



Motivation of a slow learner in an elementary school

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ABSTRACT

Background: Low intellect makes slow learner students feel inferior and feel that they will never learn. As a consequence, slow learner students, sometimes, have no motivation to learn in them. Motivation has an important role in children's learning activities. It can be said that motivation is the driving force for children's activities. One of them is MF, a student identified as a slow learner by their class teacher.

Purpose: For this reason, this study aims to determine the extent to which the causes of changes in MF motivation levels in the teaching and learning activities.

Design and methods: This research uses a case study method. This research was conducted on one of the students identified by the class teacher as a slow learner. This research data using observation, interviews, and documentation. The collected data were grouped based on various factors that influenced learning motivation initiated by Dimiyati and Mudjiono. Validation is done by triangulating data sources used to test the credibility of the data by checking the data that has been obtained through several sources.

Results: The results of this study reveal 2 out of 6 things that influence the level of learning motivation to encourage MF to continue learning, namely ownership of ideals and increasing personal abilities.

Keywords: Motivation factors, slow learner, special needs students

Introduction

Currently, education in schools can be taken by anyone and from any circle. Various schools were established to become educational facilities for children, including children with special needs. Every child, including children with special needs, is a mandate and gift from God Almighty who is inherent in dignity as a whole human being. Children with special needs are children who have disabilities due to physical disabilities, mental disabilities, and social disabilities. Special needs children have the same rights as other normal children in all aspects of life, as well as in the aspect of education. Special needs children also have the right to go to school in order to get education and teaching, so that it can help them to form an educated, independent and skilled personality.

One that is included in the special needs children is the slow learner. Slow learner is an inaction in the learning process, so that students who experience this disorder require a relatively longer time than other students. Students who are indicated as slow learners usually have a low intellectual level. This is because they find it difficult to understand and participate in classroom learning. Low intellect makes slow learner students feel inferior and feel that they will never learn. As a consequence, slow learner students, sometimes, have no motivation to learn in them.

Motivation is an important factor in the educational process. Motivation is a force that is able to move, provide direction, and maintain the continuity of students' learning activities. Generally, students who have high motivation to learn will be able to achieve, on the other hand, students who have low learning motivation will experience failure in learning.

Motivation has an important role in children's learning activities. It can be said that motivation is the driving force of children's activities individually or in groups. Learning motivation is internal and external encouragement to students who are learning to make changes in behavior (Uno, 2017).

In learning activities, motivation can be interpreted as the overall driving force within students that gives rise to learning activities, which ensures the continuity of learning activities, and which gives direction to learning activities, so that the goals desired by the learning subject can be achieved (Sardiman, 2014). In learning, student achievement will be better if students have motivation. Conversely, if students do not have motivation, their achievement will also be low.

The same thing is expressed by Siregar & Nara (2014) that learning motivation is a psychic driving force in students that causes learning activities, ensuring continuity of learning in order to achieve a goal. Motivation to learn can give someone the strength to carry out learning activities.

A number of related studies reveal that learning motivation is influenced by the use of learning media (Ratnaningsih & Nastiti, 2018). Furthermore, based on observations and interviews, it was found that a student with the initials MF was indicated as a slow learner. The student of second grade at SD Negeri Cibodas 03 was stated by the class teacher to suffer from slow learner for the following findings, among others: 1) low learning achievement in all subjects; 2) having difficulties in reading, writing and arithmetic; and, 3) it is difficult to grasp the material and the teacher has to explain the material repeatedly.

It should be noted that the level of children's motivation affects their behavior. In other words, the level of MF motivation needs to get adequate attention from parents and teachers. For this reason, this study aims to determine the extent to which the causes of changes in MF motivation levels in the teaching and learning activities.

Methods

This research method uses a case study method. A case study is an empirical inquiry that investigates phenomena in a context that does not appear firmly, and where multiple sources of evidence are utilized (Fitrah & Luthfiyah, 2017). This research was conducted on one of the students identified by the class teacher as a slow learner at SD Cibodas 03, whose address is Kp. Cisentul RT. 02/04 Cibodas, Rumpin, Bogor. This research was conducted in the even semester, from February to May 2019.

The data of this study used observation, interviews, and documentation. The observation used in this research is participatory observation. The interview used in this study is a structured interview, where the researcher asks the informant about the things that have been prepared beforehand. The interview subjects in this study were 3 people. The documents used as documentation in this study are report cards.

The collected data were grouped based on various factors that influenced learning motivation initiated by Dimiyati and Mudjiono (2009), namely students' aspirations or aspirations; student abilities; student psychological condition; environmental conditions; dynamic elements in learning and learning; and the teacher's efforts in teaching students.

Triangulation of data sources is used to test the credibility of the data by checking the data that has been obtained through several sources. Data from several sources, then

described, categorized, which views are the same, which are different, and which are specific. Then, the data will produce conclusions.

Findings & Discussion

Slow learner is a term used for students who are less capable. children experience obstacles or delays in mental development (intellectual function below their peers) accompanied by an inability or inability to learn and to adapt in such a way that they require special education services (Lisdiana, 2012).

Children who have low learning achievement or slightly below the average of children in general, including achievement in one or all academic areas are also categorized as slow learner children (Triani & Amir, 2013). This child usually has problems in almost all subjects, especially in subjects related to memorization and understanding and has difficulty understanding abstract things.

In addition, these children have difficulty both in expressive language or conveying ideas or ideas as well as in understanding the conversations of others. Sometimes, they are quick to anger and explosive and sensitive when there are things that make them depressed or make mistakes. As a consequence, the slow learners are usually quickly discouraged.

Responding to the limitations of the slow learner, a teacher must be able to identify the causes and provide the best solution. Slow learner is still entitled to receive teaching and learning activities. Slow learners need more motivation so that the frequency of discouragement gradually decreases. Therefore, it is necessary to identify the factors that influence learning motivation as described below.

Aspirations of the students

Learning motivation appears in the desires of children from childhood such as the desire to learn to walk, eat delicious food, fight over games, be able to read, be able to sing, and so on. The success in achieving this desire fosters a willingness to work, even at a later date, it creates dreams in life. The emergence of ideals is accompanied by the development of reason, morals, will, language and life values. The emergence of ideals is also accompanied by personality development.

In terms of emancipation of independence, a satisfied desire can increase the desire and enthusiasm for learning. In terms of learning, reinforcement with rewards or punishments will be able to change desires into wills, and then will into dreams. Desire lasts for a moment or for a short time, whereas volition can last for a long time. Willingness has been accompanied by common sense calculations. Dreams can last for a very long time, even throughout life.

MF's motivation to learn is influenced by his aspirations. Based on the results of the interview, MF revealed that his dream is to become a smart child and move up a grade. MF strives to achieve his goal by studying diligently at school and at home. MF revealed that he was never lazy to go to school, except when he was sick. The observation result also shows that MF never skips school. When in class, MF wants to pay attention to the teacher's explanation. MF also wants to do the teacher's assignment despite the difficulties. MF wants to ask questions if you don't understand the material presented by the teacher.

MF, who has aspirations, especially to be a smart child, and to go to class, make him study hard and participate in the learning process, indicating that his level of motivation is high. However, the motivation of a learner becomes so high when he has previously had ideals (Siregar & Nara, 2014).

The student ability

The desire of the child needs to be accompanied by the ability or be supported by the ability to achieve it. The desire to read needs to be accompanied by the ability to recognize and pronounce the sounds of the letters. Difficulty pronouncing the letter "r" for example, can be overcome by drill / practice the correct "r" pronunciation. Repeated practice causes the ability to pronounce the "r". supported by the ability to pronounce "r", or the ability to pronounce other letters, the child's desire to read will be fulfilled. The success of reading a reading book will add to the richness of life experiences. The success was satisfying and pleasing to him. Gradually there was a penchant for reading in children who at first had difficulty pronouncing the correct letter "r". In summary, it can be said that the ability will strengthen children's motivation to carry out developmental tasks.

MF's learning motivation is also influenced by his ability. Until now, MF has not been able to read fluently. Based on the results of observations MF still spelled one letter at a time, even when spelling, MF was not correct in pronouncing the letters. This is also in accordance with the results of the interview which stated that MF was not able to read fluently, and was still spelling the letters one by one.

MF is able to calculate addition and subtraction, but not yet able to calculate multiplication and division. Based on the results of observations, MF shows that it is difficult to do multiplication and division tasks. When working on multiplication questions, MF is still calculating it by repeated addition, this causes MF to take longer to answer these questions than his friends. MF's low ability often makes him get low scores. This is what makes MF active in studying so that his abilities can improve.

Psychological conditions of the student

Student's conditions which include physical and spiritual conditions affect learning motivation. A student who is sick, hungry, or angry will interfere with learning attention. On the other hand, a student who is healthy, full, and happy will easily focus. In other words, students' physical and spiritual conditions affect their motivation to learn.

MF's learning motivation is also influenced by his psychological condition. Based on the results of observations when MF was in class, He was excited and enthusiastic when he was participating in learning process, MF was also actively involved in learning, this was when MF wanted to do the assignments given by the teacher even though it seemed difficult. MF is also actively asking if there is material that has not been understood. MF also did not give up when he got bad grades and was ridiculed by his friends. MF actually became more enthusiastic and more active in studying so as not to get bad grades and ridiculed by his friends again.

Environmental conditions

Student's environment can be in the form of natural conditions, the environment in which they live, peer group, and community life. As members of the community, students can be influenced by the surrounding environment. Natural disasters, slum dwellings, threats of naughty colleagues, fights between students will interfere with the seriousness of studying. On the other hand, a beautiful school, harmonious student association, will strengthen learning motivation. Therefore, the condition of a healthy school environment, harmony in life, social order needs to be of higher quality. With a safe, peaceful, orderly, and beautiful environment. So the enthusiasm and motivation to learn is easily strengthened.

The condition of the MF's school environment at SD Negeri Cibodas 03 is quite supportive of the learning process. This is proven by the school environment which is quite

comfortable for the learning process. The classrooms are clean and comfortable, but not conducive because there are too many students.

The facilities at the school are also quite complete. There are 6 classrooms, 1 principal's room, 1 teacher's room, 1 library, 1 healthcare room, 2 teachers' toilets, 2 students' toilets, and there is also a large enough field.

Intercourse with friends who are not good enough also affects MF learning motivation. For 10 days the researcher made observations, MF sat alone. The following is a photo during the learning process, MF sat alone in the back row.

Unfavorable associations were also made clear by the results of interviews with class teachers who revealed that no one wanted to be friends with MF because he was ignorant. MF was often teased by his friends when he got bad grades. Frequently teased by friends made MF motivated to learn. MF hopes that by learning the value will increase, and will not be ridiculed again.

The environment that is no less important is the home environment. The home environment does not affect MF learning motivation. The neighborhood where MF lives is close to the main road. This results in noise when a vehicle passes by. MF also does not have complete learning facilities. MF studied in the living room using a folding table. Parents do not provide guidance to MF when studying. Parents also do not give praise or gifts when MF is studious or gets good grades. They did not get angry or give punishment if MF did not study.

Dynamic elements in learning and learning

Students have feelings, concerns, wishes, memories, and thoughts that change due to life experiences. Experience with peers will affect motivation and learning behavior. The student's environment in the form of the natural environment, the environment in which they live, and their association also changes. The student cultural environment in the form of newspapers, magazines, radio, television, and films, increasingly reaches students. All of these environments make learning motivation dynamic. By watching television shows on fisheries development in Eastern Indonesia, for example, a student is interested in his interest in studying and working in fisheries. Students who are still developing physically and mentally, an environment that is getting better thanks to being built, is a good dynamic condition for learning. Professional teachers are expected to be able to use newspapers, magazines, radio broadcasts, television, and learning resources around schools to motivate learning.

Dynamic elements in learning and learning do not affect MF learning motivation. MF class teachers do not convey the objectives and benefits of learning to students. The learning methods used by the teacher have not varied, as long as the researcher observes the teacher only uses the point-to-friend learning method, demonstrations, questions and answers, and assignments. The teacher also rarely uses learning media, only once the teacher brings the image media while the researcher carries out observations.

The teacher's efforts in teaching students

The teacher's efforts to teach students occur at school and outside of school, the learning efforts at school include organizing an orderly learning at school, fostering learning discipline at every opportunity, such as using time and maintaining school facilities, fostering socially orderly learning, fostering learning orderly school environment.

The teacher's efforts in teaching students also affect MF learning motivation. The teacher gives praise when MF gets a score above the minimum passing score, this makes MF motivated to study harder. The teacher also gives punishment if MF breaks the rules to give

a deterrent effect. The punishment given was in the form of educational punishment, in the form of cleaning the environment. Teachers always assess the results of student work, and convey the results of these grades to students.

The chance for success given by the teacher to MF is said to be small. This is because the assignments given to MF are equal to other students, even though MF has a lower ability. The teacher often guides MF when it is difficult to do assignments. The teacher also provides remedies to MF if the MF value has not reached the minimum passing score.

Communication between teachers and parents has not been established. The teacher has never met MF's parents to communicate about MF's learning difficulties. MF's parents have never come to school because they haven't had time.

Conclusion

MF has indeed experienced a low level of motivation which has had a number of consequences. However, the right learning pattern will spur the slow learner to improve their performance in a good direction. 2 of the 6 things that affect the level of learning motivation encourage MF to continue learning, namely ownership of ideals and increasing personal abilities. This can be said to be categorized as quite good. Given that 4 other factors come from the role of people around MF.

Not only slow learners, an environment with high potential for insulting certainly results in insulted students feeling insecure. even these students are reluctant to do the same thing in the future even though their actions are considered good.

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