

SPECIAL ASSISTANT TEACHER STRATEGIES IN IMPLEMENTING LEARNING FOR ADHD CHILDREN AT ELEMENTARY SCHOOL 01 TELAGASARI

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Abstract

Special Assistant Teacher Strategies in Implementing Learning for ADHD Children at Telagasari 01 Elementary School. This research aims to describe the strategies of special assistant teachers in classroom learning towards inattentive behavior in ADHD children at Telagasari 01 elementary school. The type of research used is qualitative research. In this research, the data collection techniques used were observation and interviews. The subjects of this research were special assistant teachers, class teachers and observers in class 3 which contained ADHD students and directly observed the behavior or attitudes of ADHD students during the learning process at SD 01 TELAGASARI. The results of this research are that special support teachers play an important role in providing support that is appropriate to children's special needs. Effective strategies from accompanying teachers involve a direct, personal approach to children with ADHD. At SD 01 TELAGASARI, special assistant teachers work together with class teachers to provide adaptive learning for students with special needs. The strategies used include involving ADHD children in activities and providing positive incentives rather than excessive punishment to increase their motivation to learn.

Keywords: learning, role of GPK, ADHD

1. INTRODUCTION

Children with special needs (ABK) are children who are considered to have abnormalities or deviations in physical, mental, or characteristics. All children without exception have the right to education. Children with special needs have different conditions from ordinary children. Several terms are used to describe children with special needs. The diction of children with special needs has its origin from a foreign word, namely child with special needs, which until now has been used universally.

Apart from this word, children with special needs can also be referred to by several other words, these words include extraordinary children, tuna children, children with disorders, children with disabilities, deviant children, difabel, to what is still unfamiliar to the public, namely the word difference ability (Atmaja, 2018).

Inclusive education means that all children, including children with special educational needs or children with special potential or talent, have the same standards as other children. The 1945 Constitution Article 32 Paragraph (1) states that “every citizen has the right to education”; then in the

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1945 Constitution Article 32 Paragraph (2) also states “every citizen has the right and obligation to attend basic education and the government shall finance it”. Law No. 20/2003 on the National Education System, Article 5 paragraph (1) which states that “every citizen has the same right to obtain a quality education”.

The law is used as evidence that there is inclusive education in the midst of society. Inclusive schools as schools with the principle of change strive to create changes in society in order to provide benefits for children, which will not only benefit ordinary children, but also benefit children with special needs. Overall, inclusive schools were created in order for students to have an attitude of respect and respect for others, to learn together, to know and realize that the environment around students has many diverse conditions, ranging from various physical, mental, and social aspects (Yuwono & Mirnawati, 2021).

Learning in inclusive education focuses on several learning principles that are relevant to the learning characteristics of each learner. Not only ordinary learners who must get proper education according to their human rights and needs, but proper education is also needed by children with special needs, such as learners with physical, mental, social, emotional disorders, to learners with special talents and intelligence. Learners with special intelligence and talent potential can be facilitated by education that is organized inclusively (Saputra, 2016). According to UNESCO, the implementation of inclusive education must accept, care for and educate children, regardless of the child's obstacles or deficiencies, the child's physical, intellectual, social and emotional conditions. As well as providing educational services according to their needs, so that their development can develop optimally.

Based on the guidebook for organizing inclusive education, GPK can be defined as a teacher who has undergone special education or training related to special education or special education appointed by the inclusive school. Special assistants (GPK) are tasked with compiling the necessary administration, conducting well-managed evaluations, carrying out assessments, formulating the Inclusive Education Program (PPI), modifying the existing curriculum as needed, procuring and managing teaching aids, coaching children with disabilities, conducting family counseling, strengthening relationships with several parties who implement inclusive education, and developing inclusive education. GPKs have the responsibility to design and implement special programs, identify, conduct supervision evaluations, and develop programs and provide guidance to students who are in need. GPK must carry out these duties and responsibilities so that services to students in inclusive schools can be maximized (Wardah, 2019).

A special assistant teacher is a teacher whose job is to provide assistance for children with special needs who are in schools that organize inclusive education. Kuswatun provides a definition

related to special assistance teachers in line with that quoted by Nurul Chomza, namely “Teachers who have special education qualifications and competencies who are assigned by the principal / head of the office / head of the resource center to provide guidance / advocacy / consultation to educators and education personnel in public schools and departmental schools that organize inclusive education”.

ADHD (Attention Deficit Hyperactivity Disorder) children can be defined as children with special needs who have disorders in their brain development that make it difficult for them to focus their attention and always be hyperactive and impulsive. Children with ADHD have difficulty controlling their behavior because they prefer to act according to what they want. Stimuli from the outside world or surrounding activities will cause students to find it difficult to concentrate and even often leave their seats when the lesson is in progress.

The relationship between ADHD and learning difficulties is that children with ADHD may have difficulty paying attention and concentrating during class, and may be more focused on general aspects outside of the learning environment, such as doodling on walls, looking outside the classroom etc. Children with attention disorders find it difficult to concentrate when completing tasks and often feel lazy when doing things. In general, ADHD children's learning disabilities when reading and writing include loss of concentration or loss of focus. In math, ADHD children often have difficulty in understanding and working or processing story problems.

Thus, it can be concluded that special assistant teachers are teachers who have taken special education or teachers who have attended training related to inclusive education who are then placed in inclusive schools in order to provide certain services for children with special needs who are in regular classes. Teachers who have this role are expected to be able to provide benefits for the development of ADHD children in terms of behavior when participating in lessons. Therefore, the researcher is interested in conducting a study with the title “Special Assistance Teacher Strategies in Carrying Out Learning for ADHD Children at Telagasari 01 Elementary School” from this study the researcher wants to describe how the special assistance teacher's strategy in classroom learning on inattentive behavior in ADHD children so that later the author can provide a little solution or input to be able to overcome obstacles to the classroom learning process for ADHD children's behavior.

METHOD

This research uses qualitative methods where according to Creswell (in Djam & Komariah, 2017: p.24) qualitative research is defined as the process of conducting an investigation or inquiry process

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related to understanding a matter in order to obtain information, text, or informant perceptions using various methodological options in a social or humanitarian problem or phenomenon. Furthermore, qualitative research can also be defined as a research process carried out in accordance with the reality in the field and carried out naturally without being accompanied by a manipulation process, besides that the type of data collected is qualitative data. This research is focused on explaining in detail a phenomenon, namely describing the data.

The subject of this research was taken by interviewing special assistant teachers, class teachers and observations in class 3 which has ADHD students and directly observing the behavior or attitude of ADHD students during the learning process at SD 01 TELAGASARI. Documentation is done in the form of pictures as reinforcement of observations made.

DISCUSSION RESULT

The results of interviews with the Special Assistance Teacher of SD 01 TELAGASARI on the implementation of special assistance for students with needs are as follows:

Table 1 Interview

Informant Initial	Aspect being asked about	Result
M mom (Teacher Class 4)	<ol style="list-style-type: none"> 1. Mrs. M's response when she found out that the class she taught had students who had special needs and needed guidance companion 2. The steps Mrs. M took when her class was an inclusive class. 	<ol style="list-style-type: none"> 1. <i>"I have realized that the child has special needs, namely ADHD. The child seems to be more active than other children, such as not being able to stay still and circling around the class, which disrupts the focus of his friends."</i> 2. <i>"I told the principal about the child, then after observation the child does need a companion teacher in addition to the class teacher. the child is very active so he needs someone who can watch him and accompany him while at school and during learning so that he and other students get the material according to the time. I as a teacher as much as possible do not differentiate between them, for example during p5 activities they are all</i>

		<i>still given the same activities, it can also provide entertainment in between learning “</i>
W Mom (special assistant teacher for ADHD children in grade 4)	<ol style="list-style-type: none"> 1. The first way or thing to do to recognize student characters so that teachers can determine learning strategies and models. 2. Steps or strategies used in implementing learning for ADHD children 3. Learning models used in the classroom 4. Techniques used to teach or assist students with special needs. 	<ol style="list-style-type: none"> 1. <i>“The first thing I do to get to know students' characters is with an individual approach, I try to invite students to play stories and encourage students to get along with me. I also find out what they like and what they don't like.”</i> 2. <i>“The strategy I do in learning is to arrange the students' seating position to be in front with the aim that students pay more attention to the front. After that, I sometimes reward the student when he does his assignment on time and according to directions. Giving small rewards such as applause and praise, for example “very good, smart boy”.”</i> 3. <i>“The learning model used is normal as usual, but sometimes I intersperse it with games. So everything the teacher does is adjusted to the students' conditions so that students still feel comfortable.”</i> 4. <i>“The technique used is to provide concrete media. Usually students with special needs have less focus, because they are active in many ways. I as a teacher as much as possible provide concrete and interesting media so that learning objectives are achieved. My special assistance teacher not only collaborates with the class teacher, but also with the student's parents. The teacher will report the student's learning results, report what activities the student has done during learning.”</i>

The table above is the result of interviews with grade 4 teachers and special assistants for grade 4 students who experience ADHD (*Attention Deficit Hyperactivity Disorder*). Some of the strategies used to assist these students are by approaching students, building good relationships so that

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teachers can get to know the characters of ADHD students. Knowing the characteristics of children with special needs makes it easier for teachers to continue to explain the content. Teachers also provide reports related to the results of ADHD children's development every day after school.

Teachers inform parents about all the activities their children do during the lesson. For example, children learn what to do at home, and parents can involve their children in the activities at home. As teachers mediate each child's development, parents are expected to participate in each child's development and help keep pace with other children.

In addition to taking an individual approach with ADHD students, SD 01 TELAGASARI also conducts teaching techniques by providing concrete media for ADHD students. Concrete media for learning is used as a learning center for ADHD students because children with ADHD tend to have less focus or even messy. Seating position techniques are also like placing ADHD children sitting in front to make it easier for the teacher to monitor the child. Some of these things are done according to the circumstances and comfort of ADHD children and other students.

This is relevant to the results of the observation field notes as follows:

Table 2 observation

Aspect Observed	Observation Result
Teacher's role when teaching	<p>1. Classroom teachers teach using concrete media so that students focus on learning</p> <p>2. Special assistant teachers accompany students with disabilities so that students stay with their lessons, do not get rowdy and stay focused.</p>
Student while interaction	<p>The ADHD student we interacted with was indeed a very active child. When we talk to him, he answers with all kinds of behavior. He likes to run around, at recess he can be considered a riot with other friends.</p>

From the observation table above, it is obtained information that the role of the teacher when teaching is that the class teacher and the accompanying teacher are in one class. The accompanying teacher accompanies children with special needs during learning. Teachers teach with concrete media

with the aim of provoking student focus. Students with ADHD were invited to interact by the observer. The child proved to be very active, namely showing quite chaotic behavior.

Children with ADHD often face challenges in the school learning process due to difficulties in maintaining attention, regulating behavior, and completing academic tasks. To help these children reach their full potential, specialized support teachers play an important role in providing appropriate support for their specific needs.

Mentor teachers have an important role in supporting children with ADHD (Attention Deficit Hyperactivity Disorder) in the learning environment. Effective strategies from mentor teachers not only focus on the delivery of materials, but also pay attention to the special needs of ADHD children in understanding and participating in learning.

According to *Nurfadhillah et al, (2022)*, when in the classroom ADHD children can be handled in several ways, including applying appropriate education or parenting patterns. Teachers can apply the individual approach method. The individual approach method is a method used to make a direct approach that is personal to the ADHD child. This activity can take the form of explaining the material continuously to ADHD students, giving special attention so that ADHD students are not left behind with friends or other students. According to recent research by Evans and Wehby (2019), the application of techniques such as self-monitoring, self-instruction, and reinforcement can help ADHD children manage impulsivity and improve their ability to acquire and retain knowledge.

Handling ADHD children in the classroom, especially ADHD children who are at the elementary level, can use special strategies, for example by facilitating accommodation services and services in the form of teacher teaching techniques for ADHD children (Kurniasari, 2015). Examples of accommodation services are by guiding the work of the task so that children can complete it, giving children the opportunity to complete the task well by giving additional time because ADHD children tend to lack focus in doing something and monitoring the focus of ADHD children by the teacher asking what they understand. Meanwhile, the technique service teaches ADHD children techniques where the teacher teaches such as providing concrete media that focuses on the child's attention. Teachers can also use reward techniques for children who follow learning well. According to Pelham Jr. and Fabiano (2018) approaches such as setting clear structures, consistent rules, and using appropriate reward systems can help improve the engagement and behavior of ADHD children in the classroom.

Based on the results of observations that have been made at SD 01 TELAGASARI, information is obtained that teachers have carried out adaptive learning for students with special needs, namely by being accompanied by a special assistant teacher (GPK). Learning is also carried

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out according to the student's condition, not students who adjust themselves to learning. An inclusive approach that places a focus on tailoring learning to the individual needs of students not only supports diversity in the classroom, but also creates a supportive learning environment for all children. As highlighted by research by Forlin and Chambers (2011), this approach promotes the concept that 'the system should adapt to the student, not the other way around,' reinforcing the importance of adapting learning approaches to meet the unique needs of each student in the context of inclusive learning. Such adjustments certainly relate to strategies, methods, learning media and the learning environment. Teachers can apply learning models, such as the classical model where students with special needs and regular students are in one class and follow learning together. In addition, SD 01 TELAGASARI has a companion teacher who has the task of accompanying the class teacher during learning and helping the teacher if there are difficulties found in the classroom.

GPK plays a personal role in disciplining students, helping to understand students who have learning difficulties, guiding students to solve problems during the learning process, and becoming trainers who can hone the skills of ADHD students with their potential (Sofia Syifa Ul Azmi & Titis Ema Nurmayana, 2020). One of the teacher strategies that can be applied in inclusive classrooms is to deliver learning materials interspersed with certain games or games. This is done because students in inclusive classes tend to have concentration levels that are below average.

Special assistance teachers collaborate with class teachers for every activity that ADHD children do at school. Like P5 activities, teachers invite all students without exception, involving ADHD children in activities such as raffling, stringing trinkets so that children are not bored. ADHD children tend to get worse if given punishment when they make mistakes. Special assistant teachers at SD 01 TELAGASARI usually take ADHD students to a room away from other children and then give understanding by paying attention to the characteristics of ADHD children. Teachers do not give excessive punishment because it will make children feel judged and uncomfortable. Solutions that can be done by teachers discussing the use of play methods with sensor games, games with volume changes, and connecting paragraphs (Nisa & Khotimah, 2019). Furthermore, interventions made by teachers to children are in the form of eye contact mobilization techniques, stimulation, play, and habituation. Impressions during learning can intervene with children with disabilities in inclusive spaces in the form of time out, initial agreements, and behavioral approaches (Khairi, 2020).

The method used at SD 01 TELAGASARI is relevant to the concept coined by Geoff Kewley and Pauline Latham in Yuliati (2022), namely providing positive and negative incentives. This aims to increase students' motivation in learning, where the rewards given can strengthen and have a more

effective meaning than punishment. One thing to remember is that consequences that are too harsh can make children lose motivation or desire to be better than before.

CONCLUSIONS AND RECOMMENDATIONS

Children with ADHD face difficulties in maintaining attention, regulating behavior, and completing academic tasks at school. Special assistant teachers play an important role in providing appropriate support for children's special needs. Effective strategies from mentor teachers involve a direct one-on-one approach with ADHD children. Self-monitoring, self-instruction and reinforcement are techniques that help ADHD children manage impulsivity and improve their ability to acquire and retain knowledge.

At the elementary level, accommodation services and specialized teaching techniques for ADHD children play a role in classroom strategies. Teachers provide on-task guidance, give extra time, monitor children's focus, and use concrete media to focus children's attention. The approach of setting clear structures, consistent rules, and appropriate use of rewards also helps improve ADHD children's engagement and behavior in the classroom. At SD 01 TELAGASARI, special assistant teachers work closely with classroom teachers in providing adaptive learning for students with special needs. Strategies include including ADHD children in activities and providing positive incentives rather than excessive punishment to increase their motivation to learn.

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