

SEGREGATION EDUCATION FOR ADHD

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ABSTRACT

Education is an effort to improve the quality of human resources. Education can be obtained through formal and non-formal institutions. In formal educational institutions there are regular classes and inclusion classes. Where in this class there are not only regular children but also some children with special needs. One of them is Segregated Education which has been going on for more than a century, since the start of education for blind children in 1901 in Bandung (Baharun, Hasan, 2018), which is the process of separating one group from another group or isolating or ostracizing. In relation to Special Education (PLB), segregation education is an education system for children with special needs that is separate from the regular children's education service system (Casmini, 2007). Like children with special needs ADHD (Attention Deficit Hyperactivity Disorder). ADHD (Attention Deficit Hyperactivity Disorder) is a neurological disorder that generally begins in children and usually lasts into adulthood. This disorder can also affect aspects of the sufferer's life, such as social relationships, problems in academics, career support, and experiencing various levels of emotional instability. Education is not only for regular children, but children with special needs also have the right to get a decent school. This also aims to ensure that as Indonesian citizens who uphold the values of justice in Pancasila can be implemented well.

Keywords: *Education, Segregated Education, ADHD*

INTRODUCTION

Education is a basic need for everyone, including people with disabilities. Through education, people with disabilities participate in the process of cultural change, develop into better human beings, prepare themselves to become patriotic, independent, competent citizens and patient workers. Of course, this cannot be separated from the state's role in protecting the rights of all citizens. This declaration is in line with the 1945 Constitution of the Republic of Indonesia which states that the state is committed to making the life of its nation intelligent. However, people with disabilities often experience discrimination when fulfilling their basic rights to a decent education.

Even though Law of the Republic of Indonesia no. 20 of 2003 Article 5 Paragraph 2 regulates education for children with special needs, they often experience discrimination in their surrounding environment when fighting for their right to receive a proper education. This law emphasizes that every Indonesian citizen who has physical, emotional, mental, intellectual or social disabilities has the right to receive special education services.

Special education services for children with special needs, one of which is for ADHD (Attention Deficit Hyperactivity Disorder), namely Segregated Education, is an education system that has been developed for children with special needs which is separate from the regular children's education system. Segregated education is not only about separate places, but also separate delivery programs for children with special needs and regular children. This arises because of the assumption that children with special needs are different from regular children, so special education services are needed for them. The concept of special education is synonymous with special schools (SLB) which offer separate educational services for children with special needs. Segregated education is also the oldest education for ABK (Children with Special Needs) in Indonesia, even before independence.

The emergence of the term segregation education was in line with society's attitudes and views towards ABK (Children with Special Needs) at that time. ABK (Children with Special Needs) are considered different in many ways compared to children in general, raising concerns about their abilities if they study with normal children. Therefore, the view that the concept of Special Education is synonymous with Special Schools emerged.

Segregated education places children with special needs in schools that suit their conditions. Each type of impairment has a special school, such as SLB A for vision impairment and SLB B for hearing impairment. Facilities and infrastructure in segregated schools have been well prepared to serve students with special needs.

Along with the passing of the National Education Law (UUSPN) No. 2 of 1989 which is regulated by Government Regulation no. 72 of 1991, the form of segregation education adapts to two ways of establishing schools, namely Special Schools (SLB) and Special Elementary Schools (SDLB). However, as time goes by there are 4 forms of providing education with a segregation system, namely: a) Special Schools, b) Boarding Special Schools, c) Remote Classes/Visiting Classes and d) Special Elementary Schools. A special school is a formal educational institution that provides education for children with special needs (Pramartha, 2015). In its implementation, SLB is divided into several types: (a). SLB Part A for children with special needs who have visual impairments (blind). (b). SLB Part B is for children with special needs who have hearing impairments (deaf). (c). SLB Part C for children with special needs and intellectual disabilities.

One of them is for Special Needs Children with ADHD (Attention Deficit Hyperactivity Disorder), which is a common disorder in schools. This disorder inhibits children's social interactions with other people. Teachers and parents often have difficulty understanding how to interact with children who have this disorder. Children with ADHD (Attention Deficit Hyperactivity Disorder) find it difficult to regulate their own behavior, so they require extra energy to interact with their surrounding environment. Children with ADHD (Attention Deficit Hyperactivity Disorder) experience obstacles in social interaction. They need an appropriate and personal approach from other people to help them in the social interaction process. Children with ADHD (Attention Deficit Hyperactivity Disorder) definitely have limitations in social-emotional aspects, especially in social interactions, so segregation education is needed to separate children with special needs and also regular children who are intended not to disturb them during the learning process.

A child who cannot sit still, cannot listen carefully, does not focus, has fun playing or does activities he enjoys inappropriately is a child who has difficulty obtaining and processing information and therefore has low two-way communication skills. Therefore, appropriate intervention is needed to improve the communication skills of children who experience ADHD (Attention Deficit Hyperactivity Disorder) through segregation education.

The exact causes and pathology of ADHD are still not clearly revealed, as ADHD is a multifactorial disorder. There are many factors that are considered to cause this disorder, viz

1. There are genetic factors that play a big role in the occurrence of ADHD behavior disorders. Several studies conducted have found that hyperactivity that occurs in a child is always accompanied by a history of the same disorder in the family of at least one person in the immediate family. If one parent suffers from ADHD then the child is 60% at risk of suffering from ADHD, and if both parents suffer from ADHD then the child is almost 95% at risk of suffering from ADHD.
2. The presence of risk factors: The risk of developing ADHD increases if one of your siblings or parents has ADHD or other psychological disorders. These psychological and behavioral disorders include bipolar disorder, conduction disorders, depression, dissociative disorders, anxiety disorders, learning disorders, mood disorders, obsessive-compulsive panic disorders,

panic disorders accompanied by goraphobia, and pervasive disorders. There is a lot of research evidence that shows central nervous system (CNS) dysfunction, so that several abnormalities and disorders that occur during pregnancy, childbirth and childhood must be considered as risk factors.

3. Environmental Factors: Research has shown a possible correlation between cigarette use and the risk of ADHD in offspring. As a precaution, it is best to refrain from cigarette and alcohol use during pregnancy. Another environmental factor associated with ADHD risk is high levels of lead in the bodies of preschool-age children. Because lead is no longer permitted in paint and is usually only found in older buildings, children who live in older buildings where lead is still present in the plumbing or in lead-containing paint will increase the child's risk of developing ADHD.
4. Brain Damage, Attention disorders are caused by problems with the brain. Children who experience accidents at birth can cause brain injuries that can trigger some of the same behavioral signs as ADHD, but only a small percentage of children with ADHD suffer from traumatic brain injuries.
5. Does ADHD continue into adulthood? Some ADHD children show conditions that improve when they enter adolescence, although it cannot be denied that there are also ADHD children who have problems that continue into adolescence and beyond. About two in five children with ADHD experience difficulties by age 18. The main symptoms of ADHD, such as attention difficulties, may increase with age, behavior problems such as disobedience or aggression become worse if children do not. Research has found that children Boys who are hyperactive and aggressive tend to be unpopular with other children. It is therefore very important for children to receive help as early as possible, to prevent them from developing other maladaptive behavioral problems. It is important to remember that 30-40% of children with ADHD do well as adults, and this percentage can be increased if the ADHD child is given the right help. But children with ADHD become antisocial or aggressive at school, because they receive treatment and assistance that is unsuitable or inappropriate to the child's needs, this will put the ADHD child at risk of having bigger problems as an adult. The role of families and schools is very important in providing help or support to children with ADHD, rather than blaming them.
6. The prevalence of ADHD in children is believed to occur in 3-5% of the school age population. Therefore, it is not unusual to find children with ADHD at school. Boys are more often diagnosed with ADHD than girls. In the general population, the male to female ADHD ratio is 4-1.

So special education services are really needed for ABK, one of which is for people with ADHD. However, the educational services received by children with special needs so far generally start from kindergarten, elementary school, middle school and high school/vocational school only, at the higher education level it is still rare for universities to implement innovative segregation education.

RESEARCH METHODS

This research is qualitative research that focuses on literature study. The author notes the characteristics of children with ADHD (Attention Deficit Hyperactivity Disorder) which affect social interaction abilities in learning. The author also combines and analyzes theoretical findings related to segregation education for children with ADHD (Attention Deficit Hyperactivity Disorder). In addition, the author provides criticism and ideas on previous theories or arguments.

The author succeeded in making new findings which are the result of a collaboration of previous thoughts regarding segregation education in children with ADHD (Attention Deficit Hyperactivity Disorder). This research provides an important contribution to the understanding of how segregated education affects children with ADHD (Attention Deficit Hyperactivity Disorder). The emphasis on qualitative aspects and literature study provides in-depth insight into this topic. The author also highlights the importance of continuing to develop understanding of ADHD (Attention Deficit Hyperactivity Disorder) and how best to support children who experience it.

The data collection technique in this writing involves collecting relevant information from various sources such as scientific books, journals and other scientific works. The collected data will be recorded, summarized and recorded using data cards to make data classification easier. Several steps in data collection include preparing tools and materials, preparing data sources such as books and journals, arranging writing time so that it is consistent and effective, and reading and recording useful information in data cards.

The data analysis technique used in this writing is inductive. Analysis is based on the data obtained, developed into a hypothesis, and ends with drawing conclusions. The conclusion is expected to be a new finding or formulation that has never existed before. These findings can take the form of descriptions of objects that were previously unclear, such as clausal or interactive relationships, hypotheses, or theories.

RESULTS AND DISCUSSION

As previously discussed, etymologically the term segregation comes from the word segregate (meaning to separate, isolate) or segregation (meaning separation). Our scientists define segregation as the process of separating one group from another group; or exile; or also exclusion. In relation to PLBan, segregation education is an education system for children with special needs that is separate from the education system for regular children.

The segregation education system is the oldest educational service system for ABK (Children with Special Needs) in our country, even established before Indonesia's independence. The separation that occurs is not just a place/location, but covers the entire implementation program. This kind of educational service is called educational service for ABK (Children with Special Needs) through the complete separation of the educational program from the educational program for children in general.

The emergence of the term segregation education is in line with the attitude and view of society towards ABK (Children with Special Needs) at that time, that ABK (Children with Special Needs) were children who were different in many ways compared to children in general. This means that there are very striking differences, giving rise to concerns/doubts about the abilities of children with special needs (children with special needs) if they study together with regular children in general. Therefore, they must receive special educational services (separate from regular ones). So the view arose that the

concept of Special Education (PLB) at that time was synonymous with Special Schools (SLB). (Septiana, 2012).

Apart from society's attitudes or views in separating children's education, it is also the profession of their predecessors who care about them. If we looking at history, the pioneers of segregation education such as Maria Montessori, Edward Seguin, and Itard, their perspective on children with disabilities was like two patients. This perspective is quite reasonable because they are medical experts. With their profession, of course their approach to children will also use a medical approach. For this reason, children with disabilities are considered sick people. By assuming they are sick, the approach used for them is diagnosis. After they are diagnosed, a disease label will appear. With the work method as above, which is brought to the education sector, blind children can be found for children with visual impairments, for example and so on. In other words, a diagnosis gives rise to special children (ALB), special schools/places (PLB) or Special Education, special education services, according to the label which ultimately gives rise to categories of children. This special nature of schools is what we call segregation education. So in education, the segregation of children's needs is not seen individually.

Segregated education is an education system that is separate from the regular children's education system in special educational institutions for special children, namely SLB (Haenudin, 2013). In this system, children with special needs are placed in one school with the same conditions. This also agrees with Kustawan & Meimulyani (2013), namely that the segregation education service system is an education system that is separate from the children's education system in general, in other words children with special needs are given educational services at special education institutions such as SLB, TKLB, SMPLB, SMALB and SMKLB.

Segregated education, placing children with special needs in the same school with students who have the same conditions, namely SLB A for students with visual impairments (blind), SLB B for students with hearing impairments (deaf), SLB C for students with mental disorders, SLB D for students with physical impairments (impaired) and SLB G for students with multiple impairments (impaired). Human resources, facilities, learning processes, facilities and infrastructure in segregated schools are well available because they have been prepared from the start to serve students with special needs.

One of them is ADHD (Attention Deficit Hyperactivity Disorder) for Education. Segregation refers to educational practices where children with ADHD (Attention Deficit Hyperactivity Disorder) are placed in special classes or schools that are separate from children without disabilities. The aim is to provide more focused support and a learning environment that better suits their specific needs

Children with ADHD (Attention Deficit Hyperactivity Disorder) will receive more individual attention from teachers who are specially trained to address their needs. Special classes are more structured and can be adapted to reduce distractions that may affect children with ADHD (Attention Deficit Hyperactivity Disorder). Children with ADHD (Attention Deficit Hyperactivity Disorder) will feel more comfortable and less stressed when they are among peers with the same condition.

However, for this segregated education there are challenges, namely that ADHD (Attention Deficit Hyperactivity Disorder) children who are placed in special classes or schools may face stigma from their peers or the general public. They experience a lack of interaction with children without disabilities, which can reduce opportunities to develop important social skills. And not all schools or special classes have the same resources and quality, which can influence educational outcomes.

From these challenges, another alternative to segregation education is needed, namely inclusive education which involves placing children with ADHD (Attention Deficit Hyperactivity Disorder) in regular classes with additional support, such as teacher assistants or curriculum adjustments. Some schools adopt a hybrid approach where children with ADHD (Attention Deficit Hyperactivity Disorder) spend part of their time in regular classes and part in a more structured environment.

For support strategies in segregation education for ADHD (Attention Deficit Hyperactivity Disorder) using various strategies such as direct teaching, curriculum modification, and behavior management techniques. Teachers in segregated classrooms must have special training to understand and manage the needs of children with ADHD (Attention Deficit Hyperactivity Disorder). Involve families in the educational process to ensure consistent support at home and at school.

Several of the things above need to be considered carefully based on individual needs and available alternatives that may be more suitable. It is important to periodically evaluate the effectiveness of the approach used and make adjustments as needed.

Implementation of Segregated Education

Segregated education for children with special needs is divided into Special Day Schools and Special Boarding Schools. Special Day Schools such as SLB (Special Schools) are visited every day during full school hours, usually only accepting one type of disorder. Special boarding schools accommodate children for 24 hours and are used for children with severe disabilities. These children can visit family during holidays.

Learning activities can be carried out individually, in groups and classically. The teaching system leads to the individualization of teaching by creating an individualized teaching plan (Individualized Education Plan) which contains learning objectives, procedures, special services, and evaluation of program success. This program is developed and updated every year by a multidisciplinary team consisting of various professionals such as psychologists, pediatricians, ophthalmologists, neurologists, psychiatrists, orthopedists, occupational therapists, speech therapists and child psychiatrists.

Before an IEP (Individualized Education Plan) is created, an assessment is first carried out regarding education, including the child's level of cognitive abilities, emotions and social adaptation. Assessments must also be appropriate to the child's obstacles, such as assessments for children with physical impairments that look at their physical and motor skills.

Relating to the learning environment, though this service is segregation in nature, but it has become food for thought that the environment is limited must be minimized (least restrictive environment). This implies that, if the child able to accept learning programs in class normal effectively then the child should be placed in normal class.

For children with ADHD (Attention Deficit Hyperactivity Disorder), implementing segregated education requires careful planning and implementation in order to meet their special needs effectively. With steps that can implement segregation education, namely:

1. Carrying out Identification and Evaluation
Conduct in-depth assessments to identify the individual needs of children with ADHD (Attention Deficit Hyperactivity Disorder). This includes academic, psychological, and behavioral assessments.
Form an evaluation team consisting of teachers, psychologists, counselors, and parents to develop an individual education plan (RPI).
2. Forming a Special Class or School

Designing a curriculum tailored to the needs of children with ADHD (Attention Deficit Hyperactivity Disorder) that includes a multi-sensory approach, project-based learning and integrated physical activity.

Creating a structured classroom environment with minimal distractions, use of assistive technology, and areas that allow children to move around and take sensory breaks.

3. Provide Teacher and Staff Training

Provides specialized training to teachers and staff on ADHD (Attention Deficit Hyperactivity Disorder), including classroom management strategies, behavioral intervention techniques, and effective teaching methods.

Provide ongoing professional development opportunities for teachers to update their knowledge and skills in treating ADHD (Attention Deficit Hyperactivity Disorder).

4. Provide Support Program Development

Implement a clear and consistent behavioral intervention program, such as the use of reward systems, positive reinforcement, and stress management techniques.

Provide additional support services such as occupational therapy, speech therapy, and counseling to suit the child's individual needs.

5. Collaboration with Parents

Establish effective and regular communication channels between the school and parents to discuss the child's progress, challenges faced, and strategies that can be implemented at home. Involving parents in the decision-making process and implementation of the child's individual educational plan.

6. Monitoring and Evaluation

Carry out regular monitoring of children's academic progress and social development. Uses formal and informal assessments to measure program effectiveness.

Based on monitoring results, make adjustments to individual education plans and teaching strategies to ensure children receive appropriate support.

7. Providing Resource Provision

Providing learning materials and technology that supports the learning of children with ADHD (Attention Deficit Hyperactivity Disorder) such as interactive learning applications and visual aids.

Provide teaching assistants or aides in the classroom to assist teachers in managing the individual needs of children with ADHD (Attention Deficit Hyperactivity Disorder).

Advantages of Segregated Education

According to Haenudin (2013), the advantages of segregation education system, namely as follows:

1. There is a sense of calm in children, because they are in the same environment or have the same fate. Students will feel comfortable at school, because they have the same conditions as their friends. So it will be easy to communicate between friends without feeling different or ostracized.
2. Children receive educational services using special methods that suit their conditions and abilities. Segregated schools have been prepared

from the start to serve students with special needs so that even during the learning process, teachers have prepared learning plans that have been adapted to student needs, both in terms of learning materials, methods and strategies that will be used, indicators of learning outcomes and evaluation or assessment. that will be given.

3. Educated by teachers who have extraordinary educational backgrounds. The majority of teachers in special schools are graduates of special education so they already have knowledge about children with special needs, namely the various conditions and characteristics of children with special needs, how to handle students, how to prepare learning plans and know the broad scope of special education.

In segregated education for children with ADHD (Attention Deficit Hyperactivity Disorder) the advantage is that they will receive individual attention given by the teacher and also with a smaller number of students, the teacher can focus more on each child, providing more personal and in-depth interactions.

A structured classroom environment with minimal distractions can help them focus more on academic tasks. Segregated classrooms often have consistent routines, which helps children with ADHD (Attention Deficit Hyperactivity Disorder) better manage their time and activities.

Segregated education can use multisensory teaching methods that are more effective for children with ADHD (Attention Deficit Hyperactivity Disorder), such as movement-based learning and the use of visual aids. Teachers are trained in behavior management techniques designed specifically for children with ADHD (Attention Deficit Hyperactivity Disorder), such as positive reinforcement and reward systems.

Children with ADHD (Attention Deficit Hyperactivity Disorder) may feel more comfortable among peers with similar conditions, reducing the pressure to conform to regular classroom norms. A more understanding and supportive environment can help improve the self-esteem and self-confidence of children with ADHD (Attention Deficit Hyperactivity Disorder).

Special classes or schools usually have better access to additional services such as occupational therapy, speech therapy, and counseling services. Children with ADHD (Attention Deficit Hyperactivity Disorder) can benefit from assistive technology available in special classes, such as interactive learning apps and task management software.

The Segregated Education Curriculum for ADHD (Attention Deficit Hyperactivity Disorder) can be tailored to individual needs and abilities, allowing for a more personalized and relevant approach for children with ADHD (Attention Deficit Hyperactivity Disorder). And segregated classrooms can more easily integrate activities based on children's interests, helping them stay motivated and engaged in the learning process.

Weaknesses of Segregated Education

According to Haenudin (2013), the weaknesses of the segregation education system are as follows:

1. Children's socialization is limited to friends with the same fate. The social abilities of students who attend segregation schools do not develop well because children will not be exposed to other environments apart from their friends and teachers at school. Likewise, with the boarding school system, children will rarely meet other people who have many characteristics, character

and circumstances so they will be less familiar with the social world which is actually important for future preparation.

2. Providing education through a segregation system is still considered a relatively expensive education provision. This is because they still think that segregation schools are exclusive schools, requiring additional costs to provide learning media, holding additional skills classes such as music classes, work production classes, painting classes, sewing classes and learning aids such as Braille books, computers with jaws, ram.

Weaknesses in segregation education for ADHD (Attention Deficit Hyperactivity Disorder) are also significant, namely that there is social stigma such that they will feel isolated from their peers who do not have disabilities and they will feel considered different by their friends and society which can affect their self-esteem and their emotional well-being. Limited social interactions where they have limited opportunities to interact with children without disabilities. They may also miss out on opportunities to develop social skills in more diverse environments. Variations in the quality of education are segregated because not all schools have the same standards in teaching. Children with ADHD (Attention Deficit Hyperactivity Disorder) who are used to a segregated environment may face difficulties when transitioning to the real world that is not as supportive as in a special school. Limited experience can make them less prepared to face challenges outside of school. Academic results are not always better. Therefore, it is important to assess the individual needs of each child and consider the most appropriate approach, including possible combinations of segregation and inclusion education, to achieve optimal outcomes.

CONCLUSIONS

Education in Indonesia is not only for regular children, but also for children with disabilities. There are three service systems in Indonesia, one of which is the segregation education system, which is an education system with education services that separate children with special needs from regular children. Which takes the form of special schools and special elementary schools. For children with ADHD (Attention Deficit Hyperactivity Disorder) requires a comprehensive and collaborative approach. With careful planning, appropriate training, and ongoing support, schools can create a conducive and effective learning environment for children with ADHD (Attention Deficit Hyperactivity Disorder). Continuous evaluation and adjustment of strategies is essential to ensure each child can reach their full potential. Segregated education for children with ADHD (Attention Deficit Hyperactivity Disorder) offers many advantages that can help meet their unique needs. With individual attention, a structured environment, tailored teaching methods, and emotional and social support, this approach can provide a strong foundation for the academic and personal development of children with ADHD (Attention Deficit Hyperactivity Disorder). However, it is important to continually evaluate and adapt this approach based on the individual needs and progress made by each child.

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