



“Strong Motivation be My Success in Teaching”: How A Teacher Handling Hyperactive Student in Inclusive School with Eliminate the Shadow Teacher

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Abstract: The ideal standard for inclusive school is the existence of a shadow teacher to help a classroom teacher. However, unique condition happened to one of the classroom teacher in Indonesia who eliminated the function of shadow teacher and could handle the hyperactive students. This study aimed to analyze how the classroom teacher could handle hyperactive students without the shadow teacher from different sides which are motivation, learning method, learning approach, and teacher understanding. The sample of this study was the most authoritative one of the classroom teacher in elementary school. The sample was chosen by the criteria that have been set before. The qualitative data were collected by semi-structured interviews and periodic observation. The data were analyzed by using the triangulation method. The result of the analysis showed that strong motivation of teacher believe that hyperactive students should be able to socialize independently, the importance of the role of parents in guiding and giving trust to hyperactive students and proper handling and approaching are needed. This study also showed that the most appropriate learning method by giving psychomotor activities, applicable reward and punishment, and seating arrangement properly.

Keywords: *Eliminate shadow teacher, hyperactive student, learning method, motivation*

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INTRODUCTION

Attention Deficit Hyperactive Disorder (ADHD) cannot be underestimated especially in handling them. Mishandling will cause negative stigma (Fuermaier et al., 2018). They have the same rights in learning and socializing. Actually, the teachers should have knowledge about the characters and how to handle ADHD students (Brennan & Parsons, 2014). Therefore, teachers ability to handling ADHD students must be increased (Zentall & Javorsky, 2007) in order to achieve the goal of education evenly.

Some cases have been found that there are many teachers who do not understand ADHD students, especially in the learning strategy how to teach them. These cases also happened in Indonesia which used same curriculum for teaching ADHD students and non-ADHD students (Aslan, 2017). The same curriculum made ADHD students and normal students having the same method in teaching and learning process. It also caused to the teachers, they will be difficult to teach ADHD students if they do not know accurate strategies. The difficulty of the teacher in facing ADHD students have been found in a study which is conducted by Damayanti, Hamdan, and Khasanah (2017).

Inclusive learning is held to develop the teaching and learning process between non-students special needs with

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the special needs students (Sunanto & Hidayat, 2016). To make teaching and learning more effective, the students with special needs always accompanied by shadow teacher (Aziz, Sugiman, & Prabowo, 2015). It is caused by the weaknesses of ADHD students in controlling social interaction and their emotional (Zentall & Javorsky, 2007). So the classroom teacher task will be easier with the existence of a shadow teacher in understanding ADHD students (Alkahtani, 2013). This case is appropriate with the goal of education in Indonesia (Alfian, 2013).

In accordance UNESCO Education Sector (2017), inclusion and equality are things that must be implemented throughout the world. Likewise in Indonesia (Asiyah, 2018) where the implementation of inclusive education is going well. So that, this learning model is applied in many schools. Despite the limitations and problems faced (Tarnoto, 2017). Special Assistance Teachers should be able to handle these limitations and problems if the competencies possessed by the teacher are appropriate (Anggriana & Trisnani, 2016). However, the position and whereabouts of the shadow teacher are still unclear (Garnida, 2011). So that classroom teachers must be versatile in handling their students.

The shadow teacher always be used in learning process. The shadow teacher will help students to be independent in understanding the lesson (Aziz et al., 2015). According to Garnida (2011) the role of shadow teacher is important in teaching and learning process to the students with special needs. Therefore, so many studies have been conducted about the teaching and learning process using the shadow teacher in the inclusive school. In contrast, only a few studies showed that teaching and learning process in the inclusive school can be run without the shadow teacher.

However, there is a school with an actual classroom teacher who has been assisted by a shadow teacher but instead negates its existence. The teacher has been successful in teaching his learning to all his students. Children with special needs are able to socialize well with students who have the same age normally. Strong motivation and specific methods that teacher does to hyperactive children make this the teacher different from general inclusive teacher classes.

Objectives of the Study

This study aimed to find out how the motivation and the methods used by the classroom teacher in teaching hyperactive students without the role of shadow teachers as the important thing in the inclusive class. The result of this study gives theoretical contribution in how the motivation can help classroom teacher handling hyperactive students in the inclusive class well without the role of shadow teacher. The methods that have been used by the teacher will give practical contribution in how teaching and learning process of inclusive class could run well even there is no role from the shadow teacher.

LITERATURE REVIEW

Inclusive Education

Inclusive education is used to describe the unification of children with disabilities (disable/disabled) into the school program. The concept of inclusion provides an understanding of the importance of accepting children who have barriers to curriculum, environment, and social interaction in schools (Smith, 2006).

There are three Models of Inclusion Education. The first pullout writing is special guidance for inclusion students who initially are in class with other general students then withdrawn to be given their own learning with a special teacher but the material is the same as students in the class (Mohamad, Sazali, & Salleh, 2018; Nuraeni, 2014). Both cluster inclusions where children with disabilities learn with other (normal) children in the regular class in special groups. All three full/regular inclusions mean children with disabilities learning with other children (normal) throughout the day in regular classes using the same curriculum or with the development that can be done by each school (Smaldino, Lowther, & James, 2011; Yahya, Ismail, Salleh, & Abdullah, 2015).

Shadow Teacher

Shadow teachers are teachers who have the knowledge and expertise in the field of children with special needs who help or cooperate with regular school teachers in creating inclusive learning. The role of the accompanying teacher in helping regular teachers because of the limited knowledge and skills of the teacher (Yuwono, 2007). The role of shadow teacher is needed and effective in helping the students with special needs to learn and understand the lesson in the inclusive school (Garnida, 2011; Niamhom, Srisuantang, & Tanpichai, 2018).

ADHD

According to Ferdinand (2007) hyperactive children have characteristics such as being unable to focus, difficult to control, impulsive, opposing, destructive, tireless, impatient, nosy and have low intellectuality. A touching can help hyperactive students in focusing his mind (Suharmuni, 2004). Parents have to be active in the learning process of hyperactive students when they are in the home, because the closeness will be gotten by doing activity together (Delphie, 2006). The right way in parenting from the parents is able to keep the stabilization of hyperactive students' emotion (Ann & Gloria, 2018; Ferdinand, 2007).

Learning Methods

Some types of learning methods (Sudjana, 1989) are lectures, question and answer, discussion, demonstration, experimentation, drill, recitation, field trip, team-teaching, sociodrama and simulation. Inclusive school provides a shadow teacher who will help the students with special needs in doing adaptation process then help them to understand the lessons which have been explained by classroom teacher (Tjasmimi & Chandra, 2012). Most of hyperactive students are very active in moving so the physic motoric method is more appropriate to teach them (Almulla, 2018; Ferdinand, 2007).

Motivation

Motivation comes from motives that can be interpreted as strength in the individual, which causes the individual to act or act (Uno, 2006). Discipline could be a motivation in teaching hyperactive students to be more independent (Sugiyadi, 2017). Religious approach could be effective way to decrease unstable emotion of hyperactive students (Wahidah, 2018).

RESEARCH MODEL

This is the research model of this study about teacher classroom who is not a psychologist have unique learning method and strong motivation to teach hyperactive students in the inclusive class.

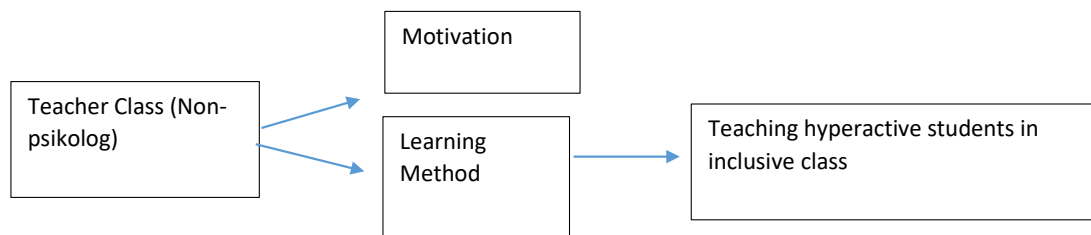


Figure 1 *Research Model*

DATA ANALYSIS

This study aims to find out how the teacher's motivation and the learning methods used by the teacher in teaching hyperactive children without the accompanying teacher in depth to find the principles, ways, and explanations that lead to conclusions and their handling. So that researchers use a qualitative descriptive approach with a case study as the research design. The used of the case study in order to explore phenomenon from time to time by collecting data and information and to describe the principles which should be had by teachers about how to handle ADHD, the reason behind the principle and the implementation of that principle in detail and systematically. The most authoritative teacher in the inclusive class was chosen as the subject of this study. The selecting process the subject of this study also under certain reason such as the uniqueness of teacher itself. Observation has function to observe directly the object of the research. Semi-structured interview is used to search the data that can not be found by observation process then to get clear information from the object of this research about the idea, real experience and motivation. Then, documentation as the additional source to get the data. Three of them are the instrument that used in collecting the data about the interaction between teacher and students, how the teacher can handle ADHD student in the inclusive class, the teachers' motivation and the leaning methods. The source of data used in this study divided into two, which are 1) Primary Data; Researchers use this data to get direct information about the principle of educating in inclusive schools to principals, students, and homeroom teachers. 2) Secondary data; The researcher used this secondary data to strengthen the findings and complete the information that had been collected through direct interviews with the principals, students

and homeroom. The result of the study was analyzed by using descriptive qualitative with comparing the result from observation, semi-structured interview and documentation. The analyzing data used three steps which are reduction of the data, presentation of the data and conclusion.

Here is the finding of this study as the result of observation, semi-structured interview and documentation:

Regarding Motivation in Educating Hyperactive Children by Eliminating Shadow Teachers

The headmaster said that: eliminating the word hyperactive to their students, but using the word “special children” because we are all the same, especially this school under the ministry of religion is prohibited from discriminating between children with one another, also believes that every child has the privilege and gift of each one. So even if this special child in studying, he can socialize, he can still be nurtured and he does not disturb his friends in teaching and learning activities God willing, it is still acceptable.

The shadow teacher started from grade 1 to grade 2, after going up to grade 3, he met with his classroom teacher then the shadow teacher was released so that independence could be developed. Because of the shadow teacher or usually his own mother also causes dependency or is not independent. His handling had difficulty when he was on vacation or did not meet with his classroom teacher like after 10 days’ Umrah, He began to feel easily bored, difficult to concentrate and added that her mother began not to give therapy to him, and less to take care of him again, eventually returning behavior like the beginning grade 3 (without a shadow teacher) so the teacher must start rearranging his behavior from the beginning. At the beginning he likes screaming, walking around, unwilling to write, doesn’t want to do anything.

Classroom Teacher Said that:

I know my students as hyperactive students from the admission of her parents. Even though I am not a psychologist, I want to explore children with special needs (hyperactive) and help this child so that he can become independent. I believe that all children are the same in truth. if he getting bored, he will scream, run out of class or spin under the table. But all class members have been given an understanding of this ADHD students. So nobody is disturbed.

The classroom teacher is not a psychiatrist or psychologist, but what she always applies to assume that between ADHD students and the other students are the same. I did not show that he was different from the others so he felt comfortable. Then with discipline, the rules that are applied continuously make him able to be controlled in the end. The most important thing is to look for his weaknesses with the aim of finding the right solution for him (about 1 month), so that now he can not be too severe than before.

The classroom teacher also said that:

He really likes to be given attention like touch. He is also very critical in asking, and the answer must be concrete and useful for him. The call “Handsome Boy” is the right compliment to focus his mind and attract his attention. Educating punishment must also be given, so that discipline is maintained. I also often give him spiritual motivation and that works. His mother was still consulting with me. In my opinion, hyperactive children can recover with proper handling.

He felt affection to his classroom teacher, he always approached her until he assumed that the other women were the same as his classroom teacher. He only needs love and attention, so he can be controlled and likened to others. His friends realize that he has such privileges. when his classmates were scolded by the classroom teacher, ADHD student was also scolded if he made the same mistake. when other students write, ADHD Students also has to write. however, if he does not want to write he is not allowed to go home. Other students also showed their disagreement, if Abi is very privileged because they also need attention.

The Learning Method to Teach the Hyperactive Students

In the formulation of the problem in this study, this study found that the indicators of special children were entitled to get a normal education. it is characterized by the ability to socialize with the environment and be able to complete tasks. Hyperactive children also need non-formal learning methods both in class and outside the classroom. All students are considered the same by the teacher in their rights and obligations as well as the continued enforcement of discipline and all teachers must be able to provide methods that are liked by hyperactive children.

Classroom teacher said:

This ADHD Student prefers many motoric methods such as singing and playing fun games. He is very critical, so he often asks in class. For discussion, he can only be with the person that he wants. He is weak in writing, but he can

be invited to work with friends. So the method that I use always changes depending on his emotional development.

In his daily life, he is very active (hyperactive) such as being unable to sit for a long time, easily getting bored and always asking for something new such as material or practice. He doesn't like to be friends with men or he prefers to be friends with women because he feels more comfortable with his female friend (bourgeoisie).

The classroom teacher also added:

I always position his seat near me, and the first time, I only controlled his emotions. I often make him a role model for his friends and he is happy about it. Praise is very important for him

At the beginning of entering school, he used a shadow teacher in the teaching and learning process. However, at third grade, He experienced better developments and changes from day to day, week to week and month to month because of classroom teacher tried to elicit the shadow teacher and handled this ADHD student by her own self. The teacher also being understood about what he wanted in his teaching and learning activities or about his privileges. Indeed, changes cannot be drastic or they have changed gradually. even though he was still walking in class, working on assignments out of class, but when deadlines collected the assignments he could complete the task. it is considered reasonable and indeed the capacity of hyperactive students is like that.

I use special instructions and use the language that he understands. Because it will show emotional closeness between teacher and student.

DISCUSSION

Regarding Motivation in Educating Hyperactive Children by Eliminating Shadow Teachers

a. Understanding the life of a hyperactive child. We can find out the attitude of the hyperactive child through an approach to find out how the attitudes and actions that he performs in the classroom every day, until what kind of weaknesses he has. Because every special child has a character that is different from one another like being unable to be silent but genius in certain fields. Understanding the character of hyperactive students also can help teachers to overcome what is a complaint in every teaching and learning process in the inclusive class. Thus special children will feel comfortable and close, so they can be controlled properly. This is in accordance with (Delphie, 2006) which states that teachers must know the characteristics of children so they can handle them. Knowing and understanding more about hyperactive students be a reason in having big motivation (Uno, 2006).

b. Shadow teachers have the task to give help in reality but cause dependency. In fact, the shadow teacher will help in the adaptation of students with special needs (Tjasmini & Chandra, 2012), if it is implemented effectively. Independence will be trained when socializing with peers and this can be done without a special companion but must be sustainable, and that is the belief that is applied in the inclusive class in this study. this is the same as a study that states that socializing will reduce the impulsive nature of children (Erinta & Budiani, 2012). Because the truth of the inclusive school is friendly school for all (Smith, 2006).

c. The closeness and trust of parents are also the key in any direct handling of hyperactive children. Because behavior modification and parenting parents will be very helpful in maintaining emotional stability (Ferdinand, 2007).

d. Discipline is a must thing to do in the inclusive class. The teacher must be able to give understanding to all class members about the special features of Children with Special Needs. So disciplinary action will not interfere with learning activities. Proper discipline, such as giving a punishment will be able to reduce child hyperactivity (Sugiyadi, 2017).

e. Provision of good spiritual knowledge, concrete spiritual motivation can be a way for children to be calmer. This is effective to do and in line with psychotherapy through a spiritual approach (Wahidah, 2018).

f. As a teacher, having patience is very necessary, because hyperactive children are very critical in asking questions. Physical use of responses such as giving a touch can be done to make the concentration become more focused. Touch is also able to control behavior when children socialize in the community (Suharmini, 2004).

g. Hyperactive children can be cured with appropriate and sustainable treatment. They can socialize with normal students. So the teacher tries to help handle it. If the handling is carried out properly, then concentration and self-control can be better (Wahidah, 2018).

The Learning Method to Teach the Hyperactive Students

a. Psychomotor is the main target in teaching methods for hyperactive children. Even though, there are so many existed learning methods (Sudjana, 1989), Meanwhile, singing and playing fun games will be very popular. Because

they have characteristics where one of them is to be very active (Ferdinand, 2007).

b. The placement of sitting in the nearest and most upfront bench is very helpful in teaching. So that every question and answer is easy to do. Because children will find it difficult to sit quietly (Citra, 2001). Attention is also more easily directed. So that training can be done.

c. Hyperactive children must be accustomed to being able to socialize normally with peers. With these social skills, children will get used to gathering with other students (Suryaningsih, 2016). So even without a shadow teacher, then it will make him trained to discuss.

d. The use of the word that he likes as a reward will make him able to focus on his thoughts. Because praise is an effective way of helping children to change (Pantecost, 2004).

e. The right method can change gradually. this depends on the closeness between the teacher and the hyperactive child. Because methods that are personal and process are good (Wahab, 2008).

f. The assessment indicators used are the same, except that there are some tolerances in the assessment. for example, when hyperactive students cannot do assignments in class, assignments can be used as homework assisted by parents. because it also adds to the closeness of parents and children, making it the best time with children (Pantecost, 2004).

CONCLUSION

Inclusive education is very good for equality between students with special needs and normal students. It will have a good impact on the ability to socialize and grow for children. The class teacher should be assisted by a special assistant teacher so that the teaching and learning activities run smoothly. This unique case occurs because of the strong motivation in educating hyperactive children. So that teaching hyperactive children without an assisting teacher can work well. With the strong principle of motivation that desires to understand hyperactive children, independence, discipline, trust, good spiritual, patience and confidence about hyperactive children can be cured, we can educate hyperactive children well.

The method applied by the teacher is also good to be learnt. If a class has a shadow teacher, it will help with teaching and learning activities. But if there is a school that does not have a shadow teacher, the method of the teacher who becomes the object of this research can be used in the learning and teaching process. Starting from the psychomotor focus of the child in teaching, proper sitting placement, normal socializing habits, reward & punishment, gradual and continuous approaches, giving understanding to peers, and the closeness between teachers and good parents will support learning to be better and smoothly. This research has found that the limitation of shadow teacher in inclusive school can be handle by classroom teacher. It could happen if a classroom teacher has big motivation and believe that hyperactive students could do socialization with their friend then the use of appropriate learning. The teachers also can give good effect to the growing of hyperactive students. Hopefully, this research can be useful for many people, especially teachers who teach in inclusive schools.

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