



TEACHER FLEXIBILITY IN APPLYING THE AIR LEARNING MODEL TO OVERCOME SLOW LEARNERS IN MADRASAH

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Abstract: Problems that occur in MTs Zainul Anwar precisely in class VII students have the characteristics of being difficult to absorb information as a whole due to limited cognitive abilities like poor thinking skills, difficulty with thinks and memory, and uncontrollable the emotion. The purpose of this study is to describe the flexibility of teachers in overcoming the slow learner class VII MTs Zainul Anwar through the Auditory, Intellectually, And Repetition model. This research uses qualitative research methods with case study research. Analysis of the data used is the Miles and Huberman Interactive analysis model. The results showed. that the flexibility of the teacher in applying the AIR learning model, is the teacher's efforts through adjustment, technical assistant (additional learning) with a mind mapping, remedial learning, and a continuous evaluation with self-monitoring techniques. So, with the flexibility of the teacher in applying the AIR learning model, he was able to overcome the slow learner class VII MTs Zainul Anwar. Teachers can use the AIR learning model by using additional classes to make it easier for students to understand the learning material. In addition, it can develop student competence both cognitively and effectively so that it can help improve student learning outcomes.

INTRODUCTION

As we all know that the era of education 4.0 requires educators to produce students who have modern skills, namely critical thinking, problem solving, creativity, innovation, collaboration, communication, and mastering literacy (Rojak et al., 2021). The current development of education, many students with the slow learner category are possible to experience various kinds of obstacles during the learning process. Problems that may be the cause of slow learning in children include problems with concentration, weak memory, cognition, and social and emotional problems at school. Students are required to complete assignments, study seriously in receiving lessons, and achieve high score result (Sandiko et al., 2022). But in reality at this time many students who have

difficulty completing their tasks due to slow learning (slow learners) resulting in feelings of inferiority. The obstacles that occur must be handled quickly so that slow learner students can take part in learning with other students and achieve optimal learning outcomes (Zakarneh et al., 2020). One solution to these obstacles is to apply different and interactive learning methods every day to accommodate slow learners to be more motivated (Arini et al., 2017).

Students who are slow learners have weaknesses in thinking, finding relationships, reasoning, developing number and language concepts, and memory. Slow learner children have cognitive abilities below average, but cannot be called a disability. However, children who are slow learners need more time to recognize their abilities and will be more useful if learning activities are carried out in a focused manner (Rofiah & Rofiana, 2017). Many factors cause children to experience slow learners. These factors can be internal or external. Internal factors can be caused by congenital, emotional influences, state of mind and others. While external factors can be caused by the environment or family. In addition, other possible external factors could be the cause of children experiencing slow learning due to the wrong way of learning (Aisida, 2019).

Problems that occur in the scope of MTs Zainul Anwar precisely in class VII students have the characteristics of being difficult to absorb information as a whole due to limited cognitive abilities. They have concentration problems, weak thinking and memory, as well as social and emotional problems that are difficult to manage so they are unable to process information perfectly. These problems have the impact of encouraging learning to be ineffective, unpleasant, the teacher's inability to see differences in students' cognitive abilities in the class they are facing, and many failures to achieve learning targets have been identified.

Realizing learning targets is carried out with learning activities that must be designed based on the weaknesses possessed by students. This means that the method or learning model carried out by the teacher must be able to overcome the weaknesses of students and take advantage of the advantages that exist in them. For example, for students in the slow learner category, the emphasis on simplicity and repetition of the teacher's delivery method will be easily understood by students (Abdullah, 2017).

Of course, the personality of the teacher is important for the teaching process and managing the class and students. One of them is the flexible personality of the teacher who tries to adapt the way of teaching to the characteristics of the students he faces (Munif & Yusrohlana, 2021). Flexible teachers are characterized by open-mindedness and adaptability. In addition, it also has resistance (endurance) to the premature (too early) closure of the realm of creativity, observation and recognition. When observing and recognizing a particular object or situation, a flexible teacher always thinks critically. The flexible personality of this teacher also requires the application of a learning model so that it can better adapt to whom the teacher applies the learning model (Tohet et al., 2022).

The learning model is very urgent for the student learning process. The practice of delivering teacher material must use various kinds of efforts so that the information to be conveyed can be easily understood by students with various characteristics properly (Sumiati, 2019). The use of various learning models will have a direct impact on student learning. The more diverse the learning models applied by the teacher, the more easily and efficiently the objectives of the learning itself can be achieved (Baharun, 2017; Widat & Efanadari, 2021).

So a cooperative learning model is needed, namely the Auditory, Intellectually, And Repetition learning model. If you don't apply this model to the learning of slow learners, it will be less than optimal for students to practice thinking, low student memory, and the efforts of teachers who do not adjust to students' cognitive abilities (Sasmito, 2020). The AIR learning model is an effective learning model by paying attention to three things, namely Auditory, Intellectual, and Repetition", which requires students to be more active, while teachers who teach as facilitators of student learning. The use of the AIR learning model provides more opportunities for students to work together with their group friends to understand the concept of lessons given by the teacher in order to achieve learning objectives. In addition, to support the learning model so that the process runs optimally so that it can achieve the learning objectives well, a supporting learning media is also needed (Wangid, 2019).

Of course, research on the AIR learning model has been carried out previously by Sumiati (2019) with the social gathering card media, it is proven to be able to make students more active. The application of the AIR learning model is supported by research Pujiastutik (2018) with the implementation of the AIR learning method with media reading, understanding and repeating activities can motivate students to learn and foster curiosity. Hutugalong & Haraha research (2019) that, the AIR learning model is a learning model of listening, thinking, and giving assignments.

The similarity between the research and the research that the researchers did was that they both applied the AIR learning model. Meanwhile, the difference is that some of the researchers above only focus on implementing the AIR learning model. While the research that the researcher did was to focus on the flexibility of the teacher in applying the AIR model.

Previous research on slow learners by Rofiana & Rofiah (2018) which shows the results that the application of learning methods for slow learner children at SD Negeri Wirosaban is carried out using questions and answers, lectures and discussions with demonstrations. Kurniawan (2020) conducting research on slow learner learning methods with learning models of approaches, strategies, methods, and learning techniques. This learning model serves as a guide for teachers to plan and carry out learning activities. According to Suryana's research (2018), how to deal with slow learner children requires learning media with group learning skills.

Some of these studies have similarities with the research that the researchers have done, namely applying learning models to overcome slow

learners. However, the difference with this research is the focus on the flexibility of teachers in applying the AIR learning model at MTS Zainul Anwar to overcome slow learners.

The findings of several previous studies above, prove that this research is here to try to fill the empty space of the relevant study. This research is a phenomenon that occurs in slow learners that can be overcome with the AIR model which helps students listen more actively, think more actively, and practice more with their memories. Thus, the position of this research is carried out to be a development of the findings of several studies above. This study will focus on the flexibility of teachers to apply the AIR learning model to overcome the seventh grade slow learners at MTs Zainul Anwar.

RESEARCH METHOD

The type of research used in this research is case study research with a qualitative approach. This research produces case study data in the form of an overview of the slow learner AIR learning model at MTs Zainul Anwar. The research subjects who will be taken as informants are the head of the madrasa, class VII homeroom teacher, SKI teacher and 6 grade slow learners. The object of this research is the way of teacher flexibility or the way the teacher adapts the AIR learning model used by the teacher to teach slow learners who are in class VII MTs Zainul Anwar.

Data collection techniques for this study were observation, namely observing student behavior and activities with the flexibility of the teacher applying the AIR learning model and observing the activities of teachers teaching and managing classes, in-depth interviews, namely asking directly to informants, and documentation data related to objects. The instrument used in this study was the researcher as the main instrument and with 2 auxiliary instruments, namely the school environment observation guide and interview guide. The data analysis technique used the Miles and Huberman model of qualitative data analysis techniques. Activities in data analysis, namely data reduction (data reduction), and display (data presentation), and conclusion drawing / verification (drawing conclusions). The validity of the data with the process of triangulation of sources and techniques.

RESULT AND DISCUSSION

This research was conducted at MTs Zainul Anwar which is located in Alassumur Kulon Village, Kraksaan District. MTs Zainul Anwar has 6 classrooms for learning activities. The number of active teachers is 15 people consisting of the principal, class teachers, and administrative staff. Class VII MTs Zainul Anwar is the class chosen in the implementation of this research. Because the learning activities of class VII students are relatively low. Problems that may be the cause of slow learning in children include problems with concentration, weak thinking and memory, as well as social and emotional problems that are difficult to manage. The subjects of this study were 20 students consisting of 9 boys and 11 girls.

The initial observations that the researchers made showed that they had limited cognitive abilities in absorbing information and relatively short memory in SKI learning. Researchers saw the impact of these problems encouraging learning to be ineffective, unpleasant, identified the teacher's inability to see differences in students' cognitive abilities in the class they were facing, and led to failure in achieving learning targets. Learning targets are measured by the SKI teacher by giving daily tests at the end of the month and mid-semester assessments (PTS). The following table presents the student assessment of the SKI subject matter.

Table 1. List of Student Assessments for SKI Subject Materials

No	Name	Test			Average	Pas	Description
		1	2	3			
1	CDS	60	55	50	55	55	Not finished yet
2	LD	55	45	55	51	60	Not finished yet
3	SND	80	75	90	81	80	Finished
4	ARJ	40	60	50	50	55	Not finished yet
5	DA	90	80	85	85	85	Finished
6	HM	80	75	75	76	75	Finished
7	MR	55	50	40	48	60	Not finished yet
8	MA	60	50	55	55	60	Not finished yet
9	AW	85	75	80	80	80	Finished
10	RA	80	85	75	80	80	Finished
11	MAS	85	75	70	76	75	Finished
12	SBN	80	75	80	78	75	Finished
13	FAR	85	90	85	86	80	Finished
14	SA	75	80	80	78	75	Finished
15	FA	80	90	85	85	85	Finished
16	AM	55	60	45	53	45	Not finished yet
17	FHS	80	75	80	78	75	Finished
18	AAP	80	75	85	80	80	Finished
19	AS	80	75	75	76	75	Finished
20	NFJ	85	90	80	85	80	Finished

Of course, the condition of each student is different and results in incomplete achievement of learning targets for all seventh grade students. The SKI teacher chooses a teaching model that is adapted to the reality and the existing classroom situation, as well as the outlook on life resulting from the collaborative process between the SKI teacher and students. So from this phenomenon, the teacher's efforts to overcome the various characteristics of class VII students, especially slow learners (slow learners) by applying the AIR model, are taken by several efforts as follows.

Adjustment

The main effort for the flexibility of the teacher to apply the AIR model is that the teacher creates a learning atmosphere where students can listen more, students learn to access all kinds of sounds and words, both created and remembered. This has been conveyed by the Head of MTs Zainul Anwar. Mr. Helmi said that the teacher's adjustment to various student characters in the class could be done by using creative and innovative learning models. Every teacher must be able to have and master every learning concept in order to create learning that is not monotonous and boring for students.

Such teacher efforts to create a more active learning atmosphere by applying the AIR model and of course the teacher adjusts the style and language of delivery according to the capabilities of various students' cognitive that the object of learning is that some students, including those who are slow learners. The teacher conveys the subject matter to be studied, then students listen and pay attention to the teacher in delivering the subject matter.

The SKI subject teacher, Mrs. Hasanah also said that it seemed that there were some students with low ability to understand the material in such a range of class hours. So the initiative of the teacher is needed to still be able to adjust to the circumstances and abilities of students. Because the SKI subject discusses the history of Islam, I make it as comfortable and easy as possible for them to understand it by inviting them to listen, respond, repeat what they hear and write what is absorbed.

Of course, this attracts the attention of students to be able to hear and listen better. The previous teacher stated that the concept of learning to be able to know and understand each student's cognitive abilities was by mind mapping. Namely a creative note-taking method that makes it easier for students to remember a lot of information. When finished, the notes made form a pattern of interrelated ideas. But still the teacher pays attention to every movement of students, and asks for their understanding of the material before mind mapping is done. This is intended so that students get an equal understanding and can always actively pay attention to the teacher's material (Gunawan, 2017).

From the findings of the interview with the seventh grade homeroom teacher of MTs Zainul Anwar, Mrs. Halimatus Sa'diyah, she stated that the application of the AIR learning model was not only applied but also as a form of teacher adjustment to each student's cognitive characteristics. Which can be determined based on the results of the mind mapping carried out after each teacher has delivered the material.

In the concept of learning mind mapping, the teacher also trains students to take notes in books from the delivery of teacher material. This is done after the delivery of the teacher's material ends, which is given a period of 5 minutes to take notes. Of course, this is done by each student who then ponders and draws conclusions from each point of delivery of material from each student's notes. This is intended to remember and create students' thinking to be more critical of what is heard, increase understanding of the material, help organize material

and provide new insights. And from a concept like this, the teacher can adapt further to the relatively different cognitive abilities of students.

Nur Aisyah, a class VII student of MTs Zainul Anwar as the research subject also explained that it is necessary to make a mind map so that we can refresh what has just been conveyed through writing. From there, we will know who really understands and listens well and who can't understand well.

Mind maps mimic the thought process, allowing individuals to switch topics. Individuals record information through symbols, images, emotional meanings, and colors. This mechanism is exactly the same as the way the brain processes various incoming information. And because mind mapping involves both sides of the brain, you can remember information more easily (Nasih & Kholidah, 2021).

Technical Assistant (Additional Learning)

From the results of the mind mapping of students in the SKI subject, it turned out that 6 students were categorized as students who had difficulty in learning or were slow to learn. So, to follow up on these results, the teacher took the initiative to conduct additional learning for the 6 students. The following are the names of the slow learners in SKI learning materials.

Table 2. Names of Slow Learners

No	Name	Test			Average	Pas	Description
		1	2	3			
1	CDS	60	55	50	55	55	Not finished yet
2	LD	55	45	55	51	60	Not finished yet
3	MR	55	50	40	48	60	Not finished yet
4	ARJ	40	60	50	50	55	Not finished yet
5	MS	60	50	55	55	60	Not finished yet
6	AM	55	60	45	53	45	Not finished yet

As stated by the Curriculum section, Mr. Hamidi Ghufro that to achieve learning objectives effectively, it is not only seen from the success of the classical scale, but every student must achieve the learning objectives. Because every student has the right to be educated, guided, and directed to the same goals as the others. So, madrasa efforts not only teach, but also make them have the same abilities and knowledge.

In the implementation of the additional learning process, students who have learning difficulties are placed in a special room outside of the main lesson hours, namely during a 30-minute break, so that students are given the same model and subject matter but specifically to facilitate the 6 students who are slow to learn completely. and encourage their desire to study seriously of course with the material that has been studied but they do not understand. This learning model can also be called the service delivery model.

This is in accordance with the expression of the seventh grade guidance and counseling teacher at MTs Zainul Anwar, Mrs. Ummi Fadilah, that I placed

some of these students in the BK room outside of the main lesson hours. This is intended so that subject teachers who want to repeat the material to them can be more focused and in a relatively safe condition.

The teacher's efforts to apply the concept of additional learning to solve each problem through repetition of the material. From this concept, it is better to unite their ideas verbally, thereby increasing the power of reasoning, student involvement in learning, providing opportunities for students to express their ideas, formulate questions, and analyze experiences. Then, at the end of additional learning, students are given the opportunity to write a mind map on the repetition of the material presented.

Mrs. Halimatus Sa'diyah revealed that this certainly could not be done only once but needed several follow-up actions for each of the 6 students' lessons. This is done so that the slow learners can better absorb and digest the material and can be done by looking at the follow-up results from their notes.

Based on the results of interviews and observations of researchers on the activities of teachers and students, there was a follow-up to 6 students who were classified as hard-to-learn or slow learners by providing additional learning outside of class hours and carried out in a special room for the 6 students..

Remedial Learning

Determining the success of implementing the AIR model with teacher flexibility is the implementation of remedial learning with repetition. Namely, by repeating the material captured by slow learners through quizzes, assignments or homework individually given to each slow learner student to better understand and help have a longer memory. Of course, in the application of the AIR model, the teacher gives them the opportunity to practice understanding and using problem-solving skills through the exercises given. In this step, where the teacher also repeats questions and answers with slow learners on the material that has been studied and discussed. This also triggers the courage of students to establish good communication with teachers, students are better able to speak, give or convey ideas and argue orally.

Mrs. Hasanah (SKI subject teacher) revealed that every student who is slow to learn is then given questions orally or in writing in the form of questions or homework assignments. Even mind mapping alone is not enough to see the development of students' understanding and learning outcomes, which is then carried out by remedial learning. So that the 6 students can be better able to remember longer about the material.

Remedial learning is the teacher's effort to create a situation that allows individuals with certain characteristics to be able to develop themselves as optimally as possible (Lin et al., 2021). The implementation of remedial learning is carried out by adjusting the teacher to the cognitive abilities of the 6 students who are slow learners. This statement was also expressed by the student department, Mr. Masyhudi, that remedial learning is actually the first reflection and evaluation for them. So, students are required for whom the additional learning concept is given by the teacher. The success of a lesson is obtained from

the adjustment of the teacher to the concept of learning that will be given to certain student characters by obtaining better results than before.

This is done as a teacher's assistant in recognizing the extent to which the 6 students understand the material that has been studied during additional learning and learning.

Continuous Evaluation

Learning evaluation aims to review achievements and be used as a solution for further decision makers. The existence of an evaluation is able to identify if there are obstacles, as well as make the results of the evaluation as an instrument and measure in improving them (Noer & Rusydiyah, 2019).

The next step taken by the teacher to continue to monitor the development of the slow learner's cognitive abilities is to carry out continuous evaluations twice a month for the 6 slow learners. This continuous evaluation aims to determine the success of slow learner learning, which is related to the suitability of the subject matter, achievement of learning indicator targets, evaluation of behavioral development and psychomotor character and abilities, and academic and psychological abilities of slow learners.

The seventh grade teacher at MTs Zainul Anwar, Mrs. Halimatus Sa'diyah, said that this evaluation process is carried out every half month for students in the slow learner category, by looking at the progress of their ability to absorb information, express opinions, and work on questions related to learning materials.

Paying attention to the teacher's efforts to overcome the problem of slow learners, another strategy is carried out in an effort to evaluate continuously, namely through self-monitoring techniques. This approach is a fusion between cognitive and behavioral approaches. The self-monitoring technique is a systematic procedure carried out by slow learners by monitoring their own behavior to assess whether a targeted behavior has occurred and this monitoring process is carried out in certain ways. Namely with self-monitoring, and self-recording (Hanafi, 2017). Self-monitoring is done by self-observation, which means that slow learners consciously observe the presence or absence of their behavior. And self-recording is done by students recording their behavior or learning activities.

Roni Irawan, one of the slow learners, stated from his self-monitoring efforts that after remedial learning, we are required to remain consistent with active behavior during learning as has been guided by BK teachers and other teachers. We record every acquisition value obtained from the given question. The goal is that we can see whether there is a change or not from the previous value.

The purpose of self-monitoring technique is as a process of determining behavioral targets, competitive behavior, setting a goal, self-monitoring, functional assessment, choosing strategies in self-management appropriately, evaluating changes, re-evaluating self-management strategies, implementing maintenance strategies (Utomo et al., 2020).

Umami Fadilah's basic consideration of using self-monitoring techniques in an effort to overcome slow learners is that it is said that the use of this technique focuses and emphasizes the process of how students can monitor their learning behavior, and how much behavior changes from the resulting target and from the form of continuous evaluation. These slow learners get an increase in their learning outcomes. The learning outcomes are presented in table 3.

Table 3. Student Assessment after Teacher Flexibility Efforts

No	Name	Test			Average	Pas	Description
		1	2	3			
1	CDS	70	80	75	75	75	Finished
2	LD	80	75	75	76	80	Finished
3	MZ	75	80	70	75	75	Finished
4	ARJ	80	75	80	78	80	Finished
5	MA	80	75	85	80	80	Finished
6	AM	75	80	75	76	75	Finished

Through this evaluation, it is expected to continuously improve the lack of learning difficulties for slow learners that may occur in order to continuously improve the quality of learning and learning outcomes (Sujana, 2019). Continuous evaluation needs to be carried out to see to what extent there is progress or deficiency in a process that the teacher does for slow learners.

CONCLUSION

Based on the results of the research study above, it can be concluded that the flexibility of teachers in applying the Auditory Intellectually Repetition learning model is carried out by the teacher's efforts through self-adjustment by adjusting the style and language of delivery according to students' cognitive capabilities, technical assistants (additional learning) with a special model, namely mind mapping. , remedial learning by repeating the teacher who asks questions orally or in writing in the form of questions or homework for slow learners, and finally continuous evaluation which is carried out by the teacher every 2 times in 1 month and gives students the opportunity to apply self-monitoring techniques on learning performance. and learning outcomes themselves. So, with the flexibility of the teacher in implementing the AIR learning model, he was able to overcome the slow learner of class VII MTs Zainul Anwar.

The results of this study indicate that as an educator, there are many steps that can be chosen to overcome, improve learning outcomes and learning motivation in various forms of students, especially those who are slow learners. Various kinds of existing learning models and methods can be applied in each material that will be delivered. Therefore, the limitations of the results of this study can be used as further research, so that a solid conception will be built in building teacher flexibility in all educational institutions. The implication is that teachers can use the AIR (Auditory, Intellectually, Repetition) learning model by

using additional classes to make it easier for students to understand learning material, besides that, it can develop student competencies both cognitively and effectively so that it can help improve student learning outcomes.

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