

Learning Problems of Children with Special Needs in Larangan District, Pamekasn Region

Hadirah, Moh Syafik

IAIN Madura, Pamekasan, Jawa Timur

E-mail: hadirah80@gmail.com

Abstract: This study is mainly purposed to investigate the teaching method and approach used by the teachers in teaching special needs students in TK Al-Faizin, the learning problems (barriers) faced by teachers as well as the solution to solve the problems. This research fell under the descriptive qualitative research which used observation, interview, and document analysis to gather the data. Three steps of analyzing data involved data reduction, data display, and conclusion drawing from Miles and Huberman. The results revealed that teachers used the model of group learning with alternative activity and used some teaching methods. The teachers also applied integrated theme-based approach. The problems (barriers) faced by teachers included value barriers, power barriers, practical barriers, and psychological barriers. The teachers handled the problems by adapting the curriculum, collaborating with the parent, improving their teaching competence through independent learning, sharing with their peer teachers, and holding parenting program once a month to improve parents' understanding about special needs students.

Keywords: Learning Barriers; Kindergarten; Special need students

Abstrak: UU nomor 4 tahun 1997 pasal 5 menyebutkan bahwa setiap penyandang cacat atau berkebutuhan khusus mempunyai persamaan hak dalam segala aspek kehidupan dan penghidupan, termasuk pendidikan. TK Al-Faizin adalah salah satu Taman Kanak-Kanak yang menerima anak berkebutuhan khusus. Di dalam pelaksanaan proses pembelajaran, terdapat beberapa problematika yang dihadapi oleh guru. Oleh karena itu, penelitian ini mencoba meneliti tentang bagaimana metode dan pendekatan pembelajaran yang digunakan guru dalam mengajar anak berkebutuhan khusus di TK Al-Faizin, apa saja problematika yang dihadapi guru dan bagaimana cara guru mengatasi problematika pembelajaran anak berkebutuhan khusus di TK Al-Faizin. Penelitian ini adalah penelitian deskriptif kualitatif yang menggunakan observasi, wawancara, dan dokumentasi untuk memperoleh data, data analisisnya menggunakan 3 tahapan yaitu reduksi data, penyajian data, dan penarikan kesimpulan oleh Miles dan Huberman. Hasil penelitiannya adalah guru menggunakan model pembelajaran kelompok dengan kegiatan pengaman dengan bermacam metode pembelajaran dan menggunakan pendekatan tematik terpadu. Problematika yang dihadapi guru meliputi problematika nilai, problematika kekuasaan, problematika teknis pelaksanaan, dan problematika psikologi. Solusi yang dilakukan guru seperti melakukan adaptasi kurikulum, melakukan kolaborasi dengan wali murid, meningkatkan kompetensi dengan belajar mandiri, dan *sharing* dengan rekan guru, dan melakukan program *parenting* sebulan sekali untuk meningkatkan pemahaman wali murid tentang ABK.

Keywords: Problematika Pembelajaran; Taman Kanak-kanak; Siswa berkebutuhan khusus

INTRODUCTION

Since 1990, the idea regarding "education for all" has arised in international confereces involving international organisations such as UNESCO, UNICEF, UNDP, and World Bank.. The main agenda is to declare that education is a fundamental right for everyone. . Everyone must get an education and has the right to get a proper education. Moreover, Law No. 4 of 1997 Article 5 states that every person with disabilities or special needs has equal rights in all aspects of life and livelihood, including education. This juridical foundation confirms that children with special needs have the right and obligation to receive quality education services that are guaranteed by the state.

Ilahi (2013) defines children with special needs

(ABK) as those who have temporary or permanent special needs so that they need more intense education services. This definition explains that there are special needs children with permanent dissability, for example physical disorders (physically disabled and blind) and certain mental disorders, and there are also special needs children with temporary needs, for example those who experience development and learning problems caused by the environment. Whereas according to Heward (in Abdul Hadis), children with special needs are children with special characteristics that are different from children in general which are not always shown in the forms of mental, emotional, or physical disabilities (Hadith, 2006). Therefore, children with special needs do not always refer to mental and emotional dissabilities, for example "crazy" or physical disabilities such as blind, deaf,

disabled, socially disabled, etc., but it is actually more than that. Children with special needs also refer to gifted children, children who are victims of violence, and children with health problems.

Heward calls these children as children / students with special needs who need special education services (Fareo, 2015, p. 21) in the form of curriculum modifications and learning instructions tailored to their abilities, so that their potential can develop perfectly.

With their limitations, there are still many conservative views from people who doubt their abilities. They are considered “low” compared to normal people. Often times, they get negative treatment such as bullying and other unpleasant actions even though in reality they sometimes have the same potential as normal people in general. We certainly know Stephen Hawking, a sufferer of ALS (Amyotrophic Lateral Sclerosis), a fatal disease that attacks nerve cells. With his limited mobility, he found Penrose-Hawking’s theorem which deconstructed Einstein’s relativity. . There is also Ludwig van Beethoven, a world-renowned deaf composer who created a masterpiece named Symphony No. 9 when suffering from progressive hearing loss. Both of them had special needs, but they had greater potential than normal people. For this reason, the role of education for children with special needs is very important. With good stimulus and education, the ability and potential of children with special needs will be maximally honed, either in physical, in psychomotor, or in affective abilities. Every country, either developed or developing, must improve the quality of education for children with special needs. Indonesia as one of the developing countries has shown an effort in this direction. One of which is the revision of education for children with special needs from exclusive school system to inclusive school system. In the past (before 2000), education services for children with special needs in Indonesia were in the form of an exclusive education system where children with special needs were separated from regular schools (Antoni Tsaputra, t.t., p. 1). It means that all these children must attend special schools, such as Special Elementary Schools, Special Junior High Schools, and Special High Schools. This exclusivity causes denial of basic rights regarding equality of education for children with special needs. Exclusive schools increasingly make their position depressed and feel discriminated. Fortunately, in the early 2000 the idea was developed towards inclusive education ,and even in 2001 inclusive education became a program of the Directorate of Special Education. The Directorate of Special Education as a further development of the Subdivision of Special School Development has been given an expanded mandate to regulate the implementation of special education not only in special schools but also in regular schools (Alfian, 2013). Inclusive education is defined as a model for administering education where children

with special needs and regular children can attend the same schools. In this case, there is no discrimination between normal students and disabled students. This provides a new direction and enthusiasm, so that children with special needs are no longer labeled as negative or bad (Somantri, 2012, p. Vi). This type of education also considers children with special needs as a part of diversity, and that is a gift. The inclusive education itself has been regulated in the Regulation of Minister of National Education (Permendiknas) No. 70 of 2009 concerning inclusive education for students who have abnormalities and potential intelligence and / or special talents (Alfian, 2013). This rule also stipulates that regular schools should accept children with special needs. However in its implementation, inclusive education in Indonesia turns out to be easier said than done. Such education creates dilemmas, challenges, and problems. Many schools still refuse to teach children with special needs for various reasons such as the lack of competent teachers to teach them, lack of facilities, and also the absence of special curriculum for them (Antoni Tsaputra, t.t., p. 5).

Some of the above problems or barriers according to Dilan can be categorized into 4 types of problems that significantly affect the success of the delivery of education in inclusive schools (Suleymanov, 2014) . First, value barriers are problems caused by differences in values as well as differences in race, ethnicity, gender, and also physical and mental conditions that are part of a culture. For example, such acts of bullying and racism are certain to occur in regular schools that accommodate children with special needs. Second, power barriers that are defined as the problems associated with policies made by authoritative parties (government). As the party that “requires” the implementation of inclusive education, the government has not maximally prepared everything, for example the lack of facilities to support the inclusive education system. In addition, the distribution of class teachers and special teachers (or teacher assistants (TA) who are experts in handling children with special needs are not clearly regulated. Third, practical barriers are problems related to natural conditions in schools, including time, sources of learning material, and learning systems. This technical challenge is indeed a particular problem for schools that organize inclusive education because it certainly requires an adaptation process to the existing education system, for example in terms of the types of disability, the level of intelligence, the number of enrolled students, lack of training for classroom teachers to handle children with special needs, lack of accommodation from the existing curriculum for children with special needs, and also the lack of appropriate learning material to be taught in inclusive schools. Lastly, psychological barriers that is related to the condition of the society who is still opposed to all forms of change even though these changes have no significant effect on their lives, such as: lack of

moral support from the parents of children with special needs and parents of regular students, as well as from the general public. AL-FAIZIN Kindergarten (*Taman Kanak-kanak/TK AL-FAIZIN*) is one of the rural kindergartens located in Panaguan Village, Larangan District, Pamekasan Regency. This kindergarten is a kindergarten for the general category (not Special Kindergarten) but in recent years, there have been several special needs children who also took preschool education in this kindergarten. In the academic year of 2017/2018 year, there was a student named Roby Hermawansah who was identified as having mild intellectual disability. In addition, this child has several other types of disabilities such as moderate mental health, slow learning, dyslexia, dysgraphia, and discalculia. He also has attention-deficit/hyperactivity disorder (ADHD).

Similar to inclusive schools in general, the process of education in AL-FAIZIN Kindergarten in which there are children with special needs still faces many obstacles. Teachers do not have the special ability to teach children with special needs, as well as find difficulties in teaching them, such as what was stated by one teacher that:

”It is very difficult to teach and direct children with special needs. They actually have the same desire to learn, but because they feel that they cannot, finally they don’t want to take lessons. When there is a desire to learn, they can work on the task even though the results are not perfect. In addition, they are very fussy, often disturb other students’ concentration in learning (Nisa’, 2017). “

Based on the above explanation about the problem of inclusive education, and the phenomenon of inclusive education in AL-FAIZIN Kindergarten, the researchers are very interested in studying more deeply the “Learning Problems of Children with Special Needs in AL-FAIZIN Kindergarten, Panaguan Village, Larangan District, Pamekasan Regency”. This research broadly discussed the learning methods and approaches used by teachers in teaching children with special needs, the problems faced by teachers, and also how teachers overcome learning problems of children with special needs.

METHOD

This research uses a qualitative approach because the researchers only describe the data using words without applying any statistical analysis to test a hypothesis. Donald Ary defines a qualitative approach as an approach used to understand social phenomena from a human perspective in a natural setting, without being preceded by a formal hypothesis (Ary, Jacobs, Razavieh, & Ary, 2010, p. 22). The type of the research is descriptive research. James P. Key defines descriptive research as a research that is used to obtain

the latest information from a phenomenon to describe “what happens” related to certain natural variables or conditions (“Descriptive,” t.t.). This study seeks to describe the learning problems of Children with Special Needs in Al-Faizin Kindergarten, Panaguan Village, Larangan District, Pamekasan Regency.

The subjects of this research were the principal, class teachers, parents of the students, and students with special needs at Al-Faizin Kindergarten academic year 2017/2018. Meanwhile, the object of the research is the learning problem faced by the teachers which includes the types of the problems, and the solution to the problems found in Al-Faizin Kindergarten. The researchers used 3 data collection procedures in this research. First, participant observation is carried out to observe and follow the activities of the research subject, and become part of the members involved in learning activities. The researcher also conducted observations to identify, and determine the type of special needs of students in AL-FAIZIN Kindergarten based on the characteristics that have been explained in the theory and also through the identification and assessment of children with special needs instruments from the site www.paud.id. (Jateng, 2014). The second is interviews. The researchers used a combination of structured interviews and unstructured interviews, meaning that researchers conducted the interviews by referring to the outline of questions that have been prepared in advance. The interviews are intended identify the learning problems and the solutions that the teacher implemented to children with special needs at Al-Faizin Kindergarten. The informants who were interviewed were the principal, class teachers, and parents of the students. Lastly is analysis of documents. The documents in question are the annual programs, semester programs, lesson plans, student profiles, or records of student learning achievement. The data were analyzed using three models of qualitative data analysis by Miles and Huberman, namely: data reduction, data presentation, drawing conclusion or verification.

FINDINGS AND DISCUSSION

Learning Methods and Approaches

The learning method used is the Group Learning Model with alternative activities using various teaching methods such as conversation, social drama, tourism, assignment, role playing, etc., while the learning approach was Integrated Thematic approach. Group learning model with alternative activities is a learning pattern where children are divided into several groups with different activities. Children who have completed their tasks faster than their friends can continue to different activities in other groups as long as there is available space for more members. If other groups are full, this child can do alternative activities in a separate palce or room (Team of Directorate of Kindergarten

and Elementary Education Development, 2008, p. 2008). In the implementation of this learning model, the teacher also used various teaching methods such as speaking, socio-drama, tourism, giving assignments, role playing and others. Varied learning methods are needed in an inclusive education especially in early childhood.

Whereas what is meant by an integrated thematic approach refers to activities carried out for a theme, a sub-theme, or some sub-themes that are designed to achieve attitudinal, knowledge and skill competencies together by covering some or all aspects of development. This approach consists of opening activities, core activities, and closing activities. This approach is applied for the 2013 Curriculum for Early Childhood Education Program which focuses on integrating all basic competencies and areas of development in an integrated and comprehensive manner in accordance with the characteristics of children's ways of thinking that are still holistic. The application of learning methods with group learning models using alternative activities implemented at AL-FAIZIN Kindergarten for children with special needs is tailored to the needs of each child, which is the concept of inclusive education. Teachers in the kindergarten gave special treatments to children with special needs although they still employed the same learning model. As an example, when the teacher taught students how to write letters, the teacher started by giving examples of the letters, and the children were asked to imitate them. However, for children with special needs, the teacher still started by teaching how to write straight lines and curved lines first. Moreover, children with special needs in this kindergarten were also detected to experience dyslexia, dysgraphia, and discalculia which are specific learning difficulties that indeed require a very different and focused learning approach (Tulkit LIRP: Teaching Children with Disabilities in Inclusive Settings, 2009).

The use of an integrated thematic approach in AL-FAIZIN Kindergarten has been carried out appropriately. The teacher integrated one theme into several sub-themes, and each of the sub themes is manifested in an activity that includes 6 developmental aspects namely religious and moral, language, cognitive, physical motoric, social emotional, and arts. These activities are expected to assist the achievement of competencies in attitude, knowledge and skills. This is where the teacher's ability to use an integrated thematic approach plays a very important role, especially when teaching children with special need. These children faced so many difficulties to reach the target even though different themes and teaching methods have been used.

The use of different themes and different methods to teach children with special needs in kindergarten is in accordance with the concept of integrated thematic approach. According to Trianto (as quoted by Irwandi),

one of the characteristics of this integrated thematic learning approach is that teachers must prepare a variety of activities using multi-method (Irwandi, 2013). Although the teachers at the kindergarten admitted that they had difficulty in applying the learning model and approach above, the researchers noted that the learning process that had taken place so far was successful. For example, according to one of the teachers, *the children were willing to color pictures with crayons, thicken the dotted lines, and count from 1-10. Moreover, these special needs students were able to identify numbers using fingers although they still got it wrong wrong* (Nisa', 2018).

The above facts indicate that in addition to the flexibility of the teacher in choosing the appropriate multimethods in learning, the selection of the right media, such as the use of crayons and other learning media available in schools, can be useful to support the process of teaching and learning ABK.

Problems Faced by Teachers in Teaching Children with Special Needs

Teachers at AL-FAIZIN kindergarten faced several problems such as the failure to achieve children's development standards, the absence of special guidance teachers, the lack of supporting facilities and infrastructure, the absence of specific criteria and maximum number of students with special needs who could be admitted in the school, lack of special attention to improve the quality of teachers for students with special needs, curriculum and general material, and discriminatory actions from students' friends or parents. The above problems are then grouped into four categories of problems or barriers, namely: value barriers, power barriers, technical implementation barriers, and psychological barriers.

Value Barriers

The problems faced by teachers which are included in value barriers are the failure to achieve children's development standards. Of the 6 standard aspects of early childhood development 5-6 years old are religious and moral, language, cognitive, physical motor, social emotional and artistic values. Children with special needs in AL-FAIZIN kindergarten have not reached the desired standard of development. These children always need guidance in terms of religion and morals, are slow to recognize and write letters, cannot count between 1 and 10, are weak in coordinating movements, have difficulties interacting and playing with their friends, and are unable to carry out artistic activities.

The above problems are very reasonable considering that the children are detected to be intellectually disabled or sometimes called mental retardation. According to Armatas children with

intellectual disability often have problems in terms of emotional control, physical control, and social skills, but they are still able to learn (Roihah, 2015). In addition, according to Kauffman and Hallahan, children with intellectual disabilities are characterized by intellectual function and weak adaptive functions (Kaufmann & Kaufmann, 2006). Not to mention, these children are also diagnosed with dyslexia, dyscalculia, and dysgraphia so it is very difficult to reach developmental standards.

Power Barriers

There are two problems included in this category. First, there is no special teacher (GPK). This has a negative impact on the quality of learning for children with special needs. The absence of special teachers has made it difficult for class teachers to break their concentration to develop appropriate assessment instruments, carry out mentoring and special and continuous guidance activities for children with special needs which according to Minister of National Education No. 70 of 2009 was the special teachers' task (PPK-LK Directorate, 2011).

The second is the lack of facilities and infrastructure specifically to support children with special needs

This problem does not have a significant effect on the learning process of children with special needs in the class, because they can still use existing media. However, with the absence of special rooms for these children, the school cannot run different classroom management systems other than the regular classroom management system. In fact, if infrastructures are supported, such as the availability of extra classrooms, the school can hold regular classes with clusters, pull out, integration, or a class for special needs children (Darma & Rusyidi, 2015).

Practical Barriers

The problems that arise related to technical implementation are: First, there are no specific criteria and the maximum number of students with special needs who can be admitted to school. The principal and teachers at AL-FAIZIN Kindergarten claimed to have never rejected any children with special needs who wanted to enroll in the school. It became a problem because, in fact only with a special needs students who was not assisted with a special teacher or a teacher trained to deal with special needs children,, quality teaching and learning is difficult to achieve. *Second*, there is a lack of special attention to improve the quality of teachers in teaching children with special needs. According to interviews, teachers in the kindergarten have never received training on what inclusive schools are or how to teach children with special needs. Training that has been conducted so far focused more on teacher

administration issues, such as basic data of education, accreditation, and so on. In addition, the provision of learning media, the introduction of learning methods, and the preparation of materials are very minimal. No teacher in the kindergarten has a special educational background for children with special needs, but they are very enthusiastic if there is a special training to teach them. Third, the available curriculum has not accommodated the existence of children with special needs. Based on interviews, it was found that teachers used the 2013 Early Childhood Education Curriculum for all students. This creates some problems such as: children with special needs are forced and inevitably follow the structure of the available curriculum which is not an accommodating curriculum that is tailored to the talents, interests and potential of special needs students (PPK-LK Directorate, 2011). On one hand, this problem is understandable. Although there is an absence of other alternative curriculum, the application of the same curriculum to students with intellectual disability in this kindergarten is already appropriate. Field and Sanchez stated that intellectually disabled children have the right to get what they call civil liberties, freedom to choose the same, meaning that disabled children should not be treated differently and considered differently (Field & Sanchez, 1999, p. ix). It was actually reasonable, but given the intellectually disabled children have different abilities, the right curriculum is the curriculum that accommodates the students needs. . Fourth, the available learning material is still general. As a result of using the same curriculum, the learning material used by the teacher is also the same. From the results of the interview it was found that despite this condition, children with special needs continued to follow the material given by the teacher to other friends.

Psychological Barriers

Problems that arise related to psychology are: first, children with special needs tend to be shunned and get discriminatory treatment from their friends. These special needs children in AL-FAIZIN Kindergarten often experience discrimination from their friends. For example they do not want to sit next to special needs students or play with them, even sometimes these special students become the laughing stock of his friends. This becomes a problem for the teacher. Even though the teacher has educated them that they should not act like that, children are just children; they do not understand the right attitude. The discrimination is experienced by children with special needs from their friends because their friends thought that these special children could not build good interaction and communication, and also often had a fight with other friends.

Secondly, children with special needs are also often discriminated by the parents of other children.

For example, children with special needs are often blamed when they are in conflict with the children of these parents (Nisa ‘, 2018). This problem is caused lack of understanding for parents about what children with special needs are like. Moreover, the tolerance and understanding of these towards children with special needs are still low. The special needs children are seemed underated by some of the parents and the community. This also becomes a problem for the teachers. When the teacher wants children with special needs to get a good education, the support from parents of other students is actually actually inhibiting it. This should be given special attention considering that Indonesian children have the same rights as stated in Article 28B Paragraph 2 of the 1945 Constitution that “Every child has the right to survival, growth and development and has the right to protection from violent discrimination.”

Dealing with the Learning Problems of Children with Special Needs

Teachers in AL-FAIZIN Kindergarten overcome the learning problems of children with special needs based on each type of the problems.

Dealing with Values Barriers

The problems faced by teachers are the failure to achieve 6 standards of development which include aspects of religious and moral values, language, cognitive, physical motor, social emotional and art. The solution that has been done by the teachers so far is by not forcing these special children to get the same level of achievement with their peers, but still being optimally teaching them according to their abilities. At this point, what the teachers have done is actually very appropriate. This is what is called an accomodative curriculum with a modification model. Modification model is a modification to the curriculum by changing the curriculum that applies to regular students to be adapted to the abilities of students with special needs (Directorate of PPK-LK, 2011). This was done by classroom teachers where they provided easier material for intellectually disabled children than that of for normal children in general. In addition to modifying the material, the teachers also modified the teaching strategy, one of which was by giving motivation to children with special needs who were intellectually disabled. Giving motivation is more commonly known as positive behavior support or positive support from the teacher (Kirk, Gallagher, & Coleman, 2008). The purpose of giving motivation for intellectually disabled children is to improve their academic achievement and social skills, and also to create a safe teaching and learning environment (Directorate of PPK-LK, 2011). The teachers also found that the remedial and drilling methods succeeded in making intellectually disabled children understand prayers, and recital for the Prophet.

Indeed, language training like this is very good for them to foster their speech development and also to recognize concepts (Directorate of PPK-LK, 2011, p. 167). Therefore, the intellectually disabled childreb in this kindergarten can understand prayers instead of other abilities such as drawing or coloring. In addition to the above methods, the teachers also collaborated with the parents of the students. The collaboration is in the form of communicating the learning achievement of children with special needs and also discussing how parents and children interact, especially related to the learning process at home (Nisa ‘, 2018). The class teacher stated that by collaborating with parents, children’s achievement in class was different from the real life (Nisa ‘, 2018). This data is in line with the fact that, at home or in social communities, children can participate in 150 different social conditions and physical conditions. These social conditions outside the classroom cause children to live, play, and learn in different ways, and show different learning results (Heward, Alber, & Konrad, 2017, p. 75). To achieve maximum results, the teacher pays attention to the condition of the children outside the classroom. The relationship between the parents of the students and the teacher is a natural relationship that must be acquired.

Dealing with Power Barriers

Two issues that were identified were the absence of a special teachers, and the lack of facilities and infrastructure for children with special needs.

First, the solution to the absence of special teachers is arranging the class in a certain way. The classroom teacher asked students with special needs to sit in a place that is easily noticed (such as near the teacher). This is very good considering that without a special teacher, the classroom teacher should be able to reach the students easily to make it easier for him to overcome the learning difficulties the students face. Another solution is to place students with special needs with regulare students who are considered “diligent”. Students who are “diligent” tend not to disrupt the special needs children and can even help them in certain situations.

The solution in the form of classroom settings by teachers as discussed above is only to minimize the problems because in a class with special needs students, the existence of special teachers is absolutely necessary (Directorate of PPK-LK, 2011). Class teachers can control the behaviors, but it is difficult to make appropriate assessments and provide special guidance to students with special needs. Because of the vital existence of special teachers, Samuel Kirk stated that inclusive classes without them are recipe for failure (Kirk et al., 2008, p. 160).

Second, the solution to overcome the lack of supporting facilities and infrastructure is to utilize existing facilities and infrastructure. The learning

process for mild intellectually disabled students can use existing facilities, such as educational game tools and other learning media, because intellectually disabled children do not have physical disorders. However, the infrastructure in this kindergarten is still lacking, especially special rooms for children with special needs. Vygotsky (in Udoba) said that a special room for children with special needs could develop higher psychological function and personal function. According to him, children with special needs are not just the small version of a regular class, but a condition in which all teachers and people involved in it can provide exclusive services for children with special needs (Udoba, 2014).

Dealing with Practical Barriers

First, the teacher overcomes the absence of criteria and the maximum number of students with special needs by accepting everyone who enrolls to the school. This is done because the teachers assume that all children have the right to school, and they should not reject anyone who wants to go to school. This reason is very rational considering the basic concepts of education in the world and in Indonesia is that all children are entitled to proper education. However, if it is confronted with existing regulations regarding the implementation of inclusive education, the solution provided by the teachers is wrong, given the correct recruitment process for students with special needs according to Minister of Education and Culture No. 70 of 2009, is that they have to go through the process of identification, assessment, and placement of students (Directorate of PPK-LK, 2011).

Second, the teachers deal problem related to the lack of special attention to improve the quality of teachers by learn independently by reading refer conducting independeng learning either using online books or references related to children with special needs (Nisa ‘, 2018). Conducting independent learning should be appreciated, considering that all the teachers in this kindergarten have no background education for children with special needs, and there has never been any training or training related to them. The government should prioritize this problem because special training or education for special teachers or regular teachers is very necessary. Third, the teachers deal with the curriculum problems that have not accommodated the existence of children with special needs by adapting and adjusting it to the students’ abilities (Rahnawati, 2018a). The curriculum that is currently imolemented is the 2013 Early Childhood Education Curriculum. The teachers then modified it to suit the needs of students with special needs. These modifications can be in the form of learning objectives, materials, processes, and evaluations. This form of curriculum modification according to Heward is referred to as a specially designed instruction. It is

done as a form of teachers’ realistic views of the needs and learning objectives of students with special needs. This does not mean that the teachers are pessimistic about students’ abilities, but the teachers do this step to create a special curriculum and service design to help the students progress from their current abilities to their future goals (Heward et al., 2017). For example: the assessment of children with special needs today showed that they are in the under-developed category (*Belum Berkembang/BB*) and developing category (*Masih Berkembang/MB*), while their other friends are at the level of expectedly developed (*Berkembang Sesuai Harapan/BSH*) or are well-developed (*Berkembang Sangat Baik/BSB*). Then, the teachers tried to improve the ability of students with special needs to be a level higher than their current level. To illustrate, those who were previously in the under-developed category (BB) moved to the developing category (MB), or those who were in the developing category (MB) improved to expectedly develop category (BSH). The teachers do not force students to jump by two levels at a time such as from under-developed category (BB) to expectedly developed cattergory (BSH) or to develop very well (BSB) just to suit their other friends (Rahnawati, 2018). Fourth, the teacher addresses the problem of general learning material by sharing between one teacher and another teacher (Nisa ‘, 2018; Rahnawati, 2018). The results obtained from the sharing process between these teachers are that teachers can get different learning experiences when teaching ABK and also get new ideas. The above method is actually the second method after simplifying the material as mentioned in the third point. When the curriculum is modified, the material is also modified.

Dealing with Psychological Barriers

There are two problems that are categorized by researchers as psychological problems, namely the discrimination against children with special needs and also the act of dealing with the discrimination of students’s parents against children with special needs.

First, the teachers cope with the problem related to discrimination by staying fair. The teachers scold special needs children if they are wrong, and they also do same to other regular students (Nisa ‘, 2018). The teacher reasoned that they actually wanted to treat students with special needs just like other students. What the teacher does is basically a form of rejection of discrimination. The teacher treats children with special needs equally so that they feel they are the same and are no different from the others. The discrimination against children with special neds must indeed be removed, because according to Bullock (in Udoba), discrimination of children with special needs can cause them to feel inferior and lonely (Udoba, 2014). Ineffective communication of children with special needs makes it difficult for their friends to accept them.

Children with special needs require direction and guidance so that they can be accepted by their friends. By interacting with their friends, these special needs will learn social skills from normal children. Second, the teachers deal with the discrimination from parents of other students by conducting intense socialization through parenting forums which are held once a month (Rahnawati, 2018b). However, the teacher stated that even so the community's acceptance and support for children with special needs and inclusive education are still very low (Rahnawati, 2018b). The above actions are the manifestations of the lack of understanding of the parents towards children with special needs. For this reason, the teachers' actions to socialize this are very suitable. Teachers must seriously overcome the discrimination in any form, especially from students' parents, because children with special needs have the right to interact positively with anyone, including their children. By building awareness for the students' parents, the learning process of children with special needs in school will be more effective.

CONCLUSION

Some of the problems faced by teachers in teaching children with special needs at AL-FAIZIN Kindergarten include: *value barriers, power barriers, practical barriers, and psychological barriers* in the form of discrimination from friends or parents of other students towards children with special needs. The solutions implemented by the teachers are doing curriculum adaptation, collaborating with students' parents, increasing their competences by independent learning, and sharing with peer teachers, and conducting parenting programs once a month to improve students' understanding of children with special needs.

Suggestion to the Principal is to pay more attention to the process of recruiting children with special needs, at least to follow the procedures stated in the General Guidelines for the Implementation of Inclusive Education (In accordance with Regulation of the Minister of National Education No. 70 of 2009). Class teachers must improve their teaching competency, as well as their understanding of children with special needs either from a psychological perspective or from anything related to the learning process of children with special needs.

The government as the stake holder should be able to contribute better to improve the education of children with special needs in Indonesia. The Indonesian Ministry of Education and Culture must make appropriate regulations and policies, adequate resources, proper facilities and infrastructure, as well as curriculum and learning materials for teachers with different teaching needs such as in the case of inclusive schools. The number of special tutors also needs to be added. The government is also expected

to be active in giving advice to parents, educators, or other parties who need information about regulation, evaluation, and support services for children with special needs. Parents of students with special needs and the community are expected to be able to improve their understanding of children with special needs and support them especially in education.

REFERENCES

- Alfian, A. (2013). Pendidikan Inklusif di Indonesia. *EDU_BIO| Jurnal Pendidikan Biologi*, 4.
- Antoni Tsaputra, S. S. (t.t.). Inclusive Education for Children with Disabilities In Indonesia: Dilemma and Suitable Framework for Indonesian Context.
- Ary, D., Jacobs, L. C., Razavieh, A., & Ary, D. (2010). *Introduction to research in education* (8th ed). Belmont, CA: Wadsworth.
- Darma, I. P., & Rusyidi, B. (2015). Pelaksanaan Sekolah Inklusi di Indonesia. *Prosiding KS: RIset & PKM*, 2(2), 147–300.
- Descriptive. (t.t.). Diambil 17 Januari 2018, dari <https://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage110.htm>
- Direktorat PPK-LK. (2011). *Pedoman Umum Penyelenggaraan Pendidikan Inklusif (Sesuai Permendiknas No. 70 Tahun 2009)*. Jakarta: Direktorat PPK-LK.
- Fareo, D. O. (2015). Counselling Intervention and Support Programmes for Families of Children with Special Educational Needs. *Journal of Education and Practice*, 6(10), 103–109.
- Field, M. A., & Sanchez, V. A. (1999). *Equal treatment for people with mental retardation: having and raising children*. Cambridge, Mass: Harvard University Press.
- Hadis, A. (2006). *Pendidikan Anak Berkebutuhan Khusus Autistik*. Bandung: Alfabeta.
- Heward, W. L., Alber, S. R., & Konrad, M. (2017). *Exceptional children: an introduction to special education*.
- Ilahi, M. T. (2013). *Pendidikan Inklusi: Konsep dan Aplikasi*. Yogyakarta: Ar-Ruzz Media.
- Irwandi. (2013). Pelaksanaan Model Pembelajaran Tematik Bagi Siswa Tuna Grahita Sedang di SLB HIKMAH Reformasi Padang. *Jupekhu*, 1(2), 189–201.
- Jateng, P. (2014, September 5). Contoh Instrumen Identifikasi dan Assesmen ABK Lengkap. Diambil 17 Januari 2018, dari <https://www.paud.id/2014/09/instrumen-assesment-dan-identifikasi-abk.html>
- Kaufmann, J. P., & Kaufmann, D. P. (2006). *Exceptional Learners: Introduction to Special Education*. New York: Pearson Education.

- Kirk, S. A., Gallagher, J., & Coleman, M. R. (2008). *Educating Exceptional Children* (12th ed). Boston, MA: Houghton Mifflin.
- Tim Direktorat Pembinaan TK dan SD. (2008). *Pengembangan Model Pembelajaran di Taman Kanak-kanak*. Jakarta: Direktorat Pembinaan Taman Kanak-Kanak dan Sekolah Dasar.
- Roihah, A. H. (2015). *Efektifitas Pelatihan Incredible Mom Terhadap Peningkatan Sikap Penerimaan Orang Tua dengan Kondisi Anak Berkebutuhan Khusus* (Thesis). Universitas Islam Negeri Maulana Malik Ibrahim, Malang.
- Somantri, S. (2012). *Psikologi Anak Luar Biasa*. Bandung: Refika Aditama.
- Suleymanov, F. (2014). *Academic Achievements of Students with Special Needs in Inclusive Education* (Master's Thesis). University of OSLO.
- Tulkit LIRP: Mengajar Anak-anak dengan Disabilitas dalam Setting Inklusif*. (2009). Bangkok: UNESCO.
- Udoba, H. A. (2014). *Challenges Faced by Teachers when Teaching Learners with Developmental Disability* (Master's Thesis). University of OSLO, Oslo.