



## 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 thinking and memory, and uncontrollable the emotion. The purpose of this study is to describe teachers' flexibility 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. The teacher's flexibility in applying the AIR learning model is the teacher's efforts through adjustment, technical assistance (additional learning) with a mind mapping, remedial education, and a continuous evaluation with self-monitoring techniques. So, with the teacher's flexibility in applying the AIR learning model, he overcame 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 to help improve student learning outcomes.

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## 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). In the current development of education, many students in the slow learner category can experience various obstacles during the learning process. Problems that may cause slow learning in children include difficulties with concentration, weak memory, cognition, and social and emotional issues at school. Students must complete assignments, study seriously in receiving lessons, and achieve high score results (Sandikoet al., 2022). But in reality, many students 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 participate in learning with other students and achieve optimal learning outcomes (Zakarneh, Al-Ramahi, & Mahmoud, 2020). One solution to these obstacles is applying different and interactive learning methods daily to accommodate slow learners to be more motivated (Arini, Choiri, & Sunardi, 2017).

Students who are slow learners have weaknesses in thinking, finding relationships, reasoning, developing number and language concepts, and memory. Slow learner children have below-average cognitive abilities but cannot be called a disability. However, children who are slow learners need more time to recognize their skills and will be more helpful 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 genetic, emotional influences, state of mind, and others. At the same time, the environment or family can cause external factors. 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 due to limited cognitive abilities. They have concentration problems, weak thinking and memory, and social and emotional problems that are difficult to manage, so they cannot process information perfectly. These problems have the impact of encouraging ineffective and unpleasant learning. 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 teacher's method or learning model must be able to overcome students' weaknesses 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 teacher's personality is essential for teaching 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 has resistance (endurance) to the premature (too early) closure of the realm of creativity, observation, and recognition. A flexible teacher always thinks critically when observing and recognizing a particular object or situation. The easygoing 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, Aini, & Imamah, 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 multiple 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 learning objectives can be achieved (Widat & Efanadari, 2021).

So a cooperative learning model is needed, namely the Auditory, Intellectually, And Repetition learning model. Suppose you don't apply this model to the learning of slow learners. In that case, 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 (Sulisawati, Lutfiyah, Murtinasari, & Sukma, 2019). 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 AIR learning model provides more opportunities for students to work with their group friends to understand the concept of lessons given by the teacher to achieve learning objectives. In addition, to support the learning model so that the process runs optimally it can reach 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 make students more active. Pujiastutik S. R (2018) research supports the AIR learning model application. Implementing the AIR learning method with media reading, understanding, and repeating activities can motivate students to learn and foster curiosity. Hidayati, N. A., & Darmuki, A research (2021) that the AIR learning model is a learning model of listening, thinking, and giving assignments.

The similarity between the research and the researchers was that they both applied the AIR learning model. Meanwhile, the difference is that some researchers above only focus on implementing the AIR learning model. At the same time, the research that the researcher did focused on the teacher's flexibility in applying the AIR model.

Previous research on slow learners by Rofiana & Rofiah (2018) shows 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. Noni, I. N (2020) researched slow learner learning methods with learning models of approaches, strategies, processes, and learning techniques. This learning model serves as a guide for teachers to plan and carry out learning activities. According to Caraka, H. S (2022), 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 teachers' flexibility in using 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 space of the relevant survey. 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 vigorously, and practice more with their memories. Thus, the position of this research is carried out to develop the findings of several studies above. This study will focus on teachers' flexibility 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 as 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 in class VII MTs Zainul Anwar.

Data collection techniques for this study were observed, namely observing student behavior and activities with the teacher's flexibility applying the AIR learning model and monitoring 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 two 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), display (data presentation), and conclusion drawing/verification (concluding). The data validity with the process of triangulation of sources and techniques.

## **RESULT AND DISCUSSION**

This research was conducted at MTs Zainul Anwar, located in Alassumur Kulon Village, Kraksaan District. MTs Zainul Anwar has six 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 for the implementation of this research. Because the learning activities of class VII students are relatively low, problems that may cause slow learning in children include difficulties with concentration, weak thinking and memory, and social and emotional issues 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 and 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. The SKI teacher measures learning targets 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 the incomplete achievement of learning targets for all seventh-grade students. The SKI teacher chooses a teaching model 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 in several steps.

### Adjustment

The main effort for the teacher's flexibility to apply the AIR model is that the teacher creates a learning atmosphere where students can listen more and learn to access all kinds of sounds and words, both created and remembered. The Head of MTs, Zainul Anwar, has conveyed this. Mr. Helmi said that the teacher's adjustment to various student characters in the class could be made by using creative and innovative learning models. Every teacher must be able to

have and master every learning concept to create learning that is not monotonous and boring for students.

Such teacher efforts to create a more vibrant 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 delivering the subject matter.

The SKI subject teacher, Mrs. Hasanah, also said that there seemed to be some students with low ability to understand the material in such a range of class hours. So the teacher's initiative is needed to still adjust to students' circumstances and abilities. 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 know and understand each student's cognitive abilities were by mind mapping. Namely, a creative note-taking method 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 equal knowledge and can actively pay attention to the teacher's material (Khan & Baldini, 2020).

From the findings of the interview with the seventh-grade homeroom teacher of MTs Zainul Anwar, Mrs. Halimatus Sa'diyah, she stated that 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 teacher's material is delivered, giving 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 students' relatively different cognitive abilities.

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 the same as how the brain processes various incoming information. And because mind mapping involves both sides of the brain, you can remember information more quickly (Delfakhria, D., & Solfema, S. (2022).

**Technical Assistant (Additional Learning)**

From the results of the mind mapping of students in the SKI subject, it turned out that six 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 education for the six 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 in 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 complete the learning objectives. Because every student has the right to be educated, guided, and directed to the same goals as the others. So, madrasa's efforts not only teach but also make them have the same abilities and knowledge.

In the implementation of the different learning processes, students who have learning difficulties are placed in a particular 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 six students who are slow to learn thoroughly. And encourage their desire to study seriously with the material that has been reviewed, but they do not understand. This learning model can also be called the service delivery model.

This is by 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 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, and student involvement in learning, providing opportunities for students to express their views, formulate questions, and analyze experiences. Then, at the end of

additional learning, students are allowed 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 six 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 particular room for the six 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 to understand better and help have more extended memory. Of course, in applying the AIR model, the teacher allows them to practice understanding and use problem-solving skills through the exercises given in this step, where the teacher repeats questions and answers with slow learners on the material 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. 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 six 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 specific characteristics to develop themselves as optimally as possible (Lin, Pu, Su, & Lee, 2021). The implementation of remedial learning is carried out by adjusting the teacher to the cognitive abilities of the six students who are slow learners. This statement was also expressed by the student department, Mr. Masyhudi, that remedial learning is the first reflection and evaluation for them. So, students have required the teacher gives the additional learning concept. The success of a lesson is obtained from the teacher's adjustment to the idea of learning that will be given to certain student characters by getting better results than before.

This is done as a teacher's assistant in recognizing the extent to which the six 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 other decision-makers. The existence of an assessment can identify if



there are obstacles, as well as make the results of the evaluation as an instrument and measure in improving them (Retnawati et al., (2018).

The next step taken by the teacher to continue to monitor the development of the slow learner's cognitive abilities is to conduct continuous evaluations twice a month for the six slow learners. This constant 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 skills 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 is another strategy to evaluate continuously, namely through self-monitoring techniques. This approach is a fusion of cognitive and behavioral processes. The self-monitoring technique is a systematic procedure carried out by slow learners by monitoring their behavior to assess whether a targeted behavior has occurred. This monitoring process is carried out in specific ways, namely with self-monitoring and self-recording (Nu'man et al., 2022). 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 dynamic behavior during education 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 the self-monitoring technique is to determine behavioral targets and competitive behavior, set a goal, self-monitoring, functional assessment, choose strategies in self-management appropriately, evaluate changes, re-evaluate self-management strategies, and implement maintenance strategies (Utomo et al., 2020).

Umami Fadilah's essential consideration of using self-monitoring techniques to overcome slow learners is that it is said that this technique focuses on and emphasizes how students can monitor their learning behavior and how much behavior changes from the resulting target and 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 to constantly 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 the teacher does for slow learners.

## CONCLUSION

Based on the results of the research study above, it can be concluded that the teacher's efforts carry out the flexibility of teachers in applying the Auditory Intellectually Repetition learning model through self-adjustment by adjusting the style and language of delivery according to students' cognitive capabilities, technical assistants (additional learning) with a particular model, namely mind mapping. Remedial education 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 two times in 1 month and allows students to apply self-monitoring techniques on learning performance. And learning outcomes themselves. So, with the teacher's flexibility in implementing the AIR learning model, he overcame the slow learner of class VII MTs Zainul Anwar.

The results of this study indicate that as an educator, many steps can be taken to overcome and improve learning outcomes and motivation in various students, especially those who are slow learners. Multiple kinds of existing learning models and methods can be applied to 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 cognitive and cognitive competencies effectively so that it can help improve student learning outcomes.

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