

Teacher's Role: Learning Service of Children with Special Needs in Inclusive School

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ABSTRAK

Anak berkebutuhan khusus memerlukan penanganan yang lebih optimal dari guru, namun kenyataan di lapangan ditemukan masih belum optimalnya layanan belajar bagi anak berkebutuhan khusus. Tujuan dari penelitian ini adalah menganalisis bagaimana layanan pembelajaran bagi anak berkelainan melalui peran guru. Subyek dalam penelitian ini adalah guru di sekolah inklusi. Penelitian ini merupakan penelitian kualitatif deskriptif dengan wawancara dan dokumentasi sebagai pengumpulan data. Analisis data dilakukan dalam 3 (tiga) tahap yaitu reduksi data, pengkodean data, dan tabulasi data. Hasil penelitian menunjukkan bahwa pelayanan bagi anak berkebutuhan khusus yang dilaksanakan di sekolah dasar bagi penyelenggara pendidikan inklusi, pihak sekolah memberikan pelayanan berupa identifikasi dan asesmen. Kegiatan pengembangan kecakapan hidup di SD penyelenggara pendidikan inklusi masih sebatas kegiatan ekstrakurikuler, belum ada kegiatan pengembangan kecakapan hidup khusus bagi anak berkebutuhan khusus, kegiatan ekstrakurikuler di SD penyelenggara pendidikan inklusi sudah memiliki beberapa kegiatan untuk mengembangkan kemampuan dan bakat siswa. Kegiatan ekstrakurikuler sudah berjalan dan dilaksanakan di luar jam sekolah.

ABSTRACT

Children with special needs require more optimal handling from teachers, but the reality in the field is that learning services for children with special needs are still not optimal. The purpose of this study was to analyze how learning services for children with disabilities through the role of teachers. The subjects in this study were teachers in inclusive school. This research is descriptive qualitative research with interview and documentation as data collection. Data analysis is carried out in 3 (three) stages there are data reduction, data coding, and data tabulation. The results showed those services for children with special needs carried out at the primary school for inclusive education organizers, the school provides services in the form of identification and assessment. Life skills development activities at the primary school organizing inclusive education are still limited to extracurricular activities, there are no special life skills development activities for children with special needs, extracurricular activities at the primary school organizing inclusive education already have several activities to develop the abilities and talents of students. Extracurricular activities are already running and are carried outside of school hours.

1. INTRODUCTION

Education is not only intended for normal children in general, but children with special needs. In this case children with special needs also have the right to receive it (Widodo et al., 2020; Yunita & Kristiyanto, 2021). Inclusive schools are designed to provide equal opportunities for learning to all students, regardless of their abilities or disabilities. Learning services in inclusive schools aim to support students with special needs by providing them with individualized education plans, assistive technology, and specialized instruction (Holifurrahman, 2020; Malmqvist et al., 2019; Sproston et al., 2017). These services are typically delivered by a team of professionals, including special education teachers, speech therapists, occupational therapists, and school psychologists. Inclusive schools also prioritize collaboration between general education and special education teachers to ensure that all students receive the support they need to achieve academic success (Christianto, 2019; Iacono et al., 2019; Thurston et al., 2020). Ultimately,

learning services in inclusive schools are geared towards promoting equity and maximizing educational outcomes for all students.

Child with special characteristics that are different from children in general without always showing mental disabilities, emotion or body. Students with special needs with special needs, are children who have certain uniqueness in their types and characteristics, which distinguish them from normal children in general (Coleman et al., 2010; Migliore et al., 2021). Children with special needs also need more special affection, both at home and at school. These specifications exist because children has various obstacles in its growth and has special characteristics that are different from children in general listed in children with special needs, including: blind, deaf, mentally retarded, quadriplegic, disabled, learning difficulties, attitude disorders, gifted children, children with disabilities health (Anastasiou et al., 2015; Guo et al., 2021).

Inclusive schools are learning systems that provide services to children with special needs in regular schools without discrimination and all children can participate and excel in learning. Regular schools with an inclusive orientation are very effective institutions for tackling discrimination, creating welcoming communities, building an inclusive society and achieving learning for all (Cioè-Peña, 2017; Makoelle, 2020). In order for inclusiveness to become a reality, inclusive learning must be able to change and guarantee all parties to ensure the success of implementing learning. Thus creating a conducive learning environment, it is in this inclusive school that children with special needs can receive education. The curriculum used in education between special need students and normal children is usually the same. The educational modules provided between normal children and children with special needs are still the same (Budiarti & Sugito, 2018; Hornby, 2021). Teachers have not had time to explore education and training so teachers do not correctly recognize the children special curriculum. Assessment for children special need is usually adjusted according to student expertise, first students are given the same questions and work according to student expertise, but if students cannot do it, they are given different questions and the standard is lowered. Infrastructure facilities in educational activities are also not optimal (Ackah-Jnr, 2020; Khaleel et al., 2021). The infrastructure facilities used in serving students with special needs are still the same as normal children in general.

Based on the results of interviews with teachers serving students with special needs, in the implementation of learning class teachers or subject teachers have not been able to serve students with special needs optimally. Class teachers or subject teachers still teach like teachers in regular schools in general without discriminating against children, schools really expect the role of a GPK in helping class teachers or subject teachers in the learning process for students with special needs. This raises a problem in the learning process given to students with special needs that is not optimal. The researchers found that the role of the teacher and GPK in learning services for students with special needs was not optimal when conducting observation and interviews at SDN 1 Selatpanjang. However, the phenomenon and GAP *research*, it is necessary to carry out further research that seeks to analyze learning services for children with special needs through the role of teachers in schools providing inclusive education at SDN 1 Selatpanjang. The results of this analysis are expected to be the basis for optimizing learning services for students with special needs. The overall study of the results of this research will be set forth in a study with the title: "Analysis of learning services for children with special needs through the role of teachers in schools providing inclusive education at SDN 1 Selatpanjang

Previous research explained the lack of services in inclusive schools in Indonesia, especially the application of the curriculum to children with special needs, previous research explained that the service process will take place effectively if it is supported by an appropriate curriculum for children with special needs, especially in inclusive schools (Budiarti & Sugito, 2018; Holifurrahman, 2020). This is the problem and inconsistencies that occur in the field. While previous research explains that the implementation of inclusive education during classroom teaching must strive for a non-discriminatory attitude, recognition from all parties to all learners, providing facilities and a safe environment for each individual child (Asiyah, 2018; Nurfadhillah et al., 2022). However, previous studies did not explain the analysis of learning services in inclusive schools and the role of teachers in learning, descriptively, so there are gaps in the problems to be studied. Other studies explaining the role of teachers who have an influence on learning services for students in inclusive schools looks significant, both the relationship between teachers and learning services in Inclusive schools in Indonesia (Lattu, 2018; Wardah, 2019).

However, based on the inconsistencies in previous research, this article will analyze the learning services provided by teachers for children with disabilities in the inclusive school SDN 1 Selatpanjang and analyze the role of teachers in the learning of children with disabilities at SDN 1 Selatpanjang Inclusive School. Thus, the significance of this research is to provide insight into the implementation of inclusive education, especially in handling children with disabilities in learning and schools can provide the infrastructure needed by children with disabilities and contribute to the field of educational psychology.

2. METHOD

This research is a type of descriptive research. In this study what will be described and described is the analysis of learning services for children with disabilities in the inclusive school SD Negeri 1 Selatpanjang. The research approach used is quasi qualitative, where in this research the use of theory is still possible as a research tool from finding problems, collecting data, to analyzing data (Miles et al., 2014). This research design explains that the school as a place where inclusive education takes place is tasked with providing educational services that are in accordance with the types of needs of students through the help of the role of the teacher which includes academic services and academic services. Academic services are services related to the learning process. This research describes academic services from the aspects of students, curriculum, infrastructure and educators. Non-academic services are services related to the provision of life skills. The conceptual design is show in Figure 1.

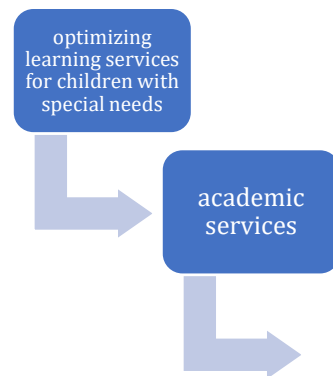


Figure 1. Conseptual Design

In this study, the research subjects were teachers at SD Negeri 1 Selatpanjang. The object of this research is the analysis of services for children with disabilities, which focuses on the role of teachers in academic and non-academic services for children with disabilities. Informants are needed as informants in data collection to dig deeper into the existing problems. The informants in this study were the principal, totaling 1 person, and 33 teachers. The reason for choosing informants as stated earlier is because principals, class teachers, and subject teachers who serve children with special needs.

Meanwhile, primary data in this study was obtained by means of the author as an observer going directly to the field to meet people who became informants through observation and interview activities. Meanwhile, secondary data is supporting data from primary data which is used to add information that is not provided by primary data sources such as documents in the form of notes, recorded images or photos and other things related to supporting observations related to the focus of this research. Researchers used data collection techniques, namely participatory observation, in-depth interviews, and distributing questionnaires to the same data sources simultaneously. To cover the shortcomings of the two techniques or methods, it can be done by triangulation using a questionnaire. The instrument grid use in this study is show in Table 1.

Data analysis is carried out in 3 (three) stages before finally drawing a conclusion based on the objectives to be achieved in the research. Data reduction is carried out by: 1) At this stage, activities are carried out to re-examine the recordings or data records that have been collected. 2) After the data has been edited, then coding of the interview data is done, which means grouping the same data according to friends and then giving a code. 3) The final step of data reduction in this study is tabulation, namely compiling data, or facts that have been edited in coded into table form. This step is carried out in order to prepare the data that has been processed so that it can be studied and tested, so that the meaning of the data obtained is known. After the data has been successfully reduced, the data in this study is presented in the form of brief descriptions, charts, tables, graphs, pictograms, and the like with the aim that the data is organized and easy to understand. Researchers draw conclusions based on data that has been analyzed through data reduction and presentation.

Table 1. Instrument Grid

No.	Focus	Sub Focus	Component	
1	Children with Disabilities Services	Academic services	1. Learners a. Identify learners b. Learner assessment	
			2. Curriculum a. Curriculum used b. Curriculum development c. Curriculum content/materials d. Learning Process e. Evaluation	
			3. Infrastructure a. The state of infrastructure in the school b. Suitability to the needs of the child	
			4. Educator a. Educator qualifications b. Task suitability c. How to educate learners d. Educator competence	
			1. <i>Life skills</i> development a. School Program b. Program Implementation	
		Non-academic services	2. Extra-curricular Activities a. Types of extra-curricular activities b. Extra-curricular time	
			Teacher's Role: Motivator	1. Provide a sense of security 2. Being a good example 3. Advising
			Facilitator	1. Where to study 2. Completeness of stationery and textbooks 3. Tutoring
			Mediator	1. Attention 2. Communication 3. Insights
			Advisor	1. Control 2. Study time 3. Correction of learning outcomes
Companion	1. Guiding to overcome learning problems 2. Reminder to study 3. Reminded to pray			

3. RESULT AND DISCUSSION

Result

The services provided by schools to children with special needs are viewed from the aspect of students, namely as schools providing inclusive education, schools provide services in the form of identification and assessment of students. Identification was carried out by all teachers but for the main one, namely the class teacher because the class teacher most often meets with students so they know the condition of their students. This was explained by the class 4 C teacher at SDN 1 Selat Panjang, namely "The first identification was carried out by the class teacher because the class teacher often meets every day". This is in line with what was stated by the class 6 A teacher at SDN 1 Selat Panjang, namely "The class teacher who identified it was then assessed".

The teacher of class 6 CSDN 1 Selat Panjang also said the same thing that the identification of students is carried out at the beginning of the school year "Identification is usually carried out at the beginning of the year, meaning the beginning of the year of entering the lesson" The special supervising

teacher at SDN 1 Selat Panjang also stated the same thing, initially M; "Identification is usually carried out at the beginning of the school year, usually in July". Meanwhile, the way teacher identify students is carried out during the learning process in accordance with what was stated by the head of SDN 1 Selat Panjang that; "The teacher assesses this child every day as unable and the teacher suspects that the child is slow and then takes the assessment earlier"

After identification and teacher suspect the existence of students with special needs are then given follow-up in the form of an assessment. The assessment was carried out at a special school and was carried out by experts, namely psychologists. The assessment is carried out after the identification is carried out by the educator. This is in accordance with the results of the interview put forward by the head of SDN 1 Selat Panjang, namely "The identification results from the teacher were immediately submitted to the school principal then contacted. The class 1A teacher at SDN 1 Selat Panjang also said the same thing, initially AZ; " The follow-up is to include the suspected child to take the assessment test "

Identification is done at the beginning of the school year when the learning process takes place. The teacher suspects that children including students with special needs are then included in an assessment to find out the type of child's needs. After knowing the types of children's needs, schools try to provide services according to children's needs, namely by being given special services and by providing assistance provided by special supervising teachers.

Learning Service of Special Needs Children in Inclusive School

School services provided to children with needs are in the form of an elementary school curriculum that provides inclusive education, where there is one curriculum, namely the 2013 curriculum and there is no special curriculum for children with special needs still follows the general curriculum. At SDN 1 Selat Panjang, according to what was stated by the class 3A teacher, Initially BS; "For class 3A students, the 2013 curriculum is not the KTSP curriculum. There is no special curriculum for students with special needs yet". The class 5B teacher also stated the same thing, initially A: "Here we still use K.13. To be inclusive, there should be a separate curriculum, but it hasn't been made yet. I have participated in inclusive education training, that for inclusive schools it is necessary to make a curriculum that suits the needs of children, but in this school the curriculum used between non-students with special needs and students with special needs is still the same, they have not made a special curriculum for students with special needs"

Reinforcing the statement previously stated, the resource person at SDN 1 Selat Panjang, namely the class 2C teacher, also said initially Z; "The curriculum at this school for class 2C is the same as for other classes, still using the 2013 curriculum" The class 1C teacher also said the same thing, initially s;"The curriculum is the same as the general one and has not used a special curriculum for students with special needs. Still using the 2013 Curriculum". The class 3B teacher initially C, also said that: "While participating, but if the condition is really very weak, you have to be sent down Miss, adjusted to the child's condition because the condition of the children at SD SDN 1 Selat Panjang is weak. For the curriculum used in this school, namely K-13, in the past we tried to use the half-year KTSP curriculum but returned to using K-13 "

In the learning process also assisted by a special supervising teacher when visits schools. Special supervising teacher usually visits schools twice a week according to their schedule. Students with special needs who feel it is difficult, for students with special needs who can still attend lessons like normal children in general, usually the learning process is only carried out by the class teacher or subject teacher. This statement is in accordance with the results of interviews with class 5A teachers initially S, namely:" Usually the special supervising teacher at this school comes to school twice a week, namely Wednesday and Saturday ". The assistance provided by special supervising teacher is in accordance with the results of interviews with school principals, initially SU: "For the assistance carried out by special supervising teacher, namely accompanying class teachers in the learning process, class teachers are assisted by special supervising teachers in the teaching and learning process, but at this school provides assistance to students with special needs who find it difficult to follow lessons, but for students with special needs who feel it is not too heavy and can still attend lessons as usual and do not require assistance, so it is enough for the class teacher to assist in the learning process."

All of these classes have not developed a special curriculum for students with special needs, in practice it has differentiated between students with special needs and non-students with special needs, but in writing it has not differentiated. In the implementation of learning, teacher still find it difficult to serve students with special needs so that at the school there is a special supervising teacher who helps provide assistance to students with special needs. special supervising teacher visits schools twice a week according to the schedule made. special supervising teacher provides assistance to students with special needs which is considered difficult for students with special needs who can still take lessons in class. School services provided to children with needs in the form of a curriculum from all classes still use one curriculum, namely the 2013 Curriculum and there is no special curriculum for students with special. Learning Implementation

Plans between normal children and students with special needs are still the same, schools have not made Individual Learning Plans according to the type of child's needs. The difference is that students with special needs is given more special attention or made easier than normal children and by providing material that is easier than normal children. School services provided to children with special needs in the form of infrastructure in elementary schools providing inclusive education at SDN 1 Selat Panjang are still not appropriate because the infrastructure used in the two schools is still the same and there are no special infrastructure facilities for students with special needs.

Evaluation on Special Needs Curriculum in Selatpanjang

Based on the Decree of the Head of the Meranti Islands Regency Education Office Number 420/300/KPTS/2018 dated 10 December 2018 concerning the Appointment of Inclusive Education Provider Schools (SPPI) that there are 3 Kindergartens, 8 Elementary Schools, 1 MI, 5 Middle Schools and 1 High School designated as schools for inclusive education providers. SDN 1 Selat Panjang, is an elementary school located on Jalan Diponegoro, Selat Panjang City Village. This school is the only inclusive school in Selat Panjang, Tebing Tinggi District and has 1 teacher who has an extraordinary education qualification who accompanies students with special needs. The elementary school accepts and accommodates all students who enroll in the elementary school, not only normal students in general but also accepts students who have special needs besides that the school also provides opportunities to develop the talents and interests of students with activities extracurricular and *life skills development*.

The teaching method uses a carefully structured step-by-step approach in giving instructions or orders. This method provides a positive learning experience and increases self-confidence and motivation to excel. Carefully designed lessons will provide feedback for correcting and many opportunities to practice those skills. The direct learning strategy is learning that is mostly directed by the teacher. This strategy is effective for determining information or building skills step by step. Providing facilities with accompanying teachers and being given extra hours after school, is very helpful in the learning process for children with special needs, so that students can receive and understand the material well, and can produce goals to be achieved by the teacher or teacher. Because the abilities of children are different, especially children with special needs, but the desire to be able to continue to grow even though their abilities are limited, the school will continue to try to always guide them even though they teach and guide them.

The services provided by schools to children with special needs are viewed from the aspect of students, namely as schools providing inclusive education, schools provide services in the form of identification and assessment of students. Identification of students is carried out at the beginning of the school year where the identification is carried out by teacher, especially by class teachers because class teachers are teacher who most often meet with students so they know the habits of students. In addition to class teachers, subject teachers, and special supervising teachers also identify students. Subject teachers carry out identification during the lessons being taught (religious education and sports lessons), while special supervising teachers carry out identification during school visits or when the class teacher asks for help to identify students. Identification of students is done to find out whether students have special needs or not. At the time of identification, the teacher suspected that there were students who were not like their other friends where students found it difficult to follow the lesson during the lesson or when it was explained the students could not understand what the teacher explained so the teacher had to repeat the material that had been presented before.

The development of individual learning plans should be followed by adjustments to the minimum completeness criteria and graduate competency standards. In practice, at SDN 1 Selat Panjang at each grade level the graduate competency standards used are still the same. The standard of learning completeness for each existing subject has been determined as show in [Table 1](#).

Base on [Table 1](#), the minimum standard of completeness used in each class at SDN 1 Selat Panjang is still the same so that students with special needs finds it difficult to achieve the minimum score that has been set. The evaluation carried out is still the same, the questions used are still the same so that students with special needs gets a low score because it is not in accordance with their abilities. So the teacher provides improvements so that they can achieve the minimum value that has been determined. School services provided to children with special needs in the form of infrastructure at schools providing inclusive education at SDN 1 Selat Panjang are still not appropriate because the infrastructure used in the two schools is still the same and there are no special infrastructure facilities for students with special need. The state of the infrastructure at SDN 1 Selat Panjang is plastered in almost every room with pearls of wisdom, slogans that motivate students and visual aids.

Table 1. Minimum Completeness Standards

No.	Subjects	Minimum Learning Mastery Standards					
		Class					
A	Subjects	I	II	III	IV	V	VI
1.	Religious Education	70	70	75	75	75	75
2.	Civic Education	71	71	71	71	71	71
3.	Indonesian	70	71	71	71	71	71
4.	Mathematics	70	70	70	70	70	70
5.	Natural Science	71	71	71	71	71	71
6.	Social Science	70	70	70	70	70	70
7.	Cultural Arts And Skills	75	75	75	75	75	75
8.	Jasorkes Education	75	75	75	75	75	75
B.	Local Content	I	II	III	IV	V	VI
1.	Regional Culture	75	75	75	75	75	75
2.	Malay Arabic Script	-	-	-	71	71	71
C.	Self-Development	B	B	B	B	B	B

The facilities and infrastructure in SD are sufficient for the learning process. Teacher chairs, teacher desks, student chairs, student desks, student data *banks*, cupboards in each class are sufficient, even the class 1B teacher makes student data or student equipment creatively. In the hallways there are also words of wisdom, prayers, words of motivation, slogans in Indonesian, Javanese, Arabic and English. In front of the classroom, a *faucet is provided* for washing hands and a trash can is provided. At SDN 1 Selat Panjang there are classrooms, 1 teacher's office, 1 principal's room, 2 computer rooms, library, prayer room, ablution area, canteen, bathrooms (students and teachers), parking lot, field, UKS, kitchen, 1 room specifically for students with special needs (in the process of being made), ATK room, as well as road access for students with special needs there are 3 pieces.

The books used in the teaching and learning process still use the same books (there are no special books for students with special needs), the teaching aids used in the learning process are still the same, there are no special infrastructure facilities for children with special needs, the infrastructure facilities in these schools are still the same as regular schools in generally. Special infrastructure for the types of needs of the mentally retarded and *slow learners* do not yet exist as stated. Teacher at SDN 1 Selat Panjang include class teachers, subject teachers, and special supervising teachers. The special supervising teacher at SDN 1 Selat Panjang has a general education background but has attended training on special education through equality. In addition, the special supervising teacher is also one of the teacher who is qualified as a special supervising teacher. Thus, special supervising teachers in elementary schools providing inclusive education at SDN 1 Selat Panjang are in accordance with the definition of special supervising teachers. Teachers who have academic qualifications and special educational competencies who are assigned by the principal/head of service / head of resource center to provide guidance to teacher and education staff in public schools and vocational schools that organize inclusive education. Special guidance teachers have an extraordinary educational background, or a general educational background but have attended special education training.

Discussion

SDN 1 Selatpanjang is an elementary school located on Jalan Diponegoro, Selatpanjang Kota Village. This school is the only inclusive school in Selatpanjang, Tebing Tinggi sub-district and has one teacher who has a special education qualification who assists children with disabilities. The primary school accepts and accommodates all students who apply to the primary school, not only normal students in general but also students with special needs. In addition, the school also provides opportunities to develop the talents and interests of students with extracurricular activities and the development of life skills. This is in accordance with the concept of inclusive education (Yusuf & Yeager, 2011). Inclusive education means many things, for example, the inclusion of children with special needs in mainstream schools by doing this, it is hoped that it can respond to differences among students. In line with what was stated earlier, inclusive education is an education system that is open to all individuals and accommodates all needs according to the conditions of each individual (Baiti et al., 2021; Sheehy et al., 2022). In addition, it is also in accordance with the opinion of who argues that schools must be able to prepare and organize services for children regardless of their physical condition, intelligence, social emotional, linguistic, or other conditions (Shaffer & Thomas-Brown, 2015). In the inclusive education primary school SDN 1 Selatpanjang there are several types of special needs.

Based on empirical data and findings there are 48 children with special needs consisting of slow learners or slow learners as many as 45 students, deaf 1 student, autism as many as 1 student, Down syndrome as many as 1 student. Learners who take part in education at the school have the same rights as normal children in general, namely students who are in schools that organize inclusive education at SDN 1 Selatpanjang have received religious education according to the religion of the learners. Learners who are dominant in adhering to Islam, at school are accustomed to carrying out dhuha prayers in congregation at the first break for all students from grade 1 to grade 6 and dhuhur prayers in congregation during the second break for higher grades. In addition to students, educators at school also carry out these activities. Students with disabilities also receive assistance with learning facilities and scholarships (Kauffman, 2021; Sahli Lozano et al., 2022). In general, the services provided by educators are the same as other children, namely not discriminating between children with special needs and normal children in general, it's just that children with special needs are given more attention, for example in learning more attention or special assistance.

SDN 1 Selatpanjang, which is an inclusive school in the Selatpanjang Koya area, in providing school services not only provides services to normal children in general but also to children with special needs. Schools provide services according to student needs so that students can develop the abilities and potential of the students concerned. Schools as inclusive education providers should be able to provide services, especially services related to academic services and non-academic services to develop students' potential. It was found that class teachers still have difficulty in conditioning children with disabilities so that lessons are rarely completed properly. The madrasah head plans to provide a companion teacher to help the learning process in the classroom and provide additional hours after school. By way of the presence of a companion teacher, it can help the learning process in the classroom, so that student learning outcomes can be seen well even the companion of students such as parents/guardians (Korosidou et al., 2020; Sproston et al., 2017). This method provides a positive learning experience and increases confidence and motivation to achieve. Carefully designed lessons provide feedback to correct and plenty of opportunities to practice the skills. The direct learning strategy is teacher-directed learning. This strategy is effective for determining information or building skills step by step (Hermanto & Srimulyani, 2021; Huda et al., 2020).

Providing facilities with a companion teacher and being given additional hours after school, is very helpful for the learning process of children with disabilities, so that students can receive and understand the material well, and can produce the goals that the teacher or teacher wants to achieve (Budianti & Sugito, 2018; Muazza et al., 2018). Because children's abilities are different, especially children with disabilities, but the sense of wanting to be able to continue to grow even though their abilities are limited, the school will still try to always guide them even though teaching and guiding. The results of the observations made by the researchers show that with the presence of a companion teacher and given additional hours by the class teacher, this makes students with special needs children able to understand what the teacher is saying. Apart from the presence of a companion teacher, diligence and patience in guiding children with special needs greatly affect the learning process (Martín-Aragoneses et al., 2021; Saloviita, 2020). So that students easily understand the material presented. The results of observations made by researchers found that the presence of a companion teacher is very helpful in the learning process so that children with special needs more quickly understand the material presented.

However, because the variety of obstacles experienced by students with disabilities varies, in its implementation, the education unit level curriculum in accordance with national standards needs to be modified (alignment) in such a way that it suits the needs of students. SDN 1 Selatpanjang, which is an inclusive education organizing school, uses the curriculum that applies in public schools, namely K-13. In each class at SDN 1 Selatpanjang, the types of learner needs vary but the implementation has not modified the curriculum to suit the needs of learners. According to previous study the curriculum used in schools that provide inclusive education should be a curriculum that suits the needs and abilities of children in learning (Ahmad, 2010; Holifurrahman, 2020). Educators in both primary schools do not know how to develop a special curriculum for children with disabilities, the curriculum used is still the same, namely using the 2013 Curriculum. Implementing inclusive education in general education units or vocational education units, it is necessary to develop a flexible curriculum, namely adjustments to curriculum components such as objectives, content or materials, processes and evaluation or assessment (Forsyth & Evans, 2019; Muazza et al., 2018). The curriculum used in the two inclusive education primary schools has not developed a flexible curriculum by making adjustments to the curriculum components such as objectives, content or materials, processes and evaluation or assessment. Both primary schools should develop a flexible curriculum so that children with special needs who study in public schools that organize inclusive education can follow the lessons according to the abilities of the students.

Infrastructure as used in regular schools, children who need special education services need to use special infrastructure and equipment according to the type of disorder and the needs of the child. The types

of children's needs at SDN 1 Selatpanjang are dominant with the types of needs of *slow learners* and hearing impaired, so the existing infrastructure is still the same as regular schools in general. The existing infrastructure in schools should be adjusted to the demands of the curriculum (teaching materials) that have been developed, but because the two schools that organize inclusive education have not developed a curriculum that suits the needs of students, the existing infrastructure is still the same as regular schools in general (Budiarti & Sugito, 2018; Muazza et al., 2018). The state of infrastructure at SDN 1 Selatpanjang is almost every room plastered with aphorisms, words of wisdom, and slogans that motivate students and teaching aids. The facilities and infrastructure in the elementary school are sufficient for the learning process. Teacher chairs, teacher desks, student chairs, student desks, student data *banks*, cupboards in each class are sufficient, even the 1B class teacher makes student data or student completeness creatively. In the classroom hallway, wise words, prayers, motivational words, slogans in Indonesian and English are also installed. In front of the classroom there is a *faucet* for washing hands, a place for ablution water and a trash can (Budiarti & Sugito, 2018; Guridi et al., 2020). At SDN 1 Selatpanjang there are 17 classrooms, 1 teacher's office, 1 principal's office, library, prayer room, canteen, bathrooms (students and teachers), parking lot, field, UKS, kitchen, 1 special room for children with disabilities (in the process of being built), and a stationery room.

School services at SDN 1 Selatpanjang from the aspect of educators, namely existing educators provide services according to the needs of children, namely by being more approached, more monitored, given special attention, given more comments, given assistance, prioritized, and always supervised. In addition, educators also provide additional hours after school by giving private lessons to children with disabilities to catch up. Educators at SDN 1 Selatpanjang include class teachers, subject teachers and special mentor teachers (Christianto, 2019; Lübke et al., 2019). The special mentor teacher at SDN 1 Selatpanjang has a general education background but has attended training on special education through equality, besides that the existing special mentor teacher is also one of the educators who is qualified as a special mentor teacher, and the teacher also teaches at a special school at the appointed time. Thus, the special mentor teacher at the primary school that organizes inclusive education at SDN 1 Selatpanjang. Teachers who have academic qualifications and special education competencies who are assigned by the Principal / Head of Service / Head of the Resource Center to provide guidance to educators and education personnel in public schools and vocational schools that organize inclusive education (Haleem et al., 2022; Muazza et al., 2018). Special mentor teachers have a special education background, or a general education background but have attended training on special education.

The implications of this research can provide a better understanding of the teacher's role in providing educational services to children with special needs in schools including. This can assist the development of more effective educational approaches and strategies to achieve better outcomes for children with special needs. The limitations of this study were only carried out on a limited sample or in certain contexts. Therefore, the results may be difficult to generalize to the wider population. Further research involving a larger and more diverse sample is needed to validate these findings. Another limitation is the variation in school contexts including those in different countries or regions. Each school may have unique characteristics, such as the number and type of special needs. Therefore, the results of this study may not be immediately applicable in all included school contexts.

4. CONCLUSION

Based on the results of the research and discussion previously described, it can be concluded that the services for children with special needs carried out in elementary schools providing inclusive education at SDN 1 Selat Panjang are as follows: School services for children with special needs related to academic services in terms of aspects: For students, the school provides services in the form of identification and assessment. Facilities and infrastructure, at SDN 1 Selat Panjang there are no facilities and infrastructure that are in accordance with the characteristics and needs of students with special needs. Educators, at SDN 1 Selat Panjang there are some that are not in accordance with the tasks that should be carried out. The educators at SDN 1 Selat Panjang have not met the qualifications in accordance with the qualifications of schools providing inclusive education. There are several extracurricular activities in elementary schools that provide inclusive education at SDN 1 Selat Panjang to develop students' abilities and talents. Extracurricular activities at SDN 1 Selat Panjang have been running and carried out outside school hours.

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