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Educational challenges for children with special needs in inclusive primary schools

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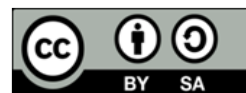
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ABSTRAK

Belum ada kurikulum khusus untuk siswa inklusi, dan juga belum memiliki panduan penilaian untuk siswa inklusi. Hal tersebut menyebabkan siswa berkebutuhan khusus juga akan kesulitan dalam belajar dan pembelajaran tidak berjalan dengan maksimal. Tujuan dari penelitian ini adalah untuk menganalisis ketuntasan belajar siswa ABK di sekolah dasar inklusi, dan berbagai tantangan di dalam pengelolaan sekolah inklusi. Jenis penelitian ini yaitu kualitatif. Metode yang digunakan dalam penelitian ini yaitu metode kualitatif dengan fenomenologi. Desain yang digunakan dalam penelitian ini menggunakan Miles dan Huberman. Subyek dalam penelitian ini berjumlah 8 orang. Metode pengumpulan data menggunakan metode observasi, wawancara, dan triangulasi. Instrumen penelitian yaitu kuesioner. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif. Metode analisis data menggunakan analisis framing. Metode penelitian yang digunakan adalah metode deskriptif kualitatif dengan analisis framing. Hasil dari penelitian ini bahwa pertama, ketuntasan belajar siswa ABK masih belum maksimal. Kedua, ketidak siapan guru dalam mengajar siswa ABK. Ketiga, Keterbatasan guru pendamping khusus bagi siswa inklusi. Keempat, sarana dan prasarana yang kurang memadai bagi siswa inklusi. Kelima, adanya perbedaan persepsi terhadap siswa ABK antara sekolah, masyarakat dan pemerintah. Kesimpulan secara umum ketuntasan belajar siswa ABK akan berhasil bilaman ada kesamaan persepsi antara sekolah inklusi, masyarakat lingkungan dan pemerintah setempat.

ABSTRACT

There is no specific curriculum for inclusive students, and there is also no assessment guide for inclusive students. It causes students with special needs to have difficulty learning, and learning does not run optimally. This study aimed to analyze the learning completeness of ABK students in inclusive elementary schools and various challenges in managing inclusive schools. This type of research is qualitative. The method used in this study is a qualitative method with phenomenology. The design used in this study using Miles and Huberman. The subjects in this study amounted to 8 people. Methods of data collection using the method of observation, interviews, and triangulation. The research instrument is a questionnaire. The technique used to analyze the data is descriptive qualitative analysis. The data analysis method uses framing analysis. The research method used is the descriptive qualitative method with framing analysis. The results of this study are that first, the learning completeness of ABK students is still not optimal. Second is the unpreparedness of the teacher in teaching ABK students. Third, the limitations of special assistant teachers for inclusive students. Fourth, inadequate facilities and infrastructure for inclusive students. Fifth, there are differences in perceptions of ABK students between schools, the community and the government. The general conclusion is that students with special needs learning mastery will succeed if there is a common perception between inclusive schools, the environmental community and the local government.

1. INTRODUCTION

Inclusive education is an education service system that requires children with special needs to study at the nearest school in regular classes with their peers (Hassanein et al., 2021; Lozano et al., 2022). Schools that provide inclusive education are schools that accommodate all students in one class. schools respond by running inclusive education programs tend to maintain the system and keep it in balance with other systems (Heemskerck et al., 2012; Pratama et al., 2021; Yada et al., 2021). In maintaining balance

(equilibrium) schools must adapt (adaptation) to the environment (Chotitham & Wongwanich, 2014; Liang et al., 2020; Rasmitadila et al., 2020). Research related to inclusive education states that inclusive education is still carried out by schools with adjustments to the resources they have. This is also done in India according to Salamanca's statement which has given a strong impetus to providing school opportunities for children with disabilities (Singal, 2019). However, when Salamanca's statement asked States to recognize the need and urgency in providing access for inclusive students to the regular system, since then both countries, America and Australia have had their own laws and policies, resulting in increased segregation of education in Australia, and declining in America (de Bruin, 2019).

The implementation of inclusive schools faces various challenges both from within and outside the school (Dhamayanti & Suparno, 2015; Diahwati et al., 2016; Kurniawan & Rofiah, 2020). Challenges that come from within, one of which is the unpreparedness of teachers in teaching children with special needs in inclusive classes and treating children with special needs in obtaining education who are still marginalized (Amka, 2019; Khusus et al., 2015; Ningsih, 2018). Teachers' attitudes towards education are weak in work associations and self-efficacy has a low relationship with teachers' attitudes towards inclusion (Hasibuan et al., 2020; Saloviita, 2020). The biggest obstacle to inclusive education is the negative attitude of society towards it and in addition there are obstacles in the form of physical barriers, the inability of the curriculum to meet the needs of various types of learners, and the lack of adequate training for staff. Another challenge is the lack of a coherent conceptual framework that leads to a link between coursework and field experience (Walton & Rusznyak, 2020).

The problem in Indonesia is that unemployment is still high, it is difficult to find work, for people who have met physical health standards, especially people with disabilities, are still experiencing more serious problems in accessing job opportunities (Aji & Haryani, 2017; Salmah & Tamjidnoor, 2019). This is a challenge for the Indonesian state to create jobs for all, including people with disabilities. However, data shows that the workforce with disabilities is still low. IEPs can help students with special educational needs to gain access to appropriate education regardless of their learning disabilities (Tan, 2021). This is supported by Teacher Gold that: "Teaching students with special needs is very challenging. Their appearance will be a reflection of your achievements." That is, as SPED teachers, it is very important to help students develop their potential regardless of their learning difficulties. Differences in perceptions often occur between schools, communities and authorities, the concept of inclusion should not be limited only to the notion of education, inclusion is a social concept, but without inclusive education it is impossible to build social inclusion (Fedulova et al., 2019; Kuznetsova et al., 2020; Mikhailushkin et al., 2018).

Inclusive education is intended as an educational service system that includes children with special needs who study together with their peers at the regular school closest to their place of residence (Florian, 2019; Hakala et al., 2018; Walton & Rusznyak, 2020). The spirit of implementing inclusive education is to provide the widest possible opportunity or thing for all children to obtain quality education and in accordance with the individual needs of students without discrimination (Hakala et al., 2018; Magnússon et al., 2019; Singal, 2017). The implementation of inclusive education requires schools to make adjustments both in terms of curriculum, educational infrastructure, and learning systems that are tailored to the individual needs of students. For this reason, it is necessary to carry out an accurate identification and assessment process by trained personnel and or professionals in their fields to be able to develop appropriate and objective educational programs (Magnússon et al., 2019; Shaeffer, 2019). Every interpretation of inclusive education must be placed in general education policies (Magnússon et al., 2019).

In preparing the right inclusive education program, of course, using an inclusive learning design (Rademaker et al., 2020; N. Singal, 2019). Inclusive learning design is the design of learning activities consisting of analysis, development, implementation, and evaluation as a systematic procedure that pays more attention to understanding, changing, and applying learning methods (Lozano et al., 2022; Walton & Rusznyak, 2020). Planning services for children with special needs is still not going well, especially in planning special programs for children with special needs and services for children with special needs have not been able to run effectively because of the lack of knowledge of non-PLB special supervisor teachers about children with special needs. needs (Wardah, 2019). Teachers are expected to be able to accommodate an increasingly heterogeneous population of inclusive students. However, teachers often feel unprepared and worried about the inclusion of students with special education needs (SEN) in regular classes (Hassanein et al., 2021; Pit-ten Cate et al., 2018). The deepening gap between the healthy and the disabled creates contradictions and is critical so that the world community is faced with global questions about the possibility of human civilization in the future, this is believed to be the need for sustainable community development (Anggrelanggi et al., 2020; Fedulova et al., 2019). The ideal conditions in implementing inclusive education can be seen from the aspect of educational equity and social justice (Hakala et al., 2018). This is supported by conferences of educators around the world discussing the conceptualization of inclusive education to achieve equal distribution of education and social justice, through the full learning of

children with special needs (Connor, 2014). However, this expectation is that there are gaps in inclusive schools, especially in the research sites, and in Indonesia in general. Indicators of implementing inclusive education in elementary schools include inclusive class clusters, Human Resources (class teachers, and special accompanying teachers), learning planning, learning processes, evaluations, facilities and infrastructure.

The difference with previous research, in this study is more focused on the learning mastery of students with special needs. DSE (Study of disability in education) researchers from FAIDD and the University of Helsinki have focused research on equity in the educational trajectory of students with disabilities and on educational policies related to disability policies that formulate citizenship prerequisites (Hakala et al., 2018). From a historical point of view, the word inclusion has a special meaning, and is associated with the word integration used to describe the movement of children with special needs from special schools, into regular schools, but physically these children are often excluded from lessons and have to adapt to the curriculum, grades and values, environment and learning methods (Niemi & Kurki, 2014). Inclusive education seeks to reduce exclusion from and within schools, and to ensure participation and successful learning for all (Vaahtera, 2016; Walton, 2018). Iceland DSE has been carried out by a number of scholars, but they have not established such a network except that the two Icelandic authors of the article, and possibly other researchers, have participated in the DSE GIS at AERA between 2000 and 2010 (Björnsdóttir, 2017). This study aimed to analyze the learning completeness of ABK students in inclusive elementary schools and various challenges in managing inclusive schools.

2. METHOD

This type of research uses qualitative methods with phenomenology, focusing on human subjective experiences and world interpretations. Phenomenological research wants to understand how the world appears to other people (Moleong, 2018). The research design according to Mile and Huberman starts from data collection, data reduction, data presentation and drawing conclusions (Miles & Huberman, 2007). The subjects in this study to collect qualitative data were 8 people, each of the schools studied (SDN Kebon Blank and SD Dua Mei) were: Principal as Key Person, School Treasurer, Class Teacher, Special Assistant Teacher, PJOK Teacher, School committee, parents of ABK students, and ABK students. The data collection method used the method of observation, interviews, and triangulation. The research instruments are presented in Table 1.

Table 1. Research Instrument Lots

NO	PROBLEM FOCUS	FOCUS DESCRIPTION	Resource
1	Complete learning of ABK students	To analyze the learning mastery of ABK students, in two research locations, it is hoped that they can create a better future for children with special needs.	Interview Observation Decommentation
2	Challenges in implementing inclusive education	To analyze the various challenges in implementing inclusive education at SDN Kebon Kosong, Central Jakarta and SD Dua Mei, South Tangerang	Interview Observation Decommentation

The data analysis method uses framing analysis which is a method of presenting the reality of an event by prioritizing the psychomotor aspects of students. The highlighting of certain aspects of the problem relates to the writing of facts. Framing analysis is used to examine the framing of the reality of extracurricular activities carried out by students. Framing is a process of forming students' creativity. So that in practice, framing analysis is widely used to view the information framework of student achievement. The results of framing analysis are shown in Table 2.

Table 2. Data Analysis of the Framing Method

Reality	Ideal	Cause	Conclusion Statement
Completeness of inclusive student learning (ABK) is one that fulfills self-development, literacy development, social	Completeness of inclusive student learning (ABK) is not measured from the 4 development programs	The perception of the community states that inclusive students fulfill self-development, literacy development,	Create a measure of the completeness aspect of inclusive student learning (ABK)

Reality	Ideal	Cause	Conclusion Statement
development and local wisdom development. The ability of inclusive students (ABK) to act after participating in self-development, literacy development, social development and local wisdom development. Society, and Government support inclusive students in developing cognitive, affective and psychomotor	but can be accepted by the community and the business world. Completeness of inclusive student learning (ABK) is not measured by the four developments, but can be accepted by the community and the business world.	social development and local wisdom development. Public perception states that the completeness of inclusive student learning (ABK) is measured from self-development, literacy development, social development and local wisdom development.	<i>Create a measure of the completeness aspect of inclusive student learning (ABK)</i>

3. RESULT AND DISCUSSION

Result

The results of the study answered research questions about the completeness of learning for ABK students, inclusive schools and learning methods for ABK students, from the results of observations and interviews with school principals and teachers showed a lack of seriousness in implementing inclusive education. In contrast to inclusive education in Jombang for ABK who have reached the Minimum Completeness Criteria (KKM) are given enrichment, and for students who are still below the KKM, remedial will be held (Maftuhatin, 2014). This is not the same as the two research locations that do not have the program due to the lack of special attention from teachers for inclusive students, unequal understanding and attitudes among the community about inclusive education, and the lack of support from the local government. This is in accordance with other research that the success of a commitment does not only depend on the State, but also on the attitude of the community towards persons with disabilities in general and their education in particular (Fedulova et al., 2019).

In contrast to the treatment in India for children with special needs, the results of the research stated that the Government of India provides school opportunities for children with disabilities (Singal, 2019). India has been promoting education for children with special needs for years, but unfortunately the high enrollment rate masks important challenges (Singal, 2017). Many children with autism and cerebral palsy do not attend school, even for all children with disabilities remains very low. The results find that inclusive education competes with political ideals as outlined in policy (Magnússon et al., 2019). Another finding from interviews with some teachers said that there are people who think that children with disabilities should go to special schools, while some people think that children with disabilities should attend regular schools for their social development. This attitude affects the number of students who enter regular schools. The development of inclusive education in Russia is a present imperative and the responsibility of the social welfare state which has made a number of commitments to students with disabilities as a member of the United Nations. (Ahmed & Senan, 2018; Dobrovolskienė et al., 2017). The results of the analysis of inclusion students' learning problems are presented in Table 3.

Table 3. The results of the analysis of inclusive student learning problems

Reality	Ideal according to previous research Ideal menurut penelitian sebelumnya	Causative factor Faktor penyebab	Conclusion Statement
Completeness inclusive student learning (ABK) in the two research locations there are still students with special needs under the Minimum Completeness	Knowledge and intelligence are only tools, the most important thing is the maturity of the soul that can realize the life and completeness of	Lack of attention from the Government, teachers, and society (Mikhailushkin et al., 2018). There are many factors, the common ones are the lack of government	The learning mastery of ABK students is still below the minimum completeness criteria and is still far from expectations, so

Reality	Ideal according to previous research Ideal menurut penelitian sebelumnya	Causative factor Faktor penyebab	Conclusion Statement
Criteria (KKM=75%). Especially students who are slow learners and mild mental retardation, can't read and write yet.	student learning (Utaminingsih et al., 2017). Commitment to implementing inclusive education is faced with opposition (Fedulova et al., 2019)	resources due to a bad economy, discriminatory government policies, attitudes of the community and schools deny equal opportunities for special needs students (Shaeffer, 2019)	it needs serious attention from the Central and Regional Governments.
Challenges faced by inclusive schools at SDN Kebon Blank and SD Dua Mei, South Tangerang. are not having a modified curriculum for ABK students, Inadequate infrastructure, Not having a special assistant teacher for ABK students. Teachers are not ready to guide ABK students	One of the challenges is the lack of a conceptual framework on the need for inclusive teaching development (de Bruin, 2019). Teachers are expected to be able to accommodate an increasingly heterogeneous student population (Pit-ten Cate et al., 2018). This is also supported by research, there are still many teachers who have not made modifications to the learning materials (Anjarsari, 2018).	There is a difference in perception between special education and inclusive education (Florian, 2019). There is an awareness of the need to develop the concept of sustainable development (Fedulova et al., 2019).	There needs to be a careful and complex pedagogic design to face the ongoing challenges of effective teacher education for inclusive teaching, (Stosich, 2016).

Discussion

Children with special needs in Indonesia have had the opportunity to receive education, although not all of them have been able to enjoy it (Hamidaturrohman & Mulyani, 2020a; Lestari, 2015; Rudiwati, 2013). It is also not a matter of discrimination or exclusion, but of many factors, including geography or socioeconomics (Agustriyana & Nisa, 2017; Amirin, 2013). Inclusive schools are considered capable of providing various benefits for both the general public and the extraordinary children themselves. Other children may have special needs involving learning difficulties, food allergies, developmental delays, or panic attacks elementary school (Wardah, 2019; Zamjani, 2019). The implementation of inclusive education is still not well implemented and still requires improvement, the presence of special assistant teachers is still very much needed to be able to assist teachers in carrying out more intensive care for children with special needs (Diahwati et al., 2016; Yunita et al., 2019). The results of the related research remain that, the lack of socialization about inclusive schools for the surrounding community makes it difficult for children with special needs to learn and get equal rights in terms of education. The educational background of teachers is still not in accordance with their competencies (PLB) so that teachers have not been able to handle student diversity optimally. The limitations of school facilities and infrastructure in implementing inclusive education, especially learning arts and culture as well as those related to creativity. The situation in Indonesia is less favorable for inclusive children who live in rural areas, which are far from educational facilities, so people who lack knowledge leave these children with special needs without education, because they think they do not need to be given the opportunity in life (Anjarsari, 2018).

According to the results of the study, students who have limitations or special needs get treatment according to the type of limitations (Kocaj et al., 2018; Mamas et al., 2019; Nakanishi et al., 2019). In the implementation of inclusive schools, it is necessary to prepare services and infrastructure that support and support from the government so that the implementation of inclusive education programs in elementary schools can be carried out properly (Quinn, 2016; Salama & Al-Balkhi, 2020). In optimizing the potential possessed by children, especially children with special needs, it is necessary to use an inclusive education

model that is appropriate to the situation of each student so that regular educational institutions can provide opportunities for all children including children with special needs so that their interests and talents can be fulfilled developed and optimized (Hamidaturrohmah & Mulyani, 2020b; Ruijs, 2017; Szumski et al., 2017). Related research states that the form of curriculum modification carried out is in the form of accommodating regular student indicators into a simpler form that is adapted to the abilities of children with special needs (Anjarsari, 2018; Yunita et al., 2019). However, because the diversity of obstacles experienced by students with special needs varies greatly, there are still some learning materials in the curriculum that are adapted to regular students (Agustriyana & Nisa, 2017). Institutions of inclusive students with special needs, in the process of choosing their educational path, have been studied by several researchers such as (Niemi & Kurki, 2014). The focus of the two researchers is on the meaning by the special education profession and the categorization of students as well as practical analysis of special education in regular schools and vocational special needs education.

Limitations in choosing education as well as the power of narrative in the stereotyped culture of disability. The low learning mastery of students with special needs in Indonesia poses several challenges that must be faced by persons with disabilities in fulfilling their rights to obtain decent work, among others, there are still thoughts that view disability as unproductive, from a social and economic perspective because of the limitations they face. have. This also applies to promotions and increases in employee salaries in a company. The physical condition and even the social condition of persons with disabilities who are generally considered vulnerable, both from the economic, educational, skill, and social aspects cause people with disabilities to be unable to be utilized optimally by the company (Purinami et al., 2019). There are challenges that must be faced by persons with disabilities in fulfilling their rights to get decent work, especially in the current recruitment process which is still biased towards the rights of persons with disabilities (Aji & Haryani, 2017).

4. CONCLUSION

The learning mastery of ABK students is still below the minimum completeness criteria and is still far from expectations, so it needs serious attention from the Central and Regional Governments. There needs to be a careful and complex pedagogic design to face the ongoing challenges of effective teacher education for inclusive teaching, common perception between schools, communities and Government.

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Educational challenges for children with special needs in inclusive primary schools

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Educational challenges for children with special needs in inclusive primary schools

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ABSTRAK

Belum ada kurikulum khusus untuk siswa inklusi, dan juga belum memiliki panduan penilaian untuk siswa inklusi. Hal tersebut menyebabkan siswa berkebutuhan khusus juga akan kesulitan dalam belajar dan pembelajaran tidak berjalan dengan maksimal. Tujuan dari penelitian ini adalah untuk menganalisis ketuntasan belajar siswa ABK di sekolah dasar inklusi, dan berbagai tantangan di dalam pengelolaan sekolah inklusi. Jenis penelitian ini yaitu kualitatif. Metode yang digunakan dalam penelitian ini yaitu metode kualitatif dengan fenomenologi. Desain yang digunakan dalam penelitian ini menggunakan Miles dan Huberman. Subyek dalam penelitian ini berjumlah 8 orang. Metode pengumpulan data menggunakan metode observasi, wawancara, dan triangulasi. Instrumen penelitian yaitu kuesioner. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif. Metode analisis data menggunakan analisis framing. Metode penelitian yang digunakan adalah metode deskriptif kualitatif dengan analisis framing. Hasil dari penelitian ini bahwa pertama, ketuntasan belajar siswa ABK masih belum maksimal. Kedua, ketidak siapan guru dalam mengajar siswa ABK. Ketiga, Keterbatasan guru pendamping khusus bagi siswa inklusi. Keempat, sarana dan prasarana yang kurang memadai bagi siswa inklusi. Kelima, adanya perbedaan persepsi terhadap siswa ABK antara sekolah, masyarakat dan pemerintah. Kesimpulan secara umum ketuntasan belajar siswa ABK akan berhasil bilaman ada kesamaan persepsi antara sekolah inklusi, masyarakat lingkungan dan pemerintah setempat.

ABSTRACT

There is no specific curriculum for inclusive students, and there is also no assessment guide for inclusive students. It causes students with special needs to have difficulty learning, and learning does not run optimally. This study aimed to analyze the learning completeness of ABK students in inclusive elementary schools and various challenges in managing inclusive schools. This type of research is qualitative. The method used in this study is a qualitative method with phenomenology. The design used in this study using Miles and Huberman. The subjects in this study amounted to 8 people. Methods of data collection using the method of observation, interviews, and triangulation. The research instrument is a questionnaire. The technique used to analyze the data is descriptive qualitative analysis. The data analysis method uses framing analysis. The research method used is the descriptive qualitative method with framing analysis. The results of this study are that first, the learning completeness of ABK students is still not optimal. Second is the unpreparedness of the teacher in teaching ABK students. Third, the limitations of special assistant teachers for inclusive students. Fourth, inadequate facilities and infrastructure for inclusive students. Fifth, there are differences in perceptions of ABK students between schools, the community and the government. The general conclusion is that students with special needs learning mastery will succeed if there is a common perception between inclusive schools, the environmental community and the local government.

1. INTRODUCTION

Inclusive education is an education service system that requires children with special needs to study at the nearest school in regular classes with their peers (Hassanein et al., 2021; Lozano et al., 2022). Schools that provide inclusive education are schools that accommodate all students in one class. schools respond by running inclusive education programs tend to maintain the system and keep it in balance with other systems (Heemskerk et al., 2012; Pratama et al., 2021; Yada et al., 2021). In maintaining balance

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(equilibrium) schools must adapt (adaptation) to the environment (Chotitham & Wongwanich, 2014; Liang et al., 2020; Rasmitadila et al., 2020). Research related to inclusive education states that inclusive education is still carried out by schools with adjustments to the resources they have. This is also done in India according to Salamanca's statement which has given a strong impetus to providing school opportunities for children with disabilities (Singal, 2019). However, when Salamanca's statement asked States to recognize the need and urgency in providing access for inclusive students to the regular system, since then both countries, America and Australia have had their own laws and policies, resulting in increased segregation of education in Australia, and declining in America (de Bruin, 2019).

The implementation of inclusive schools faces various challenges both from within and outside the school (Dhamayanti & Suparno, 2015; Diahwati et al., 2016; Kurniawan & Roji, 2020). Challenges that come from within, one of which is the unpreparedness of teachers in teaching children with special needs in inclusive classes and treating children with special needs in obtaining education who are still marginalized (Amka, 2019; Khusus et al., 2015; Ningsih, 2018). Teachers' attitudes towards education are weak in work associations and self-efficacy has a low relationship with teachers' attitudes towards inclusion (Hasibuan et al., 2020; Saloviita, 2020). The biggest obstacle to inclusive education is the negative attitude of society towards it and in addition there are obstacles in the form of physical barriers, the inability of the curriculum to meet the needs of various types of learners, and the lack of adequate training for staff. Another challenge is the lack of a coherent conceptual framework that leads to a link between coursework and field experience (Walton & Rusznyak, 2020).

The problem in Indonesia is that unemployment is still high, it is difficult to find work, for people who have met physical health standards, especially people with disabilities, are still experiencing more serious problems in accessing job opportunities (Aji & Haryani, 2017; Salmah & Tamjidnoor, 2019). This is a challenge for the Indonesian state to create jobs for all, including people with disabilities. However, data shows that the workforce with disabilities is still low. IEPs can help students with special educational needs to gain access to appropriate education regardless of their learning disabilities (Tan, 2021). This is supported by Teacher Gold that: "Teaching students with special needs is very challenging. Their appearance will be a reflection of your achievements." That is, as SPED teachers, it is very important to help students develop their potential regardless of their learning difficulties. Differences in perceptions often occur between schools, communities and authorities, the concept of inclusion should not be limited only to the notion of education, inclusion is a social concept, but without inclusive education it is impossible to build social inclusion (Fedulova et al., 2019; Kuznetsova et al., 2020; Mikhailushkin et al., 2018).

Inclusive education is intended as an educational service system that includes children with special needs who study together with their peers at the regular school closest to their place of residence (Florian, 2019; Hakala et al., 2018; Walton & Rusznyak, 2020). The spirit of implementing inclusive education is to provide the widest possible opportunity or thing for all children to obtain quality education and in accordance with the individual needs of students without discrimination (Hakala et al., 2018; Magnússon et al., 2019; Singal, 2017). The implementation of inclusive education requires schools to make adjustments both in terms of curriculum, educational infrastructure, and learning systems that are tailored to the individual needs of students. For this reason, it is necessary to carry out an accurate identification and assessment process by trained personnel and or professionals in their fields to be able to develop appropriate and objective educational programs (Magnússon et al., 2019; Shaeffer, 2019). Every interpretation of inclusive education must be placed in general education policies (Magnússon et al., 2019).

In preparing the right inclusive education program, of course, using an inclusive learning design (Rademaker et al., 2020; N. Singal, 2019). Inclusive learning design is the design of learning activities consisting of analysis, development, implementation, and evaluation as a systematic procedure that pays more attention to understanding, changing, and applying learning methods (Lozano et al., 2022; Walton & Rusznyak, 2020). Planning services for children with special needs is still not going well, especially in planning special programs for children with special needs and services for children with special needs have not been able to run effectively because of the lack of knowledge of non-PLB special supervisor teachers about children with special needs (Wardah, 2019). Teachers are expected to be able to accommodate an increasingly heterogeneous population of inclusive students. However, teachers often feel unprepared and worried about the inclusion of students with special education needs (SEN) in regular classes (Hassanein et al., 2021; Pit-ten Cate et al., 2018). The deepening gap between the healthy and the disabled creates contradictions and is critical so that the world community is faced with global questions about the possibility of human civilization in the future, this is believed to be the need for sustainable community development (Anggrellangi et al., 2020; Fedulova et al., 2019). The ideal conditions in implementing inclusive education can be seen from the aspect of educational equity and social justice (Hakala et al., 2018). This is supported by conferences of educators around the world discussing the conceptualization of inclusive education to achieve equal distribution of education and social justice, through the full learning of

children with special needs (Connor, 2014). However, this expectation is that there are gaps in inclusive schools, especially in the research sites, and in Indonesia in general. Indicators of implementing inclusive education in elementary schools include inclusive class clusters, Human Resources (class teachers, and special accompanying teachers), learning planning, learning processes, evaluations, facilities and infrastructure.

The difference with previous research, in this study is more focused on the learning mastery of students with special needs. DSE (Study of disability in education) researchers from FAIDD and the University of Helsinki have focused research on equity in the educational trajectory of students with disabilities and on educational policies related to disability policies that formulate citizenship prerequisites (Hakala et al., 2018). From a historical point of view, the word inclusion has a special meaning, it is associated with the word integration used to describe the movement of children with special needs from special schools, into regular schools, but physically these children are often excluded from lessons and have to adapt to the curriculum, grades and values, environment and learning methods (Niemi & Kurki, 2014). Inclusive education seeks to reduce exclusion from and within schools, and to ensure participation and successful learning for all (Vaahtera, 2016; Walton, 2018). Iceland DSE has been carried out by a number of scholars, but they have not established such a network except that the two Icelandic authors of the article, and possibly other researchers, have participated in the DSE GIS at AERA between 2000 and 2010 (Björnsdóttir, 2017). This study aimed to analyze the learning completeness of ABK students in inclusive elementary schools and various challenges in managing inclusive schools.

2. METHOD

This type of research uses qualitative methods with phenomenology, focusing on human subjective experiences and world interpretations. Phenomenological research wants to understand how the world appears to other people (Moleong, 2018). The research design according to Mile and Huberman starts from data collection, data reduction, data presentation and drawing conclusions (Miles & Huberman, 2007). The subjects in this study to collect qualitative data were 8 people, each of the schools studied (SDN Kebon Blank and SD Dua Mei) were: Principal as Key Person, School Treasurer, Class Teacher, Special Assistant Teacher, PJOK Teacher, School committee, parents of ABK students, and ABK students. The data collection method used the method of observation, interviews, and triangulation. The research instruments are presented in Table 1.

Table 1. Research Instrument Lots

NO	PROBLEM FOCUS	FOCUS DESCRIPTION	Resource
1	Complete learning of ABK students	To analyze the learning mastery of ABK students, in two research locations, it is hoped that they can create a better future for children with special needs.	Interview Observation Decommentation
2	Challenges in implementing inclusive education	To analyze the various challenges in implementing inclusive education at SDN Kebon Kosong, Central Jakarta and SD Dua Mei, South Tangerang	Interview Observation Decommentation

The data analysis method uses framing analysis which is a method of presenting the reality of an event by prioritizing the psychomotor aspects of students. The highlighting of certain aspects of the problem relates to the writing of facts. Framing analysis is used to examine the framing of the reality of extracurricular activities carried out by students. Framing is a process of forming students' creativity. So that in practice, framing analysis is widely used to view the information framework of student achievement. The results of framing analysis are shown in Table 2.

Table 2. Data Analysis of the Framing Method

Reality	Ideal	Cause	Conclusion Statement
Completeness of inclusive student learning (ABK) is one that fulfills self-development, literacy development, social	Completeness of inclusive student learning (ABK) is not measured from the 4 development programs	The perception of the community states that inclusive students fulfill self-development, literacy development,	Create a measure of the completeness aspect of inclusive student learning (ABK)

Reality	Ideal	Cause	Conclusion Statement
development and local wisdom development. The ability of inclusive students (ABK) to act after participating in self-development, literacy development, social wisdom development. Society, and Government support inclusive students in developing cognitive, affective and psychomotor	but can be accepted by the community and the business world. Completeness of inclusive student learning (ABK) is not measured by the four developments, but can be accepted by the community and the business world.	social development and local wisdom development. Public perception states that the completeness of inclusive student learning (ABK) is measured from self-development, literacy development and local wisdom development.	Create a measure of the completeness aspect of inclusive student learning (ABK)

3. RESULT AND DISCUSSION

Result

The results of the study answered research questions about the completeness of learning for ABK students, inclusive schools and learning methods for ABK students, from the results of observations and interviews with school principals and teachers showed a lack of seriousness in implementing inclusive education. In contrast to inclusive education in Jombang for ABK who have reached the Minimum Completeness Criteria (KKM) are given enrichment, and for students who are still below the KKM, remedial will be held (Maftuhatin, 2014). This is not the same as the two research locations that do not have the program due to the lack of special attention from teachers for inclusive students, unequal understanding and attitudes among the community about inclusive education, and the lack of support from the local government. This is in accordance with other research that the success of a commitment does not only depend on the State, but also on the attitude of the community towards persons with disabilities in general and their education in particular (Fedulova et al., 2019).

In contrast to the treatment in India for children with special needs, the results of the research stated that the Government of India provides school opportunities for children with disabilities (Singal, 2019). India has been promoting education for children with special needs for years, but unfortunately the high enrollment rate masks important challenges (Singal, 2017). Many children with autism and cerebral palsy do not attend school, even for all children with disabilities remains very low. The results find that inclusive education competes with political ideals as outlined in policy (Magnússon et al., 2019). Another finding from interviews with some teachers said that there are people who think that children with disabilities should go to special schools, while some people think that children with disabilities should attend regular schools for their social development. This attitude affects the number of students who enter regular schools. The development of inclusive education in Russia is a present imperative and the responsibility of the social welfare state which has made a number of commitments to students with disabilities as a member of the United Nations. (Ahmed & Senan, 2018; Dobrovolskienė et al., 2017). The results of the analysis of inclusion students' learning problems are presented in Table 3.

Table 3. The results of the analysis of inclusive student learning problems

Reality	Ideal according to previous research Ideal menurut penelitian sebelumnya	Causative factor Faktor penyebab	Conclusion Statement
Completeness inclusive student learning (ABK) in the two research locations there are still students with special needs under the Minimum Completeness	Knowledge and intelligence are only important thing is the maturity of the soul that can realize the life and completeness of	Lack of attention from the Government, teachers, and society (Mikhailushkin et al., 2018). There are many factors, the common ones are the lack of government	The learning mastery of ABK students is still below the minimum completeness criteria and is still far from expectations, so

Reality	Ideal according to previous research Ideal menurut penelitian sebelumnya	Causative factor Faktor penyebab	Conclusion Statement
Criteria (KKM=75%). Especially students who are slow learners and mild mental retardation, can't read and write yet.	student learning (Utaminingsih et al., 2017). Commitment to implementing inclusive education is faced with opposition (Fedulova et al., 2019)	resources due to a bad economy, discriminatory government policies, attitudes of the community and schools deny equal opportunities for special needs students (Shaeffer, 2019)	it needs serious attention from the Central and Regional Governments.
Challenges faced by inclusive schools at SDN Kebon Blank and SD Dua Mei, South Tangerang. are not having a modified curriculum for ABK students, Inadequate infrastructure, Not having a special assistant teacher for ABK students. Teachers are not ready to guide ABK students	One of the challenges is the lack of a conceptual framework on the need for inclusive teaching development (de Bruin, 2019). Teachers are expected to be able to accommodate an increasingly heterogeneous student population (Pit-ten Cate et al., 2018). This is also supported by research, there are still many teachers who have not made modifications to the learning materials (Anjarsari, 2018).	There is a difference in perception between special education and inclusive education (Florian, 2019). There is an awareness of the need to develop the concept of sustainable development (Fedulova et al., 2019).	There needs to be a careful and complex pedagogic design to face the ongoing challenges of effective teacher education for inclusive teaching (Stosich, 2016).

Discussion

Children with special needs in Indonesia have had the opportunity to receive education, although not all of them have been able to enjoy it (Hamidaturrohmah & Mulyani, 2020a; Lestari, 2015; Rudiwati, 2013). It is also not a matter of discrimination or exclusion, but of many factors, including geography or socioeconomics (Agustriyana & Nisa, 2017; Amirin, 2013). Inclusive schools are considered capable of providing various benefits for both the general public and the extraordinary children themselves. Other children may have special needs involving learning difficulties, food allergies, developmental delays, or panic attacks elementary school (Wardah, 2019; Zamjani, 2019). The implementation of inclusive education is still not well implemented and still requires improvement, the presence of special assistant teachers is still very much needed to be able to assist teachers in carrying out more intensive care for children with special needs (Diahwati et al., 2016; Yunita et al., 2019). The results of the related research remain that, the lack of socialization about inclusive schools for the surrounding community makes it difficult for children with special needs to learn and get equal rights in terms of education. The educational background of teachers is still not in accordance with their competencies (PLB) so that teachers have not been able to handle student diversity optimally. The limitations of school facilities and infrastructure in implementing inclusive education, especially learning arts and culture as well as those related to creativity. The situation in Indonesia is less favorable for inclusive children who live in rural areas, which are far from educational facilities, so people who lack knowledge leave these children with special needs without education, because they think they do not need to be given the opportunity in life (Anjarsari, 2018).

According to the results of the study, students who have limitations or special needs get treatment according to the type of limitations (Kocaj et al., 2018; Mamas et al., 2019; Nakanishi et al., 2019). In the implementation of inclusive schools, it is necessary to prepare services and infrastructure that support and support from the government so that the implementation of inclusive education programs in elementary schools can be carried out properly (Quinn, 2016; Salama & Al-Balkhi, 2020). In optimizing the potential possessed by children, especially children with special needs, it is necessary to use an inclusive education

model that is appropriate to the situation of each student so that regular educational institutions can provide opportunities for all children including children with special needs so that their interests and talents can be fulfilled developed and optimized (Hamidaturrohmah & Mulyani, 2020b; Ruijs, 2017; Szumski et al., 2017). Related research states that the form of curriculum modification carried out is in the form of accommodating regular student indicators into a simpler form that is adapted to the abilities of children with special needs (Anjarsari, 2018; Yunita et al., 2019). However, because the diversity of obstacles experienced by students with special needs varies greatly, there are still some learning materials the curriculum that are adapted to regular students (Agustriyana & Nisa, 2017). Institutions of inclusive students with special needs, in the process of choosing their educational path, have been studied by several researchers such as (Niemi & Kurki, 2014). The focus of two researchers is on the meaning by the special education profession and the categorization of students as well as practical analysis of special education in regular schools and vocational special needs education.

Limitations in choosing education as well as the power of narrative in the stereotyped culture of disability. The low learning mastery of students with special needs in Indonesia poses several challenges that must be faced by persons with disabilities in fulfilling their rights to obtain decent work, among others, there are still thoughts that view disability as unproductive, from a social and economic perspective because of the limitations they face. have. This also applies to promotions and increases in employee salaries in a company. The physical condition and even the social condition of persons with disabilities who are generally considered vulnerable, both from the economic, educational, skill, and social aspects cause people with disabilities to be unable to be utilized optimally by the company (Purinami et al., 2019). There are challenges that must be faced by persons with disabilities in fulfilling their rights to get decent work, especially in the current recruitment process which is still biased towards the rights of persons with disabilities (Aji & Haryani, 2017).

4. CONCLUSION

The learning mastery of ABK students is still below the minimum completeness criteria and is still far from expectations, so it needs serious attention from the Central and Regional Governments. There needs to be a careful and complex pedagogic design to face the ongoing challenges of effective teacher education for inclusive teaching, common perception between schools, communities and Government.

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