical factors, such as physical disabilities in students.
- 6) Hereditary factors such as color blindness, left-handedness, disabilities, and so on, including intelligence.

Meanwhile, external factors are from the environment. A good environment can influence students to have a high IQ, and vice versa. Learning is a process of students trying to achieve learning goals in the learning process or activity, for example in terms of memorizing, counting, reading, and writing, there are obstacles such as those experienced by slow learners. The general constraints faced by slow learners can be described as follows Amir (2013):

1) Intelligence.

Students with an IQ of 70-90 usually experience problems in almost all subjects, especially in subjects related to memorization and understanding. Difficulty understanding abstract things, low learning outcomes compared to classmates.

2) Language.

Slow learners or slow learners experience problems in communication. These students have difficulty both in expressive language or conveying ideas or ideas as well as in understanding the conversations of others.

3) Emotions.

Slow learners or slow learners have unstable emotions, they are irritable and sensitive. If there are things that make him depressed or make mistakes, usually students who are slow learners will quickly become discouraged.

4) Social.

Students who are slow learners or slow learners in socializing are usually not good at it. They often choose to be passive players or spectators when playing.

5) Moral.

A person's morale will develop along with cognitive maturity. Slow learners or slow learners know the rules that apply but they do not understand what the rules are made for.

Slow learners or slow learners are children who have intelligence below the normal average of their age. Therefore sometimes the teacher must be patient in providing educational services to these children. Counseling is a face-to-face meeting situation between the counselor and the client (student) who tries to solve a problem by considering it to solve the problem together so that the client can solve the problem based on self-determination (Prayitno, 2000). Counselors must have counseling skills, namely mastering all counseling techniques at every stage of the counseling process that have been applied before (Yarmis, Isna & Zahri, 2019). Students who are slow learners can be handled by the counselor through guidance and counseling activities. Using a variety of guidance and counseling services for slow learner students will be helpful in improving their learning. In this case the guidance and counseling services that can be provided by counselors / guidance and counseling teachers to slow learner students are:

1) Information Services

Information service is one of the guidance and counseling services that seeks to meet individual shortages of the information they need. The information is then processed and used by individuals for the benefit of life and development (Amti, 2004). Information services provided to increase student motivation in completing assignments include the importance of tasks in learning (Hezy Desyafmi, Firman & Ifdil 2014).

2) Content Mastery Services

Content mastery service is one of the services in guidance and counseling that allows individuals to master certain abilities or competencies that are learned through learning activities (Zarniati, Alizamar & Zikra, 2014).

3) Individual Counseling Services

Individual counseling service is one of the services in guidance and counseling organized by a counselor to a client in the context of alleviating the client's personal problems (Amti, 2004).

Method

This research uses qualitative research methods in the form of case studies. According to A. Muri Yusuf (2014) qualitative research is a process of finding and collecting, analyzing, and interpreting

comprehensive visual and narrative data to gain an understanding of a phenomenon or problem that attracts attention. This research is expected to obtain a picture behind the occurrence of slow students. learner. Types and sources of data used in an effort to explore the subject's case include conducting interviews with the subject, observing the subject's behavior during the interview. The research instruments used were interview and observation guidelines. The data analysis technique used in this research is thematic analysis by conducting transcripts of interviews that have been verbatim which aims to make it easier for researchers to collect data and classify them. The research respondents were 13 people, 5 research subjects, 3 research informants, and 5 parents of slow learner students. The research used instruments in the form of interview guidelines, observation, and documentation regarding the profiles of slow learners as seen from 3 aspects, intelligence, emotional, and social.

Results and Discussion

Based on the results of interviews and observations, it was revealed that the profiles of slow learner students were in the low and medium categories. Furthermore, to see in more detail about the profiles of slow learner students, the following is a table of slow learner student profiles from 3 aspects, namely:

Tabel 1. Slow Learner Students Profile

| NO | Aspek Yang diamti Nama | A | T | D | S | M |
|----|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 1 | Inteligensi -Pemahaman Pelajaran -Hafalan -Kecakapan Merespon | Rendah Rendah Rendah | Rendah Rendah Rendah | Rendah Sedang Rendah | Rendah Rendah Rendah | Rendah Sedang Sedang |
| 2 | Sosial -Pemalu -Minder -Bergaul -Terbuka | Rendah Rendah Rendah Rendah | Sedang Rendah Sedang Rendah | Rendah Rendah Rendah Rendah | Sedang Rendah Sedang Rendah | Rendah Rendah Sedang Rendah |
| 3 | Emosional -Cepat Marah -Sensitif -Ingin Seperti yang lainnya | Rendah Rendah Rendah | Rendah Rendah Rendah | Rendah Rendah Sedang | Rendah Rendah Sedang | Rendah Rendah Sedang |

Based on table 1, the profiles of slow learner students can be seen that the five subjects are as follows:

- 1) The five students who are slow learners (A, T, D, S, M) are equally low in learning comprehension.
- 4) 2) Three slow learner students (A, T, S) are low for memorizing and two slow learner students (D, M) are said to be memorizing.
- 5) 3) Four slow learner students (A, T, D, S) are low in respond and one slow learner student (M) is said to be moderate.
- 6) 4) Three slow learner students (A, D, M) are said to be shy and two slow learner students (T, S) are said to be just not shy.
- 6) The five slow learner students (A, T, D, S, M) are said to be inferior if there is something wrong in the student's learning.
- 7) There are only two slow learner students (A, D) who do not get along well and the three slow learner students (T, S, M) are said to be normal in their interactions.
- 8) The five slow learner students (A, T, D, S, M) are said to be closed in their personal matters included in the lesson.
- 9) The five slow learner students (A, T, D, S, M) are very quick to get angry if something goes wrong.
- 10) The five slow learner students (A, T, D, S, M) are very sensitive when they are distinguished from other peers so that it makes them annoyed with it.

From the results of the research that researchers do to research subjects, namely students who are slow learners, it can be described the answers to the aspects of slow learner students, namely intelligence, emotional, and socialization. Of the five research subjects, there are the same answers about the aspects of slow learner students. The results of the research above are reinforced in theoretical concepts as explained by Amir (2013), the general constraints faced by slow learners can be described as follows:

1) Intelligence.

Students with an IQ of 70-90 usually experience problems in almost all subjects, especially in subjects related to memorization and understanding. Difficulty understanding abstract things, low learning outcomes compared to classmates.

2) Emotions.

Slow learners or slow learners have unstable emotions, they are irritable and sensitive. If there are things that make him depressed or make mistakes, usually students who are slow learners will quickly become discouraged.

3) Social.

Students who are slow learners or slow learners in socializing are usually not good at it. They often choose to be passive players or spectators when playing.

Conclusion

Based on the research that has been done, it can be concluded that the slow learner is a student who experiences delays in following the teaching and learning process which develops somewhat slower than normal speed for other students, they have low learning achievement or are below the average student in general. where students need different time from other students to understand a concept, material, and follow their teaching and learning process. The cause of the slow learner consists of two roles, namely the role inside the student (internal) and outside the student (external). The general constraints faced by the subject are in accordance with the three aspects of slow learner students, namely from the intellectual, social, and emotional aspects.

Acknowledgment

Based on the conclusions from the research results, several suggestions will be conveyed to related parties:

- 1) Teachers and school officials should mutually improve communication and cooperation in overcoming slow learner students because with the cooperation of all parties it will make it easier to overcome slow learner students.
- 2) Guidance and counseling teachers should improve themselves to become professional, inspirational, motivative teachers so that their students feel a need and in order to make students more active in their studies.
- 3) Guidance and counseling teachers should have a monthly program so that the implementation of guidance and counseling services is more structured and more focused. Guidance and counseling teachers can also use sharing techniques with the aim of students being more open to conveying what bad things they have done and the feelings in their hearts.

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