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The Implementation of Self-Management to Improve On-Task Behavior in Children with ADHD

Ibrizun Lailatul Fatma Arinun[1], Arnina Tri Hartanti[2], Annisa Purwanggi[3]
[1,2,3] Universitas Muhammadiyah Lampung, Indonesia
Email: [1]ibrizunlailatulfa@gmail.com, [2]arninatrihartanti@gmail.com, [3]annisapurwanggi@uml.ac.id

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ABSTRACT

Slow learners have learning abilities that are below the average level of their peers, requiring appropriate instructional strategies to improve their reading and writing skills. One strategy that has been widely applied is positive reinforcement, which aims to encourage desirable learning behaviors through positive rewards. This study aimed to analyze the effect of positive reinforcement on the reading and writing learning behaviors of slow learners aged 5–7 years. This research employed a Systematic Literature Review (SLR) by analyzing 10 scientific articles published between 2022 and 2025, which were obtained through Google Scholar and relevant national journals. The research process included article identification, selection based on inclusion and exclusion criteria, data extraction, and descriptive analysis. The findings indicate that positive reinforcement effectively improves learning motivation, attention, self-confidence, active participation, and reading and writing skills among slow learners. The effectiveness of this strategy is influenced by the consistency of reinforcement, the use of appropriate learning media, and collaboration between teachers and parents. Therefore, positive reinforcement can be considered an effective instructional strategy to support the development of reading and writing learning behaviors in slow learners aged 5–7 years.

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Corresponding Author:

Ibrizun Lailatul Fatma Arinun
Universitas Muhammadiyah Lampung, Indonesia
ibrizunlailatulfa@gmail.com

INTRODUCTION

Slow learners are children whose intellectual abilities are slightly below the average level of their peers, requiring a longer time to learn than children of the same age. This condition often causes them to experience difficulties in understanding learning materials, particularly in reading and writing skills, which serve as the foundation for academic success in elementary school. Limited reading and writing abilities are frequently accompanied by low learning motivation, low self-confidence, and less effective learning behaviors, such as giving up easily, having difficulty maintaining attention, and showing reluctance to complete assignments given by teachers (Zakiah et al., 2022).

The learning behavior of slow learners is influenced by various factors, including both internal and external factors. One of the most influential external factors is the instructional strategy

implemented by teachers. Learning approaches that are not aligned with the characteristics and needs of slow learners may lead to reduced attention, motivation, and participation during the learning process. Conversely, instructional strategies that incorporate positive reinforcement can help children develop better learning habits and increase their engagement in classroom activities (Oktaviyanti et al., 2022).

One of the most widely used behavior modification strategies in education is positive reinforcement. Positive reinforcement refers to the provision of rewards such as praise, appreciation, tokens, or other forms of recognition after a child demonstrates the desired behavior. The primary purpose of positive reinforcement is to increase the likelihood that the desired behavior will be repeated, thereby encouraging children to become more motivated to learn and maintain positive learning behaviors throughout the instructional process. Numerous studies have reported that the implementation of positive reinforcement effectively enhances learning motivation, attention, reading skills, writing skills, and self-confidence among slow learners (Nauli & Royanto, 2024; Ayesha et al., 2025).

In addition to improving academic performance, positive reinforcement also plays a significant role in developing more adaptive learning behaviors. Children become more actively engaged in classroom activities, demonstrate greater concentration when completing assignments, gain confidence in reading and writing tasks, and exhibit stronger motivation to achieve academic success. The effectiveness of positive reinforcement is influenced by teachers' consistency in providing reinforcement, parental support, and the use of instructional media that are appropriate for the needs and characteristics of slow learners (Zakiah et al., 2022).

Based on the findings of previous studies, it can be concluded that positive reinforcement has considerable potential to improve the reading and writing learning behaviors of slow learners. Therefore, this study was conducted to examine previous research on the effects of positive reinforcement on the reading and writing learning behaviors of slow learners aged 5–7 years through a Systematic Literature Review (SLR) approach. The study aims to explore how positive reinforcement is implemented to improve reading and writing learning behaviors and to identify its effectiveness based on findings reported in previously published studies.

METHOD

This study employed a Systematic Literature Review (SLR) method to examine the effect of positive reinforcement on the reading and writing learning behavior of slow learner children aged 5–7 years. This method was chosen because it enables researchers to systematically collect, review, and synthesize findings from previous studies, thereby providing a comprehensive understanding of the effectiveness of positive reinforcement in improving the learning behavior of slow learner children.

The data sources consisted of 10 scientific articles published between 2022 and 2025, obtained from Google Scholar and relevant national journals related to the research topic. The articles were selected based on the following inclusion criteria: they discussed positive reinforcement, slow learners, learning behavior, reading, writing, learning motivation, or instructional strategies for children with special needs, and were available as full-text scientific articles. Articles that did not align with the research focus or contained incomplete data were excluded from the analysis.

The research procedure included article identification, article selection based on inclusion and exclusion criteria, content review, data extraction, and descriptive analysis. The data analyzed included the article identity, research objectives, research methods, research participants, forms of positive reinforcement implementation, and the findings regarding the effects of positive reinforcement on reading and writing learning behavior among slow learner children. The results of

the analysis were then presented in the form of a synthesis table and interpreted to draw conclusions about the effectiveness of positive reinforcement in improving the reading and writing learning behavior of slow learner children aged 5–7 years.

Table 1. Data Charting

No	Title	Method	Result
1	The Concept of Enhancing Learning Motivation in Slow Learners at Elementary School Level (2022)	Literature Review	The review found that learning motivation is a key factor in the academic success of slow learner children. Support from teachers, parents, and consistent positive reinforcement can improve self-confidence, learning enthusiasm, and students' engagement in reading and writing activities, leading to better academic development.
2	Parents' Collaborative Approach to Handle Slow Learners in Inclusive Elementary Schools (2022)	Qualitative	The study found that collaboration between teachers and parents significantly influences the academic development and learning behavior of slow learner children. Consistent guidance at school and at home helps improve independent learning, compliance with instructions, reading skills, and students' self-confidence.
3	Teaching Strategies for Slow Learners: A Narrative Review (2025)	Narrative Review	The review showed that instruction adapted to the characteristics of slow learners, combined with positive reinforcement, repeated practice, and appropriate learning media, can improve students' attention, motivation, and learning outcomes gradually.
4	Positive Reinforcement to Improve Oral Reading Ability (2024)	Experimental	The implementation of positive reinforcement had a positive effect on oral reading skills. Praise and rewards given after successful reading increased students' self-confidence, courage, learning motivation, and participation during classroom instruction.
5	Learning Ability and Understanding of Slow Learners: From Special Assistance to Independent Learning (2024)	Qualitative	The findings indicated that consistent special assistance improves learning comprehension, learning behavior, and independence among slow learner children. Support from teachers and families plays an important role in sustaining children's academic development. Learning Concentration
6	The Implementation of Inclusive Education Programs in Reading Practice for Low-Grade Slow Learners in Elementary Schools (2024)	Quantitative	Inclusive education programs that apply individualized instruction, teacher assistance, and positive reinforcement improve early reading skills, student engagement, and learning behavior during classroom instruction.
7	The Use of Flip Book Media to Improve Early Reading Skills of Slow Learner Children (2025)	Experimental	The use of Flip Book (Flippykata) media significantly improved early reading skills in slow learner children. After the intervention, students showed progress in letter recognition,

No	Title	Method	Result
			syllable reading, word reading, and understanding simple sentences. Interactive media also enhanced attention, motivation, self-confidence, and active participation during learning.
8	Development and Evaluation of Culture-Based Digital Sandpaper Letters as an Effective Learning Medium for Slow Learner Students in Recognizing and Writing Letters (2025)	Research and Development (R&D)	Culture-based digital sandpaper letters were found to be valid and effective for teaching letter recognition and writing to slow learner children. The media improved letter recognition, fine motor coordination, writing skills, and students' interest in learning by making instruction more engaging and interactive.
9	Effective Reading Interventions for Slow Learners: Sight Word and Phonemic Awareness Approaches (2025)	Literature Review	Reading interventions based on sight words and phonemic awareness effectively improved early reading ability, vocabulary recognition, and students' attention during learning. Positive reinforcement provided by teachers also increased students' motivation and self-confidence.
10	Improvement on Distinguishing 'B' and 'D' Letter: Direct Instruction Flashcards Intervention for A Slow Learner (2025)	Single Case Study	The use of direct instruction supported by flashcards successfully improved students' ability to distinguish the letters b and d. In addition to enhancing reading ability, the intervention also improved students' concentration, accuracy, and self-confidence during the reading process.

RESULT AND DISCUSSION

The review of 10 scientific articles indicates that positive reinforcement is an effective instructional strategy for improving the reading and writing learning behavior of slow learner children aged 5–7 years. Most studies reported that the implementation of positive reinforcement enhanced students' learning motivation, attention, self-confidence, participation, and ability to engage in reading and writing activities. Furthermore, the consistent use of positive reinforcement helped establish more positive learning behaviors, making children more active and enthusiastic during the learning process (Ayesha et al., 2025; Zakiah et al., 2022).

Based on Table 1, most studies found that slow learner children experience difficulties in maintaining attention, understanding learning materials, and completing reading and writing tasks according to the teacher's instructions. These challenges indicate the need for instructional strategies that can enhance students' motivation and engagement. Positive reinforcement was implemented in various forms, including verbal praise, rewards, stickers, token economy systems, word cards, and other forms of appreciation provided after children demonstrated the expected learning behaviors. These reinforcement strategies were found to improve learning focus, reading confidence, self-confidence in writing, and students' participation throughout the learning process.

The synthesis of the reviewed studies also revealed that positive reinforcement is effective in improving reading and writing learning behavior when it is implemented consistently and tailored to the characteristics of slow learner children. Positive reinforcement not only contributes to improvements in academic performance but also helps children develop intrinsic motivation,

maintain attention during learning activities, and reduce their tendency to give up when facing learning difficulties. In addition, several studies suggested that the effectiveness of positive reinforcement can be further enhanced when combined with engaging instructional media, appropriate teaching strategies, and continuous collaboration between teachers and parents in providing reinforcement.

Overall, the analysis of the 10 scientific articles demonstrates that positive reinforcement is an effective strategy for improving the reading and writing learning behavior of slow learner children aged 5–7 years. The success of this strategy is influenced by the consistency of reinforcement, the suitability of the reinforcement to the child's individual needs, and a supportive learning environment. Therefore, positive reinforcement can serve as an alternative instructional strategy to enhance literacy skills while fostering positive learning behaviors among slow learner children.

CONCLUSION

Based on the review of 10 scientific articles analyzed using the Systematic Literature Review (SLR) method, it can be concluded that positive reinforcement is an effective instructional strategy for improving the reading and writing learning behavior of slow learner children aged 5–7 years. The provision of positive reinforcement, such as praise, rewards, simple incentives, engaging instructional media, and support from teachers and parents, has been shown to enhance children's learning motivation, attention, self-confidence, and active participation throughout the learning process.

In addition to its positive impact on learning behavior, the implementation of positive reinforcement also contributes to improvements in early reading skills and writing abilities among slow learner children. Various instructional strategies tailored to the characteristics of the children, such as the use of interactive learning media, individualized teaching methods, and consistent guidance, help children understand learning materials more effectively and gradually improve their academic performance.

Overall, the synthesis of the reviewed studies indicates that positive reinforcement can serve as an effective alternative instructional strategy to support the development of reading and writing skills while fostering more positive learning behaviors among slow learner children. The success of this strategy is influenced by the consistency of reinforcement, the selection of appropriate teaching methods and instructional media, and effective collaboration among teachers, parents, and the learning environment in supporting children's continuous development.

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