

SHADOW TEACHER PROGRAM AS A LEARNING COMPANION FOR INCLUSIVE CHILDREN/CHILDREN WITH SPECIAL NEEDS

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Abstract

This research aims to describe how the shadow teacher program works as a learning companion for inclusive/special needs children. This research method uses literature study by collecting from various reading sources such as e-books, journals or examination of online literature. The accompanying teacher or also known as the shadow teacher plays a very important role in the classroom because it bridges the gap between the classroom teacher's instructions and student behavior, helps them stay focused, helps them learn, play, interact with their peers, and serves as a conduit of information between parents and classroom teachers to help children teach lessons that are behind schedule.

Keywords: *Shadow Teacher, Study Companion, Inclusive Children/Children with Special Needs*

Abstrak

Tujuan penelitian ini untuk mengetahui bagaimana program shadow teacher sebagai pendamping belajar bagi anak inklusif/berkebutuhan khusus. Metode penelitian ini menggunakan studi literatur dengan mengumpulkan dari berbagai sumber bacaan seperti e-book, jurnal ataupun pencermatan terhadap literatur online. Guru pendamping atau dikenal juga dengan shadow teacher memainkan peran yang sangat penting di dalam kelas karena menjembatani kesenjangan antara instruksi guru kelas dan perilaku siswa, membantu mereka tetap fokus, membantu mereka belajar, bermain, berinteraksi dengan teman-temannya, dan berfungsi sebagai saluran informasi antara orang tua dan guru kelas untuk membantu anak mengajarkan pelajaran yang terlambat dari jadwal.

Kata kunci: *Anak Inklusif/Anak Berkebutuhan Khusus; Pendamping Belajar; Shadow teacher.*

INTRODUCTION

Education is a weapon in changing the world, that would be the expression of a character named Nelson Mandela who can describe how important education is

in a country. So important is education for people's lives that it is not surprising that a country provides the best facilities in its educational services.

Every human being can easily help each other in education because science plays a role in building communication with the surrounding environment, which in turn will produce concepts, ideas, and awareness. Education is humans' most essential or important need to obtain and facilitate their life needs. (Tanjung et al., 2022).

Things that can be pursued in educational planning so that it can run optimally is to provide educational services through the presence of competent educators.

Educators themselves are educational staff who are qualified as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators, as well as other designations according to their specialty and participate in implementing education. So that's where it can be said that the teacher is an educator/teacher. (Amon et al., 2021)

Teachers or educators play an important role in the learning process, without the contribution of an educator, it is certain that the learning process cannot run optimally.

Along with the development of the times, the existence of educators has also changed. Apart from the teacher we know today, there is also the term Shadow Teacher or shadow teacher.

The task of a shadow teacher is to accompany ABK in class to follow the learning process and complete assignments. This type of teacher is also called a shadow teacher or companion teacher. There are at least five types of shadow teacher tasks including curriculum planning, teaching, behavior management, social skills management, and consideration (Purnamawasri & Suroso, 2021). Shadow teachers are also

often known as accompanying teachers who accompany children with special needs which can be said to have a heavier burden than teachers with regular children. (Mistiani & Suryani, 2021). From the definition above, it can be concluded that the shadow teacher is a companion teacher who is assigned to assist the learning process of children with special needs.

Speaking of reality, of course it is different from the existing theory, the job of a shadow teacher as described above cannot be considered easy, because a shadow teacher must have special abilities and skills in order to be able to manage children who from a learning point of view require extra assistance. Not infrequently the shadow teachers themselves are overwhelmed with dealing with children with these needs, starting from the shadow teacher's lack of understanding in dealing with children's problems to problems that come from students' parents. Parents think that when their child is sent to school through a shadow teacher, their burden will disappear, even though accompanying children with special needs in learning is not only the responsibility of the shadow teacher, but the role of parents is also the main thing to always accompany children, especially when at home.

RESEARCH METHOD

As for this research, the method used is non-research, namely using literature or literature study research, by collecting some information from various sources such as books, journals, or examination of online literature. Furthermore, the data were analyzed and then described according to the themes discussed. The main sources for this

study were obtained from various articles, journals and proceedings obtained by the authors from the internet. So, researcher collected articles, proceedings, and books related to the topic and then sorted the needed data from those sources.

FINDING AND DISCUSSION

Shadow Teacher

One of the serious career choices is to become a companion teacher because apart from helping students with special needs, they can also try to become professional educators because each student requires a different learning approach, starting from the type of material used to the learning methods used. Shadow teachers are also often known as accompanying teachers who accompany children with special needs which can be said to have a heavier burden than teachers with regular children. (Mistiani & Suryani, 2021).

Shadow companion teachers are teachers whose job is to help class teachers to monitor students with special needs while in class so that the learning process runs smoothly and effectively (Saadati & Sadli, 2019). Special companion teachers are teachers who know a lot about ABK services and work closely with class teachers to make learning inclusive (Adawiyah et al., 2022). Companion teacher, namely a teacher who is empowered by the school to assist learning in class (Marwiyati & Kinasih, 2022). The task of a shadow teacher is to accompany ABK in class to follow the learning process and complete assignments. This type of teacher is also called a shadow teacher or companion teacher (Purnamawasri and Suroso 2021). Shadow teachers at preschool or elementary school level education

institutions who work directly with children with special needs during the preschool and elementary school years are known as shadow teachers or special companion teachers (Baharuddin & Saidang, 2020).

Inclusive/Special Needs Children Education

The understanding regarding ABK, regardless of their shortcomings, is that they deserve quality learning, that there should be no discrimination against children with special needs, and that educational services must be available to as many children as possible so that they can fully achieve their goals. This potential is what drives the birth of inclusive education. (Baharuddin & Saidang, 2020). The government offers a special education model as an alternative in serving children with special needs or ABK (Lukitasari et al., 2017). As a foundation for living in society, inclusive education is the most basic human right. Those who belong to marginalized and underdeveloped groups can get special (integral) learning opportunities with children of their age with inclusive assistance. To grow up in society, every child needs education (Muh & Uslan, 2020). The educational service known as inclusive education aims to enable students with special needs to receive education and to grow the desire and ability to adapt to their circumstances. This includes all students who study in the same place, both normal children and inclusive students (Adawiyah et al., 2022). Education for ABK students is known as ABK education, and can take the form of special education units (Susilowati et al., 2022)

Special education in Indonesia as an alternative that allows for achieving educational equity. The education service model known as inclusive education allows students with special needs to be able to attend schools in general with their peers. To ensure that all students in the same class have the same access to education, schools assign students with various characteristics and levels of intelligence to the same class. Comprehensive training is a type of instruction without separation. It is hoped that by implementing inclusive education, the nation's generation will be able to think about all forms of difference in an inclusive manner. (Saadati & Sadli, 2019). To provide a good place for children with normal needs and ABK, inclusive schools combine them in one learning environment (Muh & Uslan, 2020). In order for ABK and normal children to live together, understand and accept each other, inclusive education is considered an effective method for developing social skills (Yunaini, 2021).

Our nation's philosophy, Pancasila, is the philosophical foundation of Indonesia's inclusive education program. This philosophy is a way of recognizing human diversity—both vertical and horizontal diversity. Vertical diversity refers to differences in intelligence abilities, physical abilities, finances, emotional differences, and so on. Horizontal diversity, on the other hand, refers to differences in ethnicity, race, language, culture, religion, place of residence, region, and so on. Therefore it can be concluded that inclusive education is a service to ABK and normal children so that they can study together in regular classes without being separated (Saadati & Sadli, 2019).

The juridical foundations used as official references for carrying out inclusive education are: (a) the UN Convention on the Rights of the Child, which was ratified in 1989. b) the 1990 Declaration on Education for All Thailand. c) the Salamanka Agreement on Inclusive Education which was signed in 1990. 1994. d) UU. 4 concerning Persons with Disabilities Act 1997. e) Law 23 Law Protection of Child Rights 2003. f) Government Regulation No. 19 concerning Inclusive Education Standards 2004. g) Bandung Declaration 2004 concerning Roads to Inclusive Education. h) Bukittinggi Recommendation 2005(Saadati & Sadli, 2019).

Every level of education in every city or district is required to implement inclusive education in accordance with Circular Letter No.380/C.C6/MN/2003 issued by the Director General of Primary and Secondary Education, Ministry of National Education. Schools create individual learning programs and special services for children with special needs as part of implementing inclusive education. This provides the best opportunity for children with special needs who have deficiencies in terms of physical, emotional, or mental management so that they can get learning that is adapted to their circumstances and abilities and teach them that education that respects diversity is not discriminatory for all students (Yunaini, 2021).

Shadow Teacher Program as Learning Assistance for Children with Special Needs

Learning must be accommodative to accommodate the differences between children with

special needs and regular students. To make it easier for ABK students to understand, learning materials are designed to adapt as much as possible. In addition to academics, teachers must provide practical knowledge to students with special needs through the use of teaching materials (Yunaini, 2021).

Due to the limited knowledge and abilities of these teachers, the role of the special accompanying teacher is to accompany the regular teacher. The teacher serves as a bridge between the class teacher and the children, who usually have difficulty paying attention and concentrating on the teacher. When working with autistic students in the classroom, the accompanying teacher (or shadow teacher) must be able to understand the learning styles of autistic students and the characteristics of the students they care for (Rahayu, 2017).

The accompanying teacher or also known as the shadow teacher plays an urgent role when in class because as a facilitator there is a gap between the wishes of educators in class and the attitudes of students, helps them stay focused, helps them learn, play, socialize, and functions as a channel of information between people parents and class teachers to make it easier for children to teach lessons that are behind schedule (Rahayu, 2017).

In the classroom, the teacher must be able to develop all of his skills. Companion teachers are required to develop their own strategies, approaches and methods to meet the needs of students with special needs in education. The shadow teacher approach aims to enable students with special needs to engage in meaningful learning interactions (Adawiyah et al., 2022).

In terms of providing ABK services for learning in inclusive classes, a lot of work is carried out by special assistant teachers, among others. Special administration, evaluation, fostering communication with students with special needs, family counseling, and establishing relationships with all parties involved in implementing inclusive education are examples of this responsibility (Adawiyah et al., 2022).

The role of the accompanying teacher or shadow teacher is to help students or children in 1) focus on subject matter, 2) participate well in class, 3) discuss with educators if students with special needs do not understand the material, 4) be positive about new assignments and have control self, 5) Sharing special interests with other children, 6) Responding to friends appropriately in social conditions, 7) Gaining new skills, 8) socializing with friends of the same age, 9) Participating independently in class activities To help each ABK, accompanying educators specifically must be able to collectively with parents, educators, school staff, and other professionals (Yunaini, 2021).

As an education center, the shadow teacher has an important role when accompanying ABK. Excellent going with educators have obligations and duties in organizing comprehensive schools: (1) uniting educational assessment instruments with educators in class and subject teachers; 2) creating cooperation between teachers, school administrators, and parents of students; 3) assistance with ABK in carrying out learning with class teachers or subject teachers or subject teachers; 4) giving special attention to ABK who have difficulty participating in learning activities in general classes, such as

remedial or enrichment; 5) provide ongoing counseling to children with special needs and make special notes while participating in learning activities; (6) providing assistance to subject teachers and class teachers through various experiences so that they can provide educational services to ABK (Adawiyah et al., 2022).

Romi Arif explained that the shadow teacher has a role that is not the same as a babysitter or babysitter because apart from being a therapist, he also has a role in teaching class teachers. Shadow teacher qualifications must have, they must be experts in dealing with autistic children as special therapists (Rahayu, 2017).

As a professional agent, an accompanying teacher must have additional competencies, such as knowledge, skill, patience, and most importantly an understanding of student character. These four basic competencies are synonymous with classroom teachers outlined by the government. A shadow master must also have the required qualifications (Fitriyah, 2018).

According to Sulaksono, the requirements to become a shadow teacher are not to be a child's helper, have an educational background, be open minded and be able to work together, be willing to serve and have the principle not to give up, educate the values of decency, respect for others, tolerance, and empathy, and can be a role model for all students (Rahayu, 2017).

Curriculum planning, teaching, social skills management, behavior management, and shadow teacher teamwork considerations are of five types.

1. Curriculum

Curriculum changes were made for ABK to suit their expertise and needs.

2. Teaching

The actual instruction given by the shadow teacher to ABK students in the general class is the subject matter.

3. Behavior Management

Shadow teachers actively contribute to shaping appropriate behavior and reducing or eliminating inappropriate behavior. Shadow teachers must be able to ensure that students have time to complete activities on their own with as little assistance as possible.

4. Management of Social Skills

Shadow teachers teach students with special needs how to socialize with other students in a way that suits them. This helps children who cannot understand social cues for communication not to become angry or engage in inappropriate behavior.

5. Teamwork

Shadow teachers are educators who interact directly with ABK students and are required to document the attitudes and development of children. In addition, shadow teachers should work closely with the team that monitors the child's development, such as regular teachers, parents, therapists and medical professionals (Purnamawasri & Suroso, 2021)

Kilduff stated that shadow teachers should have the following criteria:

1. Training and experience in applied behavioral analysis therapy or behavior management;
2. Knowledge of ABK students;
3. Expertise in improving play and interaction with peers;
4. Expertise in understanding when a student with special needs performs tasks independently or needs encouragement;

5. Analyze related data needed by a child at a certain time;
6. Ability to provide communication services between ABK students and regular educators and classmates; And Capacity to fit in the classroom while supervising children closely (Purnamawasri & Suroso, 2021).

Shadow teachers or accompanying teachers in this case are explained as educators who are tasked with accompanying students with special needs in going through the learning process while in class.

It can be concluded that Shadow teachers or accompanying teachers are educators who understand services for children with special needs and are assigned to help class teachers to monitor students with special needs who are learning while in class.

In the explanation above it can be understood that children with special needs or students with special needs also have the same rights in obtaining education. Education must prioritize human principles, not discriminate between normal students and students with special needs.

To ensure this, inclusive education comes with a solution so that students with special needs can be facilitated in carrying out learning activities at school.

In the explanation above it is explained that there are already several laws and regulations that regulate the course of the inclusive education process, both from the international level to the national regulations which are stipulated in the law.

From the explanation above, it can be concluded that the Director General of Primary and Secondary Education at the Ministry of National

Education has made regulations regarding the obligation of schools to implement inclusive education in order to provide opportunities for students with special needs who have deficiencies, both physically and non-physically. And most importantly the implementation of inclusive education is aimed at the presence of education that respects differences and diversity for all students.

The role of the shadow teacher in learning assistance for students with special needs must be able to really facilitate students with special needs such as making learning plans and using teaching materials that are easily understood by students, including students with special needs.

In this case it is clear that the main task of the accompanying teacher is to give special attention to students with special needs who experience learning difficulties while in class so that students can focus on learning.

The explanation above can be understood if a teacher assistant must have the skills and understanding in dealing with students with special needs, especially regarding strategies or approaches in helping the main teacher in dealing with students with special needs.

In this case it is explained that the accompanying teacher does not necessarily accompany students with special needs just like that but there are other tasks such as being able to build communication with students and being able to maintain good relations with all parties, especially regarding students with special needs

In the explanation above it can be understood that the role of the accompanying teacher or shadow teacher

is needed by students with special needs, in the explanation above it is explained that there are at least nine points related to this.

The explanation above makes it clear that the role of the shadow teacher is not the same as a child caretaker in general because the shadow teacher has another role like a teacher in the classroom when teaching. They are also required to be competent in dealing with children with special needs.

Shadow teachers as one of the professional jobs must be equipped with competent competencies and must have clear qualifications, because in the future their task is not only to accompany class teachers, but also play a role in providing special services to students with special needs in learning in class. The explanation above explains that the tasks of shadow teachers include curriculum planning, teaching, management of social skills, management of behavior, and consideration of teacher teamwork.

In the explanation above, according to Kilduff, it can be concluded that the shadow teacher has at least some skills when it comes to accompanying AKB students in learning, these skills are needed so that the shadow teacher and AKB students can work together.

CONCLUSION

Shadow teachers or accompanying teachers in this case are explained as educators who are tasked with accompanying students with special needs in going through the learning process while in class.

Shadow teachers or accompanying teachers are educators who understand services for children with special needs and are assigned to

help class teachers to monitor students with special needs who are learning while in class.

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