

## SHADOW TEACHER ROLE AND HYPERACTIVE STUDENT NON-ATTENDANCE INDONESIA INCLUSIVE SCHOOL: CHALLENGES AND STRATEGIES

Manggalagita Teofilus Seisorita<sup>1</sup>, Wiwik Dwi Hastuti<sup>2</sup>, Ranti novianti<sup>3</sup>  
[manggalagita.teofilus.2301628@students.um.ac.id](mailto:manggalagita.teofilus.2301628@students.um.ac.id)<sup>1</sup>, [wiwik\\_um12@yahoo.com](mailto:wiwik_um12@yahoo.com)<sup>2</sup>,  
[ranti.novianti.fip@um.ac.id](mailto:ranti.novianti.fip@um.ac.id)<sup>3</sup>  
Universitas Negeri Malang

### ABSTRACK

*Inclusive environments are a part of the world effort to provide equal access to life for children with special needs. Inclusive school needs to be prepared in all factors such as human resources, infrastructure and learning materials that suit into the type of student's speciality. In Indonesia, inclusive schools were recently one of the government educations programs to bring the education equality but, in the other side there are some schools facing some challenges to running the programme. The challenges things to build a habit or social inclusive environment including the presence of specialized teacher for hyperactive students still needed. However, in Indonesia not all-inclusive school have a special teacher that can handle hyperactive student so, that could also bring an impact on students' attendance in inclusive school. Some inclusive school choose to employ a shadow teacher from outside the school or what is known as a part-time teacher that come from educational institutions or foundations outside the school. Here we have shown some suggestions to provide an overview and suggestions appropriate ways to overcoming the limited attendance on hyperactive students in inclusive school due to the unavailability of professional specialized teacher. The overview summarises the problem points of previous research on inclusion and its solutions about the role of shadow teacher in inclusive school should understand and have the appropriate strategy and teaching plan from the experts.*

**Keyword:** *inclusive school; shadow teacher; hyperactive student.*

## INTRODUCTION

Motor Excess (Attention Deficit Hyperactivity Disorder) or ADHD have an excessive emotional and does not lead to special placement or predict responses to instruction (Winzer, 2009). Education needs a perspective to realise the right to inclusive education that education must be without discrimination and on the basis of equal opportunities (Spandagou et al., 2020). Achieving the requires a well-prepared school management and human resources, such as the profesional teachers and a competence that children with special needs need. The professional teacher for special need in some Indonesia inclusive schools need a readiness and improvement human management.

Some inclusive schools in Indonesia still dealing with management problems such as curriculum obstacles, lack of school facilities, and the condition of teachers who are considered not proactive and insensitive to the problems of children with special needs (Tanjung et al., 2022). Those conditions encourage inclusive schools to re-organized and find alternatives to overcome the problems that have arisen. An example of action taken by some inclusive schools is to employ shadow teachers for some children with special needs who are difficult to handle by general education teacher, such as children with hyperactivity (Wilyanita et al., 2023). Inclusive education creating a heterogeneous in the class and encourages the teacher to be creative using varied learning, models and media (Rosyidi, 2023). The creative and adaptive ways of learning need to be carried out by specialized teachers who have sensitivity with special needs children, especially ADHD who have behavior or emotional problem in classroom (Hapsari et al., 2020). The position of special teacher in an inclusive school has versatile tasks in its work (Mihajlovic, 2020).

This study focuses on answering the following research questions:

- What research is available on the role of shadow teachers in inclusive education for special needs children?
- What suggestions that potential for improving the students with hyperactive / ADHD attendance in inclusive school?

As mentioned in previous research studies, shadow teachers have been shown to be effective in the accompaniment of children with special needs in mainstream classes (Abdullah, 2023). Attendance of students in inclusive school is important for normal and special needs students because it will have some impact on their educational outcomes and students' social and emotional skills (Melvin et al., 2019). However, the problems of students caused by many factors such as school refusal or school exclusion such as single parent, unemployed or well-educated households (Totsika et al., 2020).

This research retrieved from literature reviews of inclusive research that focused on shadow teacher practices (Melvin et al., 2019), hyperactive students or ADHD students in inclusive school (Desmita & Machrus, 2019), management strategies for hyperactive students in inclusive school (Mezzanotte, 2020).

## METHODS

This research is the result of interview and library research about inclusive schools in Indonesia, which is a special school at the senior secondary level. The data in this article was obtained from interviews with special assistance teachers at the inclusive school and also finding the relevant literature review. The semi-structured interview was carried out in March 2024. This research focused on strategy studies after 2014 to get accurate data. Literature was obtained by searches in scholarly databases, including ERIC, frontiers in Education, Taylor & Francis, Google Scholar, Springer Link, Oxford Handbooks Online and the other digital article from national publication in Indonesia. The main search terms used were 'shadow teacher' in combination with absence; non-attendance; ADHD; hyperactive; inclusive school; teacher role; hyperactivity, strategies; challenge; suggestion; strategy; academic achievement are used.

This research reduces data from 31 studies by reviewing the title-abstract section that focusing on shadow teacher management strategy to cope the hyperactive students in the inclusive school. Throughout reviewing the data, 20 studies were found. This step purposing to get the relevant article that focus into the strategy. The study focusing on the shadow teacher strategy, inclusive school management, parents' intervention, and hyperactive students experience.

## RESULTS

There were 20 studies found that explained the shadow teacher role in the inclusive school. The term shadow teacher in each research itself has the title of the special assistant teacher version or Guru Pendamping Khusus (GPK). Several articles mention that the role of shadow teachers is to assist regular teachers in mainstream classes. Unfortunately, in fact the special educators also experience often work alone and they will be spending time to cooperating with class teachers and "paperwork". Shadow teacher need to understanding the student condition and character especially with children with hyperactive or ADHD. In addition to the character of the special needs children, the shadow teacher also needs to cooperate with the child's parents to understand and continue to mentor learning inside and outside the school. Shadow teacher have to find the very appropriate technique to reach and easier to handle the ADHD children such as therapy form when ADHD children are bored or responding when the ADHD children make mistakes.

### Study Outcomes

The 18 studies will be reported below in the following categories: Teaching Strategy to Overcome the Challenges in Inclusive School and. Each category will be shown in the tables to provide information about the study and its outcomes. Tables that summarise the methods and findings for each study can be seen in Tables 1. The complete description of the research findings and limitations for each study will described in the discussion material.

Table 1. Teaching Strategy to Overcome the Challenges in Inclusive School.

Author	Year	Methods	Outcomes
Machrus & Desmita	2019	The qualitative data were collected by semi-structured interviews and periodic observation to the classroom teacher in elementary school	The most appropriate ways for strong motivation for teacher to teach hyperactive students is giving psychomotor activities, applicable reward and punishment and seating arrangement properly.
Rahmawati, Lisnawati & Windari	2024	Case study and interviews with teacher who teach ADHD students	The research show that the teacher implemented strategies based on experts in dealing with ADHD children
Mihajlovic	2020	Qualitative research with semi-structured interviews and participant observation	The work of special educators or shadow teacher main responsibilities to teaching in small groups and the teachers were better prepared to special needs when they due to their professional expertise

Wilyanita, Herlinda, & Wulandari	2023	Qualitative research	The effectiveness of student's attendance in the class can work well if the shadow teacher is willing to collaborate with the regular class teacher
Liasidou	2015	Exploring issues in monographs terms	Teaching and learning in inclusive classrooms concerned with classroom pedagogy concept including self-regulated learning, reciprocal teaching, mnemonics and other memory strategy
Totsika, Hastings, Dutton, Worsley, Melvin, Gray, Tonge, & Heyne	2020	Survey to the caregivers	School non-attendance causing by any factors such as child older age, not living in a two-parent household, parental unemployment
May, Ford, Janssens, Delgado, Russell, Salim, Ukoumunne, & Hayes	2021	Using questionnaire predictive algorithm	Children in 4 years old has behaviour problem including the classroom nonattendance. The ADHD children were feeling less happy in school that impacting the higher rates of absences
Spandagou, Little, Evans, & Bonati	2020	Providing the outlines of inclusive education	The teachers trying to develop the practices of inclusive education through collaboration with specialist
Verger, Negre, Rossello, & Lourido	2020	Interviews and focus groups	Absences from school impacting not only the students' outcomes of learning but also in their health-related quality of life
Barua, Bharti & Vaidya	2019	Interviews and observing the children	Hyperactive student needs appropriate friendly teaching strategies and patient training for the students, and the result the child able to participate in the social life and family's activities
Anderson	2021	Literature review	Chronic absenteeism for student with disabilities be driven by a variety of factors such as lack of appropriate education placements or school aversion

Table 2. Management of The Inclusion Education

Author	Year	Methods	Outcomes
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Tanjung, Supriani, Arifudin, & Ulfah	2022	Library research method	Inclusive education service system is integrated into formal education services
Mendoza Heymann &	2024	A systematic literature review	Increasing the inclusive education for students with disabilities through teacher trainings, improving facilities and educational materials also forming partnerships within the community
Abdullah	2023	Qualitative research with a descriptive approach	To develop the student school achievement, need an appropriate learning plan
Kozibrida, Kruhlyk, Zhuravlova, Chupakhina, & Verzhihovska	2020	Meta-analysis and comparative analysis	Two key of the effectiveness approaches to integration of inclusion including integrated (the strategy that defines model), find the right community) and differentiated (have a values, beliefs and attitudes of teachers, the competence of educators) The teaching material must be taught using methods that enable to disabilities childrens to learn. The teacher have important role to teaching students the roles as cross-cultural interpreters between students with and without disability and also the school environment
Barua, Bharti & Vaidya	2019	Bioecological systems model	Important implications for prevention and intervention for absenteeism need some support from several parties such as family, school policy, community services and culturally sensitive school adaptations
Melvin, Heyne, Gray, Hastings, Totsika, Tonge, & Freeman	2019	Qualitative	In inclusive school, school principals, teacher and the community need to work together in implementation to be able to provide the right services
Munajah, Marini Sumantri	2021		

## DISCUSSION

The 18 studies in this review, published between 2015-2024, indicated some absenteeism of special need children in include school high enough, especially for those who have obstacles

that are quite difficult for regular teachers to handle such as hyperactive students. Hyperactive students have some behaviour problem in the class which may disrupting the learning in mainstream class. The problems might be influencing the general students or parents about the class condition. The further impacts that children with special needs can face is discrimination from general teachers, children and parents which results in the child being afraid and feeling less happy to go to school or while in the classroom. Other factors can be found from the child's background, such as parents who are less sensitive to their child's needs, which also influences the child's psychology and their well-being (Totsika et al., 2020; May et al., 2021; Verger et al., 2020; Anderson, 2021).

Furthermore, studies focused on the strategy to overcome the absenteeism of hyperactive or ADHD children such as giving psychomotor activities, applicable reward and applied punishment until seating arrangement properly could give an impact for the ADHD students or the other activities that ADHD children able to do (Machrus, Desmita, 2019; Liasidon, 2015). The development of school strategy also found in other aspects such as collaborating within the regular teacher and shadow teacher, of course it could develop the teacher capacity and competencies through teaching the inclusive classes (Wilyanita, 2023; Liasidou, 2015). In another discussion, there are three studies that recommend the teacher and the school to collaborating and asking to the experts, it will help them to make a learning method or intervention based on their analysis (Rahmawati et al., 2024; Mihajlovic, 2020; Spandagou et al., 2020).

To elaborate all of those aspects, the inclusive school need to improving their management such as reducing the problem with searching the strategies, human resources properly. Management strategy that have been found in some research, suggest, improving the facilities, developing the educational materials in the inclusive school (Mendoza & Heymann, 2024). The inclusive school should be aware with the quality of the human resources, more important is the teacher. The teacher in inclusive school must have a competency that suit to the inclusive environment, the teacher needs trainings and attitude development to reach the good character that inclusive school needed (Mendoza & Heymann, 2024; Kozibrida et al., 2020; Barua et al., 2019). The school also need help from other parties such the closest community that could bring the good impact to the school such as government community, social community or other that could support the school program (Kozibrida et al., 2020; Melvin, 2019; Munajah et al., 2021).

## **CONCLUSION**

This review focused on non-attendance special needs children in the inclusive school and the strategies to run the inclusive school properly with limited resources. The studies provide several factors of non-attendance students and the possible ways to overcome the lack of inclusive management including absenteeism of hyperactive students in inclusive classes: teacher training, consultation with experts, improving facilities, collaborating with the parents and community. The first thing is the most important is the teacher training because the learning need a professional teacher to cope the hyperactive children, who understand how to deal with their behaviour, teacher can identify the right intervention for them, the right activities to develop their capacities. The second thing is consultation with the experts is the other steps for teacher to develop their learning program or other educational materials based on expert's analysis. The third thing is collaborating with the other parties such as parents, community could help the teacher monitoring the social skills and children development in out of the school.

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