

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Understanding Children with Special Needs

The phrase "children with special needs" is meaningless; it refers to students or children with a variety of needs from a wider and more positive perspective than "children with disabilities" or "exceptional children." Within the field of education, children with impairments that they do not typically experience are referred to as having special needs. Children with special needs are kids that have unique traits that set them apart from other kids without always displaying signs of mental, emotional, or physical incompetence. A kid classified as having special needs (ABK) has mental, social behavioral, and or physical anomalies or aberrations. Children with disabilities, often known as children with special needs (ABK), come from a differentiating ability. (Santoso, 2012)

Special needs are defined by a number of terms other than disability. Other words for special needs include handicap, disability, and impairment. According to Desiningrum (2016), the World Health Organization (WHO) defines each phrase as follows: Disability is a term that is typically used on an individual basis and refers to a person's restrictions or inability to perform certain tasks. A loss or anomaly in psychological functioning or in the structure and function of the body, usually at the organ level, is called an impairment. A handicap is an unfortunate condition that restricts or makes it difficult for a person to carry out daily tasks. For instance, a wheelchair user may be handicapped as a result of the architecture of the facility being improper or other people's attitudes about wheelchair users. Therefore, when a person deviates from the norm in any way their skin color, body type, language, appearance, etc. they can also be considered flawed by others who label them or prevent them from pursuing opportunities they could have otherwise seized (Mander Kristian Siahhan, 2022).

Because they view engagement with special needs children as weird, regular pupils limit their time with them. This viewpoint makes it challenging for some children without special needs to become friends with them. Regular students' attitudes have the power to undermine the learning environment. Within inclusive schools, teachers are still not accustomed to using learning methods that may be influenced by the requirements of kids with special needs alongside other students (Meliani, Ahmad, & Suhartini, 2022). Students with special needs cannot be motivated by their teachers when learning occurs in such an environment. Curriculum development or learning in inclusive schools, including character development, must also assist the implementation of the inclusive school concept since inclusive schools can be an effective means of instilling character values (Ariastuti & Herawati, 2016).

1. Types of Children with Special Needs

Crew member types can be categorized as follows:

a. Physically disabled (body/physical disability)

Children with abnormalities in body parts, such as short arms, incomplete bodies, or generally lacking motor function in either of his legs, are classed as physically impaired. Children with physical impairments brought on by trauma or severe disease surface damage. Childhood folio virus symptoms result in limb looseness, which makes it difficult for a kid to move (paralysis).

Individuals who suffer from this impairment require specialized aids like wheelchairs, as well as medical support and relevant educational resources. Children with physical disabilities also exhibit a variety of behaviors, including those that are (a) aggressive, (b) frustrated, (c) easily discouraged, and (d) emotionally unstable. Children like this, which indicates that the job placement is more accurate in fields like the arts, administrative officers, promotions, and information.

b. Visually Impaired (Visual Impairment)

In addition to the other senses, the human eye is one of the most vital senses. He can't see his surroundings if there aren't enough eyes working. Children with disabilities are known to adjust to their surroundings in unique ways. Regarding the many behavioral abnormalities that the children with disabilities in issue exhibit, they essentially use them as a form of self-defense to protect their lives. Additional studies conducted by psychologists with expertise in the topic demonstrates that blind youngsters are intelligent.

c. Deaf (hearing impaired)

People who have hearing loss, whether it be permanent or not, are said to be deaf. If a youngster has hearing issues, it is considered that the child has hearing loss. Children who are deaf often do not face many physical challenges, though some may struggle with balance issues due to the connection between inner ear injury and sensory issues. Similarly, psychological stress is impeding the physical development of certain deaf youngsters. However, Deaf persons are characterized by their inability to hear noises around them. Typically, speech impairments are associated with deaf youngsters. It is evident in modern society that a youngster who is mute must also be deaf. In other words, the youngsters are clearly deaf and typically mute, which is why they are called deaf-speech impaired children. According to Moh. Amir, the youngster is deaf and has trouble hearing, thus two things need to be addressed: the discussion and the child's speech pattern.

Therefore, it can be said that learning materials for kids with hearing impairments should focus on improving their nonverbal communication skills, increasing their comprehension of their physical capabilities, and emphasizing their mature social and emotional guidance so they can successfully adjust to both the school and community settings.

d. Speech impairment (communication impairment)

There exists a physical correlation between children who are deaf and those who are speech impaired. Being deaf can hinder a child's growth in many areas, including their ability to communicate and feel emotions, which has an impact on their soul and personality. Though there are barriers that cause the child to feel unbalanced, there is a propensity for children to have a speech impairment in attitude and behavior. Additionally, people with this kind of disability have trouble processing information in language. They will thus have trouble interacting with others. This challenge is in being able to receive and communicate the innermost thoughts to others.

e. Children are slow to learn (slow learner)

A child who has somewhat below average intellectual potential but not yet mental impairment is considered a slow learner. They are not as quick to think, react to stimuli, or adjust to social situations as people who are mentally impaired, but they are still far superior to those who think more slowly than usual. It requires more and more time to complete assignments, both academic and non-academic, necessitating specific educational services.

Children that are slow learners have typical physical traits, but they struggle to understand the subject in school, respond slowly, and have limited language. They have a tendency to be quiet and reserved, and they have a hard time making friends. Kids These sluggish learners also frequently lack self-confidence. His capacity for abstract thought is lower than that of other children.

Identifying traits of slow learners include:

- 1) Overall functioning abilities are subpar.
- 2) Feeling uncomfortable when attempting to communicate with others in intrapersonal relationships.
- 3) Find it tough to gradually execute instructions.

- 4) Living his life without any purpose.
- 5) Face a number of internal challenges, such as arranging and summarizing skill-related material.
- 6) Consistently receive low scores on several tests.
- 7) Having a poor self-perception.
- 8) Proceed cautiously.
- 9) Slow to pick up new skills.

f. Mental Retardation (Mental Retardation)

The term "mental retardation" is used to describe children whose abilities are below average. Terms are employed in foreign language literature. Additional terms for children who are intellectually impaired are mental defective (mentally less than perfect), mental deficiency (mental deficiency), mentally retarded (mental retardation), and so forth. Both phrases refer to the same ailment, which is a child's intelligence that is much below average, restricted intelligence, and social interaction incompetence. Children who are mentally challenged and children with average intellect are nearly identical in the early stages of development. But the pattern disparities evolve more slowly the longer they do. When compared to other typical children, the cognitive and social abilities of mentally handicapped youngsters become more apparent. According to Aip Sjarifuddin (1980, 2), mentally retarded children are children who having a low level of intelligence, such as being slow learning, debilitated, imbecile, and idiotic. Mentally retarded children.

According to Aip Sjarifuddin, divided into four:

1. Weak Memory

Children with the lowest IQs and those who are nearly normal in comparison make up the group of kids with weak memory. On the other hand, compared to children of normal development, the balance of abilities is still obviously deficient

in doing something. They still lack the initiative and the capacity to think clearly and analytically about abstract notions. In terms of partnerships Engaging in social interactions with the natural environment is incredibly fulfilling. It is more likely that youngsters with impaired memory will be able to learn and be trained to meet expectations. In reality, even though the method of finishing the lesson takes a little longer, they can probably attend school alongside typical kids.

2. Debil

While the term "debil" has less meaning, debil children are those whose IQ falls between 60 and 80. It is simpler and more practical to train or educate this group of disabled children. Debilitated children can be viewed from a variety of angles; chances are, they will only be able to survive under ideal conditions. This implies that if he receives support and direction from others before trying to take care of himself, he will be able to do so. Children that are disabled require direction and assistance in order to be able to care for themselves.

3. Imbecil

Children with IQs ranging from 20 to 60 are considered imbecil; this state is superior to that of children at the idiot level, which is simply defined as a stupid child. Their discourse is unclear and their linguistic development is somewhat limited. Their concentration is inadequate, their initiative is restricted, and their ability is weak. They are unable to afford to make independent decisions. Thus, individuals can still be instructed in a variety of helpful tools and workout regimens that they can only partially master in order to carry out basic activities.

4. Idiots

Children with poor memory and an IQ below 20, which indicates a very low level of behavioral dysfunction, are

considered idiots. Idiots, according to the Poerwadarminta dictionary (English-Indonesian language), are kids, foolish individuals, or those who swap ideas. Aside from those foolish children, there are other groups who are particularly challenging to instruct or teach. They are unable to form social bonds with his living environment, which is why this is brought up. They were unable to capture it, particularly for the assigned jobs. To put it simply, the aim of education for mentally impaired kids is to maximize their social interest. This social media has a significant impact on the process of teaching and learning, which in turn has an impact on the accomplishment of educational objectives. In order to accomplish this goal, the supervisor or teacher should systematically participate in a regular training program or guidance program and apply it in line with the pre-made program.

According to Sutjihati Somantri's rephrasing of Edgar Doll, someone is considered mentally retarded if they are:

- a. Socially inept.
- b. Mentally deficient.
- c. He is born with a handicap or loses it as he gets older.
- d. Adulthood is impeded.

Cognitive function abnormalities arise in mentally retarded children due to a deficiency in one or more processes. As a result, while a mentally impaired child's age is the same as that of normal children, their accomplishments differ from those of normal children.

From a cognitive standpoint, mentally retarded children present with multiple challenges concurrently, which include the following:

1. Have a tendency to think conceptually and find it difficult to think.

2. Find it difficult to focus.
3. Limited capacity for socialization.
4. Unable to save complex commands.
5. Incapacity to evaluate and understand the experiences encountered.
6. Children with intellectual disability can succeed in school and acquire knowledge.

In reading, writing, and counting, the best achievers in grades III–IV elementary school are no better than average children.

g. Difficulty learning

The term "learning difficulties" or "learning disabilities" refers to the variety of groups that experience disruptions, which can lead to substantial challenges that can disrupt the learning process.

Different kinds of learning disabilities :

1. Mathematics Disorders (Dyscalculia)

Math calculation issues are a learning disability associated with dyscalculia, commonly referred to as dyscalculia arithmetic development. Students can select to master multiplication tables, comprehend mathematical symbols, or work on comprehending basic mathematical concepts like addition and subtraction. Perhaps this issue is apparent in first-graders (6-year-olds), but it is typically not identified until a child reaches the second or third grade in primary school.

2. Writing Disorders (Dysgraphia)

Children with writing disorders have problems that limit their ability to write, such as misspellings, grammar mistakes, punctuation issues, or trouble structuring phrases and paragraphs. Severe writing problems usually show symptoms by the time a child is 7 years old (in grade 2), but milder cases might not show symptoms until a child is 10 years old (in grade 5 elementary school) or later.

3. Reading Disorders (Dyslexia)

Children with low word recognition and comprehension ability development are referred to as having dyslexia or reading problems. Dyslexic children are one group of people who should be considered for assistance if they have significant difficulties with reading and spelling. When reading aloud, they alter, add, or remove words. They are having trouble translating it and comprehending the mix of letters. Additionally, they could interpret the letters incorrectly, mistaking one for another, such as M. Even though dyslexia was first identified at age six, it often manifests itself around age seven, coinciding with the start of the second grade of elementary school.

4. Low Vision

Even when a person with low vision lacks far vision, they can still see items and objects that are far away. A person with low vision is one who has certain visual defects yet is nonetheless able to read large, bold characters with tools, whether they have sight or not. When someone has limited vision, it becomes difficult for them to see, regardless of whether they are using glasses or not. In this sense, they have visual limitations, but even so can effectively read bold, huge print whether they use visual aids or not.

Children with limited vision typically exhibit the following traits:

- a. Read and write up close.
- b. Is limited to reading big letters.
- c. Reading the lettering on the chalkboard from a distance is challenging.
- c. Squinting or furrowing one's brow in dim light.

- e. When staring at anything f, doesn't appear to be looking directly ahead. The condition of the eyes appears differently; for instance, they appear white or hazy from the outside.

2. Factors that Influence Children with Needs Special

Damage and interference affect a wide range of neurological systems, including the brain, spinal cord, and all of its branches that are distributed throughout the entire body, resulting in abnormalities. Human nerve function may be impacted by two different kinds of interference: intermittent diseases and persistent illnesses. Nerve cell death is the source of persistent or constant disorders. For instance, a subset of brain nerve cells in charge of regulating movement function died in children with cerebral palsy (CP), a condition marked by muscle weakness and stiffness. The following traits are associated with recurrent disorders: the occurrence of symptoms that initially manifest but then quickly vanish and reappear, as in the case of epilepsy and migraines. Factors that generally produce anomalies due to nervous system illnesses can be seen from the moment the disorder manifests itself and are categorized into three time periods: prenatal, neonatal, and postnatal.

a. Prenatal period (before birth)

According to Arkandha (2006), anomalies happen before the kid is born, namely during the time the child is recognized to have a handicap or abnormality while still in the womb. Based on their periodization, abnormalities that arise throughout the prenatal period can develop during the embryonic, early, or actini fetal stages.

A child with disabilities may be present throughout any of the three stages of the fetal growth phase while the child is still inside the mother. The fragile state of the fetus causes it to be more vulnerable to harm from shock or friction, as well as chemical exposure.

According to Effendi (2009,12), Some medications that are known to cause birth defects include methotrexate (a treatment for cancer),

busulfan (a treatment for cancer), aminoxterin (a treatment for cancer), thalidomide (a medication used to suppress nausea), diphenylhydantoin (a medication used to treat epilepsy), and diethylstilbesterol (a medication used to prevent miscarriages).

Additional factors that impact children's disorders during the prenatal period include bleeding during pregnancy, malnourishment, trauma, bacterial or viral infections, specific diseases like syphilis, medicines and chemicals, chronic illnesses, diabetes, cancer, and inheritance.

b. Neonatal period (time of birth)

anomalies that arise during the child's birth, namely the time frame during which the abnormalities take place. Birth defects can be caused by a variety of factors, such as premature birth, using instruments to deliver the baby, the infant's unusual posture, or the newborn's overall health.

According to Bambang Hartono (2004, 38), the conditions that result in low birth weight, deformities at birth, illness yellow right after delivery, and babies that cry too late or not at all during non-spontaneous labor and delivery. Postpartum phase (after delivery) abnormalities during the postnatal phase, which is the time after the baby is born, or during the developmental stages of childhood. According to Bambang Hartono, there are various reasons why there are anomalies during childbirth, such as malnourishment, chemicals, and wound infections. Additional factors leading to postnatal problems in children include: frequent and prolonged seizures, infection of the neurological system, head trauma (such as falling off a bed or being struck by an object), brain tumors, diarrhea in infancy, and dehydration.

B. Inclusive Schools

1. Understanding Inclusive Schools

The word inclusive is derived from the word inclusion, which denotes unity. Positive efforts to bring together children who face

challenges in realistic and all-encompassing life-long learning experiences are characterized as inclusive.

According to Stainback's argument in Sunardi's book, inclusive schools are ones that accept every kid in the same class. In order to help kids flourish, this school offers educational programs that are worthy, difficult, yet within your ability and each student's needs. Teachers also offer support and assistance.

The term "inclusive" might signify different things to different people. Some are even using the phrase inclusion as a banner to demand "full inclusion" or "uncompromising inclusion," which entails doing away with special education, according to Fuchs in Smith's book. Schools that offer and enable students with special needs to receive an education in a typical classroom setting with other students without disabilities are known as inclusive schools.

The idea behind inclusive schools is that all kids may learn and participate in both classroom and community life. As long as possible, all children should learn together, regardless of any challenges or differences that may exist. This fundamental tenet of inclusive education was confirmed in the Salamanca statement during the World Conference on Education for Disabilities in June 1994, and inclusive education is the newest formal model of education for children with special needs.

According to Baihaqi and Sugiarmun, the essential goal of inclusivity is to uphold each student's inherent entitlement to intellectual, social, and personal growth. Students need to be given the chance to realize their full potential. The educational system needs to be planned with the diversity in students in mind if it is to live up to this promise. People with exceptional learning needs and/or special impairments must have access to high-quality, developmentally appropriate education.

Because of this, the government's policy is to finish the Nine Years of Basic Education Study requirement as outlined in National Education System Law Number 20 of 2003 addressing Systems. Special education and special education services are governed by Article 32 of the National Education Law. Permendiknas number 70 of 2009, which outlines the implementation, states that options must be provided for underprivileged children to receive an education in the regular schools (Elementary, Middle School, Middle School Upper/Vocational) that are closest to them. The phrase "**inclusive education**" refers to this.

2. Foundations of Inclusive Education

The Law of the Republic of Indonesia Number 20 of 2003 covering the National Education System includes education for children with special needs. According to Article 15, special education is defined as instruction for students with exceptional intellect or disabilities that is structured in an inclusive manner or as special education units at the elementary and secondary school levels. Therefore, everyone who is an Indonesian citizen, including those with special needs, gets access to school.

It is believed that via inclusive education, kids with special needs or disabilities can learn alongside kids without such needs. The intention is for there to be no distinction between children with special needs and other typical children. It is necessary to provide special needs children with the same opportunities and educational services at the same level as regular children.

Compared to other educational approaches, which can be oblivious to the challenges experienced by children with special needs and hence appear to be disregarded in their learning environment, the inclusive education concept is significantly different. Along with Put differently, inclusive education guarantees that every student has the right to a high-quality education by making things that are unseen visible.

Sheldon Shaeffer, the Director of PROAP at UNESCO in Bangkok, had stated this. In particular, he worked to advance "Concept Education for All (PUS) or Education For All (EFA)," which promotes equality in the field of education, by strengthening and broadening the network of educational empowerment. All children in Indonesia, ages 7 to 15, are required to attend school; however, there is no formal exemption for underprivileged or special needs children.

When assessing the advancement of education for children with special needs in Indonesia, a number of inclusive education pillars can be taken into account. Dewey believed that education should ensure that every member of society has the chance to experience things, give meaning to those experiences, and eventually learn from them. To allow all of its members the chance to search for shared knowledge and habits, education is essential.

The foundations of inclusive education are as follows:

A. Philosophical Foundations

Pancasila, or Bhinneka Tunggal Ika, the five pillars ideals established on several foundations at once, provides the philosophical basis for achieving inclusive education in Indonesia. To promote a mutually respectful and tolerant attitude, system education must enable associations and interactions between students from varied backgrounds.

B. Religious Foundation

The religious foundation is humans as caliph, a reflection of the form of care in living God's life on earth. Humans were created as creatures whose individual differences are mutually compatible connected in order to need each other, as the word of Allah SWT which reads:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ
عِنْدَ اللَّهِ أَتَقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Meaning: "O people, indeed We created you from a man and a women and make you into nations and tribes so that you can be mutual know . Truly people who The noblest among you in the sight of Allah is the most devout among you. Indeed, Allah is All-Knowing All-Knowing."

C. Juridical Foundation

worldwide legal basis, where Lembang the globe and international law serve as the reaffirmation voice to enable the echo of inclusive education to be acknowledged and available to everyone on the planet. Salamanca Agreement on Inclusive Education, UNESCO (1994). This declaration, which was made in 1993 as a result of multiple later declarations, essentially reaffirms the 1948 UN Declaration on Human Rights and the principles pertaining to equal opportunities for education within the framework of the current educational system for people with disabilities. Additionally, the agreement states that education should not be based on a person's wealth, race, or religion. It should be provided to all people without distinction.

Article 4 (1) of Law No. 20 of 2003 about Systems National Education declares that: By respecting human rights, religious values, cultural values, and national plurality, education in this nation is arranged democratically, fairly, and non-discriminatory. According to Article 5(2), people who belong to social groups and have physical, emotional, mental, or other disabilities are entitled to special education. Article 15's explanation specifies that special education is implemented either inclusively or as a special education unit. According to Article 11, local and national governments are required to offer equal access to high-quality education for all citizens without exception, as well as to provide services and convenience.

D. Pedagogical Foundations

Article 3 of Law No. 20 of 2003 In order to educate the nation's life and develop students' potential to become human beings who believe in and are devoted to God Almighty, noble character, health, knowledge, ability, creativity, independence, and become democratic and responsible citizens, it is stated that national education aims to develop abilities and shape character as well as well honored national civilization. As a result, via special needs education, people with disabilities can develop into responsible adults and democratic citizens that is, people who can accept diversity and take part in society..

E. Empirical Foundations

From the disclosure of stories about the experiences of a Black man with deep writing the novel is titled "Invisible Man" empirical basis, historical course of formation inclusive education services, and research on inclusivity have been widely practiced in western countries since the 1952's. However, large-scale research pioneered by the National Academy of Sciences (United States) in 1980 shows that the classification and placement of children with disabilities or special needs in schools, classes, or special venues are ineffective and discriminatory.

C. Previous Studies

In this study, researchers found several previous studies that discuss children with special needs and inclusive Schools, among others:

Amalia Risqi Puspitaningtyas, 2020 *Implementation of Inclusive Learning for Children with Special Needs*. The results of the study show that first, related to the background of the implementation of learning at SDN 4 Kilensari is the concern for children with special needs who have the desire to continue their education at the school and the school is appointed by the local government as an inclusive school. Secondly, the

implementation of learning for students with special needs at SDN 4 Kilensari Situbondo has been carried out well. The school conducts learning with an inclusive system, namely students with special needs in one class with regular students in the learning process. Children with special needs who are at the school consist of deafness, downsyndrome, autism. Third, the obstacles faced in its implementation are the unavailability of special teachers for children with special needs who have a Bachelor's degree in Out-of-School Education or Special Education and the unstable emotional condition of children with special needs. Fourth, the solution provided is to show existing teachers as special assistant teachers, namely teachers with a teacher education background and for them to attend training on inclusive education held by the local government. When the emotional condition of children with special needs is unstable, before implementing the learning process the teacher uses a strategy by providing ice breaking or games to students with special needs. This type of research is qualitative with data collection through interviews, observation and documentation. The data analysis technique is using data triangulation.

Zanuar Prastiwi, Muhammad Abduh, 2023. *Implementation of Inclusive Learning in Elementary School*. The findings demonstrate that the way inclusive learning is implemented is essentially the same as how learning is implemented generally. The core competencies employed and the person making the instruction make a difference. The instructor is a unique mentor educator. His duties include creating individualized learning plans and instructing inclusion pupils. The introduction, core, and closure activities are the three that make up the individual implementation program. The tasks were completed by the special mentor teacher in a way that made sense and adhered to the learning guidelines. Certain actions are unable to be carried out correctly, or they cannot be carried out at all. The child's illness prevents them from engaging in these activities, which is the reason. GPK will adapt learning to the child's mood in order to make this inclusive learning child-centered.

Asyharinur Ayuning Putriana Pitaloka, in 2022, *Basic Concept of Children with Special Needs*. The results of this study show that, Children with special needs are children who require special treatment because of developmental disorders and abnormalities experienced by children. Children with special needs have differences that occur in several ways, such as the process of growth and development that experiences abnormalities or deviations both physically, mentally, intellectually, socially and emotionally. In the context of special education in Indonesia, children with special needs are categorized in terms of blind children, deaf children, children with intellectual disabilities, children with motor disabilities, children with social emotional disorders, and children with intelligent and special talents. Every child with special needs has different characteristics from one to another. In addition, every child with special needs also needs special services that are tailored to their abilities and characteristics. It is important to carry out identification and assessment activities to identify their characteristics and needs. It is considered important to get the right service according to the characteristics, needs and capabilities.

The researcher's title, *Teaching Children with Special Needs on Inclusive School at SDN Betet 1 Kediri*.is related to the previously mentioned research. The similarity between this research and the studies mentioned above is that they both discuss inclusive schools and children with special needs. Regarding the difference between this research and the previously mentioned research, this research concentrates on the adoption of inclusive education for children with special needs.