

ANALYSIS OF SHADOW TEACHER FOR INCLUSIVE STUDENTS IN FATMA KENANGA ELEMENTARY SCHOOL BENGKULU.

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Abstract

The purpose of this research is to analyze the role of Shadow Teacher towards inclusive students at Fatma Kenanga Elementary School, Bengkulu City. This research method is descriptive qualitative. The research instrument is in the form of Question Lists which are based on (Skjorten et al 2001). The results of the study, of the 6 roles Shadow Teacher in (Skjorten et al 2001) all the roles of Shadow Teacher for Inclusive Students in Fatma Kenanga Elementary School Bengkulu are applied. There are 6 Shadow Teacher roles in assisting inclusive students, namely, 1) helping students with special needs to re-understand the material delivered by the teacher in class, 2) assisting students with special needs in completing their assignments by providing instructions that are easy understood by students, 3) helping organize activities that can be done inside or outside the classroom, 4) preparing students with special needs students for routine conditions that change positive routine conditions, 5) emphasizing the success of students with special needs and provide rewards for their efforts, and 6) helping students with special needs in all activities at school that needed. The researchers suggested that the role of Shadow Teacher in assisting inclusive students to be emphasized more because being inclusive students companion required extra skills for the teaching process. For future researcher who are interested in conducting similar research, it is advisable to conduct research on large samples or research subjects and also at other levels of education.

Keywords: *Shadow Teacher, Inclusion Children, Shadow Teacher Roles*

INTRODUCTION

Children with special needs or inclusion are every child who needs assistance in terms of education, these children tend to have deficiencies, both physical and non-physical (abnormal) so that in the teaching process requires certain strategies or conditions so that he can receive the subject matter being taught. According to Frieda Mangunsong in the book "Psychology and Education of Children with Special Needs", 2009:4 Children with Special Needs or Children with Special Disabilities are children who deviate from the average normal 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; insofar as it requires modification of school assignments, learning methods or other related services, Those who are physically, psychologically, cognitively, or socially hampered in achieving their goals/needs and their potential to the fullest, including those who cannot hear, cannot see, have speech disorders, physical disabilities, mental retardation, emotional disturbances. Also gifted children with high intelligence,

Shadow Teacher for children with special needs who have duties and responsibilities in organizing inclusive schools listed in Permendiknas No.70 of 2009 which include: Responsible for implementing assistance for children with special needs in learning activities in class together with children in general (regular). Quoting from Staub & Peck, inclusion education is a process of removing obstacles that separate ABK students from normal students to make them learn and work effectively in one school, even one class (Debbie Staub,1995). Providing special service assistance for children with special needs who experience obstacles in participating in learning in general classes, in the form of evaluations and enrichment.

From the experience I got while running the English language course at Fatma Kenanga Elementary School, that the role of the Shadow Teacher is very important, why? Because the Shadow Teacher can be said to be the person closest to them in the school environment, when the child is having a tantrum the role of the Shadow Teacher is very big in dealing with this, the children also listen to what the Shadow Teachers say when they are indifferent to other teachers. These inclusive children also have a spontaneous attitude, they don't hesitate to directly hit their classmates or even their own teacher when they're feeling upset or feeling neglected.

From the various phenomena that occurred in the initial discussion, the problem that arises is how kind of action taken by Shadow Teacher for inclusive students? For this reason, researchers need to analyze more deeply about the roles and duties of the Shadow Teacher while being a companion for inclusive students, because it is everyone's hope that in the future the performance and role of the Shadow Teacher can be better known and appreciated by the community. Students with autism are difficult in terms of communication and social interaction and imaginative play who have been concerned that they are age 3 years (Priyatna 2010:2). Based on my experience while teaching at Fatma Kenanga Elementary School, there are also some children who experience problems with hallucinations, for example they say that they have friends who are intangible but these friends have names and detailed characteristics. Things like this could have been created by themselves in their minds or you could say it was a hallucination. This can actually inhibit children's social abilities, lose control over themselves which results in students losing their identity and starting to do something dangerous on the basis of the hallucinations they feel.

Researcher get inspiration from a journal entitled "Shadow Teacher For Inclusive Students: Case Study Class VI Taman Muda Ibu Pawiyatan Yogyakarta" considering that the author also has experience in teaching inclusive children, so the researcher chose to do a research on Shadow Teachers. The difference between this research and previous research is the year of research, which is a difference of two years (2021-2023) and then also the difference in research locations as a place of data collection and also a place of observation. The journal has a conclusion that the role of the Shadow Teacher is not very helpful in the learning process because the Shadow Teacher's response seems authoritarian such as yelling and seeming to scold students which makes students even less conducive or even sometimes cry and leave the classroom. Therefore, the researcher wants to conduct the same research to prove whether conducting research in different places and schools will produce different results, or even produce the same results.

From the inclusive education system, one way has emerged to support the education of children with special needs in learning together and socializing in public schools, namely the Special Assistance Teacher or Shadow Teacher. Shadow Teachers are teachers who work directly by accompanying children with special needs during the learning process taking place at both preschool and elementary school levels. The Shadow Teacher's role is to be able to observe and understand learning difficulties and how to properly handle children with special needs so that they can discover their interests and talents.

METHODS

This research aims to reveal in depth the role and how kind of action taken by Shadow Teacher for inclusive students of Fatma Kenanga Elementary School in Bengkulu City. This study is descriptive in nature and provides a fact-based account of the role and How kind of action taken by Shadow Teacher for inclusive students of Fatma Kenanga Elementary school in Bengkulu. The data produced by this research is in the form of words that are presented according to what is happening on the field. Based on these characteristics, the approach in this research leads to a qualitative approach. In this study, researchers use qualitative techniques because they want to know the role and how kind of action taken by Shadow Teacher for inclusive students of Fatma Kenanga Elementary school in Bengkulu city. This type of research is qualitative research, where qualitative research includes the methodology used for research procedures that produce descriptive data. Descriptive data is data written using detailed words Bogdan and Taylor (1975). This qualitative approach is used to explain and observe individual or group phenomena in terms of attitudes, beliefs and also perceptions.

FINDING AND DISCUSSION

This research involved 4 Shadow Teachers and 5 inclusion students, in the interview process I asked 6 questions and here are the key quotes from each question.

1. How Do You Respond To Inclusion Students Who Experience Tantrums During The Learning Process?

S Shadow Teacher
"Students yell and cry because of unfulfilled or inappropriate desires. How to calm them down is by paying attention to the type of tantrum, entertaining such as listening to the child's complaints, giving understanding, inviting students to sing or play in the library."

2. How do you explain learning materials to inclusive students who do not understand during the learning process?

S Shadow Teacher

"The material taught must be explained repeatedly and slowly so that students can understand the material better"

3. Do they have a good relationship with their classmates?

S Shadow Teacher

"Students have good relationships with classmates and teachers at school, only one student that is prefer to be alone."

4. Do you give praise or reward for the children when they achieve something?

S Shadow Teacher

We usually give praise when the child completes or achieves something such as "You did it, let's say Alhamdulillah!" It is not recommended to give rewards too often because there is a fear of dependency.

5. Can they do daily activities without the help of others (e.g. putting on shoes, putting on clothes, writing, preparing books)?

S Shadow Teacher

"Can take off their shoes but still have to be assisted to put on their shoes, as well as books. Students can also wash their hands without having to be told."

6. What are ways to make children understand the teaching material better (e.g. through story telling, body gestures, etc)?

S Shadow Teacher

"Students do not learn fully, only for 10-20 minutes because they get bored and distracted quickly, so after learning they usually continue to draw, play in the library, sing, or walk around the school area."

Furthermore, the researcher conducted observation note-taking which produced the following results:

Respond of Shadow Teacher towards Inclusive Students.	Role of Shadow Teacher as a companion fot Inclusive Students.

Tantrums such as hitting and spitting then the Shadow Teacher will calm the student down and invite him to draw or sing outside the classroom.	This role is very necessary because it is very helpful for students in the school environment as a companion in the learning process and other activities.
How to explain learning materials?	How is their relationship?
Not yet able to focus on learning because his focus level is not the same as other children but has memorized the pillars of Islam, the child is more prominent in memorization, the one child is tend to like math.	For social relationships, students have mingled with classmates and also know each other.

Praise or reward for students.	Can they do daily activities without being assisted by others?
Words that are often spoken such as "let's clap first!" "we high-five first dong, Nazez today is good." For once in a while it may be allowed but for every day it is unlikely because later students will ask for it continuously and become a habit.	Some of inclusive children already do daily activities without being assisted by Shadow Teacher.

Appropriate action, is it strict or gentle?
Must be treated firmly, such as if doing something Zayyan will be given instructions and also given time to do and then students will be allowed to play.

DISCUSSION

Based on the results of interviews conducted by researchers at SD Fatma Kenanga Bengkulu. The role of the Shadow Teacher as a companion for inclusive children is needed to carry out activities in terms of learning and social.

According to (Macintyre, 2010) ABK students are able to carry out daily activities independently, without being assisted by others. For example, wear clothes, shoes, and others. This is one of the Shadow Teacher roles in the context of helping ABK students in order to deal with difficulties in meeting academic, social, emotional and motor norms in everyday life in schools and at home.

From the various Shadow Teachers who accompany various inclusion children, it can be seen that for lower grade inclusion children there is still a great need for Shadow Teachers as a companion in the school environment, and from this research it is also known that there are several ways to be able to deal with inclusion children in terms of education and also social.

The way Shadow Teachers deal with students during tantrums in class is also different, as well as the types of tantrums experienced by inclusion students. There are children who tend to shout and hit, there are also children who cry and spit. In this case the Shadow Teacher must adjust the actions and also the child's personality, some must be embraced and listened to and some need to be emphasized.

Explaining learning materials to inclusion children must also be done slowly and gradually so that they can understand Shadow Teachers also need to explain teaching materials repeatedly because of the low level of focus of children. Inclusion children also do not follow learning intensely because they have less focus than people in general so if they feel bored Shadow Teachers must distract students with something that students like such as drawing, singing, going around the class and playing other educational games.

Children's social relationships at school can be fairly good, for third graders they are familiar and play with classmates, but there is one child who tends to be quiet and likes to be alone. As for lower grade children such as first graders, they are still in the introductory stage but have begun to mingle and play together. Relationships with teachers at school are also fairly good and also familiar.

Giving gifts and praise to children is often done at SD Fatma Kenanga but Shadow Teachers are more accustomed to giving praise without physical gifts, they will praise, support and also give positive sentences to children that will make them more excited and try to improve their achievements. Because it is said that if you give physical gifts such as goods or food too often, it will make children get used to it and eventually always ask for things like that.

Daily activities can be done by some children such as putting on and taking off shoes, putting things in the place provided, washing hands and eating. However, there are also children who still need help from the Shadow Teacher in terms of preparing learning books and also putting things in school.

Inclusion children who must be given strict action and discipline so that children understand the rules better and also listen to the Shadow Teacher better.

Based on the results of interviews and observations at Fatma Kenanga Elementary School, four Shadow Teachers really help each inclusive child in overcoming difficulties in terms of learning and also all activities in the school environment. Each Shadow Teacher embraces, guides and faces children according to the needs of the child.

From the researcher's observations, in addition to the Shadow Teacher, class teachers also help and supervise each inclusion child in each class so that every child's movements and also their behavior are always under supervision. Besides that, every teacher at school provides the same behavior to students, both normal and inclusion students, so that they do not feel differentiated in the school environment.

The results of the data obtained by researchers through interviews and note taking observations show that Shadow Teachers apply almost all roles in assisting inclusive children needed in terms of meeting academic, social, emotional and motor norms in everyday life in schools. In addition, Shadow Teachers have also conducted assessments at the beginning of school entry to find out student diagnoses and recognize the strengths

and weaknesses of inclusion students is one way to get to know students and know how to deal with these inclusion students.

CONCLUSION

Based on the results and discussion in the previous chapter, this study found that the Shadow Teacher is a very important role for inclusive students in the school environment. Shadow teacher has several roles including: 1) helping students with special needs to re-understand the material delivered by the teacher in class, 2) assisting students with special needs in completing their assignments by providing instructions that are easy understood by students, 3) helping organize activities that can be done inside or outside the classroom, 4) preparing students with special needs students for routine conditions that change positive routine conditions, 5) emphasizing the success of students with special needs and provide rewards for their efforts, and 6) helping students with special needs in all activities at school that needed. Shadow Teacher of Fatma Kenanga elementary school has fulfilled the six criteria above because Shadow Teacher really helped inclusive students with six criteria from the theory, but it shows that one student from 3 grade and two students from one grade still cannot do daily activities, therefore inclusion students still need assistance from the Shadow Teacher.

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