



Optimizing the Role of Special Guidance Teachers (GPK) in Serving Children with Special Needs (ABK) at SMP Muhammadiyah 1 Kartasura.

¹Widia Wahyu Rahmawati, ²Lisnawati Ruhaena, ³Acep Azis Ansori, ⁴Metanisa Rofi Hamtina

^{1,2,3,4}Faculty of Psychology, Universitas Muhammadiyah Surakarta

email : ¹s300240003@student.ums.ac.id, ²lr216@ums.ac.id, ³s300240013@student.ums.ac.id,

⁴s300240004@student.ums.ac.id

ABSTRAK

This training aims to enhance the competencies of Special Education Teachers in assisting students with special needs at SMP Muhammadiyah 1 Kartasura. The program was conducted over two days and included material delivery, practical exercises in identifying special needs, and communication simulations in the classroom. The training participants, consisting of five special education teachers, were given pre-tests and post-tests to measure their improvement in understanding and skills. The results showed significant progress in observation, communication, and identifying special needs. Furthermore, interactive discussions during the training provided a platform for participants to share experiences and solutions to challenges in assisting Special Needs. This training serves as a strategic step in supporting the implementation of inclusive education, with the expectation that special education teachers can apply the skills learned to create a supportive and inclusive learning environment for special needs development.

Keyword : Inclusive Education, Children with Special Needs, Special Education Teachers.

1. Pendahuluan

Education is a fundamental right and an essential need for every individual, including those with special needs, to ensure that they

can lead a dignified life. In realizing this right, the role of teachers is crucial as the spearhead that determines the success of educational programs. Like a conductor in an orchestra, teachers direct the class with all its diversity

to create harmony, so that every student—with different backgrounds and needs—can complement each other. Thus, an effective and meaningful learning experience is created for all children, regardless of their differences. In Indonesia, the government has recognized the importance of inclusive education by establishing policies that support its implementation. Law No. 20 of 2003 on the National Education System states that every citizen has the right to a proper and quality education, including those with special needs (Budijanto & Rahmanto, 2021). The implementation of inclusive education is very important because it provides opportunities for children with special needs (ABK) to receive an education without discrimination. According to (Sahrudin et al., 2023), inclusive education is the most appropriate learning approach for all children, as it not only supports children with special needs (ABK) but also teaches regular children in the same class about adaptability and socialization skills. This creates an environment that encourages social interaction among children from diverse backgrounds and gives regular children an understanding of how to accept and appreciate differences. In other words, they learn how to be tolerant and accept diversity. The implementation of inclusive education requires strong support from various parties, including the government, schools (curriculum, facilities), teachers, students, parents, and the community. Teachers play a central role as the main implementers of inclusive education in the classroom (Setiawan et al., 2020). In inclusive education, there is a new role called the Special Assistant Teacher (GPK). The responsibility for handling children with special needs is no longer solely on the shoulders of classroom teachers but also involves Special Assistant Teachers (GPK). Classroom teachers and GPKs need to collaborate and build a solid team to support children with special needs. In inclusive education, collaboration between GPKs and classroom teachers is crucial to

providing the best possible services, whether in the teaching and learning process, social interaction, or the emotional development of students with special needs (Ansari et al., 2021). In performing their duties, SPAs play a role in accompanying and guiding students with special needs, both during the learning process and in their daily lives at school. In addition to being companions and mentors for students with special needs, SPAs also serve as role models for these students to encourage positive behavioral changes. Therefore, it is hoped that the role of an SPA can provide the best educational process for students with special needs to achieve optimal learning outcomes. The role of Special Education Teachers (GPK) can be optimally carried out if they receive support from the school, especially in terms of the availability of adequate support staff and the development of inclusion programs that are tailored to the needs of students. One example of the implementation of this effort can be seen at Muhammadiyah 1 Kartasura Junior High School, which is committed to providing quality inclusive school services.

SMP Muhammadiyah 1 Kartasura is an educational institution that is currently pioneering an inclusive school program in collaboration with MI Muhammadiyah PK Kartasura. SMP Muhammadiyah 1 Kartasura provides special assistant teachers in the educational process. Based on an interview conducted with the Inclusion Coordinator at SMP Muhammadiyah 1 Kartasura, it was found that there are five students with special needs (ABK) in grades 7 and 8. There is one student in grade 7 with learning disabilities (slow learner) and hearing impairments, one student with mild intellectual disabilities, and one student with Down syndrome. In grade 8, there is one student with mild intellectual disabilities and one student with learning disabilities (slow learner). Therefore, there are a total of 5 children with special needs and 5 special education teachers assigned to the school, meaning that one special education teacher accompanies one student with special

needs. The role of the special education teacher is to observe the students with special needs under their care at the beginning to gather data on their behavioral patterns and learning styles. After conducting observations, the special education teacher creates an Individualized Education Program (IEP) as a guide for the special education teacher in conducting the learning process at school. The IEP is created using a modified curriculum from the Merdeka Curriculum and data on the child's condition from the previous school. Once the IEP is completed, the special education teacher immediately provides support to the student with special needs during the learning process in accordance with the IEP that has been developed. The Inclusion Coordinator also stated that the implementation of inclusive education at SMP Muhammadiyah 1 Kartasura is still hindered by many factors, such as the school lacking information about training on inclusive education for GPK, the lack of skills among GPK in providing innovative learning in the classroom due to the absence of adequate media, and the GPK at the school are teachers with backgrounds not in Special Education (PLB) or Psychology. Special education teachers with non-linear educational backgrounds feel they lack broad knowledge regarding inclusive education and the world of children with special needs. As a result of this situation, GPK at SMP Muhammadiyah 1 Kartasura currently face challenges in handling the emotions of students with special needs, especially those who are still aggressive, such as students who suddenly hit others and cannot control their emotional outbursts, students who refuse to learn, dealing with students' moods when they are not feeling well, and so on, so that GPK are quite overwhelmed in dealing with students during the learning process.

Special education teacher training has so far only been conducted through teacher learning and alignment of perceptions. There are also monitoring efforts for special

education teachers in collaboration with the inclusion coordinator every week (once a week). This monitoring serves as a platform for coordination among GPKs, unifying perceptions in fulfilling their roles as GPKs, discussing, sharing experiences and challenges encountered while performing their duties, and exchanging solutions to collectively address the challenges faced by GPKs in fulfilling their roles. The inclusion coordinator stated that these efforts are still limited and not yet optimal, as there are no innovations available to enhance the capabilities of GPKs in inclusive education at the junior high school level. The presence of inclusive education provides many opportunities for children with special needs to receive education aligned with their peers, through the role of Special Education Teachers (GPK), which creates learning experiences tailored to the needs of each student. As seen at SMP Muhammadiyah 1 Kartasura, which has made efforts to implement inclusive education by providing Special Education Teachers (GPK) to support students with special needs during school lessons. However, SMP Muhammadiyah 1 Kartasura still faces various challenges, such as limited training for GPK, insufficient supporting facilities, and competency gaps. Therefore, efforts to improve the competencies of GPK and provide adequate facilities are urgently needed to support the implementation of more optimal inclusive education. Collaboration between teachers, schools, parents, and relevant parties is expected to overcome existing obstacles and steer inclusive education toward a better direction, so that all students can grow in an environment filled with support and tolerance.

Based on the background described above, the role of GPK has not been optimal due to a lack of knowledge about handling children with special needs. Therefore, treatment is needed to improve the knowledge and abilities of GPK in providing assistance and teaching to children with special needs. For this reason, the researcher feels it is necessary

to conduct a community service program aimed at helping to optimize the role of GPK in providing services to children with special needs by implementing training programs such as basic training in inclusive education, identification of children with special needs, effective learning, behavior management, counseling, and emotional support. Based on research conducted by Khairiyah, Lestari, Dianasari, and Wisma (2019), training has proven to be one of the most effective methods for improving the understanding of Special Education Teachers (GPK) regarding Children with Special Needs (ABK). Through training, participants were able to better understand the types of children with special needs and how to identify them accurately. Analysis of the research results showed a significant difference in teachers' ability to understand children with special needs before and after participating in the training.

Problem Statement

Di SMP Muhammadiyah 1 Surakarta terdapat permasalahan dimana para Guru Pendamping Khusus (GPK) bagi Anak Berkebutuhan Khusus (ABK) belum memiliki pemahaman dan kemampuan yang sesuai dengan kebutuhan yang ada. Hal itu mengingat background pendidikan para GPK bukanlah dari pendidikan ABK juga kurangnya pembekalan dan pelatihan yang dilakukan oleh pihak Sekolah mengenai penanganan ABK. Oleh sebab itu, kami bermaksud untuk mengadakan pengabdian masyarakat berbentuk pelatihan untuk meningkatkan pengetahuan dan kemampuan para GPK dalam menangani siswa-siswi berkebutuhan khusus.

The Purpose of Community Service

Meningkatkan Kompetensi Guru Pendamping Khusus (GPK) di SMP Muhammadiyah 1 Kartasura, agar lebih siap dan efektif dalam memberikan pendampingan siswa di dalam proses pembelajaran.

2. Research Metode

The community service activity consists of training to enhance the capabilities of Special Education Teachers (GPK) in supporting children with special needs (ABK). The improved capabilities of Special Education Teachers include basic knowledge about ABK and communication with ABK during the learning process. The following is an explanation of the procedures, participants, and optimal timing for the training to optimize the role of GPK at SMP Muhammadiyah 1 Kartasura. The training participants are 5 Special Education Teachers (GPK) from SMP Muhammadiyah 1 Kartasura who have sufficient experience in supporting children with special needs (ABK). The training will be conducted over two consecutive days on December 4-5, 2024, at the Putri Hall of SMP Muhammadiyah 1 Kartasura. Each session lasted 2 hours, including material presentation, practice, and discussion. The main objectives of the training were to improve Observation Techniques, Communication Techniques with Children with Special Needs (ABK), Identification of Children's Needs, Self-Evaluation, as well as simulation of learning and mentoring ABK. The following is the agenda for the training that will be conducted:

Table 1. Rundown of Training on Optimizing the Role of GPK

Session	Time	Activity	Objective	Person in Charge
Wednesday, December 4, 2024	12:30 - 13:00	Training Opening and Pre-Test	Participants understand the training objectives, participant introductions, and overview during the activity.	Facilitator
	13:00 - 13:30	Inclusive Education: Practical Strategies in Schools	Participants understand the meaning of inclusion, the rights of children with special needs, and the roles and responsibilities of GPK.	Presenter
	13:30 - 14:30	Identifying the Needs of Children with Special Needs	Participants understand observation techniques and special needs assessment.	Presenter and Facilitator
	14.30 - 15:00	Q&A and Closing	Sharing session, Q&A, and closing	Presenter and Facilitator
Thursday, December 5, 2024	12:30 - 13:30	Roleplay accompanying children with special needs in the learning process at school	Simulation of individual learning methods, adaptive teaching techniques, and inclusive classroom management strategies	Presenter and Facilitator
	13:30 - 14:30	Roleplay Communication and Social Interaction in Children with Special Needs	Participants understand how to communicate with children with special needs.	Presenter and Facilitator
	14:30 - 15:00	Q&A, Post-Test, and Closing	Sharing session, question and answer session, post-test, and closing	Presenter and Facilitator

The training was organized in the following stages:

1. Pre-Test Before the training began, participants were given a pre-test in the form of open-ended questions to measure their initial understanding of inclusive education concepts, the role of GPK in assisting children with special needs, and the types of children with special needs that they were familiar with.
2. First Day of Training The first day of training focuses on delivering material and practicing the identification of children with special needs using worksheets provided by the facilitator. After completing the worksheets, a discussion is held with the training participants to share experiences related
3. Second Day of Training The second day of training focused on communication practices between GPK and ABK in the context of classroom learning. Participants practiced communication techniques through monologues, as some felt more comfortable with monologues than role-playing.
4. Post-Test After the training session concludes, participants complete a post-test questionnaire to evaluate any improvement in their understanding following the training. The results of the pre-test and post-test are analyzed to identify changes in participants' knowledge.

In this training, the author serves as the facilitator guiding the process throughout the training. The presenter or speaker for this training is Umi Fajar Azizah, S.Psi., M.Psi., Psychologist. The presenter is an expert in the field of educational psychology and inclusive education. The material presented will cover various aspects of inclusive education and children with special needs, such as techniques for identifying student needs, inclusive learning strategies, and strengthening communication skills for GPK. This training is expected to improve participants' ability to assist children with special needs in a more professional and effective manner. In the first session, GPK presented the conditions of the children with special needs they accompany and shared their knowledge about children with special needs and inclusive education. There was a pre-test to assess the participants' knowledge of the materials that would be presented in the training. After GPK presented the conditions of the children with special needs and shared their knowledge, the speaker presented materials on the concepts and strategies of inclusive education. The material was presented in the form of presentations and discussions. After the inclusive education material was completed, it was followed by a presentation on the types of children with special needs and the practice of identifying the needs of children with special needs. This practice of identifying the needs of children with special needs was carried out using a modified worksheet checklist from the instrument for identifying children with special needs owned by the Disability Studies Center at Sebelas Maret University. The second session continued with a brief presentation by the speaker on effective support for ABK learning activities, as well as materials on communication methods and social interaction with ABK. This material was

intended as an introduction to role-playing. After the presentation, role-playing activities were conducted on how to assist ABK in inclusive schools and how to communicate and interact with ABK during learning assistance at school. After the role-playing, a discussion and post-test were conducted. The following are some documents from the training:



Gambar 1. GPK mengerjakan *Pre-test*



Gambar 2. Proses *roleplay* saat pelatihan

3. Results and Discussion

The community service activities carried out aim to improve the competence of Special Assistance Teachers (GPK) in assisting Children with Special Needs (ABK) through intensive training. The main focus of this training is to expand basic knowledge related to ABK, as well as hone the communication skills needed during the learning process. The training material is comprehensively designed

to optimize the role of GPK. Key points emphasized include observation techniques for ABK, effective communication strategies, identifying children's specific needs, self-evaluation for professional development, and simulations of learning and supporting ABK. The results of the training conducted are that participants can gain a broader understanding of the world of inclusive education and how to assist ABK in their learning. This understanding is very useful for participants as they prepare to fulfill their roles as GPK more effectively. Data related to participants' understanding of the training was obtained from pre- and post-test responses, where the results of the pre- and post-tests were processed into descriptive form. The author analyzed and summarized participants' responses to each question in the pre- and post-tests to observe the changes in understanding gained from each training module. The following are the results of participants' responses to the pre- and post-tests conducted:

Question Number 2: In your opinion, what is the important role of Special Assistant Teachers (GPK) in inclusive education?			
Subject	Pre Test	Post Test	Conclusion
HNK	- Assisting children with learning difficulties - Explaining subjects when children do not understand - Providing understanding about lessons, socialization, and so on	In my opinion, the role of GPK is to serve as a bridge for children with special needs in understanding learning materials with simpler sentences. GPK also acts as a communication bridge between regular children and children with special needs.	Understanding of the role of GPK has increased. In the pre-test, GPK was understood to only accompany and explain the material. In the post-test, GPK was understood as a communication bridge that helps ABK understand lessons and interact with regular students.

<i>Subject</i>	<i>Pre Test</i>	<i>Post Test</i>	<i>Conclusion</i>
<i>MK</i>	Their role is to provide guidance in everything the child does while at school, whether in learning or behavior in class or outside of class.	Assistance in all school activities for the children under his/her care.	The post-test results showed that participants' understanding remained consistent with the pre-test, but simpler in delivery. In the pre-test, participants understood the role of GPK as a companion in children's learning and behavior, both inside and outside the classroom.
<i>FFA</i>	Supporting children with special needs in their educational learning	Accompanying ABK to learn either by pull in or pull out. and providing a detailed and clear understanding of learning. and assisting ABK in school activities	The post-test results showed that participants' understanding was relevant to the pre-test but simpler. Participants understood the role of GPK but lacked detail.
<i>NKB</i>	While at school, serving as a listener, observer, and friend who can understand them when they face difficulties in social-emotional and academic areas	In-depth assistance during school in various activities	The pre-test and post-test results were still relevant. Participants explained the role of GPK in providing assistance at school
<i>SN</i>	Accompanying them in every aspect of their development, both academic and non-academic, including their socialization (how they interact with peers and teachers), understanding their habits, and other related matters	Accompanying every development, both sensory and motoric or in academic or non-academic. providing direction, understanding, and comprehension with what he/she experiences, especially in his/her social	Based on the pre-test and post-test answers, there was a shift from an academic focus to a more focused approach that included sensory, motoric aspects, and an in-depth understanding of children's needs.
<i>Conclusion</i>	There is an increasing understanding and a more comprehensive approach to the role of GPK in inclusive education, from general support to more targeted strategies, including social communication, learning methods, and sensory, motor, and social support for ABK. However, further emphasis is needed on the details of GPK tasks so that understanding is more complete and in-depth.		

Question number 3: Name the types of Children with Special Needs (ABK) and how do you interact with them?			
<i>Subject</i>	<i>Pre Test</i>	<i>Post Test</i>	<i>Conclusion</i>
<i>HNK</i>	Mild Mental Retardation for ABK interaction, they will ask or when passing WA, the child will often ask questions	Down syndrome, autism, mild mental retardation, deafness, deafness. Interact as in general, but still monitored	In the pre-test, participants focus was limited to understanding mild mental retardation and questioning interactions with the ABK through direct communication. After the post-test participants showed a broader understanding of the types of ABK conditions and how they interact.
<i>MK</i>	Slow learner, interact by understanding sentences little by little when speaking or giving directions	Slow to learn, understand little by little according to ability	In the pre-test and post-test participants provide answers in the form of tips-we communicate with ABK with slow learner barriers.
<i>FFA</i>	Down syndrome, intelligent disorder, mild mental retardation Interact by being equally excited when the child tells a story, and keeping the child's mood good	Mild Mental retardation interaction for at home through wa messages if at school interact as usual but the child I accompany in social is lacking so how do gpk find ways to communicate	In the pre-test and post-test, there was a change in focus in understanding and approaches to interaction with children with special needs.
<i>NKB</i>	Down syndrome. Safe interaction but using simple language	Slow learner, communicate in simple language and do not target a lot of writing material	In the pre-test, participants understood the importance of safe interaction using simple language. While in the post-test, understanding developed to be more specific in communicating with simple language without targeting a lot of written material.
<i>SN</i>	The special needs child I assist is deaf with moderate to severe hearing with a slow learning IQ. The way I interact with him is using verbal (short and basic only), writing on paper, and showing pictures (sometimes).	I accompany a deaf child with a slow IQ learner. I use body language and verbal to train him. If he doesn't hear the instructions, I write in a book or search for pictures on Google to explain.	Understanding and strategies for assisting deaf children with slow learning IQs developed further. In the pre-test, the focus was on brief communication. In the post-test, body language, verbal exercises, and instruction adaptation were added.
<i>Conclusion</i>	There is an increase in understanding and strategies carried out by GPK, namely the approach used is more varied, such as involving simple but easy-to-understand verbal communication, and assistance also includes creativity such as writing in books or searching for images on the internet to explain concepts. This reflects a deeper understanding and richer strategies in supporting children's individual learning needs.		

Question number 4: In your opinion, how do you communicate effectively with children with special needs who are experiencing unstable emotional conditions?			
<i>Subject</i>	<i>Pre Test</i>	<i>Post Test</i>	<i>Conclusion</i>
HNK	In my opinion and what I apply is to wait for the child's emotions to subside before talking to him/her	Kita perlu memahami emosi anak ABK. Saat tantrum, beri waktu untuk menyalurkan emosi sambil memastikan tidak membahayakan. Jika berbahaya, arahkan ke tempat aman. Setelah reda, tanyakan penyebab tantrum.	Pemahaman menangani emosi ABK meningkat. Pada pre-test, peserta menunggu emosi reda. Pada post-test, ditambahkan langkah memberi waktu, memantau, mengarahkan, dan menanyakan penyebab tantrum untuk pendekatan lebih aman.
MK	Follow his/her wishes first, don't fight it and let him/her sit for a moment to calm his/her emotions, then give him/her direction slowly	Membiarkan sejenak dan jika sudah tenang diberi arahan	Jawaban pre-test dan post-test yang diuraikan oleh peserta memiliki relevansi dimana GPK menekankan ABK untuk meredakan emosinya terlebih dahulu sebelum diberikan pendekatan atau pengarahan lanjutan.
FFA	Take the child away from his/her friends, pay attention to whether his/her behavior is dangerous. If not, wait until his/her emotions subside then talk to him/her. If it is dangerous, hold the child to keep him/her safe.	Membiarkan emosinya stabil jika sudah akan saya dekati dan saya ajak omong secara pelan-pelan dan baik	Pada pre-test, peserta merinci langkah-langkah, sementara pada post-test, disederhanakan menjadi menunggu emosi stabil lalu berbicara perlahan, sehingga lebih praktis tanpa mengubah tujuan.
NKB	Give the child time and make sure his/her emotions subside. Ask about his/her condition, then divert his/her attention to something that makes him/her comfortable, such as telling a story or singing.	Membiarkan sejenak sampai emosi agak reda dan lanjut mengarahkan dengan pelan	Jawaban <i>pre-test</i> dan <i>post-test</i> memberikan informasi mengenai pendekatan yang dilakukan untuk berinteraksi dengan ABK saat emosinya tidak stabil. Namun pada <i>post-test</i> jawaban dituliskan dengan lebih sederhana.

<i>Subject</i>	<i>Pre Test</i>	<i>Post Test</i>	<i>Conclusion</i>
SN	I let him/her do it first, like if he/she wants to cry I let him/her cry first (so that there is room to express his/her emotions) then after he/she has calmed down a bit, I ask him/her slowly. If he/she is angry, I take him/her to a place where he/she might not vent his/her anger by hitting people or throwing things.	Saat anak unmood, saya bertanya, "Ada apa?" Jika malas menjawab, saya biarkan sejenak. Saya beri kertas dan pensil untuk melampiaskan emosi, lalu menjelaskan perasaannya. Jika menangis, saya biarkan hingga tenang, beri air minum, dan bertanya, "Masih ingin menangis?" Jika tidak, saya ajak tarik napas dan beristighfar.	Berdasarkan jawaban <i>pre-test</i> dan <i>post-test</i> peserta menuliskan mengenai pendekatan yang dilakukan untuk menangani ABK yang emosinya sedang tidak stabil. Pada <i>post-test</i> terlihat jawaban yang dituliskan lebih detail dan terstruktur dengan menambahkan langkah-langkah pendekatan yang efektif untuk meredakan emosi ABK dan GPK juga memahami pentingnya memvalidasi emosi atau perasaan yang ABK rasakan.
Conclusion	Understanding and strategies for handling ABK emotions are more developed. In the pre-test, participants focused on basic steps such as waiting for emotions to subside. In the post-test, strategies are more structured with monitoring, media for expressing emotions, and directions after the child has calmed down. This approach is more personal, safe, and proactive.		

Question number 5

Case Study: A 7th grade student at SMP Muhammadiyah 1 Kartasura has a hearing disability. During class, he often has difficulty following the teacher's instructions and is rarely involved in class discussions. His friends also seem awkward communicating with him because of his limited sign language. In your opinion, what strategies can the GPK implement to help the student adapt to his classroom environment?

<i>Subject</i>	<i>Pre Test</i>	<i>Post Test</i>	<i>Conclusion</i>
HNK	GPK invites ABK to interact more with other children so that ABK will get used to it by themselves	GPK becomes a liaison between teachers and students to provide understanding to children with special needs, while also helping other students understand the meaning of the child with special needs if there is a misunderstanding.	There was an increase in participants' understanding from the pre-test to the post-test. In the pre-test, participants focused on how to interact, while in the post-test, the answers were more in-depth, emphasizing two-way communication between children with special needs and their friends.
MK	Helping in understanding what commands and prohibitions are, and their responses	Conveying with gestures and speaking by facing him directly	The pre-test and post-test answers wrote about how GPK understands how to communicate with children with special needs.

<i>Subject</i>	<i>Pre Test</i>	<i>Post Test</i>	<i>Conclusion</i>
FFA	We can be a communication bridge between deaf children and their friends in the class. As GPK, we need to understand what the child is saying and wants, so that communication can be well connected.	Providing an understanding to classmates that this child has a hearing impairment and if he wants to speak or interact, do so slowly	There was an increase in participants' answers seen in the post-test which focused more on the role of GPK in supporting communication between children with hearing disabilities and their classmates.
NKB	Getting students used to speaking and following instructions can be done with the help of GPK who teaches them every day.	Giving instructions by facing him directly in front of him so that he can read lip movements when speaking	The participants' answers were relevant, in the pre-test discussing strategies for building communication with children with special needs, while in the post-test explaining the steps.
SN	As a companion, I tell the homeroom teacher and his friends about the child's abilities. I let the child interact and ask, "Can you do it?" to involve the child so that his understanding develops.	The role of teachers is important in explaining diversity to prevent bullying. I invite children to get to know friends and teachers, accompany them until they are comfortable, and tell their friends that the child I am accompanying is deaf and easily startled by loud noises.	The understanding and approach to accompanying children with special needs in class became more comprehensive. Differences were seen in the pre-test and post-test answers, especially in how participants conveyed children's social skills and understood the school environment about inclusivity to prevent unwanted things.
Conclusion	There is an increase in understanding and specification of the role of GPK in supporting ABK in terms of communication, social interaction, and learning. In the pre-test, participants tended to understand the role of GPK in general, such as helping with social interaction, providing basic instructions, and supporting the learning process through simple steps.		

Question 6:

Case Study: A student with Down syndrome in grade 8 has difficulty understanding lessons. He often feels anxious and cannot control his emotions which results in him refusing to study. The GPK must help the class teacher in making adjustments to the learning so that this student is more comfortable and can follow the material. In your opinion, what is an effective action in controlling the student's emotions?

<i>Subject</i>	<i>Pre Test</i>	<i>Post Test</i>	<i>Conclusion</i>
HNK	Calm the ABK's emotions first, then talk to them slowly. After the emotions are stable, continue learning.	Learning can be done in a fun, visual, and enjoyable way so that children are not anxious. Explain slowly that different answers are normal, motivate them, and praise them as great and cool children.	Understanding and creativity in assisting children with special needs (ABK) while learning increased. In the pre-test, participants focused on calming the ABK's emotions first, then continuing learning after the emotions were stable.

<i>Subject</i>	<i>Pre Test</i>	<i>Post Test</i>	<i>Conclusion</i>
MK	Provide sufficient material, not too much and understand it slowly.	Provide material that they can accept and teach without forcing.	Participants consistently understood the importance of providing proportional material to ABK. In the pre-test, they understood the need for sufficient material and explained slowly. In the post-test, this approach was deepened by adjusting the material to the child's abilities without coercion, demonstrating a more inclusive and flexible understanding.
FFA	An effective action is to follow the child's mood. When the mood is good, provide material that is easy to understand. If the mood is bad, the GPK must understand and not force, because forcing can trigger tantrums and self-harm.	Allow the child to control their emotions when they are no longer emotional, continue to start learning by pulling out and providing material according to what the teacher gives	Understanding of the flexible approach in assisting children with special needs (ABK) increased. In the pre-test, participants understood the importance of following the child's mood, providing material when the child's emotions are good, and avoiding coercion to prevent tantrums.
NKB	Understand the child's daily activities at home and school, divert attention when the child is overly anxious, and switch to another lesson if he is really having difficulty.	Divert attention first to things they like, and insert material if they want to.	Understanding in assisting ABK remained consistent, but more practical in the post-test. In the pre-test, participants focused on understanding the child's daily activities at home and school, diverting attention when the child was anxious, and directing them to other lessons if they had difficulty.
SN	We cannot always follow the child's mood. I will emphasize that everything will be fine. Initially, I let the child pull out while showing that learning is fun. We can also ask about the desired learning style, such as singing, playing, or others.	For children with Down syndrome, invite them to pull out first so that their emotions subside. If they don't want to, give them an understanding not to disturb other friends. Leave them alone for a moment while looking for a topic that can raise their spirits, or give them a reward if they can sit still and follow the lesson even for a moment.	Understanding and strategies for assisting ABK, especially children with Down syndrome, have developed. In the pre-test, participants understood the importance of flexibility by providing fun activities. In the post-test, the approach became more specific and planned with the right strategies to handle ABK.
Conclusion	Understanding and strategies for assisting children with special needs become more focused and adaptive. Participants develop approaches from basic techniques to professional methods, such as pull out, creating a fun learning atmosphere, adjusting materials, and providing education and rewards. This approach reflects the ability to create an inclusive and effective learning environment, supporting the emotional and academic aspects of children with special needs.		

Based on the results of the analysis of the pre-test and post-test tables, it shows an increase in understanding of GPK competencies after participating in the training. In the pre-test, the answers given by participants tended to be general and less in-depth, especially in the communication section with children with special needs. However, after the training, the results of this post-test showed an increase in knowledge and skills from GPK. The results of the analysis that have been presented, show a better understanding of the concept of inclusive education, identification techniques for children with special needs, and communication strategies with children with special needs. In line with research conducted by (Khairiyah et al., 2019) that training activities are very effective in improving GPK competencies in understanding children with special needs. This is indicated by the results of the O2 hypothesis which is greater than O1, where these results are interpreted as quality control having a positive effect, and the results of the post-test experienced a higher change in value than the pre-test. Also in line with the results of community empowerment carried out by (Eka Pramiasih & Rahmawati, n.d.), that to carry out school empowerment that is friendly to children with special needs, it can be done by improving the competency of class teachers and special assistant teachers. This can be seen from the results of community service, namely an increase in the understanding of Class Teachers and GPK about ABK, and the training of Class Teachers and GPK in dealing with ABK. Based on the opinions that have been described, training is an effective strategy to improve the understanding and skills of GPK in assisting ABK. This emphasizes the importance of the role of GPK not only to understand Inclusive Education in general but also to be able to provide appropriate learning strategies for ABK (Saskia et al., 2024).

This training provides significant benefits in improving the understanding of GPK, especially since all participants are non-PLB

graduates, with the practical approach that has been given, this training can help participants to understand the concept of Inclusive Education in a more focused way. In line with the opinion of Lau et al in (Habibah et al., 2024) that the existence of training held to improve GPK competence in supporting ABK learning, can meet the school's expectations to create quality inclusive education. In addition, increasing theoretical knowledge, this training also improves GPK skills in dealing with ABK during learning, one of which is how GPK develops an effective learning process because in addition to accompanying the learning process, GPK must also understand the emotional feelings felt by ABK. According to (Hikmah et al., 2024) Basically, ABK have emotions and feelings that are in accordance with their development, however, not all ABK are able to control the emotions they feel so that their emotions will become an inner battle that can interfere with the learning process.

Based on the pre-test and post-test answers that have been written, there are several effective strategies to reduce emotions or improve the mood of ABK during the learning process, namely GPK adapts to their daily lives. If children look bored, they are invited to go out of class or pull out and given play activities using the available creative media. For example, when ABK feels bored studying, GPK can provide picture books to draw or color according to their mood. The use of this media is an important factor in creating an effective and enjoyable learning process. In line with research conducted by (Junaidi et al., 2019) which states that the role of media in the learning process has a very important role so that the teaching and learning process carried out becomes more effective, and creates a pleasant learning atmosphere for children. In addition to drawing and coloring activities, GPK also invites ABK to do activities in the form of playing in between learning so that ABK does not get bored easily. If ABK looks bored while studying, then he will be given

time to break his focus by playing or other activities that he likes such as singing. This is done as an effort to improve the child's mood to study again. As explained by (Sa'diyah & Suhaimy, 2023) that teachers are expected to be able to create a pleasant learning atmosphere to help children understand the subject matter more easily. One way is to provide ice breaking at the beginning, middle, or end of learning, so that children remain active and fresh and avoid boredom during learning activities. Not only implementing fun learning strategies, GPK is also responsible for bridging the needs of ABK and regular students, especially in terms of communication. This training helps participants to understand this in more depth, including in creating social interactions between ABK and regular students.

This training can be one of the initial steps in supporting the implementation of inclusive education at SMP Muhammadiyah 1 Kartasura. The competencies obtained by GPK during the training are expected to be applied consistently to create an inclusive learning environment, support the development of ABK and improve collaboration between ABK and regular students. For the sustainability of the program, it is recommended to hold periodic follow-up training which is useful for deepening GPK's understanding of aspects that are not yet optimal. Training can be carried out by professionals such as psychologists or inclusive education counselors. In addition, collaboration between GPK, regular teachers, and parents needs to be continuously improved in order to create a more holistic inclusive education ecosystem.

4. Kesimpulan

This training successfully improved the competence of Special Assistant Teachers (GPK) in assisting Children with Special Needs (ABK). Through a series of activities including

providing materials, practicing identifying the needs of ABK, and communication simulations, participants showed an increased understanding of inclusive education and more effective assistance skills. The post-test results showed a significant increase in the understanding and skills of GPK compared to the pre-test results, especially in observation techniques and communication with ABK. In addition, discussions during the training provided space for Special Assistant Teachers (GPK) to share experiences and broaden their insights on the challenges and solutions in inclusive education. This shows the importance of a more flexible approach to meet the individual needs of participants. Overall, this training is an important step in supporting the implementation of inclusive education at SMP Muhammadiyah 1 Kartasura. It is hoped that the competence that has been obtained by GPK can be applied consistently to support the development of ABK and create an inclusive and friendly learning environment for all children.

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