

THE EFFECT OF AN INCLUSIVE SCHOOL ENVIRONMENT ON THE LEARNING ACHIEVEMENT OF CHILDREN WITH ADHD IN CLASS III OF PRIMARY SCHOOL

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ABSTRACT

The background to this research is that ADHD (Attention Deficit Hyperactivity Disorder) children are very dependent on their environment, because they have difficulty focusing and are hyperactive. This will relate to the social and achievement of ADHD children. The aim of this research is to explain the influence of an inclusive school environment on the learning achievement of ADHD children in third grade of elementary school. The method used in this research is descriptive qualitative, which allows researchers to clearly explain social reality through observations and interviews at the research site. A qualitative approach is useful for explaining the influence of an inclusive school environment on the achievement of ADHD children in third grade of elementary school. Qualitative research is an inquiry strategy that plays a role in searching for meaning, understanding, concepts, characteristics, symptoms, symbols and descriptions of an event; focused and multimethod, natural and holistic; prioritizes quality, uses several methods, and is presented narratively. An inclusive school environment has an important role in forming social relationships between students who have obstacles and those who do not have obstacles, so that educational goals can be realized optimally. All school members must be able to carry out their respective obligations, as well as students who have obstacles.

KEYWORDS Child, ADHD, Environment, inclusive.



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INTRODUCTION

In studying material that is diverse in nature or to expand one's mindset, inclusive education is very necessary. According to Tussaadiyah (2017) Principles underlying inclusive education is will maximized all children learn together without looking existing obstacles or differences. Inclusive education means that it is

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mandatory for every school accommodate all child without see circumstances physical, intellectual, social emotional, linguistic or state other. A learning process of course must involve role educators who are professional and qualified in their fields, as well as in the classroom inclusion must involving teachers, assistants special and so on To use help in the learning process. Inclusive education process taking place through inclusive learning activities, by the way involve child need specifically in learning activities. Learn on my own can be carried out with the help of teachers, books, tools electronics, learning media and the like. Positive environment can become environment to study especially school environment.

the school environment is Second primary education environment. students, teachers, companions special, and energy educator others carry it out activity related to education optimally organized and planned (Hasbullah, 2012). become more attention for child need inclusive school environment, good it's in class or outside class. According to Nurfirdaus (2021) The school environment must made container that can develop, improve and also maximize the potential of all students without except. The school environment includes (1) the social environment which includes teachers, friends and teaching staff. (2) non-social environment which includes facilities, infrastructure and curriculum. In formal educational institutions that provide support for the formation and development of students' potential.

Learning achievement is reject measuring students' success in achieving that goal already become A to set in the learning program (Muhibbin & Wulandari, 2024). In acquiring maximum learning outcomes very need notice factors that can influence learning achievement. Learning achievement is the results obtained by students after do learning activities, as for learning in essence is business aware of what students are doing complete needs (Widodo et al., 2020).

Learning achievement has a meaning more simple is achievements obtained by students (Firdaus, 2020). Whether or not students are successful in learning depends on various things influencing factors. Learning achievement is the results achieved by students after carry out the learning process. Learning achievement is something important thing in measuring students' understanding. Students always try For why achievements according to their respective fields and abilities. Teacher on duty guide students aim capable maximize one's potential with various needs and changes environment that occurs in a way direct nor no (Indriyani et al., 2020). Learning process has No escape from partial learning activities big. Always learn intersects with changes in the students who study, their parents expected leads to more well, no can denied there are students who lead to not enough Good. There are also students whose learning process is according to plan nor not according to plan. Process as well results very depends on internal and external factors of students.

RESEARCH METHOD

The approach used in this research is descriptive qualitative, which allows researchers to clearly explain social reality through observations and interviews at the research site. Approach qualitative useful For explains the influence of an inclusive school environment on the achievement of third grade elementary school ADHD children. Qualitative research is one of the inquiry strategies that plays a

role in search meaning, understanding, concepts, characteristics, symptoms, symbols, etc description about an event ; focused and multimethod, nature natural and holistic ; prioritize quality, wear a number of way, as well served narratively (Yusuf, 2022).

With approach descriptive qualitative expected in research This can explained The influence of the inclusive school environment which includes the social environment and non-social environment on the achievement of ADHD children in grade III elementary school. Election informant on study This carried out with purposive sampling, namely by looking for inclusive schools at the elementary school level in Jakarta. Next, writer choose one elementary school with assumptions that the school environment is inclusive. Researcher interview three sources, the first is third grade elementary school teacher, both parents of students and students with ADHD (Sayal et al., 2018). With use method this, researcher do observations and interviews Good through fill out a questionnaire, meet in person or available chat applications like WhatsApp or Instagram. Technique data analysis, researcher analyze the data obtained from results filling out questionnaires and interviews on forms descriptive qualitative. Technique This aims to explain the findings found in the research process. Researchers also carry out interpretation of data and facts related to the problem that is the aim of the research. study This also carries out data analysis using an interactive model which is from the theory of Miles and Huberman (2002) Data analysis includes viz data collection, data reduction, data presentation and withdrawal conclusion.

RESULTS AND DISCUSSION

Schools are bodies that officially hold structured, planned, systematic and directed learning activities carried out by professional educators with programs that are mixed into a curriculum and followed by students at every level, starting from early childhood education to tertiary education.. The school environment directly has the obligation to be a forum that can maximize all the potential of students. So the school environment is a unified place within a formal education body that has a lot of influence in improving, maximizing and developing the potential of students. Therefore, through the school's program, it is hoped that it can produce students with maximum learning achievement. The school environment includes the social environment and non-social environment. The opinion above gives teachers as one part of the school environment and who can relate directly to students in the classroom as having a big responsibility in shaping the school environment for students. Therefore, it is appropriate for every teacher to think about and link the conditions and environment of students with learning achievement. A student tends to learn to socialize more in the school environment compared to other places.

An inclusive school environment has an important role in forming social relationships between students who have obstacles and those who do not have obstacles, so that educational goals can be realized optimally. All school members must be able to carry out their respective obligations, as well as students who have obstacles. Creating an inclusive school environment is not easy, but it is something that every school must do and adds value to the school. There is a lot that must be prepared to create an inclusive school environment, from teachers to facilities.

Nowadays, there are many schools that offer inclusive services, but some schools that offer inclusive services still do not have an inclusive school environment. An inclusive school environment must be implemented so that children who have obstacles can maximize their learning achievements (Sanagi, 2016b).

In an interview with a Grade III Elementary School teacher, he explained: "An inclusive school environment will greatly influence how their friends are in the school environment. Teachers certainly try not to differentiate between students in an inclusive school environment (Sanagi, 2016a). Of course, that way the students will also feel the same, leading to better things without any differences." Developing the potential of students, especially ADHD students, will have difficulty developing their own potential because ADHD students have great difficulty focusing. ADHD students will disrupt class order and usually have low learning achievement. Therefore, ADHD students are very dependent on an inclusive school environment (Felt et al., 2014). ADHD students who are in class III of an elementary school in one of the schools in Jakarta will be allowed to run around or outside the classroom if they have finished their assignments and teachers often give assignments related to physical activity, for example ADHD students are always assigned to take worksheets in the classroom (Handayani, 2019). ADHD students are also usually asked to stand at the blackboard in a standing position, this will reduce excess energy and ADHD students are also often asked by teachers to help their friends. for example, carrying things or accompanying them to the bathroom so that ADHD students and other students can socialize with each other. This can affect the learning achievement of ADHD students.

CONCLUSION

The school environment is Second primary education environment. students, teachers, companions special, and energy educator others carry it out activity related to education optimally organized and planned Learning achievement is reject measuring students' success in achieving that goal already become A to set in the learning program. An inclusive school environment has an important role in forming social relationships between students who have obstacles and those who do not have obstacles, so that educational goals can be realized optimally. Developing the potential of students, especially ADHD students, will have difficulty developing their own potential because ADHD students have great difficulty focusing. ADHD students will disrupt class order and usually have low learning achievement. Therefore, ADHD students are very dependent on an inclusive school environment. This can affect the learning achievement of ADHD students.

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