

Educational Services for Slow Learners by Motivational Teachers in Elementary Schools

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ABSTRACT. Students with special needs who are slow learners are students who have slower learning abilities than other students, characterized by difficulties in learning and understanding academic and skill-related information, low academic achievement, frequent tardiness in submitting assignments, and requiring a long time to understand lesson material. This study uses a qualitative descriptive approach with a phenomenological research type that will describe the process of learning implementation by Motivational Teachers. The data collection techniques used in this study are interviews, observation, and documentation. Data analysis techniques include data reduction, data presentation, verification, and conclusion drawing. The aspects studied are the strategies used by Motivational Teachers in providing services to slow learners as a form of tutoring during the learning process, as seen from the provision of assistance in the form of accommodation services in teaching methods and materials, assignments and assessments, time requirements, and the learning environment. The results of the study show that the services provided by Motivational Teachers for slow learners in elementary schools in Sukoharjo Regency cover three aspects, namely modification of time allocation, modification of content or material, and modification of the learning process. In addition, the use of media in the learning process was also found. The services provided by Motivational Teachers have been implemented well.

Keywords: Slow Learner; Motivational Teacher; Elementary School

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INTRODUCTION

The implementation of a new educational paradigm as articulated in the *Merdeka Belajar* (Freedom of Learning) policy requires teachers to transform learning into a meaningful, student-centered, and enjoyable process. This paradigm shift emphasizes learning that respects students' autonomy, interests, and individual learning characteristics, rather than focusing solely on standardized outcomes such as minimum passing grades. The urgency of this transformation became more evident during and after the pandemic, when parents and students increasingly expressed concerns about rigid assessment demands, excessive academic pressure, and learning experiences that were perceived as stressful rather than supportive.

An enjoyable and psychologically safe learning environment is a fundamental prerequisite for effective learning, particularly in basic education. Recent reports have highlighted a growing number of cases involving violence against children, including within school settings, which further underscores the importance of teachers' pedagogical sensitivity and emotional awareness.

As the central actors in the national education system, teachers are expected not only to transmit knowledge but also to safeguard students' well-being, dignity, and holistic development. This responsibility demands a deep understanding of learners as unique individuals with diverse backgrounds, abilities, and aspirations.

This perspective aligns with Bronfenbrenner's ecological systems theory, which emphasizes that children's cognitive, social, and emotional development is shaped by interactions within multiple environmental contexts, including family, school, culture, and society (Bronfenbrenner, 2019). Consequently, students differ in their interests, talents, learning pace, and cognitive capacities. Recognizing and responding to these differences is a core component of pedagogical competence. Previous studies have consistently demonstrated that the quality of learning outcomes is closely linked to teachers' pedagogical knowledge, attitudes, and instructional skills (Pradina, Q., Faiz, A., & Yuningsih, 2021).

In response to these challenges, the Indonesian government, through the Ministry of Education, Culture, Research, and Technology, introduced the Motivational Teachers (also known as *Teacher Activators*) program as part of the broader education reform agenda. This program aims to identify and develop teachers who can serve as learning leaders, agents of change, and role models in implementing student-centered and values-based education. Motivational Teachers are expected to promote holistic student development, foster active and reflective learning cultures, and strengthen the implementation of the Pancasila Student Profile within schools (Wijaya Kusumah dan Tuti Alawiyah, 2021).

The *Merdeka Belajar* Episode 5 explicitly positions Motivational Teachers as future educational leaders, including prospective school principals, supervisors, and professional learning coaches. This program represents a strategic shift from a centralized education reform model toward a more decentralized approach, granting teachers greater autonomy and responsibility as the smallest yet most influential units of change within the education system. As such, Motivational Teachers are required to demonstrate exemplary pedagogical practices, particularly in implementing the Independent Curriculum and adapting instruction to students' diverse needs.

One of the key instructional approaches promoted within this paradigm is differentiated learning. Differentiated learning is grounded in the principle that students vary in terms of readiness, interests, learning styles, and abilities; therefore, instruction must be flexibly designed to accommodate these differences. Suwartiningsih (2021) explains that differentiated learning emphasizes collaborative strategies that integrate students' diverse characteristics, enabling them to access content, process information, and demonstrate learning outcomes in varied ways. Through differentiated instruction, teachers can create inclusive classrooms that support all learners, including those who experience learning difficulties.

Among the learners who require particular attention are students categorized as slow learners. Slow learners are students who demonstrate a slower pace in understanding concepts, acquiring skills, and processing information compared to their peers, despite having no significant physical differences (Hermawan & Suparmi, 2025). Because their characteristics are not immediately visible, slow learners are often overlooked in regular classrooms. This condition highlights the importance of teachers' diagnostic abilities and instructional decision-making. Before selecting learning strategies, teachers especially Motivational Teachers must carefully identify students' learning needs, strengths, and challenges to ensure appropriate instructional support (Wahyuningsih, 2023).

Learning delays among elementary school students frequently manifest in foundational literacy skills, particularly reading and writing. Reading is a complex cognitive activity that involves visual perception, linguistic processing, reasoning, and metacognitive skills, rather than merely decoding written symbols (Imah, 2019). It is an active thinking process aimed at constructing meaning from text. Similarly, writing skills play a crucial role in developing students' vocabulary,

critical thinking, and ability to express ideas logically and coherently (Widya, 2022). Deficiencies in these basic skills can significantly hinder students' overall learning progress and academic confidence.

Based on the foregoing discussion, it is evident that the role of Motivational Teachers in implementing differentiated, student-centered learning is particularly crucial in addressing learning delays, especially in reading and writing among slow learner students. Therefore, this study seeks to explore how Motivational Teachers apply differentiated learning strategies within the *Merdeka Belajar* framework to support slow learners and foster inclusive, safe, and meaningful learning environments in elementary education.

METHOD

This study employed a qualitative research approach with a naturalistic paradigm, which is appropriate for exploring educational phenomena in their real-life contexts. Qualitative research is often referred to as naturalistic inquiry because data are collected in natural settings without manipulation of variables, allowing researchers to capture participants' authentic experiences and meanings (Swift, 2022). In this approach, the researcher acts as the main instrument, engaging directly with participants and the research setting to gain an in-depth understanding of the phenomenon under investigation.

The use of a naturalistic qualitative approach is grounded in the view that social and educational realities are complex, dynamic, and context-bound. It emphasizes that qualitative research seeks to understand phenomena holistically by describing them in the form of words and narratives based on data obtained from natural situations. Similarly, Lim, (2025) explains that qualitative research aims to comprehend human behavior, perceptions, motivations, and actions in a specific context through descriptive and interpretive analysis. This perspective aligns with the purpose of the present study, which focuses on understanding how educational services are provided to slow learner students within a regular primary school environment.

The selection of research subjects was conducted using purposive sampling, based on the researcher's subjective and theoretical considerations regarding the relevance, depth, and richness of the information needed to address the research objectives. Purposive sampling is commonly used in qualitative research to select participants who are considered most knowledgeable and experienced with the phenomenon being studied. The main objective of this study was to describe the role of a Motivational Teacher (motivational teacher) in providing educational services for slow learner students in Grade III at SD N Kadokan 02, Grogol District, Sukoharjo Regency, during the 2023/2024 academic year.

Based on this objective, the criteria for determining the research subjects were as follows:

1. a Motivational Teacher at SD N Kadokan 02, Grogol District, who was actively involved in teaching and supporting slow learner students identified by the initials AY and VA; and
2. a Motivational Teacher who had the primary responsibility for monitoring the academic progress, learning behaviors, and attitudes of these students, both in and outside the classroom, thus possessing comprehensive knowledge of their learning conditions and needs.

To ensure that the selected participant met these criteria, the researcher conducted preliminary observations at SDN Kadokan 02, Grogol District. Observation is a key data collection technique in qualitative research, enabling researchers to directly examine behaviors, interactions, and learning processes in natural settings (Merriam & Tisdell, 2016). Based on the observation results, the researcher identified that the most suitable research subject was the *Motivational Teacher* who also served as the motivational teacher in Grade II, with the initials RA, as

this teacher had continuous and intensive interaction with the slow learner students and played a central role in supporting their learning development.

The research setting was SDN Kadokan 02, located in Grogol District, Sukoharjo Regency. This school was deliberately chosen to extend the researcher's initial analysis regarding inclusive educational practices, particularly in relation to how regular primary schools provide educational services for slow learner students. The presence of slow learners (AY and VA) in a mainstream educational setting made this school a relevant and meaningful context for examining inclusive and differentiated instructional practices.

The study was conducted over a period of five months, from August to December 2023, after obtaining official permission from the relevant authorities and the school. This prolonged engagement allowed the researcher to gain a deeper understanding of the educational services provided, to observe changes over time, and to enhance the credibility and trustworthiness of the findings (Creswell & Poth, 2018).

RESULT AND DISCUSSION

Teacher Leaders' understanding of slow learners teacher leaders have gained a deeper understanding of the concept of slow learners. This is demonstrated by the subjects explaining several children with problems in the classroom who are specific about the child's condition. This is in line with the opinion of Ariyanti (2025), it is stated that: Slow Learners are children who have learning difficulties because they are very slow in the learning process, so that every learning activity takes longer than other children with the same intellectual potential. When asked to explain further about Slow Learners, the Motivational Teacher said that they had learned a lot about it. The motivational teacher can explain several behaviors of children who have problems in learning and understand the characteristics of Slow Learner students.

Children with slow intellectual development are children who have slightly below-average intellectual potential compared to normal children, but are not considered to have intellectual disabilities (they usually have an IQ of around 80-85). In some ways, these children experience obstacles or delays in thinking and responding. According to Agustin in (Riadi, 2021), children with slow learning are children who have a low level of mastery of the material, even though the material is a prerequisite for continuing to the next lesson, so they often have to repeat it. Their intelligence is indeed below average, but they are not incapable children; they just need to work hard to master what is required in regular classes. Children with slow cognitive development are children who experience cognitive impairment. They need more time to learn than their peers.

Slow learners have lower abstract thinking abilities than most children. Given this condition, slow learners require special learning methods to improve their potential. As educators in schools, motivational teachers are expected to be able to develop knowledge and skills and have a great responsibility to shape students' personalities. In guiding and educating students, Motivational Teachers are required to be objective because there are various characteristics of students in one class.

Each student has different abilities. There are students who are smart, intelligent, active, students with learning difficulties, and students who are slow in following the learning process. Students in the slow learner category are part of children with special needs who require special education services. Slow learners are children with intelligence slightly below average (IQ 70-90) who require special education services so that they can understand lessons well. Educational services for children with special needs are an effort to meet the needs of children with special needs who have their own uniqueness in terms of type and characteristics that distinguish them from normal children in general (Iffah Khoiriyatul Muyassaroh et al., 2025) It is very important for motivational teachers to provide special educational services to slow learner students to develop their potential like other students.

Slow learners are children who experience slow learning, slow skills, and slow comprehension of information they obtain or absorb. "Slow learners have slower learning abilities than their peers. Students who are slow in the learning process need more time than other students with the same level of ability." Physically, slow learners are no different from other normal students, so identifying slow learners cannot be done physically; recognition must be improved. This is an important point for motivational teachers to pay more attention to the characteristics of students in the classroom. Before deciding on a measure, Teacher Leaders must find out what methods will be taken into account when choosing a learning strategy. Learning delays often occur in elementary schools with various types of cases, one of which is delays in reading and writing. According to (Imah, 2019), reading is complex in nature; it is not only about verbalizing what is written, but also includes many visual, reasoning, psycholinguistic, and metacognitive activities. In this case, reading is a thinking process with the intention of exploring and gaining understanding from the content of the text being read. Therefore, reading is an activity that involves not only looking at a collection of letters or words, sentences, paragraphs, and discourse, but also understanding and interpreting symbols/sentences.

This will have an impact on what is conveyed so that it can be well understood by readers. Furthermore, according to Widya (2022), the principle of writing skills is to increase students' vocabulary, so that students are encouraged to think critically, dynamically, rationally, and in line with the appropriate learning objectives for writing. Based on the expert opinion above, it can be interpreted that reading and writing are important skills that every student needs to have in order for the learning process to be carried out properly.

Based on interviews conducted with teachers at SDN Kadokan 02, it was found that two third-grade students were experiencing learning difficulties. This was based on the results of literacy and numeracy assessments, which showed that these students were lagging behind their peers, with literacy scores at the letter level and numeracy scores at the 1 digit level. Based on the assessment results of these students, functional learning difficulties were then identified.

The results of identifying functional learning difficulties in these students include: information can be understood if explained repeatedly, difficulty recognizing letters and word rhymes, many mistakes when reading aloud, serious difficulties in spelling, taking a long time to copy writing, often making mistakes in writing letters such as "b" with "p", "p" with "q", "v" with "u", "2" with "5", '6' with "9", as well as writing many mistakes/reversals/missing letters. Based on information from the third-grade teacher, it was also explained that during the learning process, the student had to be given repeated explanations before he could understand the material, but he was forgetful, and his assignments were often submitted late. Therefore, based on these observations, one student in the third grade was identified as a slow learner.

The implementation of educational services provided by Motivational Teachers to slow learners at SD N Kadokan 02, Grogol Subdistrict, in terms of modifying the teaching and learning process, includes: always starting with a review or repetition of material for slow learners, (2) the implementation of Motivational Teacher services for slow learners in terms of modifying time allocation, (3) the implementation of Motivational Teacher services for slow learners in terms of modifying lesson content/material, (4) implementation of Motivational Teacher services for slow learner students in terms of modifying the teaching and learning process.

The results of this study are not in line with the characteristics that can be observed in slow learners, which need to be understood by motivational teachers according to Abdul Salim Choiri (2009), who mentions the following characteristics that can be observed in slow learners. 1) Their average academic achievement is low (less than 6), 2) They often complete academic tasks later than their peers. 3) They are slow to grasp lessons. 4) They have failed a grade.

Teachers' understanding of children with special needs is gained through their own observations in the classroom and training held at school, the implementation of which is

uncertain. Teacher Leaders only attend training once, and the training only covers general topics related to children with special needs. Teacher Leaders have not followed up after graduating to deepen their understanding of children with special needs, including slow learners in regular elementary schools. This is one of the reasons why Teacher Leaders do not yet understand slow learners, which affects the provision of educational services to these students.

Based on a review of previous research results and theoretical studies, researchers can conclude that the understanding of Motivational Teachers regarding Slow Learner students is not yet sufficiently deep in terms of the concept or characteristics of Slow Learner children. Motivational Teachers are aware of the behavior of children with learning difficulties, but they do not elaborate on the children's circumstances and do not understand the concept or characteristics of Slow Learner children. Training and continuing education for Motivational Teachers of ABK subjects are also not yet routinely conducted in schools.

The implementation of Motivational Teachers in providing educational services to slow learners in terms of modifying the allocation of learning time.

Teachers in the studied setting have attempted to respond to students' learning needs by allocating additional time during instructional activities. However, this additional time is provided in a general manner and is not specifically designed to address the unique learning characteristics of students identified as slow learners. This practice contrasts with inclusive education principles, which emphasize differentiated instructional planning based on learners' cognitive and developmental profiles (Nijakowska & Guz, 2024).

According to Apriyanto (2012), children with special educational needs, particularly those classified as slow learners with below-average intellectual functioning, require flexible and extended time allocations to achieve optimal learning outcomes. He argues that learning time for slow learners may need to be modified to six to seven hours or more, depending on the complexity of the subject matter. For example, instructional content initially designed for six hours may require additional time to ensure comprehension, mastery, and meaningful engagement. Although this perspective remains relevant, recent studies continue to reinforce the importance of time modification as a core component of inclusive instructional design (Normawati & Cahyani, 2024)

Despite these theoretical recommendations, the findings of this study indicate that Motivational Teachers face significant structural and temporal constraints. When asked about the absence of additional or modified learning time for students identified as AY and VA, the Motivational Teacher explained that limited instructional time and workload demands prevented the provision of extra learning hours. This condition reflects a common challenge in inclusive education systems, where teachers are expected to accommodate diverse learning needs within rigid schedules and limited institutional support (Romadlon Junaidi et al., 2023)

In terms of assignment completion, the Motivational Teacher reported providing additional time to students who were unable to complete tasks within the allotted period. However, this policy was applied uniformly to all students rather than being specifically targeted toward slow learners. While this approach demonstrates fairness in treatment, it does not necessarily reflect equity in learning support, as equal treatment may not sufficiently address the disproportionate needs of learners who process information more slowly (Ainscow, 2020)

From the perspective of differentiated instruction, effective support for slow learners requires intentional adjustments that go beyond generalized flexibility. Research suggests that targeted time accommodations, individualized pacing, and structured reinforcement are critical for enabling slow learners to engage meaningfully with learning tasks (Nadhiroh & Ahmadi, 2024) Without such targeted interventions, slow learners may continue to experience academic difficulties despite receiving the same accommodations as their peers.

Furthermore, inclusive education frameworks emphasize that learning time modification should be planned proactively rather than applied reactively. Proactive planning allows teachers to anticipate learners' needs and design instruction that accommodates variability from the outset (Asyiqoh et al., 2024). In the context of this study, the absence of specific time modifications for slow learners suggests that instructional planning remains largely standardized and has not yet fully embraced universal design for learning (UDL) principles.

The limited availability of time reported by the Motivational Teacher also highlights systemic challenges within the educational institution. Previous studies indicate that teachers' capacity to implement inclusive practices is strongly influenced by institutional policies, administrative support, and manageable workloads. Without structural support, teachers may struggle to provide individualized services, even when they recognize the need for such interventions.

Based on the research findings and relevant theoretical perspectives, it can be concluded that the implementation of Motivational Teacher services related to learning time modification for slow learners has not been optimally differentiated. The Motivational Teacher tends to treat all students equally in task completion and time allocation, rather than providing targeted accommodations for slow learners. While additional time is consistently granted to students who have not completed assignments, this practice does not specifically address the distinct learning needs of slow learners.

In summary, although the Motivational Teacher demonstrates commitment to supporting students through flexible task completion policies, limitations in time and institutional constraints hinder the provision of specialized learning time for slow learners. Future efforts should focus on strengthening institutional support, promoting differentiated instructional planning, and implementing targeted time modifications to ensure that slow learners receive equitable and effective educational services in line with inclusive education principles.

The implementation of Motivational Teachers in providing educational services to slow learners in terms of modifying lesson content/material.

The implementation of the Motivational Teacher (*Guru Penggerak*) program in providing educational services for students, particularly in terms of modifying lesson content and instructional materials, has not yet been optimally carried out. Research findings indicate that teachers have not sufficiently adjusted the level of difficulty of learning materials to accommodate the needs of slow learners. Although teachers are aware that instructional content should be adapted either by simplifying language, reducing complexity, or adjusting assessment formats these strategies have not been consistently implemented in classroom practice.

One of the key challenges identified is the limited modification of assessment design. Teachers acknowledged that questions should be made less difficult or reworded to ensure clearer comprehension for slow learners. However, due to time constraints and workload pressures, differentiated question design has not been prioritized. This situation reflects a common issue in inclusive education settings, where teachers face structural barriers that limit their capacity to implement differentiated instruction effectively (Ramadhanie et al., 2024)

Furthermore, the study found that teachers did not reduce or omit lesson content for slow learners. Instead, they maintained uniform curricular expectations for all students. One subject teacher argued that students with special needs primarily require a reduction in difficulty level rather than a reduction in learning content. This perspective aligns with a traditional view of equality in education but does not fully reflect the principles of equity and responsiveness emphasized in contemporary inclusive pedagogy (Erni Kurniawati et al., 2024)

These practices are not fully aligned with theoretical perspectives on educating slow learners. Earlier educational theorists argued that curriculum content for slow learners may need

to be selectively reduced, simplified, or partially omitted to prevent cognitive overload and learning frustration (Nunung, 2012). More recent studies also emphasize that meaningful learning for slow learners requires flexible curricular adaptations, including content prioritization and instructional pacing adjustments.

When questioned about the reasons for not reducing or removing instructional material, teachers stated that slow learners were still able to follow classroom lessons, provided they received additional attention and guidance. While individualized support is indeed important, relying solely on increased attention without modifying content may not sufficiently address diverse learning needs. Research suggests that without content adaptation, slow learners often struggle to achieve deep understanding and may experience long-term academic disengagement (Fuchs et al., 2021).

From the perspective of differentiated instruction, effective teaching for diverse learners requires proactive planning that considers content, process, and product differentiation (Tomlinson & Moon, 2013). In this context, the limited modification of lesson materials indicates that differentiation has been implemented at a superficial level. Teachers' awareness of appropriate strategies has not yet translated into consistent pedagogical practice, highlighting a gap between professional knowledge and classroom implementation.

The findings also suggest that time constraints play a significant role in limiting instructional adaptation. Similar studies have found that teachers often experience difficulty balancing administrative demands with the need to design inclusive learning materials (Sharma & Sokal, 2022). This underscores the importance of institutional support, professional development, and collaborative planning time to enable teachers to implement inclusive practices effectively.

Based on the research findings and supporting theoretical frameworks, it can be concluded that the implementation of educational services by Motivational Teacher for slow learners, particularly in terms of content and material modification, remains suboptimal. Although teachers recognize the importance of simplifying material and adjusting assessment design, these strategies have not been consistently applied due to time limitations and instructional constraints. Consequently, slow learners are expected to engage with the same curriculum as their peers, relying primarily on additional guidance rather than meaningful curricular adaptation.

In conclusion, to enhance the effectiveness of the Motivational Teacher program in inclusive classrooms, greater emphasis should be placed on structured content modification, differentiated assessment, and institutional support. Future efforts should focus on strengthening teachers' capacity to translate inclusive education principles into practical instructional strategies, ensuring that slow learners receive equitable and meaningful learning opportunities in line with contemporary educational standards.

The implementation of Motivational Teachers in providing educational services to slow learners in terms of modifying the teaching and learning process.

The implementation of the Motivational Teacher in providing educational services to slow learners in terms of modifying the teaching and learning process has been carried out optimally. The Motivational Teacher has taken several steps to modify the teaching and learning process for slow learners, namely: 1) using simple but clear language slowly; 2) reviewing the material when teaching the topic. 3) conducting cooperative learning because slow learners do not like competition; 4) providing conceptual understanding rather than just memorizing concepts; and 5) placing students in a "failure-free" learning context (always appreciating students' work, whatever it may be). What the Motivational Teacher has not done in terms of modifying the teaching and learning process is: 1) always starting with repetition or reviewing previous material to connect with the subject being taught; 2) analyzing tasks and then giving simpler and fewer tasks; 3) using several approaches (not being monotonous in class); 4) creating motivation to learn.

The use of cooperative learning is another commendable modification applied by the Motivational Teacher. Cooperative learning environments reduce performance pressure and promote peer support, which is particularly beneficial for slow learners who tend to experience anxiety and low academic self-efficacy in competitive settings (Johnson & Johnson, 2021). Through collaborative activities, slow learners can actively participate, observe peer modeling, and construct understanding socially, thereby enhancing both academic and socio-emotional development.

Furthermore, the teacher emphasizes conceptual understanding rather than rote memorization. This approach is consistent with constructivist learning theory, which highlights the importance of meaningful learning experiences over surface-level knowledge acquisition (Kirschner & Hendrick, 2020). For slow learners, focusing on conceptual clarity helps build foundational understanding and reduces misconceptions, allowing them to apply knowledge more flexibly across learning contexts.

Another effective strategy is the placement of students in a “failure-free” learning environment, where all student efforts are acknowledged and appreciated. Creating such a supportive atmosphere is essential for fostering intrinsic motivation and resilience, particularly among learners who frequently experience academic setbacks (Ryan & Deci, 2020). Positive reinforcement and appreciation of effort regardless of outcomes help slow learners develop a growth mindset and sustain engagement in the learning process.

However, despite these strengths, several critical aspects of instructional modification have not been optimally implemented. One notable limitation is the absence of consistent lesson openings that involve reviewing prior knowledge to connect previous material with new topics. Activating prior knowledge is a well established instructional strategy that enhances comprehension and learning transfer, especially for students with learning difficulties (Ausubel, 2018; Hattie, 2023). Without systematic review at the beginning of lessons, slow learners may struggle to contextualize new information effectively.

Additionally, the Motivational Teacher has not sufficiently analyzed learning tasks to simplify instructions and reduce task quantity. Task analysis is a core component of differentiated instruction, allowing teachers to break down complex activities into manageable steps tailored to learners’ abilities (Tomlinson, 2021). Providing fewer and more structured tasks would help slow learners maintain focus, reduce frustration, and achieve learning success more consistently.

Finally, the limited variation in instructional approaches and the lack of explicit motivational strategies represent areas for further improvement. Monotonous teaching methods may reduce attention and engagement, particularly for slow learners who require multisensory and interactive learning experiences (Sharma & Salend, 2022). Moreover, motivation should be intentionally cultivated through goal-setting, meaningful feedback, and learner-centered activities. Strengthening these aspects would enhance the effectiveness of the Motivational Teacher’s role and contribute to more inclusive, adaptive, and motivating learning environments for slow learners.

CONCLUSION

The implementation of the Motivational Teacher service for slow learner students in terms of modifying the teaching and learning process has been fully implemented. Several forms of modification to the teaching and learning process that have been carried out by Motivational Teacher for slow learner students are: 1) using simple but clear language slowly; 2) repeating the material when delivering lesson material; 3) conducting cooperative learning because slow learners do not like competition; 4) providing conceptual understanding, not just memorization

of concepts; and 5) placing students in a “failure-free” learning context (always appreciating whatever results the students produce).

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