

Teacher problems on children with special needs, special intelligence/ talents in the 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 with 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 District 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.

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INTRODUCTION

Children with special needs become a phenomenon that has attracted attention to study in the last two decades in almost all countries in the world. The use of the term children with special needs is still not very 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, in fact, for those who have already jumped in to become a teacher 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 (Republika, 2013). Based on BPS data, in 2007, there were 8.3 million crew members in Indonesia, so it can concluded that the number of crew members increases yearly. Most of the crew members have not had education. Based on Law No. 20 of 2003, Article 5 states that "Every citizen has the same right to

receive education, and citizens who have physical, emotional, intellectual, mental and social disabilities have the right obtain special education”.

Indonesian government itself tries to Facilitate educational needs for ABK by organizing special schools (SLB), which are spread throughout Indonesia, but when compared to the number of ABK, which is increasing every year, the number of SLB cannot accommodate ABK. Concerning this problem and related to Law No. 20 of 2003, the Indonesian government has implemented inclusive education to facilitate and provide children with special needs rights. In 2001, the government began conducting pilot trials for school inclusion in the Special Region of Yogyakarta and the Capital City of Jakarta. In 2004, the Indonesian Government, through a declaration in Bandung, officially announced the "Indonesia Towards Inclusive Education "program, but in implementation, Still found Lots of constraints in a few cities, such as the management of inclusive schools is still not optimal, workers who can teach children with special needs are still considered lacking (such as teachers not yet know characteristics of ABK and methods for dealing with them), lack of class support teachers, schools not yet ready to accommodate ABK, still many students in class, still bullying of ABK children by friends class (Kompas, 2012).

Inclusive education in Indonesia has been implemented starting from a level school base. According to distribution data from the Inclusive Education Organizing Education Unit (SPPPI) in 2021, education inclusion at the elementary school level was 17,134 spread across 511 districts/cities (Kemendikbud, 2022). Education for children with special needs at the school level. This basis is essential to increase their trust that they are following the educational process according to their level of intelligence. However, inside maintenance education inclusion at the school level, Lots still experience problems. The main problem in related aspects is the maintenance of school inclusion.

In Indonesia, inclusive education is officially defined as follows: Inclusive education is intended as a system of educational services that includes children with special needs studying with children their age in regular schools closest to where they live. Implementing inclusive education requires schools to adjust curriculum, educational facilities and infrastructure, and learning systems tailored to students' needs (PSLB Directorate, 2004).

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 the Potential for Intelligence and Special Talents, it is stated that Inclusive education is a system of providing education that provides opportunities for all students who have disabilities. Moreover, they have the potential for intelligence and special 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 special

talents to obtain quality education. According to their needs and abilities; (2) realizing the implementation of education that respects diversity and is not discriminatory for all students.

For this reason, it is essential to carry out more research deeply related to the problem that elementary schools face concerning the implementation of inclusive education as an effort to obtain description in a description of the obstacles or problems faced by schools and teachers in implementing inclusive schools. Especially for children with special needs and special intelligence/ talents. 06/II Tanjung Agung.

METHOD

This research uses an approach directed at seeking indigenous. Kim and Berry, 1993 (in Kim, Shu Yang and Kuo Hwang, 2010) define indigenous psychology as the study of the science about behaviour or thoughts of native humans who were not transported from other regions and were designed for their people. Indigenous psychology emphasizes the discovery of phenomena in society according to the context.

Indigenous psychology is part of the traditional scientific approach, where an essential aspect of this approach is the attempt to find a suitable method to reveal the phenomenon in an investigation. Indigenous psychology uses multi-methods analysis (Kim & Berry, 1993). Indigenous does not prevent the use of specific methods. Indigenous psychology advocates using qualitative, quantitative, experimental, comparative, and philosophical analysis methodologies. The results of multiple methods should be integrated to provide a more comprehensive understanding of psychological phenomena (Kim & Berry, 1993). In this research, researchers used qualitative methods using technical analysis coding.

The collection method in this research is by distributing questionnaires containing open questions. This questionnaire was prepared based on what aspects are needed for the success of an inclusive education program. Respondents consisting of inclusive school teachers were asked to answer an open-ended questionnaire. According to Carving et al. (1989), an open question is one where the answer variations have not been determined so that respondents are free to answer the questions asked.

Data obtained Open questions will reveal themes. According to Hayes (in Kurniastuti, 2010), the steps used to analyze emerging themes are as follows: (a) prepare the data to be analyzed, (b) identify information-specific items that appear relevant to the current topic researched, (c) sorting the data based on emerging themes, (d) examining the emerging themes and creating a definition formula, (e) paying attention to each theme separately and carefully reviewing return each transcript with material relevant to the theme, (f) use all materials related to each theme to create construct, the final result, it will contain category names and definitions with supporting data, and (g) select relevant data to be used as illustrations in describing each theme. After the data is collected, the data analysis process is carried out by a more detailed data analysis process.

RESULT AND DISCUSSION

Teacher competence in dealing with ABK students

A number of The problems that arise in the implementation of inclusive schools are based on teachers' perceptions. Regarding problems that arise regarding teachers based on the emerging categories, teachers express ten problems. The main problems 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), 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 significant role in inclusive education. Several things that schools also experience them not yet ready schools with inclusive school programs both in terms of administration and teaching and learning processes that are not running optimally with human resources, lack of facilities and infrastructure that support the implementation of inclusion, lack of involvement from all parties (academics, experts, teachers, schools, parents, and government) regarding school implementation inclusion, the predicate of inclusive schools causes schools to lose intelligent students. There is no understanding regarding the implementation of inclusion between various parties.

The teacher is critical and central to the learning process to shape attitudes and personality and develop children's potential without exception (Warsah and Uyun 2019). All teachers should have more knowledge in teaching at school inclusion. The teacher's job is to give service according to the crew's needs. Unlike regular school teachers, being a special needs teacher is a calling heart because his task is heavy and demanding, a total commitment. ABK teachers must be dedicated all over, with ability, creativity, skills, and thoughts, to educate extraordinary children to become proud children of the nation.

The problems that arise are also related to the government regulating the curriculum used as a reference in implementing inclusive education in schools. Several problems, some of which originate from the government, are related to inclusive education: policies related to the implementation of inclusive schools are unclear, there has been no modification of the unique curriculum for inclusive schools, there is a lack of training on inclusive education for teachers, government attention to supportive professional staff Inclusive schools are not good in terms of numbers and welfare, the programs carried out by the government are not sustainable, and there is no extraordinary institution to handle them training crew assistance.

If studied further, problems that arise between them will be related. First, regarding teacher problems, teachers complain they lack competence in handling ABK. This is due to a lack of teacher understanding, as well as government policies regarding ABK and inclusive schools, which then impact the problems that arise next; namely teachers having difficulty in teaching and learning activities. This is also supported by

the fact that several teachers have inappropriate educational backgrounds and a lack of Class Support Teachers, which further adds to the heavy workload of administrative and teaching teachers. This also indirectly impacts how teachers handle students in the classroom. School is not optimal. So, students' learning process is too hampered, and learning outcomes are less than 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 Lots of consequences, especially in parenting. They have needed mental readiness for parents to care for ABK children. The results of the author's observations of several ABK parents showed that there are still parents who are less able to accept the existence of children with special needs, which influences the method of upbringing and gives rise to stressful parenting. Caring for crew members is quite heavy Because parents or caregivers are not just served but also handled.

Lack of access to correct information makes parents less able to handle it nicely. Other reactions can also include giving protection in a way that's too much and causing emotional and other behavioural problems in children with special needs. Caring parents will notice details of their son, so when There is something odd in growth or development, their son will consult an expert as soon as possible. Thus, the diagnosis of the child's disorder will be known faster so that the treatment is appropriate. On the contrary, parents whose involvement is less likely to ignore the symptoms shown by their son, so the knowledge that their son's special needs are also later obtained. Awareness of parents recognizing the condition of a child with special needs is very influential in the quality of care provided. The more early childhood is known to experience disability specific expected, the more speed up handling it so the child can grow and thrive optimally appropriate its capacity.

Collaboration with the government, community and professional experts

The government is responsible for professional development/increasing teacher competency, though sometimes it is a system responsibility. This responsibility is partly handed over to school organizations because schools also have a role in making changes in their schools, especially school principals (Carrington and Robinson, 2004), but 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 develop quality schools through teachers and the parties involved. Schools must also increase community awareness with support from various sources, including the unique party government.

Since the government introduced and implemented education inclusiveness in schools, discourse about education inclusion has attracted attention—in many circles, especially education organizers. The increasing attention to education inclusively walks fluently, not automatically its implementation. However, various precise views and

attitudes can hinder the implementation of education inclusion increasingly diverse. Hence, the question about the extent of implementation of education inclusiveness in Indonesia has properly gotten attention.

Implementability education is inclusive, especially at school until now. Not yet; lots have been reported. In addition, the implementation of education inclusive is also influenced by many factors, for example, policy, government, source, existing support, attitudes, knowledge, and understanding of practitioners' education to education inclusive. This research intends to describe the value inclusion that already exists in elementary schools with special needs students in Bandung City. The inclusion in question is the practices teachers carry out during class teaching.

CONCLUSION

Based on the study results, it can be concluded that teachers are the main factor in the inclusive education process, but without assistance from other parties, the implementation of inclusive schools cannot run optimally, so apart from the teachers being handled, it is also necessary to foster school culture. Good inclusion inside the school or community outside the school Apart from that, government policy also dramatically determines the implementation of inclusive schools. This initial research is still not 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, government and the lack of infrastructure that supports inclusive schools. This is also due to a lack of cooperation from various parties.

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