



The Role of Guidance Counseling Teacher and Parents in the Learning Process of Children with Special Needs of Slow Learners

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Abstract

Slow learners is a condition in students who cognitively have a capacity below the average normal child and are not included in the disability category, but slow learner children also have difficulties in coping with academic demands in regular classes. Slow learners do not have problems related to independent and social behavior, it's just that the IQ test or intelligence of students ranges from 70-90. For this reason, it is important for teachers and parents to take part by maximizing their role in the learning process of slow learner children. This study uses a qualitative method through literature study by collecting sources that are literary and used as a reference in this research. The aim of this research is to find out and understand things related to slow learner children and the role of guidance and counseling teachers and parents in these children. Meanwhile, the results of this research can be a reference regarding the effectiveness of guidance and counseling teachers and parents who take part when there are students who have special needs of the slow learner variety.

Keywords: Guidance Counseling Teacher, Children, Special Needs, Slow Learners

1. Introduction

In the 21st century, the rotation of human life has undergone many changes which always demand an increase in human resources to be more productive in all fields which cannot be denied without exception and have experienced significant changes and continue to go with the flow. For this reason, education is of course the main axis in answering this matter.¹ While education is attached to students related to learning, to obtain maximum results it needs to be based on continuous motivation in achieving the expected competencies.² As for a country, education is a very urgent part because it becomes a systematic process of producing human resources and making the country's prosperity.³ It is important to start education since the child's condition.

In the Big Indonesian Dictionary (KBBI) children are the first offspring or second generation, and one of God's gifts given to parents in getting attention is children. So, there will be no end in the history of life when talking about children's rights and protection. This means that parents, families, communities, the government and the state are obliged to protect children and ensure that children's human rights based on their duties and responsibilities must be fulfilled. As for whether protection is good or bad, it depends on certain phenomena and factors that become obstacles or supports that can influence the existence of child protection.⁴

In general, currently education is given great attention to children who have special needs and is a concern for various groups because children with special needs also have the right to get the same opportunities as regular children without any exceptions. Therefore, education for children who have special needs is a challenge in the world of education. The reason is because schools or educational institutions may not be able to accept slow learner students for

¹ Mardhiyah, RH, Aldriani, SNF, Chitta, F., & Zulfikar, MR (2021). The importance of learning skills in the 21st century as demands in human resource development. *Lectura: Journal of Education*, 12(1), 29-40.

² Rahman, S. (2022, January). The importance of learning motivation in improving learning outcomes. In *Proceedings of the National Seminar on Basic Education*.

³ Amirudin, MF (2019). The relationship between education and national competitiveness. *Belajea: Journal of Islamic Education*, 4(1), 35-48.

⁴ Carmela, HRF, & Suryaningsi, S. (2021). Law Enforcement in Education and Child Protection in Indonesia. *Nomos: Legal Research Journal*, 1(2), 58-65.

various reasons, such as a lack of teaching staff to inadequate and inadequate facilities for slow learner students.⁵

In addition, children are defined as one of the assets that are owned by the nation in terms of dignity and status, which must be maintained and also entitled to special protection, especially with regard to legal protection in the justice system in the consequence that Indonesia is a state party to the CRC/ Conversion of Children's rights which regulates the principles the principle of legal protection for children who have an obligation to provide special protection for children who are in conflict with the law. However, the obstacles found in the handling of children in conflict with the law arise from the law enforcers themselves, even though the government of the Republic of Indonesia has ratified the United Nations CRC through Presidential Decree No. 36 of 1990.⁶

As for juridically, it is stated in Law no. 35 yrs. 2014 concerning amendments to Law No. 23 Year. 2002 concerning child protection, the responsibility of the state, government and regional governments which is regulated in several articles, including requiring and providing responsibility for fulfilling children's rights without differences in ethnicity, race, religion, gender, class, culture, language, ethnicity, legal status, birth order and physical and/or mental condition, as well as protecting and respecting children's rights and being responsible for formulating and implementing policies in the field of implementing child protection.⁷ Then in this law the obligations and responsibilities of local governments support and implement national policies in implementing child protection in the regions which can be realized through regional efforts in building child-friendly cities/districts, as well as infrastructure facilities and availability of human resources provided as support in implementing protection child.

This positions that education is the basic foundation for children by referring to the National Education and Education System Law no. 20 yrs. 2003 stated in Chapter 2 Article 2 that national education functions in developing capabilities and forming dignified national character and civilization in educating

⁵ Laila, M. (2022). Learning Model "Talaqqi" Tahfidzul Qur'an in the Era of the Covid 19 Pandemic for Students with Slow Learner Disorders. *Attanwir: Journal of Islam and Education*, 13(1), 9-26.

⁶ Sahputra, D. (2019). Protection of Children's Rights in the Perspective of Mass Communication. *Human Rights Journal*, 10(2), 233.

⁷ Patepa, TIFD (2020). Special Protection for Children According to Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection. *LEX ET SOCIETATIS*, 8(4).

the life of the nation whose goal is to have faith and piety to God Almighty, noble character, healthy, knowledgeable, capable, creative and become democratic and responsible citizens.⁸ Apart from that, Republic of Indonesia Law Article 5 No. 72 yrs. 1991 concerning special education which states that students with special needs have rights including: (1) treatment according to their interests, talents and other abilities; (2) religious education according to one's beliefs; (3) take part in educational programs related to continuing education, both regarding the development of personal abilities and in obtaining recognition from a standardized level of education; (4) assistance with learning facilities or other things based on the disability and applicable requirements; (5) changing schools that are equivalent or higher based on the disorder carried and the requirements for admitting students to the school to be entered; (6) assessment of learning outcomes; (7) complete the educational program earlier than the specified time; and (8) special services based on the type of disorder suffered.⁹

Seeing this, it is important for teachers and parents to take part in the learning process of children with special needs, including slow learners. Because one of the roles of the teacher is regarding the program design of the learning process of students by looking at the material and learning methods so that learning can run effectively and efficiently. Meanwhile, one of the roles of parents is as the main companion for students so that they become independent children.¹⁰ Apart from that, teachers and parents have a comprehensive understanding from a perspective related to children, especially slow learners. On the one hand, teachers know the academic development and skills that must be mastered by children. On the other hand, parents understand deeply regarding children's needs related to interests and talents. Seeing this, teachers and parents can collaborate with each other for the sake of continuity in the learning process of students with special needs who are slow learners, even in their growth.

Slow learners are children who have limitations regarding their intelligence potential so that their learning process is slower than students in general. Apart

⁸ Warif, M. (2019). Classroom Teacher Strategies for Dealing with Students Who Are Lazy to Learn. *TARBAWI: Journal of Islamic Religious Education*, 4(01), 38-55.

⁹ Aisyah, N., & Amalia, DR (2020). Fulfilling the Rights of Children with Special Needs (ABK) from a Human Rights & Islamic Education Perspective at MINU Purwosari Metro Utara. *Attractive: Innovative Education Journal*, 2(1), 164-176.

¹⁰ Khiyarusoleh, U. (2019). The Role of Parents and Special Guidance Teachers for Slow Learner Children at SD Negeri 5 Arcawinangun. *Selaras Journal: Guidance and Counseling Studies and Educational Psychology*, 2(1), 1-10

from that, slow learner children also experience difficulties in receiving and responding to information and social adaptation. This can be seen in the learning process which has a lower grasp than other children in the sense that it requires more time to understand or transfer knowledge. For this reason, it is necessary to develop learning process activities which are one of the solutions in mobilizing students with special needs such as a variety of slow learners.¹¹

2. Method

This research uses qualitative methods through literature study. This research stage was carried out through a collection of library sources and classifying reference sources related to the title. Data processing or citing in references is used to display findings in research and abstract them to obtain complete information and interpret it so as to produce knowledge for drawing conclusions.¹²

3. Discussion

Slow Learners concept

Each child has different abilities in receiving and processing information and requires optimal services in the hope that students can grow and develop optimally. This makes children's difficulties in learning a challenge for teachers or mentors, such as slow learners who are included in the child category. with special needs and those of normal children in general. In fact, special treatment is needed regarding learning media, language use, understanding concepts and repetition of material.¹³

Usually slow learner children are shy, passive, and less able to adapt and interact with their environment, apart from their lack of interest in researching their environment regarding new things, prioritizing memorization rather than logic and there are still many descriptions in various literature about

¹¹ Oktavianita, S., & Wahidin, W. (2022). Slow Learner Student Gestures in Learning Mathematics Using the Wordwall Application in Elementary School. *Basicedu Journal*, 6(3), 4802-4811.

¹² Darmalaksana, W. (2020). Qualitative research methods: literature study and field study. Pre-Print Digital Library UIN Sunan Gunung Djati Bandung, 5.

¹³ Andiwatir, A., Nay, FA, & Talan, R. (2021). SCL (Student Center Learning) Learning Model for Slow Learners in Junior High Schools. *STUDENTS: Journal of Education, Teacher Training and Learning*, 5(02), 117-122.

children. More specifically, slow learners are the opposite of children who learn quickly, referring to the time needed to know and understand something, such as subjects, etc. Apart from that, slow learner children may experience various kinds of obstacles in the continuity of the learning process so that they require some form of assistance.¹⁴

In slow learners there are various definitions, including Endang who clarifies it by giving a statement regarding borderline or bottom line being at the level of intelligence while what is meant is included in the slow learner group. Meanwhile, according to Toto, slow learners are defined as students whose intelligence is at the IQ level of 70-85 by referring to standard intelligence tests. Meanwhile, according to the Indonesian Ministry of Education and Culture, slow learners are children attending school who have an average below six, so they are at risk of not being promoted to grade.¹⁵ Slow learners are a condition in students who cognitively have a capacity below the normal average and are not included in the disability category, but have difficulty in coping with academic demands in regular classes. Slow learners do not have problems in matters relating to independent and social behavior, it's just that students' IQ or intelligence tests range between 70-90.¹⁶

lack of inventiveness or creativity, lack of curiosity, limited and passive perspective. (2) communication obstacles include difficulty in expressing, difficulty communicating ideas well and quickly, difficulty in expressing what you want to do, difficulty accepting and lack of ability to socialize. (3) psychological obstacles including feeling inferior to the surrounding environment, having problems in managing oneself, having difficulty setting long-term targets, lacking initiative and lack of self-sensitivity to the surrounding environment. Difficulty accepting and lack of ability to socialize. (3) psychological obstacles including feeling inferior to the surrounding environment, having problems in managing oneself, having difficulty setting long-term targets, lacking initiative and lack of self-sensitivity to the surrounding environment. Difficulty accepting

¹⁴ Ernawati, A., Sumiati, C., Hendrayana, SP, Pertiwi, H., & Yunitasari, SE (2023). Learning Optimization for Slow Learner Children. *JIIIP-Scientific Journal of Educational Sciences*, 6(6), 3767-3772.

¹⁵ Kumalasari, DP (2023). Implementation of Online-Based Islamic Religious Education Learning for Slow Learner Students at Inclusion Schools Sdn Mantingan 4 Ngawi Academic Year 2020/2021 (Doctoral dissertation, UIN Raden Mas Said Surakarta). Pg. 63

¹⁶ Ridha, AA (2022). Understanding the Development of Slow Learner Students. Syiah Kuala University Press. Pg. 1.

and lack of ability to socialize. (3) psychological obstacles including feeling inferior to the surrounding environment, having problems self-regulating, difficult to set long-term targets, lack of initiative and lack of self-sensitivity to the surrounding environment.¹⁷

In other literature it is also mentioned with several statements that have similarities and differences, namely the limitations of slow learner children cognitively including (1) not being successful in overcoming and not thinking that is abstraction in normal times, (2) difficulties in operating complex thinking, (3) the process of developing concepts or generalizing ideas that underlie relatively low school assignments such as mathematics and language subjects, and (4) not being able to use them properly regarding cognitive strategies that are urgent for the retention process.¹⁸ Medically, the causes of students experiencing slow learners include (1) Prenatal or hereditary factors, the process is related to the pregnancy stage such as the embryo developing in the fetus and then being born prematurely which makes the child grow into a child who is slow in learning, (2) Neonatal such as position babies who are not born normally, this may be the cause of children who are slow to learn, (3) Postnatal or due to infections, injuries and chemicals, this environment can be one of the factors that causes children to be slow to learn.¹⁹ It is important for teachers and parents to pay attention to the child in order to achieve the maximum desired potential.

The Role of the BK Teacher in Slow Learners Students

BK is an assistance that seeks to facilitate students regarding developments in the learning process at school and strives to provide optimal services so that students can develop optimally and be able to meet academic demands.²⁰ Guidance and Counseling Teachers have a goal so that students can discover

¹⁷ Gumulya, D. (2022). Website Design as a Slow Learner Friendly Learning Tool. *Imagine Journal*, 2(1), 21-34.

¹⁸ Kontesa, DA, Purwati, I., Hakim, L., & Widiyasari, C. (2023). Analysis of the Implementation of Differentiated Learning for Children with Special Needs, Students of Sdit Insan Kamil. *Pendas: Scientific Journal of Basic Education*, 8(1), Pp. 20.

¹⁹ Mansyur, AR (2022). Study of Problems of Slow Learner Children in Learning. *Education and Learning Journal*, 3(1), 28-35

²⁰ Rizati, N. (2021). The Role of Guidance and Counseling Teachers in Growing the Self-Confidence of Slow Learners at SMPN 10 Banjarmasin. Warif, M. (2019). Classroom Teacher Strategies for Dealing with Students Who Are Lazy to Learn. *TARBAWI: Journal of Islamic Religious Education*, 4(01), 38-55.

and understand themselves. For this reason, the guidance and counseling teacher has a function as a service provider to students so that each student can develop optimally so that students become independent and whole individuals. Among the functions of guidance and counseling are understanding functions, prevention functions, alleviation functions, maintenance functions, development and advocacy functions.²¹

Guidance and Guidance Teachers are expected to have the ability to carry out their duties correctly based on the demands of education itself, apart from that they are also required to take an approach that is not only instructional in nature but is accompanied by personal characteristics that can get to know students directly in more depth so that they can help with their learning process as a whole. comprehensive. This, in accordance with its role, is expected to be responsive to all student attitudes that occur. To achieve the role of the guidance and counseling teacher, he must be ready to solve problems that arise in the hope of achieving good success. For this reason, the role of guidance and counseling teachers is very urgent in helping students know themselves, especially in relation to their confidence and ability to achieve better learning achievements.²²

There are several services that can be applied to children with special needs, including slow learners, including (1) orientation services that enable students to understand the environment, (2) information services that enable students to know and understand the information used as material for considering a decision, (3) placement and channeling services regarding students' interests and talents appropriately, (4) tutoring services so that they can develop their attitudes, study habits and overcome problems found in students, (5) face-to-face individual counseling services and using the principle of confidentiality, (6) group counseling services, (7) consultation services used to resolve problems, and (8) mediation services that help solve problems and help find problems that have not been realized.²³

²¹ Rosadi, HY, & Andriyani, DF (2021). Challenges of being a BK teacher with an independent learning curriculum during the COVID-19 pandemic. Proceedings of the Unissula Student Scientific Constellation (KIMU) Humanoira Cluster.

²² Harita, A., Laia, B., & Zagoto, SFL (2022). The Role of Guidance and Counseling Teachers in Forming the Disciplined Character of Students at SMP Negeri 3 Onolalu for the 2021/2022 Academic Year. Counseling For All (Journal of Guidance and Counseling), 2(1), 40-52.

²³ Rahmawati, E., & Rahmawati, MPE (2022). Plagiarism Test Results: The Role of Guidance and Guidance Teachers in Helping Children with Special Needs Overcome Slow Learner Learning

In general, the role of the BK teacher as an adviser to students is not limited by space and time, for this reason it is not uncommon for students to give BK teachers the nickname as advisors, in fact this is quite extreme because there are things that distinguish them from other teachers in their professional role. And guidance and counseling teachers are also teachers who are closest to students' problems and their responsibilities.²⁴ Apart from that, one of the roles of the guidance and counseling teacher at school is as an educator, while the guidance and counseling teacher is also one of the educators who is recognized as a teacher who then plays a role as a guide which correlates with coaching and guiding. The role of the guidance and counseling teacher for slow learner children and the strategies that need to be implemented are (1) drawing up a design for the guidance and counseling program by identifying, assessing and evaluating slow learner children through an individualized counseling service approach, (2) carrying out meetings and interviews with their parents, (3) making special classes for slow learner students, (4) collaborating with teachers or homeroom teachers in understanding children and providing maximum and effective learning strategies.²⁵

In addition, there are several strategies for BK teachers that are very helpful for slow learners such as urgent communication strategies played by BK teachers which are used in planning before conducting communication, managing communication regarding what the teacher is doing to achieve its goals which of course provide teaching and attention. in slow learner students. Strategic communication is an effective and good thing because it has a significant impact on success and is easier to achieve goals.²⁶

The Role of Parents in Slow Learners Students

Parents who are commonly referred to as family are synonymous with people who guide children in an environment, although basically they are

Difficulties. Lecturer Research Identity, 1(1). Ridha, AA (2022). Understanding the Development of Slow Learner Students. Syiah Kuala University Press. Pg. 1.

²⁴ Ottu, EAH, & Triposa, R. (2021). The Role of Guidance and Counseling Teachers (BK) in Shaping the Character of Christian Students. *The Word: Journal of Christian Theology*, 2(1), 219-241.

²⁵ Linuriya, E. (2022). The Role of Guidance and Guidance Teachers in Optimizing the Academic Achievement of Slow Learner Children at SMP N 13 Bayung Lencir. *Journal of Education and Counseling (JPKD)*, 4(3), 1967-1971.

²⁶ Nuzuli, AK, Putra, OJ, Darmansyah, N., Pratama, RP, & Chandra, RR (2022). Communication Strategy of Counseling Teachers at SMAN 4 Sungai Full in Fulfilling the Attention of Slow Learner Students. *Professional: Journal of Communication and Public Administration*, 9(2), 537-544.

divided into three, namely foster parents, biological parents and stepparents. However, all of that falls into the family category. Parents have a mandate to educate their children through love and responsibility, especially with regard to matters that refer to the child's progress and development. In general, the role of parents is the first unit and institution in society where there are large direct relationships, that is where individual development is formed in the early stages by acquiring knowledge, skills, attitudes and interests in life.²⁷

Apart from that, it is important for parents to take part when having slow learner children because parents definitely know their child's limitations so parental assistance and guidance is needed, especially in the family environment. Apart from that, there is also a need for good communication and cooperation between parents and teachers so that the effectiveness of learning can increase to the maximum. This shows the urgency of assisting parents for children who are slow learners so that children's rights to education and teaching can be fulfilled. Apart from that, parents are individuals who are very close to their children and can be talked to. Parents must be role models for their children and be able to meet their children's needs and be sensitive to their children's conditions.

Gilbert Beers said that good parents will try to listen to their children so that they can build a person, apart from the teacher who teaches and directs them, parents must be the best for their children, be role models, give love and give their children enough time when they need it. parents, especially when it comes to repeating material that has been delivered by the teacher, apart from that parents also need to accompany their children and provide the things they need both at school and outside of school and have a good communication relationship pattern, and parents must not be picky. when you have children with special needs such as slow learners because all children have the right to receive the love of their parents.²⁸

For slow learner children, parents have a very necessary role in increasing their motivation in learning. Having more intense time and special assistance can influence it. Using reinforcement can strengthen the memory of slow

²⁷ Ruli, E. (2020). Duties and roles of parents in educating children. *Journal of non-formal education*, 1(1), 143-146.

²⁸ Zalukhu, J. T. (2020). *Teacher Strategies in Handling Slow Learners* (Doctoral dissertation, Arastamar Evangelical Theological College (SETIA) Jakarta).

learner children, the reinforcement in question is the totality of parental responsiveness to children who have done a good deed. This also aims to increase student participation in interactions in teaching and learning activities. Apart from that, it can also increase the attention and motivation of slow learner children regarding how to learn to be more active and can encourage an independent learning process. So, mentoring or parents who take part in the learning process at home is very important especially for slow learners, because it can facilitate the learning process. like always repeating lessons or something that is not understood. Simple ways for parents can even be done by teachers in helping slow learner children including (1) concrete instructions or giving clear and visible directions, (2) repetition and practice, (3) time management that is managed systematically fundamentals, and (4) doing preferred activities.²⁹

4. Conclusion

Slow learners are children who have limitations regarding their intelligence potential so that their learning process is slower than students in general. Apart from that, slow learner children also experience difficulties in receiving and responding to information and social adaptation. This can be seen in the learning process which has a lower grasp than other children in the sense that it requires more time to understand or transfer knowledge. it is important for teachers and parents to take part in the learning process of children with special needs, including slow learners. Because one of the roles of the teacher is regarding the program design of the learning process of students by looking at the material and learning methods so that learning can run effectively and efficiently.

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²⁹ Hidayati, BMR, & Sasmita, A. (2023). The Role of Parents in Increasing Learning Motivation in Slow Learner Children. *IDEA: Journal of Psychology*, 7(1), 23-33.

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