

Enhancing Support for Slow Learners: Evaluating Inclusive Education Models in Contemporary Classrooms

Muhammad Imran*¹, Lubna Oad², Zakia Ghafoor Jat³, Abdul Hafeez⁴, Zehara Sultana⁵

¹*PhD Scholar Department of Education, SZABIST Karachi, Sindh, Pakistan.

²Assistant Professor, Department of Education, Benazir Bhutto Shaheed University Lyari, Karachi, Sindh, Pakistan.

³Subject Specialist, GGHSS Fatima Jinnah, Nawabshah, Sindh, Pakistan.

⁴Vice Principal, IBA-Public School Sukkur, Sindh, Pakistan.

⁵Founder Principal, Iqbal academy of Educational Excellence, Raees Goth Karachi, Sindh, Pakistan.

Corresponding author: Imran.g5830@gmail.com

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The present study assesses the effectiveness of inclusive education frameworks in supporting slow learners; a student needs extra time and resources to achieve academic success. The objective is to include these students in regular classes to promote fairness and social unity. The qualitative research study was supported by six teachers working in primary, elementary, and secondary institutions in Karachi. The data collected provided thematic analysis identifying key challenges, strategies, and impacts of the implementation of inclusive education on children with learning difficulties. The findings also demonstrate that though the models of inclusive education may uplift the slow learners both in academic performance and self-esteem, their effectiveness depends on adequate resources, flexible curriculum, and comprehensive training for teachers. Individual education plans and differentiated instruction are also identified as crucial factors. Future studies on inclusive education models can be based on longitudinal studies and comparative studies across different cultural contexts, with specific attention to teacher preparation and the perspectives of slow learners.

1. Introduction

Slow learners can be defined as students who need more time and extra help in understanding and mastering the concepts being taught compared to other students (Mukhlis et al., 2023). According to Romsis et al. (2024), slow learners are different from students with diagnosed

learning disabilities since they occupy a vague area in the learning environment, an area often represented by intellectual capacity that is a little below average but does not qualify for special education (Ramesh et al., 2023). Such learners may either have weaker reading comprehension, mathematical reasoning, or poor retentively; hence, they progress at a slower pace in the acquisition of new skills and knowledge (Murdiyanto et al., 2023).

Younis, Naeem, and Ali (2023) found that slow learners generally face tremendous challenges in traditional educational settings since the content and pace of teaching are not suited to meet their needs. In a research study, Cheon (2024) explored that the situation could even be more difficult in an educational environment for slow learners because they easily get frustrated, develop low self-esteem, and feel like strangers in a strange land when unable to keep up with their classmates. These challenges are often compounded by the demands to meet academic standards and obtain high marks on standardized tests, which do not always take into sufficient account the needs of slower learners (Ningsih & Suyatno, 2023).

According to Kumar (2024), the educational needs of slow learners are complex and require multiple dimensions in instruction, spanning both academic and emotional dimensions. First, differentiated instruction provides the best instructional strategies and materials adapted to better suit preferred rates and styles of learning (Fillia & Kaltsum, 2023). This can be completed through breaking down multifaceted ideas into small, easily adopted parts, visually aided, or additional practice and reinforcement. Janah and Aprilia (2023) stated that slow learners usually need more time and special attentive support outside the regular classroom environment. This can mean after-class tutoring sessions with a teacher, special educational resources to help lay down some basic skills, or just one-to-one time. Also critical in this category of students is a supportive and developmental learning environment. The slow learner thrives in an atmosphere where he feels appreciated and understood for his contribution (Sintawati et al., 2024).

Furthermore, according to Ilzam and Purwoko (2023), developing positive self-concept and boosting self-confidence are the key factors in slow learners' support. Teachers and parents' involvement is important in motivating such learners, acknowledging their progress, and helping them develop resilience in overcoming their academic challenges (Fakhrudin et al., 2024). Conclusively, educators can create an environment where these students can engage actively, and as a result, their self-esteem can begin to grow (Afroz & Muzaffar, 2023).

1.1 The Importance of Inclusive Education in Addressing Diverse Learning Needs

According to Kamala and Minhalina (2023), inclusive education is a pedagogical approach toward meeting diverse student learning needs within a general education classroom. It builds on the basic need for providing an enabling learning environment where each student, irrespective of his or her abilities or pace of learning, can participate fully and benefit from the teaching-learning process (Dahiru & Magaji 2023). Inclusive education allows slow learners to progress into successful academic and personal development by being supported in a mainstream classroom environment (Mukhlis et al., 2023).

Trisnani et al. (2023) explored that it is also a core constituent of what makes up the tenet of inclusion: that every child has a right to a quality education in the least restrictive environment. This means access to opportunities for learning at their pace, with their peers, through equal access to curriculum and learning experiences, though enhanced by whatever modifications and accommodations will need to be made (Mansur et al., 2023). To this extent, inclusive education creates equity and helps secure the situation whereby slow learners do not become marginalized or even totally excluded from the process of learning (Wulandari & Setiawan, 2023). In 2023, Baysan and Naeem explained that inclusive education creates a sense of belongingness and unity among students in a classroom. Within a diverse educational setting, students with a slower learning pace can benefit from peer support, collaborative learning experiences, and social interactions that help in enhancing their academic and interpersonal skills (Dwilanisusantya, 2023). This kind of environment helps slow learners to develop self-esteem and confidence, knowing that they are valued members of the learning society (Vasileiadis et al., 2024)

Moreover, it promotes the use of differentiated instruction, which is one of the most important strategies for responding to slower learners (Murniarti et al., 2023). The teachers in this kind of environment are trained to recognize and respond to the different learning needs of their students by offering support and using a variety of teaching strategies that ensure all students have equal opportunities to succeed (Agbonlenomen & Faith, 2023). Besides, apart from the advantage to slow learners, it offers better educational experiences to other students as well (Marlina et al., 2023). A diverse learning environment fosters empathy, understanding, and respect for differences among students' attributes required for success in a multicultural society. Most importantly, such an approach to education grooms all students to become compassionate, collaborative, and socially responsible (Apriliani et al., 2024). It is, therefore, vital that inclusive education helps deal with the diverse learning needs of slow learners (Waqar et al., 2024). In doing so, it should contribute to a more inclusive and fair society by providing for an equitable and supportive learning environment that allows slow learners to be the best they can be.

1.2 Challenges Faced by Slow Learners in Traditional Educational Settings

According to Saif et al. (2024), students who experience learning at a slower rate frequently face considerable obstacles within conventional educational environments, wherein the tempo and organization of instruction cater predominantly to the typical learner. Such individuals find it arduous to maintain alignment with the instructional velocity, resulting in challenges related to understanding and memorizing novel information (Dahiru & Magaji, 2023). Conventional classrooms generally prioritize uniform curricula and assessments, failing to consider the distinct educational requirements and reduced processing rates of slower learners. As a result, these learners are usually behind their peers, hence feelings of frustration, reduced self-esteem, and a general disconnection with the learning process (Zhou, 2024).

According to Fernandes (2023), in conventional educational settings, a significant complication is the absence of differentiated instruction. Teachers can lack the resources or even training to adapt their pedagogical strategies to the changing, diverse needs of slow learners

(Pasumala et al., 2024). Adopting this one-size-fits-all approach can contribute to feelings of being overwhelmed and helpless among slow learners, which might increase their academic struggles (Kremsner, 2023). Moreover, the social dynamics can be challenging in traditional classrooms, for the slow learners undergo stigmatization or isolation from peers, leading to inadequacy feelings and alienation (Tandika Basil, 2023).

1.3 The Gap in Existing Research on the Effectiveness of Inclusive Education Models for Slow Learners

Although education in inclusion has received large emphasis in modern discourse, the number of studies that relate to its effectiveness for the slow learner is very few (Wulandari & Setiawan, 2023). Most literature available on inclusive education often generalizes between different categories of learners under the special group category, which very often overlooks the varied problems of the slow learners. According to Kamala and Minhalina (2023), consequently, a lack of focused studies leads to educators possessing a lack of evidence-based strategies to properly support the slow learners in an inclusive environment (Sintawati et al., 2024).

Moreover, Janah and Aprilia (2023) identified the existing literature related to inclusive education, which often highlights the general benefits of inclusion for the entire student population but does not sufficiently explore how specific models of inclusive education can be modified to meet the needs of the low-ability learners (Mukhlis et al., 2023). Consequently, there is a dire need for more focused research into evaluating the most effective approaches through which inclusive education models can be implemented to significantly benefit slow learners, thus ensuring that they receive the suitable attention and services needed to prosper in their academics.

1.4 Objectives of the Study

1. To evaluate the effectiveness of inclusive education models to assistant slow learners.
2. To assess Best Practices and Strategies for Support in an Inclusive Classroom.

1.5 Research Questions

1. How far do existing models of inclusive education accommodate slow learners?
2. What strategies are most effective in supporting slow learners in inclusive settings?

2. Literature Review

2.1 Understanding Slow Learners

2.2 Definition and Characteristics of Slow Learners

Slow learners are children whose scholastic achievement is below average, usually requiring more time, repetition, and special help in the mastery and learning of materials (Ramesh et al., 2023). Unlike the group of children with diagnosed learning disabilities, slow learners do not exhibit any recognized cognitive deficit or neurological disorder (Cheon, 2024). However, they are unable to keep up with the normal pace set by their peers and usually achieve results slightly below average for their age group (Dahiru & Magaji 2023).

The term "slow learner" does not imply a lack of ability or intelligence; it simply indicates that these students process information more slowly than their peers (Afroz & Muzaffar, 2023). Some examples are difficulties in abstract reasoning, problem-solving strategies, and the use of learned information in new situations. Students labeled as slow learners often need more concrete, step-by-step instruction and can become frustrated with tasks that require higher-order thinking skills, such as analysis, synthesis, and evaluation (Mukhlis et al., 2023).

One of the primary characteristics of slow learners is their unpredictable academic performance. At times, they perform well in specific subjects or even in certain assignments, but they face a lot of difficulties in other areas (Afroz & Muzaffar, 2023). This inconsistency often perplexes the teacher and the parents because they cannot determine the cause of the poor academic performance. In addition, slow learners often have problems with retention, which means that they need constant review and practice to reinforce what they have learned.

Another common feature of slow learners is poor achievement in language-based activities. They usually cannot make sense from the reading material, fail to develop vocabularies, and fail to express themselves in writing (Dahiru & Magaji 2023). This puts a block in attaining the literacy requirement set up by the curriculum as they develop frustration and often become less willing to participate in any activity relating to reading and writing (Ramesh et al., 2023).

Social and emotional problems are normal characteristics evident in students described as slow learners (Fillia & Kaltsum, 2023). With a view to their learning difficulties, such children usually face low self-esteem, increased anxiety, and a sense of inferiority. They easily get frustrated with the schooling experience and develop negative attitudes towards education and create behavioral problems for their frustration (Cheon, 2024). This can lead to a self-perpetuating cycle of classroom failure in which the learning-lagging pupil becomes progressively more discouraged and less motivated to strive academically.

2.3 Factors Contributing to Slow Learning

There are several factors contributing to slow learning, including cognitive, environmental, and emotional influences. It's important for educators and parents to know these so that appropriate support and interventions may be given to the slow learner.

2.4 Cognitive Differences

Slow learners often have cognitive profiles significantly different from those of their peers. In addition, such differences may be seen to exist in lower processing speeds, reduced working memory capacity, and difficulties with executive functions like planning, organizing, and prioritizing tasks (Dahiru & Magaji 2023). These cognitive challenges make it harder for slow learners to process and retain new information, leading to slower academic progress.

2.5 Learning Environment

The environment one learns in is very important for a student's academic success. Overcrowded classrooms, lack of individual attention, and insufficient teaching resources can

negatively impact the progress of slow learners. Traditional teaching methods that do not cater to different learning styles may exacerbate the problems slow learners experience even more. Thus, an encouraging and flexible learning environment is essential for catering to the needs of slow learners (Ramesh et al., 2023).

2.6 Teaching Methods

Pedagogical strategies adopted by the teachers play a major role in either promoting or hindering the progress of slow learners. In their case, uniform treatment is found inadequate because they need differentiated instruction catering to their individual needs (Cheon, 2024). Too theoretical and too fast-paced instructional strategies make it difficult for them, as normally the slow learners are unable to keep up with their peers in class.

2.7 Emotional and Psychological Factors

Individuals classified as slow learners frequently encounter emotional and psychological difficulties that negatively influence their academic outcomes (Fillia & Kaltsum, 2023). Diminished self-esteem, heightened anxiety, and a pervasive fear of failure may lead to cognitive barriers that inhibit their ability to participate fully in educational activities. Such emotional challenges can serve as both a precursor and a result of slow learning, thus perpetuating a cycle of inadequate academic performance.

2.8 Socioeconomic Factors

Students from disadvantaged backgrounds usually face additional barriers to learning (Afroz & Muzaffar, 2023). These can include limited access to learning resources, poor nutrition, and unstable home environments. These socioeconomic factors can impede learning by negatively impacting a student's ability to focus, stay motivated, and excel in their studies (Dahiru & Magaji 2023).

2.9 Parental involvement

A lot depends on how much involvement the parents have in a child's education. In most instances, offspring whose parents are closely involved in their learning processes often perform better. On the other hand, the lack of parental support leads to slow learning because students miss the encouragement and reinforcement needed for them to succeed (Afroz & Muzaffar, 2023).

Understanding what slow learning entails, its characteristics, and contributory factors is very instrumental in developing appropriate strategies for guiding the learners. Addressing the cognitive, environmental, and emotional factors that influence slow learning makes the teacher or career better placed to create an inclusive and enabling learning environment that enables such students to reach their full potential (Cheon, 2024).

2.10 Inclusive Education Models

2.11 Overview of Inclusive Education Principles

Inclusive education is a type of pedagogic approach aimed at providing due accommodation for the diverse needs of all students by developing a learning environment in which every child, irrespective of his/her abilities or disabilities, can fully and equally participate (Ramesh et al., 2023). One basic element within the concept of inclusive education is the fundamental belief that each child shall be entitled to quality education within the least restrictive possible environment. The methodology described is hence based upon the basic principle that diversity enriches the process of learning and asserts equal opportunities for all students to learn, develop, and function within the regular education environment, regardless of characteristics (Dahiru & Magaji 2023).

Basically, inclusive education works on the premise of equity over and above equality. Equality would imply that all students are alike and need the same things (Afroz & Muzaffar, 2023). Equity recognizes that the needs of students vary, so different levels of support may be needed if they each are to reach their potential. Some of the objectives of inclusive education are equitable learning environments through differentiated instruction, accommodations, and modifications addressing individual needs.

Promotion of a sense of belonging and community is one of the core principles in the learning environment. It promotes social integration, wherein students with different abilities can learn together and thus nurture mutual respect, understanding, and cooperation (Fillia & Kaltsum, 2023). Such a setting, therefore, is beneficial not only for students who have different needs for learning support but also for learning for all, as it builds empathy and social skills (Cheon, 2024).

Inclusive education shares a very strong link with individual learner support (Fillia & Kaltsum, 2023). The model of inclusive education recognizes the strengths and weaknesses of each student individually, therefore providing learning experiences that are tailored to meet all the requirements of learners. This may involve changing instructional strategies, including additional resources, or even special interventions for the success of all students (Ramesh, Jenitha, & SK, 2023).

2.12 Different Models of Inclusive Education

Several models of inclusive education are available, all of which are set to answer diverse student needs within the framework of an inclusive learning platform. Three major models that exist are full inclusion, partial inclusion, and pull-out programs.

2.13 Full Inclusion

Full inclusion is an educational model in which all students, regardless of their abilities or disabilities, are educated together in the general education classroom for the entire school day (Dahiru & Magaji 2023). In this model, students with different educational needs receive appropriate services in a regular classroom and are more often delivered through collaboration between general education teachers and special education teachers (Ramesh, Jenitha, & SK, 2023). Full inclusion is based on the belief that every student benefits from being educated within a heterogeneous learning environment and that such placement leads to a sense of belonging, social

cohesion, and academic achievement (Afroz & Muzaffar, 2023). According to Cheon (2024), in more fully inclusive settings, teachers combine their differentiated instruction with a wide variety of other pedagogical approaches in order to best help the individual needs of all learners. This may include accommodations and modifications, along with the co-teaching models for special education teachers to help offer support to all students by working together with general education teachers.

While full inclusion is fair and leads to much social cohesion, it demands large amounts of resources, teacher training, and administrative support (Fillia & Kaltsum, 2023). If the individual needs of a student are not successfully met within the general education environment, then challenges can arise, which can be frustrating for the students and their teachers.

2.14 Partial Inclusion

Partial inclusion is also referred to as a hybrid model because it combines components of full inclusion and directed instruction outside of the general classroom (Ramesh, Jenitha, & SK, 2023). In this model, students with diverse learning needs spend part of their day inside the general education classroom and the remaining time in another setting receiving specific support, for example, in a resource room (Cheon, 2024). The amount of time within each setting is dependent upon the individual student's needs.

Partial inclusion allows students to participate in both the general school curriculum and in socializing with peers but receive specialized instruction designed to meet their needs. Therefore, the approach is an ideal mix of inclusion with additional support, rendering it applicable for those students who may need more targeted interventions in certain subjects or skills (Ramesh, Jenitha, & SK, 2023).

The effectiveness of partial inclusion depends on successful cooperation between regular and special education teachers, as well as careful planning to ensure that students receive the necessary level of support while keeping as much as possible together with their peers (Cheon, 2024).

2.15 Pull-out Programs

Pull-out programs involve pulling out children from the general education classroom to participate in specialized instruction that is located elsewhere (Dahiru & Magaji 2023). It is very often utilized for students who need more concentrated and intensive support in reading, mathematics, or speech therapy, among others. In the context of a pull-out program, the student participates either in small groups or one-to-one sessions with a specialist who delivers specific interventions modified to be administered for certain learning problems (Ramesh et al., 2023).

While pull-out programs might be tremendously helpful in meeting specific needs, they also tend to make the student miss out on some very important activities in class and socializing with classmates. This approach will often divide the students with special needs from their peers, thus interfering with the inclusive objectives of the education institution. Nonetheless, if

thoughtfully implemented and coupled with inclusive approaches, pull-out programs may be an important component of multi-level support for students with complex learning profiles (Mukhlis et al., 2023).

There is a marked difference in the methods and models of inclusive education regarding how to incorporate students with diverse learning needs into the general education framework. The goal remains, from full inclusion to partial inclusion to pull-out programs: to provide equal and effective education for the unique needs of each individual student (Afroz & Muzaffar, 2023). By gaining thorough knowledge of these models and applying them diligently, educators are called upon to establish a more inclusive, supportive, and dynamic learning environment for all learners.

2.16 Previous Research on Slow Learners in Inclusive Settings

2.17 Summary of Studies Focusing on Slow Learners in Inclusive Classrooms

Much has been done to research slow learners in inclusive classrooms over the past few decades. This is due to the most recent consciousness by educators and policymakers to give learners level chances in the field of education (Fillia & Kaltsum, 2023). Inclusive education is targeted at pumping students with other varying needs, like those with slow learning needs, into the mainstream. This brings in a sense of belonging, which registers good achievements academically based on individual instructions and individual support (Ramesh et al., 2023).

Many studies have evaluated the effectiveness of inclusive education for learners with learning difficulties. For instance, a study by Mitchell (2014) evaluated the impact of inclusive approaches on the educational achievement and social inclusion of underachieving students (Ramesh, Jenitha, & SK, 2023). The results showed that, indeed, when inclusive settings are implemented appropriately with the right level of support, there is a significant improvement in academic achievement and a high enhancement of social skills among underachieving students. Research stressed the active role that teacher preplanning and the use of differentiated instructional strategies play in establishing a proper learning atmosphere for these learners (Cheon, 2024).

Along the same lines, Ruhela (2014) conducted a study that assessed the psychological status of slow learners located in inclusive classrooms. The results pointed out that slow learners who were a part of inclusive settings enjoyed higher self-esteem and lower anxiety as compared to their counterparts located in segregated ones. Such a positive psychological impact was attributed to the fact that inclusive classrooms encourage peer involvement, cooperative learning, and value diversity in ability (Fillia & Kaltsum, 2023).

Another important study by Hartini et al. (2017) focused on the strategies used to help slow learners within inclusive education settings. The results showed that project-based learning models were particularly useful for involving slow learners, as students were able to work at their own speed with the guidance of teachers. The study supported the value of a flexible teaching approach and the importance of ongoing assessment in making adaptations of instructional methods to meet the slowly developing needs of learners (Mukhlis et al., 2023).

Despite these positive outcomes, some studies have reported challenges concerning inclusive settings for slower learners. Muppudathi (2014) found that while inclusive education offers numerous benefits, it can also lead to feelings of being overwhelmed for those students who learn at a slower rate when the curriculum has not been adapted adequately to meet the learners' pace. The study identified class-size reduction, additional teaching support, and access to specifically designed materials as key elements in promoting success for slow learners operating within an inclusive setting (Dahiru & Magaji 2023).

2.18 Identified Gaps in the Existing Literature

Though much ground has been covered in understanding the worth of inclusive education to slow learners, a few gaps exist in the available literature. One obvious omission is the lack of studies that follow up on the long-term academic and social effects for slow learners in classrooms that practice inclusiveness (Fillia & Kaltsum, 2023). Most studies only dwell on immediate effects, thus leaving open several questions regarding the longevity associated with benefits accruable from or connected with inclusive education (Ramesh et al., 2023). Another area that needs attention is the lack of research into which inclusive education frameworks show the most efficacy for slow learners (Dahiru & Magaji 2023). While studies to date have investigated a range of strategies (Afroz & Muzaffar, 2023) including full inclusion, partial inclusion, and pull-out programs, there is still a need for more thorough comparative analyses to be conducted to determine which models work best in different contexts (Ramesh et al., 2023). Furthermore, there is a scarcity of studies on the impact of inclusive education among slow learners in different cultural and socio-economic milieus (Mukhlis et al., 2023). Most of the studies were conducted in Western countries; hence, the current study will examine how the methods of inclusive education can be worked out within different educational structures and cultures (Cheon, 2024).

Furthermore, the literature to date often overlooks the voices of the slow learners themselves. While educators and researchers typically assess the effectiveness of inclusive education, very little is represented by way of the voices of slow learners regarding their experiences, challenges, and preferences (Ramesh et al., 2023). Listening to slow learners may provide a better understanding of how inclusive practices could be improved.

It is also very critical to study further the professional development of teachers who work in inclusive settings (Ramesh et al., 2023). While the importance of teacher education is admitted by all, few studies have explored the specific competencies and knowledge required by teachers to suitably support slow learners within an inclusive education setting. Addressing these gaps will significantly improve the inclusive education frameworks and ensure that the slow learners receive all necessary support to succeed (Mukhlis et al., 2023).

3. Methodology

This study employs a qualitative research design to explore the effectiveness of inclusive education models in supporting slow learners. A qualitative approach is chosen for its ability to

provide in-depth insights into the experiences and perspectives of teachers working with slow learners in inclusive classrooms. The study focuses on a purposive sample of six teachers from Karachi, comprising two primary school teachers, two elementary school teachers, and two secondary school teachers. The selection of participants is based on their direct involvement with slow learners and their experience in implementing inclusive education practices, ensuring that the data gathered is both relevant and insightful.

Data collection is carried out through semi-structured interviews, allowing for a flexible and open-ended exploration of the teachers' experiences, challenges, and strategies in supporting slow learners within inclusive settings. The interviews are designed to elicit detailed responses and capture the nuances of each teacher's approach to inclusion. The collected data is then analyzed using thematic analysis, a method well-suited for identifying, analyzing, and reporting patterns within qualitative data. Through this process, key themes and insights are extracted, providing a comprehensive understanding of how inclusive education models are implemented and their impact on slow learners in different educational stages.

3.1 Interview Questions

1. General Understanding of Inclusive Education

- i. How do you define inclusive education, and what does it mean to you as an educator?
- ii. What are your thoughts on the importance of inclusive education for slow learners?

2. Implementation of Inclusive Education Models

- i. Can you describe the inclusive education model currently implemented in your classroom?
- ii. How do you adapt your teaching methods to meet the needs of slow learners in an inclusive setting?
- iii. What resources or support do you receive to implement inclusive education effectively?

3. Challenges and Barriers

- i. What challenges have you faced when trying to include slow learners in the general education classroom?
- ii. How do you address the academic and social-emotional needs of slow learners in your classroom?
- iii. Are there any specific difficulties you encounter when differentiating instruction for slow learners?

4. Effectiveness of Strategies

- i. Which strategies have you found to be most effective in supporting slow learners within the inclusive classroom?
- ii. Can you provide examples of successful outcomes when using these strategies?

5. Collaboration and Support

- i. How do you collaborate with other teachers, special educators, or parents to support slow learners?
- ii. What role does the school administration play in facilitating inclusive education?

6. Teacher Training and Professional Development

- i. Have you received any specific training or professional development on inclusive education? If so, how has it impacted your teaching?
- ii. What additional training or resources do you feel are necessary to better support slow learners?

7. Suggestions for Improvement

- i. What changes would you suggest to improve the inclusive education model in your school?
- ii. How can the needs of slow learners be better addressed in the future?

3.2 Thematic Analysis of Teachers' Perspectives on Inclusive Education for Slow Learners

3.3 Understanding and Perception of Inclusive Education

The six teachers really believed in inclusive education and said that its goal is to make the learning setting fair so that all students, no matter their ability, can do well. The teachers thought that inclusive education meant that all students, even those with special needs or different learning styles (like slow learners), were included in a regular classroom. The teachers all agreed that inclusion is more than just being present in the classroom. It also means making sure that students who are learning slowly are still interested in what they are doing. The teachers also said that including everyone makes it easier to join and could help reduce the stigma that comes with being a slow learner.

3.4 Implementation Practices

Teachers talked about using inclusive teaching methods in different ways at the basic, elementary, and secondary levels. Based on the needs of the slow learners, most teachers used both full and partial inclusion. Teachers talked about how they used full inclusion more often in elementary schools by tailoring lessons to the needs of students who are learning slowly. Secondary school teachers talked about using "partial inclusion," which means that a student who is learning slowly spends some of their day in a resource room to get help with their work. Overall, teachers said it was important to use different ways to teach, like breaking down material, using visual tools, and giving extra practice.

3.5 Challenges and Barriers

As it pointed out, all of the teachers agreed that the biggest problem with including slow learners in regular classes is the lack of time and materials to differentiate their lessons successfully. It's not always possible to do this because the school program is set in stone. A lot of secondary school teachers said it was hard to give slow learners the help they need because the rest of the class had to go quickly through the lessons. This is because of the already high academic standards at that level. Every teacher has to work hard to keep the attention and interest of students who are learning slowly. When they fail to do something or see that their friends have left them behind, they usually get angry or lose interest.

3.6 Effectiveness of Strategies

Teachers thought there were a few ways to help slow learners that were fair and helpful, though there were some problems that were pointed out. Some of these were individualized education plans, which gave teachers a way to meet the unique needs of each slow learner in a structured way. The teachers also said that there was some peer-assisted learning going on. For example, working in pairs or small groups helped students who were learning slowly get help from other students. It was found that slow learners did best with project-based learning because they could go at their own pace while still taking part in the other tasks in the classroom. The elementary school teachers thought that this should mean using as many real-life examples as possible to teach the ideas.

3.7 Collaboration and Support Systems

Every teacher said they were worried about and willing to help students who were learning slowly. They said that special education teachers, parents, and school administrators meet regularly to talk about the success and needs of students who are learning slowly. The working together was very helpful in making sure that everyone is on the same page about how to help these kids. Some teachers thought that the government should always and more strongly back them up by giving them teacher assistants and other useful tools. While some parents may not be as involved as others, many teachers said that working together with the parents is very important.

3.8 Teacher Training and Professional Development

Even though some of the teachers had been trained in inclusive education, they all agreed that they needed more specialized professional development. They said that teachers should be taught how to help students who are learning slowly in an open setting. So, the teachers asked for more classes and seminars where they could share tools and techniques for differentiating instruction and managing behavior in an inclusive classroom. In particular, secondary school teachers wanted training that would help them deal with students who are slow in science and math.

3.9 Recommendations for Improvement

The teachers suggested a number of ways to help the growth and development of inclusive models of education for slow learners. These included reducing class sizes, making more teacher assistants available, and providing tools that are better suited to the needs of slow learners. The teachers also said that the curriculum should be less rigid and more focused on mastery rather than strict adherence to deadlines so that it could suit students who learn at different rates. Last but not least, teachers asked for more targeted and regular chances for professional development on how to be more inclusive.

3.10 Findings: Effectiveness of Inclusive Education Models

3.11 Analysis of How Inclusive Education Models Are Meeting the Needs of Slow Learners

The study shows that inclusive education models are only somewhat good at meeting the needs of slow learners, with different amounts of success seen in different models and at different grade levels. According to what the teachers said, when it's done right, an inclusive classroom gives slow learners a more supportive and interesting place to learn than standard separate settings. Also, the inclusive method helps slow learners feel like they belong, which is great for their self-esteem and encourages them to participate in class.

As one of the foundations of inclusive education, differentiated teaching was identified as a key way to meet the needs of a wide range of slow learners. Using a variety of teaching methods, such as visual aids, breaking down difficult tasks, and extra practice, led to better academic success and more interest among slow learners in the class. The IEP also gave each student a personalized plan, which made it easier to help slow learners at their own pace while still helping their overall education.

In any case, how well the inclusive models of education worked rested on how many resources were available and how well the teachers were trained. Setting where teachers got special training and help made it easier for the models to meet the needs of students who were learning slowly. In places with few means and bad teacher training, on the other hand, the models were not nearly as useful.

3.12 Comparison between Different Models and Their Outcomes for Slow Learners

The results showed that inclusive education worked better or worse for slow learners based on the type of inclusive education that was used. People who were thought to be slow were put in the regular classroom all day as part of full inclusion, but the effects were mixed. Fully including everyone in the class was great for making friends and interacting naturally with others, but it made it hard for the teacher to work hard enough with the slower learners without hurting the rest of the class. Some times when slow learners were fully included, the pace of instruction was just too fast for them to keep up. They got frustrated and gave up because the pace of instruction wasn't changed enough.

Some models were better than others. In these, students who were learning slowly spent some of the day in a resource room or with a special education teacher. The researchers say this

made it possible for more direct teaching for each student while still allowing for some inclusion. Teachers also said that it was very helpful for the slow learners to be able to get help with learning the basic ideas before being put back into the regular classroom. This helped them do better in school and even gave them more confidence.

For this kind of differentiated teaching, there could have been pull-out programs where students could get extra help outside of regular class time. These programs could have been very helpful for students who were having trouble with things like reading or math. In this plan, students who learned slowly were often left out of class during the most important teaching times, making them feel alone. On the other hand, pull-out programs were very important for providing targeted help, but they also had a big problem with making the slow learners feel bad about themselves by drawing attention to how they were different from their peers.

3.13 Challenges in Implementing Inclusive Education

3.14 Identified Barriers to Successful Implementation of Inclusive Education for Slow Learners

There are a lot of problems with putting open education for slow learners into action. Teachers say that one of the biggest problems is that they don't have enough tools, such as teacher aides, specialized teaching materials, and opportunities for professional development. Many teachers said that having big classes and not having enough support staff made it harder for them to use inclusive practices successfully. It was hard to give each slow learner the individual care they needed because of this.

Another big problem is that the curriculum and testing standards are often too rigid to accommodate the different learning speeds of slow learners. Teachers said that having to cover a lot of material in a short amount of time often pushes them to move too quickly for students who are learning slowly, which causes gaps in their understanding and retention.

3.15 Teachers' and Students' Perspectives on the Challenges Faced

All the teachers agreed that one of the biggest problems with inclusive education is that teachers don't get enough training on how to help students who are learning slowly. As much as teachers don't think they can handle the variety that comes with inclusive education, most of them aren't able to deal with their students in the right way, especially when it comes to differentiated teaching and keeping the classroom under control. The biggest problem with open education is that it doesn't help slow learners as much as it could.

When students are slow learners, they often feel upset and like they're not good enough in group settings, especially when they can't keep up with other students in class. This kind of anger could make people lose interest in learning and not want to take part in activities that teach. Others who were slow learners felt alone and judged, especially when they were pulled out of regular classes to get extra help.

Inclusive education models have the potential to meet the needs of students who learn at different speeds, but they will only work if they have enough resources, train their teachers well, and make the program flexible. To get past these problems, slow learners will need to make the most of open education and reach their full academic potential.

4. Discussion

4.1 Interpretation of Results

The findings are significant as they provide insight into how inclusive education approaches address the requirements of students with slower learning abilities. These findings align with prior studies, emphasizing the potential beneficial impacts of inclusive education for delayed learners, namely in terms of social integration and self-esteem. Research conducted by Mitchell (2014) and Ruhela (2014) has demonstrated that students with slower learning abilities experience equivalent benefits and achievements when placed in inclusive educational environments. This has had a favorable impact on their academic success and psychological well-being in comparable settings.

Nevertheless, the findings also emphasize some issues that earlier studies did not thoroughly investigate in practical manners (Dahiru & Magaji 2023). While other research, like the one conducted by Hartini et al. (2017), focus on differentiated instruction and individual support, the current study highlights the practical challenges that teachers encounter when trying to implement these tactics. The lack of money, time, and training are significant barriers to achieving effective inclusive education. These issues can lead to outcomes that deviate from the ideal models described in the literature.

Ramesh et al. (2023) argued that the varied results observed in instances of complete inclusion, partial inclusion, and pull-out programs within different models of inclusive education indicate that these models do not serve the same objective. Ensuring a successful model of inclusive education relies heavily on the adaptability of the model, enabling adjustments to meet the specific needs of the model, available resources, and the surrounding circumstances. Unlike other studies, some have argued for a monolithic answer without fully understanding the intricacies of classroom dynamics in the real world (Cheon, 2024).

4.2 Implications of the Results for Educational Practice and Policy

The findings have an extensive impact on educational practice and policy. The findings emphasized the crucial and essential nature of professional development, especially when it includes inclusive education, since it is vital and cannot be neglected in the long run. Teachers require practical training in differentiated instruction, classroom management, and individualized education programs (IEPs) to effectively support students with learning difficulties. Teacher assistants and customized instructional materials are essential in schools to support instructors' efforts in providing individualized assistance to slower learners.

From a policy standpoint, these findings indicate that educational officials should prioritize the implementation of flexible curricula, which can accommodate the varying learning paces of students. Inclusive education typically operates in opposition to strict structures like standardized testing standards and inflexible curricular formats. These convert teachers into mindless automatons, where comprehension is often abandoned in favor of superficial coverage. The results indicate that policymakers should explore and create alternate methods of evaluation that might consider an individualized approach, especially for students who study at a slower pace.

The study also emphasizes the significance of decreasing class sizes to provide personalized attention to slower students. Implementing policies that support reduced class sizes in inclusive settings will facilitate the implementation of recommended models of inclusive education, resulting in improved outcomes for all individuals involved.

4.3 Best Practices for Supporting Slow Learners

Based on the results discussed above, several optimal strategies have been developed to assist individuals with slower learning abilities through the implementation of inclusive education models. Primarily, the IEP holds great significance. IEPs facilitate the development of instructional strategies and targeted interventions to address the specific needs of individual students who have difficulty learning at a normal pace. Therefore, it is crucial to collaboratively develop these plans, involving not only teachers, both general and special educators, but also parents and students themselves. This ensures that these techniques are both practical and effective.

Peer-assisted learning is another highly effective technique. By adopting this approach, it is possible to cater to the educational requirements of students with slower learning abilities while simultaneously fostering social inclusion and fostering a sense of mutual regard. The performance levels and classroom placement of slow learners will increase when they are matched with peers to receive assistance and encouragement (Afroz & Muzaffar, 2023).

This greatly facilitated the active participation of students with slower learning abilities in project-based learning. This type of learning attitude establishes a rhythm for students, focusing on certain areas that interest them and applying their learning in a practical and straightforward manner. Projects offer significant advantages to students, particularly those who struggle with learning at a slower pace, since they thrive in settings that go beyond traditional lecture-based teaching methods.

4.4 Recommendations for Educators and Policymakers

Hence, the research recommends that teachers should prioritize collaborative teaching methods, wherein general education and special education teachers collaborate equally to assist students with slower learning abilities. Co-teaching models can provide the necessary knowledge to address the various and different requirements that may arise in an inclusive classroom, ensuring that all students receive the help they require.

Policymakers should carefully assess the necessity to overhaul the existing curriculum by rigidly including customized learning paths for training. Furthermore, additional resources should

be allocated to professional programs aimed at equipping teachers with the necessary expertise and skills to successfully implement inclusive education.

Consequently, the research indicates that schools and districts should prioritize the allocation of suitable resources for the implementation of inclusive education. This includes ensuring an adequate number of staff members are employed and acquiring the necessary special supplies. Considering these factors, educators and policymakers can collaborate to create more efficient learning environments that can facilitate the inclusion of students with slower learning abilities into more fruitful educational experiences, resulting in improved outcomes. Additionally, this collaboration can also ensure that educational opportunities are distributed more fairly among all students.

5. Conclusion

5.1 Summary of Findings

This indicates that the present study has provided useful insights into the efficacy of inclusive education strategies in supporting students with learning difficulties. This research also observed that inclusive education had a substantial impact on the social integration, self-esteem, and academic achievement of students with learning difficulties. Achievement in the latter is contingent upon several elements, including the accessibility of resources, adaptability of the curriculum, and the level of readiness exhibited by teachers. It was determined that implementing differentiated instruction and Individualized Education Programs (IEPs) would be crucial measures for meeting the requirements of students with slower learning abilities in inclusive educational settings. The study also identified significant obstacles to the effective implementation and achievement of inclusive education, including insufficient teacher training, limited resources, and the limits imposed by the standardized curriculum.

5.2 Implications for Practice

The consequences of these findings are clear: schools and instructors must prioritize flexibility and resourcefulness to provide a truly inclusive learning environment for slow learners. Therefore, educators should prioritize the utilization of Individualized Education Programs (IEPs) and differentiated instruction to ensure that students with slower learning abilities have personalized education in the classroom. Models of co-teaching, including both general and special education teachers, can enhance the implementation of inclusive practices and offer the necessary knowledge to support student success. Schools should actively participate in professional development programs that equip teachers with the necessary skills to effectively manage mixed-ability courses. Additionally, schools should provide resources such as teacher aids and specialized instructional materials to support slow learners.

5.3 Final Thoughts

The study revealed that support and innovative frameworks for inclusive education are still in their early stages. Considering the evolving educational environment, educational institutions and policymakers must continuously strive to enhance inclusive education frameworks in order to

effectively cater to the needs of all learners, including those who require a slower learning pace. To achieve genuine inclusive education, there must be consistent commitment, innovative ideas, and cooperation among educators, administrators, parents, and policymakers. By embracing these concepts and advancing with innovation, we can ensure that those with slower learning abilities receive a just and supportive education. This will enable them to push themselves to their maximum potential and achieve academic and personal success throughout their lives.

5.4 Future Research Direction

Future research should focus on conducting longitudinal studies to track the long-term academic and social results of students with slow learning abilities across various kinds of inclusive education. These approaches will prompt more profound contemplation of their long-term effects. Moreover, it is necessary to conduct comparative research to examine the effectiveness of various inclusive education models in diverse cultural and socio-economic settings. These studies will explore how these models may be adapted and put into practice to cater to the educational requirements of slow learners globally. In future studies, it would be beneficial to prioritize the perspectives of children who struggle with learning and to establish a stronger link to their experiences and insights. This would enable a more effective implementation of inclusive solutions tailored to their needs. Finally, it is crucial to underline the necessity of conducting additional research on the unique training and professional development requirements of educators. This research aims to strengthen the abilities of general education teachers to effectively serve slow learners in an inclusive environment.

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