

Habituation of Discipline on Time Learning Indonesian Language for Slow Learner Students in Elementary School

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Abstract

Purpose: This study examines strategies for habituating punctuality discipline among slow-learner students in Indonesian language classes at State Elementary School 4 Pilangpayung. By focusing on how timely-discipline practices can support learners who progress more slowly, the research aims to identify effective teacher-led interventions that enhance these students' engagement and mastery of Bahasa Indonesia under the Merdeka Curriculum.

Methodology: Adopting a qualitative case-study design, the investigation employed in-depth interviews with teachers, observations of classroom routines, and analysis of school documentation. Researchers immersed themselves in the daily learning environment to capture detailed descriptions of slow-learner characteristics, the implementation of punctuality-habituation tactics, and the broader instructional processes at work.

Results: Findings reveal that teachers successfully embed punctuality discipline by integrating Merdeka-aligned lessons with consistent time-management cues, employing individualized learning approaches, and engaging parents as partners in reinforcing routines at home. Key enablers include active principal supervision of discipline activities, students' own growing awareness of timeliness, and teachers' hands-on involvement. Conversely, limited student self-awareness and unsupportive home or community environments were identified as barriers to consistent punctuality.

Applications/Originality/Value: By mapping these strategies and contextual factors, the study offers practical guidance for educators seeking to strengthen time-discipline habits among slower learners. Its insights emphasize the importance of combining curriculum-aligned classroom practices, personalized support, and family collaboration. Education leaders can use these findings to design targeted training programs and parent-engagement initiatives that foster punctuality, thereby improving learning outcomes for all students.

Introduction

Education has a very important role in shaping the individual potential of students so that they are able to adapt normally to the surrounding environment. However, it needs to be recognized that not all students have the same level of learning ability. Some of them are known as slow learners. Slow learning students are one category of children with special needs (ABK) who have a low level of learning difficulty (Amalia & Kurniawati, 2021)(Mirnawati, 2020). The intelligence scale of slow learners is intended for those who have low or slightly below average learning achievement. The average student generally has an IQ score between 70 and 90 (Mumpuniarti et al., 2020) (Sultana, 2022). This group requires special attention and approaches to achieve the expected academic performance. In the midst of these challenges, teachers in primary schools, such as Sekolah Dasar Negeri 4 Pilangpayung in Grobogan District, need to develop learning methods that suit the special needs of slow learners (Maslahah et al., 2022)(Rohimah et al., 2022).

Research on discipline habituation of slow learner learners in various countries shows diverse approaches, but generally emphasizes the importance of the role of teachers and the environment in supporting children's disciplinary development. Indonesian research identified that slow learners often have difficulties in understanding lessons and require more intensive learning approaches, such as repetition and the use of visual methods. Research in Malaysia found that slow learner students' learning interactions are influenced by teacher support and a conducive learning environment. Teachers need to pay special attention and use appropriate methods to increase student engagement (Nurmalasari, 2019). In Thailand, research shows that discipline habituation in slow learner learners is done through structured teaching and emotional support from teachers. This approach proved effective in improving students' motivation and discipline (Michael Page, 2022). Research in the Philippines emphasizes the importance of collaboration between teachers and parents in supporting the disciplinary development of slow learners. Programs that involve parents in the teaching and learning process have been shown to increase students' discipline awareness (Alhababy, 2016). In Singapore, an inclusive approach to education for slow learners involves the use of technology and varied learning methods to meet the individual needs of students. This helps in creating a supportive environment for discipline habituation.

There are several approaches to implementing education and achieving goals. One approach is to instill discipline in the classroom by creating ground rules. Rules from educational institutions, topic experts, and the students themselves. It is clear that discipline is a state developed through individual experience in interacting with the environment that upholds the values of responsibility, obedience, order, sincerity, and awareness. It is this process that gives rise to a person's desire to change his overall behavior (Wuryandani et al., 2014). For students, this is crucial because without an attitude of awareness from within, the efforts of those around will be in vain.

Methods of teaching discipline to slow learner learners through exemplary, environmental creation, and habituation are several ways that can be instilled in learners, starting from at home, at school, and in everyday situations. (Minsih, 2015)revealed that character education will form the independence of students, implemented and developed through 3 approaches, namely inquiry-based learning (education that stimulates children's interest), collaborative and cooperative learning and integrated learning. The three approaches are the habituation of strengthening the character of students. The method used by teachers in teaching discipline to students, especially those who are slow in learning, plays an important role in the success of developing their own character. In addition, educators want to provide positive examples to their students. Students constantly imitate the teacher's role in society. Therefore, the teacher's approach and illustration has a very big role in shaping discipline in students, especially in slow learners, because it affects the learning process. Students who learn slowly have difficulty and still lack discipline in carrying out learning properly.

To improve the discipline of slow learner learners, teachers experience several obstacles, namely the parents of slow learner learners who do not fully care about their child's learning process and parents seem to have surrendered to the school in the child's learning process even though for the case of slow learner learners parents are an important factor in the process of improving discipline that has been done by teachers at school so that parents need to improve it when at home. Another obstacle is that the GPK brought in by the agency to the school is very lacking because the focus of the class teacher is not only slow learner learners.

Method

This is a qualitative research study using a case study technique. Qualitative research is a procedure for collecting information organically with the aim of understanding and evaluating events, where the researcher plays a key role as the primary instrument in data collection (Assyakurrohim et al., 2022). The main focus of the research will be conducted at State Elementary School 4 Pilangpayung, with one dependent variable, namely the habituation of timely discipline for slow learners at the elementary school level. The data sources include classroom observations in grade 3, interviews with the principal, class teacher, and parents, as well as student documentation and learning data. Data collection techniques will involve in-depth interviews using writing tools and gadgets, as well as direct observation in the classroom of slow learners. Analytical techniques will be used to analyze the data collected, including Creswell's qualitative data analysis method, to gain an in-depth understanding of how the habituation of timely discipline is applied to support slow learners at State Elementary School 4 Pilangpayung through thematic analysis of interviews, observations, and documentation data. The field data will be processed starting from interviews, transcribing data or texts, reading the entire text, coding, classification, and description, as well as identifying patterns and themes(Harsono et al., 2019).

Results and Discussion

Result

Based on the research findings conducted in the field with the research title Habituation of Discipline for Slow Learners at Elementary School, the results indicate that in terms of understanding the characteristics of slow learner students, most teachers at State Elementary School 4 Pilangpayung have not yet fully mastered this understanding. This was conveyed by the grade 3 teacher and the class teacher through interview results [Table 1](#).

Table 1. Interview finding.

Indicator	Question	The respondent's answer
The level of teachers' understanding of the characteristics and special needs of slow learner students.	How do you understand the characteristic and needs of slow learner students in the context of learning ?	Children with learning disabilities have a wide range of characteristics, from students who struggle with writing, reading, and even comprehension. We use teaching methods tailored to their needs in order to identify their strengths and weaknesses through adapted materials.
	Can you provide concrete examples of the challenges that	Slow learner students face difficulties in comprehension, which is reflected in their low minimum competency scores (KKM) compared to their classmates. When given tasks, they tend to remain silent, not

	slow learner students may face in learning?	participate, or even disrupt their classmates. Therefore, guidance in learning becomes very important. In grade 3, they also face challenges with limited language skills and writing, causing delays when asked to write.
Adaptation of discipline learning methods	What approach do you usually use in habituating discipline for slow learner student in the classroom ?	The teacher implements the rule that no one is allowed to leave the class until everyone is finished, because slow learner students require a very high level of focus. If their classmates finish and are allowed to leave, the slow learner students will not complete their tasks and will join their peers
	What strategies /methods are effective in building discipline for slow learner students ?	The teacher chooses to implement a fine system, where there are rules in the classroom regarding learning, and if anyone breaks the rules, they are fined Rp 5000.
Understanding the success of discipline habituation in learning	How do you ensure that the discipline habits taught to slow learner students are consistently applied in the school environment ?	The teacher is always actively monitoring slow learner students both in and outside the classroom. The teacher also provides special guidance to slow learner students regarding the rules inside and outside the classroom..
	How do you involve the parents of slow learner students in supporting the habituation of discipline in the school environment ?	The teacher coordinates with students' parents through a WhatsApp group, providing information ranging from special events to assignments for the students. This ensures that slow learner students do not fall behind on the tasks assigned.

Based on the interview results above, it can be concluded that the majority of teachers have not fully understood the meaning of slow learner students. In terms of teaching implementation, a teacher must understand the characteristics of their students. This is important to support optimal learning outcomes. The challenges faced by slow learner students differ from one another, as each individual has different characteristics.

Besides understanding the characteristics and needs, the teacher also provides an explanation about the methods used to implement the habituation of discipline for students. With the understanding that in determining the appropriate method for slow learner students, the teacher must observe the students. Many methods should be used by the teacher to implement this discipline habituation. However, the interview results show that teachers are still far behind in applying effective strategies for slow learner students. In this case, teachers still lack understanding of how to properly handle slow learner students. The use of outdated methods sometimes causes slow learner students to feel more pressured. In education, we should aim to make slow learner students feel comfortable in the process of learning discipline. This is because slow learner students require more attention and affection.

In terms of discipline habituation, the teacher seems to understand the methods used to implement discipline habituation for slow learner students. By providing special guidance and even successfully involving the parents of slow learner students in the habituation of discipline outside of school, they recognize that children who learn slowly are evaluated differently compared to children who learn at a typical pace.

In addition to the interview results, there are also observation results conducted to support the research. The findings from the field observations can be seen in [Table 2](#):

Table 2. Observation results.

No	Aspects Observed	Observation Results
1	The school's conditions in supporting the learning of slow learner students	The absence of a mentor teacher and learning media that support the learning process
2	The teacher has mastered the characteristics of slow learner students	The teacher has not fully mastered the characteristics of slow learner students
3	The teacher accepts slow learner students well	The teacher has not fully paid attention to the students or supported them in the learning process
4	The environment accepts slow learner students well	Mutual respect and encouragement
5	The process of habituating discipline using a learning model that involves slow learner students	The teacher tends to apply a teaching model that does not involve slow learner students
6	Parental involvement in learning	Each student's progress will be communicated to the parents
7	Understanding of slow learner students	Many people still do not understand about slow learners

From the observation above, it can be seen that the readiness in habituating discipline for slow learner students has not been fully implemented, as well as the understanding of the context of slow learner students. Teachers, in applying strategies and methods of teaching discipline for slow learner students within the framework of the Merdeka curriculum, should incorporate P5 (Project Strengthening Pancasila Student Profile) to fully implement discipline habituation as an

effort to improve student learning. Some teachers have already made efforts to raise awareness of the needs of slow learner students for clear guidance in their learning. This shows that teachers are working to find effective teaching methods for slow learner children. To achieve the best results, a method that prioritizes the needs of each student and a solid learning framework is required.

In adjusting teaching methods, the responsibility is fully entrusted to the teacher, with the hope that there will still be progress for each individual, ensuring that the development and goals of the learning system are achieved. This reflects a commitment to giving teachers the freedom to adapt methods according to the needs of their students. Third-grade teachers have shown concrete efforts in adjusting discipline habituation teaching methods. They have taken steps such as measuring the children's IQ, observing their characteristics, considering appropriate learning tools or materials, and collaborating with parents to provide tutoring outside of school. These steps reflect their commitment to tailoring their approach to the individual needs of slow learner children. This highlights the importance of adjusting teaching methods to support slow learner students. With the right approach, these children can overcome learning barriers and reach their full potential.

"One of the biggest challenges for a teacher is slow learner students. Slow learners may have difficulties not only with math and language but also with self-discipline. They require more intensive guidance and more effective learning strategies to help them develop good discipline habits." — Siti, Class Teacher

This result reflects the access to the implementation of discipline habituation in learning. However, the teachers have made every effort to ensure the success of effective and efficient learning for slow learner students.

Discussion

Characteristics of slow learner students

The characteristics of students are very important for every teacher to understand, as understanding the students' characteristics can determine the concepts and teaching methods to be used. From the interview results above, it was stated that most teachers are not familiar with what slow learner students are. Slow learners are categorized as one type of Special Needs Students (Siswa Berkebutuhan Khusus - ABK) who have lower learning difficulties. According to The Individuals with Disabilities Education Improvement Act, there are 13 types of ABK students, including: (1) Autism, (2) Total blindness, (3) Developmental delay, (4) Emotional disturbance, (5) Partial hearing impairment, (6) Mental retardation, (7) Multiple disabilities, (8) Orthopedic impairment, (9) Other health impairments, (10) Specific learning disabilities, (11) Speech or language impairment, (12) Traumatic brain injury, and (13) Visual impairment, including blindness (Mirawati, 2020). Slow learner students are those who face limitations in following all subjects, with cognitive abilities below average, so they require extra effort to follow all the learning instructions given. Slow learners are often caused by genetic factors, lack of stimulation for brain development, low learning motivation, and behavioral background issues (Muhtarom & Cahyani, 2023)(Ridha, 2021).

In a study published in the Journal of Emerging Technologies and Innovative Research, slow learners are defined as students whose intellectual intelligence is below average and generally have lower academic performance and thinking skills compared to their peers (Sultana, 2022). There are many factors that contribute to the occurrence of slow learners, including poverty, parental intelligence, emotional factors, and personal factors. Additionally, other influencing factors include prenatal and genetic factors, hereditary factors, natal factors, postnatal factors, and environmental factors (Sukma, 2021). According to research findings, genetic factors were found to have a significant influence on students' intellectual abilities or IQ, although this influence is not deterministic. The environment also plays a crucial role in determining students' IQ levels, with factors such as nutrition, health, learning stimulation, and the family's social climate affecting intellectual development. Furthermore, external factors, such as inappropriate teaching strategies and lack of reinforcement in learning, can also impact academic performance (Arnez & Utami, 2022)(Sultana, 2022).

The characteristics or traits of slow learner students include: (a) having a physical condition similar to that of normal students, (b) having low intelligence levels, (c) thinking processes that are slow, (d) facing difficulties in almost all areas, (e) struggling to understand abstract concepts, (f) having difficulty communicating ideas, (g) emotions that tend to be unstable, (h) having low concentration levels, (i) low interest and motivation to learn, (j) frequently forgetting and easily distracted, (k) preferring to interact with younger students, (l) knowing the rules but not understanding the purpose of those rules, and (m) depending on teacher guidance and parental support in understanding the lesson material. With this explanation, and when compared to the situation in the field, it shows that the slow learner students at Elementary School No. 4 Pilangpayung exhibit some of the characteristics mentioned above, including low cognitive abilities, difficulties in all areas that hinder their development in thinking and socializing, challenges in communication, tendencies toward anger and lack of concentration, as well as reliance on others.

Discipline Learning Methods

The learning process for slow learner students is significantly different from that of non-slow learner students. In the context of State Elementary School 4 Pilangpayung, this issue arises in providing appropriate approaches for slow learners

and other students with varying needs. In a single class, there are two categories of students, which requires teachers to deeply understand the characteristics of each student to determine suitable teaching approaches. Slow learner students require more time and need to repeat the process multiple times to grasp the lesson material and complete tasks, whether academic or non-academic, including learning to read, write, and count (Dewi & Mudrikah, 2023). In their learning needs, slow learner students require a special approach that recognizes differences in their understanding and cognitive development.

According to (Madhakomala et al., 2022), in supporting the learning of slow learner students, a crucial approach is the implementation of special needs strategies, which include individualization, the use of visual and concrete materials, providing extra time, employing a multisensory approach, positive reinforcement, step-by-step instructions, collaboration with parents, reducing distractions, early intervention, and emphasizing individual progress. Teachers can identify and apply these strategies holistically to match the needs and abilities of each student. By paying special attention to these aspects, teachers can create a supportive, motivating, and conducive learning environment that optimally facilitates the development of slow learner students within the school setting.

The strategies employed include curriculum modifications, flexible timing, adjustments to the learning process, classroom environment adaptations, attendance implementation, and behavior control through reinforcement and immediate feedback, as stated by (Arnez & Utami, 2022). The Pancasila Student Profile Strengthening Project (P5) is allocated 7 lesson hours per week for students. The goal of P5 is to shape students into individuals who are aware of and committed to Pancasila, aligned with the six elements of the Pancasila Student Profile: having faith in and devotion to the Almighty God with noble character, global diversity, independence, collaboration, critical reasoning, and creativity. The implementation of P5 requires students to engage with a minimum of 2 themes and a maximum of 3 themes per academic year (Zumrotun et al., 2024). In this context, appropriate learning strategies for slow learner students at Sekolah Dasar Negeri 4 Pilangpayung can be implemented by adapting their learning capabilities to the objectives, time allocation, rewards, tasks, and support in the learning process. This aligns with Nana's (2019) statement that assistance in the learning process, such as the provision of a mentor or shadow teacher, is essential. [Figure 1](#)



Figure 1. Teacher assistance in the learning process

It can be observed that at State Elementary School 4 Pilangpayung, the absence of a supporting teacher to meet the needs of student discipline in learning has resulted in parents stepping into the classroom to assist in the learning process. This situation makes teachers feel uncomfortable as they have to directly deal with parents acting as companions for certain slow learner students in class. Therefore, the presence of a shadow teacher in the learning process is highly encouraged, as it would facilitate the implementation of strategies, making the learning process smoother. Additionally, parents often have other commitments, leaving the child without a companion during learning sessions, which makes it difficult for the student to learn effectively.

Teachers need to adapt their teaching methods to the needs and characteristics of slow learner students. Additionally, teachers should utilize various resources and available technologies to enhance the learning experience for slow learner students. At State Elementary School 4 Pilangpayung, methods can be tailored to the existing facilities within the school environment. The development of the Pancasila Student Profile (P5) can be implemented, focusing on several themes, including 1. Sustainable Lifestyle, 2. Local Wisdom, 3. Unity in Diversity (Bhinneka Tunggal Ika), 4. Building Mind and Body (Bangunlah Jiwa dan Raganya), 5. Voice of Democracy, 6. Innovation and Technology for Building Indonesia (NKRI), 7. Entrepreneurship. Through these themes, it is hoped that teachers can creatively facilitate the learning process for both slow learner and non-slow learner students (Aprilia & Mustika, 2024)(Madhakomala et al., 2022).

The implementation at public elementary school 4 Pilangpayung has so far focused on the value of *gotong royong* (mutual cooperation) as it is considered easier to apply compared to other values included in the *Merdeka Curriculum*. This has resulted in the under-implementation of the *Merdeka Curriculum* in the school's learning process. Projects are

conducted only within the classroom scope and are not demonstrated outside the classroom due to budgetary constraints. The lack of supporting facilities and the economic conditions of parents also limit the opportunities for broader learning.

Strategies The Success of Discipline Habituation in Learning

The implementation of the Merdeka Curriculum for slow learner students in elementary schools has had a significant impact in enhancing individualized approaches, flexibility, and independent development in learning. The Minister of Education, Culture, Research, and Technology of the Republic of Indonesia's Decree Number 56/M/2022 provides the legal basis for the implementation of this curriculum, which aims to strengthen students' literacy, numeracy, and knowledge skills. The concept of merdeka belajar (freedom to learn) allows schools to adopt approaches that align with their conditions and readiness, including for slow learner students. Practices under the Merdeka Curriculum, such as project-based learning, bring relevance and interactivity to the learning process, while the overall concept creates a dynamic learning environment that meets the needs of students.

Independence is also a crucial trait that slow learner students must possess. The behaviors that will be focused on include responsibility, self-confidence, discipline, concentration, fine motor skills, gross motor skills, socialization, and emotional control. Responsibility is an attitude that slow learner students should develop, where they commit to carrying out tasks with earnestness and are ready to face the consequences of their actions. Self-confidence is an essential trait for slow learner students, meaning they have the belief that they can and will succeed (Nurmalasari, 2019).

Discipline is closely related to responsibility. A disciplined slow learner student is one who has a sense of obedience and adherence to their duties as a student. With discipline, concentration can be achieved, as slow learner students will focus on the activities they are engaged in, such as developing fine motor skills like cutting and other tasks. Not only will their fine motor skills improve, but if slow learner students concentrate, their gross motor skills will also improve (Haryati et al., 2022).

Positive reinforcement and collaboration with parents remain relevant in the context of slow learner students, providing positive support and involving parents in their learning process. The multisensory approach and independent development within the Merdeka Curriculum are suitable for building a deep understanding for slow learner students. Early intervention and readiness evaluation provide appropriate steps to support the optimal development of slow learner students. However, it is important to note that the implementation of the Merdeka Curriculum at public elementary school 4 Pilangpayung has not been fully optimal due to a lack of funding to fully maximize the curriculum.

In this case, it is evident that the principal and teachers have a strong awareness of the goal of habituating student discipline. They believe that this goal must be achieved through the proper implementation of the Merdeka Curriculum. This goal reflects the aspiration to create education that is more relevant, inclusive, and meaningful for all students. The implementation of the Merdeka Curriculum shows an individualized and collaborative approach. The principal focuses on individual approaches and collaboration with the team and parents in handling slow learner children. They understand that children who learn slowly have different assessments compared to children who learn at a regular pace. This reflects a commitment to providing appropriate support for slow learner children's needs. The results highlight the importance of individualized approaches and collaboration in the process of habituating student discipline. Slow learner children require special attention, and this approach ensures that they receive support tailored to their characteristics. Collaboration with the team and parents also provides the additional support that is crucial.

Conclusion

The problem in this research is how the strategy of habituating punctuality discipline can be applied to slow learner students in Indonesian language learning at elementary school. This study aims to identify and analyze various strategies that teachers can use to improve the discipline of slow learner students in Indonesian language learning. This research uses a case study approach as the main design. The focus will be on State Elementary School 4 Pilangpayung as the research location, with the dependent variable being the description of punctuality discipline habituation of slow learner students in Indonesian language learning. This variable is the main focus of the study because the goal of discipline habituation is the teacher's effort to enhance the learning of slow learner students.

The teacher's strategy to improve discipline among slow learner students at State Elementary School 4 Pilangpayung includes implementing discipline through classroom learning that is aligned with the Merdeka Curriculum, and secondly, fostering collaboration between individualized learning approaches and parents. Supporting factors in improving discipline include supervision and the involvement of the principal in discipline activities, the students' awareness to comply with discipline, and the teacher's direct involvement with the students. On the other hand, the hindering factors include the lack of awareness among students to improve discipline and the surrounding environment of the students.

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