

Teacher Readiness in Handling Inclusive Students in Elementary School

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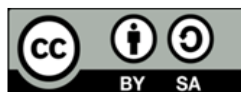
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ABSTRAK

Sekolah inklusif sering mengalami berbagai kesulitan dan kendala dalam memberikan pelayanan kepada siswa inklusif. Penelitian ini bertujuan untuk menganalisis bentuk dan faktor yang mempengaruhi kesiapan guru dalam menangani siswa inklusif di sekolah dasar. Penelitian ini menggunakan jenis penelitian kualitatif dengan pendekatan deskriptif. Pelaksanaan Penelitian ini dimulai dari perancangan, penelitian, pelaksanaan, analisis data dan membuat laporan penelitian. Teknik pengumpulan data yang digunakan dalam penelitian ini antara lain wawancara, observasi, dan dokumentasi. Subjek dan objek penelitian ini adalah Kepala Sekolah, 2 Guru, 1 siswa kelas I dan 1 siswa kelas II. Hasil wawancara dan observasi secara nyata terlihat bahwa guru kurang siap dalam menangani siswa inklusif dikarenakan kurangnya pengetahuan dan kepedulian guru terhadap siswa inklusif. Kurangnya rasa penerimaan guru kelas terhadap siswa inklusif termasuk faktor internal berupa kondisi fisik, mental dan emosional, motivasi untuk meningkatkan pengalaman serta kematangan. Faktor sikap negatif guru terhadap siswa inklusif termasuk internal berupa kondisi emosional serta kompetensi sosial. Faktor kurangnya pengetahuan dan pemahaman guru tentang menangani siswa inklusif termasuk faktor eksternal berupa keterampilan, pengetahuan, kecerdasan, kompetensi profesional.

ABSTRACT

Inclusive schools often experience difficulties and obstacles in providing services to inclusive students. This study analyzes the forms and factors influencing teacher readiness to handle inclusive students in elementary schools. This research uses a qualitative research type with a descriptive approach. The implementation of this research starts from the design, research, implementation, data analysis and making research reports. Data collection techniques used in this study include interviews, observation, and documentation. The subjects and objects of this research were the principal, 2 teachers, one first grade student, and one second grade student. The results of interviews and observations clearly show that teachers are not ready to handle inclusive students due to the lack of knowledge and concern of teachers for inclusive students. Lack of class teacher acceptance of inclusive students includes internal factors in the form of physical, mental and emotional conditions, motivation to improve experience and maturity. The negative attitude factors of teachers towards inclusive students include internal in the form of emotional conditions and social competence. Teachers' lack of knowledge and understanding about dealing with inclusive students includes external factors in the form of skills, knowledge, intelligence, and professional competence.

1. INTRODUCTION

Education has an important role in human life. Humans need education for life (Mumpuniarti & Lestari, 2019; Ningsih, 2019; Rahmi et al., 2020). Education is a conscious and planned effort to develop the potential of students carried out by teachers in achieving indoor or outdoor learning activities (Junanto & Kusna, 2018; Yuniarni et al., 2019). The learning process is a teacher-student interaction with learning resources that the teacher presents to students (Andangjati et al., 2021; Susanto et al., 2020). Non-discriminatory education for every citizen shows that every child has the right to obtain educational services that can accommodate each student's needs (Fernandes, 2018; Mumpuniarti & Lestari, 2019; Siron, 2020). All citizens with physical, emotional, mental, intellectual, and social disabilities are entitled to special

education. Children with special needs have the right to have the same opportunities as other children (regular children) in education (Husna et al., 2019; Mumpuniarti & Lestari, 2019). Children with special needs can continue to receive the same education as other children in Indonesia and facilitate children with special needs to develop special schools (Gasser et al., 2018; Korsgaard et al., 2020). Special schools are designed for children with permanent disabilities.

However, the obstacle is that special schools have not been able to accommodate and not all children with special needs can reach the existence of special schools. So one of the efforts made by the government so that all children with special needs can gain access to schools is to organize inclusive education. Inclusive education is the full placement of children with mild, moderate, and severe special needs in the same class as regular students (Andriana & Evans, 2020; Fernandes, 2018; Harahap et al., 2020). The purpose of inclusive education is to provide the widest possible opportunity for students who have physical, social, emotional, and mental disorders, as well as students who have special intelligence or talent to obtain quality education according to their needs and abilities (Baharun & Awwaliyah, 2018; Dewi, 2016). Combining different conditions of children will have implications for service problems. Inclusive schools often experience various difficulties and obstacles in providing these services. SD Negeri 009 Ujungbatu is one of the inclusive elementary schools in Rokan Hulu Regency. As an inclusive elementary school, SD Negeri 009 has two children with special needs, first and second grade. According to interviews, this school has implemented inclusive education quite well. However, it cannot be denied that there are several obstacles to its implementation, one of which is the readiness of classroom teachers to deal with children with special needs. Learning activities for inclusive and regular students are generalized, so no special treatment is given to children with special needs. Children with special needs certainly have differences from normal children in general, so the learning and treatment provided are also different, adapted to the specificity of each child (Adhayati et al., 2016; Husna et al., 2019). It is the reason why classroom teachers still lack the readiness to provide handling and learning for children with special needs. These problems ultimately make children with special needs not optimal in classroom learning activities. It makes researchers feel that a teacher's readiness must be mastered well by every teacher.

The existence of obstacles in the implementation of inclusive education requires careful preparation. One of the most important components to be prepared is the teacher as an educator in the school. One of the determining factors for the success of inclusive education is professional educators to foster and protect children with special needs. Teachers must have the ability to develop lesson plans that will be presented to students to create effective and comfortable learning (Fernandes, 2018; Junanto & Kusna, 2018; Siron, 2020). Educational preparation (teachers) for the teaching and learning process is fundamental because it affects not only the quality of the lessons provided but also the behavior of students/learners (Yeni, 2020). Good teaching preparation will help direct student behavior, both in response to the teaching material provided and the ongoing learning atmosphere. Readiness of regular school teachers in implementing inclusive education, including in the field of curriculum and teaching, including learning support facilities (Fernandes, 2018; Mumpuniarti & Lestari, 2019). Dealing with students requires that regular school teachers have the readiness to accommodate diverse learning needs, especially the facts when dealing with inclusive children (Mumpuniarti & Lestari, 2019; Radiana Setiyani, 2016). Readiness is the overall condition of an individual that makes him ready to respond or answer in a certain way to a certain situation. Certain conditions in question are physical and psychological conditions so that to achieve the maximum level of readiness, physical and psychological conditions are needed. The first factor of teacher readiness is the temporary and permanent physical conditions. The second factor is need and goal motive. Several factors can influence teacher readiness, one of which is the ability dimension. Teachers must possess abilities, including knowledge and skills (Radiana Setiyani, 2016).

Some findings state that professional teachers must always be positive and full of responsibility in educating students, especially for dealing with children with special needs (Setianingsih, 2018). Factors that can influence the positive attitude of teachers are the availability of support facilities in the classroom and school level (Mumpuniarti & Lestari, 2019). The readiness of classroom teachers to provide services to children with special needs is not yet mature. Therefore, teacher readiness needs to be improved so that teachers can handle children with special needs better, and the implementation of inclusive educators is getting better. This study aims to analyze the forms and factors that influence teacher readiness in dealing with inclusive students in elementary schools.

2. METHOD

The readiness of classroom teachers to provide services to children with special needs is not yet mature. Therefore, teacher readiness needs to be improved so that teachers can better handle children with special needs so that the implementation of inclusive educators is getting better. This study aims to analyze

the forms and factors that influence teacher readiness in dealing with inclusive students in elementary schools (Adhimah, 2020). Qualitative research can show people's lives, history, behavior, organizational functionalism, social movements, and kinship relationships. Some data can be measured through census data, but the analysis is still qualitative data analysis (Sidik, 2019). The location of this research is SD Negeri 009 Ujungbatu, Jl Merak No. 4 Kampung Baru Bawah, Ujungbatu District, Rokan Hulu Regency. The implementation of this research starts from the design, research, implementation, data analysis, and the making of research reports. The subjects and objects of this study were the Principal, 2 Class Teachers, one first grade student and one second grade student.

Data collection techniques used in this study using interviews, documentation, and observation. An interview is a meeting between two or more people to exchange information and ideas through question and answer so that that meaning can be constructed in a particular topic. Interviews were used to obtain information about teachers' readiness to deal with inclusive students in grades one and two. The sources of information in this interview were the first and second-grade teachers, the principal, and first and second-grade students at SD Negeri 009 Ujungbatu. Observation is a technique of collecting data or information that must be carried out by making observations directly to the place to be investigated or observed. This research activity will be documented using photos, including the activities of researchers, teachers, and students. The research instruments used are presented in Table 1.

Table 1. Research Instruments

Indicator	Sub indicator
Making lesson plans	<ol style="list-style-type: none"> 1. Making learning strategies 2. Creating learning methods 3. Creating activities or teaching and learning processes
Measuring student learning outcomes with the right technique	<ol style="list-style-type: none"> 1. The form of evaluation used 2. Aspects measured in the evaluation
Experience owned	<ol style="list-style-type: none"> 1. Education and training 2. Working period or length of teaching
Matching mental and emotional	<ol style="list-style-type: none"> 1. Have a critical attitude 2. Have logical considerations 3. Have a mature attitude 4. Can control emotions
Positive values for students	<ol style="list-style-type: none"> 1. Adapt and talk to students 2. Giving compliments of appreciation 3. Helping children focus their attention 4. Make the child's experience meaningful 5. Understanding children to be self-disciplined

The data analysis method uses the general analytical model from Miles and Huberman. The data analysis in this study is carried out through stages. First, data collection: recording all phenomena found in the field through observations, interviews and documentation conducted with school principals, teachers, and students to obtain interview data and documentation. Second, data reduction, namely reviewing notes from observations, interviews, and documentation studies, as well as separating data that are considered important and unimportant. This work is repeated to check for possible misclassifications. The three data presentations describe data that has been classified by taking into account the focus and objectives of the research; and fourth, making conclusions, namely making a final analysis in the form of a research report (Ilyas, 2016).

3. RESULT AND DISCUSSION

Result

The results of interviews and observations show that all students who enter school during this pandemic are only students who have been vaccinated. If children have not been vaccinated, they are not allowed to enter school or participate in face-to-face learning. All face-to-face learning students must be in good physical condition. If students feel sick before going to school, students must ask permission from the class teacher. If a student suddenly gets sick during the learning process, the student is directed to the School Health Unit room or immediately taken home. This school has two inclusive students, of which two inclusive students have been vaccinated, so that researchers can interview them. These two students are first graders and also second graders. This school is entered from 08.00 WIB until 10.00 WIB. All students in this school attend school until Friday only. The principal stated that at this school, teachers always use

and collect lesson plans in learning, but during this pandemic, lesson plans are not following learning. More teachers use the lecture method. Then the principal also revealed that the lesson plan is not distinguished from other inclusive children. This school still lacks understanding and lacks in carrying out inclusive education or handling inclusive students, including the principal himself, who does not understand these inclusive students. Based on my observations, the teachers here always collect lesson plans every morning, but not all teachers collect them. Then the documentation that I obtained shows that the lesson plan used by the teacher at this school is a one-sheet lesson plan, then bound per the theme.

The first and second-grade teachers stated that at this school, all teachers have implemented lesson plans and collected them. There is no difficulty in making lesson plans because the lesson plans are only edited. The method currently used is following the lesson plan, more to the lecture method on the grounds of a pandemic, lesson plans. The plan that is used for inclusive children is the same. There is no difference with regular children. Then in their learning activities, they stated that it was not as difficult as they were. Every day, DF's mother and NGO's mother always provide evaluations to their students even though the aspects measured are not clear. The teacher has never once attended a training with the theme of inclusive children. The interview results stated that the teacher did not understand how to handle inclusive students and how the treatment he gave was the same as other regular children. According to them, the inclusive child never complained in class. Teachers also do not understand the role of classroom teachers if there are inclusive students in their class; these students are ordinary because they are categorized as mild inclusive students. Based on the teacher's observations, it is sufficient to master the class, but when the learning activities in class are not following the lesson plan. In the classroom learning process, there is no special handling for the inclusive child. Inclusive children do not understand when learning, and it is less difficult to see the writing on the blackboard.

Based on the results of interviews with students, it was found that students had difficulty understanding what was taught by their class teachers, and students had disabilities in the left eye. Hence, they were difficult to see clearly. Students are also less happy with group learning, prefer to study alone, and easily get bored in class, so the value obtained in learning is quite low. Students are seen to be silent in class, seem unfocused during the learning process, and are also ignored by their friends. It seems that students find it difficult to understand and accept learning. One of the inclusive students who excelled and got in the top 10 in class stated that it was difficult to understand learning because many friends were noisy, the teacher did not pay attention to inclusive students during learning, sometimes the teacher helped him sometimes not. It looks like the students are less active, but they often ask their classmates. Inclusive students revealed that this kind of learning made them less enthusiastic. Then they felt the teacher's lack of attention and response to them. They also revealed that when studying in class, they felt disturbed and lacked focus, one of the factors was being disturbed by their classmates and the teacher's lack of clarity when teaching. Then these two inclusive students also revealed that the class teacher paid less attention to them.

Discussion

The study found data that class teachers at SD Negeri 009 Ujungbatu were less prepared to handle inclusive students in regular classes. The classroom teachers at SD Negeri 009 Ujungbatu are quite well prepared, but there are still difficulties in dealing with inclusive students. The difficulties found include the teacher's lack of knowledge about handling inclusive students well and how the teacher should give the learning activities to his students. Inclusive students or children with special needs are children with special characteristics that are different from children. The difference lies in physical, mental, intellectual, social, and emotional, so they need services. Educators are one of the determining factors for the success of education, especially education that includes inclusive students. To provide learning for inclusive students, the teacher must have mature readiness. A teacher's readiness is a competence possessed by the teacher so that he is ready to do something. The readiness of classroom teachers can be seen as a teacher's competence in teaching and handling students in the class ([Mumpuniarti & Lestari, 2019](#); [Rediana Setiyani, 2016](#)). Children with special needs are significantly different in several important dimensions of their human function, meaning that they are physically, psychologically, cognitively, or socially hampered in achieving their goals and potential to the fullest ([Gasser et al., 2018](#); [Setianingsih, 2018](#)).

Learning that is carried out in a class with inclusive students and regular students at SD Negeri 009 Ujungbatu is still made the same or generalized. Equalization of learning activities for inclusive students and regular children is deemed inappropriate. Inclusive students differ greatly from their friends, requiring special teaching materials and practices. Good quality education seeks to provide different learning according to students' abilities and differences. Therefore, a classroom teacher needs to provide special learning to inclusive children or children with special needs with their specificity and abilities ([Adhayati et al., 2016](#); [Sulistyo & Budiyanto, 2017](#)). The teacher must understand what must be prepared before teaching

in class. The teacher thinks this is a trivial thing, because according to him, inclusive children in class are the same as regular children. Teacher readiness is influenced by ability, willingness, and motivation (Arina Tri Astuti & Yanto, 2015; Szeto, 2022). Several factors can influence teacher readiness, one of which is the ability dimension. Teachers must possess knowledge and skills (Yama, 2017). According to suggesting that the factor that affects a teacher's work readiness is the motivation to improve his experience (Rahmi et al., 2020; Shofa, 2018). The factor of the lack of a sense of acceptance of the class teacher towards the presence of inclusive students so that the teacher is not mentally and emotionally ready is a factor in terms of physical, mental, and emotional conditions, motivation to improve the experience and the maturity factor (Evriani & Kumalasari, 2019; Giacomazzi et al., 2022).

The forms of classroom teacher readiness in dealing with inclusive students at SD Negeri 009 Ujungbatu that are fulfilled are mastering the basic skills of handling inclusive students, having the ability to carry out the teaching process, inviting inclusive students to interact, giving praise, helping children focus their attention, making the student experience meaningful, helping students become self-disciplined. The form of teacher readiness includes making lesson plans, mastering basic skills, carrying out the learning process, and measuring student learning outcomes with appropriate techniques (Evriani & Kumalasari, 2019; Rahmi et al., 2020). This finding is reinforced by previous findings, which state that professional teachers must always be positive and full of responsibility in educating students, especially for dealing with children with special needs (Setianingsih, 2018). Factors that can influence the positive attitude of teachers are the availability of support facilities in the classroom and school level (Mumpuniarti & Lestari, 2019). From the discussion, it can be seen that several factors influence readiness. These factors are internal and external. Internal factors include physical, mental, and emotional conditions, motivation to improve experience, and maturity. External factors in the form of skills, knowledge, intelligence, professional competence. For this reason, teachers should be able to overcome these factors to provide appropriate treatment for inclusive students. A teacher's readiness to deal with inclusive students can manifest in various forms (Andriana & Evans, 2020; Sulistyono & Budiyanto, 2017).

Teacher readiness is in the form of teacher behaviors in handling and implementing learning for inclusive students to the preparations made by teachers before dealing with inclusive students. This research implies that the psychological readiness of students greatly affects the learning success of students with special needs. In addition, teachers must be aware of the conditions and readiness of students with special needs in learning and use appropriate learning methods or models to create a fun learning. All teachers must pay attention to the psychological readiness of students in learning and strive to overcome the psychological obstacles of students with special needs. Therefore, teachers are expected to handle inclusive students better, provide specific learning activities that follow children's abilities, show a positive attitude towards inclusive students, and improve attitudes in dealing with inclusive students.

4. CONCLUSION

Based on the research and discussion results, it can be concluded that the first and second-grade teachers at SD Negeri 009 Ujungbatu are not ready to handle inclusive students. The form of teacher readiness in dealing with inclusive students must be considered properly, namely in the form of mastering basic skills in dealing with inclusive students, having the ability to carry out the teaching process, inviting inclusive students to interact, giving praise, helping children focus their attention, making children's experiences meaningful, and help children become self-disciplined. The unpreparedness of classroom teachers in dealing with inclusive students is influenced by several factors, namely internal and external.

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