The Use Repetition and Feedback Methods in Supporting the Learning of Slow Learners Children

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Abstract. This research activity is intended to describe the use of repetition and feedback methods to support slow learners' learning. Elementary School of Klepu 02 is one of the schools that accepts Students with Special Needs. Research by taking descriptive elements produces case study data with purposive sampling technique which obtains an overview of the use of repetition and feedback methods in supporting slow learners' learning. Data collection was carried out through participatory observation techniques, in-depth interviews, and documentation data. After that, to get the validity of the data, a triangulation process of sources and techniques is needed. Technical activities of qualitative data analysis include data reduction and data presentation, and at the end of drawing conclusions. The results of the study show that the use of repetition and feedback methods can support slow learners' learning. Slow learners' learning achievement increases and has a high enthusiasm for learning even though it takes a lot of time to repeat the material, and slow learners show a disciplined character in complying with existing school rules and discipline to keep learning.

Keywords: feedback method · repetition method · slow learning

1 Introduction

Every child is special. Because every child is different, there is the possibility of every improvement, sooner or later. Every student is born with unique, memorable, and different skills, including student's cognitive skills to learn something (Hardini et al., 2021). We cannot call students with cognitive abilities below average as people with disabilities or disabilities but are called slow learners. Slow learners are normal learners, it's just that they are not at all interested in learning under a system that is accepted by education in general [1]. Slow learners cannot be equated with students who need special handling or reluctant learners who are cooperative. According to [2] slow learners can be categorized as borderline intelligence with an IQ score (70–89) (in the WISC score). According to [3] slow learners are learners who are slow learners, so it takes quite a long time compared to a group of other learners who have an average level of academic intellectual potential or above. P.M DB (2021) defines slow learners as learners who take longer than their peers to understand new concepts and need extra support to do

their schoolwork [4]. Therefore, teachers and guardians of slow learners can use several teaching methods available for the education of learners that can increase their interest in learning and help them get involved in the learning process. Because the source of energy lies within them, but the only problem is extending a hand of trust to them who will solve their problems and improve their quality.

Slow learners have characteristics that have been conveyed by the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia [5] Include: (1) function in the ability of slow learners below the average; (2) the average academic achievement is always low; (3) in completing school assignments are often late compared to their peers; (4) the grasping power of receiving subject matter is low; (5) slow learners need more and more time to complete academic and non-academic tasks; and (6) slow learners tend to prefer to hang out with children of significant age below them.

According to Vasudevan of the International Journal of Applied Research Vasudevan (2017) slow learners have symptoms of conditions or several factors that exist both within the child and outside the child [6], such as: 1) low intellectual ability [7]; 2) personal factors, including old illness, long absence from school, undetected or entry characteristics, and poor cognition; 3) environmental factors, including poor housing facilities for skills, not eating nutritious food and lack of sleep, poor parental attitudes in education, poor teaching quality, and mismatch of parenting styles between home and school; and 4) emotional factors, namely feelings of not being able to solve complex problems, lack of self-confidence and special needs for achievement, excessive fear and anxiety resulting in poor achievement, and negative parental attitudes towards school which create similar detrimental attitudes towards children..

An educator is always faced by students with various characters [8]. Strengthening the character of discipline for slow learners is an important thing to implement considering that they are more difficult to accept learning than regular children. Pratama et al. (2021) In his research, it is stated that slow learners have a low sense of discipline because they do not obey school rules, often do not go to school, often leave class, and often interfere when learning takes place [9]. Therefore, the cultivation of disciplined characters for slow learners needs to be considered as early as possible, one of which is when studying in class. This is in line with Wuryandani (2014) Discipline character education is the main thing that is considered to build one's character [10].

Learning is one of the efforts to achieve the values of life and culture that are sourced from humans, which are planned and systematically carried out for life [11]. Success in the learning process can affect the future. This makes students aware of academic support and encourages them to get good grade (Firdausy et al., 2019). This is where an educator has an important role in helping students develop their human potential through the development of intelligence (Octavianti and Kanzunnudin 2015). With a simple vocabulary, slow learner children can imitate what the teacher has explained repeatedly by using concrete objects. So, slow learners by watching and listening can provide feedback using simple vocabulary. In asking for feedback, it is hoped that slow learners will be able to master the lesson. There are many ways that can be done so that slow learners with front line intellectual abilities become middle [12].

The repetition method is a teaching method that is carried out repeatedly, this method is suitable for students with special needs, including slow learners, the teacher must

repeat what he says until the students understand, for example when the teacher teaches reading, students cannot memorize in one sentence. Time, but it takes a long time. By using the repetition method, students can retain information better than conventional ones [13]. Mentioned by Dyachenko (2019) the advantages of the repetition method in the "Multiple Repetition Method" research during repetition, students experience changes in the thinking process and achieve cognitive shift. Learners experience cognitive shifts, such as changing negative thoughts into positive ones to change emotions and behavior [14].

Repetition as a repeated practice to understand meaningful information deepening, expanding, and strengthening from the teacher by students can be one way to support learning. Presented by Shah et al. (2020), that the history of Spaced Repetition traces back to the nineteenth century, when Ebbinghaus hypothesized, that the rate at which humans forget information increases exponentially with time [15]. However, if the information is repeated, it tends to be forgotten at a low level, and can also decrease with each repetition.

While the feedback method or better known as the word feedback is students who have received the concept of the material by the teacher to review it as a learning stabilization. Feedback is the most important factor in learning activities. Feedback provides reinforcement of corrective information to students. That way students can find out the level of mastery of learning understanding. The corrective information becomes a reference for increasing understanding for students, because when giving feedback, special attention is needed. Feedback is a very important thing where the teacher can find out weaknesses that the teacher has not been aware of. This has implications for teachers to be able to get moral encouragement or enthusiasm to continue to improve themselves (Wahyuningsih et al., 2016). In one study, it was stated that students should get feedback about their appearance, which would indicate whether they had correctly understood what had been taught.

According to Damayanti (2017) Feedback is divided into two, namely classical feedback and individual feedback. Classical feedback is directives and discussions to students on the answers to the questions received, whether those answered have been correct or are still wrong. Meanwhile, individual feedback is to provide explanations or justifications for answers or problems with receiving material by writing small comments in their own notebook [16].

The use of the feedback method is one solution that can be applied to learning problems to improve the learning of slow learners. According to [17] the use of feedback methods in the process of learning activities consistently can improve student learning achievement. According to (Seruni and Wisdom 2015) The advantages of using the feedback method are feelings of pleasure in students in paying attention to certain objects, here the object can be interpreted as a learning material, there is persistence and seriousness towards learning material. This strengthens the abilities and skills of students and especially slow learners.

This study was written to describe the use of repetition and feedback methods in supporting the learning of slow learners at SD Nergeri Klepu 02, barriers to learning activities for slow learners, as well as how to overcome and provide ideas in learning methods for slow learners in inclusive classrooms.

2   Method

This research is descriptive research using a qualitative approach. Research by taking descriptive elements produces case study data with purposive sampling technique which obtains an overview of the use of repetition and feedback methods in supporting the learning of slow learners at Elementary School of Klepu 02. The choice of school location is in accordance with the school background in which there are several students with special needs. The subjects selected in the study as resource persons were Class I teachers, Class III teachers, Class V teachers, and slow learners. The object of this research is classroom learning in which there is a teacher to teach slow learners who are in Class I, Class III and V. This research was conducted from April 2022 to June 2022.

Data collection was carried out through participatory observation techniques, in-depth interviews, and documentation data. The data obtained from the documentation includes the school's vision and mission, student data along with IQ levels indicating slow learners, and teacher data at Elementary School of Klepu 02. After that, to obtain the validity of the data, a triangulation process of sources and techniques is required. Technical activities of qualitative data analysis include data reduction and data presentation, and at the end of drawing conclusions. This is in line with the confession (20), that the results obtained by qualitative research are through the process of data analysis in which data collections are contained.

3   Result and Discussion

The Learning Process in grade IV the class teacher prepares regular RPP (Learning Implementation Plan) and PPI (Individual Learning Program) for slow learners. Likewise with class V teachers. This is in line with the guidelines for implementing inclusive education set by the Ministry of National Education in 2009, the Directorate General of Primary and Secondary Education Management, and the Directorate of Special School Development which state that there are curriculum developments, namely: 1) a full regular curriculum model; 2) regular curriculum model with modifications; and 3) the PPI curriculum model. After knowing the evidence of the results of the analysis related to the documentation that contains learning plans, one of which is making RPP and PPI in line with the results of observations, it can be concluded that the curriculum implemented at Elementary School of Klepu 02 is included in the curriculum model of the regular curriculum model with modifications. The classroom teacher chooses the repetition and feedback method in teaching and learning activities in the classroom with slow learners by considering several aspects, such as the character of each student, the learning objectives of regular and slow learners (Table 1).

Learning objectives are the initial basis that becomes a benchmark for the success of each student's achievement. The success of achievement is influenced by the determination of learning methods by adjusting the characteristics of each student. Then based on the results of interviews with third and fifth grade teachers in teaching and learning activities, they both emphasized the repetition and feedback method by adjusting the learning objectives for slow learners. Learning is not only done in class but can also be done anytime and anywhere (Sukmawati et al., 2020). Based on journal findings

Table 1. Number of Slow Learners in Elementary School of Klepu 02

Class	Intelligence (Binet Scale)	Intelligence (CPM scale)	Amount Child
Class I	80	–	1
Class III	76	–	1
Class III	–	Grade IV	1
Class III	–	Grade IV	1
Class V	–	Grade IV	1
Total			5

Malik(2009) mentions that, by developing a modified curriculum it is possible for slow learners to become achievers [19]. The learning objectives in class III have met the components of the learning objective formula, namely A (audience) is a student, B (behavior) is an activity that will achieve learning outcomes, C (condition) is a student condition, and D (degree) is an expected score. Achievement.

Based on the results of field observations in class III, the teacher always carries out learning activities guided by the lesson plans for all students, and the PPI for slow learners. The implementation of learning in the classroom in providing material between regular children and slow learners is the same, it's just that the teacher emphasizes each material delivery so that the intonation is clear, straightforward, and experiences repetition so that slow learners can receive learning well. The teacher does not hesitate to repeat the subject so that it is accepted by slow learners. Because, in essence, slow learners are able to understand learning, but it takes time to be repeated many times. The intellectual intelligence of slow learners is indeed below average, but they cannot be said to be incapable children [20]. Meanwhile, to recognize the understanding of slow learners, the teacher asks for feedback from the child whether he or she can answer short questions from the teacher.

Teachers have different benchmarks for student learning success. This is influenced by the characteristics of each student. Characteristics of students affect learning styles that are suitable for themselves, so that learning outcomes can be resolved properly according to their own version. Differences in the characteristics of students, including interests, talents, motivations, habits, social behavior, parenting patterns, and future aspirations. Judging from the psychological aspect of students from one another, there are those who are quiet, closed, shy, moody, super active, open, cheerful, and even there are behaviors that are difficult to identify. All these differences in characteristics have different influences in determining the benchmarks for the success of student learning to support conducive learning in the classroom.

Based on data collection through observations in class III Elementary School of Klepu 02 during the learning activities, various characteristics of slow learners were found, namely: (1) slow learners often behaved childishly, unable to be considered adults in socializing with their classmates or their age. But tend to prefer to socialize with underage friends in line with the statement [21]; (2) slow learners are not able to solve multifaceted or complex problems, they tend to be slower in responding to a

problem; (3) has an intelligence level below the average (Khadija 2016). They often miss the material presented by the teacher because slow learners have to repeat themselves to be able to understand the first material, while the first material is in the process of understanding itself, the teacher continues to deliver the next material; (4) the language of slow learners is fluent in pronunciation, but they cannot distinguish the language for their friends from the language used in conversation with older people. So, this is what causes slow learners to be less polite; and (5) the last characteristic of slow learners, they tend to be more disciplined than regular students, such as always putting their clothes in their pants or skirts, wearing ties that are not loosened, entering class on time, and obeying existing school rules.

Character building for slow learners is still a dilemma for teachers whether giving punishment can bring students to behave well. Because between giving punishment and inculcating discipline gives the same result. So, this can be called positive discipline and negative discipline (Ministry of Education and Culture). Positive discipline is that the teacher provides skills to students to make decisions that can be accounted for their own behavior. For example, the teacher provides an alternative and emphasis on a condition to students. While negative discipline is that the teacher is only judging or judging by not explaining the consequences if it is done to students. For example, the teacher tells students what is forbidden or not to be done.

The character of discipline in slow learners is also influenced by the learning method presented by the teacher. How teachers can create a positive disciplinary environment in the classroom so that it has an impact on student behavior. Based on the results of in-depth interviews by third grade teachers, it was found that teachers applied the knowledge from the Inclusive School Technical Guidance which was held a few months ago, one of which was the idea of creating a culture of discipline in learning for slow learners, namely:

First, the school population includes students, teachers, principals, and employees following the rules set by the school. This should become a good habit, especially if the teacher must take the first control to become a role model that his students will imitate and imitate. So, to create students who are disciplined starting from the teacher first.

Second, apply the rules consistently and seriously. Making rules is not just a formality but becomes a benchmark as a limit of reasonableness so that by obeying the rules it doesn't feel heavy, but all organizations in the school can run smoothly.

Third, identify the character of the students, especially for slow learners and create positive relationships with them both in class and outside of class. This is applied by the teacher to understand the character of each slow learner child, especially creating characters that make slow learner children grow and develop so that it affects their learning outcomes that move up.

Fourth, develop creativity in teaching materials, teaching methods and classroom management which includes conflict management, problem solving, and tolerance among others. Manage the process of learning activities and the learning environment of students in a friendly, professional, and have high fighting spirit, make a mature learning plan. Correct each activity if it doesn't work properly, consider why and the solution for it can happen.

Fifth, create an inclusive classroom atmosphere. Often slow learners in socializing become an exception for those who are regular learners. This can be overcome by making group work by mixing slow learners with other regular children [22].

Sixth, providing space for students to take an attitude to learn responsibly. Give assignments as feedback to students who finished their work first from other friends. Emphasize the solution. Does not provide cornering consequences to students. Teachers often disguise punishment by providing logical consequences. Try to involve students in solving problems to get solutions.

Seventh, make the teacher's role like a model. Because it is undeniable that students imitate adults in their daily lives. Both from the tone of voice, correct and incorrect language, behavior, and manners. Suranjana (2015) mentioned the results of the study that [23], slow learner (SL) children responded positively to peer tutors and mostly improved their academic performance.

Finally, talk friendly with students. Speak effectively like paying attention to the place and the atmosphere. Like using eye contact and facial expressions is something that is valuable. Tell what the expectations of the students are. They will respond better if told what to do rather than what not to. For example, try saying "let's have a good study attitude", instead of, "don't be too busy alone".

The atmosphere in the classroom can affect the achievement of student learning outcomes. Thus, the cultivation of disciplined characters can support learning for regular students and slow learners. Because the provision of services and the convenience of students, especially slow learners, in learning is very important [24].

Becoming a classroom teacher with some slow learners is a challenge. Teachers are not limited to finishing in delivering the material, but also giving their energy and thoughts to channel their hands so that they can support the learning of slow learners so as not to lag the material from regular students. Being a teacher doesn't mean knowing all aspects, especially dealing with slow learners, in fact, here teachers need to learn a lot about how to solve these challenges in a very sweet way. Rofiah (2017) mentions that, teachers who have slow learners must repeat the material, of course it takes a long time, so the teacher needs to modify the time so that the learning objectives can be fully conveyed even though they have to repeat the material [25]. Adcock et al. (1971), It is not finished until the repetition of the material, the teacher also provides feedback which serves to find out how far the slow learners can understand the material that has been delivered [26]. Nugraheni (2019) stated the same thing, that the use of learning and follow-up requires components, one of which is feedback [27].

The following are observational data in class III when teachers carry out teaching and learning activities, first, students participate in teaching and learning activities in class with a position ready to accept new material to be delivered by the teacher. The teacher does his job, namely explaining learning materials with the help of concrete objects, books, maps, electronic media, and so on to support the material to be delivered. It is reinforced by the theory which states that the supporting factor for assisting children to be able to master learning is using video media [28]. That is, students receive the teacher's material and are given time to understand the material. For example, the material presented by the teacher is a multiplication chart of 1 to 10, the teacher gives students time to be able to do repetition followed by as many repetitions as possible independently.

Second, students apply the repetition method with as many repetitions as possible. This is in line with the statement by Hetrick EW, that slow learners need lots of repetition and practice [29]. Learners do repetition with speech, indirectly they have trained their mouth and hearing in reciting and listening to the information individually, this can improve their disciplined and independent characteristics. Repeated practice is carried out by students until they find a mature concept from a learning material [15]. Success in learning is balanced with strong disciplined perseverance and independence for repetition is needed.

Third, learning activities are continued with the teacher providing stimuli such as oral questions and students can answer at that time. This is in line with the notion of the feedback method [18]. During the question and answer orally between the teacher and students, the disciplined and independent character still influences. Discipline in when to answer, independent by answering questions.

Fourth, evaluation is a way for teachers to determine the level of success of students who have been planned or determined. Evaluating learning by focusing on learning materials the teacher gives evaluation questions to students before ending the lesson. Evaluation questions can be in the form of multiple-choice short answers, or essays. Students work on the problem after understanding the concept of the subject matter. It can also see how intense they are in understanding the concept of learning material. Based on this, the third-grade teacher provides limits such as the KKM standard. If students with scores below the KKM, the teacher does the practice of repeating the understanding of the material that has been conveyed. Meanwhile, for slow learners, the teacher provides assessments with more time allocation than regular learners.

Fifth, the teacher does not stop only by giving evaluation questions, but also follows up on what the students have done, namely by matching, discussing, and reviewing the discussion of each question by question. It is also expressed [16] in doing feedback both classically and individually. Classical feedback is directives and discussions to students on the answers to the questions received, whether those answered were correct or still wrong. While individual feedback is able to provide explanations or justifications for answers or problems in receiving material by writing small comments in their own notebooks. It was corroborated by the idea [17] the use of feedback methods in the process of learning activities consistently can improve student learning achievement.

The third-grade teacher discusses the material at the next meeting because in the time allocation if it is completed in one time it is not possible. Limitations Face-to-face meetings at that time were still subject to cutting the overall learning time. At the next meeting, the third-grade teacher, before continuing with the material, discussed the evaluation questions that had been done by the students yesterday. The teacher does not only state the correct answer directly but by re-discussing each item of the question. Students are also seen to be active in discussing the matter. We met slow learners who wanted to write their answers on the blackboard. However, there are also slow learners who are shy to read the answers in their seats in a low and shy voice.

In learning activities in inclusive classes, it is not enough just to rely on class teachers. Special services are needed, such as a special assistant teacher aimed at overseeing the development of slow learners' learning in the classroom. So that normal students are also not bored in waiting for the class teacher to repeat the material to be addressed to

slow learners. Slow learners are also very helpful if there is GPK in class. The results and discussion of inclusive education research also mentions that, the problems that arise in the implementation of inclusive classes are one of them the lack of a component of teaching staff consisting of classes, and GPK [30].

4   Conclusion

A competent teacher should be aware of the general characteristics of classroom behavior associated with a child's learning difficulties. Slow learners need more time to acquire skills than average. Slow learners will answer concrete learning rather than abstract learning. The use of the repetition and feedback method used in Elementary School of Klepu 02 can successfully support the learning of slow learners, it can also balance the material for regular students even though it must take a long time to repeat the material. The learning achievement of slow learners increases and has a high enthusiasm for learning even though it takes a lot of time to repeat the material.

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