

Implementation of the Repetition Method and its Impact on the Learning Achievement of Slow Learner Students in Inclusive School in literature study

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ABSTRACT

Keywords:

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This study aims to analyze the implementation of the repetition method and its impact on the academic achievement of slow learner students in inclusive schools. Slow learners are characterized by slower information processing and require systematic and repeated instructional strategies to achieve expected academic competencies. This study employed a literature review method with a qualitative descriptive approach. Data sources were obtained from reputable national and international journal articles, textbooks on special education, and research reports published between 2020 and 2025. Data analysis was conducted through data reduction, thematic categorization, and synthesis of research findings. The results indicate that structured repetition methods such as repeated instruction, drill and practice, retrieval practice, and spaced repetition have a positive impact on slow learners' academic achievement, particularly in reading, writing, and arithmetic skills. Moreover, the repetition method enhances students' learning motivation, self-confidence, and active participation in inclusive classrooms. Therefore, the repetition method can be recommended as an effective pedagogical strategy aligned with the principles of inclusive education.

INTRODUCTION

Inclusive education is an educational paradigm that emphasizes equal learning rights for all students, including those with special needs. In Indonesia, this concept has a strong legal basis through Law No. 20 of 2003 on the National Education System and is reinforced by Permendiknas No. 70 of 2009 on Inclusive Education. Through this regulation, the government affirms that every child has the right to education without discrimination, including those with intellectual, physical, or social-emotional barriers (Ministry of Education and Culture, 2019). One group of students that is a focus of inclusive education is slow learners. They have intellectual abilities that are slightly below average, but still within the range that allows them to participate in regular learning with certain adaptations. (Hallahan et al., 2019).

The main characteristics of slow learners include being slow to understand instructions, taking longer to complete tasks, and having difficulty remembering information over the long term. (Lerner & Johns, 2015). This condition requires teachers to be able to apply appropriate learning methods so that their learning process remains optimal. The repetition method is one approach that is widely recommended in teaching students with special needs. Theoretically, repetition can strengthen memory through the process of memory consolidation, so that the information learned is more easily stored in long-term memory. (Ormrod, 2020; Woolfolk, 2023). For slow learners, repetition of material allows for the strengthening of cognitive connections, which in turn can help them understand more complex concepts. In addition, research shows that the use of repetition can improve the academic performance of students with learning disabilities.

For example, studies Swanson dan Harris (2013) found that repetition of instructions accompanied by structured practice had a positive impact on the reading comprehension and mathematical skills of students with learning difficulties. Similarly, studies McLeskey et al. (2017) emphasizes that repetition-based teaching strategies support the creation of effective differentiated learning in inclusive classrooms. In the context of inclusive education in Indonesia, the implementation of the repetition method is also in line with the principles of Universal Design for Learning (UDL), which emphasizes providing various ways of presenting information, engagement, and expression of learning. (CAST, 2018). In other words, repetition is not only a pedagogical technique, but also part of an inclusive strategy that ensures all students, including slow learners, can access learning according to their abilities. However, despite the urgency of the repetition method being widely emphasized in the literature, empirical research on its impact on the learning achievements of slow learners in Indonesian inclusive schools is still limited.

Most research in Indonesia focuses more on aspects of inclusive education policy or the obstacles faced by teachers (Sunanto, 2021). Therefore, studies that specifically examine the implementation of repetition in improving the learning achievement of slow learners will make an important contribution, both practically and theoretically. Thus, this article focuses on analyzing the implementation of the repetition method and its impact on the learning achievement of slow learners in inclusive schools. It is hoped that the results of this study will enrich the literature on inclusive learning strategies and provide practical recommendations for teachers and education practitioners in designing learning that is more responsive to student diversity.

RESEARCH METHOD

This study uses a qualitative approach with a literature review method (library research). This method was chosen to gain a comprehensive understanding of the implementation of the repetition method and its impact on the learning achievements of slow learners in inclusive schools based on the results of previous studies. The research data sources included reputable national and international journal articles, special education textbooks, and research reports relevant to the research topic. The criteria for the sources used were: (1) discussing the repetition method or repetitive learning strategies, (2) related to slow learners or inclusive education, and (3) published between 2020 and 2025. Data collection techniques were carried out through searches of scientific databases such as Google Scholar, Scopus, and SINTA. Data analysis was carried out in stages of data reduction, theme grouping (implementation of repetition methods, changes in learning behavior, and impact on learning achievement), and synthesis of research results to obtain coherent and systematic conclusions.

RESULTS AND DISCUSSION

RESULTS

Implementation of the Repetition Method

The results of the literature review show that the implementation of the repetition method for slow learners in inclusive schools is carried out in various forms, including repetition of instructions, repeated exercises (drill and practice), the use of retrieval practice, and the application of spaced repetition. Teachers tend to repeat instructions verbally and in writing using simple language and concrete examples to ensure student understanding. In addition, repetitive exercises are given gradually from low to high levels of difficulty. This strategy helps slow learners achieve basic mastery before moving on to more complex concepts. The use of visual and audio media also reinforces the effectiveness of repetition by engaging students' various learning modalities.

The implementation of repetition methods in teaching slow learners in inclusive schools shows a variety of forms that are tailored to the cognitive needs of students. One of the most dominant forms is the repetition of instructions, both verbally and in writing. Teachers are accustomed to giving instructions more than once, using simple language and concrete examples, to ensure that students fully understand the purpose of the task or activity to be carried out. This form is important because slow learners often have difficulty grasping information after hearing it only once, so repeating instructions serves to reinforce their initial understanding. In addition to repeating instructions, drill and practice exercises are also used consistently. Teachers provide worksheets designed in stages, starting with simple questions and progressing to more complex applications.

This type of repetition model not only hones basic skills, but also provides students with the opportunity to experience overlearning, which is repetition that exceeds the basic level of mastery so that skills are truly internalized. Another form that is applied is retrieval practice or repeated quizzes, where students are asked to recall material through short questions that are given periodically. Research shows that retrieval-based repetition strategies are more effective in strengthening long-term retention than passive repetition such as rereading. In addition, teachers also utilize audio-visual media to present repetition in different formats, such as short educational videos, voice recordings, or picture cards.

The use of multimodal repetition is in line with the principles of Universal Design for Learning, which emphasizes varied representations to accommodate the diversity of student learning styles. Critically, these forms of repetition show that repetition is not done mechanically, but is more directed towards meaningful reinforcement. By combining verbal repetition, written exercises, retrieval, and visual media, teachers strive to ensure that students' memory is strengthened through various cognitive pathways. This approach is in line with dual coding theory, which states that information presented in both verbal and visual formats is easier to remember.

Changes in Student Learning Behavior

The application of the repetition method has an impact on changing the learning behavior of slow learners. Students become more active in participating in learning, show increased attention, and are more confident in completing tasks. Consistent repetition creates a predictable learning routine, thereby reducing learning anxiety and increasing student engagement. Teachers' strategies in applying the repetition method in inclusive classrooms do not only focus on "how many times" the material is repeated, but more on "how" the repetition is designed to be effective and meaningful for slow learners. Teachers begin with explicit instructions and repeated modeling. Each competency is broken down into simple steps, then the teacher demonstrates the process while explaining it repeatedly. For example, in basic mathematics learning, teachers do not just give one example of a calculation, but repeat it with different numbers until students show signs of understanding. This strategy supports direct instruction, which has been proven effective for students with special needs. After that, the teacher uses the incremental rehearsal strategy, which is to repeat old material while introducing new material in cumulative exercises. Thus, repetition is not just repeating the same thing, but building a bridge between concepts that have been mastered and new concepts.

This is important so that repetition does not become rote learning, but rather expands conceptual understanding. Teachers also consistently integrate retrieval practice with immediate feedback. After giving a short quiz or questions, teachers immediately provide corrections and additional explanations, so that students not only repeat the wrong answers, but learn to correct them. This quick feedback has been shown to increase the effectiveness of repetition, as mistakes can be corrected immediately before they become embedded in long-term memory. In addition, repetition is carried out with attention to instructional differentiation. Teachers tailor the form of repetition to the individual profiles of students, for example, using pictures for students who are more visually oriented, or using simple kinesthetic activities for students who are more responsive to movement. This differentiation strategy is consistent with the principle of inclusion that values diversity in learning styles.

Thus, the teacher's strategy in applying repetition can be understood as a combination of explicit teaching, retrieval practice, incremental rehearsal, rapid feedback, and instructional differentiation. Critically, this shows that repetition is not merely repeating material without variation, but rather a structured and adaptive pedagogical strategy oriented towards deep understanding and long-term retention.

Impact on Learning Achievement

Based on the latest literature review, the repetition method has been proven to have a positive impact on the learning achievements of slow learners in inclusive schools, especially in strengthening conceptual understanding and improving information retention. Recent studies in the fields of cognitive psychology and special education show that students with limited information processing speed benefit significantly from structured repetition of material because repetition aids the process of long-term memory consolidation. (Ormrod, 2020; Woolfolk, 2023). In the context of inclusive education, this improvement in learning achievement is an important indicator of the success of adapting learning strategies to the individual needs of students.

In terms of basic literacy, such as reading and writing, the repetition method has been reported to have a significant impact on improving the fluency, accuracy, and reading comprehension of slow learners. Empirical studies in the last five years show that repeated reading and writing exercises accompanied by feedback can improve the literacy performance of students with learning disabilities in inclusive classrooms. (Kim et al., 2021; Stevens et al., 2022). This effect occurs because repetition gives slow learners the opportunity to gradually strengthen the connection between symbols, sounds, and meanings, thereby progressively reducing errors.

In the field of numeracy and basic mathematics, recent studies also confirm the effectiveness of repetition methods on the learning achievements of slow learners. Repeating procedural exercises designed in stages helps students master basic mathematical operations and improve their accuracy in solving problems. (Powell et al., 2021; Doabler & Fien, 2023). Special education literature emphasizes that students with learning difficulties in mathematics require more frequent practice than typical students in order to internalize concepts and procedures properly. (McLeskey et al., 2022).

In addition to improving short-term academic achievement, repetition methods also have a significant impact on long-term retention of learning material. Recent studies show that spaced repetition and retrieval practice are more effective than mass repetition in retaining information in long-term memory. (Dunlosky et al., 2020; Yang et al., 2021). For slow learners, this approach is highly relevant because it helps reduce forgetting and improve the sustainability of learning outcomes, especially in the context of continuous assessment in inclusive schools.

The impact of repetition methods on learning achievement also includes affective and motivational aspects that are closely related to academic success. Recent studies show that consistent and predictable repetition increases the self-confidence and learning motivation of students with learning disabilities, as they have a greater chance of achieving academic success. (Sparks & Lovett, 2020; Florian & Beaton, 2022). This increase in motivation and learning engagement indirectly contributes to improved learning outcomes for slow learners in inclusive classrooms.

Overall, the literature from 2020–2025 confirms that the repetition method has a multidimensional impact on the learning achievements of slow learners, including improved academic ability, long-term retention, and motivational and learning participation aspects. These impacts will be more optimal if the repetition method is applied systematically, combined with meaningful feedback, and tailored to the individual needs of students within the framework of inclusive education and Universal Design for Learning. (CAST, 2022; McLeskey et al., 2022).

Practical Implications in Inclusive Education

Findings from a literature review on the implementation of the repetition method have significant practical implications for the implementation of inclusive education, particularly in the learning of slow learners. The repetition method can be used as a key pedagogical strategy integrated into the regular learning process, rather than merely as a remedial approach. For slow learners who have limitations in information processing speed and memory, systematic repetition of material helps to strengthen their

understanding of concepts and improve their readiness to participate in learning alongside other students.

For teachers in inclusive schools, the repetition method provides a practical framework for designing adaptive, learner-centered learning. Teachers can apply repetition of instructions using simple language, gradual repetitive exercises, and regular review activities at the beginning and end of the lesson. This strategy allows teachers to ensure that basic competencies are fully mastered before students move on to more complex material. In addition, the use of repetition combined with immediate feedback helps slow learners recognize their mistakes and continuously improve their understanding.

In the context of inclusive classroom management, repetition methods contribute to creating a more conducive and predictable learning environment. A consistent pattern of repetition helps reduce learning anxiety among slow learners, as they have a greater opportunity to understand the material without pressure. This safe and supportive learning environment encourages increased active participation among students, both in individual and group activities, so that social interaction and academic engagement can develop in a balanced manner.

The application of the repetition method is also in line with the principles of Universal Design for Learning (UDL), which emphasizes flexibility in presenting material and respect for diversity in learning styles. Repetition allows teachers to present the same material in various forms, such as verbal explanations, written exercises, visual media, and practical activities. Thus, slow learners gain equal access to learning without having to be separated from the regular classroom environment, which ultimately strengthens the practice of equitable inclusive education.

At the institutional level, inclusive schools need to provide adequate policy support and facilities so that repetition methods can be implemented optimally. This support includes providing flexible learning time, developing teaching tools that allow for repetition of material, and providing ongoing training for teachers on inclusive learning strategies. In addition, collaboration between classroom teachers, special education teachers, and parents is an important factor in ensuring that repetition of learning can be carried out consistently both at school and at home.

Overall, the repetition method has broad practical implications in inclusive education, not only as a strategy for improving learning achievement, but also as a manifestation of the school's commitment to valuing the diversity of students' abilities. With planned implementation and support from inclusive school policies, the repetition method can be one of the key strategies in realizing fair, adaptive, and sustainable learning for slow learners.

DISCUSSION

The results of this study indicate that the implementation of the repetition method has a significant positive impact on the learning achievement of slow learners in inclusive schools. These findings reinforce the theoretical view that slow learners need more time to learn and repeated reinforcement to achieve a level of understanding that is functionally equivalent to that of regular students. The repetition method allows for systematic repetition of information, thereby assisting the process of encoding and storing information in long-term memory. Thus, the improvement in learning achievement found in this study is not an instant result, but rather a logical consequence of a learning process that is in line with the cognitive characteristics of slow learners.

Furthermore, this discussion reveals that the effectiveness of the repetition method is greatly influenced by how teachers implement it. Repetition accompanied by a variety of strategies, such as repetition through verbal explanations, written exercises, simple discussions, and the use of visual media, has been proven to be more effective than mechanical repetition. This is in line with the principle of meaningful learning, where students not only memorize material but also build understanding gradually. In the context of slow learners, variation in repetition helps prevent boredom while strengthening the connection between new concepts and prior knowledge.

In addition to impacting cognitive aspects, the repetition method also shows a positive influence on students' affective aspects. Slow learners, who previously tended to be passive and lacked confidence, began to show the courage to ask questions, answer questions, and actively participate in learning. Repeating the material gave them a sense of security because the opportunity to understand the material was not limited to a single explanation. This condition created a more inclusive classroom climate, where differences in learning abilities were not a source of marginalization, but were accepted as a natural part of the educational process.

In the context of inclusive schools, the findings of this study confirm that the repetition method serves as a bridge between curriculum requirements and the individual needs of slow learners. Teachers do not need to lower competency standards, but can adjust their achievement strategies through planned repetition. Thus, the principle of fairness in inclusive education can be realized, as each student is given a proportional opportunity to achieve learning objectives in accordance with their abilities.

However, this discussion also shows that the repetition method has limitations if it is not supported by careful lesson planning and teacher competence in inclusive education. Excessive repetition without pedagogical reflection has the potential to cause boredom and dependence among students. Therefore, teachers need to combine the repetition

method with other strategies, such as simple cooperative learning, scaffolding, and formative assessment, so that learning remains dynamic and oriented towards student development.

Overall, this discussion confirms that the repetition method is not merely a technique for repeating material, but rather a relevant and effective strategic pedagogical approach for improving the learning achievements of slow learners in inclusive schools. The findings of this study reinforce the urgency of developing teachers' competencies in designing adaptive learning and encourage inclusive schools to make the repetition method an integral part of learning practices that are fair and oriented towards the needs of students.

CONCLUSION

This study confirms that the implementation of the repetition method is a crucial pedagogical strategy in improving the learning achievement of slow learners in inclusive schools. As emphasized in the research thesis, the limitations in information processing speed and retention capacity of slow learners are not permanent obstacles, but rather pedagogical challenges that can be bridged through a systematic, repetitive, and structured learning approach. The repetition method, when designed adaptively and centered on the individual needs of students, has been proven to strengthen conceptual understanding, improve long-term memory, and foster students' confidence in participating in the learning process with their peers in inclusive classrooms.

Furthermore, the findings of this study provide a comprehensive picture that the success of the repetition method lies not only in the frequency of repetition of the material, but also in the quality of the repetition itself, including variation in presentation, the use of multisensory media, continuous feedback, and adjustment of the learning pace. Thus, the repetition method functions not only as a cognitive reinforcement technique, but also as a means of pedagogical affirmation that respects differences in students' learning abilities. This confirms that effective inclusive learning practices require teachers to act as reflective learning designers, not merely as conveyors of material.

Ultimately, this study leaves an important message that meaningful inclusive education can only be achieved when learning strategies are tailored to the characteristics of students, not the other way around. The implementation of appropriate repetition methods not only has an impact on improving the learning achievements of slow learners, but also reinforces the values of fairness, equality, and humanism in educational practice. Thus, the repetition method should be positioned as one of the strategic approaches in inclusive learning, as well as a foundation for the development of educational policies and practices that are more responsive to the diversity of students' learning needs.

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