



Problems of Teachers in Inclusive Class Learning in Public Elementary School Bengkulu Buleleng

Ni Made Rai Wisudariani¹(✉), Ni Luh Putu Sri Adnyani¹, Sang Ayu Putu Sriasih¹, Ni Putu Seniwati², and I Made Wisnugiri³

¹ Fakultas Bahasa dan Seni Undiksha, Singaraja, Indonesia
rai.wisudariani85@gmail.com

² IKIP Saraswati Tabanan, Tabanan, Indonesia

³ SD Negeri 2 Bengkulu Buleleng, Buleleng, Indonesia

Abstract. This study aims to analyze the teacher's problems in implementing inclusive classroom learning for the deaf-speech at a public elementary school in Bengkulu Buleleng. This study used a descriptive qualitative research design. The subjects in this study were teachers and third-grade SD Negeri 2 Bengkulu. The data collection method used was the observation method and the interview method. The data analysis technique in this study used descriptive qualitative. The results of this study indicate that the problems in teaching in inclusive classes are limited of special assistant teacher in schools, lack of honorarium for special assistant teacher, difficulty in aligning the standard of regular school services, and variations in the learning needs of children with special needs, numeracy and literacy abilities of children with special needs in the classroom are still low, and limited learning media. These findings indicate that all problems in the inclusive class can be handled well by competent special assistant teachers even though they do not have the relevant diploma.

Keywords: inclusive class · teacher's problems

1 Introduction

Inclusive education is education based on an open spirit to embrace all circles. Inclusive education is the implementation of education with a multicultural perspective that can help students understand, accept, and respect other people with different ethnicities, cultures, values, personalities, and physical and psychological functioning [1]. Inclusive education is an educational service system that requires all children with disabilities to be served in nearby schools, and in regular classes with their peers [2–6]. In this inclusive school, they do not only pursue academic abilities, but more than that, they learn about life itself.

Inclusive schools are not only established in urban areas but are also established in villages that have conditions for people with special needs, for example at SD Negeri 2 Bengkulu. The school, which was founded in 2007, accommodates the needs of the

Bengkala Village community, some of which are deaf and speech impaired. This village is the village with the largest deaf-speech community in Indonesia. The inclusive school at SD Negeri 2 Bengkala uses a regular curriculum like any other school. The implementation of the regular curriculum in inclusive schools provides a wide space for children with special needs to get the same learning as regular classes.

The only difference is that there is a special companion who helps the 'kolok' child's learning process during class and the learning model that is applied in the teaching and learning process. In meeting the diverse needs of students in inclusive classes, many problems arise. Likewise, at SD Negeri 2 Bengkala there are many problems faced in the inclusion class. Problems in inclusive schools with various physical conditions and student limitations are very interesting to study. SD Negeri 2 Bengkala as one of the pilot projects for inclusive schools in Buleleng Regency has implemented learning in inclusive classes, but how the problem is in a class where 24% of the students are deaf-speech is implemented has never been studied in depth. Research related to inclusive schools has been carried out by several researchers [7–12].

Tarnoto found that there are several problems faced in inclusive classes such as school unpreparedness, and lack of cooperation between the school community, students, parents, and the community. The research of Purnnomo, Agustin, and Rusmono examines the competency problems of inclusive school teachers and the right strategy in helping the problems faced by inclusive classroom teachers. Arum, Widyastono, and Sunardi, examined the curriculum problems applied in inclusive classes. Risa Febriana Putri, Darmiany, and Husniati, studied the problems of students in inclusive classes. The limitation of research conducted by other researchers lies in the lack of clarity on the characteristics of the targeted inclusion class. This research has a clear subject, namely children who are deaf-speech. Based on the results of related research studies, this research is relatively new and important to do.

Based on the identification of problems in the background above, the focus of the study in this research is the obstacles faced by teachers in learning inclusion classes for the deaf-speech at SD Negeri 2 Bengkala. This research is expected to enrich the treasures of pedagogic science, especially in the development of inclusive classroom learning in addition, the results of this study are expected to strengthen the sustainability of inclusive schools in order to meet the needs and improve the quality of education in Indonesia.

2 Research Method

This study uses a descriptive qualitative research design that aims to provide a clear description of the topic being studied. The purpose of this study is to analyze the obstacles faced by teachers in learning in the inclusive class for the deaf-speech at SD Negeri 2 Bengkala. The subjects in this study were teachers, special assistant teacher, and students of the inclusive class at SD Negeri 2 Bengkala. The object of this research is the obstacles faced by teachers in implementing learning in the inclusive class for the deaf-speech at SD Negeri 2 Bengkala.

Data collection in a study must be done by obtaining data in accordance with the facts. Data collection methods are the steps taken by researchers to collect data that

will be used as research material. In this study, the data collection methods used to obtain accurate research results are the observation method and the interview method. The observation method is used to observe the learning applied by the teacher. In its implementation, learning implementation guidelines are also designed as a guide. After making observations, the researchers recorded and recorded all the learning activities carried out by the teacher. This interview method is used to strengthen data related to the obstacles faced in inclusive classroom learning.

The data analysis technique in this study used descriptive qualitative data analysis techniques. The steps of the data analysis technique in this study involved four stages, namely data identification, data reduction, data presentation, and drawing conclusions. Data identification is the first step used to decide the data that has been taken or obtained according to the origin of the data called data identification. In this study, data identification was carried out by collecting data and adjusting the data to the formulation of the problem in the study. The second stage, namely reducing the data.

Reducing data means summarizing, choosing the main things, focusing on the main things, focusing on the things that are important, then looking for themes and patterns. Data that is not in accordance with the problem in this study is reduced. The reduced data in this study are presented qualitatively. In research, data presentation is done by describing the data that has been collected through observation and interviews in the form of description. The final stage of data analysis is drawing conclusions. The conclusions made must include all answers to all the problems raised in the research. The results of this study describe the obstacles faced by teachers in learning in the inclusive class for the deaf-speech at SD Negeri 2 Bengkulu.

3 Results and Discussion

The results of this study indicate that there are five problems faced by SD Negeri 2 Bengkulu teachers in teaching inclusive classes. The first obstacle is the limited number of special assistant teachers in schools. As an inclusive school, SD Negeri 2 Bengkulu only has one special assistant teacher, where the special assistant teacher has a general educational background and was given training on inclusive education. The special assistant teachers has received training, training, and seminars, and he already has the knowledge and skills in educating the deaf-speech.

For this reason, training for teachers in improving teaching skills in inclusive schools is absolutely necessary, especially for teaching staff who do not have a special educational background for the deaf-speech [13]. The effectiveness of training for teachers in inclusive schools is also a problem that is still being faced by teachers. The training provided is not only a formality as evidence without looking at the effectiveness and improvements produced after the training is given [14].

Admitted by the special assistant teachers at the school, there is still a lack of special assistant teachers, it is hoped that there will be additional special assistant teachers. The government demands that schools provide inclusive education but it is not matched by the number of accompanying teachers. This needs to get attention from the education office and the government, namely the provision of special tutors. One of the determinants of success in the implementation of inclusive education is a special mentor teacher.

Special assistant teacher have a very important role in the process of implementing inclusive education [15] special assistant teacher have a very vital task in the success of education for the deaf-speech. The duties of special assistant teachers are to provide assistance for the deaf-speech during learning, provide special service assistance for the deaf-speech, provide continuous guidance for the deaf-speech, provide assistance, and always coordinate with class teachers and the deaf-speech parents [16]. If there are no adequate special tutors, the implementation of inclusive education will not run as expected.

Schools providing inclusive education need to be supported by special assistant teachers in the learning process and in fostering children with special needs in general. Class teachers and GPK cooperate with each other in serving children with special needs, starting from identifying children, and assessing children, to developing Individual Learning Programs for these children. The second obstacle is the minimum salary given to special assistant teachers. Special assistant teachers before 2022 are appointed and contracted by the district government. But now the salary of special assistant teachers is budgeted from the school operational assistance fund of Rp 800.000. The nominal salary is very minimal and below the regional minimum wage.

The third obstacle faced by the organizers of inclusive classes is that it is difficult to harmonize the standard of regular school services and the variations in the learning needs of children with special needs. So that it causes them to require special education services to achieve optimal development. The services and handling them are different, the educational services provided are in the form of special services tailored to their needs and abilities [17]. In practice, SD Negeri 2 Bengkala uses a standard national curriculum. There is no difference between the deaf-speech and regular students.

The special curriculum for the deaf-speech should be modified as needed by conducting an assessment. Assessment is the identification of children with special needs to determine the condition of the child, whether he has abnormalities or not, whether physical, intellectual, social, emotional, and or neurological sensory abnormalities in growth or development compared to children his age. Identification is very important for each prospective student, especially in inclusive schools to find out the needs of students who are classified as the deaf-student [18].

An absolute assessment is carried out aiming to find out the background of the child and the type of disorder, besides that the results of the assessment are very much needed as a guide and benchmark for schools and teachers in determining the type of educational service that suits their needs and abilities. The main principle of student services in inclusive education is to provide fair opportunities for all students to be able to access education without differentiating abilities at all levels of education [19, 20]. In this inclusive school, the deaf-speech also gets special service services, where the service differs between the types of education services for regular students and for the deaf-speech.

Another obstacle faced by inclusive classroom teachers is that the numeracy and literacy skills of children with special needs in the classroom are still low. Inclusive classes do not only contain regular students, but also students with special needs for speech-impaired students. Children with special needs are children who have abnormalities or differences from children in general, both in terms of physical, mental, emotional,

social, or a combination of several of these characteristics, which causes them to experience obstacles in achieving optimal development. The deaf-speech has different types of barriers to learning from one another.

Based on the assessment or identification carried out by the special assistant teacher, students with special needs in class III cannot read and count. This condition causes special assistant teachers to provide additional literacy and numeracy learning services after regular school activities are completed. This delay is caused by their inability to listen to the lessons delivered by the teacher and their slowness in seeing the teacher's lips. There are also some children with disabilities who are not confident in class because they feel inferior about their inability [21] and do not feel confident in their abilities, even though they have hopes and dreams of what kind of profession they want to be [22].

The last obstacle experienced by teachers in inclusive classroom learning is the limitation of learning media. Learning media is also needed to support the learning process. Learning media in inclusive schools must be varied and numerous compared to general schools. The problem of the lack of availability of supporting media for the deaf-speech in primary schools that provide inclusive education is generally also experienced by other schools [23]. Deaf children have limitations in speaking and listening, suitable learning media for Deaf Children is visual media and how to explain it using lip language/lip motion.

According to media, that is also important to be prepared in learning for speech-impaired children is visual stimulation media, and articulation mirrors, which are used to develop visual feedback by seeing/controlling the movement of the student's self-articulated organs, as well as by equating the movements/positions of the articulation organs with their position. The teacher's articulation organs, original objects and imitations of pictures, both loose pictures and collective pictures along with their words, words, auditory stimulation media, speech trainers, which are electronic tools to train speech for children with hearing sensory impairments, tape recorders to listen to recorded sounds. Background, such as: the roar of a car, the roar of a motorbike, the sound of a car or motorbike horn, barking of a dog [24]. The media available at school are some pictures in thematic books and some freelance pictures. However, all of these problems can be handled well by special assistant teachers.

4 Conclusion

As a new program in Indonesia, there are obstacles to implementing inclusive education at SD Negeri 2 Bengkulu, for speech-impaired children. Barriers to the implementation of inclusive education include limited special assistant teachers in schools, lack of honorarium for special assistant teachers, difficulty in aligning the standard of regular school services, and variations in the learning needs of children with special needs, numeracy, and literacy abilities of children with special needs in the classroom are still low, and limited learning media. These findings indicate that all problems in the inclusive class can be handled well by competent special assistant teachers even though they do not have the relevant diploma. The needs of government awareness regarding the policies made for individuals with disabilities that should be able to answer the challenges and

obstacles experienced by individuals, not just policies without knowing the reality on the ground. There needs to be a harmonious synchronization between the ideal conditions written in the policy and the reality on the ground, of course, by collaborating with various parties involved with individuals with disabilities and stakeholders. It takes a commitment to set aside a certain percentage of the regional/state budget and revenues and expenditures to be able to build and provide the infrastructure needed by students with disabilities.

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