

The Role of Counselors for Special Needs Children with Attention Hyperactivity Disorder in Inclusion Schools

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ABSTRACT

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Children with special needs with Attention Deficit Hyperactivity Disorder (ADHD) and autism have unique challenges in their development and learning. Children with ADHD often have difficulty focusing and difficulty communicating, social interaction and difficulty controlling behavior in structured environments such as schools. The benefit of this study is to find out how far away counselors play in inclusion schools. This research method or approach uses observations, interviews with counselors, and accompanying teachers at the Al-Jannah Islamic School of Science. The purpose of this study was to find out how a counselor or a co-teacher who handles the school's crew members and supports the school in developing an inclusive learning program. The result obtained from this study is that the role of a counselor or a companion teacher is very important in helping children with special needs (ABK) adapt in the school environment.

Kata Kunci

Counselor Role, ABK, ADHD

INTRODUCTION

Professional and quality counselor guidance program to optimize the development of special needs students in inclusive schools. Collaboration for student success is an integral part of educational reform at inclusive schools (edita, 2019). Special Needs Children (ABK) are children who have special characteristics and are different from those in general, who may exhibit disabilities in mental, emotional, and physical aspects. A variety of special needs children ranging from blind children, deaf children, Rahita children, disabled children, homeless children, and intelligent children and special talents. Children with special needs have different characteristics from each other. In this study we focused on the addd children in al Jannah school, in al Jannah school there were 40 children, with 29 qualifications. In this study we observed children with ADHD with characteristics: difficult to concentrate, hyperactive and difficult to control their emotions. Treatment at the school uses therapy such as speech therapy, integration/occupation sensors and physiotherapy. So we're interested in doing research on ADHD children. ADHD is a neurobiological condition characterized by the inability to focus attention such as reading, listening, completing tasks on time, and difficult to

listen to others, having too much energy (hyperactive), difficult to wait for a turn.

Communication disorders include problems related to language, speech, and the ability to understand and express information. Children with communication disorders have difficulty speaking clearly, understanding what others are saying, or using language in the right way. These disorders can have a significant impact on children's learning ability and social interaction.

Guidance and counseling services are the process of providing assistance to students continuously to achieve independence in self-understanding, so that students are able to direct themselves in accordance with the demands and conditions of the school, family and community environment

Special needs children such as autism, communication disorders, and ADD at the Alam Science Islamic School of Al Jannah include a deep understanding of these types of disorders, their characteristics, and appropriate interventions and educational approaches. It also includes support provided to families, adjusting the school environment to facilitate their needs, and focusing specifically on children with special needs with communication disruption. (Badiah, 2017)

RESEARCH METHOD

This study uses a descriptive qualitative approach, obtained from observation, in-depth interviews with special counselors for special needs children (ABK) and teachers who assist students in the process of learning and teaching activities. The methods used in this study were: observation methods, interviews and documentation. Based on the problems studied, the research method used is qualitative descriptive aimed at describing a phenomenon or fact studied. The data collection technique in this study used an in-depth interview with class teachers. The data analysis used in this study uses interactive analysis techniques proposed by Miles & Huberman Punch consisting of three components, namely data reduction, data presentation, and withdrawal or conclusion testing. (Sugiarto, 2017)

RESULT AND DISCUSSION

This study focused on children with Attention Deficit Hyperactivity Disorder (ADHD) at Al Jannah School, consisting of 40 children, of which 29 met the ADHD criteria. Observations show that the main characteristics of ADHD in children include difficulty in concentration, hyperactivity, and difficulty in controlling emotions. Treatments implemented in schools include speech therapy, sensory/occupation therapy, and physiotherapy.

In this study, we also explore communication disorders, which involve difficulties in speaking clearly, understanding other people's conversations, and using language appropriately. These disorders have a significant impact on children's learning ability and social interaction. Guidance and counseling services at the Al Jannah Islamic School of Science are designed to help students with special needs such as autism, communication disorders, and Attention Deficit Disorder (ADD). The focus of this service is to understand the types of disorders, characteristics of characteristics, and to implement appropriate educational interventions and approaches. Support is also provided to families, and school environmental adjustments are made to facilitate student needs.

Observation results show that children with ADHD at Al Jannah School experience significant challenges in aspects of concentration, emotional control, and hyperactivity. These three problems have an impact on their ability to follow learning, complete tasks, and interact with their surrounding friends.

Therapy applied in schools, such as speech therapy, sensory/occupation therapy, and physiotherapy, are the best steps to address these problems. This therapy helps to improve communication skills, motor skills, and control children's emotions with ADHD. Communication disruptions faced by some children require special attention. Difficulties in speaking clearly and understanding information hinder their learning and social interaction. Effective measures for communication disorders involve speech therapy and adjustments in teaching methods to meet these children's specific needs.

Guidance and counseling services at the Al Jannah Islamic School of Science play an important role in supporting students with special needs. This approach includes an in-depth understanding of existing disorders, distinctive characteristics, and appropriate educational strategies. In addition, support for families and school environment adjustments demonstrate the school's commitment to creating an inclusive environment that supports the development of each student.

Overall, this study emphasized the importance of a multidisciplinary approach to dealing with children with ADHD. Collaboration between counselors, teachers, and families is essential to ensure that children's educational and emotional needs can be met optimally. Proper adjustment and support can help these children achieve their potential and function better in their school and social environments. Children with ADHD need time and energy for them to concentrate over long periods of time or generally normal children of their age. This is where the drillings are often performed during therapy and when any command should be performed. In addition, it is the teacher's duty to teach and educate their students well so that they can be

independent someday. Teachers are the second parents of students who are expected to be able to motivate students' lives, especially in learning. Students with special needs, in this case sufferers with ADHD, have the same right as other students to receive education in order to meet the future. Therefore, it is hoped that teachers will also be able to teach and educate students with special needs, just like other students. Nevertheless, it cannot be denied that there are some obstacles when facing ADHD children, of course this will take time, patience and greatness of heart, last long and cannot be fast. It takes patience, perseverance and persistence to care for ADHD (Fitriyani et al., 2023). One more thing that's most necessary is parental love, because with parental love it will be able to grow creative ideas on how to process the above mentioned games and therapy into something that really leads a child to the true identity of a child, grow and develop according to one's natural age. Here parents are required to imitate all things in counseling places to practice at home so that children learn well. In general, ABK students are less able to participate in learning well if the rhythm is adjusted to other students. Regarding emotional conditions, students tend to have a sensitive mood so that teachers must be more careful in teaching so that the students do not get angry, angry, or disobedient. For example, if a school student comes to school with an emotional condition or an unstable mood, the teacher will come to school.

Class teachers experience several challenges in the learning process because of several things, among them: (1) There are students who do not want to study with the group so that the teacher allows them to work on their own with assistance; (2) There are students who are not able to express themselves so that the student defecates several times in the class; (3) There are students who have not been able to study independently so that they always study with teachers at the teacher's desk; (4) There are students who are released by teachers in the learning process because they cannot be regulated and often have tantrums in class; (5) There are two students with slow learning indications even though they can still communicate well. (6) Some students are lazy or unable to read, but the teacher's roles include: 1. Conducting observations on students indicated to have learning barriers, 2. Communicating student learning barrier indications to parents, 3. Educating regular students, 4. Providing exclusive learning, 5. Focus basic life skills students, 6. Monitor student progress with parents, 7. Evaluation of learning that fits the needs of students (Darmawan et al., 2024)



CONCLUSION

The results show that the importance of a focused and appropriate approach in providing education services to children with special needs, especially at the Al-Jannah School of Nature. In this context, ADHD (Attention Deficit Disorder), autism, and communication disorders are the main focus in understanding characteristics and proper implementation of interventions.

The role of a teacher or counselor is to provide the best service for students not only who are in normal conditions but also crew members who are also entitled to the best education and learning. In a way: 1.) Work with parents, families, and counselors to design and implement a comprehensive support strategy. 2.) Taking professional training and development to update knowledge and skills in supporting crew members. 3.) Establish and implement

individual learning plans, and conduct assessment and monitoring to ensure the progress of children with special needs.

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