

TEACHERS' PERCEPTIONS OF THE CHALLENGES OF DEALING WITH CHILDREN WITH SPECIAL NEEDS

Safira Oktaviana

Non-formal Education, Faculty of Teacher Training and Education Sultan

Ageng Tirtayasa University

Email: safiraviaaa08@gmail.com

ABSTRAK

This study explores teachers' perceptions of the challenges they face in handling children with special needs (CSN) in inclusive education settings in Indonesia. Perception is the process by which information is received and interpreted by individuals, influencing how they interact with their environment. Teachers play a crucial role in inclusive education, where the success of education depends on their competence and attitudes towards CSN. However, the condition of inclusive education in Indonesia is still limited, with many communities not yet open to the presence of CSN.

The research method used is a Systematic Literature Review (SLR), which involves the identification, review, evaluation, and interpretation of existing research over the past 10 years (2014-2022). This study identifies the main challenges faced by teachers in inclusive education, including a lack of knowledge and skills in handling CSN, limited facilities and infrastructure, and a lack of regulatory support and collaboration among teachers. Results from 6 journals indexed by Sinta show that most articles related to CSN were published in Sinta 3 and Sinta 5 indexed journals.

The findings of this study indicate that teachers' perceptions of inclusive education vary. Some teachers have positive perceptions and are ready to implement inclusive education, while others still face various obstacles. These obstacles include a lack of adequate training and learning models, as well as a lack of support from educational institutions. Additionally, teachers face challenges in adjusting assessment and learning methods to meet the special needs of CSN.

This study highlights the importance of enhancing training and support for teachers in inclusive education, as well as the need for improved facilities and resources. Thus, it is hoped that inclusive education in Indonesia can become more effective and that CSN can receive education that meets their needs.

Keyword: *inclusive, children with special needs, perceptions, systematic literature review*

INTRODUCTION

Perception is the process by which messages or information enter the human brain. Through this perception, humans continue to interact with their environment. This interaction occurs through their senses, namely hearing, sight, touch, taste and smell (Slameto, 2010). Perception is the understanding of an object or stimulus through mental representation. This process involves categorization where the individual receives stimuli from the environment

and responds to them by relating or putting them into certain categories. This process is active, meaning that the individual consciously performs categorization to understand the stimuli received. Therefore, perception can be thought of as the way in which individuals draw conclusions (Sarwono, 2003). The significance of teachers' attitudes towards inclusion is significant. Therefore, in order to understand this, it is important to first know how teachers' perceptions are (Taylor dan Ringlaben, 2012).

Teachers are expected to have the competence to carry out teaching and learning activities efficiently and effectively in order to develop students' life skills. To achieve this, teachers must have sufficient and adequate knowledge in planning and organizing the learning process. As individuals who play a role in advancing the nation's intelligence, teachers have the responsibility to develop various aspects of students' abilities, including emotional, spiritual, physical, intellectual and other abilities. Teachers must be able to provide a holistic and comprehensive learning environment, so that every aspect of student development can be optimally pursued (Suparlan, 2008). Teachers have a central role in inclusive education. Educational success and achievement are directly correlated with the level of teacher competence. In every educational institution, especially basic education, the National Education Standards (SNP) are a reference that must be met to support the implementation of education. One of the crucial SNP components is the standard for education and education personnel, which regulates the qualifications and abilities of teachers as educational agents. Zafira and Gunansyah (2015) Law of the Republic of Indonesia No. 14 of 2005 article 10 paragraph 1 and Laws and Regulations of the Republic of Indonesia No. 19 of 2005 Article 28 paragraph 3 states that teacher competence is defined as a rounded knowledge, skills, and attitudes that are manifested in the form of intelligent and responsible actions owned by someone who holds a professional teacher position.

Children with special needs refer to individuals who have characteristics that are different from other individuals who are considered the normal standard in society. Specifically, children with disabilities may exhibit physical, intellectual and emotional characteristics that are higher or lower than those of other children of the same age, or outside the generally accepted normal boundaries of society. This causes them to face challenges in achieving success in social, personal and educational aspects (Bachri, 2010). Children with special needs, often called ABK, are children who have abnormalities in terms of physical, emotional, mental, social, or have the potential for special intelligence and talent. They need educational services that are tailored to their needs and to obtain their basic rights (Permendiknas, 2009). Children with disabilities are children who are significantly different in several important dimensions of their human functioning (Suran and Razzio, in Semiawan and Mangunson, 2010).

Children with special needs are different from other children. They process and grow without physical and facial capital. Therefore they tend to be defensive (avoidance), low self-esteem, or may be aggressive, and have a low learning spirit (Purwati, 2012). Children with special needs are children because of their disorders, requiring special assistance in learning in order to develop their potential optimally (Wardani, et al., 2014). These disorders can be below normal, can also be above normal, so that as a result special arrangements are needed in educational services (Wardani, et al., 2014). Children with special needs are children who have limitations in one of their abilities, both psychological in nature such as ADHD and autism, as well as physical in nature such as deafness and blindness (Pitaloka, et al., 2022).

The current condition of inclusive education in Indonesia is still very minimal. Many people are still not open to children with special needs. Teachers have an important role in educating in inclusive education. In addition to teachers, good facilities and infrastructure are needed in organizing inclusive education. But in reality, these facilities and infrastructure are still very limited. Therefore, this article aims to review previous studies using the Systematic Literature Review method on teacher perceptions of children with special needs in Indonesian inclusive education.

RESEARCH METHODS

The method used in this research is Systematic Literature Review (SLR). This method researchers do by identifying, reviewing, evaluating and interpreting all existing research. SLR is used to identify, review, evaluate, and interpret all available research with the topic area of interesting phenomena with certain relevant research questions (Lusiana & Suryani, 2014).

The stages of this research are determining the formulation of problems in the form of 1) Basic concepts of children with special needs 2) Challenges facing children with special needs 3) Factors of children with special needs. Next is determining keywords, the search process, the criteria for the selected articles, and analyzing the selected articles. Access used to search for articles reviewed using a database from Google Scholar with a time span of the last 10 years (2014-2022).

RESULTS AND DISCUSSION

Result

The results of the research are presented in two tables containing journal articles that were reviewed. Table 1 presents the results of the research which includes the year of publication of the article, the name of the journal, and the type of publication. From the findings obtained, children with special needs are a topic that children study. This is evidenced by the writings contained in sinta-indexed journals in the last 10 years. Of the 6 journals that contain articles on children with special needs, 1 article was published in a sinta 2 indexed journal, 3 articles were published in a sinta 3 indexed journal, and 2 others were sinta 5 indexed.

Table 1 Indexed Journal Publications

Year	Journal Name	Number Of Articles	Type Of Publication
2023	Jurnal Obsesi : jurnal pendidikan anak usia dini	1	Sinta 2
2024	ELSE (Elementary School Education Journal)	1	Sinta 3
2023	Jurnal Ilmiah Wahana Pendidikan	1	Sinta 5
2024	AULAD: Journal on Early Childhood	1	Sinta 3
2023	Jurnal Ilmiah Pendidikan Dasar	1	Sinta 3
2021	Al-Manar: Jurnal Komunikasi dan Pendidikan Islam	1	Sinta 5

Discussion

After the presentation of Table 1 which explains the year of publication of the journal, Table 2 describes the title of the article, the name of the author, the research method, and the results of the research discussing teacher perceptions of challenges in dealing with children with special needs. The results of the research data included in this literature review are an analysis and summary of articles related to children with special needs, which are presented in the following table:

Table 2 Authors, Methods and Findings

Author	Type Of Research	Findings
Desi, Y., Andini, L., Dian, M., Halida., Sesilia, s	Quantitative	Kindergarten teachers' perceptions of the organizers, objectives and facilities and infrastructure of inclusive educators in Pontianak City are good.
Siti, H, P & Wahyuni	Qualitative	Lack of learning models in inclusive classrooms, teachers' attitudes towards implementing inclusive education and limited training for teachers in madrasah ibtidaiyah.
Hayani, W & Tasya, D, F.	Qualitative	Socialization is needed in schools regarding children with special needs having the same rights as other normal children.
Ni'mah, Elhady & Mustofa	Field	The preparation, implementation and evaluation of learning play an important role in ensuring inclusive learning for all students.
Imam Kusmaryono	survey	Inclusive education has not been fully implemented effectively at the primary school level.
Sutipyo, R., Fandi, A., Diana, P & Anjar, S	Field, qualitative approach	The problems of Islamic Religious Education teachers in school A and school B have similar problems.

Basic Concepts of Children with Special Needs

Children with special needs are children who require special education and services to optimally develop their human potential. This term refers to children who need assistance in

meeting their needs through educational, social, counseling and other special services. Children with special needs, or ABK, show certain physical and non-physical symptoms from birth. Some symptoms or forms of physical deficiencies may be detected early (when the child is born), such as imperfections in the body parts, for example: imperfections in the feet, hands, ears or eyes. But for non-physical deficiencies, it can only be detected after the child is several months old or the child may initially be born normal, perfect both physically and mentally, but at a certain age he has an accident such as falling or becoming a victim of a natural disaster or certain things that cause some of his limbs to dysfunction or cause permanent disability, then the child is included in the group of Children with Special Needs (ABK). Terms that intersect with Children with Special Needs:

1. Disturbance and or abnormal: Relates to the "normal curve" in statistics. The term disorder/ abnormal is used to indicate a condition that deviates clinically from (the normal curve) or is not like most people. The use of the term disorder/ abnormal is strongly influenced by the culture and situation in which the individual is located. In other words, different cultures and situations can lead to different perceptions of conditions that are considered impaired/ abnormal (Hudziak, 2008).
2. Disability: Disability is the interplay of physical, environmental, and biological factors that prevent individuals from functioning effectively (Mitchell & Brown, 1991).

3. Disability/handicap: Disability is a function of the relationship between individuals with disabilities and their environment. Disability occurs when social, cultural, and physical conditions, impede an individual's access to existing systems as others can. Therefore, modification of the physical and social environment may reduce the "disability" but not the individual's disability (Mitchell & Brown, 1991).
4. Developmental disability: Developmental disability refers to the process of growth and development of an individual which is of course related to biological mechanisms and environmental influences. Developmental disabilities that occur in early childhood are generally characterized by delays and/or regression and/or non-emergence and/or leaps in growth and development of one or more of its aspects (physical-psychomotor, cognitive & language, or social & emotional) that will hinder the development and functioning of the individual in later ages (Hudziak, 2008).
5. Developmental psychopathology: Developmental psychopathology is a term that refers to mental disorders, which is based on the concept of universal development to see the emergence of mental disorders in individuals (Hudziak, 2008).
6. Disability (differently abled people): disability is a loss or abnormality of psychological, physiological or anatomical structure or function. (WHO.int / World Health Organization)
7. Special needs children (ABK): The term special needs child or exceptional child refers to a child who is significantly different in some important dimension of human functioning. They are physically, psychologically, cognitively, or socially inhibited from achieving their goals/needs and potential to the fullest and require trained handling from professionals. In the educational background, children with special needs are children (individuals) with developmental barriers who need and require special education services that are different from other children. Different educational services or so-called special education services make the recipients called students with special needs (Hallahan & Kauffman, 1997).

Challenges Facing Children with Special Needs

Inclusive education in Indonesia is still experiencing problems, including a lack of teacher knowledge for children with special needs, in particular, a lack of teacher skills in dealing with children with special needs and teacher attitudes towards children with special needs that are still underestimated (Juwono & Kumara, 2011). Teacher conditions are not yet supported by adequate teacher quality. Specialized teachers are still considered insensitive and proactive to the issues faced by crew members. Wiranti also mentioned that teachers have not been supported by clear rules regarding the roles, duties and responsibilities of each teacher. The implementation of tasks has not been accompanied by regular discussions, the availability of collaboration models as guidance, and adequate budget support (Winarti, 2015).

The challenges faced by teachers in implementing learning assessment are: First, the lack of student motivation in participating in learning assessment. Based on the interviews, students' lack of motivation to take part in learning assessments causes teachers to face challenges in implementing learning assessments. The motivation and enthusiasm of students with disabilities in taking the exam decreased because they received exam questions that they did not understand and were not relevant to their competencies. However, most teachers do not pay attention to the relevance of the evaluation questions given to the competencies of students with disabilities. According to document analysis, most teachers do not modify the assessment instruments according to the competencies of students with disabilities (Hidayat, 2009).

Teachers experience problems in filling in the identification of students' disabilities and determining the assistive devices needed by students, because teachers are not familiar with the terms provided

and the language used in categorizing the types of functional difficulties of students with disabilities is quite high (Heri, et al., 2020). The selection of assessment techniques is also an obstacle for teachers because teachers do not fully understand the character of students with functional difficulties/special needs in their classrooms, which has an impact on the selection of assessment techniques used by teachers (Heri et al., 2020). One of the obstacles for teachers in implementing inclusive education is adjusting adaptations to the allocation of learning time, this happens because teachers are not used to it (Heri, et al., 2020). Adjustments to the assessment of learning outcomes for children with special needs are divided into 2 groups, namely time adjustments, method adjustments and material adjustments (Orin Oktorima, 2015). These challenges arise because they are influenced by several factors. Factors that influence the emergence of teacher challenges in carrying out learning assessment include: first, the initial identification factor. Inaccurate and inaccurate initial identification of students with disabilities affects teachers' challenges in assessment. The results of research conducted by Intan Nawangwulan (2019) stated that the process of identifying students with special needs was still not optimal. Second, internal factors/personality of students with special needs. Internal factors or the personalities of students with special needs pose challenges for teachers in carrying out learning assessment, namely in the form of challenges in modifying the assessment techniques used and challenges in overcoming students' lack of motivation for certain types of assessment.

According to Tri Dayakisni (2009)) states that children who are accepted by the people around them have a positive view of themselves and feel more respected, so they are able to develop their potential and achieve success based on their strengths. Third, the teacher competency factor. Teacher competence in carrying out the teaching and learning process in inclusive classes, especially the implementation of learning assessments, is still lacking, causing challenges for teachers in modifying assessments. The ability of teachers to understand the lesson material that will be delivered to students as the duties and responsibilities of teachers includes an understanding of the content of the material and learning objectives is still lacking (Temi, D, et al., 2017).

Factors of Children with Special Needs

1. Biological Perspective

The biological perspective explains the cause of developmental barriers due to genetic and neurobiological factors. Genes that contain genetic information with their DNA threads will produce proteins that affect one of the brain's functions. Brain function is highly dependent on various protein compounds called biochemicals and neurohormones, which interact to influence a person's psychological experience. This psychological experience will lead the individual to respond to their environment in unique ways. The influence of genes in explaining the cause of developmental disabilities can also be studied from the arrangement of chromosomes in DNA threads. Chromosomes that fail to divide or link can cause developmental disorders or barriers such as Down syndrome.

2. Psychology Perspective

Psychological perspectives view emotion reactions and regulation as key aspects of development that influence the quality of one's social interactions. If a person does not have the ability to manage and regulate emotions then they will have difficulty in quality social interaction. This causes maladaptive (abnormal) behaviors to emerge. In addition, the psychological perspective provides a learning approach (Skinner, Pavlov, and Bandura) to understand the cause of the emergence of developmental barriers (abnormalities), namely that abnormalities or developmental barriers can arise because they are learned. The psychological perspective with Skinner's learning theory approach, for example, views that abnormalities or developmental

barriers can arise due to reinforcement of children's behavior (reward and/or punishment). For example, if a child wants something by getting angry (shouting) and the environment supports/gives him what he wants, he will learn that to get what he wants he must get angry (from small to large intensity). The angry behavior will become maladaptive which then develops into a disorder or psychopathological or abnormal. Bandura's social learning theory also states a similar thing that abnormal behavior arises because it is learned through observation of the environment or in other words through imitation.

3. Family, social and cultural perspectives

The normal or abnormal development (developmental delay) of a child depends on his/her social and environmental conditions including family, friends, and the broader socio-cultural context. To more easily understand this perspective we can use the help of Urie Brofenbrenner's ecological theory. With an integrative view, we will be richer and more careful in identifying which causes are both major (major problems) and comorbid (comorbid) and the consequences of children's abnormalities because between causes and effects in abnormalities or developmental barriers influence each other as explained by the assumption that developmental disability is multiply determined.

CONCLUSIONS

Conclusions are not just repetitions of data, but are meaningful substances. The conclusion can be a statement about what is expected, as stated in each section. Apart from that, prospects for the development of research results and prospects for future research applications (based on the results and discussion) can also be added. This study explored teachers' perceptions of the challenges of working with children with special needs in inclusive education settings in Indonesia through a systematic literature review (SLR) approach. From the results of this study, several main points can be concluded:

1. **Diverse teacher perceptions:** Teachers' perceptions of inclusive education vary. Some teachers show a positive attitude and commitment to inclusive education while others find it difficult and face various obstacles in implementing it.
2. **Constraints and challenges:** The main challenges faced by teachers include a lack of specialized knowledge and skills in working with children with disabilities, limited facilities and infrastructure, and a lack of regulatory support and collaboration between teachers. These shortcomings make the learning process for children with disabilities less than optimal.
3. **Training and support needs:** The results indicate the need for increased training and ongoing support for teachers to improve their competencies in managing inclusive education. This includes the provision of appropriate learning models and assessment strategies for children with disabilities.
4. **The importance of facilities and resources:** Apart from training, improving facilities and resources in schools is also very important to support the success of inclusive education. Adequate facilities and infrastructure can help teachers provide quality education for children with disabilities.
5. **The role of institutional and policy support:** Support from education institutions and adequate policies are needed to overcome the obstacles faced in inclusive education.

Supportive policies and clear regulations can help create a more inclusive and friendly education environment for children with disabilities.

Overall, this study emphasizes the importance of a holistic and collaborative approach to inclusive education. With the right support, both in terms of teacher training, facilities and policies, it is hoped that inclusive education in Indonesia can develop better and provide maximum benefits for children with disabilities.

REFERENCES

- Susilawati, D., & Ardisal, A. (2018). Persepsi Guru dalam Pembelajaran terhadap Anak Berkebutuhan Khusus di SD Negeri Timpeh Dhamasraya. *Jurnal Penelitian Pendidikan Khusus*, 6(2), 238-242
- Anggadewi, B. E. T., & Evanjeli, L. A. (2022). Persepsi guru terhadap sistem pembelajaran inklusi di sekolah dasar. *Jurnal Psikologi Udayana*, 9(2), 140-147
- Wulandari, R. S., & Hendriani, W. (2021). Kompetensi pedagogik guru sekolah inklusi di Indonesia (Suatu pendekatan systematic review). *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(1), 143-157
- Dini, P. G. P. A. U. (2023). Persepsi Guru TK terhadap Penyelenggaraan Pendidikan Inklusif di Kota Pontianak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(1), 629-636.
- Pratiwi, S. H., & Wahyuni, W. (2024). PERSEPSI GURU MADRASAH IBTIDAIYAH TERHADAP PENYELENGGARAAN PENDIDIKAN INKLUSI. *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 8(1).
- Pristian Hadi Putra, dkk. (2021). Pendidikan Islam untuk Anak Berkebutuhan Khusus (Kajian tentang Konsep, Tanggung Jawab dan Strategi Implementasinya). *Fitrah: Journal of Islamic Education*, Vol. 2, No. 1. Hal. 80-95.
- Purwanti, E., Pertiwi, A. R., & Purwaningsih, P. Konsep Dasar Pembelajaran Pendidikan Agama Islam di Sekolah Inklusi. *Jurnal Inovasi Penelitian*, 1(10), 2099-2104.
- Dini, P. G. P. A. U. (2023). Persepsi Guru TK terhadap Penyelenggaraan Pendidikan Inklusif di Kota Pontianak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(1), 629-636.
- Wulandari, H., & Fatimah, T. D. (2023). Tantangan Tenaga Pendidik PAUD Dalam Proses Pembelajaran Anak Berkebutuhan Khusus. *Jurnal Ilmiah Wahana Pendidikan*, 9(15), 635-644.
- Kusmaryono, I. (2023). Faktor berpengaruh, tantangan, dan kebutuhan guru di sekolah inklusi di Kota Semarang. *Jurnal Ilmiah Pendidikan Dasar*, 10(1), 12-23.
- Ru'iyah, S., Akhmad, F., Putwiyani, D., & Sulistiawan, A. (2021). Tantangan Guru Pendidikan Agama Islam Pada Sekolah Inklusi di Yogyakarta. *Al-Manar: Jurnal Komunikasi Dan Pendidikan Islam*, 10(1), 70-90.
- Ni'mah, U. N. I., & Mustofa, T. A. (2024). Strategi Pembelajaran Pendidikan Agama Islam untuk Siswa Inklusi di Sekolah Menengah Pertama Kelas Delapan. *Aulad: Journal on Early Childhood*, 7(1), 104-114.