Forms of Slow Learner Student Interaction in Elementary Schools

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ABSTRACT

This research is motivated by social interactions among slow learners in elementary school. The intellectual capacity of students who are slow learners is low, and the affective aspects of these students in establishing relationships or social interactions are also hampered. So this research aims to explore information about forms of social interaction among slow learners in class III of SD N Krikilan 1, Kalijambe subdistrict. The approach used in this research is a qualitative approach with a case study method. The techniques used in this research include interviews conducted with teachers and students, documentation and observation. The research results were analyzed using data analysis in the form of data reduction, data presentation, and drawing conclusions. The research results prove that through forms of social interaction between individuals, such as how to behave, self-courage towards the environment, self-adjustment, facing criticism and failure, and good self-confidence . Individuals' social interactions with groups look like how they take responsibility, play roles in the group, and present themselves to others. Group-to-group social interaction includes cooperation with the environment, social attitudes, and cognitive abilities.

Keywords *: slow learner, interaction, elementary school*

INTRODUCTION

The inclusion paradigm is currently a trend in the field of education. This tendency is driven by the phenomenon of upholding human rights and democracy, as well as the demand to fulfill education that is multicultural, equitable and equal. The urgency of all these demands is that school education must be able to accommodate the learning of students with varying levels and conditions. Berns stated (2004: 227) "Inclusion is the educational philosophy of being part of the whole—that children are intended to fully participate in their school and community". This statement emphasizes that inclusion is a global educational philosophy, and children participate fully in schools and communities is a reality. For this reason, the inclusion paradigm is a philosophy that needs to be implemented in school education, and inclusion is a real world reality regarding education. Communication skills that concern the relationship between individuals and individuals, individuals and groups, and groups and groups, where forms of interaction activities that can influence and affect individuals in the social environment are what is meant by social interaction, according to Rianti & Jaya (2023) . Khofifah et al., (2022) explain that social interaction refers to the process where two or more people influence someone's behavior. Pratidina & Mitha (2023) argue that without social interaction there will never be a life together, so social interaction is the key. Social interactions can be formed from social processes that occur in the environment. According to Faizah (2017) , the environment is an inseparable part of humans. In line with the opinion of Setyo Nugroho et al., (2023) that the environment is a source of life for humans. Latifah (2020) explains that environmental factors can influence children's growth and development. This environment includes the family environment, community environment and school environment.

Based on Article 35 of Law Number 20 of 2003, it is explained that graduate competency is a qualification that includes aspects of skills, knowledge and attitudes. So Abduh et al., (2022) stated that social attitude competence is an ability that must be achieved in education at both primary and secondary levels. According to Prihastari & Widyaningrum (2018) schools are institutions that have a role in instilling character and moral values. Khaulani et al., (2020) argue that through the school environment, children begin to form a self-concept as members of a social group. According to Sa'diyah et al., (2023) through social skills, humans will gain harmony to adapt to their environment, including at school. Children will interact more often with peers who have various types of characters, attitudes and abilities to accept learning. Children who can learn quickly are said to be fast learners. Nurfadhillah et al., (2021) stated that fast learner children are able to react quickly and observe events that occur in the surrounding environment, are quick to count, read books quickly, are easy to teach, and have lots of friends.

However, what happens to children who are learning is different; According to Mansyur (2022), children who are slow learners are trapped in a state of confusion and therefore need direction and guidance from the teacher. According to Minsih (2020) , slow learners are children with special needs. This is slow learning caused by low interest and motivation to learn due to the education system received during learning. According to Government Regulation Number 17 of 2010 article 129 paragraph 3 concerning special education, children who are slow learners are children with special needs. These children experience difficulties when learning due to mental, physical, emotional, intellectual and social disorders. Triani & Amir (2013) argue that the characteristics of slow learners include: 1) Intelligence, children

have difficulty understanding abstract things. 2) Language: slow learners have problems in communication activities. 3) Emotions less stable. 4) Difficulty socializing. 5) Moral: children know the applicable rules but do not understand why the rules were made.

Research by Nurfadhillah et al., (2022) subjects students who are slow learners at SD N Cipete 4. This research states that there are several signs that students are slow learners. 1) Low thinking ability, so children are slow in solving problems. 2) The ability to remember only 25% of the lessons learned can even be less than that. 3) It's easy to forget what you've learned. So, to optimize their abilities, special treatment is needed, such as learning approach methods or strategies that suit the needs of slow learner students. Teachers need to guide students in stimulating their sensory and motor skills.

Research by Yanuar & Andriyati (2023) states that the learning difficulties experienced by slow learner students are difficulty following all subjects, their intellectual abilities are below average, difficulty understanding and capturing the material presented by the teacher, making it difficult for them to understand. convey it back. Research by Budiarti et al., (2021) states that apart from the low intellectual capacity of slow learner students, affective aspects in their social relationships are also hampered. When playing with friends, slow learner students tend to be passive and choose to play alone or just be spectators.

Farisiyah & Budiarti's research (2023) explains that learning social skills is one of the most important things. Because this is the initial capital for students to socialize with other people, if someone does not have social skills then he will not be able to bring himself into an environment. Widjaningrum & Hamdan's (2022) research states that to learn social skills, slow students are able to interact with the environment quickly; they need support from their parents. Parental support can include examples of social skills, for example when interacting with other people.

The reality in the field regarding the social interaction of slow learning students in class III of SD Negeri Krikilan 1, in initial observations the class teacher explained that the number of students in the class was twenty people. However, two of them fall into the slow learner category. Of the two students, the initials B are female, and F is male. When interacting socially with friends and teachers, students B and F are less capable. So we need to pay attention to slow learners.

Farakh Anggita & Abduh (2023) argue that the family environment is the main supporting environment for a person's growth and development. Jannah & Arianti (2020) argue that the reason children cannot learn well is because the family is separated so that less attention is given to the child. According to Rahmadani et al., (2022) Parents are the main educators for their children because parents provide initial learning. Parents are the main component responsible for their children's education (Budiwati et al., 2022) . According to Pratiwi & Abduh (2022) the role of parents in the learning process is very necessary. Of course, in terms of parenting, mothers understand children's needs better than fathers. In line with the opinion of Robbiyah et al., (2018) that mothers are children's first teachers because the education provided by mothers will have a significant influence on their development.

To student F, the homeroom teacher explained that she had problems in her womb. So the doctor recommended that the curette be cleaned by dilatation and curettage (D&C) because if left untreated it would result in body defects or abnormal brain conditions. Student F's parents chose to continue making efforts to care for and give birth. At birth, student F had no physical

disabilities at all, but as he grew up, he was less able to think and interact. In previous research (Budiarti et al., 2021) the data obtained was only from school data sources. Therefore, the novelty of this research is that researchers will try to dig deeper through research data sources by involving parents from various backgrounds. This research aims to describe forms of social interaction among slow learners.

METHOD
Types and Designs
The approach used in this research is qualitative research, this approach can provide a comprehensive picture of a phenomenon. Qualitative research aims to gain a detailed understanding of various human and social problems (Adlini et al., 2022) . This type of research uses case studies. According to Patton in Yusanto (2020) there are three stages in preparing a case study. First, researchers will collect raw data; second, compiling or arranging the cases that have been obtained from data collection; and third, the researcher's final report will be in narrative form. The research flow that the researcher will carry out is first making a schedule with research partners, namely, two slow learner students, a class III teacher at SD N Krikilan 1, two parents of slow learner students, and four colleagues to conduct interviews, observations and documentation. .

Data and Data Sources
Researchers collected data from primary and secondary sources. Primary data is data obtained from informants directly, namely the class III teacher, two parents of slow learners, two slow learners B and F, and four friends of class III students at SD N Krikilan 1. Secondary data consists of the results of previous research and documentation. in the form of a student's report score as a slow learner.

Data collection technique
To obtain data, researchers carried out three activities. The first interview is an interview addressed to the informant who has been determined. Second, make observations by observing objectively, logically and clearly regarding activities during learning and in the school environment. Research techniques used to carry out documentation activities to strengthen the results of interviews and observations.

Data analysis
The data analysis used is in the form of data reduction, data presentation, and drawing conclusions. This research data reduction focuses on the social interactions of slow learning students in class III of SD N Krikilan 1. Data presentation is carried out by describing relationships between categories and the like. The data that has been presented is selected again, and important things are considered to form research conclusions.

RESULTS AND DISCUSSION
Based on data obtained from observations, interviews and documentation regarding forms of social interaction among slow learners in class III of SD N Krikilan 1, the results are presented in Figure 1.
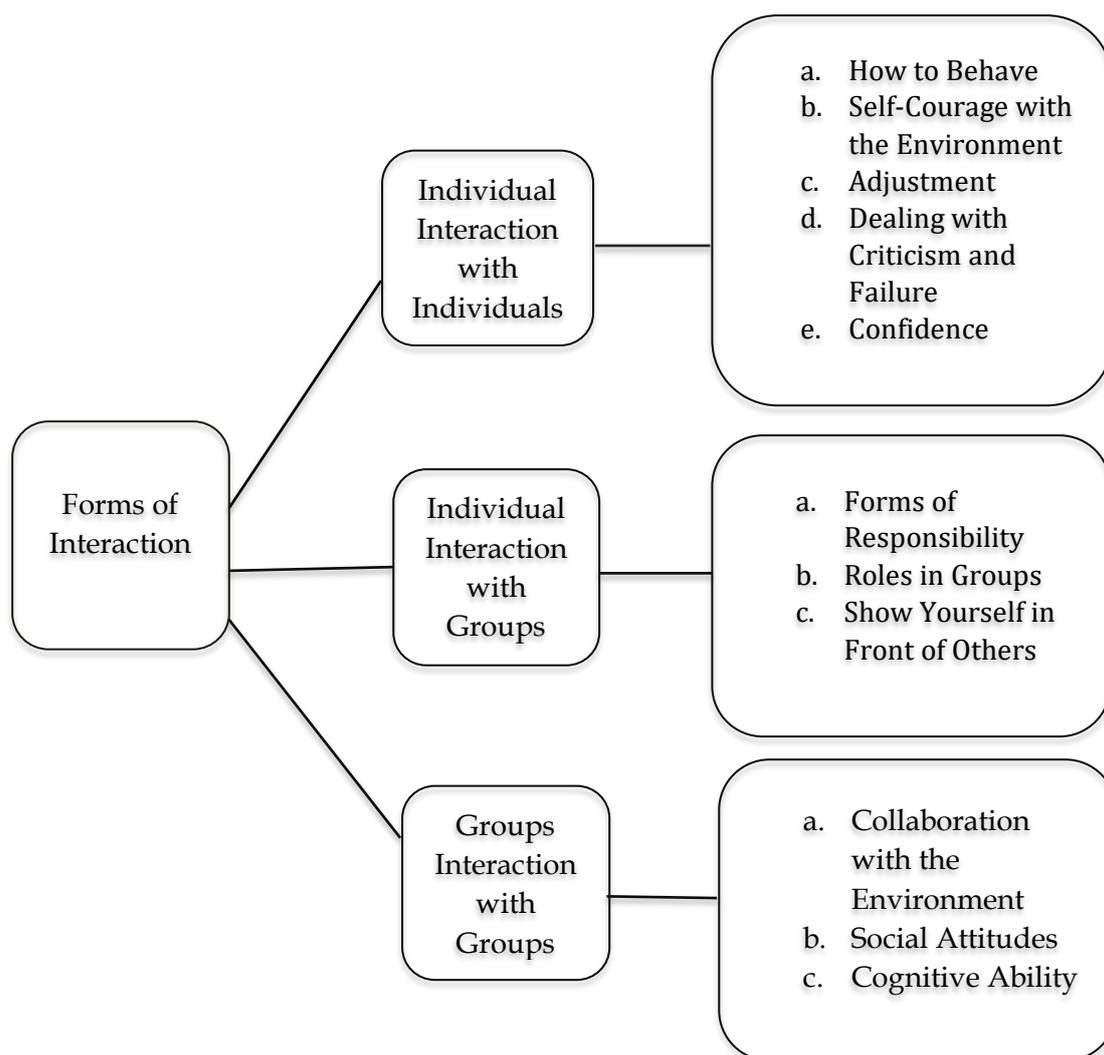
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                                                    ┌─────────────────────┐
                                                    │  a.  How to Behave   │
                                                    │  b.  Self-Courage with│
                                                    │      the Environment │
                         ┌──────────────┐           │  c.  Adjustment      │
                         │  Individual  │           │  d.  Dealing with    │
                         │ Interaction  │───────────│      Criticism and   │
                         │     with     │           │      Failure         │
                         │ Individuals  │           │  e.  Confidence      │
                         └──────────────┘           └─────────────────────┘

                                                    ┌─────────────────────┐
      ┌──────────────┐     ┌──────────────┐         │  a.  Forms of        │
      │  Forms of    │     │  Individual  │         │      Responsibility  │
      │  Interaction │─────│ Interaction  │─────────│  b.  Roles in Groups │
      │              │     │     with     │         │  c.  Show Yourself in│
      └──────────────┘     │    Groups    │         │      Front of Others │
                           └──────────────┘         └─────────────────────┘

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                           ┌──────────────┐         │  a.  Collaboration   │
                           │    Groups    │         │      with the        │
                           │ Interaction  │─────────│      Environment     │
                           │     with     │         │  b.  Social Attitudes│
                           │    Groups    │         │  c.  Cognitive Ability│
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Figure 1. Research result

The first form of interaction, namely between individuals and individuals, found five indicators, namely the interaction of ways of behaving, self-courage with the environment, self-adjustment, facing criticism and failure, and finally self-confidence. In both forms of individual interaction with groups, three indicators were found, namely forms of responsibility, role in the group, and presenting oneself in front of other people. There are three forms of interaction between slow learning students in groups, namely collaboration with the environment and cognitive abilities.

1. Social interaction between slow learner students between individuals and individuals. Anwar & Andang (2013) argues that individual-to-individual interaction is where someone provides stimulation or influence to another individual. Activities that look like chatting with friends, playing with close friends, arguing, and responding to friends and teachers. In this form of interaction, indicators such as:

a. How to behave

In general, B students and F students behave the same as their peers. When with friends, they communicate with simple discussions. Student F is more comfortable following the flow of conditions around him and is a quiet student. Student B has a friendly and brave nature, so he is not afraid to greet his teacher or friends first. This is in line with opinion Triani & Amir (2013) that slow learners are only able to understand simple, short and clear language. So it seems like they didn't do much. Students F and B are able to respect friends' decisions and opinions and be fair. They look polite, speak kind words, and adapt to what is happening around them. In line with Ibda (2022) schools do more than just teach students about the environment; they teach students about systems that reflect ecological patterns and principles. Ecosystems can replicate themselves, maintain themselves, and reproduce themselves.

b. Courage with the environment

Self-courage among students B and F is quite capable. But this courage is found in a different activity; Student B is braver in interacting with his friends, such as when playing, while student F tends to be when in class and there is a teacher. While playing, student B was able to invite his friends to play like running around. Based on the teacher's statement during the interview that:

"...student F who is quiet will not interact if no one invites him to play or chat."

However, student F was able to accept his friend's invitation to play together. He tried to show his courage to come forward to the front of the class, even though he was not really confident in his ability to answer the teacher's questions. In line with opinion Anggraini et al., (2022) that in general, personal interaction is communication between individuals and individuals face to face, and each of them influences each other's perception of the communication partner. Support from other people when communicating can influence the attitude shown towards someone in the form of a positive or even negative response. This communication can shape a person as a social creature.

c. Arrangement

Students B and F are able to adapt to the environment well. During learning, they will try to follow and adapt learning activities. However, they are rarely seen doing question and answer activities with teachers. Students B and F will try to answer if the teacher asks during learning. Student F never looks angry; he is only sad when he feels uncomfortable after interacting with his friends. However, student B often clashes with his friends, and he is not afraid to defend himself. This finding is in line with Ibda's opinion (2022) that schools are ecosystems, one of the definitions of which is a biological community of interacting organisms and their physical environment. Another basic principle of ecosystems is that ecosystems are designed to adapt and thrive. The self-adjustment and development of slow learner students who are initially unable to adapt to developments like their friends will gradually adapt to their environment.

d. Facing criticism and failure

Students F and B, when facing other people's criticism, are quite able to control it. During sports lessons, students F and B were unable to put the ball into the basket, and did not show any desire to try again until they succeeded. Student B will look for something more interesting besides this activity, while student F will just be quiet and return to their line. Student F seemed to pay attention and tried to implement the input when given input. Likewise, student B is able to hear and pay attention, but sometimes still likes what he wants. In line with the opinion of Marheni (2017) , the problems faced by slow learner students include the tendency to feel bored quickly and difficulty concentrating or focusing. This tendency makes slow learners seem to ignore and carry out activities outside the context in which they should be carried out.

One time, the teacher gave feedback to student B, but he responded angrily until he went home during school hours. So the class teacher persuaded him to come back. However, student B still refused to go home. The class teacher explains that:

"... this is influenced by a bad mood, so that student B is less able to control and respond well to the directions given by the teacher."

These findings support the opinion of Triani & Amir (2013) that the emotions of learning children change quickly or are less stable; his feelings are sensitive so he gets angry quickly.

e.   Confidence

The self-confidence of B students and F students is relatively high. However, they adapt to the surrounding conditions. Student B lacks confidence in studying but plays with his friends without fear when outside the classroom. Student F is quiet and lacks confidence when studying; he was afraid of making a mistake if he started asking first and didn't interact before the teacher asked him to do something. Student F's lack of self-confidence is also visible when playing with his friends. Research by Budiarti et al., (2021) shows that apart from slow learners and students with low intellectual capacity, they also have problems in social relationships. This lack of self-confidence results in less active social interaction when playing with peers. They will choose to watch or play themselves according to their comfort and abilities.

In contrast to friends who can express themselves, student F is just silent and accepts his friend's treatment. It was seen during the lesson, when a friend took his pencil, he kept quiet and let it go. Based on information from Student F's parents during the interview, he chose to ask his mother for a new one. Student F's parents play a role in building their child's confidence by guiding him on how to be confident and refusing if he is unable to do something. This finding is in line with opinion Asbari et al., (2019) stated that the role of parents cannot be separated from the educational success of their children. Parents have a long-term influence on their child's character development, maturity, and success.

2.   Social interaction between slow learner students and groups. Anwar & Andang (2013) explain this interaction as someone giving a speech in front of many people. This shows that individual interests are faced with group interests. Several indicators that this interaction was found:

a. Form responsibility

Student B's responsibility ability can be improved, and student F is quite capable. Student B's ability to be responsible with his group can be improved. Students F and B are responsible for picket team activities, and student F is responsible for their duties. This was seen when student F was about to go home from school, he lifted his chair on the table and took a broom to clean his classroom. Student F did this without being reminded by his friend. Student B's form of responsibility in class picket activities needs to be improved. On the day when student B was on picket duty, he went straight home, ignoring his duties. The research findings from student B provide evidence Triani & Amir (2013) argue that a person's morals also develop along with their cognitive abilities. If there are rules, slow learners may know them but not understand them. This opinion did not fully occur, as was done by student F. He was able to take responsibility for the picket implementation regulations, so that not all students who were slow learners proved unable to understand these regulations.

b. Role in the group

The ability to play a role in a group for students B and F is sufficient, but both of them have roles in different activities. During learning, the teacher asks all students to form groups. Student B was willing, but because of Student B's poor learning ability, his friends refused because according to his friends, Student B could not play a role in the group and was more focused on what he wanted. The research results are in line with opinion Triani & Amir (2013) state that learning children can be more active when taking roles in social life. On average, they prefer to be passive in interacting. Ability in learning influences the role of students who are slow learners in the environment. While playing, student B once invited his friends to play chase and so on. This proves the opinion above that slow learners are not very active in taking roles, but can still play roles other than in the learning process. Likewise, student F has a quiet nature so he plays less of a role in study groups. However, student F plays an active role in class picket activities. This was seen during observation, where student F showed that he could play a role in these activities, such as sweeping and arranging tables and chairs.

c. Show off yourself in front of others

When it comes to showing themselves in front of other people, F and B students are enough. However, both are capable of carrying out different activities. In the same activity, it was seen that students B and F never expressed ideas during learning. In line with research by Yanuar & Andriyati (2023) slow learner students need help in capturing and understanding the material, so it is difficult to convey it again. Student B is brave; However, he was afraid and embarrassed when asked to come forward. Because he didn't do what he wanted. The class teacher explains that:

"…even though student F is quiet, he wants to prove his abilities."

When it was his turn to lead the prayer in front of the class, student F carried it out well and confidently, proving that he was able to lead his friends. This is in line with the opinion of Agustina (2018) that students are immature individuals but still have various basic potentials that can be developed. Elementary school age children

are exposed to new things for the first time, so they need support from teachers to give them confidence that students can do things they think they cannot do.

3. Social interaction between slow learner students between groups and groups. Based on Anwar & Andang (2013) this form of interaction is related to the interests of other individuals and groups. These activities can be seen from the clean Friday activities of cleaning the school prayer room with other classes, accompanying friends who play a role during games, and accepting their abilities in carrying out assignments. Several indicators that this interaction was found:

   a. Collaboration with the environment.

      Based on the results of observations and interviews regarding cooperation with the environment, students B and F are quite capable. Seen in the clean Friday activities cleaning the school environment. Classes III and IV are tasked with cleaning the prayer room together with the teacher. Students F and B can mix together but need to differentiate between their classmates or not. Student B was seen occasionally chatting with class IV students and student F while helping one of the class IV students lift the carpet. Students B and F can mingle with friends of the opposite gender during recess without discriminating. In line with Maunah's (2016) opinion that social interaction can be described as an essential process in society, human nature can be directly influenced by various main types of social interaction.

   b. Social attitudes

      Regarding the social attitudes of students B and F, they are good. F and B students can participate in groups. This can be seen in the semester holiday activities, there are several class representative competitions. Students F and B encourage their friends. They can show a sense of pride in what their friends have achieved, which is in line with Maunah's (2016) opinion that social interaction helps pay attention to and learn about various societal problems. Students B and F pay attention to what their friends are doing; Even though they were just spectators, they already felt happy.

   c. Cognitive abilities.

      The ability to complete the assignments of students F and B is considered sufficient. Students F and B took longer to complete their assignments compared to their learning. Even though he was slow, student F was willing to try to complete his assignment. Student B's interest in lessons needs to be increased. When student B cannot complete his assignments, he looks normal and focuses on himself. This is in line with the opinion of Minsih (2020) who states that slow learning children are children with special needs who are slow to learn, resulting in a lack of interest and motivation to learn. These children take longer to complete tasks, both non-academic and academic. Children with special needs should be given special attention to train them to develop like their friends.

CONCLUSION

It can be concluded that the form of social interaction for slow learners in class III of SD N Krikilan 1 is going well, according to their abilities. It should be the average kids in general. However, there are some differences in cognitive, emotional, social, and language abilities.

And communication. Forms of social interaction such as: Students B and F show the social interaction of individual students who are slow learners with other individuals in responding to things, their courage, adjustment, facing criticism and failure, and their sense of self-confidence in the environment. This can be seen when they chat with other people, defend themselves when they feel uncomfortable, listen and pay attention to the teacher's explanation, accept other people's input, and express themselves at an event. The social interaction of individual slow learning students with the group was demonstrated by students B and F when they were responsible for a task. Such as carrying out class picket duties and doing assignments, his role in a group such as when discussing with friends, and showing himself in front of other people, such as when expressing thoughts or ideas.

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