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Effective Strategies for Implementing Remedial and Enrichment Learning Activities in Elementary Schools: A Literature Study

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ABSTRACT

Remedial and enrichment activities in elementary schools are an important step to ensure that every student has the opportunity to learn according to their abilities and needs. Through a literature study, this study summarizes various findings from journals, books, and research reports to capture how the concepts, implementation processes, challenges, and effective strategies of remedial and enrichment are applied at the basic level. The results of the study show that the most decisive initial step is to recognize students' learning difficulties through initial assessments, classroom observations, and portfolio analysis. In remedial activities, teachers need to develop a targeted improvement plan, utilize concrete media, provide guidance in small groups or through peer tutors, and conduct reassessments to see student progress. Meanwhile, enrichment can be provided by identifying students who demonstrate higher abilities, then engaging them in creative projects, mini-research, or interest-based activities that challenge higher-level thinking skills. Teachers play a very strategic role as planners, facilitators, as well as providers of emotional support. In the field, the implementation of these two programs is still constrained by limited time, large number of students, and lack of supporting resources. Therefore, strategies such as differentiated learning, the use of simple technology, and the implementation of project-based learning are recommended to increase effectiveness. This study is expected to be a practical reference for elementary school teachers in developing remedial and enrichment programs that are more adaptive, inclusive, and sustainable.

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INTRODUCTION

Learning in elementary school is not only focused on achieving academic scores, but also plays an important role in helping students develop their potential holistically. At this stage, children are in their golden age for learning, exploring, and shaping their way of thinking. However, the reality of classroom learning often shows that each student has different abilities, learning styles, and speed in understanding the material. Some students can grasp the teacher's explanation quickly, while others may need more time, additional explanation, or a different approach. These differences are not weaknesses, but natural characteristics that must be accommodated in the learning process. (Dewi, 2021)

This condition requires teachers to provide learning services that are more adaptive, flexible, and responsive so that all students can follow the lessons well. This is where remedial and enrichment activities become very relevant. Remedial is given to students who have not met the completeness criteria of learning, so they get additional opportunities to understand the material through simpler approaches, gradual explanations, or intensive tutoring (Sibuea et al., 2024). Meanwhile, enrichment activities are designed for students who have exceeded their learning achievements, so they remain motivated and do not feel bored during the learning process in class. These two services help keep learning inclusive and respect the diverse abilities of every student. (Kurniawati, 2022)

Although the concepts of remedial and enrichment have been stated in various curriculum policies, their implementation in elementary schools still faces several challenges. Many teachers are confused about determining the most appropriate type of activity, the ideal time for implementation, and the right methods based on student characteristics. (W. Sari & Prasetyo, 2021) Not rarely, teachers view remedial only as a “re-test”, or enrichment as simply giving additional assignments without considering students’ learning needs. In fact, research shows that remedial and enrichment can have a significant positive impact if designed with proper strategies (Hidayat & Ramdani, 2022). This literature review attempts to summarize various research findings and expert perspectives on implementing remedial and enrichment in elementary schools. This synthesis is expected to provide clearer and more practical insights for teachers in implementing these two services in the classroom. With better understanding, teachers can design more humanistic learning—not only pursuing grades but also guiding each child to develop according to their potential.

METHOD

This study uses a literature review method by examining various relevant scientific sources, such as journal articles, learning strategy books, and previous research reports discussing remedial and enrichment activities in elementary schools. All sources were selected based on relevance, reliability, and their contribution to understanding differentiated learning at the elementary school level. The analysis process was carried out through collecting, reading, and critically reviewing the content of each literature. The authors examined how experts define the concepts of remedial and enrichment, how they are implemented in various elementary school contexts, and how previous studies describe effective practices and challenges commonly faced by teachers. These findings were then synthesized to form a comprehensive picture of the implementation of remedial and enrichment in learning. The focus of the analysis includes the relationship between theoretical concepts and field implementation, including challenges faced by teachers and solutions recommended by various literature. The results of this synthesis are expected to provide a more comprehensive understanding of strategies that can be applied by elementary school teachers to provide adaptive learning services that match students' varying abilities.

RESULTS AND DISCUSSION

Implementation of Remedial Programs in Elementary Schools

1. Identifying Learning Difficulties

Identifying learning difficulties is the most important stage in the implementation of remedial programs, because without an accurate understanding of the source of the problem, the intervention provided may be less effective. Teachers need to conduct an initial assessment not only through tests but also through comprehensive observations of students’ learning behavior. For example, students who often appear confused during lessons, are reluctant to ask questions, or are slow to complete assignments may be facing particular obstacles (Putra & Rahmadani, 2020). In addition, teachers need to check students’ portfolios over time. Observing patterns of errors or inconsistencies in their work can provide insight into which parts remain difficult. Reflection with students is also important. By asking simple questions such as “Which part was difficult for you?” or “What did you understand

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from today's lesson?", teachers can obtain valuable information about students' thinking processes. This approach helps teachers understand that learning difficulties are not merely due to a student's lack of ability, but may be related to teaching methods, the learning environment, or their emotional state (Pertiwi et al., 2023).

2. Remedial Forms

After learning difficulties are identified, teachers prepare a remedial program contained in a form or improvement plan. This form not only functions as an administrative document but also as a practical guide for teachers to determine the most appropriate steps for each student. It includes the learning objectives to be achieved, the strategies to be used, the types of media needed, and the form of follow-up evaluation planned. With the presence of a remedial form, the remedial process becomes more targeted, systematic, and easy to monitor. Teachers can also adjust interventions based on student responses, ensuring that the remedial program truly aligns with each student's needs and abilities. Ultimately, this form helps teachers ensure that no student is left behind without adequate support (Imran et al., 2025).

Some forms of remedial programs based on the literature include:

Re-explanation using simpler language.

Teachers re-explain the material using easier-to-understand sentences, simple analogies, and sequential steps. The goal is to help students gradually understand concepts that were previously confusing. This re-explanation also helps students who may have lost focus during the main lesson.

Use of concrete media

Elementary school children benefit greatly from concrete media they can see and touch. The use of pictures, math blocks, concept cards, or real objects helps make abstract ideas easier to digest. This approach not only supports understanding but also increases learning motivation.

Additional practice based on ability level

Teachers provide exercises adjusted to students' abilities. The practice is not coercive but progresses gradually from the easiest to more complex levels. This builds students' confidence while strengthening their understanding.

Individual or small-group guidance

Personalized guidance gives teachers the opportunity to provide full attention to students. In small groups, students can interact and motivate one another. The learning situation becomes more relaxed so students feel safe asking questions or expressing their difficulties.

Peer tutoring under teacher supervision

Involving students who understand the material better as peer tutors creates a supportive learning environment. Children often feel more comfortable learning with peers. Teachers still supervise to ensure the information provided remains accurate.

This remedial program demonstrates that students are not left to struggle alone. Teachers serve as companions who understand their conditions, and every improvement step is designed to help students progress without excessive pressure.

3. Recommended Approaches

In the context of elementary school development, learning that is too abstract often becomes a challenge. Therefore, play-based, visual, and kinesthetic approaches are highly recommended in remedial activities. Play-based approaches may include educational games that require children to solve problems while having fun for example, math card games, role-playing in language learning, or group quizzes to understand certain concepts. Visual approaches such as images, diagrams, videos, or picture cards help students absorb information more quickly. Meanwhile, kinesthetic approaches encourage students to learn through movement, such as arranging objects, conducting simple experiments, or following instructions in physical activities (Lestari & Anugrah, 2020). These three approaches make learning more lively and meaningful. Students become more focused because the remedial activities are delivered in enjoyable ways rather than stressful or tense environments. Ultimately, remedial work is no longer seen as a tiring additional activity but as an opportunity to learn creatively.

4. Reassessment

The reassessment stage is carried out after remedial administration to determine the extent to which students have understood the material. This evaluation may take the form of written tests, oral tasks, demonstrations, or small projects according to the material taught. The purpose is not merely to obtain a score but to ensure that the improvement strategies applied are truly effective. If the results show that students have achieved the required competency, the remedial process is declared successful. However, if not, teachers must reflect: Was the media used inappropriate? Were the activities insufficiently varied? Was the explanation method incompatible with students' learning styles? This reassessment emphasizes that remedial is not merely "re-teaching" but an ongoing process requiring continuous evaluation. With patience, understanding children's needs, and teachers' willingness to adjust methods, remedial activities can support optimal academic and emotional development (Nurhayati & Halim, 2023).

Implementation of Enrichment in Elementary Schools

1. Identifying High-Ability Students

To implement an enrichment program effectively, the first step is identifying students who have above-average abilities or show specific talents in either academic or non-academic areas. This identification does not rely solely on high report card scores or test results but also considers daily learning characteristics. Teachers can use instruments such as diagnostic tests, daily assessments, observations of learning behavior, and student portfolios to assess abilities comprehensively. Students who grasp material quickly, show high curiosity, or frequently contribute new ideas are typically included in enrichment groups (Kurniawati, 2022; Mulyani, 2023). Students' interests also play a major role in determining whether they need more challenges. For example, students who enjoy reading more intensely, enthusiastically participate in experiments, or show deep interest in mathematics need to be facilitated so their abilities do not stagnate. This approach is humanistic because teachers recognize each student's unique potential rather than comparing them excessively to their peers. At this stage, teachers can also engage in dialogue with students to understand how they perceive learning challenges. Some children may feel that the classroom activities are too easy and that they need room to explore more. By combining formal and informal data, the identification of high-ability students becomes more accurate and non-discriminatory.

2. Types of Enrichment Activities

A good enrichment program is designed to allow high-ability students to develop their potential without feeling burdened. These activities not only introduce new challenges but also maintain students' curiosity. Through enrichment, students are encouraged to explore material more deeply, form connections between concepts, and practice higher-order thinking skills such as analysis, evaluation, and creativity. When delivered effectively, enrichment becomes a space for students to learn independently, take responsibility, and gain confidence in their abilities (Marlina & Pramudita, 2022). In enrichment programs, students may participate in various activities designed to provide additional challenges while broadening their understanding. One common activity is creating simple product-based projects. Through such projects, students have opportunities to create while applying science concepts they have learned. They may make educational posters, design miniature bridges, create games from recycled materials, or design illustrated stories. These activities sharpen creativity while training problem-solving skills and the ability to integrate multiple concepts more deeply.

Another enrichment activity is mini-research related to learning themes. Mini research offers a more authentic learning experience because students observe simple phenomena around them, collect data, and draw conclusions. They may study plant growth, observe small animals, or conduct

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small interviews about professions. Through this process, students learn scientific thinking, develop curiosity, and build critical thinking skills early. Problem-based exploration is also beneficial. In this approach, students face situations requiring deeper thinking, such as finding ways to save water in class, designing a small school garden, or creating simple solutions for plastic waste management. Through these challenges, students learn to analyze problems, collaborate, and generate creative, applicable ideas.

Enrichment can also be done through story analysis, experiments, or modeling activities. Teachers may invite students to analyze more complex storylines, understand characters, or examine cause-effect relationships in simple experiments. Students may also build three-dimensional models such as small rooms or ecosystems. These activities make abstract concepts more concrete and strengthen reasoning skills. High-ability students can also be facilitated through complex problem-solving that requires higher-level reasoning. Activities such as logic puzzles, chart analysis, and strategy games encourage students to think critically, systematically, and reflectively. Such challenges make learning more engaging and provide space for students to explore their intellectual potential optimally.

All these enrichment activities allow high-ability students to learn according to their potential without being limited by the class's general pace. At the same time, the activities are designed to be engaging and meaningful so students do not feel burdened but instead feel appreciated because they are given challenges suited to their abilities (Marlina & Pramudita, 2022).

3. Interest-Based Enrichment

One highly recommended approach is interest-based enrichment, in which students are given the freedom to choose themes or activities that they prefer. This approach emphasizes intrinsic motivation the internal drive that compels students to learn and be creative (Yuliana, 2022). Teachers may offer several choices such as science, art, literacy, environment, or technology. Students then choose the one they are most interested in. In this way, enrichment is no longer viewed as "additional work" but as enjoyable, self-driven activity.

When students' interests are valued, they tend to be more focused, more creative, and demonstrate better learning outcomes. This approach also helps students discover latent talents that may not emerge in regular classes. It fosters a sense of ownership over learning, as students feel they have control over their activities, which leads to responsibility and pride in their achievements. Teachers serve as facilitators who guide without rigidly directing the process.

4. Integration into Daily Learning

Enrichment does not have to be a separate activity outside the main learning process. Teachers can integrate it into daily instruction so that the classroom becomes more inclusive and responsive to students' diverse needs (W. M. Sari & Rahmawati, 2022). For example, when some students still need guidance to understand the material, teachers can give independent tasks or follow-up activities to students who have already mastered the content. This makes learning more effective because each student continues working at their own pace. Teachers can also prepare an "enrichment corner," a classroom area filled with additional reading materials, thinking games, manipulatives, or mini projects that can be completed independently. Students may choose activities during free time. This creates a dynamic learning environment where all students feel valued and given space to grow according to their abilities. Integrating enrichment into daily learning helps foster a culture of lifelong learning where learning happens not out of obligation, but from the desire to grow.

The Teacher's Role in Remedial and Enrichment

Teachers play a central role in the success of remedial and enrichment implementation. To ensure these services run optimally, teachers need to have several essential competencies (Dewi, 2021). First, teachers must understand the concept of differentiated instruction so they can adapt teaching strategies to students' varied abilities. Teachers must also be able to develop simple assessment tools to monitor student development continuously. In heterogeneous classes, teachers need to organize activities so that all students are supported without feeling overwhelmed. Emotional support is also crucial, as many students need encouragement to regain their confidence when participating in remedial programs or facing new challenges during enrichment. Teachers must create a safe, comfortable, and non-judgmental learning environment in which every student feels valued.

Implementation Challenges

Some common constraints in implementing remedial and enrichment programs in elementary schools stem from various factors, such as limited time and high administrative workload, which make it difficult for teachers to design truly differentiated instruction. Large teacher-student ratios also hinder individualized support, and the lack of training leaves teachers feeling uncertain about applying diverse strategies. In addition, limited learning resources and misconceptions that remedial is only for “less capable” students narrow the true purpose of these activities. Collaboration among teachers, principals, and curriculum support is therefore needed to overcome these challenges and ensure more effective learning for all students (W. Sari & Prasetyo, 2021).

Effective Strategies Based on the Literature

Effective strategies in remedial and enrichment literature emphasize the importance of using continuous assessments as the basis for decision-making. Student learning data not only indicates achievement but also serves as the primary reference for understanding each student’s unique needs. From this mapping, teachers can implement differentiated instruction by adjusting teaching methods, content, and learning products according to students’ ability profiles, interests, and learning styles. This type of differentiation allows each student to progress along the most suitable path (Wulandari & Nada, 2023). In addition, the use of simple technology such as learning videos, digital quizzes, or practice apps can help enrich the learning experience for both students who need remedial support and those who need greater challenges. Project-based strategies are also flexible options, as projects can be adjusted according to learning levels: more complex projects for fast learners and more structured versions for those who require intensive guidance (Marlina & Pramudita, 2022; Yuliana, 2022).

Group learning dynamics also play an important role. Flexible groupings allow student compositions to change based on needs and objectives, enabling each child to collaborate in a fresh, productive environment. Finally, teachers need to provide psychological support by avoiding negative labels and offering constructive positive feedback. A safe emotional environment helps students feel valued, confident, and open to improving themselves and embracing new challenges.

CONCLUSION

Effective remedial implementation begins with accurate identification of students’ learning difficulties. Tools such as formative tests, observations, and portfolios help teachers design precise interventions. A systematic improvement plan ensures structured progress. Friendly approaches like concrete media, educational games, small-group tutoring, and peer tutoring make remedial more meaningful. Reassessment ensures the intervention truly works. Enrichment focuses on high-ability students identified not only by scores but also by interest and creativity. Effective enrichment includes creative projects, mini research, real-life case analysis, and higher-order thinking tasks. Interest-based enrichment increases motivation and independence. Integrating enrichment into daily lessons keeps the classroom dynamic and inclusive. Despite challenges time constraints, heavy workload, large classes, and limited facilities differentiated learning, simple technology, and project-based learning offer realistic solutions. With flexible, student-centered approaches, remedial and enrichment programs can optimally support elementary students’ development.

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