Assessment processes for slow learners in mathematics learning

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Abstract. This study aims to find out how teacher’s to service the students, the role of the teacher in facilitating slow learners in mathematics learning, and other constraints that the slow learners faced. This research was a case study in a junior high school in Bandung. Participants in this study were five students in 8th grade. This research was carried out through observation the learning activities, interviewing the slow learner students, and interviewing mathematics teachers. The one of the result in this study was showed that children who are classified as slow learners were not well facilitated to achieving mathematics learning goals. Slow learners need a longer study time than their peers, so they need special education services. One of alternative solution that can be done by teachers is that teachers should pay special attention such as teacher gives opportunity to slow learners get more time to study the subjects material and do the clinical teaching. The importance of teachers conducting clinical teaching are giving the direction to the slow learner students in the learning process, and helping the students to overcome the difficulties faced by slow learner students.

1. Introduction
Mathematics is one of the sciences that have many useful in daily life. There are many problems that related to the application of mathematics. Therefore, students must be able to understand every material on a mathematics subject. Thus, students are expected to be able to find and understand mathematical concepts so that the concepts found can be used to solve problems related to everyday life.

The object or target of educational assessment is anything related to the activities or processes of education, which is used as the center of attention or observation. This is because the assessor wants to obtain information about the activity or process of education. The object of educational assessment includes three aspects, [1] that are: (1) Ability aspect; the prospective students must have appropriate or adequate abilities, so that in following learning process in certain educational programs later, students will not experience many obstacles or difficulties. (2) Personality aspect; personality is something that is found in someone's identity and shows its shape in behavior. The prospective students need to be evaluated for their respective personalities, because good or bad psychological personality can affect success in attending an education program. (3) Attitude aspect; attitude is part of human behavior, as a symptom or picture of personality that radiates out because attitude is one of the
most prominent and needed in relationships, obtaining information about one's attitude is very important.

Assessment of the mathematics learning process should be carried out thoroughly on all students in the class, including students who are classified as slow learners. This study aims to find out how to services students who are classified as slow learners in the learning process, how teachers apply the role of assessment in facilitating slow learners students in the learning process and other obstacles that the slow learners faced. The important thing that should get more attention are the more directly relevant level of strategies and tactics for classroom work, the quality of questioning, classroom discourse, the orientation of feedback on oral and written work, self and peer-assessment and also the use of tests [2]. Based on the results of observations, it can be stated that in general the teacher still lacks attention to the slow learners in mathematics learning. Sometimes, teacher is disregards the students who classified to slow learners. In the learning process, the teacher is often more focused on completing the material that has been planned to complete at one meeting so that students who need longer time to understand the material cannot follow it properly. Students who are classified as slow learners often feel left behind and cannot follow learning according to their abilities.

According to the Directorate of Special School Development, children who are classified to slow learners are children who have intellectual potential a bit below the usual children. [3] Meanwhile, the slow learners are children who have low achievement because they have a slightly lower IQ compared to children in general so they need special education services. [3] The characteristic of the slow learners [4], are that they have a low level of concentration, they cannot concentrate too long on explanation from teacher or during the learning process. Slow learners are unable to express their ideas. Slow learners have difficulty finding and combining words so that they cannot express the ideas they have. Other characteristics, namely slow learners, require a long time to understand material related to symbols, abstracts or conceptual subject matter [5] The characteristics that can be observed from children are slow learning, that are the average learning achievement is low, complete academic assignments often late compared to their peers, capability of learning is slow, and never go up to class.

Several schools already exist which provide several guidance teachers for students with special needs. The guiding teachers are usually given by the term of special guiding teachers. Special guidance teachers aim to be able to help subject teachers by providing more attention and guidance to students with special needs. So that subject teachers can carry out the learning process effectively and also students with special needs can still get more attention and guidance. There are still not many who implement it, only a few schools have implemented it.

Some schools are known to have implemented it with the provision of these special tutors. However, to provide a guiding, the special guiding teachers are needed very good knowledge and skills, as well as a slightly more expensive cost. Because of the constraints faced by cost problems, this problem should also be of particular concern to the government. Some of the suggestions obtained were that the government should pay more special attention to the implementation of education and facilitate it very well so that inclusive education can run optimally.

Slow learners find it difficult to follow multi-step instructions in solving mathematical problems, so they need more specific work instructions. The ability to recall low subject matter makes slow learners learn longer and sometimes inconsistent [5]. Slow learning children require longer study time than their peers. So they need special education services. Slow learning children need special learning namely, such as longer time, the patience of the teacher, increase the amount of exercise, using learning media variously, and remedial teaching is needed. So, in this study will showed the kind of problem that slow learner students faced and kinds of treatment that teachers should give to slow learner students.

2. Research Method
This research used qualitative method which is significantly a case study research. The qualitative is methods for understanding meaning derived from social or humanitarian problems [6]. The purpose of this study is to describe problem of students that include to slow learners and service of teachers give
3. Result and Discussion

3.1 Result

Students that include slow learners because they are the lowest fifth score and also supported by teacher’s opinions. There are 10% students that belongs to slow learners from 44 students. The results of this study were found from observation and interviewing teachers and students. There are 4 slow learners’ problem and 4 teachers’ service that will showed in Table 1 and Table 2.

| No | Problem                                                                 |
|----|-------------------------------------------------------------------------|
| 1  | Not have opportunity to solve the problem in front of class             |
| 2  | Need more time to understand and learn the subject matter               |
| 3  | Time limitation for study in the class                                  |
| 4  | Can’t reach minimum score yet                                           |

| No | Teacher Service                                      |
|----|------------------------------------------------------|
| 1  | Give opportunity                                    |
| 2  | Be more patient                                     |
| 3  | Increase the amount of exercise                      |
| 4  | Give remedial teaching                               |

3.2 Discussion

Slow learners are children who have little intellectual potential below children in general or their peers. These children need more time to understand and learn the subject matter. The children who are classified to slow learner children need special education services. Observations and interviews were conducted with slow learners students and a mathematics teacher at one of the junior high schools in the city of Bandung. Based on the results of these observations, it appears that slow learner children are still not served well. Children who should receive special attention and special services were still not obtains the special services needed according to the type of obstacles that exist in the child.

First problem that slow learners faced was they did not have opportunity to solve the problem in front of class. Sometimes, some students who are classified as slow learners have a high learning spirit. When doing observation of the learning process, it was seen that there were two students who were classified as a slow learner who were enthusiastic in the learning process and had the desire to try to solve of the problems that given by the teacher in front of the class. The students were excited and several times tried to volunteer to solve the questions that given by the teacher, but the teacher did not give the opportunity to the students to solve the problems in front of the class. So, teachers need to
give opportunity to slow learners to solve the problem. But, when interviewing the teacher, the teacher said that if the student was allowed to solve the problem in front of the class, it would take a very long time. The teacher was worried that the material planned to be thoroughly taught at one meeting cannot be carried out properly. Provide opportunities for students and provide productive feedback can help students to know the truth of the activities that have been carried out, know their understanding of the material and know what steps students must take to improve their abilities. Productive feedback that given by teacher can increase students motivation and learning [7].

The second and third problem that slow learners have is they are too slow when understanding and learning the subject matters than their peers and the limitation time for study in the class. So, the teachers need to be more patient in facilitating and serving slow learners like allow the slow learners to ask for more explanation about subject matters in out of the class. The main purpose of teaching is to optimizing learning for all students including students that classified as a slow learners. So that assessment as learning can be used as a guide for teachers in designing assessments that can maximizes learning for all students [8]. The other way that teachers can do is give more exercise to slow learners that can increase their understanding. Teacher’s assessment during the learning process can be used as a guide for students and teachers to find out where the position of student knowledge, what students must achieve and how teachers work together with students to achieve goals in learning [9].

The last problem is slow learners can’t reach minimum score yet. One of things that teachers can do to help slow learners to reach minimum score is give remedial teaching. The teacher has provided and implemented remedials for students who still feel they have not yet reached their optimal values. However, the slow learner child should be held remedial for the support of the teacher. Before the remedial test is conducted, the teacher should provide re-learning or perform individual services tailored to the needs, abilities and privileges experienced by the slow learner child. In this individual service, patience is needed from a special teacher or subject teacher. After being given individual learning, a remedial test is carried out for the slow learner child. If the results obtained are still not achieving the expected results, then individual learning is carried out again. After that, a remedial test is done again. If the slow learner teacher and child have done and provided a very optimal effort, the results obtained are still not as expected, then it was decided that the slow learner child would repeat again.

Another solution that can be applied as a prospective educator or educator is a clinical teaching. Clinical teaching is a learning assessment process in a special form to help students who have learning barriers [10]. The aim of the clinical teaching is to adjust the learning experiences of students to the unique needs of students with learning difficulties. Clinical teaching can also be used as a review of an alternative process in the form of a test. In clinical teaching, interactions between students and the surrounding environment are factors that influence student learning. Positive student interaction positively helps students progress and can help students understand a particular subject. Therefore, educators must pay more attention to the effects of student interaction on the way of learning, attitudes, and the level of student progress. The current assessment is still unable to answer the needs of students, modern, complex, and global society. Teachers need to be supported and improved in changing learning plans to assess learners who reflect future needs [11].

4. Conclusion
Assessment is a systematic process that aims to determining or making decisions about the achievement of students teaching objectives. Educational assessment of slow learner students is also very important to pay more attention. Students who are classified as slow learners need more time for study than their peers. So they need special education services. The assessment results obtained are made by the teacher as a basis for determining decisions in conducting individual service programs. So that teachers can help and serve children with special needs optimally. Recommendation of the discussion that teachers should give treatment to students with special needs differently. Different treatments do not mean different, truly different treatments for students in the class. In the learning
process, the teacher still gives the same treatment to students in the class, but the teacher must pay more attention and better guide for slow learner students. Another recommendation that teachers can help and serve slow learners with conducting clinical teaching. In carrying out the clinical teaching must pay attention to several factors that will greatly affect the learning process of slow learners that are space, time, diversity of tasks, the level of difficulty faced by students, and good relationships between students and teachers.

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