

## THE ROLE OF SHADOW TEACHER IN LEARNING MANAGEMENT OF CHILDREN WITH SPECIAL NEEDS IN PAUD TERPADU INKLUSI BINA INSAN KREATIF TASIKMALAYA

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### Abstract

*As part of inclusion education, Education for All (EfA) or Pendidikan untuk Semua (PuS) has six main programs, including the inclusion program of Early Childhood Education (Pendidikan Anak Usia Dini or PAUD). This article is compiled based on a qualitative approach, which is a type of field research and presented descriptively. This article highlights the role of Shadow Teacher as one of the main keys to the success of inclusion education in PAUD Terpadu Inklusi Bina Insan Kreatif (BIK) in Tasikmalaya city. The findings of the article show that Shadow Teacher has a variety of relatively different roles and responsibilities than class teachers. But it plays a big role in helping the success of learning carried out by class teachers, especially related to Children with Special Needs (Anak Berkebutuhan Khusus or ABK). In undergoing its roles and responsibilities, Shadow Teacher applies various strategies to assist the development of ABK students, in the academic, non-academic and self-developed fields. Furthermore, the PAUD Terpadu Inklusi BIK institute has such a crucial policy related to improving the quality, qualifications and competency of Shadow Teacher that it can provide better inclusion education services for ABK students in particular, and for other stakeholders in general.*

**Keywords.** *Children with Special Needs (ABK), Disability, Early Childhood Education (PAUD), Inclusive Education, Shadow Teacher.*

### **Abstrak**

*Sebagai bagian dari Pendidikan Inklusi, Education for All (EFA) atau Pendidikan Untuk Semua (PUS) memiliki enam program utama, termasuk program PAUD Inklusi. Artikel ini disusun berdasarkan pendekatan kualitatif, jenis penelitian lapangan dan disajikan secara deskriptif-analitik. Artikel ini menyoroti peran Shadow Teacher sebagai salah satu kunci utama kesuksesan pendidikan inklusi di PAUD Terpadu Inklusi Bina Insan Kreatif (BIK) Kota Tasikmalaya. Temuan artikel menunjukkan bahwa Shadow Teacher memiliki beragam peran dan tanggung-jawab yang relatif berbeda dibandingkan guru kelas. Akan tetapi berperan besar membantu kesuksesan pembelajaran yang dilakukan oleh guru kelas, terutama terkait siswa ABK. Dalam menjalani peran dan tanggung-jawabnya, Shadow Teacher menerapkan berbagai strategi untuk membantu perkembangan siswa ABK, baik di bidang akademik, non-akademik maupun Bina Diri. Di sisi lain, lembaga PAUD Terpadu Inklusi BIK memiliki kebijakan terkait peningkatan kualitas, kualifikasi dan kompetensi Shadow Teacher, sehingga dapat memberikan layanan pendidikan inklusi yang lebih baik dan lebih ramah bagi siswa ABK secara khusus, dan bagi stakeholders lainnya secara umum.*

**Kata kunci.** *Anak Berkebutuhan Khusus (ABK), Disabilitas, Pendidikan Anak Usia Dini (PAUD), Pendidikan Inklusi, Shadow Teacher.*

### **A. INTRODUCTION**

Children with Special Needs (*Anak Berkebutuhan Khusus* abbreviated as ABK) are defined as children who have a difference than normal children, in terms of mental, physical characteristics, sensory abilities, communication to social behavior. These differences make the ABK require such a special modification in learning activities and education services that they are able to develop their maximum capacity. For example, special education services for children who experience such problems dealing with physical, mental-intellectual, social, emotional, learning difficulties, autism, concentration, hyperactive, etc. (Muhammad, 2008 ).

The best model of special education services for ABK is inclusion education. This is due to inclusion education developed from the integrated education system with the aim of ensuring the ABK gets access to education together with other normal children in the same classroom. 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).

As an ideal container, inclusion education has four characteristics. *First*, inclusion education is a sustainable process in an effort to find ways to respond to the diversity of each child. *Second*, inclusion education means getting a way to overcome child

barriers in learning. *Third*, inclusion education means children get the opportunity to be present in class or school, participate and get meaningful learning outcomes in their lives. *Fourth*, inclusion education is intended for children who are classified as marginal, exclusive and need special education services in learning (Zaini Sudarto, 2020).

Another popular term as a representation of inclusion education is Education for All (EFA) or *Pendidikan Untuk Semua* (PUS) which has become part of the Indonesian government policy since it was first agreed in 2000 through the Dakkar declaration. Responding to the agreement, the Government of Indonesia developed the EFA Implementation Plan in 2000-2015. EFA implementation in Indonesia continues to be monitored by UNESCO and the results are reported through the Education for All Global Monitoring Report (EFA-GMR). EFA has six priority programs, one of them is the PAUD (*Pendidikan Anak Usia Dini*; Early Childhood Education) program (Komisi Nasional Indonesia untuk UNESCO).

However, in fact, the implementation of the EFA program faces a number of problems. For example, there are several PAUD institutions in Tasikmalaya who have not been willing to accept the ABK. The reason is because of the limitations of facilities and the quality of human resources (educators and staff). If it is not immediately addressed, such problems will inhibit the ABK to get educational rights, namely school together with other normal children, as ideal for EFA and inclusion education.

Another problem, when educational institutions have been willing to accept ABK, apparently experiencing problems in education and learning services. One reason, not all teachers have qualifications and competencies to organize inclusion education. Therefore, this article highlights the PAUD Terpadu Inklusi Bina Insan Kreatif (abbreviated as PAUD BIK) of Tasikmalaya City which receives all students, regardless of its weaknesses, including the ABK. Moreover, PAUD BIK already has a teacher who is able to provide inclusion education services for the ABK, so that the ABK can learn together with other normal children in one class.

Among the methods of inclusion education that is considered effective in PAUD BIK is to utilize *Shadow Teacher* (Special Guiding Teacher; *Guru Pembimbing Khusus*). Shadow Teacher plays such roles in accompanying ABK who has obstacles in learning process and striving for the right (effective) learning by providing assistance to ABK (Fitriyah, 2018 ).

Being a Shadow Teacher is not an easy-to-run role, because it requires special skills to accompany ABK who has disabilities in physical, intellectual, communication and social-emotional aspects. The study revealed that Shadow Teacher was proven to help improve the performance of academics, psychosocial and independence of ABK (Maryola A. Manansala, 2008). In addition, Shadow Teacher can provide support to the ABK by helping to fill the gap in learning procedures; it even helped create academic and psychosocial abilities on ABK (Abdul Hamid, 2020).

Given the important role of Shadow Teacher in inclusion education, many researches are oriented to uncover the ins and outs of the profession and the role of Shadow Teacher.

*First*, Muzayanah compiled an article entitled "*Penyelenggaraan Pendidikan Inklusif pada Madrasah Ibtidaiyah (MI) Keji Ungaran Jawa Tengah*" or "Implementation of Inclusive Education in Madrasah Ibtidaiyah (MI) Keji Ungaran Central Java", which describes the problem of teachers who do not have an academic background that is relevant to inclusion education, but must carry out important roles as Shadow Teacher in the implementation of inclusion education (Muzayanah, 2016).

*Second*, Abd. Nasir (*et al*) carries the title "*The Experience of Shadow Teachers in Helping Children With Special Needs in Telogo Patut Elementary School Gresik*" which explores the meaning of experience as a Shadow Teacher from the perspective of interpretative phenomenology analysis, so that a number of meanings is relevant to personality competence, social, academic and pedagogics should be owned by the teacher, including Shadow Teacher (Abd. Nasir, 2018).

*Third*, Faizah wrote a undergraduate thesis (*skripsi*) entitled "*Motivasi Pengabdian Shadow Teacher sebagai Pendidik di SD Muhammadiyah 16 Surabaya Perspektif Etika Deontologi dan Teleologi*" or "Motivation of Shadow Teacher as an Educator at SD Muhammadiyah 16 Surabaya: Perspective of Deontology and Teleology Ethics", which concluded that according to the Perspective of Deontology Ethics, Shadow Teacher was considered good if it was full of sincerity or selfless. Regarding the perspective of teleological ethics, Shadow Teacher is considered good if it can deliver the educated ABK become an independent person in conducting daily activities (Faizah, 2018).

*Fourth*, Toharudin made an article titled "*Strategi Peningkatan Kualitas Guru Pembimbing Khusus pada Sekolah Inklusi: Studi Kasus di SDN Kaliurang 03 Bumiayu Brebes*" or "Strategy for Improving Special Guiding Teachers in School Inclusion: Case Study at SDN Kalianger 03 Bumiayu Brebes", which encountered the quality of special guidance teachers can be increased through various ways, such as training, assistance colleagues, improving facilities and Teaching infrastructure, expanding knowledge and skills, as well as the Reward and Punishment method (Toharudin, 2017 ).

*Fifth*, Sajali (*et al*) compiled an article titled "*Problematika Guru Pendamping Khusus di SDN Gadang 2 Banjarmasin*" or "Special Guiding Teacher Problems at SDN Gadang 2 Banjarmasin", who identified the problems experienced by special companion teachers or Shadow Teacher in inclusion education, starting from planning, implementation to learning evaluation (Muhammad Sajali, 2021).

*Sixth*, Zakia wrote an article titled "*Guru Pembimbing Khusus (GPK): Pilar Pendidikan Inklusi*" or "Special Guiding Teacher (SGT): The Foundation of Education Inclusion" which describes the significance of SGT or Shadow Teacher in inclusion education. Without the presence of SGT, educational institutions are only able to

accommodate ABK who have mild obstacles, but it is not able to accommodate ABK who has moderate or even heavy obstacles. Thus, the ABK who has moderate and heavy obstacles is directed to extraordinary schools (Zakia, 2015).

Some of the research above became a foothold to fill the existing research gap. The research gap that will be filled by this article is a relatively profound explanation regarding the role of Shadow Teacher in the implementation of inclusion education at the PAUD level, precisely in the PAUD Terpadu Inklusi Bina Insan Kreatif (BIK) Tasikmalaya.

## **B. METHOD**

The research method used is a qualitative approach in the form of field research through data collection techniques in the form of in-depth interviews and participatory observations; supported by library research through documentation techniques. Meanwhile, the data analysis technique used was descriptive-analytic-comparative content analysis.

## **C. RESULT AND DISCUSSION**

### **1. Inclusion Education in PAUD BIK Tasikmalaya**

PAUD Terpadu Inklusi BIK is located at Jalan Lodaya I No. 6 Kahuripan, Tawang District, Tasikmalaya City. PAUD BIK official established in 2014 based on the *SK Pendirian 019/Y.IK/SK/III/2014* and *SK Izin Operasional Nomor 503/6066/SK-PEND/DPMPTSP/2017* (Tim Penyusun, 2014).

PAUD BIK is an inclusion education institution in Tasikmalaya which has adequate resources and infrastructure. It has such educators and education that has competence and qualifications to support the implementation of inclusion education, such as: the existence of a special guide teacher or a competent Shadow Teacher. Therefore, PAUD BIK opens inclusion education services and is ready to accept new students who are classified as ABK.

Every week, PAUD BIK organizes learning at a full day school in a five-day period. Whereas, the ABK who currently receive educational services at PAUD BIK are such children who are visual impairment (*tunanetra*), hearing impairment (*tunarungu*), slow learner (*lambat belajar*) and Autism Spectrum Disorder or ASD (Rosyati, 2021).

As a first step, PAUD BIK identified the ABK by holding a special test. This special test aims to determine the physical, sensory, intellectual, social and emotional conditions of new students. The test results can classify new students into two categories, namely ABK students and non-ABK students.

ABK are students who are found to have abnormalities in physical, sensory, intellectual and psycho-social aspects. The ABK students can be classified according to their abnormalities. For example, students who have physical abnormalities can be relatively high; students who have sensory abnormalities can be classified as visual impairment (*tunanetra*), hearing impairment (*tunarungu*) or multiple impairment (*tunaganda*); students who have intellectual abnormalities can be classified as slow

learning and mental retardation (*tunagrahita*); students who have psycho-social abnormalities can be classified as ASD, Asperger's syndrome, ADHD (Attention Deficit Hyperactivity Disorder) and emotional and behavioral obstacles (*tunalaras*).

Identification of the ABK conducted by PAUD BIK also involves information from internal and external stakeholders, for example, guardians or parents; classroom teacher; orthopedagogics and therapists.

After the new students of PAUD BIK are classified based on the type of ABK carrying, the learning device is then arranged according to the classification.

## **2. ABK Learning Design in PAUD BIK Tasikmalaya**

### **a. Learning Plan**

The ABK lesson plan in PAUD BIK is prepared based on general learning planning principles but accompanied by several modifications, as the following details (Rosyati, 2021):

- 1) Set learning goals that are tailored to the classification and characteristics of the ABK students
- 2) Planning class management, including a comfortable physical and social environment for students of ABK
- 3) Planning the organizing materials that are tailored to the learning ability of ABK students
- 4) Planning procedures for learning activities by considering the learning speed of ABK students
- 5) Planning the use of sources and learning media that are in accordance with the needs of ABK students
- 6) Planning an assessment in the learning process and expected form of follow-up in accordance with the learning skills and needs of ABK students.

### **b. Learning Process**

The implementation of learning in PAUD BIK uses a Student Centered approach. This approach is clearly seen when students are actively involved in the learning process. For example, some students come to the front of class to demonstrate their mastery of a certain subject matter; re-submit the subject matter before learning ends; and interact comfortably both students of ABK and non-ABK; and also between students (ABK and Non-ABK) with Teacher and Shadow Teacher (Rosyati, 2021).

### **c. Learning Assessment**

The assessment carried out by classroom teachers and Shadow Teacher is an assessment activity which takes place during and after learning activities both verbally and written based on observations.

The assessment is carried out to see the development of each student from time to time based on the indicators determined by the teacher in a week of learning. Students are considered successful if they are able to achieve the

score of Core Competencies and Basic Competencies (*Kompetensi Inti & Kompetensi Dasar* or KI & KD) which are the purpose of learning.

Furthermore, the results of the assessment show student learning achievement narrated by the following assessment provisions: (1) has not developed; (2) start developing; (3) develop as expected; (4) develop excellently. Four categories of assessment are the benchmarks of the development of each student in the context of the achievement of learning objectives (Hapidin, 2019).

### **3. The Role of *Shadow Teacher* in PAUD BIK Tasikmalaya**

According to Rudiwati (*et al*), Shadow Teacher or Special Guiding Teacher (SGT) is a teacher in an integrated or inclusion education system, which provides education services for ABK who are studying in schools or public education institutions. Therefore, Shadow Teacher has special expertise in dealing with ABK students and is able to collaborate with teachers in managing all the needs of the ABK students in inclusion education (Sari Rudiwati, 2015).

Shadow Teacher has advantages in terms of understanding the various problems or difficulties experienced by the ABK, as well as the technique dealing with the ABK students. For example, Shadow Teacher has been trained to help ABK students while interacting or communicating with others.

The role of Shadow Teacher in PAUD BIK includes at least the following five educational roles (Rosyati, 2021):

*First*, help and teach ABK during the learning process in class. Thus, the ABK students can follow and understand the subject matter described by the teacher, as well as understand the other non-ABK students.

*Second*, help ABK to communicate with teachers and friends around. It is crucial because not all non-ABK teachers and students understand the message referred to by the ABK while communicating; In other words, Shadow Teacher plays a role like such a 'translator' or spokesman for the ABK students that the message is able to be conveyed.

*Third*, give attention and affection to students of ABK. For example, Shadow Teacher must be able to be patient when facing various attitudes and behavior of ABK students. If Shadow Teachers are unable to be so patient that they scold students, they will reduce the students' motivation to learn. It can even be a learning strike.

*Fourth*, protecting ABK students from bullying carried out by friends. When there are students of ABK being afflicted by their friends, Shadow Teacher must immediately protect the ABK students, and give understanding and warnings to non-ABK students who are perpetrators of the negotiation. The reality in PAUD BIK shows that obstacles that are often experienced by Shadow Teacher during the learning process are students of ABK experiencing a delay, so that the motivation of learning decreases and the concentration is disrupted.

*Fifth*, giving advice and direction can be in the form of directing the ABK students not to imitate the behavior of non-ABK students who are quite poor. This is because ABK students tend to easily imitate attitude, words and acts of non-crew

friends around. Shadow Teacher also can advise the ABK students not to imitate the bad words spoken by non-ABK students. Besides, Shadow Teacher should also advise non-ABK students who said the bad words.

In undergoing various roles above, Shadow Teacher must actively establish communication, coordination and collaboration with educators and education staff, especially class teachers.

Based on the results of observation and interview researchers (Rosyati, 2021), data is obtained regarding differences in responsibility between class teachers and Shadow Teacher, as presented in Table 1:

**Table 1**  
**Responsibility Differences between Classroom Teacher and Shadow Teacher**

No	Responsibility Differences	
	Classroom Teacher	Shadow Teacher
1	Planning, implementation and learning assessment; and oversee the development of students of ABK and non-ABK students	Supports and motivates ABK students to always participate during the implementation of learning
2	Give the same attention to students of ABK and non-ABK	Pay more attention to students of ABK than non-ABK students
3	Monitor and modify the regular curriculum based on the needs of all students	Ensure regular curriculum modifications according to the needs of ABK students
4	Provide corrections and suggestions regularly to Shadow Teacher regarding the development of ABK students	Be responsive for corrections and suggestions provided by class teachers related to the development of ABK students
5	Make such reports of academic achievement, behavior and socialization of all students	Make such reports of academic achievement, behaviors and socialization of ABK students

In undergoing various roles and responsibilities above, Shadow Teacher in PAUD Terpadu Inklusi BIK implemented the following strategies (Rosyati, 2021):

*First*, prioritize the mastery of basic skills related to self-development or the Activity of Daily Living (ADL): 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 (Macintyre, 2010).

*Second*, train the ABK students. For example, train ABK students in order to distinguish symbols, shapes and letters; train ABK students in order to distinguish vocal and consonant letters. In this case, Shadow Teacher applies modeling techniques. Namely Shadow Teacher became a model which was later imitated by students of ABK. This is one of the Shadow Teacher roles in the context of improving the academic performance of ABK students (Maryola A. Manansala, 2008).

*Third*, utilize science and technology-based learning facilities that suit the needs of ABK students. For example, Shadow teacher teaches prayers through modeling techniques and supported by such Short Video Prayers that ABK students are interested and motivated to follow learning.

*Fourth*, observing the development of ABK students intensely, both at school and at home. Related to the problem of ABK students in school, Shadow Teacher coordinates, communicates and collaborates with class teachers; while related to the problem of student ABK at home, Shadow Teacher coordinates, communicates and collaborates with the guardians or parents of students. For example, asking for a class teacher to relieve the standard of achievement of learning goals for certain ABK students. This is in harmony with Klein's view which states that the assessment given by class teachers for ABK students must be relevant to the conditions and needs experienced by the ABK students (M. Diane Klein, 2001).

Although Shadow Teacher has made various efforts and strategies to assist the development of ABK students in PAUD BIK, it was still often found several inhibiting factors, especially related to the limitations of the quantity and quality of Shadow Teacher. Thus, to overcome the inhibiting factor, PAUD BIK conducts several of the following solutions (Rosyati, 2021):

*First*, often hold training to improve the quality, qualifications and competence of Shadow Teacher in undergoing its roles and responsibilities. For example, training related to the characteristics of the ABK and procedures for increasing the effectiveness of the ABK assistance in the classroom.

*Second*, actively provide coordination, communication and collaboration among the principal, class teachers, Shadow Teacher and Guardians or parents of ABK students. For example, by monitoring each other, observing, and providing information regarding the development of students' ability in the academic, non-academic and self-development.

*Third*, increase the quantity and quality of such educational and learning facilities that the PAUD BIK can provide better inclusion education services for the ABK students.

#### **D. CONCLUSION**

Education for All (EFA) or *Pendidikan untuk Semua* (PUS) has six main programs, including the inclusion PAUD program. In the midst of the lack of agencies of PAUD which are capable of and want to accept ABK students, PAUD BIK Tasikmalaya is an

example of a successful educational institution to organize inclusion education at PAUD level.

This article describes one of the main keys to the success of the PAUD BIK in providing inclusion education services by having the existence of Shadow Teacher as Special Guiding Teacher (SGT) or *Guru Pembimbing Khusus* (GPK). Shadow Teacher successfully carries out a variety of relatively different roles and responsibilities compared to class teachers. Shadow teacher plays a big role in helping the success of learning carried out by class teachers, especially related to ABK students.

In undergoing its roles and responsibilities, Shadow Teacher in PAUD BIK applies various strategies to assist the development of ABK students in the fields of academic, non-academic and self-development. The PAUD BIK institute has such a crucial policy related to improving the quality, qualifications and competency of Shadow Teacher that it can provide better inclusion education services for ABK students in particular, and for other stakeholders in general.

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