



Teachers' Perspectives on the Implementation of Inclusive Education Services for Children with Special Needs (ABK) in Indonesia: A Literature Review

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Abstract

Teachers' Perspectives on the Implementation of Inclusive Education Services for Children with Special Needs (ABK) in Indonesia: A Literature Review. *Perspective is a certain point of view, way of thinking, and attitude about something, the ability to understand or interpret a comprehensive phenomenon in a way that makes sense, in this study, namely the implementation of inclusive education services for children with special needs. This study aims to find out teachers' perspectives on the implementation of inclusive education services for children with disabilities in various parts of Indonesia. The research method used was a systematic literature review using articles obtained online from three databases, namely google scholar, science direct, and Garuda portal with a limit of publishing the last five years. Six articles met the criteria and the results of this systematic literature review showed that in general, teachers' perspectives are positive toward the implementation of inclusive education for children with disabilities, however, it has not been maximized because there are not many adequate human resources so it is necessary to increase the capacity of educators to improve the quality of inclusive education in Indonesia.*

Keywords: *Teachers' Perspectives, Inclusive Education, Special Needs*

A. Introduction

Education is a fundamental human right that must be fulfilled. This is following the 1945 Constitution which states that education is open, democratic, non-discriminatory, and reaches all citizens. In the context of education children who experience physical, intellectual, socio-emotional, perceptual disorders, motor disorders, or Children with Special Needs (ABK) are citizens who have the same rights to get an education as other citizens without exception so that efforts to meet educational needs must continue (Munawir, 2013). Disabilities impact children with disabilities throughout their lives because they have special needs throughout their lives. To minimize this impact minimized, a range of services at each stage of development must be carefully designed. The provision of these services will be easier for easier for easily identifiable disorders such as blindness, deafness and disability. However, for hard-to-detect disorders, such as tunagrahita, giftedness, talaras, and learning difficulties, the impact on the child may be more severe because may be more severe because of the delay in providing special assistance. Regardless of whether detection is easy or not, children with disabilities must be helped so that the impact of their disorder or special needs does not prevent them from being able to help themselves. One of them is inclusive education.

According to Sunanto (2003), inclusive education is an education service system that accommodates all children regardless of their physical, intellectual, social, emotional, language, or other conditions based on cooperative services, tolerance, acceptance, and flexibility. Inclusive education was established to facilitate children with special needs, and children with special talents to participate in school learning together with regular students. According to Permendiknas number 70 of 2009 article 3 paragraph 2, children with special talents include blind, deaf, deafblind, deafblind, deafblind, learning difficulties, slow learners, autism, motor disorders, victims of drug abuse, illegal drugs, and other abnormalities. The existence of inclusive education is a new hope for children with special needs to obtain proper education without discrimination. In

line with Sunanto's research (2003), inclusive education is not merely putting children with disabilities into mainstream schools but is instead oriented towards how these educational services are provided to meet the needs of each child with the uniqueness and diversity that they naturally have.

Despite the government's response and attention, there are still many children with disabilities who do not receive the education they should. This is a problem for Indonesia and many other developing countries (Slee et al., 2019). Indonesia distinguishes between inclusive schools and regular schools. Inclusive schools are marked by a decree given by the local government through the education office. In addition, not all schools offer inclusive education, even if they have children with disabilities. This label then impacts the quality and opportunities for inclusive education development (Carnerero, 2020). On the other hand, inclusive schools have teachers. Teachers are one of the important figures in the implementation of inclusive education because they are the ones who interact directly with students, both regular and special students. As teachers, they are expected to show a more positive attitude towards inclusion so that they can liven up the classroom to make it warmer and over time can provide understanding to other learners to interact with each other. Inclusive practice is a new challenge for school managers. According to Taylor (2012), inclusive education can create new challenges for teachers, namely in terms of making significant changes to the education program and preparing teachers to deal with all students' needs. Automatically, teachers will need more guidance or knowledge in educational services in specific areas related to inclusive education.

Based on the results of the Ministry of Education and Culture survey in 2022, there are 1.6 million children with special needs in Indonesia and only 20 percent have received inclusive education services. The existence of inclusive education and children with disabilities is still a focus that the government continues to strive to improve. The main obstacle to the implementation of inclusive education is the lack of a common teacher perspective on the existence of children with disabilities. According to the Oxford Dictionary (2019), perspective

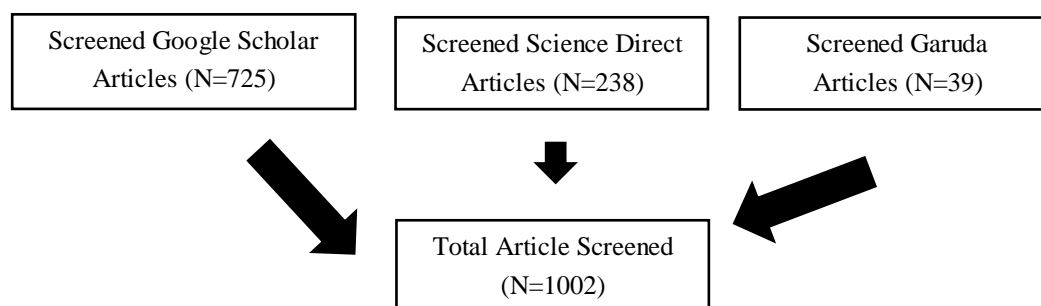
is defined as a certain way of thinking and attitude about something, the ability to understand or interpret a comprehensive phenomenon in a way that makes sense without exaggerating its importance. Then, according to Martono (2022) perspective is a way of seeing used by humans when looking at a phenomenon or a problem that is happening. Thus, teachers' perspectives on inclusive education can be understood as a cognitive process of teachers due to stimulation from the environment that is used as a basis for selecting, organizing, and interpreting or giving meaning to the implementation of education for children with disabilities. The existence of diverse perspectives often makes teachers feel confused. There are positive and negative perspectives that emerge among education personnel. This can adversely affect the attitude and behavior in carrying out their profession as a teacher. Therefore, to be able to change one's behavior, one must start by changing one's perspective or thinking about something.

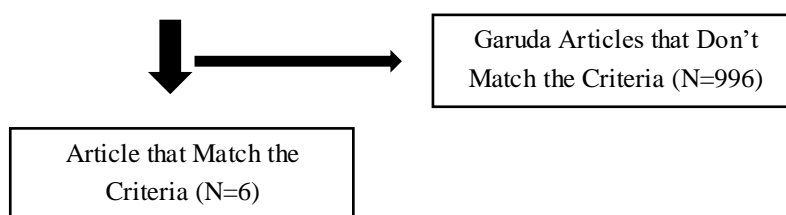
This perspective then affects the patterns and teaching abilities of teachers who are not by the concept of inclusive education, such as teachers who only want to educate regular students and are not ready to educate students with special needs. According to Kustawan (2012), teachers' perspectives on the implementation of inclusive education services also need to be explored because although the implementation of inclusive education has legality and has the support of the government, there is still a diversity of perspectives that show a negative view of the implementation of inclusive education. Previous research from Rachmayana (2013) has shown that there are a variety of responses in the field related to the implementation of inclusive education. Various responses that are not aligned cause problems in the implementation of inclusive education in various parts of Indonesia. Thus, it is important to examine teachers' perspectives on the implementation of inclusive education services for children with special needs in Indonesia. Researchers are interested in knowing how teachers' perspectives on the implementation of inclusive education in various regions. The aim is to assess the advantages and disadvantages of inclusive education and to

seek improvements that will improve the quality of inclusive education in Indonesia.

B. Method

This research method uses a systematic literature study. The sources used by researchers are ready-made, which means that researchers do not conduct research in the field, and only deal directly with the available source material (Mestika, 2014). Researchers collected several pieces of literature by searching for relevant electronic journal articles on the themes raised. The collection of journal articles was obtained online from 3 journal bases, namely google scholar (<https://scholar.google.com/>), science direct (<https://www.sciencedirect.com/>), and garuda portal (<https://garuda.ristekbrin.go.id/>). This collection process was carried out from March 10, 2023, to March 30, 2023. After reading each title of the article, a total of 1002 articles were obtained. The articles were then selected and eliminated through analysis based on: (1) identification of titles, researcher names, and abstracts (2) completeness of information on research objectives, methods, and results (3) making judgments and decisions on studies to be selected and eliminated. After going through the selection process, 915 articles did not meet the criteria due to incompatibility in the topic and content of the research and 6 articles met the criteria and will be reviewed further. The keywords used in the search process were "teacher perspective", "inclusive education", and "children with special needs". The journal articles collected are articles published in the last 5 years. The figure below explains the flowchart of the article selection process.





C. Discussion

1. Results

The six research studies that met the criteria are further described in the table below. There were no studies that used quantitative methods. All six studies used qualitative methods to describe teachers' perspectives on implementing inclusive education. Some of the findings also included additional perspectives from parties other than teachers, such as principals and parents of children with disabilities. The research studies were grouped into two themes: teachers' perspectives on the implementation of inclusive education services and teachers' expectations for inclusive education in their respective areas.

| No | Article | Place | Participants | Research Method | Teachers' perspectives on the implementation of inclusive education services for children with disabilities (ABK) |
|----|--|------------------|--|-----------------|--|
| 1 | (Fajrillah, Mashadi & Miftahul, 2018) Teacher Perception Of | Pidie Jaya, Aceh | Elementary and junior high school teachers at inclusive schools in | Qualitative | Teachers find it difficult to identify learners as well as assess them so that the Individual Learning Program (IEP) is not targeted. Learners with special needs seem to be |

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| | Implementati on Inclusive Education On Pidie Jaya | | Pidie Jaya | | the sole responsibility of the teacher. Whereas students with special needs are a shared responsibility where the students go to school. |
| 2 | (Sugihartatik, 2019) Teachers' Perceptions of Providing Services to Children with Special Needs in Inclusive Schools | Jember , East Java | Inclusive School Teachers in Jember | Descript ive Qualitati ve | 1) Inclusive education providers are still not fully prepared to provide inclusive education services 2) Teachers do not fully understand that children with special needs have the same rights as other children to receive education, 3) The unavailability of adequate human resources in schools |
| 3 | (Mirnawati, 2019) Teacher Perceptions of the Implementati on of Inclusive Education in Banjarmasin | Banjar masin, South Kalima ntan | Inclusive school teacher SDN Sungai Andai 3 Banjarmasin | Qualitati ve Descript ive | The implementation of inclusive education at SDN Sungai Andai 3 has not been able to adjust children with special needs. The application of the curriculum for children with disabilities is the same as for regular students (evenly distributed). The learning process has not been able to be adapted to the needs of children with disabilities in the |

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|---|---|--------------------------------|--|-------------------------|--|
| | | | | | school, and the assessment also uses the same KKM as children in general. In addition, facilities and infrastructure are inadequate. This is evidenced by the absence of special classes due to insufficient school finances. Some media are still limited and cannot be used for children with disabilities who have various characteristics. |
| 4 | (Sanisah, 2022) Teachers' Perceptions of Education for Persons with Disabilities in Central Lombok and East Lombok | East Lombok and Central Lombok | Primary School Teachers East Lombok and Central Lombok | Qualitative Descriptive | Teachers who assist children with disabilities still find it difficult to identify and assess students with disabilities and functional difficulties, are constrained in preparing lesson plans, are constrained in carrying out learning in classes with children with disabilities and find it difficult to evaluate and determine the level of student achievement. |
| 5 | (Ahwy, 2018) Analysis of Madrasah Teachers' | Magelang, Central Java | Teachers and Head of MI Muhammadiyah Jagalan | Qualitative | Facilities and infrastructure in inclusive MI are following functional accessibility. The use of infrastructure facilities |

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|---|--|------------------------|---|-------------|--|
| | Perceptions of Inclusive Schools in Muhammadiyah Jagalan | | Magelang | | has been used well, but it is still around 70% of its utilization because the condition of teacher human resources is still weak. |
| 6 | (Halim, 2018) Implementation of Inclusive Education Services in Madiun | City Madiun, East Java | Five teachers in Madiun Inclusive Schools | Qualitative | Inclusive schools should have special assistant teachers whose job is to assist students with special needs in their learning, cannot be provided by the Education Office as the parent education provider in Madiun City. The role of GPK in schools is finally replaced by the teachers themselves, in this case, the class teacher or parents who become special assistants for students with special needs while in learning activities. |

2. Discussion

a. Teachers' Perspectives on Inclusive Education Service Delivery

Based on the six articles in the literature review, researchers found that the majority of teachers of children with disabilities have a positive perspective on inclusive education and fully support the implementation of inclusive education in their respective areas. The teachers also understood that children with disabilities

have certain limitations and deserve good treatment because these limitations prevent them from socializing and participating with other people and the environment. However, based on research (Sanisah, 2022), 44% of teachers disagreed that children with disabilities should be educated in the same school regardless of their social, economic, and physical backgrounds. The reason for this disagreement is that teachers do not have sufficient skills to educate children with disabilities, so they are worried that children with disabilities cannot be assisted optimally. In addition, teachers realized that children with disabilities needed more time to be assisted, which meant that teachers had less time to pay attention to other students. Teachers' concerns about the comfort and safety of children with disabilities at school are also a consideration. According to Purwanningrum (2018) bullying between students still often occurs in various forms such as body shaming, mocking, and showing hostility to physical violence. Often, this kind of treatment causes children with disabilities to be reluctant to go to school, become traumatized, and want to stay at home.

Research on inclusive education in Pidie Jaya (Fajrillah, Mashadi & Miftahul, 2018) explains that inclusive education requires a Special Assistance Teacher (GPK) in its implementation. This GPK has the task of identifying to capture Children with Special Needs (ABK). Furthermore, they conduct assessments to find out the weaknesses and potential of children with disabilities and prepare an Individual Learning Program (PPI) as a reference for learning according to the abilities of each child with disabilities. Inclusive schools in Banjarmasin (Mirnawati, 2019) already have GPKs as human resources who are considered competent in teaching children with special needs. However, unlike what happened in Madiun (Halim, 2018), inclusive schools that should have special assistant teachers whose job is to assist students with special needs in their learning, have not been provided by the Education Office as the parent education provider in Madiun City. The role of the GPK at school was eventually replaced by the teachers themselves, in this case, class teachers or parents who became special assistants for students with special needs in teaching and learning activities. This

is very ironic because schools with inclusive labels should have special education personnel so that they can run well. The same thing happened in Pidie Jaya. Teachers in Pidie Jaya admit that there is a lack of training for teachers who have been appointed as GPKs in their schools. In addition, GPKs who teach in Pidie Jaya are teachers from various educational backgrounds and none of them are linear special education graduates so their knowledge is still minimal, the ability to understand the characteristics and needs of each child with special needs is also still limited.

This is also supported by other research on inclusive schools in Jember (Sugihartatik, 2019) which explains that educational institutions designated as inclusive education providers are still not fully prepared to provide educational services in an inclusive setting. This is manifested in the unavailability of adequate facilities and infrastructure for learning children with disabilities. (Mirnawati, 2019) explains that the absence of special classes is due to insufficient school finances. Then, some media such as resource rooms and adaptive learning media are still limited and cannot be utilized for children with disabilities who have various characteristics or can be said to be not by their needs. The physical accessibility of the school includes school grounds, classrooms 1-6, and toilets. This means that there is no special school infrastructure for children with disabilities. In another place, Madiun (Halim, 2018), the implementation of inclusive education was also seen to be mediocre, even in admitting new students, schools did not carry out identification or assessment. Schools only accept students if they have special needs, because they feel that it is a task given by the Madiun City Education Office, so schools still accept new students without a specific assessment.

In addition to teachers' perspectives, there was also the principal's perspective. The principal gave a positive statement that each school must be ready to participate in the implementation of inclusive education. This aims to provide educational services to the surrounding community following government policies regarding inclusive education so that the recruitment of special inclusive

teachers is needed. In addition, according to the principle of an inclusive school in Jember, parents must sincerely accept children with different conditions like children in general and always be responsible for all entrustments given as parents (Ahwy, 2018). As parents, they can increase their support and choose to send their children to inclusive schools. The fact that not all schools, teachers, and parents give full attention and support to children with disabilities is a signal for the government to provide intensive guidance and supervision to schools with children with disabilities. Support is not only related to funding and infrastructure issues but also to coaching and capacity building for educators (Yunita et al., 2019). This is important to increase the attention of various parties to children with disabilities and other people with disabilities. This is because children with disabilities and inclusive education are not limited to internal family and school issues, but are national issues because they relate to the future of many generations of Indonesians. Not only Indonesia, but many other countries experience similar cases, especially developing countries, so the presence of the state (government) in handling children with disabilities is also needed.

b. Teachers' Expectations for Inclusive Education in Their Local Areas

There are similarities in the six articles from the research studies that discuss teachers' perspectives and expectations for inclusive schools. Teachers' expectations for inclusive education services in different regions include:

- 1) In Pidie Jaya, Aceh. Teachers expect the local government to provide ongoing briefings or training related to inclusive education to teachers who have been appointed as GBKs in their schools. Teachers who have been appointed as GBKs are advised to continue to explore, learn and apply the real concepts of inclusive education, the ability to argue and discuss, the ability to assist and handle students with disabilities, and the ability to provide solutions to problems (Fajrillah, Mashadi & Miftahul, 2018).

- 2) In Jember, East Java. Teachers believe that there is a need to increase the capacity of human resources by learning more about special education through training, seminars, or workshops organized by the education office (Sugihartatik, 2019).
- 3) In Banjarmasin, South Kalimantan. Teachers believe that collaboration between special education teachers from different regions is needed, especially in terms of learning planning, which includes: follow-up of identification and assessment results, individualized learning programs, learning processes, adjusted KKM, and the use of a flexible curriculum that can accommodate children with disabilities (Mirnawati, 2019).
- 4) In East and Central Lombok, teachers believe that educators in schools that have students with disabilities and are not inclusive school administrators are given strengthening and capacity building related to the skills to teach children with disabilities. One of the triggers for teachers' weak skills in teaching children with disabilities is the lack of assistance (training, mentoring, or similar) given to teachers (Sanisah, 2022).
- 5) In Magelang, Central Java. Madrasah Ibtidaiyah teachers and principals are expected to improve their professionalism in dealing with children with special needs. This can be done through developing teaching materials by paying attention to the development of academic aspects, which are oriented to the needs of schools, oriented to the needs of children for the development of functional/vocational skills, and the development of adaptive behavioral abilities of children with disabilities (Ahwy, 2018).
- 6) In Madiun, East Java. Teachers in Madiun City's inclusive schools hope that the Madiun City Education Office can maximize the implementation of inclusive primary schools. Give more attention to these schools in the implementation of inclusive education services and overcome the obstacles faced by Madiun City inclusive primary schools (Halim, 2018).

From the explanations above, it can be drawn that the expectations of teachers from various regions are essentially one goal, namely for the comfort of

children with disabilities and the implementation of inclusive schools. If children with disabilities feel comfortable, accepted, and safe, which is conveyed through various forms of recognition, then inclusive education can be said to be successful (Koutsouris et al., 2020). Through this perspective, it becomes clear that the education of children with disabilities is not only the responsibility of parents and teachers but also all elements of society and the government. This is what has come to be known as inclusive education, the implementation of which raises various perspectives, especially related to the difficulties of implementing inclusive education in Indonesia.

D. Conclusions

Based on the presentation of the research results and discussion, it can be concluded that in general, teachers' perspectives are positive toward the implementation of inclusive education for children with disabilities, however, it has not been maximized because there are not many adequate human resources so it is necessary to increase the capacity of educators to improve the quality of inclusive education in Indonesia. The limited ability of teachers and the difficulties they face trigger the lack of attention and support for children with disabilities because each party still does not understand what to do. Being a teacher for students with special needs certainly requires different skills from teachers in general. Therefore, collaboration and support from various parties are needed, starting from parents, schools, teachers, the general public, the government, and other observers so that children with disabilities feel comfortable and safe in learning. Recommendations for future researchers are expected to develop research themes with a broader scope. Not only researching the topic of inclusive education and children with disabilities in the country but can develop it by researching several other countries.

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