

CHALLENGES IN IMPLEMENTING INCLUSIVE EDUCATION IN PRIMARY SCHOOLS (SD)

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ABSTRAC

The government is promoting inclusive education to promote equal access to quality education for all. This paper aims to look at the challenges of inclusive education and the efforts to realize it. Realizing inclusive education is a crucial step in changing the face of education to be more fair, equal and embrace diversity. However, its implementation is still faced with a lack of access to information and parental readiness, inequality of access, inadequate number and quality of teachers, and limited supporting facilities and infrastructure. learning. Cooperation between the government, schools, parents and the community is the key to facing challenges and optimizing the implementation of inclusive education. Commission X of the House of Representatives has an important role in encouraging inclusive education to be prioritized in the national education system by supervising the implementation of inclusive education policies. monitoring inclusive education policies so that they are well implemented, providing training and development for teachers and education personnel, especially special assistant teachers, encouraging the participation of parents and communities, ensuring the availability of an adequate budget, and supporting research and innovation in inclusive education to improve access and participation of learners. and learner participation. To ensure that children with special needs have the same opportunities to receive the same education as other children in regular classrooms, inclusive education policies are in place inclusive education policy is bu.

Keyword: *Challenge, Education, inclusive*

INTRODUCTION

The right to inclusive education should be available to all children, no matter their background or circumstances. children, no matter their background or circumstances. Indonesia is committed to fulfilling these rights and will do much to realize inclusive education. Inclusive education in Indonesia still faces many challenges, despite various efforts (khusnul jafar(khusnul jafar 2023).

Inclusive education is an education delivery system that provides opportunities for all students, including children who have special needs or limitations, to participate in education or learning in one educational environment together with students in general. In inclusive education, all children are given the same opportunity to receive education regardless of the child's condition. Inclusive education aims to ensure that all children have access to education that is affordable, effective, relevant and appropriate in the area where they live. The principles of inclusive education include open, fair, non-discriminatory, sensitive to every difference and relevant to everyday life, creating and maintaining a friendly classroom community, accepting diversity, respecting differences, organized sustainably at all levels of education, and involvement (Agnes Meilina 2023).

Several figures have various views regarding inclusive schools. In general, inclusive schools were established to meet the educational needs of students with special needs, with the aim of providing equal learning rights and helping to develop their potential optimally. Inclusive schools are educational institutions where students with special needs are provided with educational services that match their abilities with their peers (Rose & Holey)

One of the challenges that teachers most likely face today is changing their previous learning settings to where they had to teach children with special needs in inclusion classes, where everyone is welcome regardless of race, ethnicity, disability, sexual orientation, language, socioeconomic, or other factors. Inclusive education that involves all students in regular classrooms has changed the way people view education as a human right. Osero (2015) states that this problem emerged as a result of revolutionary transformations in the education of children with special needs.

Inclusive schools provide opportunities for children with special needs to learn together with other children who do not have similar disabilities. In this classroom environment, students have the opportunity to develop skills in appreciating, respecting, and accepting each other with empathy (Sarah Try Wulandari 2024).

The problem of education for children with special needs is still an issue that is widely discussed and has attracted the attention of policy makers in formulating policies and finding solutions so that every child gets the best educational rights and services. One of the government's efforts to expand opportunities and equal distribution of educational services for children with special needs is to organize inclusive education programs provided through regular schools (Aas, 2019; Göransson et al., 2019; Kenny et al., 2020; Savolainen et al., 2020; Ade adriyan et al 2022). Based on the Index of Inclusion, inclusive education is not only limited to the context of education for children with special needs, but refers to the principle of education for all. Access to education is friendly for all with an approach that seeks to reach everyone without exception, regardless of physical, intellectual, social, emotional, linguistic or other conditions, including children with special needs (ABK), gifted children, street children, children in regional areas, remote areas, children from ethnic and linguistic minorities, as well as poor and marginalized groups must be treated equally (Stan & Ainscow, 2002; Florian, 2019; Rusmono, 2020; Ade Adriyan et al. 2022). The concept of inclusive delay aims to include children with special needs in regular classes where teachers use a variety of teaching approaches, working.

Apart from that, my education does not include requiring the school to make adjustments both in terms of curriculum, educational facilities and infrastructure, as well as learning systems that are tailored to the individual needs of students (Forlin & Lian, 2008; Muazzadkk., 2018). Through exclusive inclusive education, discriminatory education can be eliminated and accommodate all the needs of children with special needs within the scope of education. On the other hand, inclusive education is also a means of providing great opportunities for children with special needs to receive appropriate education according to their needs (Nurhadisah, 2019; Wardah, 2019).

RESEARCH METHODOLOGY

This research is a literature study with the method used, namely Systematic Review (SR) or generally called Systematic Literature Review (SLR) which is a systematic technique for collecting, critically examining, integrating and collecting the results of various research studies on research questions or topics that you wish to explore. Research begins by finding articles related to the research topic that will later be researched. A systematic review is a method of reviewing a particular problem by identifying, evaluating, and selecting certain problems and asking questions that are resolved clearly based on previously established criteria. This follows previous research which was of good quality and

relevant to the research questions. This research uses the Systematic Literature Review (SLR) method, a systematic, explicit and reproducible method for identifying, evaluating and synthesizing research works and ideas that have been carried out by researchers and practitioners with the aim of recognizing, reviewing and Evaluating all research determined that this research consisted of several stages including: First, the question is what are the challenges in implementing inclusive education in schools? Second, the data population in this research is a journal that focuses on the challenges in implementing inclusive education in schools to improve students' good character. The search for literature studies begins by using existing data on Google Scholar which is obtained using the publish or perish application. The keywords used are 213 relationships between character education in elementary schools by limiting the articles from 2019 to 2024. Third, after getting various articles. Researchers found 50 articles related to the theme of challenges in implementing inclusive education in a Google Scholar database search, then selected 20 articles related to the topic studied from several articles. Then study the articles in detail and which are in accordance with the material on challenges in implementing inclusive education in schools. 20 articles are included and examined in detail to become 7 articles which are in accordance with the discussion theme, then 180 are not included in the discussion or search.

RESULTS AND DISCUSSION

Inclusion comes from the word "inclusion" which means to involve or invite. The definition of inclusion is designed to realize a friendly environment for everyone by inviting and including people from various abilities, statuses, conditions, backgrounds, ethnicities, cultures and others. According to Garnida (2015: 48) inclusive education is a system of providing education for children who have certain limitations and other children who are brought together without consideration of each other's limitations. Inclusive education also allows students with special needs and without disabilities to learn together. Inclusive education means that all children have the right to education without physical or psychological discrimination (Tarmansyah, 2013 quoted in Diva Salma Haniva et al. 2021).

In recent years, inclusive schools have become a new breakthrough for educational institutions in Indonesia. Becoming a special branding that makes the school more humane and accepts all conditions of student input. Including students who have special needs conditions. In an effort to fulfill the principle of education that can be enjoyed by all groups regardless of conditions. In the course of managing inclusive schools, it turns out that institutions experience many obstacles. Especially institutions that have just started the inclusive school concept. Not many school principals and teachers are confused or even dizzy when faced with the concept of inclusive schools. If we examine more closely, inclusive schools face 2 different concepts or learning methods. Between children who have special needs and those who don't. So educational institutions that use the inclusive school concept should pay attention to this (Fikri Zakia Qoimul Haq, 2022).

These problems will be interconnected with each other, both from problems of teachers, students, schools, society and government. First, in the problem of teachers, teachers felt that they lacked the ability to handle crew members. This is because there are not enough teachers understand about ABK and inclusive schools so that it has an impact on the next problem, namely becoming particular difficulties in the teaching and learning process. Apart from that, the teacher's background does not match the teacher's background What is needed, namely from special education graduates, creates a heavy workload for the teachers themselves. Regular schools have special supervising teachers who are appointed directly by the school to carry it out additional duties as a special supervising teacher. So the special supervisor is usually a teacher subjects and class teachers who in fact are not graduates of Special Education, but graduates Primary School Teacher Education (PGSD), Mathematics Education, Sports Education, Language Education Indonesia, Science Education. The lack of qualified

classroom accompanying teachers is also a factor existing problems. This indirectly has an impact on providing treatment to ABK students are less than optimal, coupled with differences in the needs of different students and requires different handling and the number of crew members exceeds the quota in each class so that has an impact on the lack of smoothness of the KBM process. (Maghfiroh, M. Nur 2022).

Publisher and year of research	Journal	Research result
Herlina Siregar, Dadan Darmawan (2022)	Family Literacy Education Program in Order to Cultivate Interest in Reading in the Community of Kasemen Village, Kasemen District, Serang Banten	One alternative program for eradicating illiteracy is literacy education which is considered strategic and becomes the basis of knowledge for all humanity (an essential learning need). The low interest in reading among the public, especially school-age children, due to lack of support and involvement from parents in facilitating children's reading needs, is a big problem so it was agreed between the proposer and partners to solve it together through mentoring. every family in literacy learning, where later the couple will gain knowledge (understanding) and learning that supports student diversity. Challenges involve limited resources and a lack of specialized training for teachers, highlighting the need for support from schools and government.
Diva Salma Hnifah, Annasjla Byandra Haer, Saraswati Widuri, Meilanny Budiarti Santoso (2021).	Challenges of Children with Special Needs (Abk) in Undergoing Inclusive Education at the Elementary School Level	This research aims to analyze the implementation of inclusive education for children with special needs in elemen Challenges for Children with Special Needs (ABK) Inclusive Education at All Elementary School Levels Challenges for Children with Special Needs (ABK) Inclusive Education at All Elementary School Levels tary schools. The research method or approach in this research uses a library research approach. Data and information collection techniques

Destimawati Harefa, Sharlin Elviyana Hareva, Emmi Silvia Herlina (2023).	Challenges for Children with Special Needs (ABK) Inclusive Education at All Elementary School Levels	The results of the research state that formal elementary schools have provided inclusive education for Special Needs (ABK) children. However, in terms of readiness, it is still not optimal, because there is still a lack of contextually relevant teaching staff with adequate education so that when assisting children with special needs there are many challenges and obstacles.
Erika Yunia Wardah (2019).	The role of special supervising teachers for non-special education (PLB) graduates in services for children with special needs in inclusive schools in Lumajang district	The role of a special supervising teacher is very necessary in optimizing children's academic and non-academic development. Special guidance teachers not only accompany children in learning but also provide services that suit their needs. The implementation of inclusive schools in Lumajang district has raised an issue in the community regarding the ability of special supervising teachers to provide services for children with special needs who in fact do not have a Bachelor's degree in special education.
Anny Wahyu Dwi Jayanti (2023).	Optimizing Indonesian Language Learning in an Inclusive Education System: MI and SD perspectives.	The results showed that teachers actively implemented inclusive strategies, including providing accessible materials, small group discussions, and positive reinforcement, creating an environment learning that supports student diversity. Challenges involve limited resources and a lack of specialized training for teachers, highlighting the need for support from schools and government
Norma Yunaini (2021)	Learning Model for Children with Special Needs in Inclusive Education Settings	This research aims to design an appropriate learning model for children with special needs in inclusion classes. I. The type of research that the researcher conducted was field research (Field Research) based on

		<p>qualitative research. This research produces three conclusions, namely: 1) classical learning model. 2) contextual learning model. 3) direct learning model. The process includes concrete learning media that is easy to find and easy to use.</p>
<p>Risalul Ummah, Nelita Suryani Tri Safara, Aisyah Rahma Umni Kurnilasari, Hana Ribthi Dimas'udah, Virginia Arsariris Medy Sukma (2023)</p>	<p>Challenges or Obstacles in Implementing Inclusive Education</p>	<p>The lack of teacher competence in dealing with ABK students is a problem currently being faced. One of the related problems is parents' concern for ABK, the large number of ABK students in one class, and the lack of cooperation from various parties, such as the government, community and professional experts. Apart from that, the lack of teacher attitudes and skills in dealing with ABK students can also be a problem in implementing Inclusive Education.</p>

Based on the research above, the problems that often arise in the implementation of inclusive education in general are related to teachers, students, parents, schools, communities, government and the lack of infrastructure that supports the implementation of inclusive schools, as well as lack of cooperation from various related parties. Almost similar findings were also described by researchers conducted by Zakiah et al (2021) where the obstacles or challenges that arise in implementing inclusive education in schools include lack of understanding and ability of non-specialist teachers, curriculum problems, and uncertainty about infrastructure to support the learning process for students with special needs (Muhibbin & Hendriani, 2021).

The challenges in implementing inclusive education in schools include a lack of training for teachers, resource shortages, stigma against students with special needs. Some common obstacles in implementing inclusive education broadly include the still limited supporting facilities for the inclusive education system, the restricted understanding and competency among teachers in inclusive schools, the prevailing curriculum system that fails to accommodate the needs of students with disabilities, negative societal stigma towards students with disabilities, inadequate school management and resources, and the lack of inclusive principles in school facility accessibility. Despite the various challenges faced in its implementation, inclusive education programs still need enforcement in several aspects such as enhancing the capacity of human resources in inclusive school providers and the insufficient support from schools and communities. The solution requires a comprehensive approach, including training, adequate resource allocation, increased awareness and understanding of inclusion, and strong support from various relevant parties. The challenges in implementing inclusive education in schools include a lack of training for teachers.

CONCLUSION

The challenges in implementing inclusive education in schools include a lack of training for teachers, resource shortages, stigma against students with special needs. Some common obstacles in implementing inclusive education broadly include the still limited supporting facilities for the inclusive education system, the restricted understanding and competency among teachers in inclusive schools, the prevailing curriculum system that fails to accommodate the needs of students with disabilities, negative societal stigma towards students with disabilities, inadequate school management and resources, and the lack of inclusive principles in school facility accessibility. Despite the various challenges faced in its implementation, inclusive education programs still need enforcement in several aspects such as enhancing the capacity of human resources in inclusive school providers and the insufficient support from schools and communities. The solution requires a comprehensive approach, including training, adequate resource allocation, increased awareness and understanding of inclusion, and strong support from various relevant parties. The challenges in implementing inclusive education in schools include a lack of training for teachers.

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