

LEARNING OF CHILDREN WITH SPECIAL NEEDS IN INCLUSIVE SCHOOLS

Ria Arianti, Sowiyah, Handoko, Riswanti Rini

University of Lampung

Riaarianti@gmail.com, sowi.unila@gmail.com, handoko@fkip.unila.ac.id, riswantirini@gmail.com

Abstract (Indonesia)

Received: November 26,

Revised : 2022

Accepted: November 29,

2022

December 01,

2022

Latar Belakang: Sekolah inklusi merupakan layanan pendidikan yang diberikan untuk anak berkebutuhan khusus dalam memperoleh pendidikan yang layak. Dalam pelaksanaan sekolah inklusi anak berkebutuhan khusus belajar bersama dengan anak normal dilayani seperti anak normal dan diperlakukan selayaknya anak normal.

Tujuan: Tujuan dari kajian literatur ini adalah untuk mengetahui bagaimana pembelajaran anak berkebutuhan khusus di sekolah inklusi.

Metode: Metode penelitian yang digunakan adalah kajian literatur dengan melihat berbagai literatur pada proses pembelajaran, anak berkebutuhan khusus dan sekolah inklusi

Hasil: Hasil kajian literatur menunjukkan bahwa pembelajaran anak berkebutuhan khusus di sekolah dilaksanakan oleh guru dengan kompetensi yang memadai untuk melayani anak berkebutuhan khusus dan anak normal dalam satu waktu. Guru memahami karakteristik berupa sifat kelebihan dan kekurangan peserta didik dengan berbagai strategi dan metode pembelajaran.

Kesimpulan: Sekolah inklusi diselenggarakan sebagaimana layaknya sekolah reguler, tetapi menerima anak berkebutuhan khusus sebagai peserta didik dengan menyediakan sistem layanan pendidikan yang disesuaikan dengan kebutuhan baik bagi peserta didik normal maupun peserta didik berkebutuhan khusus melalui penyesuaian kurikulum, strategi atau metode pembelajaran, penilaian, dan penyiapan sarana prasaranaanya.

Kata kunci: kurikulum, anak berkebutuhan khusus, sekolah inklusi

Abstract (English)

Background: Inclusion schools are educational services

provided to children with special needs in obtaining a proper education. In the implementation of inclusive schools, children with special needs learn together with normal children and are served like normal children and treated like normal children.

Objective: *The purpose of this literature review is to find out how children with special needs learn in inclusive schools.*

Method: *The research method used is a literature review by looking at various literature on the learning process, children with special needs, and inclusion schools*

Results: *The results of the literature review show that the learning of children with special needs in schools is carried out by teachers with sufficient competence to serve children with special needs and normal children at one time. Teachers understand the characteristics in the form of the nature of students' strengths and weaknesses with various learning strategies and methods.*

Conclusion: *Inclusion schools are organized as regular schools, but accept children with special needs as learners by providing a system of educational services tailored to the needs of both normal learners and students with special needs through curriculum adjustments, strategies or learning methods, assessment, and preparation of infrastructure.*

Keywords: *curriculum, children with special needs, inclusion school*

*Correspondent Author: Ria Arianti
Email: Riaarianti@gmail.com



INTRODUCTION

Education is one of the efforts made to improve the quality of human resources which in essence helps humans to become smart, smart, and good (Sudrajat, 2011). School is one of the institutions that provide education and learning for children who are not only normal but also have special needs (Praptiningrum, 2010). Children with special needs are a child with special characteristics that are different from children in general without always showing mental incapacity, emotion, or fission. Children with special needs experience abnormalities or deviations in the growth process compared to other normal children so they need special education services management, facilities, and infrastructure, as well as the role of a guru, is very important to provide motivation and direction on the implementation of educational services for children with special needs. Inclusion schools are considered appropriate for children with special needs, namely regular schools intended

to serve the needs of children who have disorders and have the potential for intelligence and special talents in a systematic unit (Pratiwi, 2016).

Inclusion schools are educational service systems that allow children with special needs to learn together with other peer learners in regular schools. Or a school that accommodates all students in the same class by providing a decent educational program tailored to the abilities and needs of each student (Kadir, 2015). Inclusive education is not a new topic to be discussed in the world of education in Indonesia. Inclusive education in Indonesia is developing and is always being updated to provide better services for its students. Inclusive education is an education that places the fulfillment of children's right to obtain the same education for all children, both regular and children with special needs according to their needs (Wardah, 2019).

The existence of an inclusive school is not just a place for the existence of a school. Great responsibility is borne by inclusive schools to provide optimal services for their students, especially children with special needs. Schools are required to realize an optimal service for their students, both regular and special needs. The special guidance teacher is one of the persons in charge and has an important role in meeting the needs of children with special needs in inclusive schools. Through this literature review, it will be reviewed how the learning process for children with special needs in inclusive schools.

RESEARCH METHODS

The research method used is a literature review. The purpose of this literature review is to obtain a theoretical foundation that can support the solution of a problem. The review process begins with a search engine, google scholar, to search for articles with keywords: "learning, children with special needs and inclusive schools". Searches range from articles published on 2011-2022 and identify 200 studies and articles related to those keywords. The criteria for articles that can be used as literature in this study are:

- a. Qualitative and quantitative results of "learning, children with special needs and inclusive schools"
- b. Research articles are written in English and Indonesian
- c. Dissertations and theses excluded

The steps in Literature Review are as:

Step 1: Formulate the Problem

- Choose a topic that fits the issue
- The problem must be written completely and accurately

Step 2: Search for Literature

- Search for literature relevant to the study
- Get an overview of the research topic
- Research sources will be very helpful if they are supported by knowledge related to the topic being studied.
- Sources should provide an overview/summary of previous research.

Step 3: Evaluate the data

- Pay attention to the contributions made by the article to the topic
- Pay attention to the contributions of articles related to the topic
- Data can be quantitative data, qualitative data, or a combination of both

Step 4: Analysis and Interpretation

Discuss and summarize the literature

RESULTS AND DISCUSSION

A. Children with Special Needs

Children with special needs are defined as children who differ from ordinary children in terms of mental characteristics, sensory abilities, communication abilities, social behavior, or physical characteristics (Nisa et al., 2018). The implementation of education for children with special needs can be carried out in two models, namely separate/special (segregation), namely children with special needs are grouped with children with special needs only in one place and in an integrated manner (inclusion) meaning that children with special needs are grouped with children in general in educational units, of course, assisted by extraordinary guidance teachers. (Hanum, 2014). Conceptually, the inclusive education model promises several advantages in the provision of education for children with special needs. Inclusion education is considered an effective strategy to complete 9-year compulsory education for children with special needs, this is possible because children can get an education at any school closest to where they live (Maftuhatin, 2014).

B. Inclusion Schools

Inclusive schools are a form of equity and a form of embodiment of education without discrimination where children with special needs and children, in general, can get the same education. Inclusion education is a form of special education service that requires that all children with special needs can receive an equal education in ordinary classes with their age friends (Darma & Rusyidi, 2015). Inclusion schools are also defined as a forum where each child bi sa is accepted as part of the class and builds and supports each other with educators and friends of his age, or other communities so that their individual needs bi so are met. In Indonesia, inclusion schools have been initiated since 2003. In its application, inclusive schools experience many obstacles, related to curriculum, teacher competence, the competence of children with special needs, and infrastructure (Fajra et al., 2020). The government's policy in completing the Nine-Year Basic Education Compulsory Education described in the National Education System Law number 20 of 2003 concerning the National Education System Article 32 has regulated Special Education and Special Service Education. Its implementation is explained through the Minister of National Education number 70 of 2009, namely by providing opportunities or opportunities for children with special needs to obtain education in the nearest regular school (Elementary School, Junior High School, High School / Vocational) (Heliawati, 2019).

C. Discussion

Based on the results of the review of various articles obtained, the results of the analysis show that most of the articles focus on the learning process, children with special needs and inclusive schools. Research related to this topic has been conducted in various educational institutions. The results of the study largely indicate that it is difficult to find literature that combines all three variables so that the authors will explain the findings for each of the variables.

The rationale of this article is to find out the learning of children with special needs in inclusive schools. Inclusion schools are believed to be a place of learning for children with special needs that can facilitate the needs of students according to their strengths and weaknesses. For this reason, various learning techniques are needed so that children have special needs with all their limitations in maximizing their potential. The results of the study of inclusion schools show that inclusion schools have effectiveness in the learning process of children with special needs.

This is explained by Dermawan that the strategy of learning children with special needs is in accordance with their individual needs. Guru class has personal data of each student yang related to specific characteristics, abilities and weaknesses, competencies possessed,

and level of development. The specific characteristics of children with special needs are generally related to the level of functional development. These specific characteristics include the level of motor sensory development, cognitive, language ability, self-skills, self-concept, ability to interact socially and creativity (Dermawan, 2013).

The quality of the learning process affects the quality of education and graduates. The quality of the learning process is influenced by several components, namely: student; curriculum; power educator; means-infrastructure; funds; management; and milieu (Fajra et al., 2020).

This opinion is supported by Heliawati who states that learning in children with special needs should be carried out with the aim of providing basic concepts that have meaningfulness for children through real experiences that allow children to show optimal activity and curiosity. Placing the position of teacher as a companion, mentor and facilitator for children. Learning is essentially a process of interaction between students and their environment so that there is a change in behavior for the better. In this interaction, there are many factors that influence it, both internal and external factors. Children with special needs still have difficulty in collaborating with other children in each center or center of learning activities. In learning, the teacher's main task is to condition the environment to support behavior change for students. Most teachers do not understand the potential or extraordinary abilities that the child has (Heliawati, 2019). Other findings in this study related to the learning of children with special needs in inclusive schools by Maftuhatin show that through inclusive education, it is hoped that children with special needs can be educated together with other normal children. The goal is that there is no gap between children with special needs and other normal children. It is also hoped that children with special needs can maximize their abilities and potential (Maftuhatin, 2014).

CONCLUSION

Inclusion schools are organized as regular schools, but accept children with special needs as learners by providing a system of educational services tailored to the needs of both normal learners and students with special needs through curriculum adjustments, strategies or learning methods, assessment, and preparation of infrastructure. The learning process is carried out by facilitating students with special needs with accompanying teachers who have competence in their fields. Teachers provide services and understand the characteristics specifically of children with special needs according to their potential so that children with special needs can develop and explore their potential together with normal learners.

BIBLIOGRAFI

Darma, I. P., & Rusyidi, B. (2015). Pelaksanaan sekolah inklusi di Indonesia. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 2(2).

Dermawan, O. (2013). Strategi pembelajaran bagi anak berkebutuhan khusus di slb. *Psympathic: Jurnal Ilmiah Psikologi*, 6(2), 886–897.

Fajra, M., Jalinus, N., Jama, J., & Dakhi, O. (2020). Pengembangan Model Kurikulum Sekolah Inklusi Berdasarkan Kebutuhan Perseorangan Anak Didik. *Jurnal Pendidikan*, 21(1), 51–63.

Heliawati, R. (2019). Manajemen pembelajaran inklusi pada anak usia dini. *EduChild: Majalah Ilmiah Pendidikan*, 3(1), 15–23.

Kadir, A. (2015). Penyelenggaraan sekolah inklusi di Indonesia. *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)*, 3(1), 1–22.

Maftuhatin, L. (2014). Evaluasi Pembelajaran Anak Berkebutuhan Khusus (ABK) di Kelas Inklusif di SD Plus Darul’ulum Jombang. *Religi: Jurnal Studi Islam*, 5(2), 201–227.

Nisa, K., Mambela, S., & Badiyah, L. I. (2018). Karakteristik dan kebutuhan anak berkebutuhan khusus. *Jurnal Abadimas Adi Buana*, 2(1), 33–40.

Praptiningrum, N. (2010). Fenomena penyelenggaraan pendidikan inklusif bagi anak berkebutuhan khusus. *JPK (Jurnal Pendidikan Khusus)*, 7(2).

Pratiwi, J. C. (2016). Sekolah inklusi untuk anak berkebutuhan khusus: tanggapan terhadap tantangan kedepannya. *Prosiding Ilmu Pendidikan*, 1(2).

Sudrajat, A. (2011). Mengapa pendidikan karakter? *Jurnal Pendidikan Karakter*, 1(1).

Wardah, E. Y. (2019). Peranan guru pembimbing khusus lulusan non-pendidikan luar biasa (PLB) terhadap pelayanan anak berkebutuhan khusus di sekolah inklusi kabupaten Lumajang. *JPI (Jurnal Pendidikan Inklusi)*, 2(2), 93–108.

© 2021 by the authors. Submitted for possible open access publication under the



terms and conditions of the Creative Commons Attribution (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).