

## ABSTRACT

**Dian Sasmi, Risa. 2013.** *Case Studies on Strategies for Handling Teacher Slow Learner Children in primary school Kembangan, Gresik.* Thesis Faculty of Psychology of the State Islamic University of Maulana Malik Ibrahim Malang.

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Education is the most fundamental rights of every human being, no exception for exceptional children or children with special needs. Slow learner or slow learner children are those who have a low learning achievement (below the average child in general) on one or all academic areas.

This study aims to: 1. To determine teachers' strategies in dealing with children in primary school Slow Learner Kembangan, Gresik. 2. To find out the factors to be considered in dealing with children teachers Slow Learner.

The approach used in this study is a qualitative research using case studies. The subjects were teachers teaching and students with special needs. While the data collection methods used were observation, interviews, documentation and triangulation.

The results showed that: 1) Strategies teachers in dealing with the use of a slow learner. In the learning process, slow learner child equated with other normal children. b. Provide material repeatedly to get an understanding of the material that has been given. c. Give special time to guide individually or privately. However, the goal here was limited tutorial to increase or improve his performance. d. Provide additional time for the child who is slow to learn. e. Using demonstrations or props. f. At the end of the lesson, the teacher gave a sort of competition to see how far they understand the lessons given by the teacher. g. Provide remedial learning to support children's achievement. h. To promote cooperation between parents and teachers as well as among fellow teachers. 2). Consideration factors teachers in dealing with children that are slow learner: a. School policy factors. For those who have parents who are less capable in economic terms, the school donated BOS. From the condition of children in school, providing school policy to keep raising to a higher level, but it's recommended or referred to in moving to another school. b. Of factors that are less facilities and infrastructure support to the fullest. And available was not used optimally. c. Lack of availability of teachers and inadequate education, both in quality and quantity as well as welfare. d. Factors that lower economic parents and parents who had never attended so no knowledge and understanding of the child, especially the child who is slow to learn.