



Teacher Problems on Children with Special Needs, Special Intelligence/Special Talents in Learning Process

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Abstract

The declaration of inclusive education that focuses on facilitating the educational needs of children with special needs (ABK) has been running in many areas in Indonesia, especially in big cities such as Jakarta, Yogyakarta, Surabaya, and Malang. However, many problems arise for its implementation. This study aims to determine the problems experienced by the teachers and schools using qualitative methods and an indigenous approach that involved 112 teachers from 18 inclusive schools in Tanjung Agung Kecamatan Muko – Muko Bathin VII as subjects. Data was collected through an open-ended questionnaire and was analyzed by coding techniques. The results showed a wide range of problems faced by the teachers and schools, such as lack of competence in dealing with students with special needs, lack of parental awareness of children with special needs, the number of students with special needs in each class, lack of cooperation of various parties such as professional government and society.

Keywords: Children with Special Needs, Inclusion Education, Indigenous Psychology.

Introduction

Children with special needs have become an interesting phenomenon to study in the last two decades in almost all countries (Irawan & Febriyanti, 2018). The use of the term children with special needs still needs to be more popular among the public. Only those involved in the world of special education, as well as those who have received courses in education for children with special needs, are starting to understand and be able to explain the concepts. However, their understanding of the concept of children with special needs is often misunderstood, even for those who have become teachers at school.

The number of Children with Special Needs (ABK) in Indonesia is increasing yearly. According to BPS data in 2005, it is estimated that there are approximately 4.2 million crew members in Indonesia. Based on BPS data from 2007, there were 8.3 million crew members in Indonesia, so from year to year, the number of crew members is increasing. Most of the crew members have yet to receive an education. Based on Law No. 20 of 2003, Article 5 states, "Every citizen has the same right to receive education, and citizens who have physical, emotional, intellectual, mental and social disabilities have the right to receive special education."

The Indonesian Government is trying to facilitate the educational needs of ABK by organizing special schools (SLB), which are spread throughout Indonesia. Still, compared to the number of ABK increasing yearly (Anditiasari, 2020; Pratiwi et al., 2020), the number of SLBs cannot accommodate ABK. In connection with this problem and related to Law No. 20 of 2003, the Indonesian Government has implemented inclusive education to facilitate and provide rights to children with special needs. In 2001, the Government began piloting inclusive schools in the Special Region of Yogyakarta and the capital city of Jakarta. In 2004, the Indonesian Government officially announced the "Indonesia Towards Inclusive Education" program through a declaration in Bandung. However, in implementation, many obstacles were found in several cities, such as inclusive school management still not being optimal and the workforce not being able to teach ABK children. Still considered inadequate (such as teachers not knowing the characteristics of ABK and methods for dealing with them), lack of class support teachers, schools not being ready to accommodate ABK, still many students in class, and bullying of ABK children by their classmates (Khairun Nisa et al., 2018; Rezieka et al., 2021).

Inclusive education in Indonesia has been implemented since the elementary school level. According to data from the distribution of Inclusive Education Organizing Education Units (PSI) in 2021, 17,134 inclusive education at the elementary school level spread across 511 districts/cities (Kemendikbud, 2022). Education for children with special needs at the elementary school level is critical to increase their self-confidence in participating in the education process according to their level of intelligence. However, in the implementation of inclusive education at the elementary school level, there are still many things that could be improved. The main problems that occur in the field relate to aspects of implementing inclusive schools.

In Indonesia, inclusive education is officially defined as follows: Inclusive education is intended as an educational service system that involves children with special needs studying together with children their age in regular schools closest to where they live. Implementing inclusive education requires schools to adjust curriculum, educational facilities, infrastructure, and learning systems tailored to students' needs (Calvert, 2021; Steinbrenner, 2022).

Based on Article 1 of the Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 concerning Inclusive Education for Students who Have Disabilities and Have Potential Intelligence and Special Talents, it is stated that Inclusive education is an education delivery system that provides opportunities for all students who have disabilities. They also have the potential for intelligence and unique talents to participate in education or learning in an educational environment with students in general.

Meanwhile, article 2 of the regulation explains that inclusive education aims to (1) provide the broadest possible opportunities to all students who have physical, emotional, mental, and social disabilities or have the potential for intelligence and unique talents to obtain a quality education. According to their needs and abilities; (2) realizing the implementation of education that respects diversity and is not discriminatory to all students.

For this reason, it is essential to conduct a more in-depth study regarding the problems elementary schools face in implementing inclusive education to obtain a comprehensive and in-depth picture of the obstacles or issues schools and teachers face in implementing inclusive schools. Especially for children with special needs, unique intelligence/special talents are found in several schools, especially at State Elementary School No. 06/II Tanjung Agung.

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Research Methods

This research uses an approach directed at pursuing indigenouness. (Blume, 2020; Gone, 2022) define indigenous psychology as the scientific study of native (native) human behavior or thoughts, which are not transported from other regions and are designed for the community. Indigenous psychology emphasizes the discovery of phenomena in society according to their context.

Indigenous psychology is part of the tradition of scientific approaches, where an essential aspect of this approach is the effort to find appropriate methods to uncover phenomena in an investigation (Gone, 2022; González, 2022). Indigenous psychology uses multi-methods analysis. Indigenous does not prevent the use of specific techniques. Indigenous psychology advocates using qualitative, quantitative, experimental, comparative, and philosophical analysis methodologies. Results from multiple methods should be integrated to provide a more comprehensive

understanding of psychological phenomena. In this research, researchers used qualitative methods, such as analysis with coding techniques.

Data obtained from open questions will emerge themes. According to Hayes (Darmayanti et al., 2023)(Kitching, 2020), the steps used to analyze emerging themes are as follows: (a) prepare the data to be analyzed, (b) identify specific items of information that appear relevant to the topic being researched, (c) sorting the data based on emerging themes, (d) examining emerging themes and creating a definition formula, (e) paying attention to each theme separately and carefully reviewing each transcript with the material relevant to the theme, (f) using all materials related to each theme to create a construct, the final result of which will contain category names and definitions with supporting data, and (g) selecting relevant data to be used as an illustration in describing each -each theme. After the data is collected, the data analysis process is carried out. In more detail, the data analysis process.



Figure 1 : 7 Theme Analysis of indigenous psychology

Results and Discussion

Teacher competence in dealing with ABK students

Some problems in implementing inclusive schools are based on teachers' perceptions. In terms of issues related to teachers based on the categories that emerge, there are ten categories of problems expressed by teachers. The main issues that many teachers complain about are the lack of Class Support Teachers (GPK), lack of teacher competence in handling ABK, teachers having difficulty in Teaching and Learning Activities (KBM) (Khairun Nisa et al., 2018; Rezieka et al., 2021), lack of teacher understanding about ABK and Inclusive Schools, inappropriate teacher educational background, burden administration is increasingly difficult for teachers, teachers are lacking patience in dealing with special needs students, and finally, teachers are experiencing difficulties with parents.

Apart from the problems experienced by teachers, schools also play a vital role in this inclusive education. Schools also experience the need to be ready for the inclusive school program in terms of administration and the teaching and learning process, which is not running optimally with human resources and lack of adequate facilities and infrastructure. (Avramidis, 2000; Chadwick, 2022) Supports the implementation of inclusion, the lack of involvement from all parties (academics, experts, teachers, schools, parents, and government) regarding the implementation of inclusive schools, the predicate of inclusive schools makes schools lose intelligent students, and there is no understanding regarding the implementation of inclusion between various parties.

Teachers are the primary key in the teaching and learning process, shaping attitudes and personalities and developing the potential of children without exception. All teachers should have more knowledge and knowledge in teaching in inclusive schools. The teacher's job here is to provide services according to the needs of ABK . Unlike teachers in regular schools, being a special needs teacher is a calling because the task is challenging and requires total commitment. ABK teachers must devote all their abilities, creativity, skills, and thoughts to educating extraordinary children so that they become proud children of the nation.

The problems that arise are also related to the government regulating the curriculum and using it as a reference in implementing inclusive education in schools . Some of the issues, some of which originate from the government, are related to inclusive education; the policies related to the implementation of inclusive schools are not yet clear, there has been no modification of the curriculum specifically for inclusive schools, there is a lack of training on inclusive education for teachers, the government's attention to professional staff who support inclusive schools is not good in terms of numbers and welfare, the programs carried out by the government are not sustainable, there is no extraordinary institution that handles crew mentoring training.

If studied further, the problems that arise between each other will be related to each other. Firstly, regarding teacher problems, teachers complain that they lack competence in handling ABK (Muslim et al., 2020; Qomariyah et al., 2023). This is due to a need for teachers to understand government policies regarding ABK and inclusive schools, which then impacts the next problem, namely, teachers needing help in teaching and learning activities. This is also supported by the fact that several teachers have an inappropriate date appropriate backgrounds and a lack of Class Support Teachers, which further adds to the heavy workload of teachers, both administrative and teaching loads (Calvert, 2021; Mapes, 2020). This also indirectly impacts how teachers handle students in the classroom. The school could be more optimal. So that the students' learning process could be better and learning outcomes could be more optimal. The research results also show that many problems arise regarding implementing inclusive schools, especially those teachers.

Lack of parental concern for ABK

The existence of children with special needs (ABK) in the family brings many consequences, especially in parenting. Mental readiness is needed for parents to care for ABK children (Khairun Nisa et al., 2018; Rezieka et al., 2021). The results of the author's observations of several ABK parents show that there are still parents who are less able to accept the existence of their children with special needs, which affects the way they are raised and causes parenting stress. Caring for crew members is quite tricky because parents or caregivers do not just serve but also handle the tasks.

Lack of access to appropriate information makes parents unable to handle it properly. Another reaction can also be in the form of providing excessive protection, which causes emotional and other behavioral problems in children with special needs. Parents who care will pay attention to their child's development details, so they immediately consult an expert if something feels odd about their child's growth or development. This way, diagnosing the child's disorder will be known more quickly, so the treatment will also be appropriate. On the other hand, parents who are less involved tend to ignore the symptoms shown by their children, so that knowledge that their children have special needs is also obtained late. Parents' awareness of the condition of their children with special needs dramatically influences the quality of care they provide. The earlier it is discovered that a child has a particular disability, it is hoped that the treatment will be accelerated so that the child can grow and develop optimally according to their capacity (Asbury, 2021; Benn, 2012).

Collaboration with the Government, Community, and Professional Experts

The government has responsibility for professional development/increasing teacher competency. However, this system of responsibility is sometimes partly handed over to school organizations because schools also have a role in making changes in their schools, especially school principals . Still, it does not only focus on teachers or teachers. Employees and people involved in school implementation must also increase the community's social awareness of inclusive schools. This shows that schools can improve school quality through teachers and the parties involved. Schools also must increase community awareness with support from various parties, especially the government.

Since the government introduced and implemented inclusive education in schools, the discourse about inclusive education has attracted the attention of many groups, especially education administrators. The increasing attention to inclusive education does not automatically mean its implementation will run smoothly. However, the various views and attitudes that can hinder the implementation of inclusive education are increasingly diverse. Therefore, the question of the extent to which the implementation of inclusive education in Indonesia has occurred deserves attention.

Until now, the implementation of inclusive education, especially in schools, has not been widely reported. Apart from that, implementing inclusive education is also influenced by many factors, such as government policies, existing sources of support, attitudes, knowledge, and understanding of educational practitioners towards inclusive education (O' Brien, 2020; Stanford, 2020). This research aims to describe the inclusion values that exist in elementary schools that have students with special needs in the city of Bandung. The inclusion values in question are the practices carried out by teachers while teaching in class.

Conclusion

Based on the research results, teachers are the main factor in the inclusive education process. Still, without assistance from other parties, the implementation of inclusive schools cannot run optimally, so apart from the teachers who are handled, it is also necessary to foster an inclusive school culture both within the school itself and in the community outside. Of these schools, apart from that, government policy also dramatically determines the implementation of inclusive schools. This initial research still needs to be in-depth. This research has limitations in the absence of further data elaboration. The problems related to the implementation of inclusion are related to teachers, students, parents, schools, communities, and government, as well as the lack of infrastructure that supports the implementation of inclusive schools. This is also due to a lack of cooperation from various parties.

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