

CHAPTER I

INTRODUCTION

A. Background of study

The most recent phrase for combining or incorporating children with special needs and other children with special needs (disabilities) into official school programs is inclusive education. The term "inclusive education" describes the idea that all kids should have access to an education, regardless of their individual physical and psychological makeup. All students must be accommodated in schools when inclusive education is implemented, regardless of their physical, intellectual, social-emotional, language, or other needs. Consequently, inclusive education is a method of providing services to all kids. Thus, inclusive education is a special education service system that mandates that all children with special needs be provided with instruction in schools and As a result, special education is a part of inclusive education. Therefore, inclusive education is a system of special education services that mandates that all children with special needs be provided with the same opportunities to learn in classrooms alongside their peers.

In order to achieve education for all, overcome discrimination, and create inviting, pleasant communities, regular schools with an inclusive orientation are the most effective. universal access to education. In order to ensure that inclusive education is relevant to the local context and includes and educates all learners in a welcoming and adaptable way, so they can

participate, attention needs to be made to how schools can be updated or adapted.

When the school community, such as teachers and children work together to minimize the obstacles faced by children in learning and promote the participation of all children in school, then this is one of the characteristics of a friendly school (Welcoming School). This Welcoming School has been reinforced in Salamanca Statement (1994), which was adopted at the World Conference on Special Needs Education in 1994 which recognized "Education for All" as an institution. This can be interpreted as meaning that every child can learn (all children can learn), every child is different (each children are different) and that difference is strength (difference is a strength), thus the quality of the learning process needs to be improved through collaboration with students, teachers, parents, and community or society.

(Asyharinur Ayuning Putriana Pitaloka, 2022) In Indonesia, children with special needs are classified according to their specific needs, such as being blind, deaf, having intellectual disabilities, having motor disabilities, having social emotional disorders, or having special talents. Each child with exceptional needs is unique, with varying traits. Every child with special needs also requires services specifically designed to meet their needs, taking into account their unique abilities and features. To determine their traits and requirements, identification and assessment tasks must be

completed. Obtaining the appropriate service in accordance with the traits, requirements, and capacities is thought to be crucial.

Undoubtedly, schools are establishments specifically created to instruct learners (students) under the guidance of educators. The presence of leaders in schools, known as principals, is essential for the achievement of educational goals. As the head of the school, the principal has a significant impact on the school environment for which he is accountable. Teachers' responsibilities in the classroom include assisting students in realizing their full potential and fostering an environment in the classroom that inspires students to pool their will, thoughts, and actions in order to collaborate effectively in order to accomplish the teacher's assigned teaching and learning objectives.

In Indonesia, inclusive education gives kids with special needs (ABK) and other kids who haven't had them yet the chance to attend school despite a variety of obstacles preventing them from doing so. Such as the Special School's remote location, the need to work to support parents, or other factors like being in a conflict zone or experiencing natural disasters. Presumably, the inclusive model can reduce the number of people who choose not to attend school. This will therefore promote achieving the goal. introduction of mandatory schooling. Inclusive education is an idea has been covered by government policy, namely Ministerial Regulations RI National Education Number 70 of 2009 concerning education inclusive for students who have disabilities and have potential intelligence and or special talents.

Ministerial regulations contains complete signs regarding inclusive education starting from planning to implementation. Special education implemented through two channels, namely in academic education units (special schools) and in regular schools (school programs inclusive). In line with the development of educational services for children with special needs, inclusive schools provide different services from other special schools.

Nevertheless, in practice, implementing inclusive schools still presents difficulties. Crew members are frequently not treated with such consideration and kindness in some cases, they are severely mistreated. According to preliminary observations conducted by a researcher at SDN Betet 1, it seems that regular students are ridiculing ABK students, pushing ABK students, and seizing their possessions during break time. By As a result, a large number of ABK pupils spend more time with their accompanying teachers, parents who stop by, or who wait during breaks. When the timer Despite the fact that he is a student with special needs, it seemed that other students were upsetting the crew members during the class by hiding his pencil bag. I have been pleading for the student to be released from hiding ABK student property, and I even laughed with my companions when we witnessed ABK students pursuing him. When the ABK students finally gave up and started crying or yelling, they would usually report it to the teacher. Some ABK students even showed up and decided they didn't want to finish the job. One additional element that is

evident is the continued presence of a large number of ordinary students who are unwilling to assist in instructing ABK pupils who struggle with lesson comprehension.

Early impressions at Kediri's inclusive SDN Betet 1 school are incorrect. This school welcomes students with special needs and gives them the same educational opportunities as other students. Being a formal educational institution, it has adopted an inclusive school policy that pairs children with special needs with other students to facilitate their learning. Children with special needs receive an education alongside their typically-developing peers in inclusive schools, which helps them reach their full educational potential. They receive their rights at this school, where they also receive the same instruction and learning opportunities as other kids. The researcher is interested in learning more about "**Implementation of Learning for Children with Special Needs in Inclusive Schools**" since, of course, teaching implementation is necessary for the implementation of learning for children with special needs.

B. Research Question

Based on the background above, the problem formulation is formulated in writing this proposal are as follows:

1. How is the implementation of teaching children with special needs at the inclusive school at SDN Betet 1?
2. What obstacles are experienced in the process implementation of teaching children with special needs in inclusive school at SDN Betet 1?

C. Purpose of the study

In accordance with the discussion of the problem above, this research aims:

1. To find out the implementation of teaching children with special needs at the inclusive school at SDN Betet 1.
2. To find out what obstacles are experienced in the process of implementation of teaching children with special needs at the inclusive school at SDN Betet 1.

D. The Significance of the Study

The significances of the study are:

1. Theoretically.

The research's findings could be useful in providing more context for understanding how educating special education students at inclusive schools is implemented..

2. Practically.

It is intended that the findings of this study would help researchers studying the same issue namely, how to implement teaching special education to students with special needs in inclusive schools by providing knowledge and insight.

E. Scope and Limitation of the Study

The scopes of the study are limited to the subject and object investigated.

1. Subject;

The subject of this study is the principal and teacher.

2. Objects;

The object of this research is the limitations of implementation of teaching children with special needs at the inclusive school SDN Betet1

F. Definition of Key Terms

1. The child with special needs.

The people who have unique needs are the children. The urge could be a result of an illness, be innate from birth, or stem from societal, political, economic, emotional, or aberrant behavior pressures. Because of the child's anomalies and distinctions from other youngsters, it is known as special needs. Regarding kids with exceptional need, these are the investigators Children who struggle with learning, speech, mental, emotional, physical, or health issues, hearing loss, or vision impairment fall under this category.

2. Inclusive Schools.

The most recent terminology used to describe the program's integration of children with impairments All students attend regular schools. Education for people facing obstacles should aim to be inclusive, which implies that every student should genuinely participate in the curriculum, the school environment, and social relationships. The researcher defines an inclusive school as one that permits students with special needs to attend regular classes with students without disabilities. In this instance, the crew members are children with special needs enrolled in regular schools; certain individuals are deemed capable of participating in children's activities despite their restrictions.