



# The Existence of Students with Special Needs in an Inclusive Elementary School

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## ARTICLE INFO

### Article history:

Received November 07, 2022

Accepted April 12, 2023

Available online May 25, 2023

### Kata Kunci:

Eksistensi, Anak Berkebutuhan Khusus, Inklusif

### Keywords:

Existence, Child With Special Needed, Inclusive



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## ABSTRAK

Anak berkebutuhan khusus di sekolah kurang diperhatikan oleh guru di sekolah. Tujuan penelitian adalah menggambarkan pandangan guru kelas terhadap anak berkebutuhan khusus, penyesuaian anak dengan pembelajaran, mengemukakan interaksi anak dengan hambatan dan perkembangan anak. Jenis penelitian ini menggunakan penelitian kualitatif dengan pendekatan kualitatif deskriptif. Penelitian ini dilakukan dari perancangan, penelitian, pelaksanaan, analisis data dan membuat laporan penelitian. Teknik pengumpulan data menggunakan wawancara, observasi dan dokumentasi. Subjek penelitian adalah 17 anak berkebutuhan khusus, sumber data berasal dari responden 10 guru yaitu 7 guru kelas, 2 guru mata pelajaran, dan 1 guru pembimbing khusus. Analisis data dilakukan dengan mengumpulkan informasi melalui reduksi data, data display, dan kesimpulan. Hasil penelitian ini guru di sekolah belum merasa siap dalam menangani anak berkebutuhan khusus, tetapi lingkungan yang mendukung, guru dapat belajar dalam menangani anak dan guru dapat menciptakan sikap yang positif. Pembelajaran di sekolah dilakukan dengan menyesuaikan dengan kebutuhan pada anak dan dilakukan dengan nyaman. Guru di sekolah tidak melakukan diskriminasi antara siswa berkebutuhan khusus dan anak regular. Interaksi yang dilakukan anak berkebutuhan khusus dengan anak regular dilakukan dengan baik dalam bimbingan guru di sekolah. Lingkungan sekitar membantu anak dengan hambatan berkembang dengan baik.

## ABSTRACT

Children with special needs at school receive less attention from teachers at school. The study aimed to describe the classroom teacher's views on children with special needs, children's adjustment to learning, expressing children's interactions with obstacles, and child development. This type of research uses qualitative research with a descriptive qualitative approach. This research was carried out through design, research, implementation, data analysis, and making research reports. Data collection techniques using interviews, observation, and documentation. The research subjects were 17 children with special needs; the data source came from 10 teacher respondents, namely 7 class teachers, 2 subject teachers, and 1 special supervising teacher. Data analysis is done by gathering information through data reduction, display, and conclusions. The results of this study show that teachers at school do not feel ready to handle children with special needs, but the environment is supportive, teachers can learn how to deal with children, and teachers can create a positive attitude. Learning at school is carried out by adjusting to the needs of children and is carried out comfortably. Teachers at school do not discriminate between students with special needs and regular children. Interactions carried out by children with special needs with regular children are carried out well under the guidance of teachers at school. The surrounding environment helps children with disabilities develop properly.

## 1. INTRODUCTION

Inclusive schools are places of learning for children with special needs and non-disabled peers. Inclusive education provides opportunities for children with special needs who have physical, emotional, mental, intellectual, and social disorders. Children with special needs who are gifted learn with other students when facilities, infrastructure, educational staff, and curriculum tailored to the needs of students are provided. To respect diversity and eliminate discrimination, education should adjust to different levels of children with special needs from light, to medium to heavy in a regular class with their non-disabled peers (I. Agustin, 2016; Lattu, 2018; Ulva & Amalia, 2020). Inclusive education aims to build quality

education that accepts and respects differences and optimizes the abilities of children with special needs and provides opportunities for socialization (Rahmawati, 2018). It provides solutions to educational problems; however, problems always appear. In an inclusive school, there are persisting challenges such as inadequate special education backgrounds of classroom teachers, subject teachers, and special teacher aides (Baharun & Awwaliyah, 2018; Mirnawati et al., 2019). A school can be recognized as inclusive when there are children with special needs and special teacher aides play an important role (Nurheliza & Marlina, 2018). Success in inclusive schools depends on the attitude of the teacher (Musyafira & Hendriani, 2021).

Teachers have an important role in handling students' needs (M. L. Putri & Dafit, 2022). They can approach students with an interesting teaching style. Thus, through their knowledge, they can ensure that the children with special needs in the class learn accordingly. The teacher's role is not merely focused on providing knowledge and skills, but also, they are responsible for accommodating all abilities of their students. Teachers have a duty to provide meaning from life skills in broad programs for children with disabilities (Efendi et al., 2021; Musyafira & Hendriani, 2021; Oktaria & Putra, 2020). Teachers in inclusive schools need good planning and preparation in the learning process which aims to create supportive human resources so that the teaching and learning process can be carried out properly, assisted by therapists, and special teacher aides (Frans Laka Lazar, 2020). Teachers' strategies are implemented through means of communication to create a pleasant atmosphere that has benefits in the formation of children's character (Darma & Rusyidi, 2015; M. L. Putri & Dafit, 2022). The needs that must be met include the expected educational outcomes wherein children can be independent in taking care of themselves and not depending on others. The term children with special needs are identical to the physical, mental, and social behavior disorders. Based on the above opinion, it can be concluded that children with disabilities are children who need good and correct handling due to developmental barriers. Equitable quality education for students depends on the accessibility of teachers who view diversity as a teaching and learning strength (Moosa, 2021).

The learning of children with special needs is adjusted to the characteristics of children who have learning readiness, learning styles, infrastructure conditions, and special teacher aides (Cendaniarum & Supriyanto, 2020; Rizqianti et al., 2022). Learning in inclusive schools requires teachers and schools to have changes to the system so that children become better at participating in the learning process (Puspitaningtyas, 2020). The learning process is carried out classically and using interesting learning media, and it aims to provide motivation for children with special needs (Fitria, 2012). In addition to learning in the classroom, children with special needs can learn in the "interaction room" with their special teacher aides wherein they can freely consult regarding the difficulties that they experienced in learning in the class (Anjarsari et al., 2018). Perception in life is very important, which affects the perspective, understanding, acceptance, attitude, and behavior towards the object seen. Understanding begins with the knowledge experienced by a person with sight, hearing, feeling, and smell. Perception is the process of stimulation received through the five senses so that individuals can understand, and interpret, what is seen both from outside and from within the individual himself (Nugraha, 2015). From the above, it can be explained that perception is a process to get stimuli that come from the five senses, which happens in the surrounding environment, both from outside and from within the individual.

Previous research stated that at Sekolah Dasar Negeri (SDN) Timpeh Dhamasraya agreed that children who often stayed in class included children with special needs who had problems in learning (Susilawati & Ardial, 2018). Teachers have the perception that learning strategies, learning programs, use of media, and evaluation in the implementation of learning express hesitation about preparing and implementing these programs due to the lack of understanding of teachers towards children with special needs. Another study states 250 teachers it can be concluded that teachers have a fairly good understanding of children with disabilities (Sanisah et al., 2022). In particular, teachers have not played an important role in encouraging the education of children with special needs. Also, they have not done their best in assisting children with special needs, the teaching and learning process is still lacking, and inclusive education is still facing problems that must be solved to experience maximum benefits. In addition, research explained that inclusive school teachers lack of readiness in teaching children with special needs, aside from that inclusive schools have no disability-appropriate facilities and there are varying perceptions of schools, communities, and the government about children with special needs (Chairunnisa, 2022). Moreover, a study which was conducted in SDN 009 Ujungbatu explained that inclusive school teachers are not yet ready in managing and handling children with special needs due to lack of knowledge and indifference towards children with special needs (M. S. Putri & Ain, 2022). Teachers' acceptance of children with special needs is also still low due to internal and external factors. Other research in SD Negeri Sumbersari 1 found that there is shortage for special teacher aides in the school. In addition, special teacher aides were lacking of experience and suggested for additional training in terms of handling students with special education needs. Due to the

mentioned shortage, the development and growth of students with special needs were hampered and learning process in the classroom was challenged (Irmawati, 2014).

Based on the initial interview, the provision of inclusive education in SD Negeri Sumbersari 1 started in 2004, however, the implementation has not yet reached the maximum standard. Due to the background of the teachers who were mostly elementary education graduates and special teacher aides who were senior high school graduates, they lack of comprehensive understanding of the children with special education needs. Most teachers rely solely on experience. The teaching and learning process conducted by the teachers were not optimal which caused discrimination between students. In addition, special teacher aides provide intervention through the help of the regular teachers, but they only provide with their limited knowledge and experience. Inclusive schools need experienced and knowledgeable teachers. However, due to a shortage of experienced teachers, the children with special needs faced difficulties in learning and interacting with friends at school. Teachers in inclusive schools also have different views on children with special needs. In addition, this study aims to describe the views of classroom teachers on children with special needs, children’s adjustment to learning, expressing children’s interactions with challenges, and child development.

## 2. METHOD

The research method used is descriptive qualitative research. Descriptive qualitative is research that aims to describe in depth naturally or as it is (Farida, 2014). A qualitative approach is research based on the philosophy of post-positivism, used by researchers naturally, where the researcher is the key instrument, sampling is done by *purposive* and *snowball*, collection techniques are triangulation (combined), data analysis is inductive (qualitative), and research results which lead to the meaning of *generalizations*. The research was conducted in-depth on teachers' perceptions of the existence of children with disabilities, perceptions of accessibility of children with barriers, in inclusive schools, and conducive school environments for children with disabilities (Suryaningrum et al., 2016). This research was conducted in SD Negeri Sumbersari 1 Malang City. The research subjects were 17 students with special needs. Data sources are 7 classroom teachers, 2 subject teachers, and 1 special supervisor teacher.

Sources of data used are primary data and secondary data. Primary data is data obtained directly from the field. In this study, primary data were obtained through observation and research of locations at SD Negeri Sumbersari 1 and through direct interviews with teachers at the school. Secondary data is data obtained from references in the form of literature that supports research. Secondary data in the form of journals, and books, relating to the teacher's perception of children with special needs can be used as a reference for the author in preparing the thesis. The data collection technique in this study was structured interviews conducted by Q&A with class teachers, subject teachers, and special tutors. Observations were made on classroom learning and activities of children with special needs at school. Documentation aims to take pictures when researchers are conducting research at SD Negeri Sumbersari 1 and school documents regarding inclusive education.

The data analysis technique uses three stages: (1) Data reduction, which is carried out for class teachers, maple teachers, and special supervisors, is by summarizing the data that has been obtained practically and then giving a summary; (2) Data Display, which is done with information that has been obtained by making notes that occur in the field; (3) the conclusions obtained are temporary and can change if they find strong and supportive evidence in the next collection process, but the initial stage has valid and consistent evidence when the researcher goes into the field. Checking the validity of the data in this study used source triangulation (Yuliani, 2018). The research instrument used is Table 1.

**Table 1. Research Instruments**

Indicators	Sub Indicators
Teacher's perception of the presence of students with special needs in the school	<ol style="list-style-type: none"> <li>1. Opinion of students with special needs teachers about students with special needs</li> <li>2. Experience in dealing with students with special needs</li> <li>3. Teachers' perceptions of the classification of different special needs of the students</li> <li>4. Efforts of teachers to understand students with special needs</li> <li>5. Teacher's fear regarding students with special needs</li> <li>6. Teachers' concerns in teaching and the learning process in the classroom</li> </ol>

Indicators	Sub Indicators
Perceptions of the accessibility of children with special needs in inclusive schools	<ol style="list-style-type: none"> <li>1. Teachers' opinions about inclusive schools</li> <li>2. Teachers' attitudes about accepting children with special needs</li> <li>3. Teachers' opinions about children with special needs attending SD Negeri Sumbersari 1</li> </ol>
Perception of a conducive school environment for children with special needs	<ol style="list-style-type: none"> <li>1. Introducing children with special needs to regular children</li> <li>2. Interaction of children with special needs with regular children</li> <li>3. Children with special needs work in groups with regular children</li> </ol>

(Suhendri & Kawai, 2022; Widodo et al., 2017).

### 3. RESULT AND DISCUSSION

#### Result

Children with special needs are children who have difficulties in several things such as communication and social aspects. In addition, it has advantages over children in general who need special services, special attention, special learning, special handling, and an appropriate environment for child development. Based on the results of the interviews with teachers at SD Negeri Sumbersari 1, the perceptions of teachers have almost the same responses. Sumbersari 1 Elementary School which is a pilot for inclusive elementary schools in Malang City from 2004 until now. With this, the teachers at SDN Sumbersari 1 have a lot of experience regarding children with disabilities. Handling children with obstacles, teachers in schools learn slowly. The following are the results of interviews conducted with 7 classroom teachers, 2 subject teachers, and 1 special supervisor teacher.

#### Focus 1: Teacher's perception of the presence of students with special needs in the school

Based on Table 2, teachers' perceptions of children with special needs found similarity based on the responses of teachers at SD Negeri Sumbersari 1. They argue that children with special needs are children who have advantages over children in general, children with special needs require a special way of handling the surrounding environment in order to develop abilities in children.

Table 2. Focus 1

No	Questions	Positive Perception	Negative Perception
1	Opinion of students with special needs teachers about students with special needs	10 teachers	-
2	Experience in dealing with students with special needs	10 teachers	-
3	Teachers' perceptions of the classification of different special needs of the students	6 teachers	4 teachers
4	Efforts of teachers to understand students with special needs	8 teachers	2 teachers
5	Teacher's fear of students with special needs	10 teachers	-
6	Teachers' concerns in teaching and the learning process in the classroom	6 teachers	4 teachers

Based on teachers' responses in Table 2, it can be observed there are positive and negative perceptions, of how they see and accept the presence of children with special needs in their classes. During data collection, most of the teachers who answer positively are teachers who have years of experience in handling children with special needs. They are somewhat used to and already know children with special needs, these teachers showed mature readiness in teaching with special needs. They can provide a good response to children with special needs. Meanwhile, teachers who respond with negative answers are teachers who do not have the readiness to deal with children with special needs however, they are responsible for teaching children with special needs, thus they need to learn to deal with children with special needs.

This is reflected by teachers at schools who handle children with special needs according to the needs of the children, there is no coercion in learning at school, and once a week, children with special needs study with a Special Education Teacher Aide (GPK). Teachers' understanding of children with special needs begins with the absence of knowledge about children with special needs, they try to learn through self-study and self-understanding. However, no matter how limited their knowledge about children with special needs it does not make teachers in schools belittle children with special needs or neglect them. Children with special needs are rarely exposed to the community, and children with special needs are kept unknown and unseen in public because some of them look like regular children. Teachers are struck by fear and worry

when they see how children with special needs expressed their behavioral issues. In handling and treatment of children with special needs, one of them can be compared to teaching ten (10) of their non-disabled peers. It requires teachers an extra effort to modify and accommodate their needs.

**Focus 2: Perception of accessibility of children with disabilities in inclusive schools**

Acceptance of schools that contribute to the development of children with special needs in schools is divided into three, namely: a) teachers' opinions on inclusive schools, b) teachers' attitudes towards accepting children with special needs, c) teachers' opinions on children with special needs attending SDN Summersari 1. Based on the table above, all teachers in schools have positive perceptions in terms of acceptance of children with special needs into their school, which could mean that children with special needs in inclusive schools are well received in schools. Institutions have a great contribution to the development of children with special needs when the school starts to step up in becoming a pilot school for inclusive elementary schools in Malang City. SDN Summersari 1 is the chosen school in the area. As a recognized inclusive school, it makes the school certainly accepts children with special needs to attend SDN Summersari 1. Initially, the acceptance of the family with children with special needs drastically increased, while communities with regular children decreased. Based on the policy of the school regarding acceptance and enrollment of students with special needs, children must have done therapy or willing to do special therapy for autistic children.

**Table 3. Focus 2**

No	Questions	Positive Perceptions	Negative Perceptions
1	Teachers' opinions about inclusive schools	10 teachers	-
2	Teachers' attitudes about accepting children with special needs	10 teachers	-
3	Teachers' opinions about children with special needs attending SD Negeri Summersari 1	10 teachers	-

Based on teachers' perceptions in Table 3, through teachers' efforts, the school is able in responding to the needs of children to increase accessibility in their school. Teachers respond that schools that accept children with special needs very supportively, thus children with special needs development and socialization increase. In the inception of becoming an inclusive school, one of the teachers felt that there is a lack of attention and support and no clear rules given from the department that assigned them as part of the pilot project. The main rule that was emphasized was the prohibition of refusing children with special needs who want to enroll at SDN Summersari 1. Basically, the school was strongly against the rule since all the responsibility in handling and adjusting to the needs of the children were given to the teachers at schools who are inexperienced.

It led the school principal to continue admitting children with special needs without proper guidelines or policies to follow by the teachers. There are no definite conditions for accepting or enlisting children with special needs which makes the teachers' work more chaotic. The severity of the children's conditions is not considered, the school principal accepts children with moderate and mild disabilities. In reality, even children with severe disabilities can enroll. The teachers who play the main role in handling the classes, and are responsible for their students' learning inappropriately handle their classes. Most of the classes with children with special needs cannot run properly, and teachers struggle a lot in facilitating the learning process. It burned them and tired them out which reduce their focus and attention to the main goal of their classes.

**Focus 3: Perception of a conducive school environment**

Perceptions regarding having a conducive school environment for children with needs special needs are divided into three aspects, namely: a) introducing children with special needs to regular children, b) interaction of students with special needs with regular students, c) children with special needs working in groups with regular children. Based on the Table 4, all teachers in schools were very positive, which could mean that children with special needs in inclusive schools are well received in schools, and in the learning process teachers can provide appropriate and good treatment for children.

It is unusual for children with special needs to attend inclusive schools and teaching children with special needs among their non-disabled peers is a such novel idea among teachers. Children with special needs are expected to attend special schools together with other children with special needs. In an inclusive school environment, their non-disabled peers need to be introduced to children with special needs in order

to let them understand the differences. The responsibility to introduce them are on the teachers' shoulder, most especially those in first grade, who will probably meet children with special needs for the time being.

**Table 4. Focus 3**

No	Question	Positive Perceptions	Negative Perceptions
1	Introducing children with special needs to regular children	10 teachers	-
2	Interaction of children with special needs with regular children	10 teachers	-
3	Children with special needs work in groups with regular children	10 teachers	-

The teacher introduces by telling their non-disabled peers that in the class there are not only them but there are children with special needs. The regular children would not immediately understand the meaning of special needs, but the teacher explains age-appropriately about the diseases or other possible causes of their disabilities. Through, the teachers' efforts children begin to understand children with special needs. The interaction of children with special needs with regular children is initiated by the teacher. Teachers look for ways to create interaction between regular children and children with special needs. The method is done by sharing a schedule for playing with children with special needs, this is done during first grade. With the understanding that regular children already have, it creates habits at school, children with special needs to interact the same as regular children. In classroom learning, there are group work activities between children with special needs and regular children. Children with special needs are included in group work, the groups are carried out randomly. Children with special needs can follow in general, and help children with special needs. Regular children do not mind children with special needs who do not work well, because they understand children with special needs. The conclusions from the explanation above can be summarized in [Table 5](#).

**Table 5. Conclusions from the Explanation**

No	Questions	Statement
1	Perception of the presence of students with disabilities	Children who need guidance and handling in accordance with the teacher's own understanding. The guidance and handling carried out by the teacher are due to difficulties in children's development.
2	Perception of accessibility of children with disabilities in inclusive schools	School admissions for children with disabilities are carried out properly and appropriately. Admission is carried out with preparations from the school regarding facilities, environment, and school residents. This provides equal rights between regular children and children with disabilities.
3	Perception of a conducive school environment	The school environment is carried out with conduciveness as seen from the way teachers provide understanding, provide socialization, and assist in every action of children with disabilities.

**Discussion**

Based on the results of interviews with teachers at SD Negeri Sumbersari 1, they have almost the same perceptions in relation to the three identified focuses of the study. SD Negeri Sumbersari 1 is a pilot school inclusive of elementary schools in the city of Malang since 2004. The perception of children with special needs in SD Negeri Sumbersari 1 is that children need special handling and guidance from the surrounding environment that is adjusted for the child. The presentation of data that has been gathered shows that children with special needs require more special guidance than regular children. Special guidance can be reviewed in terms of service to the delivery of material in the classroom. The purpose of holding special guidance is so that children with special needs can develop and grow well ([Desiningrum, 2016](#)). The paradigm shift that general schools turn to inclusive schools, when the transition is done appropriately, could not only accommodate the students with special needs, but also could address the needs of other marginalized students, and could provide full acceptance of children with special needs to the general education curriculum and instruction and peer groups ([Theoharis & Causton, 2014](#)). Thus, teachers must have used their experience with children with disabilities, to ensure that other children will be able to accept them as part of their class. Teachers believed that students with special needs have their own advantages in talents when they are properly handled and accommodated. Children with disabilities

are children who need good and proper treatment since they are experiencing developmental disorders and abnormalities (Rafikayati & Jauhari, 2018). Understanding and knowledge about children with special needs are requirements for teachers in an inclusive school, however, not all teachers fully understand the children, the existence of children who should be made modifications in learning according to needs, and the professional competence of teachers.

The research findings stated that teachers' lack of understanding of the characteristics of children with special needs resulted in teachers' difficulty in the identification of children with special needs. In the context of an inclusive school, teachers who handle students with special needs in their regular classes have more responsibility when compared to the teacher in regular classes (Nugroho & Mareza, 2016). Inside an inclusive class, the collaboration between teachers is the main requirement which would lead to reconsideration of the main role of special education teachers in the class. It is very essential that teachers in an inclusive school facilitate the ownership of the children with special needs because it could affect the teacher's willingness and efforts to accommodate and modify the classroom management and strategy for the children (Antia, 1999). Teachers are required to understand the characteristics of children with physical, cognitive, social-emotional, and behavioural barriers (Istiqomah, 2015). Based on the exposure to the data that has been presented at the Summersari 1 Elementary School, the teacher understands students with special needs through experience, sees children's behavior about things they like or don't like, sees children's characteristics, sees children's activity in participating in school activities. Learning for children with special needs can support student academics and develop social-emotional in children (Schwab et al., 2020). It is intended that teachers are able to compose and implement learning according to the needs of the child which affects the admission of students with special needs in an inclusive school. In the learning provided, the teacher can provide opinions or creative ideas in the teaching and learning process and create a critical mind (Fadhilah et al., 2022; Sulistyowati, 2022). In learning in the classroom, the teacher conducts an assessment before learning (L. D. Agustin & Pandia, 2014).

Teachers' knowledge at SD Negeri Summersari 1 can be evaluated as lacking in terms of their understanding of children with special needs. However, at the end of the semester, they conduct assessments of learning, and the teachers give assessments for both children with special needs and regular children. Children with special needs enter to next class level every semester evaluation. In contrast to the results of the research where found that SDN Timpeh Dhamasraya agrees that there are children with special needs who enter the next class level due to their learning problems and issues (Susilawati & Ardisal, 2018). Also, teachers in inclusive schools have doubts about how they could provide learning strategies, and learning programs, use instructional media, and conduct assessments due to their lack of knowledge about handling children with special needs. School acceptance for children with disabilities can create good accessibility. This can be seen through the teacher's attitude towards children with obstacles. Teachers obtain information about learning that can increase the potential of children. Teachers can create a learning atmosphere that is comfortable and enjoyable for children (Chairunnisa, 2022; Zakiah et al., 2022). SD Negeri Summersari 1's admission activity for children with special needs is conducted by providing treatment, providing facilities, and a supportive environment for children with special needs, and not comparing the background of each child with special needs or children with special needs having the same rights as regular children (Saputi, 2018). In line with the research conducted (Nissa & Masturah, 2019), acceptance of regular students and teachers at school has no relationship between egocentrism and social acceptance.

The teacher's attitude towards children with disabilities is very supportive with the existence of inclusive schools that can provide socialization. However, there's necessity to provide training and develop teacher knowledge about children with disabilities (Kisbu-Sakarya & Doenyas, 2021; Tarantino et al., 2022). The attitude of teachers toward children with disabilities is very supportive of the existence of inclusive schools that can provide socialization for children with disabilities. The teacher's attitude toward children with disabilities does not distinguish between regular children and children with disabilities so they can interact between children with obstacles and other children. Teachers have a professional attitude that can have a positive impact and responsibility in educating students (Jamilah, 2015). Teachers need a positive attitude regardless of the background of the teacher's education, teachers also provide motivation that is shaping, but teachers should have a way to understand students' efforts to provide services and guidance to increase the potential of students (Nuraeni, 2016). Teachers' understanding of inclusive education can create positive attitudes and feel ready to be inclusive learners (Moosa, 2021). There is a necessity for a better understanding and knowledge of teachers in terms of inclusion concepts, there should be good practice and examples of the implementation of the guideline and rules thus, teachers could be motivated to promote inclusion principles. The quality of education in an inclusive school mainly depends on the teachers' efforts and principles in teaching and facilitating learning in their classes, and implementing and

evaluating instructional activities. When teachers ignore inclusive education principles it would absolutely lead to the failure of the implementation (Maria, 2013).

Whatever type of disabilities, when the strategy is properly implemented students with special need has a higher chance to be accepted and not rejected by their community which could lead to meaningful social development. The higher awareness of their non-disabled peers about their impairment will ensure their acceptance as equal adherents to the society where they belong (Li & Mao, 2022). Peers at SD Negeri Summersari 1, the regular students can accept the arrival of students with children with disabilities through the way their teacher introduces children with disabilities to regular children including the provision of awareness and understanding of their conditions, since regular children enter SD Negeri Summersari 1, especially when regular children enter grades 1A and 1B. The role of their peers in creating a conducive environment at school is very critical. Explaining and providing understanding according to the teacher's way and strategy must be recognized. Based on this understanding, teachers can influence good attitudes between children with disabilities and regular children. Regular students guide and mingle with students with disabilities so that there is a fairly good interaction. These activities have a positive impact in terms of friendship. These activities have a positive impact in terms of friendship and develop a positive attitude on student adaptation (Spörer et al., 2020). The peer environment provides a stimulating atmosphere that builds children both inside and outside the classroom. The peer environment can involve closeness to the group (Hidayah & Bowo, 2018; Maheni, 2019). The peer environment expresses a positive attitude with high abilities with acceleration with children with special needs (Dare & Nowicki, 2018). The peer environment is an environment that has a sense of comfort after the family environment and has similarities in age which can have a positive or negative impact. Peers have the function of getting information that can influence children's attitudes and behavior, besides that, relationships with peers will affect behavior to be good or vice versa (Sulistyowati, 2022).

#### 4. CONCLUSION

The teacher's view of the existence of children with special needs is limited to children who experience difficulties in communication and interaction. With the problems that exist in children, at SD Negeri Summersari 1 the treatment is given by the teacher in various ways but has the same goal, which is to provide the right intervention. Classroom learning is adapted to the characteristics of the child. Children with special needs in class can interact well with their peers. So, the existence of children with special needs at SD Negeri Summersari 1 is carried out well by teachers with existing knowledge.

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