



THE ROLE OF TEACHERS AND PARENTS EFFORTS TO OVERCOME OBSTACLES LEARNING SLOW LEARNERS DURING THE PASCA COVID-19 PANDEMIC

Mauladiah^{1*}, Siti Mayang Sari², Akmaluddin³
^{1,2,3}Universtas Bina Bangsa Getsempena

* Corresponding email: Mauladiah2020@gmail.com

ABSTRACT

Children's learning outcomes cannot be said to be optimally successful where for slow learner children, online learning is not a good solution. this is supported by not all parents and teachers play an optimal role. This problem is one of the reasons for research which aims to examine the role of teachers and parents in overcoming the difficulties of learning mathematics in slow learner children during the Covid-19 pandemic. The research used is qualitative with the research design used is descriptive qualitative. There were 3 research subjects used by researchers, namely one mathematics teacher, one parent of a child with special needs and one school principal. Using online interviews and observation methods to collect data. The data analysis technique used is data simplification, data presentation and conclusion. The results of this study indicate that the teacher's role is that there is special treatment in class, the teacher always monitors the assignments of slow learner children and there is a mathematics learning video sent by the teacher via WhatsApp. The role of parents is as educators for their children, parents as protectors of children, parents' priority children, and parents know the child's condition when at home. The role of the principal is to guide the teacher in the learning process, through the evaluation process for the teacher. The results of this study explain that teachers, parents, and school principals have an important and influential role in overcoming the learning difficulties of slow learners.

Keyword: *Parents and teachers, Obstacles Learning Slow, Pasca Covid*

INTRODUCTION

The Covid-19 pandemic has caused changes in the order of human life in all interests. One of the interests that is greatly influenced is the interest in learning. The impact of this pandemic is being felt by all learning groups, the face-to-face learning process must be shifted to online learning to prevent the spread of Covid-19 and all activities such as seminars, workshops, conferences and other activities are postponed or even cancelled. During the Covid-19 pandemic, the distance learning process was good learning, because of the Covid-19 pandemic, the distance learning process became a topic of discussion in society, and became a matter of pros and cons in society regarding whether it was effective or not effective for children.

Contradictory insights arise from several opinions of educational experts, that distance learning will help students to understand intangible learning materials, improve collaborative learning, thoughts and problem-solving activities (Marharjono 2020). Distance learning is effective learning during this pandemic, apart from having a lot of time to work on questions, students can practice more questions at home, and parents can condition their children when distance learning is implemented (Kemdikbud 2020). Distance learning does not always have a positive impact, for some children who experience delays/difficulties in the learning process, online learning is not the right solution (Hikmat et al. 2020). Apart from that, online learning means that not all children have the same facilities in the learning process. Also, online learning results in the transformation of social resistance behavior, lack of quality, participation and limited feedback (Ministry of Education and Culture 2020).

Parents are not ready to experience distance learning, distance learning does not have the official atmosphere of traditional learning, and there is no social interaction between students in distance learning (Handayani and AlFarhatan Noor Asri 2021). The existence of online games and other online media makes students addicted to playing games and online media, resulting in ineffective learning (Febrianti, Hariandi, and Alirmansyah 2021). Another problem is that giving problems that are too complicated can cause students to become frustrated and not want to learn (Zhafira, Ertika, and Chairiyaton 2020). This condition makes children have difficulty learning which has an impact on learning outcomes.

The learning difficulties experienced by students during the Covid-19 pandemic were the implementation of teaching and learning at home, because students felt pressured when learning remotely, and felt forced, if the facilities and infrastructure were inadequate at home (Agisti and Zuhri 2020). It is not only regular children who experience difficulties when the learning process is

carried out online, this also applies to children with special needs who attend school (Astini 2020). Learning difficulties for children with special needs are defined as difficulties in the form of listening, speaking, reading, writing, reasoning and arithmetic. The meaning of the opinion above can be interpreted as saying that before the pandemic, children with special needs already found it difficult to read and write.

During the Covid-19 pandemic, it was difficult for children with special needs to adapt to the online learning process. There are several types of children with needs, namely mentally retarded, blind, waiting, blind, and slow learners (Handayani and AlFarhatan Noor Asri 2021). Slow learners have learning difficulties that are not visible when sharing a room with regular children. Slow learner children's learning difficulties include unstable anger, language that is difficult to understand, difficult learning, and slow learner children usually take longer than other regular children to understand the learning process at school. The learning difficulties of slow learner children include slow learning processes, lack of concentration in learning, and lack of attention in learning mathematics from the surrounding environment. Slow learner children have to face several learning problems, such as: difficulty mastering abstract concepts, having limited speech, having low learning motivation, taking longer to learn a lesson than ordinary children, learning that must be done many times in order to understand. This means that slow learner children have poor communication skills and find it difficult to understand difficult things, which causes slow learner children to have difficulty when the learning process begins, especially during the Covid-19 pandemic. (Darimi, 2018; Fatimah, 2018).

During the Covid-19 pandemic, teachers are educators who have an important role in the learning process, because the online learning process makes it difficult for students to understand the material in class. Several studies that have been carried out have found several factors that play into the teacher's role in the classroom, namely the teacher preparing the learning process such as lesson plans, learning methods, syllabus. Furthermore, the learning implementation implemented by the teacher must be appropriate for slow learner children, meaning that when the learning process takes place, slow learner children discuss the same topics, time and space as other regular children. Finally, carry out an evaluation for the next learning process for slow learner children (Armeth & Al, 2019; Aziz, 2016; Khiyarusoleh 2020; Pramitasari 2019). It can be concluded that teachers must prepare and provide services to slow learner children so that they have the same range of material as other regular children even though the learning process is carried out online.

In the online learning process, apart from teachers, parents also have an important role. The role of parents in learning is to provide learning at home

for slow learner children, provide enthusiasm and motivation to learn, and see the child's development at school. This means that parents work together with teachers to monitor developments at school, both academically and in the behavior of slow learner children, form study teams in the family, establish study hours at home, and create a comfortable atmosphere for learning. (Khiyarusoleh, 2020; Ningrum, 2018; Nur aisyannaba, 2017).

The results of the research show that the role of parents is as the main companion at home, as a facilitator, as a companion teacher at home when studying. And the role of the accompanying teacher is as a teacher who encourages the child, as a teacher who informs the subject teacher that the child does not understand the material. It can be concluded that the role of parents and teachers greatly influences children's learning both at home and at school, using slow learner subjects in elementary school (Khiyarusoleh, 2020). The results of the research found that teachers must have a mathematics learning plan taking into account the child's abilities and skills, the child's learning process in class requires an accompanying teacher so that when the mathematics teacher explains the accompanying teacher can help the child, there is an evaluation of learning in subjects, especially mathematics. It can be concluded that teachers must modify the questions for slow learner children, and simplify the questions according to the child's abilities, using slow learner subjects in high school (Irawan & Febriyanti, 2018). From previous research it can be seen that there is no role for teachers and parents in overcoming the learning difficulties of slow learner children during the 19 pandemic. This description is one of the reasons for the research which aims to find out more about the role of teachers and parents in helping to overcome the mathematics learning difficulties of slow learner children, and has research benefits, namely. With this research, it is hoped that this research can be useful as a reference in development mathematics education, especially the role of teachers and parents in dealing with slow learner children in online learning.

METHODS

The method used is a qualitative descriptive method. Descriptive qualitative research, which displays the background, events and objects as a whole, then continues with analyzing and collecting data, research is more focused and reduces topics (Shidiq & Choiri, 2019). Qualitative research is research that has a rather complex process, because the research chosen for qualitative research has characteristics that aim to explore the experiences of event participants. (Heriyanto, 2018). The researcher's research flow is that the researcher carries out a literature review and preliminary study.

At this stage the researcher carries out a literature review by collecting various relevant references related to the problem that the researcher will study.

Researchers go directly to the place where the research will be carried out to collect facts about the problem to be researched. From the results of the literature review and preliminary studies, researchers began to develop the focus of the research problem, by looking at the facts in the field which they felt needed to be the focus of the research. After determining the focus of the research problem, the researcher began to determine the research sample. There were three research subjects carried out by researchers, namely mathematics subject teachers, parents of slow learner children, and school principals, which was carried out at SMP Negeri 233 Kota East Jakarta. Sampling was taken using purposive sampling technique. After determining the focus of the research, researchers began collecting data. The data collection techniques used by researchers were field observation, interviews, and library research. Data analysis uses three stages, namely: data reduction stage, data presentation stage, and conclusion drawing stage. Research results were obtained from data collected and analyzed from observations, interviews and questionnaires. To find out the possibility that the research results can be transferred to other fields, the researcher carried out a transferability test. To determine reliability, researchers used a dependability test. To find out whether the results are correct, researchers use a conformity test. At the stage of drawing up conclusions, the researcher concludes the results of the discussion, which is strengthened by literature review. At the stage of preparing the researcher's suggestions based on the researcher's shortcomings, making it easier for other researchers to carry out further research related to their research. The research method used is a qualitative research approach with descriptive methods. The strategy and type of descriptive qualitative research has characteristics like qualitative research, it is heuristic, meaning that with descriptive research the reasons for a problem or research issue will be found (Sugiyono, 2017). Technical data analysis, namely checking the validity of qualitative research data, researchers carry out credibility tests using research data analysis using models (Sugiyono, 2017) carried out before research in the field, and during research in the field. During field research there are three, namely: Data Reduction, Data Presentation, Conclusion Drawing.

RESULTS AND DISCUSSION

The results of the research, which aimed to analyze the role of teachers and parents in overcoming the learning difficulties of slow learner children, obtained data relating to the role of teachers, the role of parents and the role of the school principal. Several research results related to the role of the teacher are first, the role of the teacher is related to designing the teaching process. Based on the results of teacher interviews, the teacher designed a temporary lesson plan which was adjusted during the Covid-19 pandemic. The lesson plan was ready before the new year's teaching started to make it easier for teachers when learning began, because there was no difference in the lesson plans for

slow learner children and other regular children. can see the same lesson plans as the learning process takes place. The syllabus already exists and has been prepared by the school principal for all subject teachers, because the syllabus has been stipulated by the government. The media used by subject teachers is learning videos. It is hoped that with learning videos slow learner children can understand learning in class. So the planning of the learning process carried out by the teacher has been adjusted to the conditions in the field. This has of course been considered regarding the influence of the preparation of the teaching process for slow learner children by subject teachers. Subject teacher preparation can be seen from the teacher's understanding of the characteristics of slow learner children, mathematics learning planning which is prepared and expressed through planning the learning process which can be said to be good. However, the mathematics learning planning process is still carried out by subject teachers, because it must be adjusted to the conditions of slow learner children in the class (Armeth & Al, 2019; Aziz, 2018; Khiyarusoleh 2020; Pramitasari 2019). So the design of the learning process that is created must be carefully considered for slow learner children.

Second, the teacher's efforts are related to the implementation of learning. Based on the results of interviews with subject teachers, the implementation of online learning and the limitations of students made subject teachers choose learning activities using the WhatsApp application. In the implementation of learning, subject teachers take attendance to ensure that students are present in learning activities. After the students are present, all teachers send learning videos and practice questions that can be done for both regular children and slow learner children. During practice questions, the teacher provides special facilities for slow learner children, namely slow learner children can ask subject teachers about questions or material they don't understand via personal WhatsApp chat. After completing the practice questions, the teacher usually provides games in the form of additional questions which are sent to the group to see the students' understanding of the material, and the teacher requires the students to answer the games. This is done by subject teachers in order to train the self-confidence of slow learner children. in the classroom. The teacher's role is successful if the teacher can understand the abilities of both regular and slow learner children, and is a teacher who is smart in building a pleasant and conducive classroom atmosphere (Aziz, 2018). So, the implementation of learning provided by subject teachers is adapted to slow learner children so they understand the material in class.

Third, the teacher's efforts are related to learning follow-up. Based on the results of interviews with subject teachers, the follow-up learning carried out by subject teachers is carrying out assessments in learning by means of teachers assessing regular children and slow learner children after the class learning activities end. The assessments given by subject teachers for slow

learner children and other regular children are different, for example if a regular child is counted as having one question wrong, then for a slow learner child if they can do just two questions correctly then they are considered to have completed the question well. Apart from carrying out assessments or assessments, subject teachers carry out follow-up actions in the form of a special KKM for slow learner children, meaning that the KKM given to slow learner children is different from other regular children. If for regular children the smallest KKM is 75, then for slow learner children the smallest KKM is 50. from the abilities of slow learner children which are different from other regular children. Apart from carrying out KKM specifically for slow learner children, subject teachers carry out follow-up in the form of remedial measures. The remedial carried out by subject teachers for slow learner children is different from regular children, for slow learner children the remedial is in the form of different and easier questions, or re-doing questions that slow learner children think are easy to do. The teacher's role in the form of evaluation or follow-up can be in any form such as special KKM, special assessments, modifying questions, conducting tests or non-tests to measure the understanding of slow learner children in class (Aziz, 2018; Rawan & Febriyanti, 2018; Sakiinatullaila & Priyanto, 2018). The follow-up implemented by subject teachers is certainly very effective, because it can provide assistance to slow learner children so that they are able to do questions better in improving the abilities of slow learner children at school.

Based on the description of the results related to the role of teachers in overcoming the learning difficulties of slow learner children, it can be said to be good. The role of a good teacher will certainly influence good learning. Therefore, teachers prepare learning processes such as lesson plans, learning methods, syllabus. Furthermore, the learning implementation implemented by the teacher must be appropriate for slow learner children, meaning that when the learning process takes place, slow learner children discuss the same topics, time and space as other regular children. Finally, carry out an evaluation for the next learning process for slow learner children (Armeth & Al, 2019; Aziz, 2016; Khiyarusoleh 2020; Pramitasari 2019). The role of a competent mathematics teacher will produce slow learner children who easily understand learning material in class (Sakiinatullaila & Priyanto, 2018). The role of the teacher is the key to success for slow learner children in learning well and making progress in accordance with learning achievement goals for slow learner children (Marchetti, 2019). This statement is in accordance with research results where the role of a good subject teacher will help slow learner children overcome difficulties learning mathematics in class, but online learning makes teachers ask for help from parents to supervise slow learner children when learning is carried out. In more detail about the role of parents which will be explained as follows.

First, parental efforts relate to parents as protectors of children. Based on the results of interviews with parents of children with special needs, child protection is carried out by parents, namely parents give slow learner children proper rights in education regarding school and when studying at home, meaning that in terms of rights in education at school, parents pay attention to the school the slow learner child will enter. in accordance with the facilities their children need when at school, apart from the facilities parents also try to get their children into public schools in the hope that their children can socialize well in public schools. Furthermore, when studying at home, parents have the right to form or build a comfortable house for slow learner children to study so that slow learner children do not feel stressed when they are at home. The role of parents is the main companion at home by providing facilitators who are suitable for slow learner children, and creating a comfortable atmosphere for slow learner children (Khiyarusoleh, 2020). Parents need to look at the facilities for slow learner children at school so that they can suit their children's needs (Maryani, 2018). So, parents as protectors of children can be said to be good, if parents pay attention to the needs of slow learner children both at school and at home.

Second, parental efforts relate to parents prioritizing children. Based on the results of interviews with parents of children with special needs, parents prioritize children, namely parents' concern for slow learner children regarding the child's development at school, by communicating directly with the school regarding the development of slow learner children in terms of values, knowledge and skills. When the learning process is carried out online, parents always accompany their children even though the parents are also busy with office work. Apart from accompanying parents, they also provide support or encouragement to slow learner children so that they can be active when the learning process begins. Parents need to communicate with teachers to find out students' learning progress, and to inform them of their child's history or condition (Maryani, 2018). The role of parents can be carried out in terms of providing information about children's development, tasks when the learning process is carried out at home, because parents and teachers must coordinate intensively in order to understand the situation and development of slow learner children (Ariani, 2019). By prioritizing children, parents can follow their children's progress in the online learning process.

Third, parental efforts relate to parents as educators. Based on the results of interviews with parents of children with special needs, as educators, parents provide additional practice questions to slow learner children when the learning process at school is complete. Apart from providing additional practice questions, parents usually re-explain mathematics material that slow learner children don't understand. If parents don't understand the material, parents will usually find the material via YouTube or learning applications such as Zenius.

The role of parents is to help children when doing school assignments and guide slow learner children in their learning. Parents need to accompany their children's learning activities at home so they can monitor their children's learning progress. Parents can also find out about their child's learning difficulties and can help overcome them. In general, a child will feel more comfortable studying if accompanied by parents (Ariani, 2019; Khiyarusoleh, 2020; Maryani, 2018). So parents as educators are important in overcoming the learning difficulties of slow learner children, because parents being educators means that slow learner children do not feel embarrassed when they do not understand the learning material.

Fourth, parental efforts relate to parents as a source of data. Based on the results of interviews with parents of children with special needs, as a source of data, parents know the condition of slow learner children both inside and outside of slow learner children. parents of ABK children say that their children often have unstable emotions when they feel bored or don't want to do something they don't want to do. Parents of ABK children also said that the first time they found out that their child was a slow learner type of Special Needs Child was when their child was 10 years old, at that time the class teacher said that he had a delay in learning compared to other regular children, and suggested to the parents of ABK children to do an IQ test or child characteristics test, after carrying out the test on their child and knowing the results, the parents of ABK children decide on the best follow-up action for their child in carrying out their child's learning, education and/or needs. A parent's obligation is to take full responsibility for the child, if it is related to learning difficulties and the parent's responsibility towards the child, contacting a doctor or going to a doctor for an initial diagnosis is very important for parents to overcome the learning difficulties of slow learner children (Maryani, 2018). Parents who know their child's condition both internally and externally can help the teacher's performance during the learning process, and can find out good steps to overcome the learning difficulties of slow learner children (Aziz, 2016). So parents knowing their child's condition is a good step to overcome the learning difficulties of slow learner children. Based on the description of research results relating to the role of parents in overcoming the learning difficulties of slow learner children, it can be said to be quite good. The role of good parents will certainly influence the learning of slow learner children at home. The role of parents in learning is to provide learning at home for slow learner children, provide enthusiasm and motivation to learn, and see the child's development at school. This means that parents work together with teachers to monitor developments at school, both academically and in the behavior of slow learner children, form study teams in the family, establish study hours at home, and create a comfortable atmosphere for learning. (Khiyarusoleh, 2020; Ningrum, 2018; Nur aisyannaba, 2017). Parents need to look at the facilities for slow learner children at school so that

they can suit their children's needs (Maryani, 2018). This statement is in accordance with research results where the role of good parents will help slow learner children overcome difficulties learning mathematics at home, but online learning makes school principals participate in overcoming learning difficulties. The following is a description of the role of the school principal in overcoming the learning difficulties of slow learner children.

CONCLUSION

The conclusion of this research is that the role of teachers, parents and school principals is very important in overcoming the learning difficulties of slow learner students, especially during the Covid-19 pandemic. The mathematics learning difficulties of slow learner students are more about the learning process. Teachers must be more creative in motivating students, while parents must maintain emotional stability. The role of the principal is to provide guidance to teachers regarding how to deal with slow learner students. The principal also takes part in training activities regarding technological developments that are suitable for slow learner students.

REFERENCES

- Agisti, K. nisa, and A. F. Zuhri. 2020. "Peran Jurnalis Dalam Mewartakan Berita Pembelajaran Jarak Jauh Dalam Masa Pandemi Virus Corona Di Indonesia." *El Banar: Jurnal Pendidikan Dan ...* 03(April):47–58.
- Astini, Ni Komang Suni. 2020. "Pemanfaatan Teknologi Informasi Dalam Pembelajaran Tingkat Sekolah Dasar Pada Masa Pandemi Covid-19." *Lampuhyang* 11(2):13–25.
- Febrianti, Ima, Ahmad Hariandi, and Alirmansyah Alirmansyah. 2021. "Implementasi Penggunaan Google Classroom Pada Pembelajaran Daring Masa Pandemi Covid-19 Di Kelas VI Sekolah Dasar."
- Handayani, Isnaini, and Allafta Muhsinat AlFarhatan Noor Asri. 2021. "Peran Guru Dan Orang Tua Dalam Mengatasi Kesulitan Belajar Matematika Anak Slow Learner Di Masa Pandemi Covid-19." *Jurnal Pedagogi Dan Pembelajaran* 4(2):202. doi: 10.23887/jp2.v4i2.36014.
- Hikmat, Endang Hermawan, Aldim, and Irwandi. 2020. "Efektivitas Pembelajaran Daring Selama Masa Pandemi Covid-19 : Sebuah Survey Online." *Digital Library, UIN Sunan Gung Djati, Bandung*.
- Kemdikbud. 2020. "Penyesuaian Kebijakan Pembelajaran Di Masa Pandemi Covid-19." *Www.Kemdikbud.Go.Id* 26.
- Kemendikbud, Humas Ditjen Pendidikan Tinggi. 2020. "Praktik Baik Pembelajaran Daring Di Perguruan Tinggi Masa Pandemi Covid-

19.” *Siaran Pers Nomor : 030/Sipers/IV/2020*.

Marharjono. 2020. “Manfaat Pembelajaran Sejarah Menggunakan Google Classroom Pada Masa Pandemi Covid-19.” *Jurnal Karya Ilmiah Guru* 5(1):56–63.

Zhafira, Nabila Hilmy, Yenny Ertika, and Chairiyaton. 2020. “Persepsi Mahasiswa Terhadap Perkuliahan Daring Sebagai Sarana Pembelajaran Selama Masa Karantina Covid-19.” *Jurnal Bisnis Dan Kajian Strategi Manajemen*.