

## The Role of Shadow Teachers (GPK) in Optimizing Pull-Out Classes for Children with Special Needs in Inclusive Schools

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### Abstract

Children with special needs (ABK) are children who must receive special treatment, not least in terms of education. Children with special needs have the same right to education. To facilitate educational needs, inclusive schools were created; one of the schools that facilitate this in the Kartasura sub-district is MI Muhammadiyah PK Kartasura, where in its implementation, there is one special teacher who accompanies it, called a shadow teacher. The problem that exists in this inclusive school is that the pull-out class learning needs to be optimized, and the use of available learning media resources needs to be optimized. This research aims to find out 1) the characteristics of children with special needs, 2) the role of shadow teachers for children with special needs, and 3) the optimization strategy used by the pull-out class for children with special needs at MIM PK Kartasura. The method used in this paper is a qualitative descriptive review. Data were collected using observation, interview, and documentation techniques. This research is a case study research that analyzes the subjects and objects that exist more deeply and then concludes. This research uses a data validity test and a data analysis test. The results showed that 1) there are 12 categories of children with disabilities in MIM PK Kartasura, 2) the role of the shadow teacher in the pull-out class has been running well thanks to the cooperation between the shadow teacher and the children with disabilities, 3) the strategy applied to optimize the pull-out class by using a differentiation approach, the shadow teacher monitors the child's progress regularly to find out the child's development, and is supported by providing continuous training to the shadow teacher.

**Keyword:** Shadow teachers, Children with special needs (ABK), Inclusive schools

### Introduction

The 4th paragraph refers to the Preamble of the 1945 Constitution. It says that the goal of Indonesia is to educate its people. This is realized through the implementation of education, stipulated in Law Number 20 of 2003 concerning the National Education System, which states that education in Indonesia must be organized in a democratic, fair, and non-discriminatory manner (Arianto, 2022). Therefore, every Indonesian citizen has the same right to education without exception, referring to Law Number 8 of 2016 concerning Persons with Disabilities that children with special needs also have the right to education (Afifah & Hadi, 2018). Children with disabilities have physical impairments. These include hearing, vision, and speech problems. They also have nonphysical issues. These include intellectual and emotional disorders. These are above or below the average for normal children (Abdullah, 2013; Hallahan & Kauffman, 2009; Suharsiwi, 2017). So, children with disabilities are not children who are categorized as sick but children who have abnormalities (Irdamurni, 2020).

Based on data from the Coordinating Ministry for Human Development and Culture (Kemenko PMK), the number of people with disabilities in Indonesia has reached 22.97 million people or 8.5% of the total population in Indonesia and 3.3% are children aged 5-19 years; based on Dapodik, as of December 2022, 40,928 schools have implemented inclusive education, and as many as 135,946 students with special needs have carried out learning, meaning that there are more and more children with disabilities, but the availability of inclusive schools is still limited (Kalalo et al., 2022; Kemendikbud, 2023; Pusdatin Kemendikbud, 2021). Limited access to inclusive schools is one of the problems that parents and guardians of students with children with special needs are concerned about (Wibowo & Anisa, 2019).

Sukoharjo Regency in Perda Sukoharjo Nomor 12 (2020) states that Sukoharjo is a child-friendly district. Following up on this, Sukoharjo Regency stipulates in Perda Sukoharjo Nomor 3 (2020), which contains Sukoharjo being designated as an inclusive village / urban village, deepened again with where Sukoharjo Regency forms an inclusion centre intended to facilitate children with disabilities. One of the sub-districts in Sukoharjo Regency is Kartasura District, to be precise, which organizes an inclusive school, namely the MI Muhammadiyah Special Program (PK) Kartasura school where there are approximately 27 children with disabilities ranging from grades I to VI. According to Anjarsari (2018), inclusive schools define inclusive education as education that almost accepts all students with special categories in regular schools

located around the area of residence and also facilitates various support services and education according to the needs of children with disabilities.

Meanwhile, according to Rasmitadila (2020) in his book, , the concept of inclusive schools was created to realize the achievement of interaction for all children. It can embrace all the diversity that exists in Indonesia. One of the services needed by children with disabilities is a shadow teacher, better known as a Special Assistance Teacher (GPK) (Qiftiyah & Calista, 2021). Being a shadow teacher must also fulfil competencies, one of which is communication competence (M. et al., 2018). In addition, it must also have extra patience, willingness, and sincerity to face children who are not in general (Faizah, 2018). Apart from all that, according to Rosita and Suherman (2020), a shadow teacher must have a background in Special Education (PLB), which mediates the difficulties experienced by children and has a special role that teachers in general do not own.

Based on the importance of inclusive schools that have been described. There are still many obstacles to the implementation of inclusive schools, such as a lack of teaching staff, a lack of understanding of the characteristics of children with disabilities, a lack of existing infrastructure, and difficulty in modifying the curriculum. Based on the existing problems, researchers are interested in researching to optimize the role of shadow teachers in inclusive schools. This stems from an awareness of the challenges faced by shadow teachers in teaching inclusive classes; this research focuses on shadow teachers in teaching in pull-out inclusive classes.

According to research conducted by Kasih (2017), there is a need for interpersonal communication carried out by teachers and children with disabilities to build student independence; this is also supported by Muhammad's research (2018) not only communication between teachers but also communication built by parents also affects behavioural education. According to research conducted by Lazar (2020), the implementation of inclusive education has the most important element that must exist, namely the element of openness without discrimination with the basic principle of providing space and time. In research conducted by (Kalalo et al., 2022), information technology influences shadow teachers in enriching teaching skills. Research conducted by Usup et al. (2023) found that peers influenced the interaction of children with disabilities, resulting in positive relationships. Although many studies have been conducted on aspects of inclusive schools, some gaps still need to be addressed, especially in the context of optimizing shadow teachers in teaching pull-out classes. Optimizing the role of the shadow teacher is crucial in determining the success of teaching children with special needs in pull-out classes.

While previous research has explored certain aspects of inclusive schools, there needs to be more attention to pull-out classes in the literature. Previous literature has tended to focus on the inclusive school program, while the pull-out class needs to be addressed. The novelty of this research lies in the in-depth exploration of pull-out classes by detailing the relationship of shadow teachers to optimize their role in teaching children with disabilities in pull-out classes. Keeping in mind the continuity of previous literature studies, the researcher seeks to develop a more holistic understanding of the inclusive classroom.

The main objectives of this study are 1) to identify the characteristics of children with special needs in the pull-out class, 2) to find out the role of shadow teachers in teaching in the pull-out class, 3) to identify strategies to optimize the pull-out class for children with special needs at MIM PK Kartasura.

## Method

The research used a qualitative descriptive review. It included case studies and literature studies. This research was conducted at MIM PK Kartasura because this school is one of the schools that organizes inclusive schools, so the data to be taken by researchers is in this school, and this inclusive school has been recognized by the surrounding community thanks to the programs run. This research is in the form of an intrinsic case study or intrinsic case study involving research subjects in the form of ABK students from classes I-VI and 2 GPK. At the same time, the object observed is the role of the teacher in the pull-out class, as well as data collection techniques obtained using observation, interviews, and documentation. For the observation technique, researchers directly observed learning activities carried out in the inclusion classroom. In interview techniques, researchers seek information from companion teachers or shadow teachers in special inclusion rooms. Meanwhile, the documentation technique uses reference data on children's development, both daily grades and report cards obtained from the shadow teacher, as well as the amount of data on ABK and GPK in each class obtained from the TU (Administration) at the school.

According to Assyakurrohim et al. (2022), a case study is research that explores deeper information about a phenomenon (case) within a certain period. Researchers use steps in literature studies, namely (1) selecting the available source material; (2) looking for relevant articles, journals, books, or other materials according to the problem of inclusive education and children with special needs; (3) reviewing and compiling library materials according to the problem under study; (4) the materials are then read, recorded, arranged and rewritten; and (5) all the materials are rearranged (editing and organizing) into one in a research concept.

The instruments or data collection tools used in this research are direct observation and interviews. Direct observation is carried out with participant techniques. Namely, researchers directly observe the presence of children with special needs at school. This study uses a data validity test with a credibility test. According to Ahyar et al. (2020), credibility is defined as the trustworthiness of the survey results and can be guaranteed. The technique used is triangulation. According to

Sugiyono (2015), triangulation is defined as checking data in several ways. This study uses method triangulation techniques; Susanto & Jailani (2023) define method triangulation as comparing data in different ways; in this case, researchers use interviews and crosscheck existing data at school. As for the data analysis technique, it is carried out by collecting data, presenting data, and drawing conclusions.

## Result and Discussion

### **Characteristics of children with disabilities found at MIM PK Kartasura**

From the research that has been conducted, the following results are obtained: MIM PK Kartasura is one of the Kartasura sub-districts that organises inclusive schools intended for children with special needs (ABK). Of course, with the inclusion school, the school also provides facilities in the form of special teachers, more commonly called shadow teachers, who are ready to assist ABK. At MIM PK Kartasura, there are approximately 27 shadow teachers, with each teacher focusing on assisting one child. Based on the data obtained, for the 2023/2024 school year, the number of children in MIM PK Kartasura inclusive school is 27 children with disabilities, ranging from grade I to grade VI, with different characteristics of children with disabilities.

**Table 1.** School profile.

No	Aspects	Results
1.	School name	Inclusive school MI Muhammadiyah Special Program Kartasura
2.	Type of disability	ADHD, Autism, Cleft Lip, Cerebral Palsy, Communication Disorder, Dyspraxia, Dyslexia - Dysgraphia, Down Syndrome Intellectual Disorder, Speech Delay, Slow Learner, Deafness
3.	Number of students (with disabilities)	27
4.	Number of teachers (shadow teacher / GPK)	27

CLASS	I	II	III	IV	V	VI
<b>ABK</b>	M M M F F	F F F M M F M F M M F F F	M M F M F M M F F F M M F F F	M M F F F	M M M F F M M M M	M M M M
<b>GPK</b>	F F F F F	F F F F F	M F F F F	F M F F F	F F M F F F F	F M F M
*	F = Female		ABK = children with special needs			
	M = Male		GPK = Shadow teacher			

Of the 27 children with disabilities, the school has categorized them as students with Attention Deficit Hyperactivity Disorder (ADHD), Autism, Cleft Lip, Cerebral Palsy, Communication Disorder, Dyspraxia, Dyslexia-Dysgraphia, Down Syndrome, Intellectual Disorder, Speech Delay, Slow Learner, and Deafness. This grouping of diagnoses of children with disabilities is based on the results of tests conducted by the inclusion team; this is by research conducted by Resti (2023) that tests are carried out to select learning abilities/characteristics/types of children with disabilities.

**Table 2.** Gender of children with disabilities and shadow teachers in each class

Tests for the inclusion of children are in the form of psychological tests; for each ABK who will enter the inclusion class, the parents are required to bring a letter containing a diagnosis from a psychologist regarding the characteristics of the child. The test results carried out by the inclusion team will be matched with the diagnostic letter that the parents bring. According to Chatif (2010), the MIR test is an instrument that can describe a person's intelligence tendencies. This is in line with previous research conducted by Astuti (2017) that the MIR at MIM PK is carried out after students register; this MIR test is in the form of an interview with a child that refers to 8 existing intelligences, this MIR interview test is not only intended for children but also parents or guardians who understand children so that the information obtained is accurate and not only one-sided.

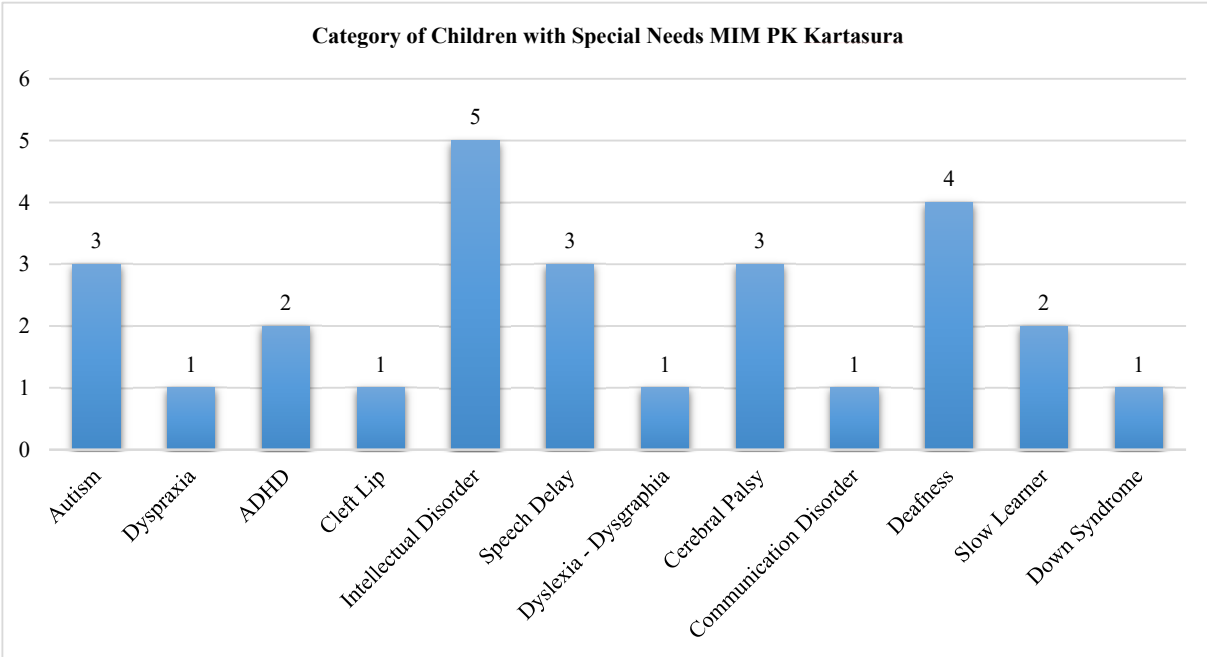


Figure 1. Category data of children with special needs in grades I-VI

From the data obtained from the school's Administrative Manager (TU), in class I, there are three boys with special needs such as Autism, dyspraxia, and ADHD. In class II, there are four girls with special needs, such as cleft lip and intellectual disorder, and two children who both have speech delay disorders. In class III, there are five children, namely two girls with dyslexia and cerebral palsy and three boys with intellectual disorder, Autism, and communication disorder. In class IV, there are five children, namely three girls with intellectual disorder, severe deafness, and cerebral palsy, and two boys with cerebral palsy and Autism. In class V, there are six children with special needs, namely three girls with severe deafness, slow learner, and mild deafness, and three boys with dyslexia-dysgraphia (one child with two special needs categories), slow learner, and ADHD. In class VI, there are four boys with special needs, such as Down syndrome and severe deafness, and two children with intellectual disorders.

Children with the categories of dyspraxia (auditory-motor integration disorder), dyslexia (reading difficulty), dysgraphia (writing difficulty), dyscalculia (counting difficulty), and dysphasia (speech-language disorder) are characteristic of children experiencing clinical symptoms of Minimal Brain Dysfunction (DMO). This makes children experience specific learning disabilities (SLD) caused by abnormalities in the nervous system (Sutratinah, 1995). Children with ADHD are defined as having disorders in neurological development; the main characteristics found in ADHD children are lack of attention (easily distracted), hyperactivity, and impulsivity, which can affect children's learning achievement (Politou, 2022). Autism is defined as a disorder of abnormal physical-mental-spiritual development that has difficulty communicating and socially interacting with others Autism is defined as a disorder of abnormal physical-mental-spiritual development that has difficulty communicating and socially interacting with others (Afroditi, 2021). ADHD and Autism are disorders categorized into developmental psychopathology (Hudziak, 2008). Down syndrome is defined as a developmental disorder caused by an extra chromosome. In general, humans only have 46 chromosomes. However, in the case of Down syndrome, the number of chromosomes owned is 47 chromosomes, and children with Down syndrome have special characteristics that can be seen physically, such as short bodies, slightly tilted upward eyes, abnormal ear shape, flat face shape, imperfect hair and skin pigmentation, tongue larger than the mouth, horizontal lines on the palms of the hands, etc. (Metavia & Widyana, 2022). Intellectual disability (ID) is defined as a disorder of intellectual functioning and adaptive behaviour; ID can be caused by environmental factors (exposure to toxic substances such as chemicals and drugs) and genetics (during prenatal life, such as chromosomal imbalance) (Chiurazzi & Pirozzi, 2016). Children with symptoms of speech delay have slower speech abilities than children their age; there are special characteristics that can be seen, namely the pronunciation of words that are not precise and clear; this can be caused by the absence of models that can be absorbed and imitated (Istiqlal, 2021). Children with slow learning (slow learners) have an intellect slightly below normal (IQ 80-85), which causes children to take longer to learn (Mastur & Haryanti, 2022). Cerebral palsy (CP) is a condition caused by a problem in the brain that causes motor disorders (MacLennan et al., 2015). Communication disorder (CD) is a communication disorder experienced verbally or nonverbally during social interactions (B. S. I. Azizah & ., 2021).

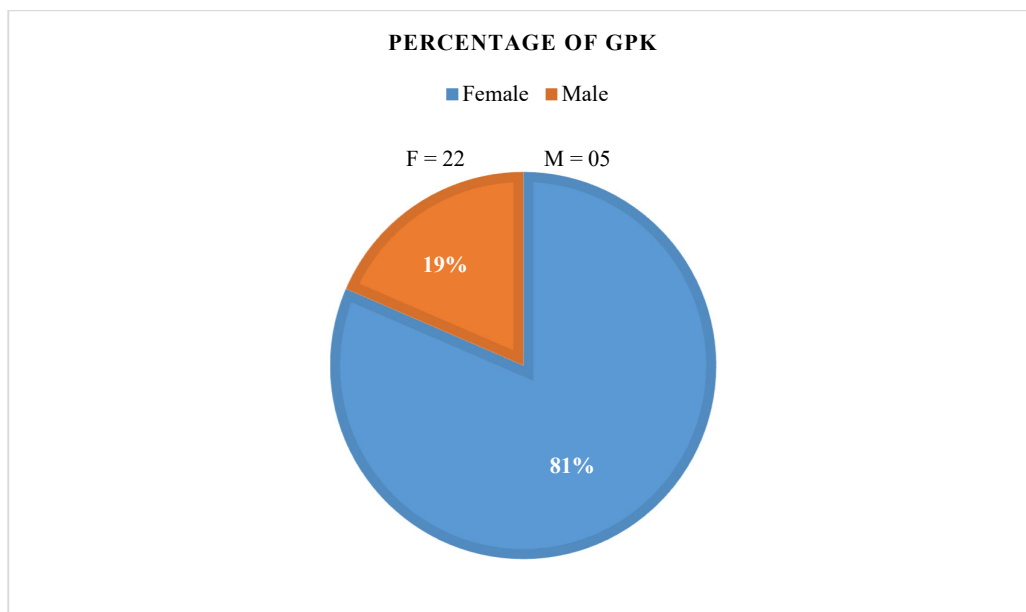
In this study, researchers took the subject of children with disabilities who were in the lower class (class II) from the data obtained that this girl was a child with a cleft lip category. Theoretically, Labioschisis, better known as cleft lip, is a Congenital abnormality in the facial structure is where there is a gap between the lips and the palate due to disruption in fusion, which nutritional factors can cause during pregnancy (Afra & Atifah, 2021). From the results of the interview with the shadow teacher of the assisted child for learning problems, sometimes using pull-in and pull-out classes, following the ability of the child because sometimes the child feels insecure about the cleft lip experienced. For physical posture, there is no problem, but the cleft lip makes it difficult for the child to communicate, especially with a vocabulary that is still minimally known. So, pull-out classes are applied during language lessons so that children focus more on learning to add new vocabulary.

Researchers also took the subject of children with disabilities in the high class (grade IV) who were girls in the deaf category. In theory, deaf children are defined as having hearing impairments that interfere with verbal communication (I. et al., 2019). The results of interviews with shadow teachers and classroom observations show that the child being taught during learning takes place using a pull-out class, so learning is carried out in full pull-out.

Intelligently deaf children have the same potential as normal children but are functionally influenced by their limited language skills, limited information, and interaction, which will hinder the achievement of broader knowledge, so the development of intelligence and function is also affected. Full pull-out is applied because this child has severe hearing impairment with the hearing ability of 65-95 dB, so it requires more extra handling and is assisted with hearing aids.

### **The Role of Shadow Teachers at MIM PK Kartasura**

From the results of data obtained from the TU of MIM PK Kartasura school, there are 27 shadow teachers with details according to the following table, for the number of female shadow teachers, there are 22 teachers, while there are five male shadow teachers.



**Figure 2.** Percentage of female and male *shadow teachers* (GPK)

From the results of interviews conducted with two shadow teachers, namely teachers in low grades (grade II) and high grades (grade IV), it was found that a shadow teacher has the role of accompanying children for approximately two years, of course, several things must be done by a shadow teacher, one of which is to observe children for approximately one month to be an approach to understanding the characteristics of children.

In the implementation of inclusive schools, MIM PK Kartasura applies a shadow teacher system to accompany children with disabilities for approximately two years. This is so that children do not experience dependence on only one shadow teacher, but with the change of shadow teacher, it is hoped that children can also socialize with other people. In order not to experience dependence, a shadow teacher in his role also focuses on continuing to train and improve independence skills, with the hope that a child with disabilities can at least take care of himself. The role of the shadow teacher is not only to teach about worldly matters but also to teach about religiosity.

In organizing inclusive classes, there are pull-in and pull-out classes. Pull-in means that children with disabilities participate in learning in regular classes with other normal children. In contrast, pull-out means that the learning process is carried out in a special room containing fellow inclusion children (Salpina & Putri, 2023). At MIM PK Kartasura, a shadow

teacher is given the right to determine whether the child being assisted will be pulled in or pulled out. There are several criteria for children to be pulled out, such as the child has not been able to follow the learning in the regular class, the target achieved is too high for children with disabilities, and the child's condition is not conducive. Holding appropriate pull-out classes is in line with the opinion of Hidayah et al. (2021) in their research that, in general, shadow teachers view children with disabilities as needing intensive learning by being pulled out because a child with disabilities needs a repetitive learning process compared to normal children.

From the results of the interview, the shadow teacher must have special qualifications, namely a bachelor's degree in special education (PLB). It was also found from the interviews that the role of the shadow teacher also varies, among others:

**Table 3.** The role of a shadow teacher

No	The role of the <i>shadow teacher</i>	Activities performed
1.	Individual support for children with disabilities	<ul style="list-style-type: none"> <li>a) Giving full attention to children with disabilities</li> <li>b) Mentoring children with disabilities at every opportunity</li> <li>c) Reinforce every decision made by children with disabilities</li> <li>d) Motivating children with disabilities to learn</li> </ul>
2.	It helps in terms of adaptation to the material	<ul style="list-style-type: none"> <li>a) Helping children with disabilities to understand the material</li> <li>b) The shadow teacher modifies the PPI (Individual Learning Program) to suit the children's abilities.</li> <li>c) The shadow teacher determines and uses appropriate methods when learning</li> <li>d) Use concrete media/images/technology to explain difficult lesson concepts</li> </ul>
3.	Monitoring children's achievement	<ul style="list-style-type: none"> <li>a) The shadow teacher records any progress shown</li> <li>b) Shadow teachers provide periodic evaluations</li> <li>c) Shadow teacher appreciates every achievement</li> <li>d) Shadow teachers design what achievements need to be improved</li> </ul>
4.	Helping to be able to communicate	<ul style="list-style-type: none"> <li>a) Inviting children with disabilities to talk</li> <li>b) Provide speech and language therapy in each session</li> <li>c) Provide exercises related to articulation (pronunciation of words) such as moving the mouth and tongue</li> <li>d) Shadow teachers provide additional vocabulary by looking at pictures and explaining what is in the picture</li> <li>e) Inviting children to sing and listen to music</li> <li>f) Some children with disabilities were given reinforcement on correct sign language skills</li> </ul>
5.	Social and emotional skills mentor	<ul style="list-style-type: none"> <li>a) The shadow teacher designed social skills practice by asking the children to interact with their classmates during breaks</li> <li>b) Shadow teachers utilize existing media to model social skills</li> <li>c) The shadow teacher explains what behaviours are and are not allowed</li> <li>d) Shadow teachers provide opportunities for children with disabilities to participate in extracurricular activities at MIM PK Kartasura.</li> <li>e) The shadow teacher listens to the children's concerns</li> <li>f) Provide positive support for everything the children talk about</li> <li>g) Guiding children with disabilities to overcome their worries</li> </ul>
6.	Helps develop independence	<ul style="list-style-type: none"> <li>a) Shadow teachers give children with disabilities the opportunity to organize their textbooks independently</li> <li>b) Children with disabilities are allowed to manage their own time while still under the supervision of the shadow teacher</li> </ul>

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- c) Giving children with disabilities the opportunity to get goods elsewhere or buy goods in the cooperative independently but the shadow teacher still gives instructions on what to do
  - d) Giving children with disabilities the opportunity to tidy up their stationery when the lesson is over
- 

This is by research conducted by F. F. Sari (2020) that in addition to having qualifications from the PLB department, a shadow teacher must also have at least three main abilities, including 1) general ability, 2) basic ability, and 3) special ability.

### ***Pull Out Optimization Strategy at MIM PK Kartasura***

A shadow teacher, before teaching children with disabilities, prepares media and materials to be taught and supports tools for learning. Of course, inclusive schools can run with the infrastructure provided by MIM PK Kartasura, starting from the provision of buildings that are being built in stages, and electronic media facilities in the form of TVs with sufficient use, the inclusion class itself is provided with tables, chairs, and mats to overcome if the child is bored when learning. As important as the role of a shadow teacher, MIM PK Kartasura provides facilities for shadow teachers to increase their knowledge about inclusion, namely with the "Learning Teacher" program, whose members are fellow shadow teachers who make a training/workshop which is held every four times a year with a duration of approximately 2-3 hours every Saturday delivered by people who are experts in the field of inclusion. This is in line with research conducted by F. F. Sari (2020) who found that one way to improve the quality of shadow teachers is by conducting training that discusses strategies and models that can be applied when teaching children with disabilities. Also, research conducted by Muhtarom (2010) supports the learning model system to be optimal by developing the ability of existing resources (shadow teachers).

The strategies that a shadow teacher uses in teaching are many, ranging from the models and methods applied, but from the results of the interview, it was found that the shadow teacher always emphasizes the application of the concept of learning while playing. From the results of the interview, it was found that the method applied in teaching the pull-out class as a whole was the cooperative learning method supported by learning media. However, in the case of deaf children, the shadow teacher also applied the communication method (using sign language) and lip reading. Cooperative learning is a method of learning by using small groups to make learning effective; there are several principles in this model: 1) positive interdependence, 2) individual responsibility, 3) direct motivation, 4) accountability, 5) communication, 6) social interaction, 7) evaluation and follow-up (Ellala & Alslaq, 2017).

So, in general, cooperative learning methods are used, but several methods are added while still adjusting to the needs of children. This is to research conducted by I. Azizah (2022) that the teaching methods for each category of children are, of course, different according to the characteristics of the children, such as communication, task analysis, direct instruction, prompts, verbal prompts, gestural prompts, physical prompts, modelling, peer tutorials, cooperative learning.

In the implementation of learning, the shadow teacher does not use lesson plans; rather, the shadow teacher makes his own according to the characteristics of the child with the name PPI (Individual Learning Program), which is compiled at the beginning of the semester. In its implementation, sometimes it is not by the initial design of PPI, so these obstacles can be overcome by lowering the target level and still adjusting to the child's ability. In PPI, the evaluation is not only written quantitatively in the form of numbers but also descriptively (Ishartiwi, 2010).

**PERENCANAAN PENGAJARAN INDIVIDUAL**  
**TAHUN PELAJARAN** \_\_\_\_\_

**I. Siswa**

Nama : \_\_\_\_\_  
 Kelas / Semester : \_\_\_\_\_  
 Tempat tanggal lahir : \_\_\_\_\_  
 Usia : \_\_\_\_\_  
 Nama Orang Tua : \_\_\_\_\_  
 Kondisi : \_\_\_\_\_  
 Pendampingan saat ini : \_\_\_\_\_

**II. Komite**

**Kepala Sekolah**  
 Ustadz \_\_\_\_\_

**Tanda tangan**

\_\_\_\_\_

**Wali Kelas (Tematik, Tahfidz, Bahasa Jawa, Bahasa Inggris)**  
 Ustadzah \_\_\_\_\_

\_\_\_\_\_

Direct translation :

**INDIVIDUALIZED TEACHING PLANNING**  
**LESSON YEAR** -----

**I. Student**

Name : \_\_\_\_\_  
 Class / Semester : \_\_\_\_\_  
 Place date of birth : \_\_\_\_\_  
 Age : \_\_\_\_\_  
 Parent's Name : \_\_\_\_\_  
 Condition : \_\_\_\_\_  
 Current companion : \_\_\_\_\_

**II. Committee**

Signature

School Principal  
 \_\_\_\_\_

Homeroom Teacher (Thematic, Tahfids, Javanese, English)  
 \_\_\_\_\_  
 Ustadzah

**Figure 3.** Example of PPI implemented at MIM PK Kartasura

In addition to the PPI, there is also a progress report that is given every three months. The progress report is in the form of attitude progress during learning. The assessment on this development report card is not listed using numbers but descriptions: SK (Very Poor), K (Poor), C (Fair), B (Good), and SB (Very Good). In the report card, the focus of evaluation is more on assessing both social and emotional skills and the independence of children in completing tasks.



MAJELIS DIKDASMEN MUHAMMADIYAH KARTASURA  
MADRASAH IBTIDAIYAH MUHAMMADIYAH  
MIM KARTASURA

Alamat: Jl. Slamet Riyadi No 80 Kartasura, Sukoharjo telp. (0271) 780689

Laporan Hasil Belajar Siswa

Kelas \_\_\_\_\_

Nama : \_\_\_\_\_  
Usia : \_\_\_\_\_

Periode : \_\_\_\_\_  
Tahun : \_\_\_\_\_

No	Aspek	Target Perkembangan	Nilai				
			SK	K	C	B	SB
1	Perilaku dan Emosi	a. Ananda mampu lebih mengontrol emosinya				✓	
		b. Ananda lebih percaya diri ketika berada di lingkungan baru				✓	
		c. ketika membaca dan menulis ananda lebih percaya diri lagi			✓		
2	Motorik dan Sensorik	a. Ananda mampu berlari dengan cepat				✓	
		b. Ananda mampu menangkap dan melempar bola				✓	
		c. Ananda mampu menjaga keseimbangan badannya			✓		
		d. Ananda mampu menulis dengan rapi		✓			
3	Komunikasi	a. Ananda mampu mempertahankan kontak mata saat diajak berbicara		✓			
		b. Ananda dapat bercerita dengan runtut		✓			
		c. Ananda mampu memberi <i>feedback</i> saat berkomunikasi			✓		
		d. Ananda mampu mengucapkan dengan artikulasi yang jelas		✓			
		e. Ananda mampu menjawab dengan kalimat yang panjang secara tepat		✓			
4	Sosialisasi	a. Kemampuan memahami aturan dalam bermain			✓		
		b. Ananda dapat berpartisipasi dalam bermain tanpa disuruh			✓		
5	Activity Daily Living (ADL)	a. Ananda dapat mandiri		✓			
		b. Ananda mampu menjaga barang pribadinya				✓	
		c. Ananda mampu melakukan bina diri			✓		
6	Kognitif	a. Ananda mampu berkonsentrasi jika ada kegaduhan disekolah		✓			
		b. Ananda mampu mengenal dan mengingat soal cerita yang Panjang		✓			
		c. Ananda mampu berkonsentrasi dalam belajar		✓			
		d. Ananda mampu dalam menghitung pengurangan dan penambahan			✓		
		e. Ananda dapat membaca huruf paten			✓		
		f. Ananda dapat membaca jam		✓			
		g. Ananda lebih cekatan ketika mengerjakan sesuatu		✓			
		h. Ananda mampu menceritakan dengan kalimat utuh ketika melihat gambar		✓			
7	Multiple Intelegensi/MI	a. Ananda dapat meningkatkan kemampuan dalam jual beli agar dapat mengembangkan potensi yang ia miliki				✓	
		b. Ananda bisa mengembangkan dan mengasah hobinya dalam memasak				✓	
		c. Ananda mampu mengerti uang kembalian ketika transaksi jual beli		✓			

Keterangan :

SK : Sangat Kurang  
K : Kurang

C : Cukup  
B : Baik

SB : Sangat Baik

Direct translation :

Attachment Of Student Learning Outcomes  
Class \_\_\_\_\_

Name :  
Age :

Period :  
Year :

Aspect	Development target	
1. Behavior and Emotions	a. Ananda is able to better control her emotions b. Ananda is more confident when in a new environment c. You are more confident when reading and writing.	
2. Motor and Sensory	a. Ananda is able to run quickly b. Ananda is able to catch and throw the ball c. Ananda is able to maintain her balance d. Ananda is able to write neatly	
3. Communication	a. Ananda is able to maintain eye contact when spoken to b. Ananda can tell a story coherently c. Ananda is able to give feedback when communicating d. Ananda is able to speak with clear articulation e. Ananda is able to answer with long sentences	
appropriately 4. Socialization	a. Ability to understand the rules of play b. Children can participate in play without being told	
5. Activity Daily Living (ADL)	a. The child can be independent b. The child is able to take care of his/her personal belongings c. The child is able to do self-help	
6. Cognitive	a. Your child is able to concentrate if there is noise at school b. He/she is able to recognize and remember long story problems c. You are able to concentrate on learning d. Your child is able to calculate subtraction and addition e. You can read patent letters f. You can read the clock g. You are more dexterous when doing things h. You are able to tell a complete sentence when you see a picture	
7. Multiple Intelligence/MI potential.	a. Ananda can improve her ability in buying and selling to develop her b. Ananda can develop and hone her hobby in cooking c. Ananda is able to understand change when buying and selling transactions	
Remarks: SK = Very Less K = Less	C = Enough B = Good	SB = Very Good

**Figure 4.** Example of a progress report card implemented at MIM PK Kartasura

From the results of the final interview, the shadow teacher still tries to optimize learning in the pull-out class by monitoring children's development every day (daily activity), repeating material, providing supporting media, and, most importantly, communicating and collaborating between the shadow teacher with the class teacher and with parents to discuss children's needs during learning, open communication to monitor children's development and collaboration in the classroom so that they can manage the class according to their respective roles. To make it even more optimal, a monitoring system is implemented directly and online by contacting parents at home. Some factors that encourage success are derived from good cooperation between GPK and children with disabilities. However, again, the influencing factor is from within the individual child (whether there is a will or not), such as support from the school, active involvement of shadow teachers, good teaching adaptations, appreciation of the progress shown by children, active participation of children with disabilities, social-emotional support for the use of technology in learning.

## Conclusion

Based on the results and discussion in the previous chapter, the following conclusions can be drawn in writing this research:

1. The inclusive school at MIM PK Kartasura has many categories. At MIM PK Kartasura there are approximately 12 types of children with disabilities, including Autism (3 children), dyspraxia (1 child), ADHD (2 children), cleft lip (1 child), intellectual disorder (5 children), speech delay (3 children), dyslexia-dysgraphia (1 child), cerebral palsy (3 children), communication disorder (1 child), deafness (4 children), slow learner (2 children), down syndrome (1 child). Most of these children had intellectual disabilities, with five children with intellectual disabilities and four children with deafness.
2. The role of the shadow teacher works well with the cooperation between the school, regular teachers, children with disabilities, and the local environment. The shadow teacher has full authority over pull-out learning. The role of the shadow teacher is that in addition to the main task of accompanying children with disabilities, the shadow teacher also has the power to determine the targets that must be met each semester and focus on increasing children's independence. Most importantly, a shadow teacher must have a special education qualification.
3. From the results of the interview data obtained, optimization can be done by joining the pull-out class so that the focus of ABK is not divided among other children. Many methods are also applied, one of which is learning while playing. Optimizing education for children with special needs requires teaching methods that must be carried out by educators at MIM PK Kartasura itself, generally using cooperative learning methods while still paying attention to some of the needs to be tailored to ABK. Learning optimization is also influenced by the PPI that is prepared and the evaluation that is put into the development report card, which is the most important factor for optimization to run smoothly, namely good cooperation between children with disabilities and shadow teachers.

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