Study Analysis of Confidence Level on Slow Learner Students

Savitri Wanabuliandari[1]*, Sekar Dwi Ardianti[2], Gunarhadi[3], Triana Rejekiningsih[4]

[1,2] Universitas Muria Kudus, Kudus, Indonesia
[3,4] Sebelas Maret University, Surakarta, Indonesia

A R T I C L E I N F O

A B S T R A K

Kepercayaan diri membantu melihat kehidupan dari sisi positif serta membantu menemukan pengalaman yang baru. Kepercayaan diri ini belum tertanam dengan baik pada siswa slow learner. Siswa slow learner memiliki kepercayaan diri yang rendah. Kepercayaan diri yang rendah salah satunya dikarenakan diskriminasi dan bullying di sekolah. Tujuan penelitian ini adalah untuk menganalisis tingkat kepercayaan diri siswa slow learner. Penelitian ini menggunakan pendekatan penelitian kuantitatif. Metode penelitian yang digunakan adalah metode survei. Responden penelitian ini adalah siswa slow learner di kelas IV yang telah melalui tes psikologi. Jumlah siswa slow learner sebanyak lima siswa berdasarkan tes psikologi. Teknik pengumpulan data menggunakan observasi dan angket. Penelitian ini menguji keabsahan data dengan menggunakan uji kredibilitas. Pengujian kredibilitas data dilakukan melalui triangulasi dan menggunakan bahan referensi. Penelitian ini menggunakan teknik analisis data model Miles dan Huberman. Analisis data kualitatif dilakukan dengan reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Hasil penelitian yaitu guru masih belum memahami karakteristik siswa slow learner. Slow learner merasa guru tidak peduli. Slow learner kurang memahami materi yang diajarkan oleh guru. Siswa slow learner cenderung diam dan menunduk saat belajar. Analisis tingkat kepercayaan diri menunjukkan bahwa semua siswa lamban belajar dalam kategori tidak percaya diri.

A B S T R A C T

Confidence helps to see life from the positive side and helps to find new experiences. This self-confidence has not been well embedded in slow learner students. Slow learner students have low self-confidence. One of the reasons for low self-esteem is discrimination and bullying at school. The purpose of this study was to analyze the level of self-confidence of slow learner students. This study uses a quantitative research approach. The research method used is a survey method. The respondents of this study were slow learner students in grade IV who had gone through psychological tests. The number of slow learner students is five students based on psychological tests. Data collection techniques using observation and questionnaires. This study tested the validity of the data by using the credibility test. Testing the credibility of the data is done through triangulation and using reference materials. This study uses data analysis techniques Miles and Huberman models. Qualitative data analysis was carried out by reducing data, presenting data, and drawing conclusions/verification. The result of the research is that the teacher still does not understand the characteristics of the slow learner students. Slow learners feel that the teacher does not care. Slow learners do not understand the material taught by the teacher. Slow learner students tend to be quiet and look down while studying. The self-confidence analysis shows that all students are slow learners in the category of not being confident.

1. INTRODUCTION

The 2013 curriculum applied in education in Indonesia emphasizes three domains, namely knowledge, skills, and attitudes (Kuantum et al., 2018; Marshel & Ratnawulan, 2020; Wulandari, 2020). domain of attitude needs to be a concern because it impacts the behavior and character of students. Confidence is an aspect of attitude that is important to be developed in students (Blesia et al., 2021; F. I. P. Pratama et al., 2021; Yaldiz & Bailey, 2019). Self-confidence is the main requirement for someone to be accepted by others—confidence is essential in one's personality. Having self-confidence requires opportunity and support from family and the environment (Arrosagaray et al., 2019; Widiarti, 2017). *A self-confidence* is a tool that can be used to improve self-quality. Self-confidence helps see life from the positive side and helps find new experiences (Blesia et al., 2021; Yaldiz & Bailey, 2019). Someone who has self-confidence tends to be flexible, dare to take risks, and seek new experiences. Self-confidence is a positive attitude of someone accustomed and developed to obtain a positive assessment, achieve goals, take a risk,

*Corresponding author.
E-mail addresses: Wanabuliandari90@gmail.com (Savitri Wanabuliandari)

engage in the abilities, and a person's well-being (Marisda, 2019; Nurmahmidah, 2017; Stone et al., 2013). Self-confidence consists of self-confidence, an optimistic attitude, objective attitude, responsibility, rational attitude, independence, daring to try new things, and feeling accepted in their environment (Liu & Hou, 2021; Ray et al., 2021). Self-confidence is essential in balancing personal life and improving self-potential and academic performance (Jerald & Me, 2020; Vita, 2016). Indicators of self-confidence consist of courage in class, expressing opinions, trying new things, volunteering to do assignments or questions on the blackboard, expressing constructive criticism of other people's work, and providing solid arguments to defend opinions. In education, self-confidence is a character that must be instilled (Kavenuke et al., 2020; Vita, 2016). Because Indonesia wants to strengthen its character to compete in this digital era.

However, in the world of education, not all students have high self-confidence. One of the students who have low self-confidence is a slow learner. Slow learner students have low self-confidence and abstract thinking skills (Astalini et al., 2020; Suryani & Gunawan, 2018). Teachers and friends often underestimate slow learner students. It is what causes slow learner students to have low self-confidence. Slow learner students have limitations in understanding the material (Ahmad et al., 2015; Mami & Arayesh, 2010). In some cases, slow learner students experience obstacles or delays in thinking, responding to stimuli, and social adaptation, but they are still much better than those with mental retardation, slower than normal ones (Ardianti et al., 2021; Kaur et al., 2015). Slow learner students need several repetitions to understand the material. Slow learner students are physically no different from ordinary students. In addition, slow learners thinking skills are lower than children in general, which causes them to be less confident, look embarrassed, have difficulty interacting and socializing (L. D. Pratama & Setyaningrum, 2018). Slow learner students did not show any difference from ordinary students. In addition, slow learner students also have limitations in language, communication, and expressing their emotions (Ellis et al., 2021; Shokoohi-Yekta et al., 2011). Based on the observations of elementary schools in Kudus Regency, it was found that teachers still do not understand the characteristics of slow learner students, teachers tend to give the same treatment to their students in learning activities, in learning teachers do not use learning media, besides that teachers tend to focus on intelligent students. Meanwhile, based on the results of observations to students, it was found that slow learner students felt ignored by the teacher, slow learner students did not understand the material taught by the teacher, slow learner students tended to be silent and looked down on when learning. Slow learner students do not dare to come forward, and it is not easy to express their opinions (F. I. P. Pratama et al., 2021; Vita, 2016). If allowed to continue will harm his development in the future. Therefore, teachers need to know how to help slow learner students based on their abilities.

Furthermore, self-confidence is essential in one's personality, prolonged learner students. Self-confidence is necessary to be instilled in slow learner students for not lacking in their abilities, being more trusted for themselves among others, and improving their skills in solving problems (Otache et al., 2021; F. I. P. Pratama et al., 2021). Self-confidence is also essential in strengthening self-motivation, reducing the anxiety of self-ability, fostering a positive sense of self and others, and accepting different points of view in social adaptation (Cura et al., 2020; Hendriana, 2012). Slow learners students in low confidence will have difficulty exploration, have low performance, and the worst thing is that they do not have long-term goals (Franz et al., 2020; Mulyono & Saskia, 2020). Physical point of view, slow learner children do not show different characteristics from ordinary students. Slow learner children are limited to academic abilities and other abilities such as language or communication, emotional, social, or moral aspects, short attention span (Alvarez et al., 2021; Shokoohi-Yekta et al., 2011). One of the characteristics of this slow learner student is (1) it is difficult to understand the material, (2) is quieter, (3) does not dare to have an opinion, (4) is easily discouraged, (5) acts as he pleases, and (6) does not want to give up. Look back at his work. Teachers sometimes overlook this characteristic. So the teacher treats slow learner students like ordinary students. At the same time, slow learner students need special attention in the learning process (Hasibuan et al., 2020; Zakarneh et al., 2020). This study aims to analyze the level of self-confidence of slow learner students in grade 4 at SD 5 Bae Kudus Regency. The benefit of this research is that through this self-confidence analysis, the teacher can find out the characteristics of slow learner students to provide appropriate treatment according to their characteristics.

2. METHOD

The research location is SD 5 Bae, Kudus in Central Java. This study used a quantitative research approach. The research method used is a survey method. Survey methods are used to obtain data from specific populations that are natural, but researchers collect data by distributing questionnaires where researchers do not provide treatment as in the experiment (Sugiyono, 2014). Survey research asks several respondents about their beliefs, opinions, characteristics, and behaviors that have been or are happening. The survey provides questions for research on the report beliefs/beliefs or self-behavior (Adiyanta, 2019).

The subject in this study were students at SD 5 Bae. The data was taken in this study by observation and questionnaires. The population in this study were all slow learner students at SD 5 Bae, while the sample was five slow learners students. Based on the results of psychological tests, five slow learner students became respondents in this study. Data collection techniques using observation and questionnaires. Observation is used to determine the characteristics of slow learners. The questionnaire in this study uses a rating scale model that consisted of 55 statement items to determine the level of confidence in 1) self-confidence, (2) optimistic attitude, (3) objective attitude, (4) responsibility, (5) rational attitude, (6) independence, (7) dare to try new things, and (8) feel welcome in their environment. The questionnaire was made according to the instrument grid containing aspects of students' slow learner's self-confidence and several statements, as shown in Tabel 1.

Tabel 1. The Instrument Grid

No	Aspect	Number of statements	Number
1	Self-Confidence Students Slow Learner	13	1-13
2	Optimistic Attitude of Slow Learners	11	14-24
3	Objective Attitude of Slow Learners	7	25-31
4	Slow Learner Students Responsibility	5	32-34, 37-38
5	Rational Attitudes for Slow Learners	8	39-46
6	Independence of Slow Learner Students	2	35-36
7	Dare to Try New Things Slow Learner Students	2	47-48
8	Feeling Accepted by the Environment	7	49-55

The validity of the data by using a credibility test through triangulation and reference materials. The triangulation used is technique and source triangulation. Technical triangulation is done by checking the data to the same source with different techniques, namely by observation and questionnaires. Source triangulation is used to test the credibility of the data by checking the data that has been obtained through several sources. Qualitative descriptive data analysis technique by using Miles and Huberman models. Miles and Huberman state that activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated (Sugiyono, 2014). Activities carried out in data analysis, namely data reduction, data display, and conclusion drawing/verification. In determining the percentage of respondents using the formula, the number of respondents who answered was divided by the total number of respondents then multiplied by 100%. Meanwhile, in determining the level of self-confidence of slow learner students, the researcher uses the formula calculation from the modification of the Directorate of High School Development.

3. RESULT AND DISCUSSION

Result

This study was conducted to determine the level of self-confidence in slow learner students. Slow learner students have scores below the average in all subjects of the 14 students at SD 5 Bae, 5 students were found to be slow learners. The total respondents in this study were 5 slow learner students. Male as many as 1 slow learner student with a percentage of 20% Slow learner students. While the female students are 4 slow learners with a percentage of 80% of slow learners. Next is a description of the self-confidence of slow learners. Self-confidence can be described as a global self-regard determined by the perception of having the capabilities to handle various situations effectively. It is based on an internal sense of overall positive self-worth and self-efficacy. The confidence aspect of slow learner students consists of 8 aspects. The aspects of self-confidence consist of (1) self-confidence, (2) optimistic attitude, (3) objective attitude, (4) responsibility, (5) rational attitude, (6) independence, (7) dare to try new things, and (8) feel accepted in their environment. Table 3 shows the aspect of self-confidence in slow learner students (Ghufron & Rini, 2010).

Table 2. Recapitulation of Self-Confidence Aspects

Aspect	Creteria
Self-Confidence Students Slow Learner	Not Confident
Optimistic Attitude of Slow Learners	Not Confident
Objective Attitude of Slow Learners	Not Confident
Slow Learner Students Responsibility	Not Confident

Aspect	Creteria
Rational Attitudes for Slow Learners	Not Confident
Independence of Slow Learner Students	Not Confident
Dare to Try New Things Slow Learner Students	Not Confident
Feeling Accepted by the Environment	Not Confident

In table 2. The first aspect shows that the respondent falls into the criteria for not being confident. Slow learners have less confidence because slow learners' abstract thinking skills are lower than other children in general. Slow learner student feels not capable that make them tend to feel less confident. The second aspect shows that slow learners rarely want to participate in learning activities in the classroom. They rarely believe in their ability to change negative things. Many slow learner students always hesitate to determine the target to be achieved after carrying out learning. The third aspect shows that slow learner students rarely believe that challenging assignments given by the teacher help develop abilities that are owned. Slow learner students rarely feel sure the teacher does not like him, causing bad grades. The fourth aspect shows that slow learner students feel that often feel pressured by school rules. Slow learner students often feel afraid to take and convey the chosen decision to the teacher or friend. The fifth aspect, slow learner students, often feel it is useless to study if they get bad grades. Slow learner students never stay calm when facing learning difficulties. Slow learner students often feel that their friends do not like them because they are not smart. The sixth aspect shows that slow learner students rarely set their targets to be achieved after learning. While slow learners rarely make decisions without asking for help and consideration from friends. The seventh aspect, slow learner students were not confident when getting acquainted with unknown friends, fear when speaking in public for the first time, respond often, and always feel it. The eighth aspect is that their belief is well received by friends and the teacher of students who rarely feel it. Their belief that they can make friends with anyone shows that as many as 100% of slow learner students are on rare choices. The results of the self-confidence questionnaire recapitulation are presented in Table 2.

Table 2. Recapitulation of Self-Confidence Questionare

No	Respondent	Score	Percentage of Respondents (%)	Category
1	Slow learner 1	109	49.55	Not Confident
2	Slow learner 2	102	46.36	Not Confident
3	Slow learner 3	106	48.18	Not Confident
4	Slow learner 4	108	49.09	Not Confident
5	Slow learner 5	104	47.27	Not Confident

Based on the student self-confidence questionnaire results, the average student falls into the criteria for not confidence. Slow learner 1 shows the percentage as much as 49.55%, and slow learner 2 shows the percentage as much as 46.36%, slow learner 3 shows the percentage as much as 48.18%, slow learner 4 shows the percentage as much as 49.09%, dan slow learner 5 shows the percentage as much as 47.27%. Slow learner students who have low self-confidence tend to get low academic achievement as well. In addition to describing the aspect of self-confidence, the researcher also analyzed the level of self-confidence of slow learner students. For male students, the number of respondents is 1, while for female students, the number of respondents is 4. The slow learner's self-confidence is not influenced by gender (Akbari & Sahibzada, 2020). Furthermore, table 3 shows the percentage of slow learner students based on their level of confidence. Based on table 3, it is found that there are four categories of self-confidence of slow learner students, namely confident, quite confident, and not confident. The slow learner students in the category of not being confident.

Table 3. Percentage of Slow Learners Based on Confidence Level

No	Confidence Level	Number of Respondents	Percentage (%)
1	Self Confident	0	0
2	Confident Enough	0	0
3	Not Confident	5	100
	Jumlah	**5**	

Discussion

Slow learners are not special children, but they need special instructional techniques. If the teacher can find the strengths and inner talents of a slow learner, it can give positive reinforcement and make them think about their studies for their progress. Otherwise, they may lose confidence and become a dropout, and finally, they are treated as illiterates (Korikana, 2020; Surya et al., 2017). Students have low self-confidence. Slow learner students tend to be quiet and feel inferior to their friends. However, self-confidence needs to be accustomed in order to bring up a positive attitude. *Self-confidence* is a positive attitude that can achieve the desired goals (Blesia et al., 2021; Yaldiz & Bailey, 2019). Self-confidence can be instilled in a person through good habits (Nuraeni et al., 2019; F. I. P. Pratama et al., 2021). This self-confidence is one of the essential components of self and must be owned by slow learner students. They are considering that in this era of globalization, the younger generation is required to compete with others. Therefore, teachers are asked to develop students' self-confidence, especially slow learners.

Based on the observations that have been made, several findings have been obtained. The first finding is related to the characteristics of slow learner students. The teacher has never heard of the term slow learner or slow learner, the teacher only knows the term stupid student, and the teacher also does not know the characteristics of slow learner students. This misunderstanding resulted in a misunderstanding of the characteristics of slow learner students. The second finding is that the teacher treats the ability of ordinary students the same as those of slow learners. Slow learner students cannot be seen physically, but their ability can be recognized as a characteristic of them (Amdany et al., 2018; F. I. P. Pratama et al., 2021). From this, it is clear that the ability of slow learner students is different from that of general students, so the teacher must know how to handle these students' abilities (Ardianti et al., 2021; Korikana, 2020). The third finding is that teachers never use learning media. Learning media can improve the ability of slow learner students (Arizona et al., 2020; Fathoni & Marpanaji, 2018). This learning media can help increase the learning motivation of slow learner students to help increase their self-confidence. The fourth finding is that the teacher does not pay the slow learner students enough attention. Slow learner students need to be explained repeatedly so that sometimes it makes the teacher annoyed, which causes teachers to be lazy to pay attention to slow learner students (Amdany et al., 2018; Korikana, 2020). It is certainly not good news for slow learner students, considering that slow learner students need attention and motivation from the teacher to develop their abilities.

The level of slow learner students is 70-90, causing slow learner students to have a different level of understanding from ordinary students. Slow learner students have below-average cognitive abilities but are not disabled (Ahmad et al., 2015; F. I. P. Pratama et al., 2021). Thus, it is natural that slow learners need more time to understand the material given by the teacher. The sixth finding is that slow learner students tend to be quiet in the classroom and bow when the teacher explains. This characteristic arises because slow learner students feel inferior to other students. This sense of inferiority also stems from the inability of slow learner students to answer questions and express their ideas. Schools should be able to facilitate slow learner students to achieve their goals. It can be done by providing special programs for slow learner students (Albert, 2018; Rovik, 2017). This unique program is designed so that slow learner students can develop and increase their self-confidence. Therefore, as a teacher, it is necessary to develop their abilities by understanding slow learner students' characteristics so that the learning process runs well. The second aspect of optimistic attitude shows that there is still low optimism slow learner students who rarely want to participate in learning activities in class there is 80%. 60% of slow learner students rarely believe in their ability to change negative things. As many as 60% of slow learner students always hesitate to determine the target after carrying out learning. Optimize an aspect that most contributes to the student's self-confidence. It is the role of the teacher that is very important in learning. Teachers have an essential role in helping students *slow learners* grow an optimistic attitude (Amalia et al., 2015; Ardianti et al., 2021). The handling of learning for students *slow learner* ideal one is the guiding individually or privately aims to help develop an optimistic attitude towards the ability and expectations achieved realistically.

While a third aspect is an attitude that objectively showed that 80% of students slow learners rarely believe that complex tasks are given by the teacher help develop their abilities. There are two aspects of a conducive classroom environment – good classroom organization and management and an attractive physical environment to promote effective learning (Anggraini et al., 2018; Dumitrescu et al., 2014). The following attributes of human comfort (visual, thermal, acoustic), spatial planning, quality of furnishings and furnishings (including storage), and safety features for a well-designed layout have been agreed. The fourth aspect shows that the responsibility for slow learner students is that 60% of them feel pressured by school rules. While 60% of slow learner students often feel afraid to take and convey the chosen decision to the teacher or friend. The results above show that the responsibility of slow learner students is still low. The fifth aspect is a rational attitude which shows that 80% of slow learner students often feel it is useless to study if they get bad grades. 60% of slow learner students never stay calm when

facing learning difficulties. 80% of slow learner students often feel that their friends do not like them because they are not intelligent. In addition, slow learner students who have difficulty absorbing other subject matter delivered need teachers who have adequate self-efficacy in the learning process (F. I. P. Pratama et al., 2021; Putri & Fakhruddiana, 2019). *Teacher self-efficacy* is defined as beliefs that can influence how well students will learn, even for those who have difficulty or are not motivated (Sharma & Srivastava, 2020; Toropova et al., 2021). It is necessary to make efforts to improve student learning outcomes. Learning outcomes exist in students during learning activities, including three things: attitudes, skills, and knowledge (Eliyanti et al., 2019; Ragil & Sukiswo, 2011).

The sixth aspect of independence is intended so that students have learning independence. As many as 60% of slow learner students rarely set their targets to be achieved after learning. The target to be achieved after learning is a vital thing that must have students. Students who have targets will further increase their learning motivation (Boyadzhieva, 2016; Warti, 2018). Efforts to grow learning independence can be made by continuing to motivate slow learner students. While 60% of slow learners rarely make decisions without asking for help and consideration from friends. Peer groups can help a child's independence by providing the emotional satisfaction of friendship with peers. Peers are an important place for the development of slow learner students. With the help of peers, slow learner students can optimize their intellectual abilities and learn various kinds of between regular and slow learner students. In addition, in the learning process, the teacher also skills needed in their social life (Subali et al., 2019; Sudarmiani, 2013). The seventh aspect, daring to try new things, shows that slow learner students are still not brave and not confident when doing something new. 40% of slow learner students are still afraid when they first speak in public. Slow learner students will tend to be passive in class (Hasibuan et al., 2020; Zakarneh et al., 2020). Slow learner students show a passive attitude, one of which is when the teacher throws questions or asks students to work on questions; slow learner students are confused and find it difficult, so they do not know the answer. So the importance of the teacher's role in fostering the courage of slow learner students (Schyns & Sczesny, 2010). In the implementation of learning, the teacher can involve average students and slow learners to be active in every learning activity by providing work-and-answer questions that make students dare to speak to answer. The teacher facilitates the interaction between normal and slow learner students, between students and teachers in each lesson by not distinguishing constantly monitors and guiding slow learner students (Albert, 2018; F. I. P. Pratama et al., 2021).

The eighth aspect has the meaning of belief that it is well received by friends and teachers, showing the percentage of 80% of students who feel they rarely feel it. The belief that they can make friends with anyone shows that as many as 100% of slow learner students are on rare choices. The slow learner is closed to his friends and family (Rovik, 2017; Utami, 2018). In addition, slow learner children are also challenging to get along with and are less familiar with their friends and family. Usually, slow learner children are passive and shy children. Slow learner children are less able to adapt and interact with their environment. In the form of student responses, the limitations in this study are slow during the learning process and psychological tests. From these findings, although slow learner students have no self-confidence, the teacher has an essential role in fostering self-confidence (Korikana, 2020). Things that can be done include finding out specific problems in students assisted by special counselors, giving assignments according to abilities and talents, strengthening individuals and motivation, and increasing responsibility. This research can assist teachers in understanding the character of slow learner students in terms of the self-confidence aspect, improve the academic abilities of slow learner students, and reduce bullying levels of slow learner students.

4. CONCLUSION

Based on the research results, teachers still do not understand the characteristics of slow learner students, and teachers tend to give the same treatment as students in general. Teachers do not use learning media, and teachers focus on intelligent students. In addition, based on research, slow learner students feel that the teacher does not care, slow learner students do not understand the material taught by the teacher, slow learner students tend to be silent and look down when learning. The self-confidence analysis shows that all students are slow learners in the category of not being confident.

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