

**TEACHING CHILDREN WITH SPECIAL NEEDS ON INCLUSIVE
SCHOOL**

THESIS

Presented to

State Islamic Institute (IAIN) of Kediri

In Fulfilment of the Requirements

For the Degree of *Sarjana* in English Language Educations



Arranged By:

JIHAN ARIBAH RAHMA

9322.028.19

**DEPARTMENT OF ENGLISH LANGUAGE
EDUCATION**

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE (IAIN)

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2024

DECLARATION OF AUTHENTICITY

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Title of Thesis : Teaching Children With Special Needs On Inclusive School.

I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as result of my own original research. It does not incorporate any materials previously written or publish by another person except those indicated to quotations and references. No portion on this work has been submitted in support of an application for another degree of qualification of this or any other university or institute of higher education. Due to this fact, I am the only person responsible for the thesis of there is any subjection or claim from others.

This thesis is to fulfill requirement for the degree of Sarjana (S1) in English Study Program, State Islamic Institute (IAIN) Kediri.

Kediri, May 31th 2024



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SCHOOL**

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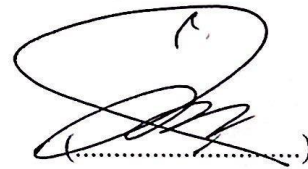
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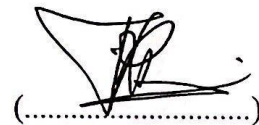
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SCHOOLS**

By

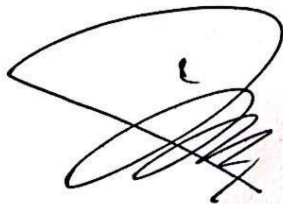
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MOTTO

**“WHEN BAD THINGS HAPPEN, JUST BELIEVE GOD HAS A
BEAUTIFUL PLAN BEHIND IT ALL”**

– WILZ KANADI –

DEDICATION

First of all, I would like to be grateful to Allah SWT who always gives me bounties and blessing, so I can finish my thesis. Secondly, shalawat and salam always be given to our Prophet Muhammad SAW who has guide us from the darkness to the lightness.

This thesis is whole heardly dedicated to:

1. My beloved Mother, Wiwik Poniasih, I would like to deliver my deepest gratitude for all the help, support, encouragement, advice, reminders, the most powerful reinforcement and prayers given so far. And my beloved Father, Suhartoyo, I would like to deliver my deepest gratitude for the prayers, affection, support, finances and always trying to fulfill my needs when needed during college because you both make one of the reasons for me to stay enthusiastic until now. May Allah always bless you all.
2. For my beloved siblings, Hasna Rahma Wati and Muhammad Ilyas Arsyad Ramadhan, those who provide support and encouragement through telephone calls and babble, but I am sure it is a form of support and motivation. Keep up the spirit in undergoing his lectures and smooth all his affairs.
3. For My lovely partner thank you for making my life more colorful, and thank you for your support and encouragement.
4. All my advisors, thank you the guidance given along my study, especially for Mr.Drs. Agus Edi Winarto, M.Pd and Mrs. Erna Nurkholida, M.Pd. thank you for guidance and advices during completion of the thesis.
5. Thank you Mr. Wita Suwarna, as the Principal of SDN Betet 1 Kediri, Mrs. Risma & Mrs. Melli, as the GPK Teachers of SDB Betet 1 Kediri, for your help in making it easier for the author to obtain data for this thesis.
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Subsequently, I express my great appreciation and thank you for those who have big contribution in helping me to finish this thesis, therefore the I would like to deliver this appreciation and sincerest gratitude for:

1. Dr. Wahidul Anam, M.Ag as the rector of State Islamic Institute of Kediri.
2. Prof. Dr. Hj. Munifah, M.Pd the dean of Tarbiyah Faculty, State Islamic Institute (IAIN) of Kediri.
3. Nur Afifi, M. App. Ling, Ph.D as the head of study program of English Education.
4. My first advisor Mr. Drs. Agus Edi Winarto, M.Pd and my second advisor Mrs. Erna Nurkholida, M.Pd. who has patiently guided me and given me many suggestion, so I can finish this thesis.
5. All of my lectures in State Islamic Institute (IAIN) of Kediri.
6. All staffs in major office, academic office, SLC, and library of IAIN Kediri who gave me facilities in the process of finishing my thesis.

The researcher realized that this thesis is far from perfect. So, the researcher. will receive any suggestion and critics that will help the research to be better.

Kediri, May 31th 2024

The Researcher,

Jihan Aribah Rahma

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ABSTRACT

Rahma, Jihan Aribah. 2024. *Teaching Children With Special Needs On Inclusive School*. Thesis, Departement of English Language Education, Faculty of Tarbiyah, State Islamic Institute of Kediri. Advisor: (I) Drs. Agus Edi Winarto, M.Pd, (II) Erna Nurkholida, M.Pd.

Keywords: Teaching, Inclusive, Children with special needs.

Inclusive education is the incorporation of children with special needs. with special needs (people with disabilities) into a formal school program. formal school program, inclusive education is one of the best alternative education that is friendly to children with special needs (ABK). Where children with disabilities and other children learn in the same class. The phenomenon of inclusive education refers to the need for all the need for all children to receive an education, without any differences in terms of physical or psychological. The purpose of this research is to find out the implementation of teaching children with special needs in the inclusive school SDN Betet 1 Kediri and to find out what obstacles are experienced in the process of implementing learning for children with special needs in the inclusive school SDN Betet 1 Kediri.

The approach used in this research is a qualitative approach with descriptive analysis method. The research subjects were the Principal and Special Guidance Teacher (GPK). Sampling techniques and data collection techniques are through, observation, interviews and documentation.

The results showed that: *first*, SDN Betet 1 implements inclusive learning for children with special needs (ABK) in a manner that is nearly identical to that of general learning. The Special Guidance Teacher is the educator responsible for instructing inclusive kids (GPK). Teaching inclusion pupils and creating PPI is the responsibility of the GPK. An individual implementation program is one that GPK creates by lowering KD and modifying it to fit the needs of every child. There are three types of activities in PPI: core, closure, and introduction activities. Activities have been completed by special mentor teachers in a way that makes sense and adheres to the laws of learning. GPK will adapt instruction to the child's mood in order to provide inclusive learning that is child-centered. *Second*, obstacles are experienced in the process implementation of teaching children with special needs in inclusive schools some parents were not supportive of their children's hobbies and talents, and their emotional state.

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