



Dynamics of Patience of Class Shadow Teachers for Hyperactive Children at Special School

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ABSTRACT

As an educational institution, a Special school (SLB) is formed by many elements directed at achieving educational goals, the core process of which is learning for students. Hyperactive children need special services to meet their needs, especially to get formal education. Class shadow teachers are required in this regard. The aim is to explain the dynamics of the class shadow teacher's patience with hyperactive children at the Autistic Harmony Surakarta SLB. This research uses qualitative research methods. The subjects in this study were class shadow teachers hyperactive at SLB Autism Harmony Surakarta. Data collection techniques were carried out through observation, interviews, and documentation. The results of this study are the dynamics of the class shadow teacher's patience in dealing with hyperactive children, indicating that the teacher has been patient in assisting hyperactive children. Teachers are proven to have demonstrated the attitude to be able to hold back and control emotions in helping hyperactive children. The teacher's patience is a form of feeling grateful from the teacher for the pleasures of his work so that the teacher chooses to continue to be a teacher and accompany hyperactive children.

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1. INTRODUCTION

Extraordinary schools are formal educational institutions that serve children with special needs. As an educational institution, a special school (SLB) consists of many elements to achieve academic goals, the core of which is student learning (Damayanti & Irniasari, 2020; Francisco et al., 2020). SLB is a special education institution that organizes educational programs for children with special needs (Cheng & Lai, 2020; Pramarta, 2015). Hyperactive children are one of the types of Children with Special Needs (Ernawati et al., 2022). Hyperactive children need special services to meet their needs, especially for formal education. Hyperactive children need self-control skills related to reducing or eliminating hyperactivity, increasing concentration, and controlling impulsivity and learning needs in their education. Hyperactive children also need self-development through learning (Cheng et al., 2020; Hayati & Apsari, 2019).

Research on teachers was conducted at SLB Autism Harmony Surakarta. SLB Autism Surakarta has various types of children with special needs. The results of preliminary observations through interviews with parents of hyperactive students found that their children's hyperactive behavior was caused by intelligence factors or factors derived from students, where their children did experience health problems, as well as weak physical conditions since childhood.

The reason for taking this location is that in Autis Harmony Surakarta Special School, there are various kinds of students, such as deaf, hearing impaired, mentally impaired, slow learners, and others, and there are hyperactive children and this requires extra patience from teachers at SLB Autism Harmony. The number of teachers at Autism Harmony Special School is ten. Among the ten teachers, four teachers do not have backgrounds in their respective majors, namely economics, and also teachers who come from disability education because these teachers have children with disabilities at home, so they take courses to become SLB teachers, which makes teachers feel difficult because they do not know about teaching children with special needs. Even though a teacher who supervises a class of hyperactive children must have extra patience to teach in class, this is interesting to examine because it can show how patient a teacher without an extraordinary educational background is.

The sacrifice of a Special School teacher is not only sincere devotion to his students but also gives them special grades and deserves for their life goals. The meaning of life that gives meaning to a teacher is called the purpose of life. However, when working as an SLB teacher becomes a burden and causes frustration, depression, and psychological pressure, making SLB teachers feel that their lives are less valuable. So, to get the meaning of life, SLB teachers must live their days with patience.

Previous research on the concept of patience in dealing with children with intellectual disabilities (Muzaro'ah, 2018). The results showed that teachers are patient and accept every treatment given to children with intellectual disabilities. They sincerely love children with intellectual disabilities, are attentive as they are attentive, and are tolerant of children with intellectual disabilities. This is done so that children with intellectual disabilities can follow learning without coercion. If the teacher is impatient, he will treat ABK like an average child, and the teacher will not achieve the desired goal because the teacher works to adapt and cope with circumstances that are beyond his control. Moreover, situations arise when dealing with a hyperactive child.

The nature of patience is based on the aspects that influence it. For guidance teachers who take care of hyperactive children, it means that there is a dynamic that explains the importance of patience in the teaching and learning process, which must be based on motives

and desires that can be achieved. Dynamics refers to psychological systems that emphasize motivational problems, refers to changes in things that cause change, refers to internal psychology, or systems that emphasize changes that cause unconscious behavior (Lasagabaster, 2017; Rosandi & Djuwita, 2023).

Psychological dynamics is a systematic psychological theory that emphasizes conscious or unconscious control, desires, motives, and the like as determinants of behavior (Manggali & Agustina, 2022; Rosandi & Djuwita, 2023; Vallacher et al., 2015). Therefore, psychological dynamics are very important in defining and interpreting various problems related to conditions. Involve teachers in decision-making about the education of hyperactive children. Psychological dynamics are forces that exist within a person and affect his mental or psychological development, as well as changes in behavior, thoughts, feelings, and daily actions (Andiani & Dewi, 2023; Harris et al., 2019).

The purpose of this study was to clarify the dynamics of the patience of class shadow teachers toward hyperactive children in SLB Autism Harmony Surakarta. The shadow teacher can patiently educate hyperactive children so that the teaching and learning process is based on the goals achieved by the class teacher.

2. METHODOLOGY

The type of research used is qualitative research with a phenomenological approach. In line with the above understanding, this research with teacher patience is appropriate if it uses a phenomenological approach because it can examine the experience and meaning of an event in an individual's life in the form of the dynamics of patience of the class shadow teacher of hyperactive children at SLB Autism Harmony Surakarta.

Location is the place where the information needed to investigate the problem is researched. In this study located at SLB Autism Harmony Surakarta located on Jl. Sungai Indragiri No.7, RT.1 / RW.3, Dadapsari, Sangkrah, Kec. Ps. Kliwon, Surakarta City, Central Java.

The sample of this study included class shadow teachers selected using purposive sampling techniques, with the criteria being teachers who accompany hyperactive children at SLB Autism Harmony and have special education qualifications.

Data collection techniques are carried out through interviews, observation, and documentation. Data analysis refers to transcendental phenomenology research methods developed by Moustakas cited by Ratnaningtyas et al. (2023) as follows: (1) transcription, (2) horizontalization stage, (3) Cluster of Meaning stage, (4) Developing Structured Description, and (5) Essence Description. In this study, researchers used the triangulation method, which compares interview data with certain informants using various data sources such as documents, archives, interview results, observations, or interviewing several people with different views. Then conclusions are drawn from these results.

3. RESULT AND DISCUSSION

The results of informant data analysis are divided into two parts to answer the problem of formulating questions. The difference is between patience as a form of control mechanism and patience as a form of feedback. The control mechanism explains the notion of patience from two perspectives. From the perspective of jurisprudence, patience means refraining from doing things that are contrary to Islamic law, both in general and narrow circumstances, as well as the ability to control passions that can undermine faith. Whereas in sharia, patience means refraining from complaints and anger, holding the tongue from complaints and restraining members from chaos. From the above, it can be concluded that the control

mechanism of this system is to restrain and prevent itself, as well as to regulate and control. As for feedback mechanisms, patience is always evaluated dynamically and is subject to certain limitations. Patience is usually closely related to gratitude. It can be interpreted that people who are good at thanking are usually patient. While people who do not understand gratitude are easily influenced by emotions (Shobihah, 2014)

The dynamics of patience in the class shadow teacher of hyperactive children at SLB Autism Hamony Surakarta are divided into two categories, namely patience as a form of control mechanism and patience as a form of feedback, as follows:

- a. Firm to the stance (principle). The results showed that from the results of the study teachers still want to teach hyperactive children, this is one aspect of being firm in the stance or principle, which is trying to keep teaching hyperactive children. Sticking to principles means executing firmly what is planned and keeping the rules and goals unchanged or according to plan, where the teacher is consistent, i.e. how the teacher behaves in an orderly, harmonious and consistent manner with what he thinks is achievable. something that gives the child insight into hyperactivity.
- b. Stoic. The result of research on patience that teachers show to hyperactive children in SLB Autism Harmony is that teachers do not get angry easily if hyperactive children are taught but not as desired. It is also known from observations that mothers have been patient and diligent in teaching hyperactive children until the child can follow his instructions. The patience possessed by the teacher is included in the stoic attitude, where the patience attitude describes the teacher's ability to remain focused and strong in facing various trials and challenges, in this case, the teacher still tries to teach children according to his instructions even though the hyperactive child faced is not too focused because he often chats and disturbs his friends. This means that teachers have fighting power, which is the ability to fight or do an action to achieve something and achieve goals.
- c. Persevere. The results showed that the motivation that makes teachers continue to be companion teachers for autistic children (hyperactive) is that because they get rewards, teaching also jolts others so by helping others, teachers persevere in teaching and continue to teach. Diligently complete work or tasks continuously until the goal can be achieved. In this case, the teacher focuses his energy and mind on achieving goals in the learning process. Teaching becomes a job that also teaches about patience and practising patience. Perseverance in becoming a teacher is because teachers of hyperactive children can inspire many people who have dedication and competence in providing knowledge to students, have extraordinary abilities and can follow instructions and behave like normal children, although it is difficult with the teacher's perseverance in teaching it can help autistic children to behave better.
- d. Patience as a form of control mechanism. Informant N stated that patience in teaching autistic children was pleasant and unpleasant and the informant stated that he was able to control himself to always be patient. Informant E stated that feelings of pleasure arise when seeing autistic children behaving close to normal children and when autistic children are crowded, teachers still refrain from being patient. This is also reinforced by the observation that teachers are always patient when autistic children are crowded in class and teachers always teach again if autistic children cannot carry out what is their instruction. The findings of the study showed that informants had understood that patience means patience in restraint and controlling

themselves so as not to get angry when facing a hyperactive child. This is to the statement of Al-Ghazali in (Maghfirah, 2023) that patience is one of the many morals that prevent the emergence of evil and displeasure, it is also one of the many powers of the soul and through it, everything becomes good and perfect. Patience also means standing tall (istiqamah) from beginning to end when facing trials and approaching tasks with a calm and optimistic heart. Thus, the patient soul of the person is about doing and facing tests consistently and hopefully, seeing the pressure of duty as an opportunity to improve himself, so that he is very strong in facing the pressure of work (stress tolerance) because God will not burden beyond the ability of His people and can control himself and see things from a broad perspective, not only from what is seen but also see something in seeing the relationship with others.

- e. Patience as a feedback mechanism. Another patience mechanism is the feedback mechanism. Patience is always evaluated dynamically and subject to certain limits. Patience is usually closely related to gratitude. That is if someone is clever or often thanks, usually that person is patient. While someone who does not understand or does not often thank usually his emotions are easily intrigued.

Informant N states that by being patient with hyperactive children, patience also affects other fields, so even when with normal children, teachers already have a good level of patience. Informant N also stated that being a teacher of hyperactive children is also a form of worship so teachers are grateful for these blessings. Informant E stated that the habit of being patient with hyperactive children will naturally affect other fields, for example including my children, this is a gift and I can be patient and grateful for this.

The observations also show that teachers enjoy their work, where every day teaching autistic children and feel happy to interact with them, it shows that teachers have perseverance which is one aspect of patience. The results suggest that patience can increase gratitude for informants. Patience makes a person a soul that is strong, strong and steadfast in difficulties, a soul that does not easily falter, does not panic, does not lose balance and is grateful (Ernadewita et al., 2019; Roden, 2020; Sydykova, et al. 2020).

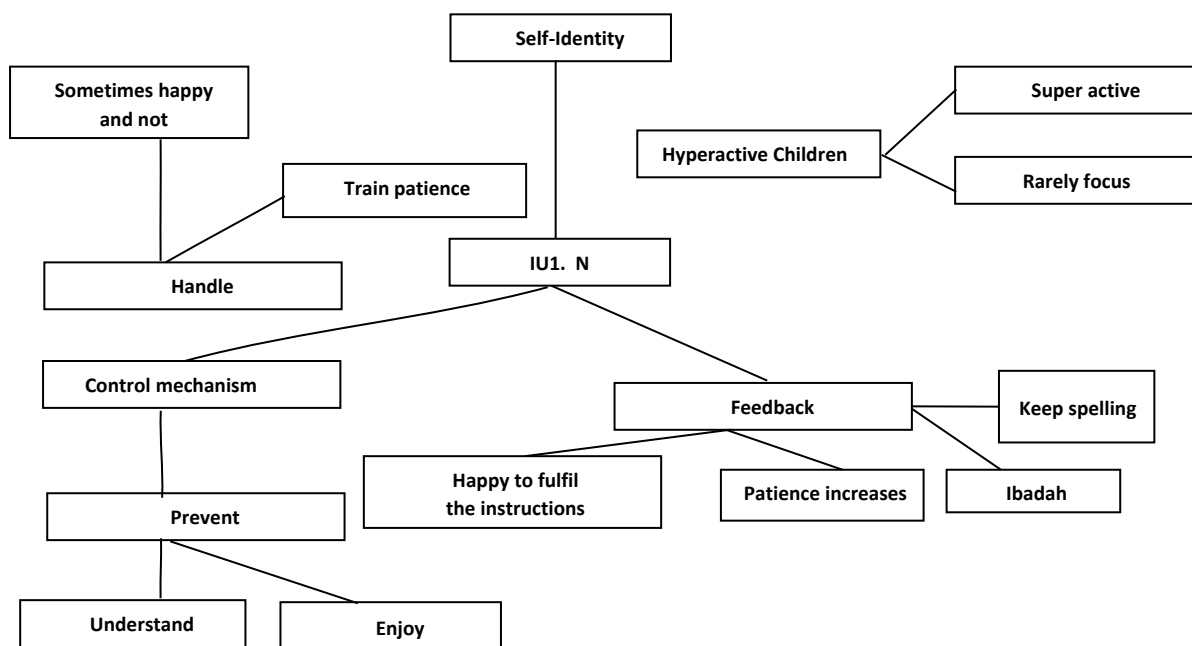


Figure 1. Dynamics of Patience of Hyperactive Child Shadow Teachers in Informants N

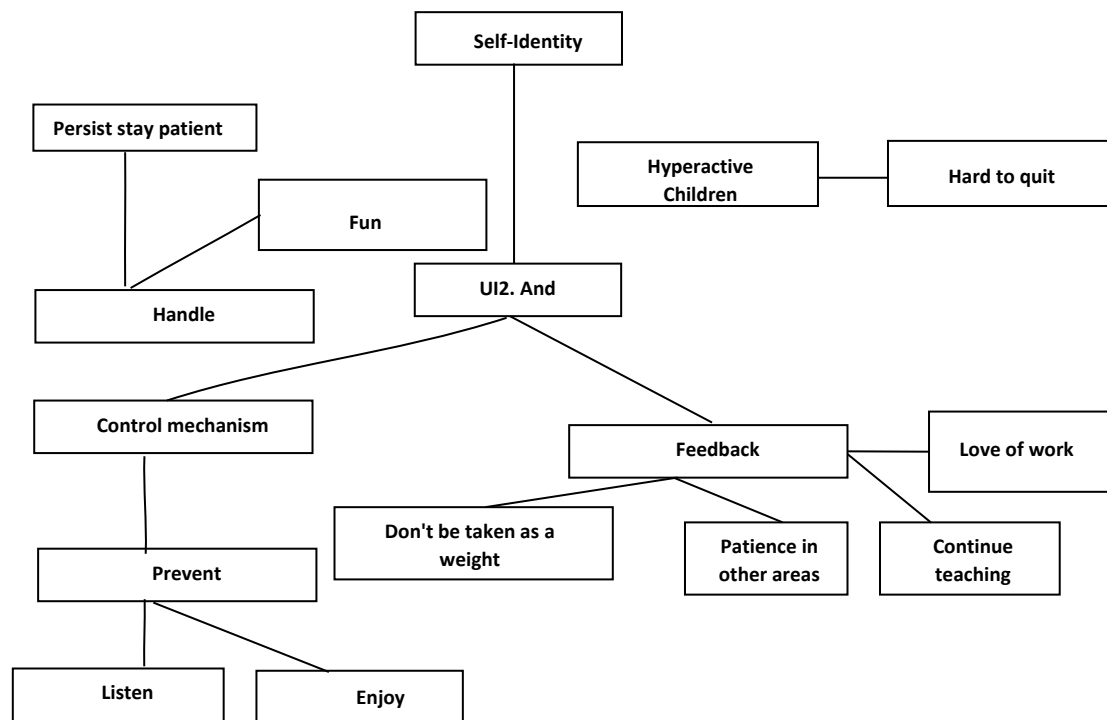


Figure 2. Dynamics of Patience of Hyperactive Child Shadow Teachers in Informant E

The results of research on the dynamics of shadow teachers' patience in dealing with hyperactive children show that teachers have been able to be patient in dealing with hyperactive children over time or teaching experience. Patience in research focused on two things, namely patience as a control mechanism, in this case, the teacher has been able to obey and control emotions so that she is more able to be patient while patience is a feedback mechanism, with patience with hyperactive children, the teacher has also been able to be patient in facing problems and also motivated to continue working as a form of worship.

Patience is a dynamic psychological defence system to solve trials faced by mankind (Hidayanti, 2017; Johnson, 2023; Kuswaya, & Ma'mun, 2020). As a system, the importance of patience can be divided into input (stimulus), process planning and output (response) with control and feedback mechanisms. The elements of this system react in an integrated manner and create mechanisms to defend themselves and their environment.

The control mechanism is the most important thing in this system. Patience is a human being who walks on the path of truth and never slips on the path of truth as long as one can control and use it correctly (Affandi, 2019), there are 2 mechanisms in the element of patience, namely a control and feedback mechanism (Shutaleva et al., 2023). The control mechanism raises the notion of patience in two perspectives, namely refraining from doing things that are contrary to Islamic law and being able to control passions that can damage faith. In contrast, the reverse mechanism, patience is something that is always valued dynamically and has some limitations. Patience is usually closely related to feelings of gratitude. That is, people who can give thanks tend to be patient, while people who do not understand gratitude (*kufr ni'mat*) tend to be easily emotional (Affandi, 2019)

Patience as a form of control mechanism is a form of practising patience, this is by the aspect of patience according to Sukino (2018), patience is to remain steadfast. *Patience* is defined as determination without complaining in the face of obstacles and temptations within

a certain period to achieve goals (Yusuf, 2018). The second is patience as a form of control mechanism to feel happy when teaching in any condition. This is to the patience aspect of which is firm in their stance, which is consistent with how a person behaves regularly, gets along well and what he believes to achieve, in this case, the teacher is always patient and consistent in teaching both happy and difficult situations when facing hyperactive children (Botha & van der Westhuizen, 2023; Hakim et al., 2021; Sandholm et al., 2023). Patience as the third form of control mechanism is to try to continue to be patient, this is by the aspect of perseverance in patience, which is to continue to do work or tasks until the goal can be achieved, where teachers are always anticipatory meaning that when hyperactive children react to something that happens to them, they have a backup plan to deal with difficulties that can hinder the achievement of goals (Koliqi et al., 2023; Brooks & Brooks, 2023). The teacher also has a plan for implementing the goals.

The dynamics of teacher patience in teaching hyperactive children are also teachers' efforts to prevent actions that are less outside the guidance of Islam, including that teachers always listen and enjoy the process as a teacher. This is to the statement from Primalita & Hidayah (2021) that patience is a test and process to stay away from actions full of lust and anger due to the emergence of circumstances. The process of activating religious motivation to overcome the motivation of lust and laziness. Kumalasarini (2020) states that patience is also a form of pleasure, where patience in everything pleasant is also why someone needs patience. When people cannot control their desire to enjoy what they enjoy, they stay away from things that come first, legally a violation.

These findings show that the most important thing a teacher has in teaching hyperactive children is patience. The dynamic of teacher patience in teaching hyperactive children as a form of feedback mechanism is because patience is part of worship. Patience can be interpreted as an attitude of accepting all suffering and being tough in the face of lust, but also being tough in the face of what is not liked or when losing something loved or liked. Patience is the attitude of accepting all suffering and persisting in the face of pleasure. The role of a teacher is a professional educator whose main mission is to educate children, education, teaching, leadership, guidance, training, assessment and evaluation of students within the framework of formal, primary, and secondary education (Saefurridjal et al., 2022).

Patience is the key to teacher success in teaching (Robinson et al., 2023). In dealing with hyperactive students, patience is needed, because they have different attitudes and behaviors. Some children act funny, some are annoying, and some even show strange behaviour. To cope with such situations, the teacher must have great patience. SLB teachers must also have high body stamina and good physical and mental health at work. The teacher performs functional tasks (teaches his students individually and patiently). The burden for special education teachers is material that must be repeated until the child understands because the child's memory is very weak and hyperactive children also find it difficult to concentrate. Being a teacher of hyperactive children in SLB is not an easy task, it takes more patience to educate children well and the results do not disappoint. Handling it requires special training and skills. But in addition to training and special skills, "sincerity, patience, and compassion" are also needed (Sutarto, 2023).

Teachers patiently seek and always try to optimize all existing potential to achieve the goals expected of their students. They are not easily offended, instead, they are more focused on finding solutions to problems. To cultivate self-patience, a teacher must have a thorough knowledge and understanding and understanding of the strengths and weaknesses of his students, an understanding of developmental psychology and learning psychology, mastery

of good strategies and methodologies, and emotional and positive thinking both for himself, his students and for his circumstances.

Patience as a form of control mechanism in the aspect of self-control shows that teacher patience in teaching hyperactive children is a form of practising patience, feeling happy when teaching in any condition and trying to continue to be patient. In this study patience as a form of control mechanism has also given rise to a new theory that patience also means being able to enjoy and understand his work well. Hanif Meysita (2022) states that patience is being able to do heavy work on one's discretion and willpower and that patience is something that needs to be trained. Patience also needs to be trained to improve its quality day by day. Although patience is very difficult for the soul, it is entirely possible to show inner patience. God does not command His servants except to assist, support and assist in the fulfilment of His commands (Hidayah, 2021).

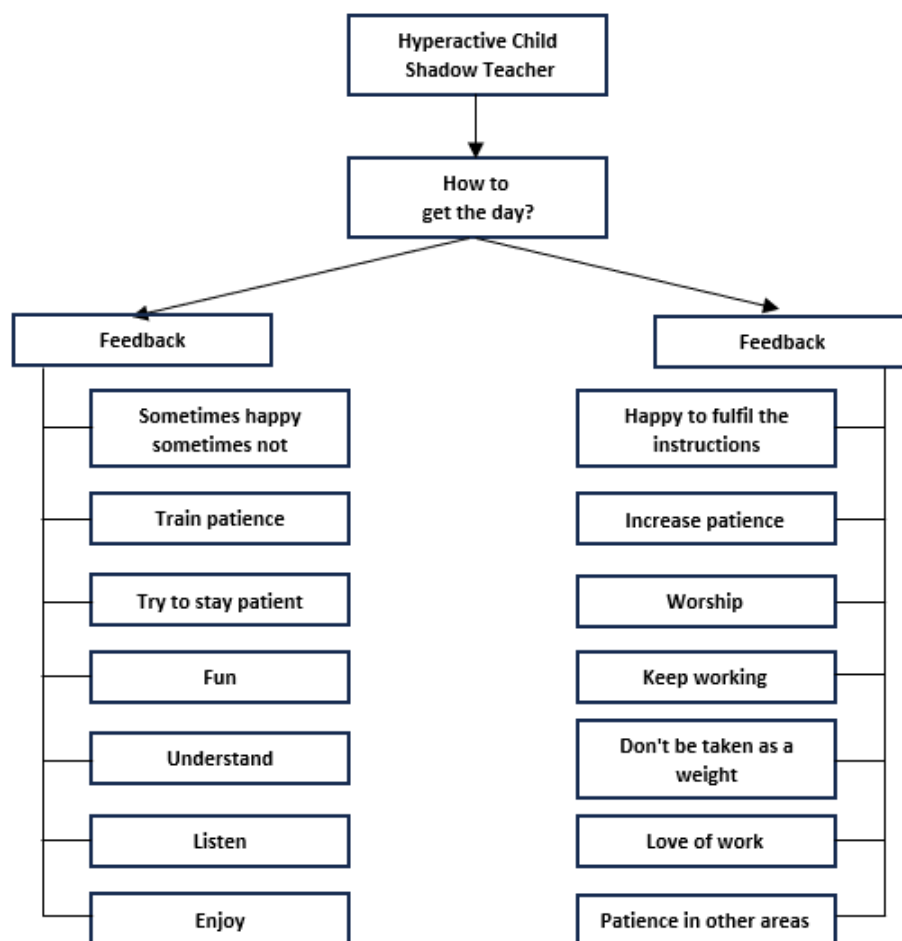


Figure 3. Dynamics of Patience of Hyperactive Child Companion Teachers

Patience as a form of feedback mechanism also gave rise to a new theory that the dynamics of teacher patience can arise because teachers love their work, where with patience they have, affection will grow as a series of body responses that produce satisfaction and calm situations that make it easier to do things together. Patience also makes teachers strive to continue to be teachers. In this case, patience has the value of motivation and the spirit of doing good, namely teaching patience (Mutaqin, 2022; van Vreden, 2023), patience in

obedience means doing it as well as possible, and patience after obeying it while being proud. Recommend it so that teachers can be patient with autistic children.

4. CONCLUSION

This study concludes that the dynamics of the patience of shadow teachers in dealing with hyperactive children shows that teachers have been patient in accompanying hyperactive children. Teachers are proven to have shown an attitude to be able to restrain themselves and control emotions in accompanying hyperactive children. The patience of the teacher is a form of gratitude from the teacher for the blessings of the work he does so that the teacher chooses to continue to be a teacher and accompany hyperactive children.

The suggestions that can be given in this study are as follows: Autism Harmony Special School should provide training to develop teacher qualifications to teach children with special needs and for teacher accreditation. Teachers majoring in Special Education must be prioritized so that they can deal with hyperactive children or other children who need special support. Teachers should be able to understand students improve the teaching skills of children with special needs and be more patient.

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