

ABSTRAK

M. Zaini. NIM. 220211020051. *Peran Guru Pendamping Dalam Membimbing Peserta Didik Dengan Attention Deficit Hyperactivity Disorder Di SLB Dan Sekolah Umum Di Martapura Kota.* Penelitian Ilmiah Jurusan Pendidikan Agama Islam, Pascasarjana, Universitas Islam Negeri Antasari Banjarmasin. Dosen Pembimbing I Dr. M. Ramli., M.Pd., dan Dosen Pembimbing II Dr. Taufik Hidayat, M.Kes, Psikolog.

Kata kunci: Guru Pendamping, *Attention Deficit Hyperactivity Disorder* (ADHD), Sekolah Luar Biasa (SLB).

Penelitian ini dilatarbelakangi oleh kondisi peserta didik dengan *Attention Deficit Hyperactivity Disorder* (ADHD) yang memerlukan perhatian dan pendekatan khusus agar dapat berpartisipasi secara optimal dalam proses pembelajaran. Penelitian ini bertujuan mendeskripsikan peran guru pendamping, menganalisis strategi dan metode bimbingan yang diterapkan, serta mengidentifikasi hambatan dan upaya guru pendamping dalam membimbing peserta didik dengan ADHD di Sekolah Luar Biasa (SLB) dan sekolah umum di Martapura Kota.

Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan jenis penelitian lapangan (*field research*) untuk mengkaji secara mendalam peran guru pendamping dalam kondisi alamiah. Subjek penelitian terdiri atas guru pendamping dan peserta didik dengan *Attention Deficit Hyperactivity Disorder* (ADHD) pada tiga lembaga pendidikan, yaitu SLBN 1 Martapura, Sekolah Akhlak SD Alam Muhammadiyah Martapura, dan SDN Kraton 4 Martapura. Data penelitian dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi. Data dianalisis menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Keabsahan data diuji melalui triangulasi sumber dengan membandingkan informasi yang diperoleh dari berbagai informan penelitian.

Hasil penelitian menunjukkan bahwa guru pendamping menjalankan peran multidimensional sebagai pendamping belajar, pengelola perilaku, motivator, fasilitator, dan mediator sosial. Guru pendamping menerapkan strategi bimbingan yang adaptif, individual, dan situasional melalui penyederhanaan instruksi, penguatan positif, pemberian jeda belajar, dan penggunaan media konkret. Hambatan yang dihadapi meliputi perilaku impulsif, kesulitan mempertahankan fokus, dan perubahan suasana hati peserta didik. Guru pendamping mengatasi hambatan tersebut melalui pemberian arahan dan pengingat secara berulang, pendekatan personal dan empatik, penciptaan lingkungan belajar yang minim distraksi, serta kerja sama dengan orang tua.

ABSTRACT

M. Zaini. NIM. 220211020051. *The Role of Shadow Teachers in Guiding Students with Attention Deficit Hyperactivity Disorder at Special Schools and Public Schools in Martapura City.* Thesis, Islamic Religious Education Study Program, Postgraduate Program, State Islamic University Antasari Banjarmasin. Advisor I: Dr. M. Ramli, M.Pd., and Advisor II: Dr. Taufik hidyat, M.Kes, Psikolog.

Keywords: *Shadow Teacher, Attention Deficit Hyperactivity Disorder (ADHD), Special School.*

This study was motivated by the condition of students with Attention Deficit Hyperactivity Disorder (ADHD), who require specific attention and appropriate approaches to participate optimally in the learning process. This study aimed to describe the roles of shadow teachers, analyze the guidance strategies and methods they implemented, and identify the obstacles they encountered and the efforts they made in guiding students with ADHD at special schools (SLB) and public schools in Martapura City.

This study employed a descriptive qualitative approach with a field research design to examine in depth the role of shadow teachers in natural settings. The research participants consisted of shadow teachers and students with Attention Deficit Hyperactivity Disorder (ADHD) from three educational institutions: SLBN 1 Martapura, Sekolah Akhlak SD Alam Muhammadiyah Martapura, and SDN Kraton 4 Martapura. The data were collected through in-depth interviews, participant observations, and document analysis. The data were analyzed using the Miles and Huberman model, which comprised data reduction, data display, conclusion drawing, and verification. Data credibility was established through source triangulation by comparing information obtained from different research participants.

The findings showed that shadow teachers performed multidimensional roles as learning companions, behavior managers, motivators, facilitators, and social mediators. They implemented adaptive, individualized, and situational guidance strategies by simplifying instructions, providing positive reinforcement, allowing learning breaks, and using concrete learning media. The main obstacles included impulsive behavior, difficulty maintaining attention, and changes in students' moods. Shadow teachers addressed these obstacles by providing repeated instructions and reminders, applying personal and empathetic approaches, creating learning environments with minimal distractions, and collaborating with parents

