



THE ROLE OF PARENTS IN IMPROVING THE LEARNING ACHIEVEMENT IN SLOW LEARNER STUDENTS IN ELEMENTARY SCHOOL

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Article info	ABSTRACT
<p>Correspondent Author Enjelina Hutasoit hoetasoitenjelin8@gmail.com President University</p>	<p>This literary research investigates parents' significant role in enhancing elementary school students' learning achievement, mainly focusing on slow learners. Slow learners often face unique challenges in academic progress, requiring tailored support from educators and parents. Through a comprehensive review of existing literature, this study examines various strategies and interventions parents employ to facilitate their children's learning outcomes. The research also explores the effect of parental involvement, communication, and support on slow learners' knowledge performance and overall well-being. By synthesizing findings from diverse scholarly sources, this paper aims to provide insights into effective parental practices that can positively influence the educational journey of elementary school students with learning difficulties.</p> <p>Keywords: <i>Parental involvement, Slow learners, Elementary school, Learning achievement, Academic progress, Learning outcomes.</i></p>
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INTRODUCTION

"Teaching is a realistic process carried out by the human person and is not accepted by hearing words, but by adventures in the environment," said Dr. Maria Montessori. Also, education is essential for personal growth and societal progress and serves to achieve a nation's aspirations. In education, achievement is a state of the learning process. Learning achievement consists of two words: achievement and learning. According to KBBI, achievement outcomes are established based on what has been accomplished.

Meanwhile, according to the KBBI, learning is an effort to gain intelligence, knowledge, exercise, or change manners or deductions due to understanding. Epstein (1995) proposed a proposition related to education. He emphasized the importance of parent participation in their child's education, especially for slow-learner children. He also

said that parental involvement must include various conditions, from support at home to sharing in academy conditioning. He also noted that continuously involved parents tend to have children who perform better academically. So, the role of parents is vital in determining the impact of achievement problems on children with learning needs, especially slow learners.

In the world of education, children will achieve achievements in their learning outcomes. This is said to be a learning achievement. The learning achievements of slow-learning children result from an educational process adapted to individual learning speed and style. Knowledge, skills, and attitudes are measured through various inclusive assessment methods, focusing on gradual progress according to each student's potential. The analogy is to imagine a race, but instead of everyone running the same distance, the course is tailored to each runner based on their abilities. Also, learning achievement for slow learners is like celebrating their progress in their unique learning while recognizing their efforts and progress.

In this case, schools usually provide report cards (Rapor) as a communication tool between parents and teachers to learn about children's progress in school learning. Through this, parents and teachers can learn about each other's children's achievements. Moreover, this can help parents understand their child's strengths and weaknesses in learning. That way, parents can provide more targeted learning guidance at home to motivate each other and have a basis for developing the child. Report cards are also essential in assessing children's learning outcomes at school. Usually, these cards contain information about student performance, attendance, participation, teacher comments, and suggestions for improvement. Report cards also assess behavior, leadership, and extracurricular activities.

According to one expert, Bronfenbrenner (1979), the significant influence of microsystems, including the family, on child development is very influential. Besides this theory, the environment in which children live, including parental involvement, plays a vital role in their cognitive and emotional development. He also emphasized the implication of family involvement in sweetening children's education achievements. Bronfenbrenner's Ecological Systems Theory (1979) highlights the interconnections of various environments that influence child development. What parents can do to achieve good learning achievement and have a significant influence on children's development, namely,

1. Micro-system (Immediate Environment):

- Clear Communication: Teachers can provide clear and specific information about students' learning goals, progress, and any challenges they face. This empowers parents to support learning at home in a targeted way.
- Strategies and Techniques: Sharing practical strategies and techniques used in the classroom equips parents to strengthen learning at home. This may involve specific reading methods, organizational tools, or behavior management techniques.

2. Meso-system (Relationship Between Environments):

- Collaborative Meetings: Regular meetings between teachers and parents foster open communication and collaboration. These meetings can discuss students' learning plans, addressing specific concerns, and developing consistent home and school approaches.
- Parent Workshops: Hosting workshops on effective learning strategies, working with slow learners, or building positive study habits will empower parents to participate more actively in their child's education.

3. Exo-system (External Influence):

- Connecting Parents with Resources: Teachers can connect parents with resources outside of school, such as after-school tutoring programs, online learning platforms, or community support groups designed specifically for slow learners.
- Support Parental Involvement: Schools can create initiatives encouraging and facilitating parental involvement, such as parent-teacher associations or volunteer programs allowing parents to participate in their child's educational journey

4. Macro-system (Cultural Influence):

- Challenging Stereotypes: Teachers can play a role in challenging negative stereotypes about children who are slow learners. This can involve open communication with parents, cultivating a growth mindset, and celebrating each student's strengths and progress.
- Building an Inclusive Environment: Creating a classroom environment that values diversity and respects individual learning styles allows parents to feel comfortable and confident supporting their slow learners.

Table 1: The role of parents in improving the learning achievement in slow learner students in elementary school

Theme	Parents to become active partners in the education of slow learners	Student achievement	Collaboration between home and school
Sub-theme	<p>Communication with teachers.</p> <p>It will help the student study at home using the correct method.</p> <p>Contribute to a more prosperous educational experience that's satisfying for children.</p>	<p>Able to achieve KKM Value with remedial.</p> <p>Without remedial work</p>	<p>Active involvement of parents.</p> <p>Collaborate in supporting children's learning.</p> <p>Create a supportive and nurturing environment for student success.</p>

Besides that, the problem statement for this writing focuses on understanding slow learner students' challenges in achieving academic success. It examines the difficulties these students encounter in a typical classroom setting and how parental involvement can be critical in addressing these challenges and enhancing their learning outcomes. The purpose is to investigate the part of parents in enhancing the learning accomplishment of slow-learner students in elementary school. It will explore how parental involvement can contribute to overcoming learning difficulties and enhancing academic performance.

Based on the academic framework from Bronfenbrenner's Ecological Systems Theory, the author only focuses on three themes: Parents become active partners in the education of slow learners, student achievement, and collaboration between home and school.

The problem statement for this writing, "*The Role of Parents in Improving Learning Achievement in Slow Learner Students for Elementary School*," focuses on understanding slow learner students' challenges in achieving academic success. It examines the difficulties these students encounter in a typical classroom setting and how parental involvement can be critical in addressing these challenges and enhancing their learning outcomes. The purpose is to investigate the role of parents in improving the learning achievement of slow-learner students in elementary school. It will explore how parental involvement can contribute to overcoming learning difficulties and enhancing academic performance. As we know, various factors can hinder parental involvement, such as:

- Lack of knowledge or understanding of effective strategies for slow learners.
- Time constraints or limited resources.
- Communication gap with teachers.
- Cultural or social barriers.

Based on Bronfenbrenner's theoretical framework, this study aims to demonstrate how teachers can empower parents to become active partners in the education of slow learners. This collaboration between home and school creates a more supportive and enriched learning environment, ultimately contributing to more incredible student achievement.

Despite existing research on parental involvement and student achievement, more needs to be understood about how specifically tailored parental engagement strategies can address the unique needs of slow-learner students in elementary schools. This investigation seeks to fill this gap by equipping insights and practical approaches to foster effective home-school partnerships that help slow learners' academic progress.

METHOD

The research strategy utilized is the literature review or study. A *literature review* is a research carried out by composing several books, magazines, articles, and journals related to the research topic, problem, and objectives (Barlian, 2018). This technique is carried out to reveal various theories relevant to the issues being faced/researched as reference material in discussing research influences (Barlian, 2018). (Auraria, 2022) said that the results of a literature review can be in the form of an entire report or article – or

the form part of an article, hypothesis, dissertation, or funding submission. A practical step for compiling a literature review is searching for general information before looking at specific details. The following are procedures for compiling a literature review based on Ary and Creswell in Prastowo:

1. Identify keywords to make it easier to find other needed data.
2. Observe the abstract of previous research results.
3. Create a literature map containing the sequence and relationship of research topics to make notes on reading results.
4. Make a literature map as a reference for a complete literature summary.
5. Organize the literature review thematically according to introductory approaches and images relevant to the research issue and variables.
6. Then, a general view of the research topic will be expressed according to the available literature, and the originality and superiority of the research topic will be explained compared to previous literature.

Additionally, this study will reduce the four publicly reported research processes of a literature review to five research steps.

1. Summarize the subject matter, problems, or theories being considered along with the research objectives, namely, the role of parents in enhancing learning achievement in slow learner students
2. Divide the work reviewed into categories (e.g., supporting a particular point of view, opponents, and supporters of another theory overall). The theory used in this research is based on Bronfenbrenner's (1979) theoretical framework regarding the importance of family involvement in improving children's academic achievement.
3. Explain the nearness and compare the role of parents in enhancing the learning achievement of slow-learning students, the relationship between parents and the role of parents, and the understanding of the achievement of slow-learning students, all from one article to another.
4. Conclude which sources have the most persuasive ideas and substantial arguments, and increase our knowledge as much as possible.

Some of these steps can be used to develop various research methods. In addition, the problem formulation and research steps become more focused because the scope of the research becomes narrower.

This research integrates previous research regarding parenting methods, academic achievement, and slow-learning children. This topic is addressed in all published research—a list of 5 journal papers relevant to the study's scope and included in the review. The name of the database that I use is Google Scholar, where I search for studies on parenting styles, academic achievement, and slow learners, as well as previously published research on these themes. This topic is addressed in all published research. A list of 5 journal papers that were shown to be relevant to the scope of the study and were therefore included in the review.

Table 2: Literature Table

No	Author	Year	Title
1.	Maryani, Ika; kusainun, Noven; et all.	2018	Parents' Roles in Overcoming Elementary Students' Learning Difficulties
2.	Munnazzah Afroz Saad Muzaffar	2023	Identifying Factors For Being a Slow Learner In Primary Classes
3.	Linda Zakiah Asep Supena Nur Wulandari	2022	Parents' Collaborative Approach to Handle Slow Learners in The Inclusive Elementary School
4.	Ahmadur Ilzam Budi Purwoko	2023	The Role of Guidance Counseling Teacher and Parents in the Learning Process of Children with Special Needs of Slow Learners
5.	Septia Ningsih Suyatno	2023	The Role Of The Teachers In Dealing With Slow Learners In The Muhammadiyah In Elementary School

Based on the five research journals above, we can see that:

1. The first journal paper shows that parents of slow-learner students play a critical role in their children's education by delivering support, encouragement, and guidance. Effective communication between parents and teachers is essential to aligning expectations and designing an intercommunicated understanding of the child's conditions. Collaboration between home and school can build a cohesive sense of circumstances that promotes academic success for slow-learner students.
2. The second journal paper shows that parents can support their slow learner children by providing a structured and supportive learning environment at home. Breaking tasks into smaller steps and using multi-sensory teaching approaches can enhance comprehension and engagement. Memorializing progress and facilitating a positive attitude toward learning can boost stimulation and self-esteem.
3. The third journal paper shows that parents can play an indispensable function in helping the conditions of their slow-learner children and guaranteeing they receive appropriate support. Collaborating with teachers, therapists, and other specialists can provide a comprehensive support network for the child's learning. Understanding the child's strengths, challenges, and learning styles can inform practical interventions and strategies.

4. The fourth journal paper shows that parents can energetically participate in their child's teaching outside traditional parent-teacher conferences and homework support. Volunteering in the classroom, attending school events, and participating in school governance can foster a sense of community and shared responsibility. Technology tools can enhance communication, collaboration, and access to learning resources.
5. The fifth journal paper shows that parents can support their slow-learner children's learning by creating a facilitative learning atmosphere at home. Providing applicable learning materials, breaking down tasks into smaller steps, and using multi-sensory approaches can enhance comprehension and retention. Celebrating modification and stimulating a love of learning can boost stimulation and self-esteem.

RESULT AND DISCUSSION

Finding

According to proficients, children who, for essential reasons, fall behind in their school profession and require exceptional teaching are called educationally slow learners (Educationally et al.). Slow learners live children who stand accomplishing poorly in school but are not recognized with outstanding education; their intelligence test scores are too heightened for regard as children with mental retardation (Mercer, 1996; MacMillan, Bocian & Lambroth Gresham, 1998). Burt (1937) accurately pointed out that the term "backward" or "slow learners" is reserved for children who struggle to keep up with the expected work of their developmental phase. Genson (1980) stated that students with an I.Q. of 80 to 90, traditionally labeled as dull, generally need support with whatever is being instructed. Therefore, a good relationship between family and school involvement will produce positive results. This emphasizes family involvement and building solid partnerships and relationships with families and communities. Based on Bronfenbrenner's theoretical framework and the five articles the author used, the researcher summarized the results in table form, namely,

Table 3. The research results came from 5 researchers

No.	Parents to become active partners in the education of slow learners			Student achievement		Collaboration between home and school		
	Communication with teachers.	Contribute to a more prosperous and fulfilling educational experience for children.	Helping the children study at home with the right method.	Able to achieve KKM value with remedial	Without remedial work.	Active involvement of parents	Being good listener	Collaborate in supporting children's learning.
1. Maryani, Ika; kusainun, Noven;et all.	✓	✓	✓	x	x	✓	✓	✓
2. Munnazzah Afroz Saad Muzaffar	✓	x	✓	✓	✓	✓	x	✓
3. Linda Zakiah Asep Supena Nur Wulandari	✓	x	✓	x	x	✓	x	✓

4. Ahmadur Ilzam Budi Purwoko	✓	✓	✓	x	x	✓	✓	✓
5. Septia Ningsih Suyatno	✓	✓	x	x	x	x	✓	✓

Based on the data in the table above, the visible trends are:

- 1. Communication with teachers:** All research results from information sources show the importance of communication between parents and teachers. This is indicated by a tick mark in this column for all authors except one (Ahmadur Ilzam Budi Purwoko).
- 2. Contribute to a more prosperous and fulfilling educational experience:** Almost all research results from informed sources agree that parental involvement can improve their child's educational experience. A checkmark in this column indicates that the majority agrees with this statement.
- 3. Helping children study at home using the correct methods:** Most research results from information sources show that parents help their children study at home using the proper techniques. This is important to achieve better learning outcomes.
- 4. Achieving KKM scores with remedial assistance:** Not all research results from information sources mention this column, but some show that children can achieve KKM scores with remedial assistance.
- 5. No improvement:** Some information sources pressure students to achieve average grades without requiring improvement, indicating a preventative approach to education.
- 6. Active parental involvement:** All research results from informed sources agree that this is important for their children's academic success.
- 7. Be a good listener:** Most information sources indicate that being a good listener is very important for getting parental support.
- 8. Collaboration in Supporting Children's Learning:** Almost all research results from information sources view cooperation between home and school as necessary to support children's learning

These data suggest that parental involvement in their children's education, especially for slow learners, is critical to their academic achievement. This involvement includes effective communication with teachers, providing learning support at home, and

active participation in the educational process. Overall, the data indicates that parents of slow learners are more engaged and concerned about their child's education than parents of students with typical learning abilities. This increased parental involvement is likely a critical factor in supporting the learning achievement of slow learners. Research shows that students' needs can be met by developing their skills through collaboration with parents and teachers, which boosts their self-confidence. Redistributing classes ensures that tutors and teachers closely interact with slow learners, fostering regular interactions that increase intimacy between tutors and guardians.

According to Kaur et al., teachers should have greater access to slow learners to monitor their progress and provide appropriate referrals. Deep communication between parents and slow-learning children express concern and affection, which is crucial for the children's emotional well-being. Children who are confident and expressive and feel loved and appreciated are better supported in their learning journey. This increased parental involvement is likely critical in helping slow learners achieve their learning goals. From these five research sciences, students' desires can be fulfilled by developing their skills through collaboration with parents and teachers, which increases self-confidence; Zakarneh et al., 2020). Redistributing classes means tutors and tutors are in close contact with the slowest students. Regular interaction with moderate students increases intimacy between tutors and guardians (Pratama et al., 2021a; Utami, 2018). Deep communication between parents and slow-learning children also expresses concern and affection for their children. Children who are confident, not shy, and can express their emotions often feel loved and appreciated; this is the slowest student desire., 2011).

DISCUSSION

This examination severely analyzes the effects of five clinical guides investigating the correlation between parenting patterns and educational performance, focusing on sluggish learner kids. All the chosen research has emphasized a correlation between parenting patterns and educational performance, focusing on sluggish learner kids. This study additionally exhibits that parental parenting fashion has a moderating position inside the courting among parenting practices and scholar grades; with parental participation and supervision, it has widely validated that, that is most useful in a child-targeted parenting fashion, specifically for sluggish learners.

Slow Learner Student

A slow learner student calls for additional time and reiteration than their friends to understand educational generalities. This period typically refers to pupils who have a slower tempo of literacy as compared to every day for his or her age organization. Slow learner students often make the most of substantiated instruction, clean support, and a tutoring technique acclimatized to their literacy requirements. They may also battle with summary thinking, reminiscence retention, and using found-out information; however, they can gain educational success with the proper techniques and support. A slow learner-student is often utilized in instructional surroundings to explain pupils who undergo additional time and reiteration than their friends to understand new generalities and

chops. It is in keeping with *Sangeeta Chauhan* in her composition "Slow Learner Their Psychology and Educational Programmes in Sampurnanand Sanskrit University Varanasi, India."

Parents' Roles

The part of dad and mom (parents) will become vital. At the same time, children begin mastering from home and incorporate various liabilities and conditioning aimed toward nurturing and guiding their kids through colorful tiers of improvement, (Iyu et al., 2022). In this case, parents grease children's growth and improvement and inspire their fitness through a guide. Parents of sluggish learners play a pivotal element in easing their child's instructional and specific improvement by using custom-designed guides and stimulants. By championing their baby's necessities and seeking fresh coffers or expert assistance while necessary, dads and moms contribute considerably to their children's development and tone- regard.

Teachers' Roles

The role of teachers is to boost their confidence level by appreciating their little effort to do anything. The teacher does not compare slow learners' work with other above-average students because each child has his. Moreover, the teacher must boost their student's confidence levels by appreciating them for their little effort to do anything. It also helps to build strong bonds with slow learners, continues to motivate children, provides enthusiasm and self-confidence, and Always appreciates them by judging their work according to their maximum potential and acts as a liaison between children, parents, and other professionals, such as psychologists, to obtain appropriate support and learning programs according to the child's needs.

Achievement students

Pupil achievement measures a student's overall academic progress and learning over a particular period. The co-period position of knowledge, chops, and understanding scholars have acquired due to their literacy and achievement is the quantifiable measure of a pupil's academic performance and progress. It reflects how well a pupil meets established educational marks and learning objectives. It is generally assessed through colorful pointers similar to grades, standardized test scores, skill proficiency, and attainment of specific educational pretensions.

Correlation between the role of parents and achievement of the slow learner student

The correlation between parents' role and slow-learner students' achievement is significant and multifaceted. Research and educational theories suggest several ways parental involvement positively impacts slow learners' academic progress and overall achievement. Based on the findings from the analysis of the five scientific papers, it can be inferred that parenting: By giving passionate support, guardians can increase children's self-confidence and inspiration to memorize, particularly those encountering learning.

The challenges of parents' dynamic association with homework and school ventures affects children's ability to complete their assignments. In differentiation, regular communication with instructors makes a difference in screening children's advances and challenges and gives extra bolster. Moreover, guardians can instill comparable values in

their children by illustrating a positive attitude toward learning and tireless confronting challenges.

We are improving student achievement through the role of parents for students.

Parental involvement is crucial for the academic success of slow learners. Emotional support, structured environments, active engagement in education, provision of resources, positive role modeling, and individualized attention all contribute to creating a supportive and conducive learning environment. This comprehensive support system helps slow learners overcome challenges, build confidence, and achieve better academic outcomes. Parents play an essential function in shaping a child's educational journey, especially in elementary school. Parents can improve student achievement by creating a positive learning environment at home, supporting learning activities, and communicating and collaborating with the school. This can be done by showing interest in the child's education, regularly reading together, providing quiet study space, generating hope for learning, helping with homework without doing it, engaging in educational activities, limiting screen time, maintaining communication with masters, being a partner at school, and supporting homeschooling policies.

Even though every family is different, the level of involvement may vary. The key is actively participating in the child's education and creating a supportive and encouraging environment for them to thrive. Moreover, parental involvement in elementary school invests in a child's future. It sets the foundation for academic success, fosters a love of learning, and equips them with the skills and confidence they need to thrive. Also, the role of parents in enhancing student achievement is multifaceted and crucial. By creating a supportive environment, engaging with educational activities, communicating with teachers, providing academic support, modeling positive behavior, setting high expectations, and encouraging independence, parents can significantly contribute to their children's educational success.

Limitation and Meaning of Findings

When examining the role of parents in improving the learning achievement of slow learners in elementary school, it is essential to understand the limitations of the research and the meaning of the findings. The limitation of this research is that it only looks at the role of parents in improving the learning achievement of slow learners in elementary schools. The most straightforward restriction of this research is the function of parents in increasing learning success in students who are slow learners in elementary school. *Focus on Parental Role:* This thesis solely examines the parental role, neglecting other crucial factors influencing slow learners' achievement, such as teacher strategies and school resources and individual learning styles. Further research might be needed for broader generalizability. The second is about *measuring Learning Achievement:* The chosen method for measuring learning achievement (e.g., standardized tests) might only partially capture the progress of slow learners who benefit from alternative learning styles.

The findings of this research emphasize the critical part of parents in enhancing the understanding achievement of slow learners in elementary school. This insight can direct parental involvement in improving the learning achievements of slow learners in

elementary school, covering various research findings, theories, and practical applications as well as the educational journey of slow learners, ensuring they receive the comprehensive support needed to develop academically and personally.

CONCLUSION

This writing investigated parents' significant role in enhancing the learning achievement of slow-learner students in elementary school. By implementing specific strategies, parents can create a supportive learning environment at home, improve their child's motivation, provide regular practice, foster open communication with teachers, positively impact student outcomes, and also promote open communication and collaboration between all stakeholders, which is essential for the success of slow-learner students.

Also, the significance of the association between parents and teachers emerged as an essential factor in creating a cohesive learning environment that supports the specific needs of slow learners. This collaboration fosters open communication and coordinated efforts, ultimately benefiting student success. Parents can significantly improve their children's learning outcomes and overall academic achievement by fostering an environment of support, collaboration, and active involvement. The writing reaffirms that empowering parents with the right tools and knowledge is essential for the success of slow learners, ultimately contributing to their lifelong learning and personal growth.

SUGGESTIONS

The data in the table highlights parents' vital role in improving slow-learning students' learning achievement. Active parental involvement, effective communication, and teacher collaboration are essential to developing a validating learning atmosphere. This joint effort can result in better academic achievement and a more satisfying educational experience for slow learners. The following are several applications that can be carried out by parents, teachers, and students based on the existing table.

1. Implications for Parents:

Active Participation:

- *Communication with Teachers:* Recurring communication helps parents stay informed about their child's progress and needs, facilitating better support at home.
- *Collaboration:* Collaborating with teachers and other parents ensures a cohesive approach to supporting the child's learning.
- *Achievement Focus:* Achieving KKM (Minimum Competency Standards): Parents play a role in helping their child meet academic standards, with or without the need for remedial education.
- *Improved Achievement:* Students may perform better academically, achieving KKM values and requiring less remedial education.

2. Implications for Teachers

Improved Communication:

- *Regular Updates:* Teachers benefit from regular communication with parents, allowing them to share important information about the student's progress and needs.
- *Parental Involvement:* Teachers can rely on parents to reinforce learning at home, making their teaching more effective.

Collaborative Efforts:

- *Unified Approach:* Collaboration with parents ensures that teachers and parents are on the same page and working together toward the student's academic success.
- *Reduced Remedial Needs:* Targeted Support: With active parental involvement, teachers may find that fewer students need remedial education, allowing them to focus more on delivering the curriculum effectively.

3. Implications for student

- *Enhanced Learning Experience: Parental Support:* When parents actively participate in and support their students' learning, students are likely to feel more confident and motivated. Improved
- *Achievement:* Students may perform better academically, achieve KKM values, and require less remedial education.

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