

HUMANISTIC EDUCATION IN ACCOMODATING THE SLOW LEARNERS' LEARNING NEEDS IN PRIMARY SCHOOLS OF SPECIAL DISTRICT OF YOGYAKARTA

By

Mumpuniarti, Sari Rudiwati, Sukinah
Special Education Department Faculty
Education, Yogyakarta State University.
email:mumpuni@uny.ac.id

BY Mumpuniarti, Sari Rudiwati, Sukinah

Introduction

- **The term slow learners (SL) refer to the categorization of the students within the borderline schools indicating the averaged intelligence and the below averaged intelligence.**
- **Commonly, slow learners are low in conceptual domain yet are good at practical and social domains.**
- **They need a specific learning approach which is different from the normal learners.**

Why, The humanistic approach?

- the SL's learning problem for it humanize each individual possessing to grow in accordance with his or her uniqueness.
- Rewarding the SL's potency prompts the teachers to facilitate the SL's growth with appropriate learning activities through practical and social strategies.

Root of Humanistic education

- **progressivism and existentialism philosophy which emphasize the individual uniqueness and potency**
- **Thus, the individual is the vitality as well as the potential for life. The appreciation toward an individual,**
- **than, is central to the treatment of SLs for it is the reflective manifestation of humanistic attitude.**

Implementing the humanistic approach within the school environment.

- Teaching activity is seen as an appropriate effort of SL conditioning.
- The SLs need guidance from the teacher so that they would be able to cope with their learning difficulties, particularly those related to abstract concepts.
- Therefore, the teacher needs to develop an instructional design that suits SL's learning needs.

Education for SL

- focus on the involving of all senses and the utilizing of concrete medium in explaining symbolic matters.
- SL needs a multi-presentation while learning
- Curriculum adaptation embraces material presentation method, the students' responses, and students' involvement in the learning process.
- Augmentatif curriculum refers to an action of perpetuating the existing curriculum and at the same time adding more learning strategies.

SLs need creative activities to link and internalize the information.

- Creativity, self-concept, and learning skill of SL could be achieved through an instruction that emphasizes self-actualization and skills.
- the abstract material should be delivered through self actualization and practical activities.
- Humanistic approach is rooted in the philosophical assumption stating that the children are the center.

Humanistic approach for SL

- the focus of education are to help the students to be “humanized” and “self-actualized”
- The student’s self-actualization and character are seen as much more important than knowledge attainment.
- accommodating SL’s learning needs means helping them with their process of self-actualization.
- It could be done by equipping SL with the skill to integrate conceptual symbols being learned; appreciating them as human; and providing them with opportunity to grow.

RESEARCH FINDINGS

- Mapping results show that accounting problems are the most frequent and various than writing problems and reading problems. This fact indicates that the students are facing the problems of coding.
- When learners find it difficult to produce symbols, they tend to be unmotivated. They are likely to be reluctant to accomplish the tasks and to follow additional class.
- Thus, they need appropriate appreciation and encouragement from the teachers. In this case, humanistic approach is needed.

Some of the treatments are:

- The teachers commonly do the following to help SLs:
- appreciating the potential of SLs;
- utilizing relevant resources for SLs; utilizing pictures;
- providing oral explanation;
- modeling or exemplifying; utilizing touchable teaching aids.
- **The most frequent treatment from the teacher is calling the SL's name so that he or she would feel as being appreciated and cared.**

Next

- On the other hand, the less frequent treatment are assigning the SLs to accomplish self-corrected task,
- providing them with additional equipments like computer and calculator.
- The frequent treatments, then, are categorized as alternative actions of utilizing media, teaching aids, and learning resources.
- They are easy to conduct. The same is true with personally call the SL's name. On the contrary, providing the SLs with different and special assignments are rarely implemented.

DISCUSSION

- The implementation of humanistic approach, to certain extent, means adding the assignment variety in the form of activities for SLs.
- The activities would optimize the meaningful information perceptiveness of SLs. In such, the information flow would suit the SLs' needs.
- Furthermore, the SLs should be encouraged to reproduce their knowledge through activities which are easily found in their real daily life.

BY Mumpuniarti, Sari Rudiwati, Sukinah

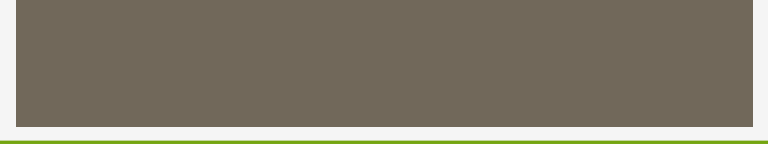
Conclusion

- The SLs' needs in the elementary school level include: accounting and numeric operation, and the numeric cumulative achievement which is still under the class standard. With regards to reading problems, SLs interpret the letter form and its combination into word, particularly when the letter ends with a double consonant sound.
- On the contrary, the problems of reading influence the problems of writing particularly in combining letters into one word or sentence. Thus, the problems require treatment from teachers.

Conclusion next

- They could help the students by adjusting their teaching strategies and by arranging the information aimed at developing SLs' self-actualization.
- The symbols within number and letter operation could be addressed through dramatization and role play. These kinds of stimulation are aimed at empowering the SLs so that they could digest their learning problems.

Such is the implementation of humanistic approach.



The ending

Maturnuwun/thank

BY Mumpuniarti, Sari Rudiwati, Sukinah