

## The Role of Teachers as Motivators in Shaping Discipline in Completing Tasks for Special Needs Students at SDN 1 Gunung Sari

Maritza Putri Nadia

*Institut Prima Bangsa, Cirebon, Indonesia*  
*maritzaputrinadia13@gmail.com*

Iqoh Sobirotus Solekha

*Institut Prima Bangsa, Cirebon, Indonesia*  
*iqohsobirotus@gmail.com*

Reza Adi Pangestu

*Institut Prima Bangsa, Cirebon, Indonesia*  
*rezaadipangestu17@gmail.com*

**Abstract:** This study analyzes the role of teachers as motivators in forming disciplined characters in children with special needs in grade 4 of SDN 1 Gunung Sari Dalam. With a descriptive qualitative approach, data were collected through observations of teacher-student interactions and interviews. The results showed that teachers provided relief from assignments; for example, regular students got 10 questions, while students with special needs only got 3 questions with guidance. The students with special needs studied had characteristics such as ADHD and speech delays, so they needed a special approach. Teachers acted as directors and motivators, creating an inclusive learning environment, giving praise, and setting realistic goals according to students' interests. The role of parents is very important, with their active involvement strengthening children's emotional development. This study shows that the role of teachers is effective in building discipline in students with special needs, contributing to inclusive education.

**Keywords:** motivator, character discipline, inclusive education.

---

### INTRODUCTION

Education is one of the important aspects in building the nation's character. Teachers as educators have a very strategic role in shaping students' character, especially in terms of discipline. Discipline is one of the important aspects that needs to be instilled early on, including among children with special needs. Children with special needs require a different approach in the learning process, and the role of teachers as motivators is very important in helping them develop a disciplined character, especially in doing schoolwork.

According to Yuliani (2017), teachers have a dual role as educators and mentors who not only transfer knowledge, but also shape students' characters. The role of motivator carried out by teachers is very important in encouraging students to behave in a disciplined manner. Research by Permatasari (2018) shows that teachers who are able to provide effective motivation can increase students' enthusiasm for learning and discipline in doing assignments.

This study aims to analyze the role of teachers as motivators in forming disciplined characters in children with special needs in grade 4 of SDN 1 Gunung Sari. First, this study will analyze how the role of teachers can motivate and form disciplined characters in students with special needs. Second, this study also aims to determine the methods used by teachers in motivating children with special needs to do school assignments. These methods are

important to understand in order to determine the most effective approach in the learning process. Third, this study will identify the challenges faced by teachers in motivating children with special needs to be disciplined. Identifying these challenges is important in finding the right solution to overcome existing obstacles. Fourth, this study will assess the effectiveness of the role of teachers as motivators in improving the discipline of children with special needs. This assessment is carried out to measure the extent to which the motivation given by teachers can improve student discipline in doing school assignments. Through these objectives, it is hoped that this study can make a significant contribution to efforts to improve the quality of education for children with special needs.

The research problem can be identified in several important aspects. First, the researcher wants to know how the role of teachers as motivators in forming disciplined characters in children with special needs in grade 4 of SDN 1 Gunung Sari. This understanding is important because teachers have a significant influence in guiding and motivating students to develop discipline. Second, this study aims to identify the methods used by teachers in motivating children with special needs to do school assignments. This method can include various techniques and strategies applied to encourage students to remain enthusiastic and disciplined in completing their assignments. Third, this study will also explore the challenges faced by teachers in motivating children with special needs to be disciplined. These challenges can be in the form of internal or external obstacles that affect the learning process.

This research is expected to provide significant benefits. For teachers, this research will provide new insights and strategies in motivating children with special needs to develop disciplined characters. This is important because teachers play a key role in the education process, especially for students who need a special approach. For students, this research aims to help them become more motivated and disciplined in doing assignments, which will ultimately improve their learning outcomes. With the right encouragement and methods, students with special needs can more easily overcome learning challenges and achieve academic success. In addition, for schools, this research can provide useful recommendations for the development of programs and policies in supporting inclusive education. Thus, schools can create a more conducive learning environment for all students, including those with special needs, so that they can create a more just and equitable education system.

In this school, the role of teachers as motivators in forming the disciplined character of children with special needs is a relevant topic to be studied. This study aims to understand the extent of the role of teachers in motivating children with special needs in grade 4 to be disciplined in doing assignments.

## **METHODS**

In this study, the researcher used a descriptive research method with a qualitative approach. The qualitative approach allows researchers to understand in depth the sub-effective experience and also the context of the teacher's role as a motivator in forming a disciplined character in children with special needs. Descriptive according to (Sugiyono, 2016) is "A formulation of the problem concerning the question of the existence of an independent variable, either in only one or more variables (an independent variable is a variable that stands alone, not an independent variable, because if the independent variable is always paired with a dependent variable)." The data collection methods used were observation and interviews. Observation according to Sudaryono is direct observation of the object of research to see in detail the activities of the person being observed (Resi, 2021, p. 355). Observation is a data collection technique that provides a direct picture of the activities carried out by a person (Syam, 2018). Data collection techniques were taken through

observation and unstructured interviews. Data collection techniques include observation, where researchers observe daily interactions between teachers and students during learning. Documentation is used to analyze learning activities and ongoing learning materials, while interviews with teachers are conducted to gain a deeper understanding of the role of teachers as motivators in shaping disciplined characters in children with special needs. Data analysis is carried out thematically to identify patterns of challenges such as the presence of motivators from teachers and their successes such as being able to improve disciplined characters in children with special needs. By taking this approach, it is hoped that this study can contribute to improving discipline in children with special needs at SD Negeri Gunungsari Dalam and can provide benefits to the education of children with special needs more broadly.

## RESULT AND DISCUSSION

Students with special needs in grade 4 of SDN Gunung Sari Dalam have various characteristics, such as ADHD, speech delay, attention deficit disorder, and limitations in social control. Because of these different characteristics, each student requires a special approach in the learning process. As subjects of education, students have potential within themselves and play an active role in developing that potential.

### Student Assignment Management

According to Tanjung (2022) in the class there are various students with different characteristics, so that learning can be carried out properly and can achieve the learning objectives that have been designed, teachers need good class management, especially in managing student assignments. Likewise in inclusive classes, in addition to the importance of good class management, it is also the teacher's job so that students can accept each other. In inclusive classes, students with special needs and regular students are mixed so that they can help each other (Maulyda, 2021). Regular students are expected to be able to appreciate the various uniqueness of other individuals and be able to help their friends in lessons, while students with special needs are expected to be able to adapt to their surroundings. For this reason, teachers need to carefully regulate how students with special needs can follow learning well. Inclusive classes allow flexibility in implementing learning (Suprihatiningrum, 2021), this was conveyed by the homeroom teacher and the principal.

*"If it's an inclusive school, the curriculum is flexible. Adjusting to the students' conditions."  
- homeroom teacher and principal.*

One example of curriculum flexibility in Gunung Sari Dalam inclusive school is that students with special needs are given leniency in completing assignments. If regular students are assigned to complete 10 questions, students with special needs characteristics are only allowed to complete 3 questions. However, with certain notes and guidance from the teacher.

*"We have to be guided, we have to sit (by his side)"  
-homeroom teacher*

This is intended to guide students to be able to complete the task well. However, not all students need to be supervised directly. Some ABK students with mild conditions have better independence so they can complete the task as instructed.

*"If there is something you can't do, just come to me (to ask)."  
-homeroom teacher*

In providing learning to students with special needs, it cannot be forced, because each student has different conditions. For this reason, flexibility is important to be done so that students with special needs still feel comfortable in learning (Sarita, 2022). However, in return, students with special needs will be given additional learning or often called additional therapy when the class ends.

*"The therapy is, for example, being taught material about "Who, where, later I will give you additional information. Later I will ask again. (to ensure that students can understand well)"*

*-homeroom teacher*

### **Learning Attitudes of ABK Students**

Every condition experienced by ABK students has its own uniqueness that cannot be equated with each other. Likewise with their academic abilities and social skills. An example is one of the ABK students in class 4 Gunung Sari Dalem who was diagnosed with ADHD. In the observation of his homeroom teacher, it was said that he had emotions that could explode at any time, especially if he was tired or when he felt disturbed.

*"Don't let Gio (not his real name) get angry. If he gets angry, all his friends will be targeted, they will all be beaten up later. The class decorations will also be damaged."*

*-homeroom teacher*

However, the student has better academic abilities compared to other ABK students. In schools, especially inclusive schools, teachers not only act as transferors of knowledge, but also as observers, directors, and motivators (Aji, 2024). Teachers as observers have the task of observing the development of students and understanding each student's needs and potential (Heliawati, 2019). One of the needs and conditions of students that is a factor in the flexibility of the curriculum and the need for teacher observation as experienced by Gio (not his real name), a student with ADHD characteristics.

*"If he is tired of studying, feels exhausted and his facial expression changes, I talk to him, "Are you tired?" or something. if he wants to go home, he can go home. Don't let him get angry first."*

*-homeroom teacher*

In addition to Gio, in the observation of the homeroom teacher Arief also had limitations in following learning in class and in his interactions at school, but he showed extraordinary interest in assembling objects so that the homeroom teacher directed him to take robotics lessons. Students with ADHD characteristics need a structured learning environment to maximize their concentration.

*"I noticed Arief (not his real name) had an interest in tinkering with things, so I gave him directions to his parents to give him robotics lessons."*

*-homeroom teacher*

Not only as an observer, the teacher also acts as a director who guides students in achieving their maximum potential (Hamid, 2020). Teachers are also expected to be able to provide direction to students on what they should do, in accordance with learning objectives. It also includes instructions on how to complete assignments, and comply with school rules and regulations. The first step is to make students understand what rules students need to obey.

*"Yes (I can understand the class rules)."*  
-homeroom teacher

To achieve this, of course, it takes a long time. Habits that are carried out every day will shape students' understanding and discipline (Puspita, 2024). However, as is commonly understood, ABK students have difficulty in following language and exact sciences learning in class, for that teachers must realize that students have advantages that must be developed. By providing direction and proper guidance, teachers can help students to develop an attitude of responsibility and discipline in learning.

### **The Role of Teachers as Motivators**

In the teaching and learning process, teachers play an important role as motivators who provide encouragement and enthusiasm to students (Rahmiati, 2023). This role is very important, especially in inclusive classes at SDN Gunung Sari Dalem, where many students with special needs (ABK) need more support to achieve their maximum potential. Motivation has various forms, such as external motivation can be given by giving praise if students can do something, it can also be given by giving learning encouragement. Motivation in the classroom is not only in verbal form, but also in the form of positive actions and approaches in the classroom (Dini, 2021). Such as setting realistic and achievable goals together, in this case the homeroom teacher has implemented it as a manifestation of a flexible curriculum.

*"For the provision of practice questions, the questions remain the same, but usually for regular children there are 10 questions, for ABK students they only need to work on 3-5 questions."*  
-homeroom teacher

Understanding the various needs of ABK (Anak Berkebutuhan Khusus, or children with special needs) students with different characteristics is a crucial form of support that helps motivate and engage them in the learning process. By identifying and understanding these unique characteristics, teachers can better tailor their actions and approaches to effectively facilitate learning and provide a supportive environment for each student (Purnawanto, 2023). In line with this approach, the homeroom teacher of Class 4 at the Inclusive Elementary School pays close attention to the students' individual learning interests, carefully observing what sparks their engagement and joy in learning. This allows the teacher to provide encouragement and customized support to help students explore and deepen their personal interests, ultimately fostering a sense of autonomy and enthusiasm in their educational journey.

*"The interest in learning is not that prominent, but I direct some students to join extracurricular activities at school or take lessons outside of school."*  
-homeroom teacher

In addition, teachers play a vital role in creating a positive and inclusive learning environment, where every student feels accepted, respected, and supported (Budianto, 2023). A classroom that fosters inclusivity helps all students, especially those with special needs, to feel valued and empowered to participate actively in their learning journey. This inclusive atmosphere encourages students to engage confidently, knowing that their unique abilities and contributions are recognized. Teachers can cultivate this environment through open communication, empathy, and attentiveness to each student's individual needs, allowing for a learning space that celebrates diversity and promotes growth.



To achieve this, the homeroom teacher emphasizes the importance of using engaging and adaptive teaching methods tailored to meet the varied needs of students with special requirements. This may involve incorporating multisensory activities, visual aids, and interactive lessons that help maintain students' interest and motivation. For instance, in certain lessons, group-based or hands-on learning activities may be introduced to encourage peer interaction and enhance students' understanding through active involvement. By thoughtfully selecting and modifying instructional strategies, the teacher not only makes the lessons more accessible but also creates opportunities for students with special needs to fully participate alongside their peers, boosting their confidence and sense of belonging.

Furthermore, the teacher recognizes that continuous encouragement and motivation are key to sustaining student engagement. Providing positive reinforcement and constructive feedback helps students with special needs feel proud of their progress and more motivated to overcome challenges. In doing so, the teacher acts not only as an instructor but also as a mentor and advocate for each student, reinforcing their intrinsic value and fostering resilience. This holistic approach ensures that students experience a supportive educational environment where they can flourish both academically and personally.

*"Sometimes there is group work. I also like to hold games in class."*  
-homeroom teacher

The learning that is done can provide support in the learning process in the classroom. Providing simple but impactful motivation can help students with special needs in inclusive schools to feel motivated and positively involved in their learning process. Thus, students can develop good character, especially discipline in completing assignments.

### **Parental Support in the Education of Children with Special Needs**

In the world of education, particularly for children with special needs, parents play a pivotal role in supporting their children's development and learning journey (Fitriani, 2024). Due to the unique challenges faced by students with special needs, additional support from parents is often essential to help them overcome difficulties and feel motivated. Active parental involvement such as assisting with homework, tracking academic progress, and communicating regularly with teachers has been shown to positively impact learning outcomes and foster a more supportive environment. For instance, at Gunung Sari Dalem Inclusive Elementary School, parents exhibit a strong awareness of their children's needs, often dedicating time and attention to their education and well-being.

This commitment is evident in the way many parents accompany their children to school each day, patiently waiting and engaging in conversations with one another. This supportive community allows parents to exchange insights, share advice, and build a network of mutual encouragement, creating a collective support system for both students and families. Furthermore, parents collaborate closely with teachers and school staff, discussing their child's progress and exploring tailored strategies to address specific learning needs. This partnership between home and school creates a consistent, nurturing environment that empowers children with special needs, helping them to build confidence and reach their potential.

*"In schools, parents whose children have special needs have a group, often discussing the needs of their children, activities at school, and so on."*  
-parent of student

Such parental support has a positive impact on the academic and emotional development of children. Parents can directly see how ABK students learn in class and adjust their learning back when at home.

*"The parents of the students also always pay attention and provide support."*  
-homeroom teacher

Interestingly, parents of students with special needs voluntarily collect funds that will be used to provide facilities to regular students, so that regular students do not need to buy uniforms or stationery at the beginning of school. This is an expression of gratitude for the acceptance given to students with special needs. This can provide an illustration that one of the things that is still difficult to do is the acceptance of students with special needs in the social environment properly.

*"Parents of students with special needs here are incredibly supportive," the principal remarked warmly. "They even chip in to buy uniforms for regular students in need. It's heartening to see how happy and involved they are because they feel their children are genuinely accepted and valued in this school community."*  
-principal

Teacher and parent meetings are also routinely held with the aim that learning can be carried out according to needs. The teacher will convey the school agenda that will be carried out, and parents will also give their opinions about it. If there is no meeting, intense communication between teachers and parents is still carried out. Parents will ask the homeroom teacher about their child's progress in class via text message.

*"Parents like to ask how their children are doing each day—what assignments they have, what they need to bring, and if there's anything special going on," the homeroom teacher shared with a smile. "They're always attentive to every detail of their children's needs, and it makes such a positive difference in their engagement and learning."*  
-homeroom teacher

The homeroom teacher expressed sincere appreciation for the parents who consistently provide extra attention and support to their children with special needs, recognizing the positive impact this involvement has on their development. She noted that this attentive approach from parents not only strengthens the students' confidence and motivation but also fosters a more inclusive atmosphere within the classroom. By actively communicating with the school, staying informed about their children's progress, and supporting their educational needs, these parents play an essential role in creating a nurturing environment that benefits both their children and the larger school community.

*"I often consult with his parents that for example, to pursue knowledge, he can't go as far as a normal child, but he seems to have talent and interests that can be channeled."*  
-homeroom teacher

In its implementation, the teacher's role as a motivator goes beyond simply supporting students with special needs; it also involves actively engaging with parents to ensure they understand their child's unique needs and development in the classroom. By fostering open communication, teachers help parents gain a clearer picture of their child's strengths, areas of growth, and progress, building trust and a shared commitment to the child's education.

This guidance empowers parents to better support learning at home and feel confident in their child's abilities. In turn, this collaborative approach not only enhances the child's educational experience but also strengthens the partnership between the school and families, creating a more cohesive support system.

## **CONCLUSION**

Based on the analysis of the role of teachers as motivators in forming the character of discipline in doing assignments for children with special needs in grade 4 of SDN 1 Gunung Sari, it was found that the management of assignments for students with special needs has leniency in doing assignments, if normal students are given 10 questions, then for students with special needs, they are allowed to do only 3 questions. However, with certain notes and still under the guidance of the teacher. This is intended to be able to guide students so that they can complete assignments properly according to what has been instructed. From the results obtained by the researcher regarding the learning attitudes of students with special needs, namely that students with special needs have difficulty in following language and exact sciences learning in class, for that teachers must realize that students have advantages that must be developed. By providing appropriate direction and guidance, teachers can help students to be able to develop an attitude of responsibility and discipline in learning. In addition to teachers who act as motivators, parents of students also participate in providing motivation to children with special needs. As with the support provided by parents of special needs students at SD Inklusi Gunung Sari Dalem, they have good awareness and understanding of their children's conditions, so they give more attention to their children. So in its implementation, the role of teachers as motivators is not only to provide support to students with special needs. But also by providing an understanding to parents about the condition of the child and their development in the classroom. Based on the results of the evaluation that researchers have conducted, it can also be concluded that the role of teachers as motivators can shape the character of discipline in doing assignments for children with special needs in class 4 of SD Negeri 1 Gunung Sari. So that it can train children's discipline in doing assignments and can increase knowledge in students.

## **REFERENCES**

- Aji, F. (2024). Peran Guru Dalam Menanamkan Sikap Nasionalisme Anak Usia Dini Di Taman Kanak-Kanak Cempaka Tanggamus (Doctoral dissertation, UIN Raden Intan Lampung).
- Budianto, A. A. (2023). Pentingnya Pendidikan Inklusif: Menciptakan Lingkungan Belajar Yang Ramah Bagi Semua Siswa. *Jurnal Kajian Pendidikan Dan Psikologi*, 1(1). Dini, J. P. A. U. (2021). Meningkatkan karakter anak usia dini melalui pemberian penguatan. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 2101-2113.
- Fitriani, F., Kurniati, N., Yusuf, D., & Mildasari, M. (2024). Peran Orangtua Dalam Memahami Pendidikan Inklusi di TK Negeri Pembina Batumandi. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 10(1), 417-425. Hamid, A. (2020). Profesionalisme Guru Dalam Proses Pembelajaran. *Aktualita: Jurnal Penelitian Sosial Keagamaan*, 10(1), 1-17.
- Heliawati, R. (2019). Manajemen pembelajaran inklusi pada anak usia dini. *EduChild: Majalah Ilmiah Pendidikan*, 3(1), 15-23.
- Maulida, M. A., Rosyidah, A. N. K., & Erfan, M. (2021). Pemahaman Guru Sekolah Dasar Tentang Pembelajaran Inklusif: Studi Kasus di SD N Repok Puyung, Lombok Tengah. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 7(02), 494-513.



- Permatasari, A. (2018). Motivasi Belajar Siswa: Peran Guru dan Lingkungan Keluarga. *Jurnal Psikologi Pendidikan*, 15(1), 45-55.
- Purnawanto, A. T. (2023). Pembelajaran berdiferensiasi. *Jurnal Pedagogy*, 16(1), 34-54.
- Puspita, A., & Harfiani, R. (2024). Penerapan Pembiasaan Positif Dalam Upaya Meningkatkan Karakter Anak. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 5(1), 25-38.
- Rahmiati, R., & Azis, F. (2023). Peranan Guru Sebagai Motivator Terhadap Motivasi Belajar Siswa di SMPN 3 Kepulauan Selayar. *Innovative: Journal Of Social Science Research*, 3(3), 6007-6018.
- Sarita, M. R. (2022). Problematika Pembelajaran Daring Untuk Siswa ABK (Anak Berkebutuhan Khusus) Kelas V Di SDN Inklusi Benua Anyar 4 Banjarmasin. Skripsi. Tarbiyah dan Keguruan.
- Suprihatiningrum, J., Jahidin, A., Aminah, S., & Hanjarwati, A. (2021). PANDUAN MODIFIKASI KURIKULUM PERGURUAN TINGGI: Pendekatan Universal Design for Learning (UDL) dan Adaptasi.
- Tanjung, W. U., & Namora, D. (2022). Kreativitas Guru dalam Mengelola Kelas untuk Mengatasi Kejenuhan Belajar Siswa di Madrasah Aliyah Negeri. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 7(1), 199-217.
- T. Herawati, Gian Fitralisma, Indah Dewi Mulyani, dan Muhammad Syaifulloh, "Analisis Pengaruh Motivasi, Budaya Organisasi dan Lingkungan Kerja terhadap Kinerja Karyawan Di Yogya Mall Brebes," *E-Bisnis J. Ilm. Ekon. dan Bisnis*, vol. 15, no. 2, hal. 338–345, 2022, doi: 10.51903/e-bisnis.v15i2.869.
- Yuliani, E. (2017). Peran Guru dalam Pembentukan Karakter Siswa. *Jurnal Pendidikan Karakter*, 9(2), 123-132.