



# Service Model for Student with Special Needs in Primary Schools Inclusive Education Providers of Puruk Cahu City

Aulia Azizah, Gunarhadi, Subagya

Master of Special Education, Faculty of Education, Sebelas Maret University, Surakarta, Indonesia

auliaazizhh@gmail.com, gunarhadi@fkip.uns.ac.id,  
subagya@fkip.uns.ac.id

**Abstract.** An inclusive education should provide appropriate learning services tailored to students' abilities and needs. In fact, many inclusive schools have not been able to provide appropriate learning services for special needs students. This study aims to 1) map the problems of learning services for special needs students in inclusive primary schools, 2) explore the supports and barriers to learning services for special needs students in schools providing inclusive education. The results showed that 1) the problems and difficulties faced by schools in providing appropriate learning services for special needs students were due to the lack of teacher readiness in providing learning services, 2) even so, some teachers in these schools are trying to make adjustments in learning, such as adjusting learning material and strategies. It can be a supporter of learning services for students with special needs. However, because some teachers at the school only carried out the modifications, the services provided were half-assed. To improve the quality of inclusive education in the city of Puruk Cahu, the researcher suggested that schools provide facilities, forums, and training to enhance teacher competence to give learning services that follow the needs and barriers of special needs students.

**Keywords:** Learning Service, Special Needs Students, Inclusive School

## 1 Introduction

Education in Indonesia is a right that all children can obtain. Every child reserve a right to receive an appropriate education. Without exception, special needs students can receive an education suited to students in general by receiving inclusive education (Garnida, 2015). Inclusive education provides opportunities for all students to take part in education. Inclusive education is a form of education that unites special needs student with general student to learn (Mulyani & Abidinsyah, 2021). In practice, inclusive education is an education system that places special needs student in regular classes together with general students (Setiawan, Aji, & Aziz, 2020). According to Khan et al.

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(2017), inclusive education is an education system that accommodates the learning needs of all students, including special needs students with various characteristics. Inclusive education is related to the obligation of all parties to provide a quality education service for all students, especially special needs students in regular schools (Khan et al., 2012). The implementation of inclusive education must prioritize quality services, with learning and services under the characteristics and needs of all students. Inclusive education is a new perspective in the implementation of education in Indonesia. Implementing inclusive education cannot only change the traditional segregative teaching perspective. (specialization/separation of children) based on the specificities or obstacles experienced by children (Abbas et al., 2016).

The principle of adapted education in inclusive schools causes great demands on schools. Implementing education for special needs students requires schools to adjust curriculum, educational facilities, and learning systems. Taylor and Ringlaben (2012) say that the existence of inclusive education causes new challenges, namely significant changes to educational programs and addressing all the needs of students, for all students, special needs students and general students (Rahmawati et al. 2020). These are tailored to student's individual needs because not all special needs students can study with students in general (Sigit, 2016). With these educational concepts, regular schools are expected to be able to provide appropriate educational services for special needs students. Several components must be considered in choosing the suitable service model, starting from selecting the right service model, curriculum modifications, lesson plans, media used, learning strategies, and so on. It is very urgent considering that the success special needs students depend on the accuracy of the services provided. In essence, special needs students are the same as other students, and it's just that they have disorders that cause stunted growth and development, so they need services that are under their obstacles.

In fact, many inclusive schools have not been able to provide learning services that are under the needs of students. Many schools are still not ready regarding human resources and the infrastructure used in the learning process. Several elementary schools in Puruk Cahu Seberang sub-district, Murung Raya district, Central Kalimantan, are schools that accept students with special needs. They receive every special-needs student without exception and become the organizer of inclusive education without being appointed. Schools in the city do not conduct admission tests or prospective screen students. It is what makes every school in the town accept many special needs students in their schools. The factor that also causes many students with special needs to choose to attend regular schools closest to their homes is that there is only one particular school (SLB) in the city and is located in the city center. The Barito River separates the town of Puruk Cahu itself from the city center, so it is complicated for students with special needs to attend special schools in the city center.

As an inclusive school that is not explicitly appointed to accept students with special needs, elementary schools in this city are unprepared in many aspects. Schools in the city do not have human resources such as educators and other experts who know about handling students with special needs. These schools have difficulty providing appropriate services for special-needs students due to a lack of understanding of special education and lack of facilities and infrastructure readiness. In Effendi's research (2018),

the implementation of inclusive education by schools appointed to carry out inclusive education. Even though it still needs to be gradually improved to create an inclusive environment and provide appropriate services by increasing teachers' understanding of the notion of inclusiveness, complete documentation of student progress records, and collecting and evaluating pre-learning. According to student characteristics, provide personnel and infrastructure to develop the interest and talents of special needs students.

In the research of Yusuf et al., (2017) conducted in Surakarta, it is said that even though it has declared itself as an inclusive city, but still found that elementary schools in Surakarta still have problems related to providing services for special needs students. Policies such as the lack of availability of teachers. Then teachers who do not have special educational backgrounds impact the lack of knowledge about how handling students with special needs. The provision of service for students with special needs in designated inclusive schools has readiness. However, many are still not optimal in providing services because many factors have not been met. In Sulistyadi's research (2014), it is said that the need to implement inclusive schools needs to pay attention to some of the resources. It is required which include several aspects, namely human resources in the form of the teaching staff of special Assistant Teachers (GPK), information resources, authority resources, and facility resources in the form of facilities and infrastructure. While Anggreni & Sari (2022) said that in improving the quality of inclusive education, it is recommended that the obstacles accommodate the needs and learning of children with special needs. The learning process needs to be considered, including using Learning Implementation Plans, Media, learning strategies, curriculum, classes, and service models for children with special needs.

In addition, as a school providing inclusive education, it must have a strategy in the learning process, a learning activity that must be carried out by teachers and students, so that learning objectives can be achieved effectively and efficiently (Mulyani & Abidinsyah, 2021). Learning in inclusive classes is not much different from learning in regular classes. However, schools that implement inclusive education have consequences and demands for various changes, ranging from perspectives and attitudes to an educational process oriented to individual needs without discrimination. That way, with accommodation and modifications that suit the needs of children, students can get learning that follows their learning needs. Characteristics in inclusive learning are integrated in several things, such as friendly relationships with students, the ability of educators to educate students with different backgrounds, learning materials with various variations for all subjects, and sources that have been prepared carefully by the teacher. There is a need for student coaching with the hope that students will be able to develop and have optimal skills (Tanjung, Supriani, Arifudin, & Ulfah, 2022). Therefore, it is necessary to research the problems of learning services faced by inclusive elementary schools in Puruk Cahu to find solutions to these problems.

Based on the explanation above, researchers are interested in knowing more about the problems faced by schools. Mainly related to the learning services provided by inclusive schools in Puruk Cahu, an analysis of the needs for learning services for students with special needs in inclusive education primary schools was conducted in Puruk Cahu city. The research objectives are to 1) map the problems of learning services for students with special needs in inclusive primary schools in Puruk Cahu city, Murung

Raya regency, Central Kalimantan, and 2) explore the supports and barriers to learning services for students with special needs in schools providing education inclusive of the city of Puruk Cahu, Murung Raya regency, Central Kalimantan.

## 2 Method

Under the problem being studied, the method used in this study is a descriptive method with a qualitative approach to find out the picture, situation, or something by describing the facts in as much detail as possible. The population in this study is an elementary school that accepts students with special needs in the Murung Raya regency, which consist of 28 elementary schools (Kebudayaan, 2021). However, the sample in this research amounted to 3 elementary schools. The sampling technique was non-probability sampling by purposive sampling, namely selecting schools that were identified as accepting student with special needs. The research location is in the city of Puruk Cahu, Murung Raya regency, Central Kalimantan, with the following distribution: elementary school X, elementary school Y, and elementary school Z. This research was carried out from April to May 2022. The instrument of data collection tool used in this research is an interview guide. Interviews were conducted with classroom teachers with children with special needs and subject teachers in the class. The data analysis techniques carried out are (1) Planning, (2) Data collection, (3) Data Analysis (4) Making a final report.

## 3 Result and Discussion

The research data were obtained from three elementary schools that provide inclusive education in Puruk Cahu. Namely elementary school X, elementary school Y, and elementary school Z. Respondents in this research were homeroom teachers with special needs students in their class and teacher's subjects.

Based on data from three schools regarding learning services for special needs students in inclusive education elementary schools in the city of Puruk Cahu, it was found that the curriculum used by special needs student and other general students is the same. It is presumably because the teachers in these schools do not understand how to modify the curriculum to suit the needs of each students with special needs. They said that students with intellectual, visual, and hearing impairments had difficulty following the applicable curriculum. Slow learners can still follow the relevant curriculum even though they are a bit behind but can still catch up on the lag. Students with physically disabled do not have problems with the curriculum that applies without modification. Therefore, before learning, teachers should prepare lesson plans according to students' characteristics and needs because each student with special needs has its specificity, such as for children with emotional and intellectual barriers and others (Utaminingsih, Rahayu, & Andini, 2018).

In the learning process indicators, things that need to be considered are the use of lesson plans and Individualized Educational Program (IEP). Elementary schools X, Y, and Z use the same lesson plans for students with special needs and other regular students. The teachers in the three schools said they did not understand how to make IEP

for special need students, so there was no special learning design tailored to the needs of students with special needs. However, in the learning process, 6 out of 15 teachers said that other students sometimes demeaned the material for special need students. According to the abilities of these students, even without making IEP, 6 of the 15 teachers also said that they used different strategies for special need students in providing material depending on the abilities of students with special needs. The learning process and strategies are essential in successfully learning students with special needs. The learning strategy includes learning models and methods (Husen, 2018). Learning for special need students requires a different strategy according to the needs of each student (Yunaini, Muhammadiyah, & Lampung, 2021). Adding a good learning model in accordance with student conditions will provide comfort for educators, students, and the learning environment (Juang & Hidayat, 2016).

Regarding facilities and infrastructure, elementary schools X, Y, and Z said they did not have special media provided to support the learning of special need students. The learning media used by all students are the same without exception. Although sometimes special need students cannot use these learning media, schools have no other choice because they do not have sufficient funds to meet the needs of students with special needs. In addition, the three elementary schools X, Y, and Z also do not have a friendly infrastructure for disabilities and also do not have a resource room for special need students. At the same time, inclusive education should have facilities and infrastructure that are different from ordinary schools for the continuity of the learning process. Inclusive education requires several special facilities and infrastructure to facilitate learning, especially for children with special needs (Martha & Suryana, 2020). In Permendikbud number 5 of 2021, it is said that supporting facilities and infrastructure such as paying attention to furniture, general learning rooms (classrooms), and providing special learning rooms (source rooms). Inclusive schools are also expected to provide an increase in the quality of the accessibility of the school environment, in this case, increasing accessibility such as guiding blocks, warning blocks, handrails, and ramps to the required space.

The next indicator is Assessment. The advisor of student characteristics in inclusive schools certainly opens up opportunities for a varied learning outcome assessment system in determining grade increases. The learning outcomes assessment system for special need students has been equated with other students. The teacher's misunderstanding of the learning outcomes assessment system and the determination of grade promotion for special needs students causes teachers to treat the assessment the same as other students. Based on Oktorima's research (2015), the cause of errors in the assessment is the teacher's lack of understanding of the assessment technique for special need students. The minimum completeness criteria of special need students must be in accordance with the abilities of students. The assessment system commonly used in determining students' grade points in inclusive schools is based on the achievement of mental skills (Yuwono, 2019). Most students with special needs cannot attend class because they have not met the predetermined standard of learning completeness and grade promotion. Of the three elementary schools, X, Y, and Z, the teachers said that their schools used the same grading system for special need students. In general, still not making adjustments to the material and learning process for special need students, so that when

students are not able to reach the KKM, the value given to students is modest according to their abilities. If there is no adjustment in the material and learning process, it will be challenging for students with special needs to achieve the same standard of value as other students. It causes many students with special needs to stay in class. The high rate of students staying in class resulted in many children dropping out of school in the city.

The successes of education, especially inclusive education, cannot be separated from all parties. Cooperation between schools is one of the progress factors for inclusive schools. The main partner is the Special Assistant Teacher (GPK). Special Assistant Teachers guide, teach, and educate students with special needs. GPK in its task of assisting class teachers in guiding special needs students in regular classes. Based on this, GPK provides a vital role in the success of special needs students (Angreni & Sari, 2022). As we know, human resources such as teachers and special assistant teachers are one of the indicators that play an essential role in the success of learning services for special needs students. But unfortunately, the three elementary schools, X, Y, and Z, do not have a Special Assistant Teacher in their school. Hence, classroom teachers or subject teachers find it difficult to guide and meet the needs of special needs students. The school does not cooperate with any party in implementing inclusive schools, such as the nearest special school. The absence of partners who understand learning in inclusive schools makes many special needs students who attend the three schools not get the right learning services. Kisbu-Sakaraya & Doennyas (2021) said that teachers and subject teachers should also be given ongoing training to understand children with special needs better, knowing their social needs and learning tools. The behavior and intentions of teachers to teach special needs students require training on self-concept in accepting all students in their classes. It is hoped that services special needs students will still be fulfilled even though the school does not have a Special Assistant Teacher (GPK) because, according to Moberg et al. (2020), successful inclusive education requires top-down support (e.g., policies) and bottom-up (e.g., teacher skills and teacher education) support.

## 4 Conclusion

The research findings concluded that they did not appropriately implement the provision of learning services for special needs students at the inclusive school in Puruk Cahu. Students do not get services that match their abilities. The problems occur because teachers lack knowledge and readiness to provide educational services to special needs students. The absence of support and cooperation with experts from special education also makes it difficult for teachers to find information and learn how to handle special needs students during the learning process. However, some teachers in these schools try to make adjustments in learning, such as carrying out different learning strategies and adjusting to the material as much as possible. It can support providing learning services for special needs students. However, because some teachers only did this in the school, the services provided were half-assed and were not implemented properly due to a lack of cooperation from the entire school. The impact of learning services that are not optimal has resulted in many special needs students being unable

to follow the general standards that apply in schools. Difficulties in participating in learning and difficulties in achieving grades according to the standards set make students with special needs stay in class. Staying in class too often makes parents finally choose to stop their children from attending school because they think it is just a waste. After all, the children are also unable to follow the lessons.

Schools and local governments should pay more attention to the competence of teachers in the city. Teachers need training and a place to learn to understand the needs and provide appropriate learning services special needs students, so all students can receive services that are in accordance with their abilities.

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