
ADAPTIVE LEARNING IMPLEMENTATION FOR SLOW LEARNERS IN AN INCLUSIVE ELEMENTARY SCHOOL: A PEDAGOGICAL CASE STUDY AT SD NEGERI SERANG 21

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Abstract

Providing inclusive education often presents technical hurdles in regular schools lacking official inclusive status. This research evaluates the curriculum framework, instructional delivery, and the use of general and specialized pedagogical strategies for a student with mild intellectual disabilities (slow learner) at SD Negeri Serang 21. We applied a qualitative case study design. Researchers gathered data using non-participant observation, semi-structured interviews with the classroom teacher, and a review of student assessment records. Findings indicate the school operates without an Individualized Education Program (IEP). It relies on the standard 2013 Curriculum, limiting adjustments strictly to how teachers present materials and simplify tests. The teacher adapts instruction by placing the student in a strategic seat, repeating content, and using personalized communication to reduce cognitive and social-emotional challenges. The teacher clearly attempts to accommodate the student effectively. However, lacking a Special Education Teacher and a tailored curriculum limits the child's cognitive development. We suggest structural changes, specifically providing regular teachers with specialized pedagogical training and formally adopting IEPs.

Keywords: Inclusive Education, Slow Learner, Curriculum Modification, Adaptive Learning, Elementary School.

INTRODUCTION

Education stands as a universal human right that forms the bedrock of human civilization. Physical, mental, or socio-economic conditions must never restrict access to quality learning facilities and services (Agustin et al., 2021). Answering the demand for equal access, inclusive education emerged as a direct response to segregative systems that historically isolated children with special needs from their peers (Mumpuniarti et al., 2020). Based on UNESCO's Education for All philosophy, every person deserves an equal chance to maximize their potential within a supportive learning environment. In Indonesia, clear legal frameworks exist through the Minister of National Education Regulation Number 70 of 2009. This mandate requires schools to provide welcoming classrooms that accommodate diverse student characteristics (Khairuddin, 2020).

Even though authorities issued these regulations over a decade ago, field realities show significant implementation anomalies. Many regular elementary schools accept children with special needs without having the necessary infrastructure, qualified educators, or appropriate curriculum designs (Nurfadhillah, 2022). These institutions operate as de facto inclusive schools simply to fulfill a child's constitutional right to stay in school, even if authorities have not officially classified them as inclusive providers (Tarnoto, 2020). This situation places a double burden on regular classroom teachers who lack academic backgrounds in special

education. Educators find themselves forced to create assessment tools, modify materials, and manage the psychological dynamics of special needs students using basic pedagogical intuition rather than measurable, scientific methods (Azzahra et al., 2022; Suwanto & Puspitasari, 2021).

We specifically observed this condition at SD Negeri Serang 21. This elementary school fundamentally uses the 2013 Curriculum designed for regular students. Yet, demographic shifts force the school to accommodate learners with mild intellectual disabilities or slow learners. Students with these cognitive traits typically struggle with abstract concepts, need intensive information repetition, and display shorter attention spans than their peers (Hasanah & Setyawan, 2023). Integrating these students into regular classrooms without an Individualized Education Program (IEP) sparks various academic and social problems. Initial observations identified the student's cognitive adaptation difficulties. We also noted social friction, including teasing from classmates, which disrupted the classroom's stability (Lattu, 2021).

Current literature on inclusive education in Indonesia mostly evaluates officially designated inclusive schools supported by Special Education Teachers (Marlina et al., 2020). Studies exploring how teachers adapt independently in "unlabeled" regular schools that accept slow learners remain very limited (Wati & Haryono, 2022). Filling this literature gap is essential to capture the true resilience of regular teachers trying to manifest inclusivity amidst systemic constraints. Empirically identifying how teachers handle cognitive deficits without ruining the learning rhythm of regular students will provide a strong theoretical basis for developing technical guidance models for elementary educators (Syafi'i et al., 2023).

Based on this rationale, we initiated this investigation to comprehensively dissect the anatomy of special needs education within a regular classroom. The primary objectives are to analyze the curriculum design framework, map practical instructional delivery, and evaluate the application of general and specific pedagogical principles at SD Negeri Serang 21. We project these findings will offer empirical recommendations for policymakers and school management. They can use this data to formulate more structured curricular modifications for students with intellectual limitations in regular schools (Handayani & Rahadian, 2021).

METHODOLOGY

This investigation adopts a qualitative approach using a case study design. We chose this method due to the epistemological need to naturally explore a phenomenon bound by time and space context, without researcher intervention or variable manipulation (Sugiyono, 2020). A case study serves as the most appropriate methodological tool to dissect micro-interactions between educators and special needs learners in a regular classroom. It allows researchers to extract descriptive, detailed, and deep data (Kusumastuti & Khoiron, 2019).

We conducted the research at SD Negeri Serang 21, located in the administrative area of Serang City, Banten Province. We selected the central participants through purposive sampling, determining subjects based on specific criteria aligned with the research objectives (Rachmawati et al., 2021). The primary subjects consisted of one third-grade teacher acting as both a regular educator and a special needs facilitator, alongside one 10-year-old male student (identified by the initials FK) diagnosed with mild cognitive impairment (slow learner). We concealed the student's full identity to comply with research ethics requiring privacy protection for vulnerable groups (Prastowo, 2022).

We built the data corpus through three main collection techniques: semi-structured interviews, non-participant observation, and supporting document analysis (Fauzi et al., 2022). Researchers conducted semi-structured interviews with the classroom teacher to explore subjective perspectives on curriculum design, material modification challenges, emotional

handling mechanisms, and the teacher's self-efficacy (Yusuf & Daris, 2021). We designed the interview guide with high flexibility to allow new findings to emerge during the dialogue. Meanwhile, we applied non-participant observation to directly record pedagogical interactions inside the classroom (Hendriani, 2022). Observed indicators included classroom layout, the intensity of teacher interventions for FK, FK's responses to instructions, and the social relationship dynamics between FK and regular students. The final data collection stage involved document analysis. We focused on reviewing evaluation instruments (Midterm and Final Semester Assessment Sheets) to verify the teacher's claims regarding task difficulty modifications.

We tested data validity and reliability using source and technique triangulation. We compared information from the educator's interview against observational field notes and synchronized it with physical evidence from student worksheets (Rahmawati & Suryani, 2023). Following verification, we analyzed the data utilizing the interactive model by Miles and Huberman (2014), adapted for educational contexts (Sari et al., 2020). This process included data reduction (selecting and focusing on relevant interview transcripts), data display (arranging narrative matrices regarding teacher instructional tactics), and drawing conclusions based on behavioral patterns consistently found during the research period (Puspaningtyas & Ulfa, 2021).

RESULTS AND DISCUSSION

We reconstructed the findings presentation based on four main thematic areas representing the anatomy of managing a regular classroom that accommodates cognitive diversity. These four areas include curriculum design adaptation, instructional implementation architecture, the application of general pedagogical principles, and the execution of specific handling principles for slow learners.

Curriculum Design and Adaptation Challenges

Collected data confirms that SD Negeri Serang 21 institutionally does not adopt a special education curriculum or design an Individualized Education Program (IEP) for subject FK. The academic foundation operates entirely on the 2013 Curriculum (K-13) intended for regular students (Maulana & Wahyuni, 2021). This condition indicates forced assimilation where the school requires a student with intellectual limitations to participate in a learning ecosystem with achievement standards above their actual cognitive capacity.

Despite this, the educator takes independent initiative to make curricular modifications at the instructional level. The teacher reduces the material complexity from the single textbook used. They translate abstract academic concepts into highly elementary instructions (Hidayat & Sugiarto, 2020). Document analysis of the Midterm Assessment Sheet shows the teacher's strategy in simplifying evaluations. The English assessment was reduced to drawing lines (matching identical fruit/animal pictures) and letter tracing, while the Mathematics instrument was adjusted to basic addition with concrete visual aids. This practice aligns with pedagogical accommodation theory, asserting that simplifying evaluation instruments is mandatory to prevent high academic frustration in children with mild intellectual disabilities (Sukanto & Amalia, 2022). The absence of a formally differentiated curriculum requires the teacher to possess high diagnostic sensitivity, even though this increases the risk of subjective bias in assessing student learning mastery (Purwanto et al., 2023).

Instructional Implementation Architecture

The teacher manages the classroom through physical environment engineering and communication interventions. Observational findings highlight that the educator separates FK's seating from the regular student group. They placed subject FK directly in front of the teacher's desk. Theoretically, this decision contradicts pure inclusion principles that emphasize total integration (Wulandari & Hermanto, 2021). Pragmatically, however, this proximal placement serves as a rational tactic to circumvent the slow learner's attention deficit (Fitriani & Nurhayati, 2022). By keeping the student within a close visual radius, the teacher can provide real-time instructional prompting whenever the child shows signs of losing focus.

To manifest active engagement, the teacher applies an asymmetrical cooperative method. The teacher includes FK in group tasks, although they reduce his role to merely a "supporter" rather than a main cognitive contributor. This approach effectively eliminates feelings of social alienation, but it has not fully facilitated the student's academic development equally (Ramadhan & Khadijah, 2021). The teacher handles communication barriers by adjusting linguistic registers. They give instructions using simple sentence structures, softened intonations, and accompanying non-verbal cues that clarify meaning. Material repetition becomes the educator's main weapon when the student experiences comprehensive confusion. This method proves vital in strengthening short-term memory retention for children with intellectual disabilities (Kurniawan & Wardhani, 2023).

Application of General Pedagogical Principles in an Inclusive Context

The teacher strives to build a supportive learning environment by embedding affective values. The educator consistently shows positive affirmations and emotional validation to motivate the student. This affirmation acts as a psychological shield for FK, considering children with cognitive limitations possess a high vulnerability to negative self-concepts or inferiority (Saputra & Lestari, 2022). The teacher does not identify student characteristics through formal clinical assessments, but through daily naturalistic observation techniques— noting dressing styles, verbal responses, and family backgrounds.

Classroom social dynamics experienced mild verbal bullying incidents during the early academic transition phase, starting from an issue over borrowing stationery. The educator responded to this conflict using a restitution approach. They provided the regular student group with moral understanding regarding the importance of empathy toward diverse individual abilities. Over time, this social integration yielded acceptance from the peer group. This reality reinforces the theory that regular teachers act as cultural mediators. An inclusive classroom climate does not form automatically; teachers must consciously construct it through value intervention and exemplary behavior (Arifin & Setiawan, 2021; Yulianto & Utami, 2023).

Implementation of Specific Handling Principles and Teacher Efficacy

Providing services for slow learners demands teachers to go beyond their administrative duties. The educator realizes they cannot equate FK's academic achievement orientation with general graduate competency standards (Setiawan & Rahmawati, 2022). Therefore, the teacher utilizes future-pacing techniques—such as illustrating professions like a police officer or doctor—to stimulate the student's learning determination when intrinsic motivation drops. Theoretically, this visualization bridges limited cognitive abilities with concrete operational realities that the child can easily imagine (Budiarto & Nuraini, 2021).

The main constraint identified is the minimal handling ratio. Acting as a sole facilitator for a majority of regular students with one special needs student inserted splits the teacher's pedagogical concentration (Hakim & Pratiwi, 2022). The school requires the teacher to provide

repetitive material to FK while simultaneously maintaining the learning progress stability of dozens of other students. The lack of a resource room and additional lesson hours worsens the situation, meaning interventions occur purely during regular class operational hours (Nisa & Handayani, 2023).

The teacher reflected that they detected FK's slow learning behavior early during enrollment based on maternal information. Even without a formal psychological diagnosis from an expert, the teacher proactively designed an "alternative learning route" by lowering the curriculum's abstraction level (Susanto & Widiastuti, 2021). The educator's approach at SD Negeri Serang 21 empirically demonstrates reactive pedagogical adaptation. The teacher proves high professional resilience, attempting to accommodate the student's educational rights with minimal resources. However, this assimilation pattern relying on the teacher's personal patience and initiative (without structured curricular guidance) risks triggering burnout for the educator and functional cognitive stagnation for the special needs student in the future (Wijaya & Kumalasari, 2024).

CONCLUSION

Delivering education for a slow learner (mild intellectual disability) at SD Negeri Serang 21 represents a reactive inclusion model within a regular school. This investigation concludes that the institution does not refer to standardized Individualized Education Program (IEP) guidelines. Instead, it forces the use of the 2013 Curriculum, which the classroom teacher unilaterally modifies. The adaptations only touch the instructional surface level, such as simplifying academic evaluation loads, utilizing material repetition, and modifying proximal seating arrangements. This condition indicates that the continuity of the special needs student's educational rights is supported purely by the teacher's empathy and pedagogical intuition, rather than a comprehensive institutional system.

The largest obstacle weakening this academic assimilation quality stems from the absence of a Special Education Teacher and the lack of supporting infrastructure, such as a resource room. The absence of these supporting instruments creates a double cognitive burden for the classroom teacher, who must simultaneously facilitate the learning mastery of regular students and rehabilitate the attention deficit of the special needs student. Although the teacher successfully resolved social conflicts to suppress bullying and build a fairly cooperative classroom ecosystem, the functional academic achievements of the slow learner remain vulnerable to stagnation if not supported by measurable and specific curricular instruments.

To unravel this complexity, we advise the school to initiate collaboration with educational psychologists or relevant educational agencies to draft a valid Individualized Education Program (IEP) document for the student. The school principal needs to hold periodic internal technical guidance on differentiated learning strategies so teachers do not work in isolation. For policymakers, authorities must immediately map regular schools that historically accept children with special needs. This mapping will help distribute operational assistance, specifically by periodically placing Special Education Teachers, ensuring that the target of equalizing basic education does not harm learning quality for both regular and special needs children.

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