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Vol 2 (2019): The Importance of Digital-Based Education in Industrial Revolution 4.0

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The role of teachers in facing students' special needs (Case study in SDN 02 Taman Madiun)

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Abstract: This study aims to describe the roles, problems, and teacher solutions related to the ADHD students' problems in class IV SDN 02 Taman Madiun. This research method is descriptive qualitative. The subject of this study was ADHD students at grade IV. The object of this research was the role of the teacher. Data collection techniques in this study used observation and interviews. Data were analyzed by steps of data reduction, data display, and conclusion drawing. Validity test of the data using source triangulation and method triangulation. The results of this study indicated that the teacher's role in dealing with ADHD students who have been implemented by grade IV teachers is as a guide and supervisor, that is finding and understanding students' problems and finding solutions to these problems. As a counselor, teacher must give attention and guidance and provide opportunities to the progress of students' confident. The obstacle of the teacher in handling ADHD students is that the concentration of students is easily distracted and unfocused, cannot be silent, and mood is unstable. The teacher's solution in dealing with ADHD students is that they must stay away from not conducive environment, no punishment / punishment, does not suggest students go public, gives examples of good behavior and model.

Keywords: teachers' role, special needs students

Citation: Tryanasari, D. & Huda, A. (2019). The role of teachers in facing students' special needs (Case study in SDN 02 Taman Madiun). *Proceeding Internasional Seminar of Primary Education*, 2, 26 – 29.



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INTRODUCTION

Special needs children are children who experience attention deficit disorder with hyperactivity (GPPH) or Attention Deficit Hyperactivity Disorder (ADHD). This condition is also referred to as hyperkinetic disorder. Hyperkinetic disorder or GPPH / ADHD is a disorder in children that occurs during early development (before the age of 7 years) with the main characteristics of being unable to focus attention, hyperactivity, and impulsive. This characteristic of behavior colors various situations and can continue into adulthood.

Jenny (2010: 22) explains that "attention deficit disorder accompanied by hyperactivity / Attention Deficit Hyperactivity Disorder (ADHD) was first diagnosed by the American Psychiatric Association in 1994 (APA, 1994)". ADHD is a complicated condition that is seen in each classroom. ADHD behavior can be caused by various factors, namely factors originating from oneself or from outside. Factors originating from students themselves are called intrinsic factors, whereas factors originating from outside students are called extrinsic factors. These intrinsic factors include impaired health, weak physical conditions such as asthma, allergies, and throat infections. Furthermore, extrinsic factors which cause the ADHD behavior of students are influenced by school environmental factors and family environmental factors. School environment factors such as lack of school facilities and infrastructure, an environment that does not support students to learn, relationships with peers and an unhealthy social environment.

One of the ADHD behaviors that is often found in elementary schools is hiperactive. Based on observations carried out in class IV SDN 02 Taman, there are hyperactive students. Such behavior appears intensely both inside and outside the classroom. It gives a negative impact both for students themselves and for their peers. Thus, the problem needs special attention to be addressed. In this case the teacher as the leader of learning must play an active role in handling the problems. Research on the role of teachers in the field in handling special problems has not been done much, therefore this research becomes important. The focus of this research is the role of teachers in dealing with ADHD students' problems, obstacles faced by teachers in the field related to problem handling, as well as solutions taken to overcome obstacles that occur.

To answer the focus of the problem, the approach used in this research is a descriptive qualitative approach to the type of case study research. The source of research data used is the teacher or guardian of class IV and the learning process. Data collection techniques used in this study were observation of the learning process and interviews with teachers / guardians of class IV SDN 02 Taman Madiun. The instrument in qualitative research is the researcher himself, but the researcher needs tools to support the retrieval of data in this study, namely the observation guidelines and interview guidelines. Data were analyzed using steps of data reduction, data display, and drawing conclusions. Data validity checking techniques using triangulation of sources and methods.

DISCUSSION

Teachers' Role in Facing ADHD Students (Attention Deficit Hyperactivity Disorder)

The teacher's role in dealing with ADHD (Attention Deficit Hyperactivity Disorder) students is as a guide and supervisor, as a counselor and as a supervisor. This is in line with the opinion (Tentama, 2009) which states that there are several important roles for parents and teachers in dealing with hyperactive children / students, namely giving attention, support, guidance, giving direction, as well as understanding and providing assistance to ADHD students.

As a supervisor, the teacher must understand and know the problems faced by ADHD students, for example; often come late, left the textbooks, always must be reminded all the time, and low concentration. With the problems experienced by these ADHD students as

teachers must provide extra attention, supervision, and guidance to ADHD students. Not only that the teacher must also solve the problems.

As a counselor, the teacher gives a psychological boost, gives opportunities to progress in terms of achievement in school and conditions ADHD students to be confident. In the learning process, ADHD students have several obstacles encountered, for that a teacher must provide motivation, more attention, enthusiasm and opportunities to progress so that in the learning process later ADHD students can improve their achievements in the academic field.

As a supervisor, the teacher must be friendly for ADHD students, because ADHD students cannot be pressured or depressed. Teacher must make treatment plans for ADHD students. This is useful for teachers because the planning can manage how to treat and handle students. Also, making instruments for the evaluation of inclusive learning in ADHD students is important because it is expected that teachers know the appropriate treatment for ADHD students. In addition, the teacher will also know the obstacles and solutions in dealing with these ADHD students.

Teachers' problem in Handling ADHD Students (Attention Deficit Hyperactivity Disorder)

Based on observations and interviews, there are still many obstacles encountered by teachers / homeroom teachers in handling ADHD students in class IV SDN 02 Taman Madiun. The constraints of the teacher / homeroom teacher in handling ADHD students in class IV include: 1) the concentration of ADHD students is easily distracted, 2) when the teacher explains that an ADHD student is not focused, 3) when working on a problem he cannot keep moving around without aiming clearly, 4) if the mood / mood is stable he is quiet, daydreaming and easily shocked when reprimanded and 5) if his mood is unstable he talks a lot, moves around a lot without feeling tired, and talks unclearly. Those ideas are in line with opinions (Tentama, 2009) which reveal that ADHD / hyperactivity generally explains the condition of children who show symptoms in the form of lack of concentration, hyperactivity, and impulsiveness that causes imbalances in his life.

The focus and attention of ADHD students is easily distracted, when the learning process takes place the concentration of ADHD students is always inconsistent / easily distracted. They are not focus on when the teacher explained the lesson. When concentration is distracted, often ADHD students ignore the direction and instructions of the teacher. They prefer to joke with a friend, and often ADHD students are always inconsistent. For example, they often forgets to bring textbooks even though he has been reminded by the teacher.

The mood of ADHD students when stable is often quiet and daydreaming, they are easily shocked when reprimanded by the teacher. While the mood of ADHD students is unstable, they often speak unclearly, talk a lot, speak disrespectfully, lack focus and concentration, and always move the body without a clear purpose.

The solutions of Handling ADHD Students (Attention Deficit Hyperactivity Disorder)

Based on observations and interviews, there are several solutions given by the teacher in handling ADHD students in class IV SDN 02 Taman Madiun, as follows: 1) teachers keep ADHD students stay away from an conducive environment, 2) teacher may not give punishment to the students, 3) teacher may not dropping ADHD students in public, 4) teacher must do good behavior and 5) teacher must give good model in giving statement

The solutions are in line with the opinion (Lilik, 2014), which is to keep children away from dangerous objects such as sharp weapons, pistols, etc. Children who are always active do not need to be punished when making mistakes, but are given a warning in a good way, not cornering children in front of others by labeling them as lazy children, parents and teachers need to guard their words because children easily imitate.

Keeping ADHD students away from an inconducive environment \ means that the teacher keeps ADHD students away from dangerous objects such as knives, sharp weapons and electricity. If the ADHD student is wrong or violates the rules, the teacher should not give physical punishment to the ADHD student. Teacher does not scold / yell at ADHD students in public / in front of their friends because ADHD students have moods / moods that are unstable (irritable) and fight.

Also, teacher must give good examples, models and words to ADHD students because ADHD students can easily imitate the words and behavior of what they see. Therefore, this method is able to improve ADHD students achievements in the academic field.

CONCLUSION

Based on the results of research and discussion related to the role of the teacher in dealing with the problem of ADHD students at class IV SDN 02 Taman Madiun, the following conclusions as follows: 1) the role of the teacher in ADHD class are: a) as a guide and supervisor, the teacher discovers ADHD students' problems, understands ADHD students' problems and finds a way out of those problems; b) as a counselor, the teacher must give attention, motivation, guidance and enthusiasm to ADHD students in order to make students more confident; 2) the problems in teaching ADHD's students: a) the concentration of ADHD students is easily distracted, when the teacher explains that ADHD students are not focused and joking with their friends; b) when working on the problem, the students could not move around without any clear purpose; c) if students' mood is stable, they are quiet, daydreaming and easily shocked when reprimanded; d) if the mood is unstable, they talk a lot, move around a lot without feeling tired, speak less politely and talk unclearly; 3) teacher solutions in dealing with ADHD students, namely: a) keep ADHD students away from non-conducive environments such as sharp objects and electricity; b) there is no punishment, if the ADHD student is wrong / violates the rules, the teacher only gives a warning and a reprimand; c) do not drop an ADHD student in public if he / she violates the code of conduct; d) give examples of good behavior and model good words and words to ADHD students.

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