



REGULAR TEACHERS' CHALLENGES IN ACCOMPANYING CHILDREN WITH SPECIAL NEEDS IN INCLUSIVE SCHOOLS DUE TO THE LACK OF SPECIAL ASSISTANCE TEACHERS

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Abstract

Comprehensive instruction is an approach based on the guideline that all people, counting those with extraordinary needs, have break even with rights to quality instruction. Through the nearness of extraordinary help instructors, customary instructors can more effortlessly condition the comprehensive classroom. This think about points to discover out the challenges of standard instructors in helping children with inabilities considering that Indonesia contains a deficiency of extraordinary right hand instructors in comprehensive schools. Through a subjective strategy with a sort of writing inquire about and going specifically to comprehensive schools, the analyst found a need of uncommon collaborator instructors in one comprehensive school in Malang city who as it were gone to three gatherings in five dynamic learning days. The expansion of extraordinary partner instructors, the mindfulness of guardians, the community, and the government can make the usage of the comprehensive instruction program in Indonesia fruitful.

Keywords: Special assistant teacher, Inclusive School, Challenges

A. Introduction

Inclusive education is an approach based on the principle that all individuals, including those with special needs, have equal rights to quality education. Inclusive education aims to create a welcoming and accepting environment where every individual is valued and recognized as part of every process within the educational institution. This means that students with special needs such as students with physical disabilities, developmental disabilities or other special educational needs will not be excluded or separated from other students. Instead, they will still get the same rights or opportunities to develop and learn together optimally (Budianto, 2023). The learning process by different individuals is facilitated and directed towards the goal of achieving education

according to their potential. The word inclusion began to spread in the world of education, based on international agreements that encourage inclusive education systems (Akhmad Akbar et al., 2024).

The existence of inclusive education aims to fulfill the human rights of every child to receive education without the experience of discrimination due to differences (Nadhiroh et al., 2024). This is based on the fact that there are several regular schools that do not open opportunities for children with special needs to receive education in them. The existence of special schools that are only located in the city center or even very far from where students live makes students with special needs unable to feel the existence of education. So that the existence of inclusive education is able to help children with special needs still get educational opportunities mixed with other regular students by simplifying the material in the learning process (Wulandari et al., 2024).

Children with special needs can be divided into two types based on their category, the first is children with temporary or transitional special needs and children with permanent or permanent special needs. There are children who temporarily need special support due to external factors such as natural disasters, social, economic and political problems. Persistent special needs children are children caused by internal factors or from within the child, one of which is caused by heredity. Such as children with blindness, deafness, physical disabilities, emotional disabilities, mental retardation, mute (Frans Laka Lazar, 2020). Children with disabilities should receive proper education, through an inclusive education program to support the education of all children in Indonesia, especially children with disabilities, as the government has created a law that contains the rights of persons with disabilities in the field of education (Education et al., n.d.).

In descriptive qualitative research conducted by Zakia, D. L (2015) with research subjects as many as 4 elementary schools. Finding that the role of special assistance teachers (GPK) in the existence of inclusive education is very important and meaningful, however, the implementation of the roles and duties of special assistance teachers is added as a class teacher so that the roles and duties of GPK are still not fully optimal, and the special assistance teachers (GPK) have not been considered in welfare and career sustainability. Even in some inclusive schools there are still vacancies for special mentor teachers so that children with special needs cannot be served optimally during the learning process. This is also because a special assistance teachers (GPK) is also a pillar supporting the implementation of inclusive education.

Based on the background and the results of previous research, it is found that the importance of special assistant teachers (GPK) in the learning process. The results of research conducted through 4 different elementary schools are one example of the lack of special assistant teachers (GPK) in inclusive schools in Indonesia. Therefore, with this

research, researchers hope that the availability of special assistant teachers can be given more attention by the wider community, especially by the government. Because in addition to affecting the learning process of students, the lack of special assistant teachers (GPK) in inclusive schools can also hinder regular teachers who mostly only graduate from PGSD so that they experience some difficulties during the learning process in the classroom.

B. Method

This investigate may be a subjective inquire about with a sort of library inquire about. It is called library inquire about since the information or materials required to complete the inquire about come from libraries within the frame of books, reference books, word references, diaries, records, magazines and so on (Mulyawan et al., 2024). This inquire about too included a case think about approach which was carried out at one of the Comprehensive Rudimentary Schools in Malang city. The information collection methods utilized in this consider were interviews, perception, and documentation. The investigate subjects were the homeroom educator of course 2 and a few standard understudies. Information collection was carried out by meeting respondents agreeing to a already concurred plan.

C. Finding and Discussion

1. Finding

This research was conducted on October 14, 2024 at one of the Inclusive Primary Schools in Malang cities. Based on the results of interviews with homeroom teachers, it was found that each class has a maximum of 2 children with special needs (ABK) with different types of needs on average for each student. In class 2, through observations and explanations from the teacher, there is one child with "Attention Deficit Hyperactivity Disorder" (ADHD) and another child with visual impairment who cannot see clearly in one eye. The homeroom teacher explained that within five days of normal learning taking place, the accompanying teacher was only present for approximately three days. This certainly makes the homeroom teacher feel difficult in implementing the learning process for two days without a PDBK companion teacher. Therefore, in the interview process, the homeroom teacher or teacher explained that there is a division of the class into small groups where regular students will look after and become peer tutors for two PDBK in the class during the absence of the accompanying teacher.

2. Discussion

Based on the comes about of the interviews conducted, the analyst found how vital the presence of a uncommon partner instructor (GPK) is in supporting the learning handle. The presence of PDBK with distinctive characteristics or needs certainly makes it troublesome for classroom instructors to have adaptability and imagination in learning that can oblige these assorted needs. Amid coordinate perception, it was found that the uncommon collaborator instructor for ADHD understudies seem not be show at school so that these understudies seem not be appropriately settled considering that classmates were still within the low review category. Typically in line with inquire about conducted by Wardah (2024), the adjustment of the educational programs that has been carried out in comprehensive schools, the weight of learning and questions between normal children and children with extraordinary needs has the same weight. Of course this has an affect on the child's learning process. The presence of a uncommon right hand instructor is certainly to assist understudies who see troublesome, but not all children can be overcome in case there's as it were one uncommon partner instructor.

Challenges confronted by standard instructors. Due to the diverse needs between normal and comprehensive schools, instructors gotten to be the most input in education and are the most concern in comprehensive instruction. This not as it were increments the need for instructors, but the part of instructors is additionally more noteworthy than normal (Mukti et al., 2023) Numerous literary works state that understudies with uncommon needs have critical contrasts in characteristics with understudies in common. Hence, extraordinary counsel and administrations are required (Pratiwi et al., n.d.). The challenges confronted by normal instructors incorporate the need of competence of standard instructors in managing with children with uncommon needs, which incorporates troubles in educating and learning exercises, the need of understanding of children with uncommon needs since uncommon partner instructors are ordinarily homeroom instructors who are not graduates of uncommon instruction but graduates of PGSD, science instruction, sports instruction, Indonesian dialect instruction and science instruction. Too, the teacher's instructive foundation does not coordinate the GPK capabilities (Agustin, 2019).

The affect caused by the need of uncommon right hand instructors (GPK) in comprehensive schools. The need of qualified classroom right hand instructors is additionally one of the issues that exist (Habibah et al., 2024). This by implication has an affect on the arrangement of less than ideal treatment for understudies with incapacities, coupled with the diverse needs of understudies who are distinctive and require distinctive medications and the number of children with inabilities who surpass the share in each lesson, which has an affect on the need of smoothness of the KBM prepare

(Essential Instruction Flobamorata et al., 2022). Instructors will involvement troubles in course conditioning amid the learning prepare, making the burden on customary instructors indeed heavier, especially when they are within the classroom. The development of a viewpoint from guardians that children who have been sent to school will be the responsibility of the instructor without contributing more to the method of understudy development and improvement or in other words not needing to interfere. It can too make the workload for customary instructors who don't have uncommon preparing to handle PDBK.

A arrangement that can be done is to socialize with guardians of understudies so that guardians know more around the wants of their children. The expansion of a extraordinary partner educator (GPK) plan moreover creates the educational programs to be more comprehensive. The part of the government to fulfill human assets in comprehensive instruction ought to moreover be given more consideration, given that the government has ordered laws to equalize instruction rights, particularly for children with inabilities. Fulfillment of offices and foundation in comprehensive schools through the mindfulness of guardians, communities, instructors and the government. With the trust that children with inabilities can create like other children.

D. Conclusion

In this manner, based on the comes about and discourses that have been displayed by the analysts over, it is found that the significance of uncommon collaborator instructors (GPK) in comprehensive instruction. Separated from supporting the learning handle for children with extraordinary needs, GPK can too be said to be the supporting column of comprehensive instruction. Due to the need of extraordinary preparing for course instructors or normal instructors in supporting instructor competence within the field of incorporation, as well as customary instructors who are on normal not from specialized graduates in dealing with PDBK. Making normal instructors encounter numerous challenges, so that the presence of uncommon collaborator instructors (GPK) can offer assistance the improvement prepare of understudies with uncommon needs particularly agreeing to the characteristics had by the PDBK. With the trust that the government, guardians, and the community can care more around the improvement handle of all children notwithstanding of the lacks experienced by these children.

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