



## Profile of Children with Special Needs of the Slow Learner Variety SMP Madura

Ahmadur Ilzam<sup>1\*</sup>, Najlatun Naqiyah<sup>2</sup>, Bakhrudin All Habsy<sup>3</sup>

<sup>123</sup>Postgraduate Counseling Guidance Study Program, Surabaya State University

**Corresponding Author:** <sup>1</sup>ahmadur.2203@mhs.unesa.ac.id, <sup>2</sup>najlatunnaqiyah@unesa.ac.id, <sup>3</sup>bakhrudinhabsy@unesa.ac.id

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### Abstract

Slow Learner is part of one of the children with special needs but still above disability. This study aims to determine the profile of slow-learning children commonly called slow learners in one of the junior high schools in Madura. This research uses a qualitative case study approach with data collection methods of observation, interviews, and documentation. The results of this study are that of students who experience slow learning, 60% are caused by hereditary and genetic factors and 40% are caused by environmental factors originating from families who use authoritarian family education. This affects the learning process of children who are of course intellectually all of them are below the average of other normal children when looking at the academic scores obtained so that the school takes an attitude of maximizing children's learning and cooperating with related parties.

**Key words:** Profile, Special needs children, Slow learner children

## 1. Introduction

Sukardi suggests several functions in counseling guidance on the prevention function of the emergence of problems, the function of understanding that produces certain children based on their needs, the repair function in dealing with various problems, the function of development and maintenance that leads to the whole individual's personal directed and sustainable. If these functions can be carried out, self-actualization in students develops optimally because counseling guidance functions to help students in undergoing their development process which sometimes finds several problems that have never been faced before and these functions can be carried out through several services.<sup>1</sup>

The counseling service is a direct contact activity carried out with the target client that touches on certain interests or problems that the client feels. This means that services are directed at helping clients become honest, creative, independent, productive, and responsible individuals. Counseling services are closely related to the above counseling goals such as being able to have broader and realistic insights into objective acceptance related to himself or other goals.<sup>2</sup>

One of the urgent services for counselors is for children with special needs because these children are not classified as sick children but as children with disorders. someone who suffers from a disease will be handled by a doctor through treatment until they recover, but not children with special needs who need more maximum services such as counselors using information services, content mastery services, individual counseling services, group counseling services, and placement and channeling services which certainly require several important roles and cooperation with related parties depending on the conditions experienced by the child.<sup>3</sup>

There are several definitions of children with special needs, one of which is a special treatment needed by children due to the abnormalities and developmental disorders they experience. In another sense, children with special needs are abnormal, namely, there are delays in the growth and development

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<sup>1</sup> Arifudin & Ulfha, Implementation of Guidance and Counseling in Schools in the 2013 Curriculum, Tahsinia Journal, Vol. 1 No. 2 2020.

<sup>2</sup> Handoko, H. P, Counseling Guidance Services in Increasing Learning Motivation of High School Students N 1 Metro City. Dewantara Journal, Vol. 9 No. 1 2020.

<sup>3</sup> Sahara, Y., Putri, W. F., Mardiyah, S., Della, A. S., & Pane, F. S, Special Population Counseling Process for Children with Special Needs. Ittihad, Vol. 5 No. 1 2023.

of children such as not appearing according to their development.<sup>4</sup> The concept of children with special needs has a broader meaning when compared to exceptional children, children with special needs require specific services in education that are different from other children in general.<sup>5</sup>

Explicitly, children with special needs are addressed to children who have abnormalities from normal children in general in conditions such as characteristics, physical, mental, emotional, and social. It is sometimes targeted by normal children physically and non-physically in making victims of violence because they consider children with special needs to be below them and assume they will not fight and report.<sup>6</sup> Among children with special needs are blind, deaf, disabled, disabled, ADHD, autism, multiple disorders, impaired communication skills, gifted, learning difficulties, and slow learners or slow learners. In this study, the focus is on slow learners who are part of this section.

The Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia defines children with special needs with a variety of slow learners as children whose intellectual potential is below average but not yet included in mental disorders, this is stated in the regulation of the Minister of Women's Empowerment and Child Protection of the Republic of Indonesia No. 10 of 2011 concerning policies for children with special needs. Specifically, the identification of slow learners has an IQ range of 70-85 so in general slow learners are in the range of 70-90. So these children must have low concentration and attention levels regarding information. This makes slow learners children have low memory and have difficulties regarding learning related to writing, reading, and calculating.<sup>7</sup>

Regarding the definition of slow learner, slow learner is a condition that occurs in students with intellectual potential below the average age. In other

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<sup>4</sup> Gebrina Rezieka, D. G., Putro, K. Z., & Fitri, M, Factors Causing Children with Special Needs and Classification of Abk. *Bunayya: Journal of Child Education*, Vol. 7 No.2 2021.

<sup>5</sup> Ayuning, A., Pitaloka, P., Fakhiratunnisa, S. A., & Ningrum, T. K. (2022). Basic concepts of children with special needs. In *MASALIQ: Journal of Education and Science*, Vol. 2 No. 1 2022.

<sup>6</sup> Khiyarusoleh, U., Anis, A., & Yusuf, R. I, The role of parents and special mentor teachers in dealing with learning difficulties for slow learner children. *Journal of Educational Dynamics*, Vol. 13 No. 3 2020.

<sup>7</sup> Hasibuan, H. Y., Syamsuri, S., Santosa, C. A. H. F., & Pamungkas, A. S, Profile of Mathematics Learning for Children with Special Needs of Slow Learner Variety in the Inclusive Classroom of Garuda Cendekia Junior High School Jakarta. *Journal of Medives: Journal of Mathematics Education IKIP Veteran Semarang*, Vol. 4 No. 1 2020

terms, slow learners are also called borderline intellectual function (BIF) which shows that their cognitive abilities are categorized as below average with a range of 70-85 which requires longer time and repetition in understanding the material. This definition is in line with the opinion presented by Vasudevan (2017) who takes longer to learn the information received. Kartika (2020) also explained that slow learner children are categorized as failing in learning or academic settings when looking at the same speed as children their age, the failure is related to expectations in a lesson given by the teacher to students.<sup>8</sup>

Endang also clarified by stating borderline or underlined being at the level of intelligence while what is meant is included in the slow learning group. Meanwhile, Toto defines slow learners as students whose intelligence is at the IQ level of 70-85 concerning standardized intelligence tests. Meanwhile, according to the Ministry of Education and Culture of the Republic of Indonesia, slow learners are children who attend school and have an average of below six so they have a risk of not going to grade.<sup>9</sup> Usually, learner children become shy, passive, and less able to adapt and interact with their environment besides the lack of interest in researching the environment about new things, prioritizing memorization over logic and there are still many descriptions in various literature about slow learners children, more clearly it is the opposite of children who learn quickly by referring to the time needed to know and understand something such as subjects and others.<sup>10</sup>

In addition, slow learner children also have several obstacles that must be faced such as difficulties in receiving and responding to information and social adaptation.<sup>11</sup> So Tarjiah (2021) suggests that slow learner children are at risk of not going to grade because their achievement is below average in all subjects, these children need a longer time to capture lessons and complete their assignments both academic and non-academic.<sup>12</sup>

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<sup>8</sup> Anggraeni, A, Design of Individualized Education Development Program for Slow Learner Students. *Nathiqiyah*, Vol. 5 No. 2 2022.

<sup>9</sup> Kumalasari, D. P. (2023). Implementation of Online-Based Islamic Religious Education Learning for Slow Learner Students at Sdn Mantingan 4 Ngawi Inclusive School 2020/2021 Academic Year, Doctoral Dissertation, UIN Raden Mas Said Surakarta.

<sup>10</sup> Ernawati, A., Sumiati, C., Hendrayana, S. P., Pertiwi, H., & Yunitasari, S. E, Optimizing Learning for Slow Learner Children. *Jiip-Scientific Journal of Education Science*, Vol. 6 No. 2023.

<sup>11</sup> Oktavianita, S., & Wahidin, W, Gestures of Slow Learner Students in Learning Mathematics Using Wordwall Application in Elementary School. *Basicedu Journal*, Vol. 6 No. 3 2022

<sup>12</sup> Sari, C. W. P, The influence of parental authoritarian parenting on children's social life. *Journal of Education and Counseling (JPDK)*, Vol. 2 No. 1 2020.

However, there is no reason not to give the same service rights to children who have slow learning conditions, it is proven that there are many scientific treasures and rules that state the learning journey of these children as stated in the Qur'an: *'Abasa wa tawallā. An jā'ahul-a'mā. Wa mā yudrika la'allahū yazzakkā. Au yazzakkaru fatanfa'ahuz-ẓikrā. Ammā manistagnā. Fa anta lahū taṣaddā. Wa mā 'alaika allā yazzakkā. Wa ammā man jā'aka yas'ā. Wa huwa yakhsyā. Fa anta 'anhu talahhā. Kallā innahā taẓkirah.*

The Law on the National Education System also states in article 5 that every citizen has the same right to quality education and the right to special education services for those with physical, mental, emotional, intellectual and social disabilities. 2003 listed in article 5 that every citizen has the same rights in obtaining quality education and has the right to obtain special education services for those with physical, mental, emotional, intellectual and social abnormalities. In conclusion, the sound of the regulation is also directed towards children with special needs, so slow learner children are also included in this circle and deserve special attention and see these children are still below the level of normal children in general, although still above children who have mental disorders.

Children who have a condition of slowness in learning or slow learners are often found that they are not incompetent children, but they only have difficulty in learning and remembering and do not show abnormalities in development, as well as something that can be detected in children who have mental retardation. therefore they do not receive special education, but they will have difficulty receiving a lesson when they are in formal or ordinary schools.<sup>13</sup>

Children who experience slow learner conditions have low achievement due to the slow development of their mindset in digesting learning information, this slowness is not only a matter of mindset but includes their mentality and these children always show lack of control of emotions which will have a negative impact if there is no control. Tansley (1997) suggests that slow learners are normal because they also have emotions that must be fulfilled like other normal children. The mentality of these children must be encouraged until they

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<sup>13</sup> Kusnarto, K., Arum, D. P., Anggraeni, N. D., Nurhayati, E., & Putri, E. A, Reading Analysis Using Mind Mapping for Slow Learner Children, *Innovative: Journal of Social Science Research*, Vol. 3 No. 2 2023.

feel they are accepted by the environment and get social recognition, and also need to provide space for independence and responsibility that they can live.<sup>14</sup>

Slow learner children have a variety of special characteristics, as for the special characteristics of slow learner children, they tend to be passive in the learning process, have limitations in abstract thinking, difficulty in concentrating, and lack of confidence, all of which take longer in the process than other normal children. While regarding the factors that cause slow learner children, namely (1) prenatal factors, namely factors that refer to everything that happens during pregnancy from the time of conception to birth which includes the fetus in the mother's womb, (2) hereditary factors, namely factors related to family history, (3) natal factors, namely causes that occur during the pregnancy process such as birth complications, premature birth, lower body weight which are relatively a factor in the occurrence of slow learner children and (4) Post natal factors, namely causes that occur after birth such as care, physical and mental health, developmental disorders, stress and trauma, education system and family support.<sup>15</sup> Utami (2019) also suggests the factors that cause students to become slow learners which include several aspects including emotional factors, personal factors and parental intelligence factors. While the characteristics are memory which is found in low memory, lack of concentration and distraction and the inability of children to express their ideas.<sup>16</sup>

The results of interviews and observations conducted by researchers that several students are categorized as special needs children with a variety of slow learners who appear from a variety of conditions including difficulty communicating with friends, difficulty understanding subjects, tend to be bored, and do not have maximum learning motivation.<sup>17</sup> Of course, it is one of the urgent issues and needs to be understood comprehensively about matters relating to slow learners so that researchers are very interested in conducting research aimed at matters regarding the profile of children with special needs

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<sup>14</sup> Mansyur, Abd. R, An Examination of the Problems of Slow Learner Children in Learning. *Education and Learning Journal*, Vol. 3 No. 1 2022.

<sup>15</sup> Nurfadhillah, S., Alia, F., Setyadi, A. R., Robiah, S., Damiyah, A., Leornadho, R., Berliana, N., Gunawan, A. N., & Safitri, T. (2021). Analysis of Factors Causing Slow Learner Children at SD Negeri Jelambar 01 West Jakarta, In *PENSA: Journal of Education and Social Sciences*, Vol. 3 No. 3 2021.

<sup>16</sup> Hasbullah 2023, Interview Result

<sup>17</sup> Hidayah, W., & Amaruddin, H, The Role of Parents in Guiding the Reading Ability of Slow Learner Students in Class IV of SD NU Pemanahan. In *PRIMER: Journal of Primary Education Research*, Vol. 1 No. 1 2023.

with a variety of slow learners, especially in one of the junior high schools in Madura.

## 2. Result and Discussion

Based on the results of interviews and observations in the field in this study, researchers found that out of 96 total students in the junior high school, 9 children experienced conditions of ABK of the slow learner variety. Of these 9 children, 60% are due to heredity, it was found that there was indeed one family member who had the same thing so it is natural that this condition occurs in students who need more time when they want to understand a subject, sometimes they can understand if they are added with pictures such as cartoons that are trending in view or by giving direct examples with their environment.

While 40% is caused by environmental factors that start from family education conditions, the information obtained by the child gets an authoritarian family education that always gets limitations by restricting children and limiting when associating or socializing with their friends so that the child experiences conditions of less motivation to learn and zero regarding the results of the learning process 20%. This is evidenced when researchers communicate with these children but are not communicative and some even try to run away because they feel less confident in communicating and cannot digest what researchers are talking about.

More details are presented in the description below which is the data from the field findings regarding the profile of students who experience slow learner disabilities in one of the junior high schools in Madura:

No	Sub focus	Causes of slow learner occurrence	Research findings
1	Profile of Slow Learner Children	Hereditary / Genetic Factors	Quiet, Not dexterous, and easy to lose memorization and difficult to understand subjects
2	Profile of Slow Learner Children	Hereditary / Genetic Factors	must be accompanied by cartoon images or direct examples in familiar surroundings.
3	Profile of Slow Learner Children	Hereditary / Genetic Factors	It is difficult to concentrate on studying and it is easy to lose memorization.

No	Sub focus	Causes of slow learner occurrence	Research findings
4	Profile of Slow Learner Children	Hereditary / Genetic Factors	Requires 3 to 4 repetitions to understand
5	Profile of Slow Learner Children	Hereditary / Genetic Factors	Difficulty understanding and responding to teacher and peers' speech and explanations
6	Profile of Slow Learner Children	Family Authoritarian Parenting	Uncommunicative and difficult to understand unless with a loved one although repetition is required.
7	Profile of Slow Learner Children	Family Authoritarian Parenting	Weak motivation to learn, get bored quickly and easily lose memorization and cannot analyze new concrete things.
8	Profile of Slow Learner Children	Family Authoritarian Parenting	Quiet and Very difficult to concentrate on subjects and not dexterous
9	Profile of Slow Learner Children	Family Authoritarian Parenting	Uncommunicative and unresponsive in communication because it is difficult to digest information from the other person.

However, overall it can be concluded through interviews and observations with the school that all of them are below the average of their normal peers.<sup>18</sup>

Based on the findings of researchers in the field that have been exposed above, a discussion is carried out to explain more fully the profile of students who experience slow learner conditions at one of the junior high schools in Madura, among others:

**1. Profile of the Condition of Slow Learner Children at One of the Junior High Schools in Madura**

The results of the researcher's findings through observations in the field there are various kinds of conditions experienced by students<sup>19</sup>, so the researcher concludes including;

<sup>18</sup> Sahuri, 2023, Interview.

<sup>19</sup> Nengsi, R., Malik, A., Fadilah, A., & Natsir, A., Behavior Analysis of Slow Learner Learners (Case Study at MTsN Makassar), Education and Learning Journal, Vol. 2 No. 1 2021



a) Below Average Intellectual

Slow Learner children take longer and repeatedly understand and complete their assignments, of course in the SMP takes the attitude that there are additional tasks that are carried out on these children, namely giving as light a task as possible if it can be reached with their abilities but before that the school has socialized with the family and other parties in helping to improve the child's intellectual.<sup>20</sup>

b) Quick to get bored in learning and tends to be quiet

Every child experiences bias when bored in learning, but slow learner students have low self-confidence because of their shyness and inferiority and realize that academically they have poor abilities and always get below-average scores. At the junior high school every Saturday the teacher gives special lessons to children who are slow learners either using pictures or using other methods that make them understand even though they have to repeat 2 to 3 times.

However, sometimes it is less effective, so the teacher collaborates with several attitudes that if they feel demanded to seriously listen and focus, such as once in a while using a higher tone of language than usual but that does not mean scolding and bringing students to learn not in the classroom, because sometimes students feel bored when they are always in the classroom even though this is not done continuously but based on the situation and conditions.<sup>21</sup>

c) Learning Motivation

In learning activities, motivation is defined as the overall driving force of students in themselves and ensures the continuity of their learning activities, and position of motivation is very urgent in students' learning, namely the determinant in achieving their goals because the learning process will not go well without motivation.<sup>22</sup>

Many factors are influenced by learning motivation on students' abilities both in quality and quantity<sup>23</sup> because learning motivation is an overall driving force in students that can cause learning. Another

<sup>20</sup> Hasbullah, 2023, Interview Result

<sup>21</sup> Qurrotun, 2023, Interview Result

<sup>22</sup> Wahidin, W, The Role of Parents in Fostering Learning Motivation in Elementary School Children. Pancar Journal (Smart and Smart Child Educators), Vol. 3 No. 1 2020.

<sup>23</sup> Putra Pratama, A. P, The effect of online learning on learning motivation of elementary school students. Mahaguru: Journal of Elementary School Teacher Education, vol. 2 no. 1 2021.

opinion adds about activities in learning and ensures continuity in learning activities so that the desired goals can be achieved. besides that learning motivation also defines all psychic driving forces that can encourage learning.

One of the conditions of slow learner children in junior high school is the absence of learning motivation in these children so that there is no interest and feel bored in learning which results in not being responsive in receiving information and explanations from the teacher, sometimes the child shows his lack of seriousness in learning, such as pretending to understand when asked if he understands and not, it can be seen when given several questions both orally and in writing after the material is taught.<sup>24</sup>

## **2. Factors of Slow Learner Children in One Junior High School in Madura**

Based on the observations and interviews of researchers in the field, there are two factors for the occurrence of slow learner students in one of the junior high schools in Madura which will be discussed as follows:

### **a) Genetic Factors**

Wasti Sumanto argues that heredity is the main factor that influences human development, which is defined as the totality of individual characteristics from their parents, both physical and psychological potential. (Jannah & Zarkasih Putro, n.d.). The results of the data obtained by researchers at one of the junior high schools in Madura that there are 40% of the percentage of children who experience slow learning or slow learners, it is obtained based on interviews with the school that indeed the factor of the child is related to the family or one of his parents who does experience a slow learner condition, it is seen when his parents communicate with the school and with other people so that the teacher who teaches the child in his class understands it.<sup>25</sup>

### **b) Family Authoritarian Parenting**

Many parenting patterns are wrongly applied by parents because they refer to their own experiences as a child.<sup>26</sup> One of them is

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<sup>24</sup> Wadud, 2023, Interview.

<sup>25</sup> Hasbullah, 2023, Interview.

<sup>26</sup> Sari, C. W. P, The influence of parental authoritarian parenting on children's social life. Journal of Education and Counseling (JPDK), Vol. 2 No. 1 2020.

authoritarian parenting, which means the upbringing of parents who require children to obey every will and strict and one-sided rules of their parents. Children raised from authoritarian families make the tendency of children to feel depressed, unable to control themselves, lack of confidence, low curiosity, immature moral development, lack of creativity, cannot be independent and cannot think. All of this makes a negative impact on the development of children which can also cause children to be stressed and depressed because they are always forced and pressured to follow what their parents say even though they don't want it.<sup>27</sup>

In addition, authoritarian parenting also makes children slow learners where based on data obtained by researchers through interviews that 40% of the number of students who experience slow learners due to these factors so that children experience weak thinking power and lack motivation in their learning, as evidenced when in class it looks less interested in learning and less able to think and cannot analyze new things that are concrete, besides that children tend to be quiet and uncommunicative in their interactions.<sup>28</sup>

### 3. Conclusion

Based on research conducted through observations and interviews, the researchers concluded that in one of the junior high schools in Madura 9 students experience slow learners. It is divided into two different factors, and if presented, 60% is due to genetic or hereditary factors, while 40% is due to authoritarian family parenting factors. The impact that occurs on child is experiencing tends to be quiet, uncommunicative, no motivation in learning, not dexterous, difficult to understand lessons, difficult to concentrate and cannot analyze new things that are concrete which of course all are below the average of other normal children intellectually academically.

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<sup>27</sup> Diastuti, I. M, The Relationship between Family Parenting and Children's Character. Tambusai Education Journal, Vol. 5 No. 3 2021.

<sup>28</sup> Makin, 2023, Interview.

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