



LEARNER WORKSHEETS AS A LEARNING EVALUATION FOR STUDENTS: AN ANALYSIS OF A STUDY OF SLOW LEARNER STUDENTS IN PRIMARY SCHOOL

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Abstrak

Pendidikan di Indonesia memiliki permasalahan berupa ketimpangan aksesibilitas sebagai hak konstitusional warga negara. Ketimpangan tersebut antara lain adalah infrastruktur yang kurang memadai, kualitas sumber daya manusia yang kurang baik, minimnya sumber belajar, serta masih banyaknya siswa yang tergolong cacat fisik dan mental yang belum memperoleh kesempatan yang sama. Oleh karena itu, penelitian ini difokuskan pada penggunaan Lembar Kerja Siswa (LKPD) sebagai evaluasi pembelajaran bagi siswa slow learner di SD Muhammadiyah 1 Sidoarjo. Dengan menggunakan pendekatan studi kasus kualitatif, penelitian ini mengamati bagaimana LKPD diterapkan untuk mendukung proses pembelajaran siswa slow learner. Metode pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa ada beberapa tahapan yang digunakan untuk menentukan anak yang tergolong *slow learner*, yaitu dengan menganalisis perkembangan akademik, pemecahan masalah, dan kesulitan dalam berinteraksi sosial. Penggunaan LKPD efektif dalam membantu siswa slow learner memahami materi dengan cara menyesuaikan level soal sesuai dengan kemampuannya dan dukungan dari guru pendamping. LKPD dapat meningkatkan keterlibatan siswa dan memfasilitasi evaluasi pembelajaran yang lebih efektif. Selain itu, asesmen remedial dan diagnostik membantu siswa mencapai pemahaman yang optimal.

Kata kunci : *slow learner*; Lembar kerja peserta didik; Evaluasi pembelajaran.

Abstract

Education in Indonesia has the problem of inequality in accessibility as a citizens' constitutional right. Among these inequalities are inadequate infrastructure, poor quality of human resources, lack of learning resources, and many students who are classified as physically and mentally disabled have not received equal opportunities. Therefore, the study focuses on using Student Worksheets (LKPD) as a learning evaluation for slow learner students at SD Muhammadiyah 1 Sidoarjo. Using a qualitative case study approach, this study observes how LKPD is applied to support the learning process of students with slow learner. Observation, interviews, and documentation are used as data collection methods. The study results indicate that several stages are used to determine children who are shown as slow learners, namely by analyzing academic development, problem-solving, and difficulties in social interaction. The use of LKPD is effective in helping slow learner students

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understand the material by adjusting the level of questions according to their abilities and support from shadow teachers. LKPD can increase student involvement and facilitate more effective learning evaluation. In addition, remedial and diagnostic assessments help students achieve optimal understanding.

Keywords: *slow learner; student worksheets; learning evaluation.*

I. Introduction

National education in Indonesia has an important role in developing abilities and building the character and civilization of the nation. However, education in Indonesia still faces several significant problems. One of the most important problems is the low quality of education obtained by students (Isma et al. 2023). There are various fundamental problems in the field of education, namely accessibility to achieve our constitutional as Citizens of Indonesia (Maryanti and Arifin 2024). Problems that have been emerging in recent years include a lack of infrastructure, poor quality of human resources, lack of learning resources, and many students who are classified as physically and mentally disabled (Zahara et al. 2024). Education is not only given to children in general but education for children with special needs must also be considered because they have the same education. This policy is stated in law number 20 of 2003 concerning national education, article 5 paragraph 1 (Ratr and Herawati 2024).

Every learner has a different background and unique personality (Hemasti 2023). The existence of special human abilities is centered on the intellect and with the intellect humans can develop knowledge. Science must always be developed in various ways, one of which is through education (Al-farin et al. 2024). Inclusive education, especially for slow learner students, is not a new thing for Indonesian society. Inclusive education in Indonesia began in 1980. That year signified the beginning of a change in educational strategies that were more inclusive and provided opportunities for children with special needs to participate in education in the same educational environment as other children (Jauhari 2017).

Slow learner is a term given to learners who have limited intellectual capacity as slow learners. In many aspects, they are like other children. However, they may differ from the typical student in their level of learning (Ivana et al. 2024). Slow-learner students are diagnosed as children with special needs. However, their characteristics cannot be recognized from their physical appearance but can be identified by looking for psychological aspects and requiring special educational services (Elti and Rahmi 2024), (Haq and Arifin 2024). Slow learner students are caused by low intellectual abilities and have an average intelligence (IQ) between 70 and 90 they need a longer time during the learning process compared to other students who have a normal level of intellectual potential (Sauqi and Harsiwi 2024). This encourages teachers to create interactive and effective learning so that slow learner students can easily understand lessons. Interactive and effective learning depends on how educators manage their learning to be more active so that all students, whether normal students or slow learner students, can be involved in the material discussed and learning becomes fun and not monotonous.

In addition, children with special needs or slow learner students must be given appropriate services according to their abilities and needs. Teachers must play a role

in guiding students in certain activities other typical children cannot participate in. Therefore, learning evaluation is very important, because learning evaluation is one of the keys to success in helping children with special needs who study at that school (Lilik Maftuhatin 2014). Evaluation itself is a process that is carried out systematically and thoroughly in various learning components by certain criteria. Evaluation can also be interpreted as an ongoing process that guides all learning activities (Kurniawan et al. 2022). The purpose of learning evaluation is classified into four parts, namely the provision of progress figures for each student to be given to parents as a report, giving feedback on the learning process and making improvements for students, determining whether or not students graduated, providing the right place in the learning process (Musarwan and Warsah 2022).

In learning evaluation, there are 2 (two) assessments including Formative Assessment and Summative Assessment. The purpose of formative assessment is to monitor and improve the learning process and evaluate the achievement of learning objectives. This formative assessment is also used to find out the obstacles or difficulties faced by students and can find out the development of students. Furthermore, summative assessment aims to assess learning outcomes as the basis for determining the promotion of education units. Assessment of learning outcomes is seen by comparing students' learning outcomes with the criteria for achieving learning objectives (McTighe et al. 2017). With the existence of these 2 (two) assessments, slow learner students must be carefully considered by the classroom teacher through learning evaluation to find out the extent to which slow learner students can understand the learning material.

The effect of technology and global changes in the fields of science, arts, and culture in the realm of education, Indonesia has experienced curriculum changes for quite a long time (Marzuqi and Ahid 2023). In 2021, the Kurikulum Merdeka became an option in the world of Indonesian education. The application of the curriculum affects the way teachers work, how teachers can use media in the learning process, and the application of appropriate methods (Rosmana et al. 2024), (Fadilah and Hadi 2024). In the quality of education, there are two very important aspects, namely the process and results. The quality of the educational process includes material (cognitive, emotional, or psychomotor), methodology (teacher skills), administrative support, facilities and infrastructure of educational institutions, various resources, and the creation of a comfortable atmosphere (Tanjung et al. 2022). If the educational process can provide the best, the results of the learning will also be quite good.

One type of teaching material that can be used to evaluate learning in order to get good results is by utilizing Learner Worksheets. Learner Worksheets are sheets that contain exercises that students do as a form of evaluation after the learning process according to the teacher's instructions. Learners' Worksheets have steps and instructions for completing the exercise (Wahyuni et al. 2023). Learner worksheets are also an option that can be taken as an alternative teaching material. The use of Learners Worksheets aims to hone students' abilities in critical thinking and students become active and involved with the material discussed. Learner worksheets are very influential with student learning outcomes for both normal students and slow learner students. In addition, learner worksheets also determine how a student's typical and slow learners students respond to lessons given by

educators, as well as how educators can design learners' worksheets into effective learning evaluations for learners. The existence of this Learner's Worksheets is to encourage students to be more creative so that they can strengthen and support learning in a better direction (Warni, Pangaribuan, and Hutauruk 2022). The existence of Learners' Worksheets in learning also has the benefit that it can support and facilitate the learning activities of students and educators can facilitate and support the smooth running of teaching and learning activities (Wahyuni et al. 2023).

In previous research on slow learner students, it was said that special assistance and handling were needed so that they could take part in lessons like other children. Because slow learner students need a longer process to repeat the material and simpler and more varied methods (Cahyono and Budiyana 2023). Then previous research on learning evaluation in slow learner students said that the application of learning evaluation in inclusive schools depends on the curriculum used in the school. This means that if the school uses a modified curriculum, of course, the evaluation system must be modified according to the needs and conditions of students with special needs (Lilik Maftuhatin 2014). As for previous research on Learners' Worksheets, it is said that the use of Learners Worksheets is considered not optimal because there are still many educators who do not design their own but educators only provide practice questions from the package book as a substitute for Learners Worksheets (Damayanti, Sunismi, and Zauri 2024).

The urgency of this research is to ensure that slow learner students get the same opportunity to get a proper education as stated in the SISDIKNAS law number 20 of 2003 article 32 as referred to in paragraph (1) and paragraph (2). So to find out whether slow learner students have had the same opportunity, it can be seen from the implementation of the use of Learners Worksheets for learning evaluation in slow learner students. From the results of the synthesis analysis of previous research, no research discusses Learners Worksheets as a learning evaluation for slow learner students. As a research subject, researchers chose Muhammadiyah 1 Elementary School in Sidoarjo because, in every class at the school, there are slow learners students.

The purpose of this research is, first, to find out how Muhammadiyah 1 Elementary School in Sidoarjo implements education between normal students and slow learner students. Second, how the Learner Worksheet becomes an effective learning evaluation for slow learner students.

II. Research Method

This research uses a qualitative approach with a case study method. The qualitative approach consists of data in the form of written or spoken words from people and observable behaviors produced from research procedures (Bahri et al. 2021). The qualitative approach does not involve numbers and does not conduct measurements or calculations, but research using the qualitative approach demands sharpness, precision, and observation during the research process (Arifin and Nurdyansyah 2018). The author chose the research location at SD Muhammadiyah 1 Sidoarjo. The author chose this place as the research object because each class has learner students. The research was conducted in August. The types of data used in this research are primary data and secondary data. Primary data consists of

observations and interviews conducted during the research, while secondary data consists of document data.

Data collection techniques were obtained through observation, interviews, and documentation. Observation was conducted directly to feel the atmosphere and conditions of the research subject (Tanjung et al. 2022). The subject of this research is 1 student in the 5th grade at Muhammadiyah 1 Elementary School, Sidoarjo. This research uses structured interview techniques by preparing questions for subject teachers to obtain more in-depth information. Meanwhile, documentation involves the collection of data in the form of photos, lesson plans, student worksheets, or other notes that support the research.

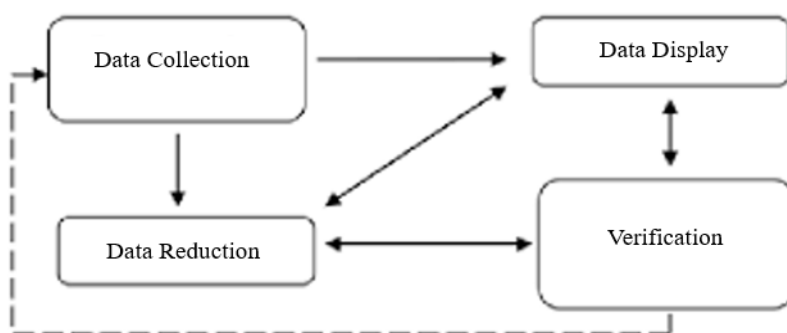


Figure 1. Data analysis procedure Miles & Huberman (1992)

The data analysis in this study uses the Miles & Huberman data analysis procedure as shown in Figure 1. This can be explained in detail as follows; first, with data collection, the researcher collects data through observation, interviews, and documentation. Second, in data reduction, the researcher sorts the data from the formulated problem and compares it with observations using data triangulation. Third, data presentation, the researcher presents the data from the problem formulation that has been compared. Fourth, concluding, the researcher concludes the data that has been appropriately analyzed.

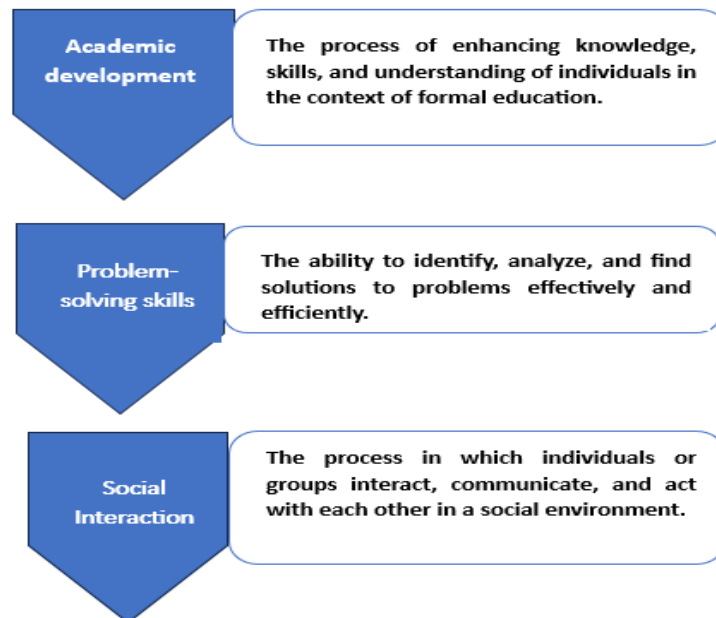
III. Findings and Discussions

A. Implementation of Learning Process for Slow Learners

Slow learner is a term given to students who are slow in the learning process (Mei Lina Wati and Hendriani 2024). Slow learner students are implied to be a group of children who cannot handle tasks that are usually performed by children their age because they have limited capacity and require more time compared to other children. According to Cooter Jr and Wiley, slow learners are children who have low potential (below average for their age group) both in academic abilities and coordination skills (difficulty in dressing or using writing tools) with an IQ between 70-90 (Elti and Rahmi 2024), (Joseph and Abraham 2023).

Based on the results of the interview analysis at SD Muhammadiyah 1 Sidoarjo in Figure 1.2, it is known that there are slow learner students in each class. SD Muhammadiyah 1 Sidoarjo has implemented educational policies by Law Number 20 of 2003 by accepting low-level special needs children and providing the same rights

and facilities to all students. The stages undertaken by the school in accepting slow learner students involve conducting assessments of children with special needs to gather information about their characteristics, abilities, and difficulties. This information serves as the basis for consideration in program development and service provision. The results of the interview analysis indicate that to identify children who are suspected of being slow learners, several stages *are used as shown in Figure 1.1.*



Gambar 1.1 tahapan analisis siswa *slow learner*

The first step in analyzing academic development, carried out by Muhammadiyah 1 elementary school, Sidoarjo is to provide individual learning support such as giving detailed instructions during lessons, providing remedial classes, monitoring the progress of slow learner students, and offering effective learning technology to support slow learner students. This step of academic development analysis aligns with the research titled "Identification of Slow Learner Students in Class 1 in Taman Sari elementary school," which explains that slow academic progress in following lessons is caused by slow learner students needing more time to understand simple concepts compared to their peers (Rizaldi and Witono 2023). In another study, it is also mentioned that slow learner students usually show delays in reading, writing, or arithmetic skills. Slow learner students have poor memory, which leads to a lack of concentration (Yanuar and Andriyati 2023). The steps taken by Muhammadiyah 1 elementary school, Sidoarjo demonstrate that these actions are in line with the advancement of scientific knowledge.

The second step, problem-solving skills analysis, conducted by Muhammadiyah 1 elementary school, Sidoarjo is by providing diverse teaching methods to attract students' interest and encourage them to think critically about the reflection of the lessons given, such as the benefits of the material that has been learned. This step is by the research findings of D. A. Lestari, which explain that slow learner students are indicated to have difficulty in solving simple problems. They require repeated

explanations or additional assistance to understand the instructions (Mei Lina Wati and Hendriani 2024).

The third step, analyzing difficulties in social interaction, carried out by Muhammadiyah 1 elementary school, Sidoarjo is by providing confidence and peer support, such as conducting directed small group discussions so that they will interact with their peers. This step aligns with the research conducted by I. Sauqi and N. E. Harsiwi, which explains that slow learner students are indicated to have difficulties in socializing, where they are unable to respond to or understand social situations quickly. However, they sometimes withdraw from social activities and their mood often fluctuates, resulting in their emotional level below expectations (Sauqi and Harsiwi 2024). In another study, it was also mentioned that slow learner students are not fluent in communication, both through expression and in conveying ideas (Murdiyanto, Wijayanti, and Sovia 2023).

The advantage of this research is that the school can identify the needs of the students, and the next step is for the school to prepare several things needed by slow learner students, such as providing a shadow teacher. However, it requires parental approval, so the school collaborates with the parents. In addition, collaboration with the classroom teacher is needed to monitor the development of learner students in the learning process. In addition to collaboration with the classroom teacher, collaboration with the shadow teacher becomes an important factor in the development process of slow-learner students because the shadow teacher will observe and guide them from the beginning to the end of the learning process. The limitation of this research is that it was conducted at only one school (Muhammadiyah 1 elementary school, Sidoarjo) and focused solely on one slow learner student in a specific class, so the results of this study may be less representative if applied to a broader population or in other schools with different conditions. Research with a larger number of participants will allow for more representative results.

In the research titled "Using A Cognitive Therapy to Enhance Slow Learners' Competence: Teacher's Strategy," it is explained that teachers not only choose teaching methods that consider the suitability with the subject matter and learning objectives, but they must also be able to consider the differences in student characteristics and learning characteristics of students (Adawiyah and Daulay 2022).

At Muhammadiyah 1 elementary school, Sidoarjo, in the learning process, various methods are employed by teachers such as discussions, question-and-answer sessions, and presentations. Teachers also use creative and innovative learning media according to the characteristics of the students so that the lessons are easily accepted by both typical and slow learners. There is also a grouping of learning appropriate to the student's abilities. As in BTQ learning, students are grouped according to their levels or abilities so that typical and slow learners receive lessons appropriate to their understanding levels. The series of implementation processes for slow learner students can be seen through the analysis of interview results in Figure 1.2.

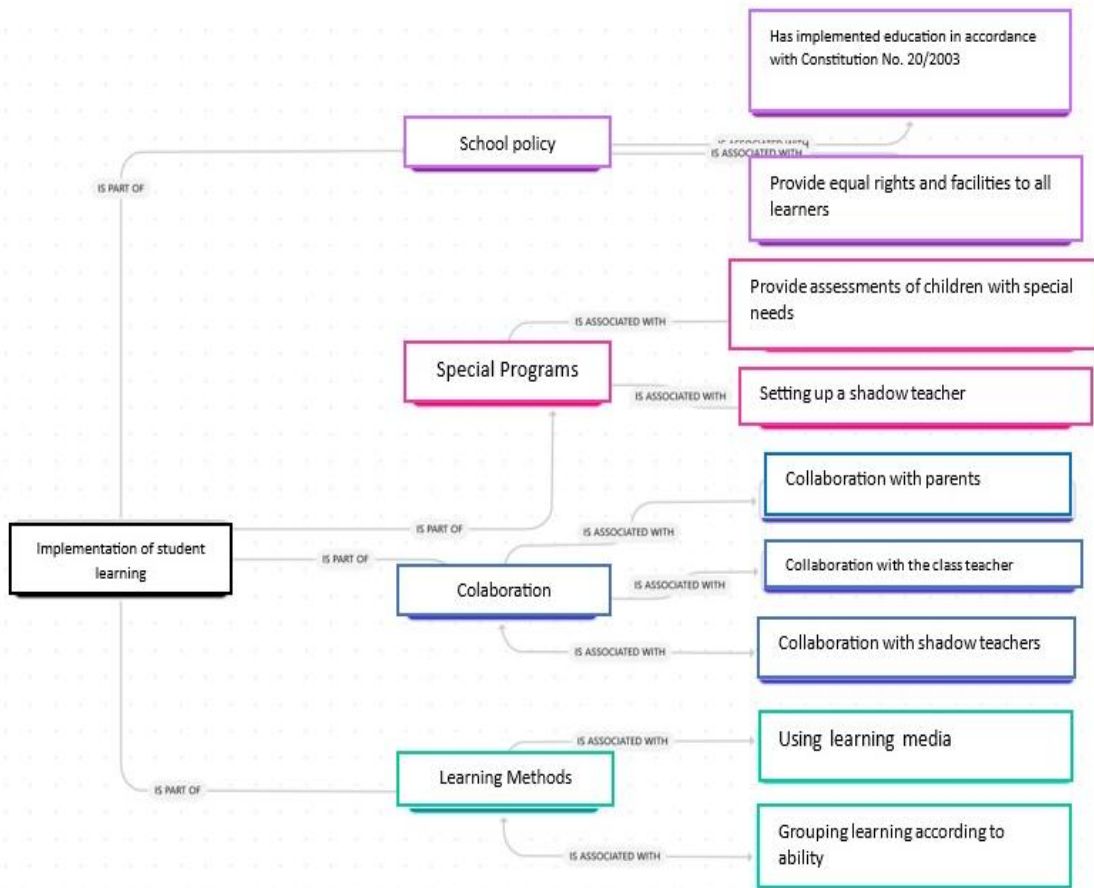


Figure 1.2 analysis of interview results on the implementation of learning for slow learner students

B. Learning of the Evaluation of Slow Learner

Evaluation is a continuous, systematic, and comprehensive process or activity for controlling, ensuring, and determining the quality of various learning components based on certain considerations and criteria. Evaluation encompasses various techniques that cannot be overlooked by teachers or lecturers. Evaluation is a continuous process that underpins the entire learning activities well, so it is not merely a collection of techniques. The purpose of learning evaluation is to determine the extent of the efficiency of the learning process carried out and the effectiveness of achieving the established learning objectives. Without evaluation, there will be no motivation for students to improve or enhance their achievements and to identify the factors causing success or failure in their education, so that solutions or improvement methods can be sought (Kurniawan et al. 2022).

To determine student achievement, formative and summative learning evaluations can be conducted. Formative assessment is conducted during the learning activities, part of the students' daily practices such as asking questions,

answering, and completing tasks. Meanwhile, summative assessment is conducted at the end of the learning process to determine whether students pass or fail and whether they advance to the next grade. (Lestari 2023). SD Muhammadiyah 1 Sidoarjo conducts learning evaluations for both slow learners and normal students through diagnostic, formative, and summative assessments. Diagnostic itself is an assessment conducted to determine the strengths, competencies, and weaknesses of students so that teachers can design learning according to the students' capacities. Then, formative assessment using exercises in the form of Student Worksheets`. And finally, provide a summative assessment in the form of questions to determine the students' achievements.

Besides the 3 learning evaluations conducted at Muhammadiyah 1 Elementary School, Sidoarjo. The teacher class also inquired about the progress of slow learner students from the shadow teacher, asking whether the student understood the material and was ready to receive new material. If they are ready, the teacher class approaches the slow learner to explain and review the learning material personally.

The teacher also evaluates the learning of slow learner students through learners' worksheets. The learners' worksheets for slow learner students and normal students are different. For typical students, the learners' worksheets contain higher-level questions that match their abilities. Meanwhile, for slow learner students, the learners' worksheets contain intermediate-level questions that are also appropriate for their abilities. This learners' worksheet is only the questions, but it is still within the same topic. The completion of the learners' worksheets for slow learner students is assisted by a shadow teacher and the class guardian, who need to repeat the explanation of the questions. The teacher provides more than one method for completing the learners' worksheets so that slow learner students can choose the method that is easiest for them to use in completing the learners' worksheets. In providing assessments, are also tailored to the individual abilities of each student. The learners' worksheets at Muhammadiyah 1 Elementary School, Sidoarjo for 5th grade can be seen in Figure 1.3.

FIGURE OF SLOW LEARNER WORKSHEET

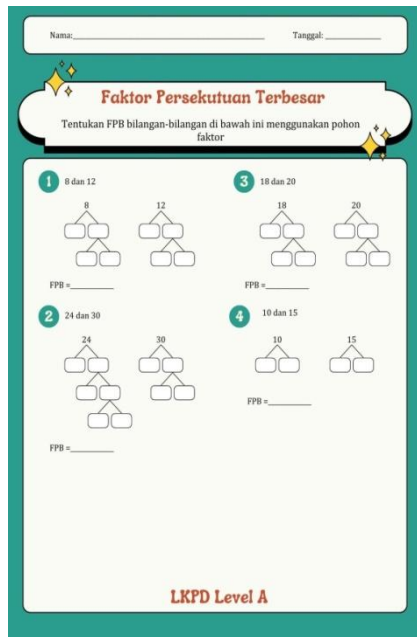


FIGURE OF TYPICAL LEARNER WORKSHEET

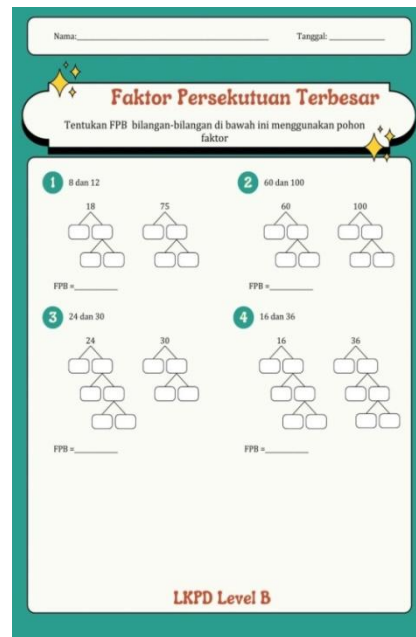


Figure 1.3 Student Worksheet at SD Muhammadiyah 1 Sidoarjo

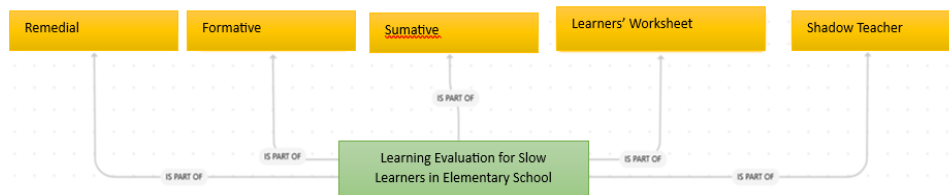


Figure 1.4 analysis of interview results on the evaluation of slow learner students' learning

Learners worksheet is effectively used in evaluating student learning, but teachers also prepare remedial sessions for students by utilizing free periods after lessons or the remaining 15 minutes of the lesson, where teachers provide remedial treatment to both typical students and slow learners. If there are other remedial programs, slow learner students are also included by providing diagnostic assessments to follow up according to the student's weaknesses. The follow-up can take the form of appropriate interventions or treatments. The series of evaluation processes for slow learner students can be seen through the analysis of the interview results in Figure 1.4.

IV. Conclusion

The conclusion of the research "Student Worksheets as Learning Evaluation for Students: An Analysis of Slow Learner Students in Elementary School". Slow Learner students is a term given to learners who are slow in the learning process. Slow learner students are implied to be a group of children who cannot handle tasks that are usually performed by children their age because they have limited capacity and require more time compared to other children. Muhammadiyah 1 elementary school, Sidoarjo has implemented an educational policy under Law Number 20 of 2003 by accepting low-level special needs children and providing the same rights

and facilities to all students. Muhammadiyah 1 elementary school, Sidoarjo prepares several things needed for slow learner students, such as providing shadow teachers. The evaluation of learning provided to both slow learner students and normal students is diagnostic, formative, and summative. Formative assessment using exercises in the form of Learners Worksheets . Learners Worksheets is effectively used to evaluate student learning, but teachers also prepare remedial sessions for students who have not yet met the learning objectives.

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