

## The Role of Special Supplementary Teachers in Inclusive Education Services in Bukit Raya District

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ARTICLE INFORMATION	ABSTRACT
<b>Article History:</b> Received, 25-08-2024 Accepted, 09-10-2024 Published, 07-12-2024	<i>Inclusive education is education that provides equal opportunities for students with mental or physical disabilities to study together with their peers in regular schools. Inclusive education has the aim of reducing discriminatory attitudes towards children with special needs. The role of a special accompanying teacher is very necessary to optimize the development of children with special needs academically and non-academicly. Special assistant teachers in inclusive education do not merely accompany children in learning, but also provide services that suit their needs. This research was conducted at 3 inclusive education schools in Bukit Raya District, namely Ylpi Marpoyan Islamic Kindergarten, Raisyah Kindergarten and Satu Bangsa Preschool Kindergarten. The research method used is a qualitative method with the Phenamenological research type. Observation, Interviews and Documentation are the methods used to collect data and then analyze it by reducing data, presenting data and drawing conclusions. The results of the research show that the role of special assistant teachers in inclusive education, based on this research, can be concluded that (1) special assistant teachers at three inclusive schools in Bukit Raya sub-district agree that the role of special assistant teachers in inclusive schools is to provide assistance to children with special needs, (2 ) provide services to children with special needs by providing an assessment of the development of children with special needs who are accompanied in writing in the form of a report which will be explained by the special accompanying teacher to the principal and parents at the end of the semester, (3) three special accompanying teachers at Different inclusive schools in Bukit Raya sub-district said that they experienced difficulties when accompanying children with special needs in inclusive schools, which difficulties occurred because the special accompanying teachers came from non-PLB graduates so that the accompanying teachers' knowledge of children with special needs was still minimal, (4) of the problems faced by special assistant teachers in Bukit Raya District, the special assistant teachers also said that they were trying to overcome the problems faced in accompanying children with special needs. The three special assistant teachers agreed that the way to overcome these problems was to be patient.</i>
<b>Keywords:</b> <i>Role of Teachers; Special Assistant Teachers; Inclusive Education</i>	

## INTRODUCTION

The number of children with special needs in Indonesia is increasing every year. According to the Ministry of Women and Child Protection, in 2013 there were around 1.5 million children with special needs in Indonesia. In Indonesia, around 42.8 million school children aged 5-14 years have special needs. In general, in the United Nations (UN), around 10% of school-age children have special needs (Harwono, 2013).

According to Heward in Zaitun (2017), children who experience special needs are children who have special characteristics and are different from other normal children and do not always show their emotional, physical and mental disabilities. According to Gearheart (Eva, 2015) states that children with special needs are children who require special educational patterns, facilities, services and materials that are different from other normal children.

According to World Bank data, the population of children with special needs worldwide reaches 10%. According to estimates, 85% of children with special needs worldwide who are under 15 years old are in developing countries. The remaining two-thirds of the population is in Asia. Every parent wants their child to be born in normal conditions, with intact physical and mental members. However, the fact is that some parents are given children who have special needs. According to Utina (in Ida Windi Wahyuni, Alucyana et al., 2021) children with special needs are defined as children who experience physical, mental, intellectual and emotional disorders so that they require special learning.

Since 2002, more than 1,500 children with special needs have been admitted to regular schools, this number has increased every year, until in 2005 children with special needs who entered regular schools reached 6,000 students or 5.11% of the existing number of children with special needs. Then in 2007 it increased again to 7.5% of children with special needs spread across 796 institutions implementing inclusive education, consisting of 17 kindergartens, 648 elementary schools, 75 junior high schools and 56 high schools (Angga Saputra, 2016).

Many educational institutions are appointed to provide inclusive education, but in their implementation there are still many implementations that are not in accordance with the actual concept of inclusive schools, and often there are mistakes in practice, such as understanding of school stakeholders, curriculum, school policies and also teaching staff and implementation in the learning process (Agustin, F 2019). Inclusive education providers whose students' abilities are heterogeneous, their learning systems are very different from regular schools where students generally have relatively the same abilities. Most teachers in inclusive schools are not prepared to teach students who have special needs, so it is not uncommon for teachers to experience difficulties when dealing with children who have special needs (Budyawati, 2020).

Basically, serving children with special needs is not only the responsibility of the class teacher. However, schools must have a Special Assistant Teacher (GPK), who will provide assistance to children with special needs. Class teachers and GPK must complement each other and work together in carrying out their roles as educators and handling children with special needs. This collaboration is a very important part of the concept of inclusive education, in order to provide maximum services for children with special needs during learning activities in class or when carrying out social and emotional interactions for children with special needs (Nirmala, 2021). Jannah.et.al (2015) states that in inclusive education class teachers will be assisted by special accompanying teachers who will provide assistance to class teachers in designing special service programs and implementing individual learning for children who have special needs, so that children with special needs can understand the lessons appropriately. with the child's abilities.

Syamsudin in Nirmala (2020) said that in the Indonesian context special assistant teachers (GPK) have a role that can change the behavior (behavioed changes) of students and good behavior needs to be initiated by the teacher himself, educators or teachers need to show commendable behavior and can be role models. students. Likewise, for Special Guidance Teachers (GPK) in providing guidance or assistance to children with special needs, children with special needs require a role as a behavioral changer (Nirmala, 2020).

Inclusive education opens up space for children with special needs to learn together with other normal children. In some inclusive schools, the learning program is still less profitable for children with special needs who attend these schools. This is due to teachers' lack of understanding of the preparation of individual learning programs intended for children in inclusive schools. Finally, the system used by several inclusive schools so far has resulted in the goal of implementing inclusive schools in general not being achieved (Budyawati, 2020).

There are three groups of teachers in inclusive schools, including subject teachers, class teachers and special guidance teachers. Apart from having special teachers, schools should also have a special curriculum that is designed and adapted to children with special needs. This curriculum must be flexible. When learning the concept of inclusive education, it requires a separate strategy that suits individual needs. It is emphasized that teachers in inclusive schools are able to manage learning well and also have an understanding of the characteristics of children with special needs who have various differences (Agustin, I. 2016).

Rahminar's research (2016) states that the forms of service in inclusive schools vary depending on the policies provided by the school. In his research at SDN Giwangan Yogyakarta, there were Special Assistant Teachers who had provided services according to the child's condition and carried out duties as Special Guidance teachers, as well as taking part in training, training or seminars to develop inclusive programs, non-PLB supervisor teachers still needed guidance related to services for children with special needs. Meanwhile, according to Kustawan (2013), schools should be able to provide Special Supervision Teachers from Special Education graduates with the hope of being able to provide optimal services in serving children with special needs in inclusive schools.

The existence of inclusive schools is not just a means of the existence of a school in an area. Inclusive schools have a big responsibility to provide optimal services for their students, especially children with special needs. In Bukit Raya District there are 30 kindergarten and RA schools, from the results of observations made there are 8 schools that are included in inclusion institutions, and there are only 3 inclusion schools that have special accompanying teachers, namely, YLPI Islamic Kindergarten, Raisyah Kindergarten, and Abidari Islamic Kindergarten. School. Based on this, researchers are interested in finding out more about the role of Special Assistant Teachers in the three schools in providing services to children with special needs in Bukit Raya District.

## **METHOD**

This research uses a qualitative research method approach with the type of phenomenological research. Qualitative research is research that focuses on the most important qualities or things in the form of events, phenomena and symptoms and digs deeper into the meaning behind an event, making it a valuable experience in developing theoretical concepts (Walidin et al., 2015). According to Creswell (2014), phenomenological research is research that describes experiences or phenomena experienced by someone. This study uses phenomenology because the researcher wants to know in depth so that it can provide an overview of the role of Special Assistant Teachers in inclusive education services.

## RESULTS AND DISCUSSION

This research uses a qualitative research method that uses a phenomenological approach, therefore the data presented in this chapter is data collected or obtained in the field. The data collection technique used in this research is observation, interview and documentation methods

Regarding matters relating to the role of special assistant teachers (GPK) in inclusive education services in Bukit Raya District. Before going into the field and conducting interviews with resource persons, the researcher first prepared an interview guide that would later be used when conducting interviews in accordance with the aim of finding out about the role of special assistant teachers (GPK) in inclusive education services in Bukit Raya District.

The results of interviews, observations and documentation show the role of special assistant teachers (GPK) in inclusive education services. This interview was shown to three informants, namely special assistant teachers in three different inclusive schools. Before conducting the interview, the researcher first explained the objectives and things the researcher would do and briefly explained the meaning of the role of special assistant teachers (GPK) in inclusive education services. This was intended to prevent misunderstandings between the researcher and the informant later.

Furthermore, the data obtained will be presented in the form of a brief description and in accordance with qualitative research methods. As for the results of observations, interviews regarding the role of accompanying teachers (GPK) in inclusive education services, with three main informants (special accompanying teachers), interview activities were carried out in the school environment, namely Ylpi Islamic Kindergarten, Raisyah Kindergarten and One Bangsa Preschool Pekanbaru Kindergarten.

In this research, schools have special accompanying teachers who are directly assigned or appointed to carry out their roles and duties as special accompanying teachers. Special assistant teachers come from schools which are not special education graduates. So the results of this research are described with the following data:

### 1. Assistance for Children with Special Needs in Inclusive Schools

*Based on the results of interviews, the results show that the role of special assistant teachers in inclusive schools is as a companion. This is in accordance with the results of the interview expressed by Mrs. NS as a special assistant teacher at Ylpi Marpoyan Islamic Kindergarten.*

*"Mmmm, according to the mother, the role as a special assistant teacher is that we must be ready to accompany the child from the time his parents take him to school until he comes home from school, and if there are activities outside of school, mmm, for example, at this school every year it must be going to the garden. animals, to the regional center, or other school events, yes, we as accompanying teachers must remain ready to accompany the child in any condition."*

Then this was reinforced by Mrs. NA as a special assistant teacher at Raisyah Kindergarten.

*"Yes, I know, maybe as an accompanying teacher it is important for children who are categorized as children with special needs, where we teach or accompany the child from how to write, speak, eat, adapt to other normal children. We also as accompanying teachers must know what the children we accompany need, we must be able to prepare learning media according to the child's abilities too. "At Raisyah Kindergarten, every semester the principal will be obliged to create an individual learning program for the children I accompany according to their abilities, but the curriculum used remains the same as for other normal children."*

Furthermore, Mrs. WO, as a special assistant teacher at Kindergarten Satu Bangsa Preschool, also said that she provides assistance to people with special needs. This is in accordance with the interviews conducted, namely.

*"Yes, I know that the role of a special assistant teacher is to accompany all the child's activities from the time the child arrives until the child comes home from school and the accompanying teacher must also know what the special needs children we are accompanying need. Because we know that the abilities of children with special needs are not the same as other normal children. And in my opinion, we as special assistant teachers must often provide motivation and we must also be able to create learning media for children according to what is needed and according to the child's abilities."*

According to Skjorten in Syamsudin (2019) Special Assistant Teachers provide assistance to children with special needs by accompanying children with special needs in completing their assignments by giving clear instructions, arranging activities that can be carried out by children in the classroom and outside the classroom, preparing children with special needs in routines that have a positive impact, provide enjoyable teaching to children with special needs, create individualized learning for children, emphasize the success of children with special needs and provide appropriate rewards and consequences for inappropriate behavior, and minimize the failures of children with special needs.

According to Chris Dukes and Maggie Smith (2009 in Azizah 2019) that: Mentoring activities are referred to as a process because they contain a series of activities and efforts carried out by special accompanying teachers both individually and collaboratively for the growth and development of children with special needs.

## **2. Special Assistant Teacher Services for Inclusive Education**

The research results show that special assistant teachers at inclusive schools provide services to children with special needs in the form of assessments. This is in accordance with the results of the interview expressed by Mrs. NS as an accompanying teacher at the Ylpi Marpoyan Islamic Kindergarten.

*"In that case, you provide services to children with special needs who you are currently accompanying, by means of which you always provide assistance to the child in carrying out any activities, you also always try to provide the best assistance to the children you accompany, and at the end of the semester, you always make an assessment in the form of a report card containing the child's achievements during one semester, then the mother will explain the results of the report card to her parents."*

The provision of services in the form of assessments can also be seen in the results of interviews expressed by Mrs. NA as a special assistant teacher at Raisyah Kindergarten.

*"The way I provide services to the children I accompany is currently by the mother accompanying the child while the child is in the school environment or when there are activities outside of school. So, every year at our school there are definitely activities outside of school, for example we go to the zoo, to the regional school, especially at that time the child has to be given extra assistance, because the child has difficulty communicating with other people. Mmm, I also create individual learning programs for the child according to the abilities and needs of the children I accompany, but still use the same curriculum as that used for other children, I also always support all activities or positive things that the child does, and give rewards or prizes to children if the child successfully completes their assignments in class. Then, when I first enter school, I always carry out an assessment of the parents. Carrying out this assessment means I try to collect information about the child I will accompany, by asking what needs to be changed or developed or what the child needs. child. And every month I also make an assessment in written*



*form which contains information about cognitive, emotional or other developments. And at the end of every semester, I also make an assessment in the form of a report card which contains information about how the children I accompanied have developed during the semester."*

Then this was reinforced again by Mrs. WO as a special assistant teacher at Kindergarten Satu Bangsa Preschool.

*"Well, it just so happens that the child I am accompanying now is a child who is hyperactive and has delays in academics, so the first service I provide to the child is to apply several rules to the child first, because we know for ourselves that hyperactive children are children. who can't stay still for long, even sitting for a moment is difficult for him. Mmmmm, for example, in class, I have told him to sit neatly, this child does sit, but it won't last long, maybe it won't take 2 or 3 minutes if you count, he will want to run away again. So the first service that I implemented was the rules, the aim of which was so that the child could follow the rules at school. Second, accompany the child when carrying out any activity and usually every semester I carry out an assessment of the child in the form of a report card where I will explain the contents of the report card to the principal and parents of the student, where the contents of the report card are about how the child has developed during one semester. "Eeemmm, then every time a child does or prepares the assignment given by the homeroom teacher well, I will give a gift to the child."*

In inclusive education, class teachers will be assisted by special accompanying teachers in providing special services to children with special needs and implementing individual learning programs for children with special needs, so that children with special needs can understand lessons according to the child's abilities (Jannah.et.al 2015) .

According to Saru Rudyati, quoted by Fannisa Aulia Rahmaniar (2016), special assistant teachers provide services to children with special needs adapted to the principles of learning for children with special needs. Special accompanying teachers provide services by carrying out assessments, special administration, preparing individual learning programs (PPI) for children with special needs, providing learning media, conducting family counseling.

### **3. Problems of Special Assistant Teachers in Accompanying ABK**

The results of the research show that special assistant teachers experience difficulties in assisting children with special needs in inclusive schools. In accordance with the results of the interview revealed by Mrs. NS as a teacher accompanying children with special needs at the Ylpi Marpoyan Islamic Kindergarten.

*"Yes, there will definitely be difficulties, like the child you are currently accompanying is an autistic child, as we know autistic children will do everything of their own accord. For example, the child that the mother accompanies every morning doesn't want to join in the morning prayer and dhuha prayers except for gymnastics on Thursday. At school, the children's meal time is at 10 or 10:30, but the child that the mother accompanies is at Even in the morning, he already asks to eat first, just like there are 2 home school hours at this school, for class A he goes home at 11 and for class B it's 12, because this child spends most of his time at school playing. outside, so if it's time for a child from class A to go home, the child that the mother is accompanying will also automatically run to the fence to go home, if we forbid him or don't follow his wishes he will have a tantrum, the same if he is already in front of the fence but his parents haven't if there is or is late to pick him up, he will throw a tantrum again, especially if there is an event at school such as another child's birthday, If it's a birthday, there's definitely a cake. Well, if this child has a friend's birthday, especially if he sees there's a cake, he'll try to take the cake first. If later I or another teacher forbids him or doesn't fulfill his wishes, he'll throw a tantrum. - So it's not until we fulfill his wishes that he feels calm. In class it's like that too, if he goes to class he won't want to take part in learning with his friends, he'll be busy playing alone, when he's finished playing he won't want*

*to put the toys away again, if he's forced later he'll cry, right? Maybe those are the difficulties that you experienced while you were a special assistant teacher, maybe you experienced difficulties in accompanying children with special needs, because before that you didn't have any knowledge about children with special needs, you used to teach at high school and for the past year you've been trying to become one. special assistant teacher for children with special needs.*

*Then this was further strengthened by the results of the interview revealed by NA's mother.*

*"There are, clearly there are difficulties where a child can't speak completely from saying A to B, then can only scream umm and more tantrums, but the tantrums are more physical where when the child throws a tantrum he will hurt friends and that's what This causes a little difficulty, because the tantrum child cannot be persuaded."*

Furthermore, WO's mother, as a special assistant teacher at Kindergarten Satu Bangsa Preschool, said that WO's mother experienced difficulties while being a special assistant teacher. This is in accordance with the results of the interviews conducted, namely.

*"There are certainly difficulties experienced, especially when we first get to know our child, because we haven't made introductions, especially when we have tantrums, the mood is not good, or the child doesn't want to listen to the teacher, doesn't want to study with other children. , that is what becomes difficult for mothers when they become special assistant teachers."*

Karo and Rohani (2018). The problems faced by special supervising teachers at the learning implementation stage are more related to the unstable emotional condition of students with special needs, making it difficult for special supervising teachers to use certain methods or media which also results in the delivery of learning material which cannot take a full 1 hour lesson like regular students.

Sajali.et.al (2021). The problem faced by special assistant teachers in terms of learning planning is the lack of competence possessed by each special assistant teacher so that they experience difficulties in accompanying children with special needs.

#### **4. Solutions Taken by Special Assistant Teachers in Overcoming Problems**

Through several problems experienced by special assistant teachers in inclusive schools, especially at the Ylpi Marpoyan Islamic Kindergarten, Raisyah Kindergarten and Satu Bangsa Preschool Kindergarten, of course the special companion teachers do not just remain silent or do not seek solutions for the children with special needs they are accompanying. The special assistant teacher at the three inclusive schools said that the solution taken was to be patient and the accompanying teacher had to learn more about children with special needs. This is in accordance with the results of the interview expressed by Mrs. NS as a special assistant teacher at Ylpi Marpoyan Islamic Kindergarten.

*"Eeee, if that's the case, mother, just remain patient in accompanying the child with special needs that you are currently accompanying, because this is a responsibility for the mother, and here the mother is also still learning and in the future, the mother will try her best to accompany the child even better," guiding the child so that he wants to go to class the same as other children, and wants to follow school rules."*

This was further strengthened by the results of the interview revealed by Mrs. NA as a special assistant teacher at Raisyah Kindergarten

*"If that's the solution, in my opinion, we as special assistant teachers have to be patient, because before we become special assistant teachers, we should already know that in the future the children we will hold or accompany will not be normal children in general, but we will be dealing with with children with special needs, all with their strengths, weaknesses and weaknesses, like the one I am currently accompanying with a speech delayed child. Speech delay*

*children are identical to children with speech delays, so as much as possible I slowly teach children how to communicate with other people. When studying, I also try to help the child find it easier to follow the lesson".*

Then it was further strengthened by the results of the interview revealed by WO's mother. *"Mmmm, my way of dealing with the problems I faced while being a special assistant teacher was perhaps by learning a lot more about what the child needs, what needs to be implemented to change the child to develop according to what we want and The most important thing, in my opinion, is that we as accompanying teachers for children with special needs have to be patient".*

## **CONCLUSION**

Based on research results from observations and interviews that have been carried out, as well as referring to the problem formulation and objectives of this research, conclusions can be drawn, including: The research results from the three respondents (special accompanying teachers) stated that the role of special accompanying teachers in inclusive education services is as a companion. Accompany children with special needs from the morning they come to school, accompany the child in carrying out any activities until it is time to go home from school and the child with special needs who is accompanied is picked up by his parents. The research results from the three respondents (special accompanying teachers) provided services to children with special needs in inclusive schools in the form of assessments. The special accompanying teacher provides an assessment to children with special needs which contains the child's achievements or development during one semester, then the results of the assessment will be given to parents at the end of the semester and explained by the special accompanying teacher about the contents of the assessment.

The research results from the three respondents (special accompanying teachers) stated that special accompanying teachers experienced problems when accompanying children with special needs in inclusive schools, special accompanying teachers experienced problems due to a lack of knowledge about children with special needs. The research results from the three respondents (special accompanying teachers) said that when special accompanying teachers experience problems, the special accompanying teachers are not just silent but the special accompanying teachers have solutions to overcome them by learning more about children with special needs and must have patient attitude.

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