

# Teacher Obstacles in Implementing Inclusive Education at Schools in Banda Aceh

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**Abstract**—Inclusive education is an educational program for children with special needs to study in public schools. Aceh has implemented inclusive education since 2011. This study aims to determine the teacher obstacles in implementing inclusive education for elementary school, junior high school, and senior high school in Banda Aceh. This research employed a qualitative approach. The data collection instruments were interviews, observation, and documentation. The research subject was teachers from eight schools that implement inclusive education in the city of Banda Aceh. The study concluded that the teacher obstacles in implementing inclusive education in Banda Aceh City, in general, are 1) the lack of ability to carry out assessments; 2) the absence of curriculum guidelines, 3) the lack of ability in media making, 4) difficulty in dividing time between teaching students and manage students with special needs, and 5) shortcoming of special mentoring methods for students with special needs, as well as, 6) the lack of family involvement in the implementation of inclusive education.

**Keywords**—*inclusive, special educations, teacher obstacle*

## I. INTRODUCTION

Special education was first initiated by UNESCO, the UN special agency for education. UNESCO campaigns for education for all, which means that every child has the right to education without exception including children with special needs. Education for children with special needs is the concern of Salamanca UNESCO agreement [1]. The idea of this movement was to give the same opportunity for child with special needs to get as equal education as normal child and achieve success [2].

Inclusive education began to enter Indonesian education policy in 2009 by the Regulation of National Education Minister Number 70 of 2009 [3], after had it place on US policy in 2001 [4]. In Aceh Province inclusive education has been developed since 2011 based on Qanun Number 4 of 2011 Decree of the Governor of Aceh [5].

It has been years since inclusive education has been implemented in Aceh. However, there was there were a statement that the program remains ineffective [6]. The government judged as did not provide appropriate supervision,

monitoring and guidance to the inclusive education provider [7].

Inclusive education is a set of instructional service which enable integration of special needs children into normal educational setting [4]. It is not an easy action, but some places reported progression [8]. It demands massive reform of ordinary schools [9].

Inclusive education represents the concern of the whole school and works to align special education with general education most effectively and efficiently in providing quality education to all students [10]. The issue of equality has become a major force underpinning the movement towards a more inclusive education system and an inclusive way defined [11]. The interpretation of inclusive education challenges educators and the education system to think about work and learning in different ways and from multiple perspectives. Inclusion in literacy education is a human right and the basis for a more equitable and equal society (European Agency for Development in Special Needs Education (EADSNE), [12]. Reference Loreman [13] argues that educators know very well what inclusion is, but that it is sometimes politically wise for them to manipulate the term to suit whatever practice they are currently doing, whether inclusive or not. Inclusive education is an educational program that accommodates all students in the same class according to their age and development [13].

Curriculum and organizational principles must be adapted to all students, without streaming or separation, but with the necessary support. Most of the special schools have closed. However, the inclusiveness of this ideal is the realization of an inclusive practice, which in many ways has proven to not achieved.

Obstacles experienced by teachers and school authorities. Therefore, researchers conducted preliminary interviews with teachers in inclusive schools. Based on interviews with one of inclusive teacher, it was found that teachers had difficulty teaching children with special needs in normal classes because children with special needs were difficult to teach.

Preliminary interviews were also conducted with inclusive education teachers in Aceh Tamiang. Teacher said that they

had unequal attention and difficulty to manage time between children with special needs and normal children. So those children with special needs are given special learning activities. The results of observations also found that children with special needs only came to school and were not involved when learning took place.

Based on several interviews and observations in the field, the researcher is interested in making a scientific study to determine the teachers' obstacles in carrying out inclusive education at the elementary, junior, and senior high school levels in Aceh.

This research conducted to examine difficulties experience by teachers who manage inclusive class. The information considered important as to give input to government.

## II. METHODS

This study used qualitative approach. The data collection tools of this study were interview, documentation, and observation. The research subject was schools that implemented inclusive education in the city of Banda Aceh, which include 8 schools. The main research subjects were eight teachers coming from each school. Data analysis applied narrative method.

## III. RESULTS AND DISCUSSION

The obstacle experienced by teachers in implementing inclusive education in Banda Aceh City, in general, was the lack of the teachers' ability to assess children with special needs. The teachers' lack of ability to conduct assessments for understanding and the lack of knowledge of children with special needs made it difficult for respondents to provide treatment. This was because there was no equitable training and no special supervisor teacher, so that teachers felt difficult to teach children with special needs. In addition, some teachers in inclusive schools had attended training, but the material provided was still general. Many teachers who have received training were not skilled in assisting children with special needs in inclusive schools. This was because of the lack of training and practice in the implementation of training that they have joined.

Family involvement was also something that must be considered. When teachers conveyed what children did at school, parents seemed to cover up the children's negative behaviour. This showed a lack of cooperation between parents and teachers in schools. Though, parents were the main factor to help children's development.

Furthermore, the difficulties faced by teachers in implementing the educational process at inclusive schools in Banda Aceh were the increasingly administrative burden faced by teachers, and the lack of learning facilities/media to support the existence of children with special needs in each school. Even so, teachers in carrying out the teaching and learning process and accompanying children with special needs have tried their best with their abilities from the results of daily

experiences, discussions with friends, and self-study. In general, the teachers suggested a special supervisor for children with special needs in each inclusive school. This was to overcome their limited ability to assist children with special needs.

This is in accordance with research Tarnoto [14] conducted in Yogyakarta on inclusive teachers. The research showed that there were various problems encountered by teachers regarding school readiness, such as 1) lack of teacher competence in dealing with children with special needs; 2) lack of parental care for children with special needs; 3) the number of children with special needs in one class, and 4) the lack of cooperation from various parties such as the community, professional experts, and the government. The burden on teachers was getting heavier when they accepted the reality that many parents did not care about their children's development. Many parents then just completely surrendered to their children's development. This was due to the lack of parents' understanding of children with special needs.

Teachers' competence is the ability to manage the learning of children with special needs which consists of aspects of knowledge, understanding, abilities, values, attitudes, and interests, as a set of smart, responsible actions, that the teacher has as a condition to be considered capable by the community in implementing teacher duties (The Regulation of National Education Minister Number 045/U/2002) [15]. Competencies that must be possessed in the learning process in the classroom to achieve optimization of learning included knowledge, understanding, skills and value, attitude, and interest. In this case, the quality of teacher competencies was based on the Educator Standard from Ohio Teacher [16]. The seven main domains were student, content, assessment, instruction, learning environment, collaboration, communication, and professional. Based on the results of data processing, it showed that the competence of the teacher domain, such as student competence, assessment, instruction, collaboration, communication, and professional, the majority was moderate, while for the content domain the majority showed low competence [17].

The curriculum is significance in inclusive schools so that the learning achievement of children with special needs can run as expected and learning can be directed. According to this study, the unavailability of the curriculum of teaching children with special needs became the reason why teaching could not run well. Therefore, researchers suggested creating curriculum guidelines for inclusive schools so that this problem can be resolved.

Apart from the curriculum, the obstacle to implement inclusive education was that cooperation between parents and schools. This is in accordance with Sunardi and Sunaryo [18] which stated that for the success of inclusive schools, it needs the involvement of many parties. Reference Carrington and Robinson [19] suggests that inclusive school is a process that involves all school staff and students for its development, such as how to approach students, the role of teaching staff, and

approaches to teaching and the curriculum. This is also stated by Giangreco [20] that schools must also collaborate with the school community such as teachers, classroom supervisor teachers, parents, students, school administrative teams, and school communities to maximize teacher performance.

According to this study, the lack of parental attention was due to parents' ignorance of how to handle children with special needs. Besides that, the shame of the surrounding community forced them to send their children to inclusive schools. In addition, the lack of classroom teacher cooperation with teachers in other fields of the study led to the teachers' ignorance regarding the appropriate treatment for children with special needs.

#### IV. CONCLUSION

Based on the results, the obstacles experienced by teachers in implementing inclusive education at the elementary, junior high and high school levels are that in general teachers have the ability to perform assessments, there is no curriculum guideline from the government so that teachers find it difficult to provide learning, the ability teachers in preparing instructional media for children with special needs so that all this time the teacher provides the same media as normal children so that children with special needs sometimes experience boredom when learning. Choosing a learning method that suits children with special needs is also difficult, so the method used is almost the same as teaching normal children. The division of time that is difficult for teachers to feel because they divide the time between teaching a lot of normal children and on the other hand must also pay attention to children with special needs and the need for cooperation between parents and teachers, parents rarely want to be involved in the learning process both at school and at home.

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