

TEACHER PROBLEMS IN LEARNING CHILDREN WITH SPECIAL NEEDS (ABK) AT INCLUSIVE SCHOOL SDN 1 SELONG

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ABSTRACT

Becoming a teacher in an inclusive school will certainly have different challenges from teaching in an ordinary school. The problems they face are more difficult than ordinary teachers. This study aims to describe the problems faced by teachers in teaching children with special needs at the inclusive school of SDN 1 Selong. This research is a case study research with a descriptive qualitative approach where the data collection methods used by the researcher are observation, interviews and documentation. The data analysis technique uses the Miles and Huberman interactive model, namely through data collection, data reduction, data presentation and drawing conclusions. The results of the study show that: not all teachers have sufficient competence in managing classes from 6 subjects, 3 of which are still not able to manage classes well, the number of students with special needs in one class, the difficulty of children with special needs receiving learning, the lack of government attention and not all parents provide support for crew members. Efforts made by teachers to overcome these problems include: the desire to continue learning to improve teacher competence, use fun methods and media, repeat learning materials, and build good communication with parents of children with special needs.

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1. INTRODUCTION

Children with special needs (ABK) are children with special characteristics that are different from children in general without always showing mental, emotional or physical incapacity. Children with special needs (formerly known as extraordinary children) are defined as children who need special educational assistance and services to fully develop their potential (Hadis, 2006). The Indonesian government itself tries to facilitate the educational needs for ABK by holding special schools (SLB) which have spread throughout Indonesia, but when compared to the number of ABK which is increasing year by year, the number of SLB cannot accommodate ABK (Tarnoto, 2016). Children with special needs really need to communicate with their normal peers, so that children with special needs can develop their potential and skills. This makes the government want to change the previous education paradigm, into inclusive education regardless of anyone.

Inclusive education facilitates special needs children to have the same rights as normal students to study in regular schools (Haug, 2017). The existence of inclusive education can be a place for ABK to get the same acceptance and education as other normal children (Ryan & Gottfried, 2012). In addition, inclusive

education can also be used as an alternative for ABK to get special education according to their needs. Learning for children with special needs requires a separate pattern according to their respective needs, which differ from one another. In preparing learning programs for each field of study, class teachers should have personal data for each student. Personal data is related to specific characteristics, abilities and weaknesses, competencies possessed, and level of development (Delphie, 2006).

Teachers play an important role in schools to meet the needs and maximize the potential of children with special needs. Teachers who teach in inclusive schools should ideally have special competencies regarding inclusive education and special needs children (Martika & Salim, 2017). The teacher is the main spear in the teaching and learning process to shape attitudes, personality and develop the potential of children without exception. All teachers should have more knowledge and knowledge in teaching in inclusive schools. A qualified teacher is a teacher who is able to organize teaching and learning activities in the classroom through individual learning programs by taking into account the abilities and weaknesses of each individual student. During the process of learning activities, classroom teachers are challenged to be able to provide special interventions to overcome the forms of behavioral disorders that arise so that learning can run smoothly.

Based on the results of observations and interviews at one of the inclusive schools in East Lombok, namely SDN 1 Selong, information was obtained that not all teachers have teaching competence in inclusive classes, this is one of the problems in educating children with special needs. Special Assistant Teachers play a major role in assisting children with special needs in inclusive classes, class teachers cannot give full attention to special needs only because there are many children with special needs in one class. Meanwhile, at the inclusive school, SDN 1 Selong, each class has children with special needs with a total of 11 children, these children with special needs require extra attention than other normal children.

Children with special needs need support from all parties, not only from teachers, the active role of parents is also very necessary because assistance accompanied by love, instilling empathy, attention, and tolerance results in positive changes in the behavior of children with special needs. This is in accordance with the research of Nurvitasari, et al (2018) which explains that mentoring accompanied by compassion, inculcation of empathy, attention and tolerance results in positive changes in the behavior of children with special needs, especially for those who are difficult to control. In the field, many schools are still experiencing problems or problems in implementing inclusive education. As explained by Widiastusi (2014), the lack of facilities provided by the government, school policies regarding ABK services, the learning process, and the condition of teachers are problems in inclusive education. Inclusive education is designed for effective learning for all students, including students with special needs. Teachers must be able to provide customized educational services. Therefore, teachers need professional skills and skills in carrying out learning in it.

Researchers are interested in knowing more about the problems faced by teachers in teaching children with special needs in inclusive schools and how efforts are being made to deal with them. The results of this study are expected to be able to contribute to the world of education and provide an overview to the government, people who move and explore the world of education in particular, about the problems faced by teachers in inclusive schools. It is hoped that these problems or problems can be mapped according to their characteristics so that in the future appropriate interventions can be given.

2. RESEARCH METHOD

2. METHOD In this study, the researcher used a descriptive qualitative approach. Moleong (2017), explains that qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc., holistically, and by means of descriptions in the form of words and language. In a special context that is natural and by utilizing various scientific methods. In this study, the researcher uses a case study research type, namely a study that reveals the cause, stimulus or state of symptoms that can be analyzed as the cause of a problem (Sugiyono, 2020). The data analysis technique uses the Miles and Huberman interactive model, namely through data collection, data reduction, data presentation and drawing conclusions. This research was carried out at SDN 1 Selong on December 6 to December 11, 2021. The indicators used were teacher competence, student conditions, facilities and support from all parties, both the government and parents. Data related to teacher problems in learning children with special needs in inclusive schools was obtained through observation of indicators in the learning process in the classroom. In learning the researchers observed directly when the teaching and learning process in the classroom was direct. Then at the interview stage, the researcher conducted interviews with 6 teachers

and the principal as informants who had been previously determined. After the data and information needed are collected, they are analyzed in order to find the meaning of the findings which will later be put in the form of words or sentences. Test the validity of the data using technical triangulation and source triangulation.

3. RESULT AND DISCUSSION

Based on the findings of the research that has been done that there are several problems when teachers in inclusive schools teach children with special needs. The following is the data on the findings obtained by researchers from sources in the field during the research process.

3.1. Teacher Problems in Learning Children with Special Needs in Inclusive Schools

3.1.1. Not all teachers have the competence to teach in inclusive classes

Not all teachers have competent competence in teaching inclusive classes, of the 6 classroom teachers interviewed at SDN 1 Selong only some have competence, some do not have special provisions for handling special needs children with special needs. This is in accordance with the statement from Mrs. Titiek as the principal of SDN 1 Selong: "One of the problems faced by schools is the competence of teachers. The point is that not all teachers who teach here have special provisions to handle ABK, because not all of them have received training related to inclusion".

Among them are transfer teachers and new teachers such as teachers in grade 5, grade 2, grade 4, they have never previously received training in teaching teaching at inclusive schools, they are used to teaching normal children and then transferred to inclusive schools, meeting children with special needs will certainly have a different atmosphere and the obstacles encountered. Not all of them were able to manage the class well because previously the teachers were used to teaching normal children. Teachers who teach in inclusive schools should ideally have special competencies regarding inclusive education and special needs children (Martika & Salim, 2017). Competence is a basic ability that a person must have. Competence, absolutely owned by a teacher as a basic ability, expertise, and skills in the teaching and learning process. Policies related to the implementation of inclusive schools from the government are still unclear, whether it is related to the curriculum for inclusive schools or lesson plans, so that teachers at the inclusive school at SDN 1 Selong use the same curriculum and lesson plans for children with special needs with other students. Although using the same curriculum and lesson plans for inclusive children and regular students, the teachers made modifications in their implementation.

This is in line with the statement from Mrs. Sopa as a grade 1 teacher: "There is no difference it remains the same so far, the curriculum, syllabus, lesson plans, between regular and inclusive students remain the same. So what we can change is the material that we simplify. The syllabus or curriculum should be different for inclusive children." The learning carried out in the classroom remains the same as in a regular school, only the materials and methods of delivery are simplified, because the teacher realizes that the abilities of children with special needs are not the same as others. Good ability in conveying and explaining material for ABK is very necessary given the limited ability of ABK and limited memory and it could be their physical ability (Intan, Warsah, Jaya, & Jamaludin, 2020).

The teacher also stated that he was still confused about how to give assessments to children with special needs, of course their standards would be different, there were no references or formats that could be followed regarding the assessment for ABK, so children with special needs had the same report cards as regular children. They took their own initiative to modify the assessment for ABK. This is in accordance with the results of an interview from Mrs. Nia, a grade 4 teacher who stated that: "If the writing in the report card is the same, the KKM is the same, only the standards are the same but the depth is different. For example, multiplication materials up to 100 KKM, as before, being able to write is considered to have fulfilled the KKM".

3.1.2. Student Condition

Through the inclusive education program, special education students study together with normal students in the same class and are taught by the same teacher. This aims to further intensify the interaction between extraordinary students and normal students, in addition to enforcing the same educational rights for all children regardless of individual differences (Jamila & Muhammad, 2008).

In each class there can be more than one child with special needs so the teacher cannot give more attention to them because other students also need the same attention. Meanwhile, without more attention and

special guidance, ABK in the inclusion class may not necessarily be able to take part in learning. This was conveyed by Mrs. Risa, a grade 3 teacher who in her class there are 3 children with special needs: "We can't focus on teaching them because there are a lot of them. That means they join the other children. All need attention while they must be intensively guided by us. We have to teach them how to write this, so the way I sit in front of the three of us is so that it is easy for me to see and coordinate. It's also good for the three of them to come in. We can guide them, actually there should be a special assistant teacher to guide them more intensively."

Teachers also need to learn to catch the positive behavior shown by students and then immediately reward the behavior with attention and praise. It sounds like a simple thing but requires serious effort to keep seeking and rewarding the positive behavior of students both in groups and individually (Mulyasa, 2007). Teachers feel less than optimal in providing guidance; therefore, teachers really need a Special Assistant Teacher (GPK) in schools to provide additional guidance to children with special needs at school. However, at SDN 1 Selong there is no GPK to handle inclusive children, even though the GPK at school really helps teachers in class when learning.

3.1.3. Lack of support from the government and parents

Support from all parties is very much needed for the continuation of inclusive schools. Because inclusive schools cannot run alone, there must be a contribution from all parties. The government's attention and concern for inclusion is still lacking. This was conveyed directly by Mrs. Titik as the principal of SDN 1 Selong in her interview which stated: "since 2016 the guidance and funding for inclusive schools has been stopped, especially since SLB has been handled by the provincial government, the government has been hands off".

This is in line with research conducted by Tarnoto (2016), problems in inclusive schools that arise due to the government's lack of attention and concern for the implementation of inclusive schools, policies related to the implementation of inclusive schools are not clear, there is no modification of the special curriculum for inclusive schools, lack of training on inclusion. to teachers, the government's attention to professionals who support inclusive schools is not good in terms of numbers and welfare, the programs carried out by the government are not sustainable, and there is no special institution that handles special education assistance training. In fact, teachers really need to get training and add skills on how to handle children with special needs in inclusive schools. In addition to support from the government, teachers in inclusive schools also need support from parents. Children with needs will not make rapid progress if at home parents do not pay attention to the development of their children, this is because not all parents care about their children, and understand the condition of their children. Learning in inclusive schools will be successful if at home the children with this need get guidance again at home.

This condition is reinforced by a statement from the results of an interview with a grade 2 teacher, Mrs. Paiza: "not all parents of children with special needs here are very concerned with the child's development at home, the important thing is that the child goes to school and does not bother him". Children with special needs need support from all parties, not only from teachers, the active role of parents is also very necessary because assistance accompanied by love, instilling empathy, attention, and tolerance results in positive changes in the behavior of children with special needs. This is in accordance with the research of Nurvitasari, et al (2018) which explains that mentoring accompanied by compassion, inculcation of empathy, attention and tolerance results in positive changes in the behavior of children with special needs, especially for those who are difficult to control.

Based on the presentation of the data above, the problems faced by teachers in learning at the inclusive school of SDN 1 Selong: not all teachers have sufficient competence in dealing with children with needs in inclusive schools, teachers feel overwhelmed by the large number of ABK students in one class because the government is still not paying attention to teachers in inclusive schools, and not all parents understand the condition of their children and provide support for learning at home.

3.2. Efforts made by teachers in dealing with the problem of teaching children with special needs in inclusive schools

Efforts made by teachers to improve teacher competence are with a desire to continue to learn how to handle children with special needs, whether learning from books or discussing with experts. This was expressed by Mrs. Kurnia as a grade 4 teacher: "to be a teacher at an inclusive school there must be a desire to

continue learning from experts, or read books or take part in training so that we know what progress is made for inclusion”.

Other efforts to improve teacher competence are carried out by training, this training is very necessary for teachers how to handle children with special needs, teachers also need to know the latest information related to handling children with special needs in inclusive schools. Ideally, training related to inclusion is carried out annually on a continuous basis, so that there is no confusion in its implementation. Training training related to inclusion programs should be implemented and organized to help teachers better understand how to deal with children with special needs.

In interviews with principals and teachers, at SDN 1 Selong, since 2018 there has been no training related to inclusion. They said that they had never received formal training and often discussed and exchanged ideas with the coordinator appointed by the school as the person in charge. These accompanying teachers are sent for training, then the results of the training will be delivered to the school. In teaching children with special needs in inclusive schools, the handling is based on their long experience of teaching at SDN 1 Selong. The government should be able to focus on solving problems related to teachers, such as increasing teacher understanding and competence because teachers are the spearhead in the implementation of education.

The principal also stated that one of the efforts made to improve teacher competence in schools is to actively participate in seminars and often collaborate with special school teachers. It is hoped that by doing this, teachers have an overview and can better handle problems related to children with special needs. The way the teacher does learning is that the teacher tries to use varied methods and styles in delivering subject matter, using fun methods and media. So that children with special needs are motivated to learn, one way is to use games or things they like.

This is proven by the results of interviews with several teachers, they revealed that using fun methods such as playing increases the motivation of ABK to learn. Variation in learning is very important for teachers to do in the classroom because it provides variations in teaching, it is likely that the boredom that often occurs in the classroom in the learning process will not occur (Intan et al., 2020). To overcome the delay of ABK students when learning the teacher often repeats the material. Because they are very easy to forget what has been conveyed by the teacher so the material that was taught yesterday is repeated again to remind. The teacher does repetition and directs guidance by inviting children with special needs to practice doing what they have done before.

Good communication with parents also needs to be done to increase the awareness of parents to give more attention to their children. If there is a change in the development of children, they still need to be cared for and guided at home. One of the methods used by teachers is to often communicate via WA regarding the development of children with special needs to parents, so parents stay updated with the latest conditions of their children.

This is in line with research conducted by Tarnoto (2016) that the problems that arise regarding parents are the most complained about by teachers. Based on the explanation above, the efforts made by teachers and schools to overcome these problems include: the desire to continue learning to improve teacher competence, training for teachers so that they can provide good treatment for children with special needs, using fun methods and media in learning, providing feedback and motivation for ABK, repeating learning materials, and building good communication with parents of ABK students.

4. CONCLUSION

The problems faced by teachers in learning children with special needs in inclusive schools include: not all teachers have the competence to deal with children with special needs in inclusive schools, teachers feel overwhelmed by the large number of special needs students in one class because they cannot provide special guidance, there is no GPK (special assistant teachers) in schools who help deal with children with special needs, there is still minimal government attention to teachers in inclusive schools, and not all parents understand the condition of their children and provide support for learning at home. Efforts made by teachers in dealing with problems teaching children with special needs: the desire to continue learning to improve teacher competence, training for teachers so that they can provide good treatment for children with special needs, using fun methods and media in learning, providing feedback and motivation for children with special needs, repeating teaching materials study, and build good communication with parents of ABK students.

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