

# Collaboration between Islamic Religious Education Teachers and Shadow Teachers in Shaping the Character of Slow-Learning Students at Mrican 01 Elementary School, Kediri City

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## Abstract

This study aims to determine the form of synergy, dependency, responsibility, communication patterns and expertise between Islamic Religious Education teachers and Shadow Teachers in shaping the character of slow-learning students at Mrican 01 Elementary School, Kediri City. This study uses a qualitative research type, with a case study approach. Data collection instruments include interviews, documentation and observation. The subjects in the study were the principal, homeroom teacher, Islamic Religious Education teachers, shadow teachers, regular students, students and parents of slow learners. The data analysis techniques used are data reduction, data presentation and data verification. The results of the study show: 1) The form of synergy between Islamic Religious Education teachers and shadow teachers by conducting planning and coordination as well as joint evaluation in developing appropriate learning strategies; 2) The form of dependency between Islamic Religious Education teachers and shadow teachers by adapting related materials where the shadow teacher translates with language that is easier for slow-learning students to understand; 3) The communication pattern between Islamic Religious Education teachers and shadow teachers is collaborative, interpersonal, and continuous. With good cooperation between Islamic Religious Education teachers and Shadow Teachers, it is hoped that slow-learning students will not only be able to understand Islamic religious study materials, but also develop into individuals with noble morals, discipline, and self-confidence in everyday life.

**Keywords:** Collaboration, PAI Teacher, Shadow Teacher, Character, Slow Learner

## INTRODUCTION

This study aims to explain the importance of collaboration between Islamic Religious Education (PAI) teachers and shadow teachers in shaping the character of slow learners. Collaboration between Islamic Religious Education (PAI) teachers and shadow teachers is crucial in an inclusive education system, especially for slow learners who fall into the criteria for children with special needs (ABK). Children with special needs are children whose needs are in accordance with their limitations (Sholihah & Istikomah, 2025). Children with special needs (ABK) are children who deviate from the average child in terms of mental characteristics, sensory, physical and neuromuscular abilities, social and emotional behavior, communication skills, or a combination of two or more of the above (Qiftiyah & Calista, 2021). These challenges require someone who is always by the side of children with special needs. This person's role is to provide guidance if the child does not understand the lesson; this person can be referred to as a shadow teacher. Shadow teachers assist students with special needs (ABK) both inside and outside the classroom, designing tailored learning programs, and

encouraging students with special needs to participate in completing their assignments by increasing their desire to participate in the learning process (Sholihah & Istikomah, 2025). Experts emphasize that this collaboration is crucial for building a supportive learning environment, ensuring children with special needs have equal access to education, and helping them achieve their maximum potential.

National Government Regulation Number 70 of 2009 concerning inclusive education (Menteri Pendidikan Nasional, 2009). This is reinforced by the existence of the Republic of Indonesia Law of 1945 Chapter XIII Article 31 paragraph (1) and paragraph (2) concerning compulsory education (Pemerintah Republik Indonesia, 1945). In addition, it is reinforced by Law Number 20 of 2003 Chapter I Article 1 Paragraph 1 concerning education (Pemerintah Republik Indonesia, 2003). This law shows that the progress of education in Indonesia is fully supported by the government. The development of student potential through the learning atmosphere and learning process in schools. All members of society without exception, including children with special needs (ABK), such as children with slow learning conditions, must receive a good education. Children with special needs receive education through inclusive education. This is in accordance with the word of Allah SWT at Q.S. Almaidah: 11:

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Translation: "Allah will certainly elevate those who believe among you and those who are given knowledge to a certain degree. Allah is most careful about what you do" (Depag RI, 2001).

Theoretically, from the perspective of inclusive education management as one of the impacts of the shift in services for children with special needs (ABK) from the Medical Model to the Social Disability Model, inclusive education is an education system that provides opportunities for all students with disabilities and possessing the potential for intelligence and special talents to participate in education or learning in an educational environment together with students in general (Kementerian Pendidikan Nasional Republik Indonesia, 2009). Slow learners have a slower learning rate than their peers (Putri et al., 2023). Slow learners have a poor grasp of the knowledge provided by the teacher within the specified time limit (Wijaya, 2010). They require extra time to digest the learning material to achieve the set standards or goals (Trisnani et al., 2024). They have below-average IQs compared to their peers (Reddy, 2020). Their IQs range between 70 and 89, indicating inferior academic achievement or scholastic performance across all subject areas (Triani & Amir, 2023). The classification of students as slow learners is based on the fact that they do not reach the level of understanding required to advance to the next stage (Lase et al., 2025). Their limited abilities prevent them from achieving learning mastery because the learning process they have undertaken does not match their thinking abilities. They can follow the standard curriculum, but require adaptation and more time than their peers (Phytanza et al., 2023).

Slow-learning students require special education services through guidance from a mentor teacher, also known as a shadow teacher (Phytanza et al., 2023). The involvement of shadow teachers is one of the policies offered by schools to parents of students with special needs. Shadow teachers play a strategic role in assisting inclusive children through an approach tailored to each student's individual needs. Shadow teachers help explain material presented by the class teacher by re-conveying it to students who have personal learning difficulties (slow learners) using simple, easily digestible words. Educating slow-learning students requires special attention and maximum guidance so they can grow normally like other normal students (Reni et al., 2024).

Recent research conducted by Dewi et al. (2025) shows that shadow teachers systematically adapt learning materials and strategies. Reni et al. (2024) on the collaboration between Islamic Religious Education teachers and shadow teachers re-explained material explained by the class teacher privately. Although there

has been much research on shadow teachers and inclusive education, research by Sholihah & Istikomah (2025) explains that shadow teachers play a strategic role in assisting inclusive children through an approach tailored to each student's needs. I combine the three research findings that the role of shadow teachers is to provide individual support and help children with special needs (slow learners) interact and participate in teaching and learning activities in the general classroom without discrimination, so they can achieve maximum targets.

## METHOD

### Design

This research used a descriptive qualitative approach with a case study design to gain an in-depth understanding of how collaboration between Islamic Religious Education (PAI) teachers and shadow teachers shapes the character of slow-learning students. This approach was chosen because it allows for a comprehensive description of the phenomenon based on the participants' perceptions, experiences, and behaviors in their natural environment (Creswell, 2013).

### Participants

This research was conducted at Mrican 01 Elementary School, Kediri City, with data collection taking place from September to October 2025. Participants consisted of seven slow-learning students from several classes: one student in grade II, three students in grade III, two students in grade IV, and one student in grade VI during the 2025-2026 academic year. Participants were selected through purposive sampling (See Table 1), a technique that allows for the selection of individuals based on specific criteria.

**Table 1.** Research Subject Data and Criteria

| Slow Learner Name             | Class | Individual Ability Criteria   |
|-------------------------------|-------|---|
| Rafanda Afifa<br>Rahmadanniza | II    | Students need support during the learning process using engaging movement and visual media.<br>Students are still withdrawn and unwilling to speak with the shadow teacher.<br>Students can already read.   |
| Fabion Marcello<br>Hariyanto  | III   | Students are starting to gradually answer questions.<br>Students are still learning to read.  |
| Aisyah Adeeva<br>Ayudia Inara | III   | Students are beginning to receive and understand the material but still need regular guidance and support.<br>Students have mood swings, sometimes fluctuating suddenly, making it difficult for the shadow teacher to convey the material.<br>Students are still beginning to memorize the Hijaiyah letters and the alphabet in syllables. |
| Mohammad<br>Arkana Narendra   | III   | Students are still beginning to memorize the Hijaiyah letters and the alphabet in syllables. Students understand the material more easily when stimulated by engaging visual media.   |
| Rosalinda Dewi<br>Oktavia     | IV    | Students are still learning to read.<br>Students are willing to speak and are open with the shadow teacher.   |
| Ilmi Fadilah                  | VI    | Students can already read.<br>Students are able to grasp the material presented by the teacher and shadow teacher well.<br>Students still need intensive guidance when working on problems.   |

|                 |    |  |
|-----------------|----|--|
| Aqilah Fatimatu | VI | Students can already read.   |
| Azzahroh        |    | Students still need intensive guidance and support when working on problems. |

Source: Interview (U. Kulsum, komunikasi pribadi, 19 September 2025).

### Data Collection Techniques

Data collection for this study utilized in-depth interviews conducted face-to-face, using a semi-structured format. This method allowed slow-learning students to freely express their arguments regarding their understanding of the material learned during lessons with Islamic Religious Education teachers and shadow teachers (Rubin & Rubin, 2011).

### Data analysis

Data analysis followed the principles of thematic analysis (Miles et al., 2014). The process included data reduction, data presentation, and conclusion drawing. Recurring patterns and key themes were identified from interviews, observations, and documentation. These findings were then interpreted within the broader context of the collaboration between Islamic Religious Education teachers and shadow teachers in shaping the character of slow-learning students.

This study also adopted a reflective cycle model, beginning with initial observations and monitoring during lessons, followed by data collection and initial analysis, and then moving on to reflective interpretation. This cycle was repeated as needed to increase the depth and validity of the findings. The iterative nature of this process aligns with the principles of action research, which emphasize continuous learning and improvement throughout the study (Kemmis, 2010).

## RESULTS AND DISCUSSION

### Results

#### *Synergy between Islamic Religious Education Teachers and Shadow Teachers*

Synergy between Islamic Religious Education teachers and Shadow Teachers is achieved through joint coordination and planning. They discuss and develop learning strategies tailored to the abilities and needs of slow-learning students. These strategies range from lesson planning and coordination throughout the learning process to evaluating learning outcomes. More broadly, the learning strategies used include selecting appropriate methods, media, and approaches to facilitate understanding of Islamic Religious Education material.

Shadow Teachers help instill the moral values taught by Islamic Religious Education teachers through habituation and role modeling, so that the values conveyed by Islamic Religious Education teachers can be better internalized and shape students' character. Islamic Religious Education teachers and Shadow Teachers evaluate the progress of slow-learning students, identifying progress, challenges, and necessary corrective measures to ensure more effective learning and character building.

An open attitude, consultation, sharing expertise, and understanding each other's roles and responsibilities foster good cooperation. Islamic Religious Education (PAI) teachers and shadow teachers collaborate by assisting each other in delivering subject matter, particularly religious education. Shadow teachers utilize specialized media and methods in inclusive classrooms (Endra, komunikasi pribadi, 19 September 2025).

Shadow teachers assist subject teachers in planning, selecting methods and media, implementing, and evaluating learning for each student. The role of shadow teachers is to understand the various difficulties

and challenges in learning and methods for effectively supporting children with special needs, so they receive the specialized attention they need. Shadow teachers' responsibilities include completing special administrative tasks, evaluating, developing communication with students with special needs, counseling families, and building relationships with all parties involved in the implementation of inclusive education.

Inclusive schools provide educational services for children with special needs regardless of their physical, intelligence, social, emotional, and other conditions to learn together with normal children in regular schools. Registration for children with special needs is opened by the school because it is required to accept children with special needs without exception into regular schools and has been implemented by the education government. Collaboration between Islamic Religious Education teachers and shadow teachers in explaining religious material with media and habituation practices, so that it can be assisted in understanding the material (R. D. Oktavia, komunikasi pribadi, 22 September 2025).

**Table 2.** Learning Strategies for Slow Learners

| <b>Learning Strategies</b>  |   |  |
|---|---|--|
| <b>Planning</b>   | <b>Coordination in the Learning Process</b>   | <b>Evaluation</b>  |
| The development of teaching modules is tailored to the needs, characteristics, and abilities of slow-learning students. | Regular communication, where the Shadow Teacher provides regular updates on student academic progress and behavior to the Islamic Religious Education (PAI) teacher.                          | Individual assessment, where the Shadow Teacher accompanies and provides daily assessment data, which is then discussed with the PAI teacher to determine grades and evaluate learning outcomes. |
| Adapting material by simplifying it to make it easier for slow learners to understand.                                  | Mentoring strategies, where Islamic Religious Education teachers and shadow teachers align classroom teaching methods to align with the mentoring approach provided.                          | Reflection sessions, where Islamic Religious Education teachers and shadow teachers reflect together to evaluate the teaching strategies implemented and plan improvements for the next meeting. |
| Setting realistic learning goals in both cognitive and character building (morals).                                     | Behavioral management, where shadow teachers help address behavioral challenges that may arise in the classroom to ensure the Islamic Religious Education learning process remains conducive. |  |

### ***A Form of Shared Responsibility***

The Islamic Religious Education teacher and shadow teacher are responsible for collaborating on developing specific strategies for the Individual Learning Program (IPC). This is done to ensure students achieve their Islamic learning objectives tailored to their abilities. The IPC program includes: spiritual and character mentoring, where the shadow teacher is responsible for instilling character values (morals) and assisting in the practice of daily worship according to the guidance of the IPC teacher. Evaluation involves assessing the learning outcomes of slow-learning students. The shadow teacher provides data on the behavioral and academic progress of slow-learning students, while the IPC teacher conducts a customized final assessment. The shadow teacher acts as a social mediator by bridging interactions between slow-learning students and the IPC teacher and their peers, creating an inclusive environment, and ensuring slow-learning students are not isolated during lessons. Good collaboration between the IPC teacher and shadow teacher is manifested in intensive communication, where both parties provide input for improving teaching methods.

### ***Communication Patterns and Expertise***

Collaboration between Islamic Religious Education (PAI) teachers and shadow teachers (special assistant teachers) is crucial to ensuring that slow-learning students receive equal educational rights, particularly in the instillation of religious values. The communication patterns and respective expertise of Islamic Religious Education (PAI) teachers and shadow teachers are outlined below:

**Communication Patterns.** The communication pattern developed is collaborative, interpersonal, and continuous, aiming to align learning materials with students' specific needs. Communication includes pre-learning (planning), post-learning (evaluation), and communication media. The Islamic Religious Education teacher and shadow teacher meet to discuss the material to be taught, learning objectives, and any adjustments (modifications) needed for slow-learning students.

Communication during learning (active interaction) by the shadow teacher facilitates communication between the Islamic Religious Education teacher and slow-learning students, ensuring instruction is understood, and helping maintain the slow-learning students' focus. Post-learning communication (evaluation) involves both teachers conducting daily or weekly assessments of the slow-learning students' progress, behavior, and academic/character achievements to determine next steps. Communication media uses a liaison book (a daily journal) to record the slow-learning students' progress in detail, including their emotions and behavior during class.

### ***Islamic Religious Education Teacher Expertise***

Islamic Religious Education teachers act as the main (regular) teachers, focusing on curriculum implementation while also playing a role in character development for slow-learning students. They possess mastery of Islamic religious material and expertise in conveying it during the learning process for slow-learning students. Islamic Religious Education teachers also manage inclusive classes in a comprehensive and comprehensive manner. Furthermore, Islamic Religious Education teachers instill religious character values and noble morals in slow-learning students. Effective and inclusive material delivery utilizes a variety of learning methods, such as lectures, question-and-answer sessions, and group discussions. This material delivery is aligned with the applicable curriculum.

### ***Shadow Teacher Skills***

Shadow teachers act as specialized facilitators who understand the individual needs of children, especially those with special needs (slow learners). They modify materials and methods by simplifying the material provided by Islamic Religious Education teachers to suit the cognitive abilities of slow learners. Furthermore, shadow teachers manage the behavior of slow learners in the classroom. Another way shadow

teachers can improve their classroom learning is through direct, one-on-one communication. This can build an emotional bond between the shadow teacher and slow learners.

Shadow teachers also help students understand social instruction with classmates and other teachers. Shadow teachers monitor the development of slow learners by regularly observing and recording their behavior and academic abilities daily. These records of slow learners' progress are used for evaluation and to determine the best steps to improve their progress.

Good collaboration between shadow teachers and Islamic Religious Education teachers in delivering material can help slow learners easily understand the material. Good understanding and control by slow learners will foster positive character within them. They are more emotionally controlled, more open, speak more gently and politely, are independent, disciplined, honest, and behave well with teachers and fellow students (U. Kulsum, komunikasi pribadi, 19 September 2025). The roles of Islamic Religious Education teachers and shadow teachers are detailed in the following table:

**Table 3.** Roles of Islamic Religious Education Teachers and Shadow Teachers

| <b>Subject</b>                      | <b>Focus</b>                      | <b>Responsibilities</b>              | <b>Expertise</b>  | <b>Patterns</b>  |
|-------------------------------------|-----------------------------------|--------------------------------------|---|--|
| Islamic Religious Education Teacher | Curriculum and Religious Material | Teaching all students                | all Religious and Moral Pedagogy                          | Providing Instruction and Material   |
| Shadow Teacher                      | Individual and Special Needs      | Assisting 1-2 Slow Learning Students | Special Psychology and Behavior of Slow Learning Students | Facilitating, Accompanying, Guiding, and Adapting to the Ability and Condition of Slow Learning Students |

Source: Observation

Collaboration between Islamic Religious Education (PAI) teachers and shadow teachers is also practiced in activities inside and outside the classroom. The teacher's behavior and role model can influence the character development of slow-learning students. Shadow teachers guide slow-learning students to understand the material well, so it can be applied in everyday life. Efforts to implement character development for slow-learning students can be seen in the following table:

**Table 4.** School Programs That Can Shape Student Character at Mrican 01 Public Elementary School, Kediri City

| School Programs            | Type of Activities   | Form of Implementation   |
|----------------------------|--|--|
| Muamalah Practices         | Teachers set good examples and attitudes to be role models for their students. | A teacher behaves and speaks well.   |
| Religious Activities       | Routine Habits   | Dhuha Prayer<br>Dhuhur Prayer<br>Istighosah and Tahlil every Thursday and Friday morning<br>Commemorating Islamic holidays each year   |
| Learning in the Classroom  | Learning Pre-Learning  | Praying together before starting class<br>Reading short chapters of the Quran (Juz 30)   |
| Social for the Environment | Sharing  | Teaching the social value of caring for others through Friday sharing activities, providing food to those in need around the school at certain times.<br>Teaching charity by voluntarily setting aside a portion of pocket money for charity every Friday. |

Source: Interview (U. Kulsum, komunikasi pribadi, 19 September 2025).

### Discussion

This study examines slow-learning students at Mrican 01 Public Elementary School, Kediri City. This school has students with varying academic abilities (S. C. Nur'aini, komunikasi pribadi, 19 September 2025). Observations at Mrican 01 Public Elementary School, Kediri City, revealed diverse student academic abilities in understanding the material explained by the teacher in class (U. Kulsum, komunikasi pribadi, 19 September 2025).

Experts emphasize that collaboration between Islamic Religious Education (PAI) teachers and shadow teachers is crucial for creating a positive learning environment (Reni et al., 2024). This collaboration supports and ensures equal access to education for children with special needs and helps them achieve their maximum potential (Riswana et al., 2024). They can fully engage in classroom activities thanks to inclusive education. This inclusive education does not discriminate between students with disabilities or other disabilities (Pasaribu et al., 2023). Shadow teachers play a crucial role in helping slow-learning students understand Islamic Religious Education (PAI) material and develop their character. The form of collaboration focuses more on the substance of religious values and examples, while Shadow Teachers ensure access, understanding, and application of these values according to the abilities of slow-learning students.

This collaboration has a positive impact on the development of Islamic character in slow-learning students through a patient and compassionate approach, thus developing better student character. Although numerous studies have been conducted on slow-learning students at the elementary school level, there is a significant gap in the literature that specializes in qualitative analysis of slow-learning students. Previous studies tend to focus only on collaboration in improving learning outcomes and the role of shadow teachers (El-sabagh et al., 2025). Furthermore, the social and cultural context and Islamic values are often overlooked, even though these factors significantly influence student character formation. This study aims to fill this gap by exploring the synergy, interdependence, responsibility, communication patterns, and expertise between

Islamic Education teachers and shadow teachers in shaping the character of slow-learning students at SD Negeri Mrican 01, Kediri City.

Collaboration between Islamic Religious Education teachers and shadow teachers is crucial in an inclusive education system, fostering mutual support and understanding of each other's activities (Lastini et al., 2024). This collaboration is crucial because the synergy between the two ensures that slow learners receive comprehensive support, including understanding religious material and social adaptation, enabling them to develop academically, socially, spiritually, and independently (Nurfadhillah et al., 2021). Coordination between Islamic Religious Education teachers and shadow teachers complements, supports, and complements each other (Hasibuan, 2011). Collaboration between Islamic Religious Education teachers and shadow teachers is highly effective in helping students with disabilities understand the subject matter presented in class (Reni et al., 2024).

Inclusive education addresses slow-learning students with disabilities as having special needs (Sholihah & Istikomah, 2025). Inclusive education provides opportunities for all students with disabilities and the potential for special intelligence and talents to participate in education or learning in a collaborative environment with students in general (Aeny et al., 2022). Inclusive education integrates children with disabilities into school programs (Smith, 2012).

The goal of inclusive education is to bring together students from diverse backgrounds and with varying abilities in one learning environment to receive an equal education (Wulandari & Harsiwi, 2024). This provides them with equal opportunities to learn and grow without feeling any differences, fostering mutual respect, appreciation, and tolerance (Dewi et al., 2025). They differ from the average child in terms of mental characteristics, sensory abilities, physical abilities, neuromuscular abilities, social behavior, emotional abilities, communication skills, or a combination of two or more of the above (Qiftiyah & Calista, 2021).

Slow learners lack mastery of the knowledge provided by the teacher within the specified time limit (Wijaya, 2010). They require extra time to digest the subject matter to achieve the set standards or objectives (Trisnani et al., 2024). This is due to their thinking ability not being as fast as their peers (Saragih et al., 2024). They have below-average IQs compared to their peers (Reddy, 2020). Their IQs range between 70 and 89 on IQ tests, indicating inferior academic achievement or scholastic performance across all subject areas (Triani & Amir, 2023). The classification of students as slow learners is based on the fact that they do not reach the required level of understanding to advance to the next stage (Triani & Amir, 2023). The classification of students as slow learners is based on the fact that they do not reach the required level of understanding to advance to the next stage (Lase et al., 2025).

The development of Islamic Religious Education (PAI) learning, in addition to material, concepts, reasoning, and values, can be implemented in real life (Reni et al., 2024). Many students are unable to develop an understanding of the values of Islamic Religious Education (PAI) lessons because the knowledge and process are not well integrated, resulting in students having difficulty understanding Islamic religious studies (Nadhiroh & Ahmadi, 2024). This problem necessitates the use of shadow teachers to assist these students with special needs (Sholihah & Istikomah, 2025).

Shadow teachers have backgrounds and experience in inclusive education (Adawiyah et al., 2022). Shadow teachers systematically adapt learning materials and strategies. Shadow teachers also re-explain material presented by the class teacher privately (Sismawijaya & Astutik, 2024). Therefore, shadow teachers play a strategic role in assisting children with disabilities through an approach tailored to each student's needs. Their role is to provide individual support and help children with special needs (ABK) interact and participate in teaching and learning activities in the general classroom without discrimination, thus achieving maximum targets (Dewi et al., 2025). Shadow teachers ensure access, understanding, and application of educational

values according to the abilities of students with ABK (Dewi et al., 2025). Shadow teachers design learning programs tailored to students' conditions and encourage students with ABK to engage in completing their assignments by participating in the learning process (Khasanah et al., 2025).

In Indonesia, the number of people with disabilities is recorded at 22.97 million, or 8.5% of the population (Kemenko PMK, 2023). Statistics Indonesia (BPS) data from 2020 indicates that there are approximately 650,000 children with disabilities out of a total of 84.4 million children in Indonesia, or approximately 0.79%. Approximately 115,000 children with special needs (ABK) attend special schools (SLB), while approximately 299,000 ABK attend regular schools that implement inclusive education (Badan Pusat Statistik (BPS), 2020).

Government support in education is very helpful in advancing education (Rochmat & Anjarwati, 2020). This is evidenced in the 1945 Republic of Indonesia Law, Chapter XIII, Article 31, paragraph (1) and paragraph (2) concerning compulsory education (Pemerintah Republik Indonesia, 1945). In addition, it is further strengthened by Law Number 20 of 2003, Chapter I, Article 1, Paragraph 1 concerning education (Pemerintah Republik Indonesia, 2003). Developing student potential is carried out by creating a comfortable learning atmosphere and a good learning process in the classroom (Amaliyah & Rahmat, 2021). All citizens without exception, including children with special needs (slow learners), must receive the same education according to their abilities (Phytanza et al., 2023). Children with special needs receive education through inclusive education (Kasman, 2020).

The collaboration between Islamic Religious Education Teachers and Shadow Teachers involves helping each other, starting from planning, selecting methods, media, implementation, and evaluating the development of slow-learning students regarding progress, obstacles, and corrective measures that need to be taken so that the learning process and character building run more effectively. The role of the shadow teacher is to understand the various difficulties and challenges in learning and methods to support children with special needs effectively, so that they receive the special attention needed. The responsibilities of the shadow teacher include completing special administration, evaluation, developing communication with students with special needs, counseling for families, and building relationships with all parties involved in the implementation of inclusive education.

Learning strategies for slow learners include planning, coordination in the learning process, evaluation, mentoring, and reflection. Planning involves developing teaching modules tailored to the needs, characteristics, and abilities of slow learners. Material adjustments are made by simplifying the material to make it easier for slow learners to understand. The learning process involves regular communication, where the Shadow teacher provides regular updates on student academic progress and behavior to the Islamic Religious Education (PAI) teacher. Evaluation involves individual assessments, where the Shadow teacher accompanies and provides daily assessment data, which is then discussed with the Islamic Religious Education (PAI) teacher to determine grades and evaluate learning outcomes. Mentoring strategies, where the Islamic Religious Education (PAI) teacher and shadow teacher align classroom teaching methods to suit the mentoring approach provided. Reflection sessions, where the Islamic Religious Education (PAI) teacher and shadow teacher reflect together to evaluate the teaching strategies that have been implemented and plan improvements for the next meeting.

The shared responsibility between Islamic Religious Education (PAI) teachers and shadow teachers manifests through collaborative responsibility in developing specific strategies for the Individual Learning Program (IPP). Shadow teachers provide data on the behavioral and academic progress of slow-learning students, while Islamic Religious Education (PAI) teachers conduct tailored final assessments. This strong

collaboration between Islamic Religious Education (PAI) teachers and shadow teachers is evident in intensive communication, with both providing input for improving teaching methods.

The communication pattern between the Islamic Religious Education teacher and the shadow teacher is collaborative, interpersonal, and continuous, aiming to align learning materials with the specific needs of slow-learning students. The Islamic Religious Education teacher and the shadow teacher meet to discuss the material to be taught, learning objectives, and any adjustments (modifications) needed for slow-learning students. Communication during learning (active interaction) of the shadow teacher facilitates communication between the Islamic Religious Education teacher and slow-learning students, ensures instructions are understood, and helps maintain the focus of slow-learning students. Post-learning communication (evaluation) involves both conducting daily or weekly evaluations of slow-learning students' progress, behavior, and academic/character achievements to determine next steps.

The urgency of slow learning is crucial in understanding the learning difficulties faced by slow learners in developing good character. Studying the types of slow learners has great relevance in the educational context because it helps us to deeply understand the challenges faced by slow learners in understanding Islamic material and values (Nurhasanah et al., 2025). The types of difficulties experienced by students include difficulties in writing, reading, and listening. Therefore, Islamic Religious Education teachers collaborate with shadow teachers in designing appropriate curricula, learning methods, and interventions to help slow learners overcome these obstacles.

This research provides valuable insights for policymakers in designing inclusive education programs. Furthermore, it supports all students with diverse academic abilities in easily understanding the material presented by teachers in the classroom. Thus, research on slow learners is not only academically relevant but also has significant practical implications for improving the quality of education and providing equal learning opportunities for all students without exception.

As described above, the researcher assumes that if the collaboration between Islamic Religious Education Teachers and Shadow Teachers is implemented well in schools, it will have a positive influence on the formation of Islamic character in slow learners in a patient and compassionate manner. Based on Charles H. Chooley's views as the basis for this collaboration, the author will connect the correlation between the collaboration between Islamic Religious Education Teachers and Shadow Teachers and its influence on the formation of student character.

## CONCLUSION

The collaboration between Islamic Religious Education (PAI) teachers and shadow teachers facilitates mutual support, from planning and selecting methods and media, to implementation and evaluating the progress of slow-learning students, identifying progress, obstacles, and necessary corrective measures to ensure effective learning and character development. The learning process involves regular communication, with the shadow teacher providing regular updates on students' academic and behavioral progress to the PAI teacher. The shadow teacher provides data on the slow-learning students' behavioral and academic progress, while the PAI teacher conducts a tailored final assessment. Effective collaboration between the PAI teacher and shadow teacher is realized through intensive communication, where both parties provide input for improving teaching methods. The communication pattern between the PAI teacher and shadow teacher is collaborative, interpersonal, and continuous, aiming to align learning materials with the specific needs of slow-learning students. With this strong collaboration between the PAI teacher and shadow teacher, it is hoped that slow-learning students will easily understand the Islamic religious studies material presented by the PAI

teacher and the shadow teacher, while also developing into individuals with noble character, discipline, and self-confidence in their daily lives.

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