

Analysis Study of Remedial Activity Implementation in The Learning Process in Elementary Schools

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Abstract

This study aims to analyze the implementation of remedial activities in the learning process in elementary schools. The background of this study is based on the fact that not all students are able to achieve learning completion simultaneously due to individual differences, learning styles, and environmental conditions. Remedial programs are seen as an important strategy to overcome students' lag in mastering subject matter. This study uses a descriptive qualitative approach with a questionnaire instrument distributed to 78 teachers from various elementary schools in Indonesia. The results of the study showed that the type of remedial activity most often used was reteaching the material, with a percentage of 72%. Other activities include group work, use of teaching aids, tutorials with peers, and reading relevant learning resources, with a lower frequency. Factors that influence the effectiveness of remedial activities include teacher readiness, student characteristics, limited facilities, and low student reading interest. These findings indicate that teachers tend to choose a remedial approach that is direct and interaction-based, while activities that require independent learning are still rarely used. This study recommends increasing teacher capacity in designing remedial strategies that are varied and according to student needs, as well as providing learning facilities that support effective remedial learning.

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INTRODUCTION

Education has a fundamental role in forming high-quality human resources. At the elementary school level, the learning process is not only aimed at conveying information, but also becomes a foundation in developing character, critical thinking skills, and student learning habits (Kusumawati & Maruti, 2019). However, in its implementation, not all students are able to achieve learning completion simultaneously. Various differences such as individual abilities, learning styles, and the background of each student often cause gaps in learning outcomes (Suhartono, 2025). This can be caused by various factors, both from within the student and the surrounding environment, such as low motivation, difficulty in understanding the material, limited time to study at home, and inappropriate teaching methods (Hasna et al., 2022) (Fitriyani et al., 2023) (Farhin et al., 2023). If this problem is not addressed immediately, it can widen the learning gap in the next stage. As one solution, remedial programs are seen as strategic and need more attention. Remedial is a form of learning intervention aimed at students who have not met the Minimum Completion Criteria (KKM), with the aim of helping them understand material that has not been mastered (Samani et al., 2022) (Kulkarni, 2022).

The purpose of this activity is to provide reinforcement, repetition of material, and apply different approaches so that students can achieve the targeted competencies (Agustina et al., 2022) (Khairani et al., 2024). Remedial is not just repeating the lesson material, but rather emphasizes learning methods that are tailored to the specific needs of each student. In principle, remedial learning aims to increase the number of students who achieve completion and deepen each individual's understanding of the lesson material. In other words, students who still need reinforcement in certain topics are the main target of this program. Remedial learning is better understood as a means to enrich students' understanding, not as a form of teaching aimed at students who are considered less intelligent (Iriyadi et al., 2022).

However, in practice, the implementation of remedial programs in elementary schools is carried out in various ways with their respective advantages and disadvantages. Several previous studies have focused more on the effectiveness of remedial results, but there is still limited research that examines in depth how remedial activities are designed and implemented by teachers in the field, as well as what contextual factors influence their success. In addition, there have not been many studies that present empirical data on the challenges and good practices in implementing remedial at the elementary school level in a comprehensive manner. Therefore, this study aims to analyze the implementation of remedial activities in the learning process in elementary schools. It is hoped that the results of this study can provide a real picture of the types of remedial used in the field, reveal the factors that support and hinder its implementation, and compile recommendations to

improve the effectiveness of remedial activities and the quality of elementary education as a whole.

METHODS

This study uses a descriptive qualitative approach. The main focus in qualitative research is to gain an in-depth understanding of social phenomena, by emphasizing a holistic picture of the phenomena being studied, rather than breaking them down into interrelated variables (Naamy, 2019). This research is descriptive and relies on analysis as its main instrument. This approach was chosen because it provides an opportunity for researchers to comprehensively explore how remedial activities are implemented in the learning process in elementary schools (Wekke, 2019).

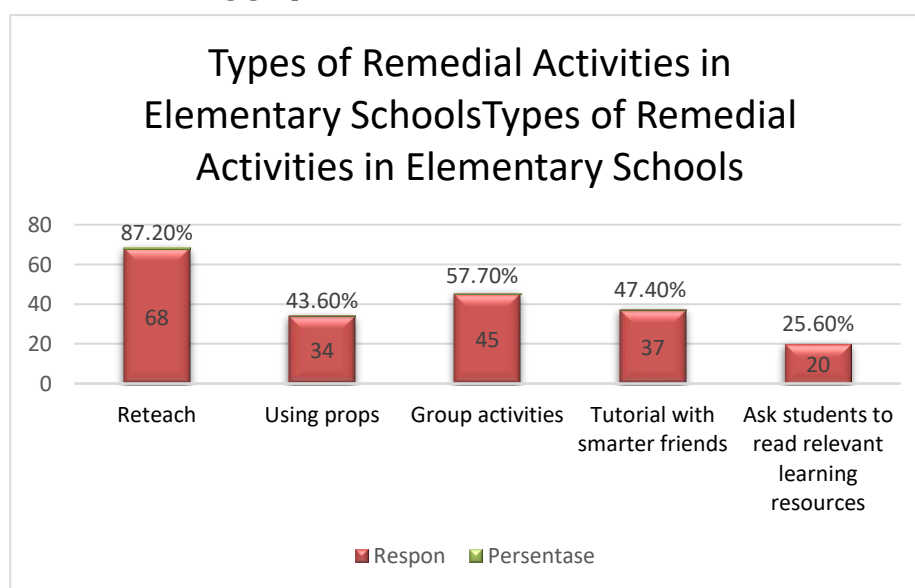
The subjects in this study were elementary school class teachers who were directly involved in the learning process and remedial activities. The determination of the subjects was carried out using the purposive sampling technique, namely selecting individuals who were considered the most relevant and had a direct understanding of the implementation of remedial activities. This purposive sampling technique is based on certain considerations, such as choosing data sources that are considered to know the most about the information needed by the researcher. The subjects of this study were teachers at SDN 1 Campaka, SD Strada Budi Luhur II, SDN Jatiwaringin VI, SDN Kencana Indah 01, SDN sangkanhurip 1, SDN Girimukti, SD Negeri 1 Gadingkembar, SD Negeri 12 Purwodadi, SDN 5 Cikondang, SD Negeri 1 Ngarap-Arap, SDIT Lentera Hati, SD Negeri Babadan 01, SD Negeri Ambender 3, SDN Karang Mekar 04, UPT SD Negeri Berani, UPTD SPF SD Negeri Sukorejo 2, SDN Cibeunying 02, SDN Widorokandang, SD Negeri 1 Curahtatal, SDN Cibusah Kota 02, SDN 2 Cipatat, SD Negeri 2 Gunung Putri, SD Negeri 1 Dawuan, SD Negeri 1 Tegalgubug, SDN 1 Tanggung, SDN 1 Cieurih, SDN Tanjungsari 03, SDN Girimulyo Panggang, SD Negeri Kedungpoh, SD Negeri Girimulya, SDN Krobokan, SD Negeri Kalikalong, SDIT Taruna Teladan, SD Negeri 1 Ngraji, SDN Talaga 03, SDN Tajur 2 Ciledug, SDN 1 Wates, SDN Kebanyakan, SDN Karangtengah 1 Ngawi, SD Negeri Sindangsari IV, SD Negeri 1 Sobo, SDN Tunggaljaya 1, SDN Andir II, SD Negeri Sukagenah, SD Negeri Jagalan 1 Kota Kediri, SD Negeri Purworejo I, SD IT Permata, SD Negeri 1 Songo, SD Negeri 4 Mersi, SDS Islam Ar-risalah, SD Negeri 02 Pringsurat, SD Negeri Curugmuncar, SDN Gintungkrerta III, SDN Kandawati 3, UPT SD Kampung Baru, SDN Pasirkanyere, UPT SD Negeri 140 Gresik, SDN Jember Lor 03, SD Negeri Cariu 03, SD Negeri Jetis, SDN Purwantoro 5, SD Negeri 2 Padamulya, SD Negeri 5 Sudimoroharjo, SD Kanisius Kanutan, SDN Jungcangcang 05 Pamekasan, SDN Cijayanti 06, SD Negeri 1 Jatisrono, SDN Kembangan Utara 01, SDN Jurumudi 3, UPT Satuan Pendidikan SD Negeri Martopuro II, SD Negeri Kalimacan, SD N Sirnagalih

06, SDN Mekarsari, SD Negeri Paseh II, SDN Karpiah Jaya, SD N Sukamaju 04, SDN Pinang Ranti 04 Pagi, dan SDN Kandang Roda.

The data collection instrument is using a questionnaire given to respondents. Data collected from various sources are analyzed using qualitative descriptive methods. This analysis process involves several stages, namely data reduction, data presentation, and drawing conclusions. The data reduction stage aims to summarize and simplify the information obtained in the field to make it more focused. Data presentation is arranged in narrative and table form to facilitate understanding and interpretation. The final stage is drawing conclusions which are carried out to answer the previously formulated research questions (Sahir, 2021).

RESULTS AND DISCUSSION

The following is the data from the questionnaire about the types of remedial activities in the learning process in elementary schools. Data on the types of remedial activities that have been carried out by elementary school teachers are shown in the following graph.



Picture 1. Data on Types of Remedial Activities Ever Used by Elementary School Teachers

Remedial is an effort to improve the learning process which is less successful for students who tend to have low learning outcomes so that there is an increase in understanding of the lesson material which is less understood (Syahraeni, 2022). Based on the results of filling out the questionnaire on the types of remedial activities in the learning process in elementary schools from 78 respondents, namely elementary school teachers and the opportunity to choose more than one remedial activity, data was obtained that 68 teachers preferred remedial activities

by re-teaching the material with a percentage of respondents of 87.2%. The activity of re-teaching the material that has been learned is a remedial activity that is widely chosen by respondents. The learning material taught by teachers is material that has not been or is difficult for students to understand, so it is necessary to re-explain the material as a form of remedial activity design that is often carried out by elementary school teachers (Putri & Fathoni, 2022). However, teachers in implementing remedial learning do not teach material with the same scope of material, because each student has different difficulties for each part of the material, so the remedial learning material taught again by the teacher must be different according to the difficulties of each student (Everlyn Tampubolon & Ali, 2020).

Each student who experiences learning difficulties has different characteristics, this condition requires teachers to use a variety of learning methods in the process of re-teaching remedial material, then carry out periodic evaluations to measure student development during the remedial program (Tazkirah et al., 2024). The use of teaching aids as one of the remedial activities in the learning process obtained results of 34 respondents with a percentage of 43.60%. Teaching aids are concrete tools that are designed and made to help facilitate understanding of the concept of the learning material being studied (Retnaningsih, 2023) Remedial activities with teaching aids can provide students with visual experiences, so that the concepts being studied can be more easily understood and increase learning absorption (Sutrisno, 2021) In addition, when teachers use teaching aids in learning, students feel interested and can understand the material (Novitasari & Fathoni, 2022).

Respondents as many as 45 chose to use remedial activities, namely group activities in the learning process in elementary schools with a percentage of 57.70%. Group activities can be the right solution as an effort to improve the learning process, because learning activities are centered on students, so it is expected to improve learning conditions, be able to increase interest in learning, foster students' courage to express opinions, increase student activity, and improve students' understanding of learning materials that they have not understood (Suandi, 2022). Group activities can involve students to work together in teams so that all members can learn optimally and each team member understands the lesson material (Ramadhani & Alfurqan, 2022)

Furthermore, remedial activities through tutorial activities with smarter friends obtained a percentage of 47.40% and the number of respondents who chose was 37 elementary school teachers. Student activity in the remedial teaching process can also improve learning outcomes can be done effectively through tutorial activities with peers, which means that students are explained by their own friends in obtaining learning materials (Puspitasari & Susanti, 2021). According to Kusanti (2022) explains that peer tutoring activities with smarter friends are a learning strategy in implementing remedial learning by using smarter students in the class

to help provide explanations and guidance to other students who tend to get low learning outcomes and are less proficient in a material that is almost the same age or in the same class. Peer tutoring remedial activities can encourage students not to feel embarrassed when asking if there is a part of the material that they do not understand, because the tutor comes from their classmates, so they can overcome their own difficulties and are able to guide themselves (Jediut & Madu, 2021).

Meanwhile, as many as 20 respondents tend to choose remedial activities, namely asking students to read relevant learning sources with a percentage of 25.60%. This low percentage may be due to the lack of independent reading habits in elementary school students or limited access to appropriate alternative learning sources. This condition is supported by research from Agustina et al., (2023) explained that the low interest in reading of elementary school students is caused by the lack of awareness of students about the importance of reading books and low reading habits such as students only reading when instructed by the teacher, students rarely visit the library to read books, and students are not yet motivated to look for material from several reading books. In addition, there are still many schools that only rely on the availability of textbooks without being supported by other books, so that it can reduce students' interest in learning (Prasrihamni et al., 2022). Based on the description, it shows that remedial activities by asking students to read relevant learning sources are the least chosen by elementary school teachers, because students' interest in reading tends to be low.

Remedial activities that have been used by elementary school teachers show that there is variation in the remedial learning process that has been tried by teachers to deal with students who have learning difficulties. This condition can also illustrate that teachers have knowledge and experience in various forms of remedial activities. However, not all types of remedial activities that have been used by teachers are then used as habits in the remedial learning process. The selection of effective remedial activities can be seen from the increase in overall learning outcomes and is not only focused on solving learning difficulties experienced by students, so that there are only types of remedial activities from several choices of remedial activities that are truly the main choice and are often used by elementary school teachers according to student needs and the success obtained from the remedial learning process. The following data from the results of filling out the questionnaire from remedial activities that are often used by teachers in the learning process in elementary schools is shown in the following pie chart.

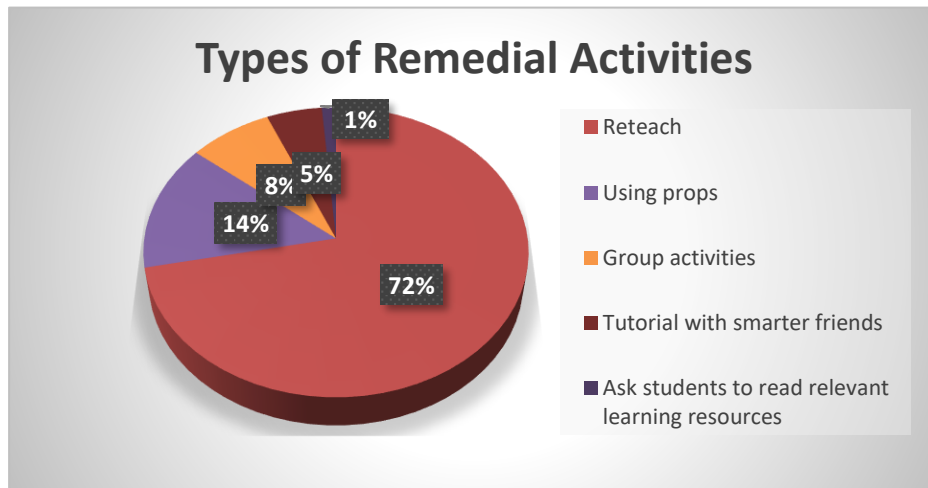


Figure 2. Data on Types of Remedial Activities Frequently Used by Elementary School Teachers

Based on Figure 2 regarding the types of remedial activities often used by elementary school teachers from 78 respondents, it was found that 57 respondents mostly chose remedial activities by re-teaching the material that had been studied with a percentage of 72%. This condition shows that elementary school teachers tend to repeat material that has not been fully mastered by students as a remedial learning process. Furthermore, group activities obtained a percentage of 14%, which means that 10 elementary school teachers often use remedial activities by forming groups during the remedial learning process, followed by the type of remedial activity with the use of teaching aids getting a percentage of 8% with the number of respondents who chose it, namely 6 elementary school teachers, as many as 4 elementary school teachers often choose remedial activities, namely tutorials with friends who are smarter, getting a percentage of 5% and the remedial activity that is least used by elementary school teachers is asking students to read relevant learning resources, only 1% with the number of respondents who chose only 1 elementary school teacher.

Remedial learning is carried out when the teacher has identified learning difficulties experienced by several students in mastering certain material that has been studied and the remedial activity program is carried out outside of effective lesson hours or, if possible, when learning is taking place (Uliyati et al., 2020) Students who experience learning difficulties do not necessarily mean that they are not smart just because they do not achieve the specified academic achievement, but rather each student has different time capabilities for learning, so that students who have not achieved the Minimum Completion Criteria (KKM) have not completed their learning and are required to take remedial learning (Lestari et al., 2021).

Elementary school teachers need to design and implement remedial learning programs properly, because the ultimate goal of the remedial program is for

students who have learning difficulties to achieve the best results during the remedial program. Remedial learning is only given to students who have not mastered certain material, and there are several steps that teachers must take before implementing the remedial learning process, including (1) identifying learning problems; (2) identifying learning resources; (3) making a remedial activity plan; (4) implementing remedial activities; (5) assessing remedial activities (Fajari et al., 2024)

Reteaching is a remedial activity that is often used by elementary school teachers by repeating the learning process about material that has not been mastered by each student. Reteaching carried out by elementary school teachers in the remedial learning process must use different methods and media from before, and the presentation of concrete material can make students feel more interested and not bored when participating in the remedial activity. Reteaching material that is difficult for students to understand can be done in several ways and at certain times, including (1) during the next meeting hour, if all or some students experience the same difficulties by re-teaching similar material to students in a different way or holding exercises or questions or re-assignments that are similar in form to previous questions; (2) outside of regular meeting hours, such as during extra hours on certain days or hours if only a few students experience learning difficulties, and are given homework; (3) special remedial classes for students who experience certain learning difficulties by specifically getting guidance on teaching the material again from the teacher, while other students study as usual and are given a total repetition or are left in class if their achievements in almost all subjects are very far from the Minimum Completion Criteria (KKM) limit (Sahrandi et al., 2021).

Remedial activities by asking students to read relevant learning sources obtained the lowest percentage results compared to other types of remedial activities. The reading and reading comprehension abilities of elementary school students, especially in the lower grades that are still in the development stage, cause a lack of interest in reading, low motivation, and difficulty in understanding reading, making the type of remedial activity by asking students to read independently less effective for most elementary school students (Cantika et al., 2024). This condition is supported by data from the PIRLS (Progress in International Reading Literacy Study) research results by evaluating the reading ability of fourth grade students, showing that in the reading category, Indonesia is ranked 45th out of 48 countries researched. This means that the reading ability of students in Indonesia is still low, and data from the INAP (Indonesia National Assessment Program) also conducted research through evaluation activities on reading ability which showed that the reading ability score in Indonesia is still 46.83%, meaning that the reading ability of students in Indonesia is also still lacking (Harahap et al., 2022). Based on this explanation, it can be explained that remedial activities by asking students to read

relevant learning sources are rarely the choice of elementary school teachers to carry out the remedial learning process.

Various other alternative remedial activities such as group activities, use of teaching aids, and learning together with peer tutors have also not been fully implemented optimally in the remedial learning process. This can be caused by the low readiness of students in independent learning, limited school facilities, and teacher preferences for more communicative and direct methods. Therefore, it is important for teachers to continue to develop variations in the types of remedial activities that are innovative and in accordance with the characteristics of elementary school students so that the learning recovery process can run more optimally and comprehensively.

CONCLUSION

Based on the results of research conducted on the implementation of remedial activities in the learning process in elementary schools, it can be concluded that remedial activities are still an important strategy in helping students who have not reached the Minimum Completion Criteria (KKM). The type of remedial activity most often used by elementary school teachers is reteaching the material, because it is considered the most effective in strengthening students' understanding of difficult material. In addition, group activities, the use of teaching aids, and tutorials with peers are also alternatives that are quite widely chosen, although the frequency of use is lower. On the other hand, remedial activities in the form of reading learning resources independently are the option least used by elementary school teachers. This is thought to be due to the low interest and reading ability of elementary school students, as well as limited access to relevant and varied teaching materials. The implementation of remedial activities in elementary schools has not been fully optimal, especially in terms of the variety of methods and readiness of supporting implementation, such as facilities, time, and student motivation. Although teachers have tried various forms of remedial activities, reteaching remains the main choice because it is considered the most practical and directly addresses students' learning problems. Therefore, further efforts are needed in developing teacher capacity, providing diverse learning resources, and support from various parties so that the implementation of remedial can be more varied, structured, and on target in improving the quality of learning at the elementary school level.

DISCLOSURE STATEMENT

No potential conflict of interest was reported by the author(s)

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