

Analysis of Teacher Challenges in the Learning Process for Children with Special Needs

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Abstract, Children with special needs also get rights and opportunities that are no different from other normal children in the field of education. there are various challenges faced by teachers in teaching children with special needs, for example (1) when making learning tools (2) when delivering material (3) determining appropriate learning methods and media (4) difficulties in student readiness. This study aims to analyze the challenges of teachers in the learning process for children with special needs and also the efforts that can be implemented by teachers in overcoming the challenges faced by teachers. The method in this research is a literature study review by looking for data from various articles or books that are in accordance with the topic of discussion and then reviewed and written on the results and discussion and then concluded. Educating children is not an easy thing especially children who have special needs. As a teacher educator, you must face challenges in teaching children, especially children with special needs, as follows: 1) Requires more time to teach the material so that it is really on the ABK students. 2) Inadequate learning media. 3) Lack of teacher understanding of student characters. 4) Obstacles in delivering the material, because they have to deliver the material in different ways. The efforts that teachers can make to face the challenges of educating children with special needs are as follows: 1) Schools need to complete classroom facilities including learning media so that students can understand the material quickly and can save time. 2) Teachers need to conduct special training so that they can understand the character of students with special needs. 3) Inclusive schools need to prepare GPKs. 4) Pay special attention to children with disabilities. 5) Not only teachers, parents also need to take part in educating their children.

Keywords: Teacher; Challenges; Children with Special Needs

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I. INTRODUCTION

Education is a right for all children regardless of ethnicity, religion and class, this is in accordance with article 31 paragraph (1) of the 1945 Constitution and Article 5 paragraph (1) of Law No. 20 of 2003 which regulates the National

Education System, in this case students with special needs are also included in the meaning of the law regarding "every citizen". Education is a place for all individuals to increase their IQ or abilities in the learning process. The existence of this education can help students to be able to

learn so that from not knowing to knowing more, with this students can make new things that bring progress to future education. Education for children with special needs is no exception.

Children with special needs according to Setiawan (2020) are children who have abnormalities in their growth and development so that they need special educational services as well. According to Kirk (in Sudana: 2013) children can be said to have special needs if they require adjustments in the education program. Seen from a statistical perspective, students can be said to have special needs if there are differences both below the average and above the average of the normal criteria. According to Kirk and Gallagher, children are grouped with special needs if they have differences in terms of mental abilities, sensory, neuromotor, social behavior, communication or a combination of all these abilities.

Based on data from the Ministry of Education and Culture (Kemendikbud) in 2017, the number of children with special needs in Indonesia is around 1.6 million children. Meanwhile, according to data from the National Socio-Economic Survey (Susenas) in 2018, the number of people with disabilities, both severe and moderate, in Indonesia amounted to 30 million people.

As for other data from the Inter-Census Population Survey (Supas), people with disabilities reached 21 million people. According to the Ministry of Social Affairs (Kemensos) in 2020 in Indonesia people with disabilities amounted to 22.5 million or around 5% of the Indonesian population. based on these data, the high number of children with special needs in schools is not an excuse for teachers to ignore the presence of these children.

Special needs education is education provided by teachers for children who have obstacles in the learning process. Providing motivation to students can form a self-concept for the better and provide benefits to themselves for the better in the future. According to Delphie (in Endang et al: 2017) education for children with special needs is a place to get opportunities to learn in general classes with various kinds of changes according to the ability of children's activities at school. Children with special needs can participate in learning programs at school with other normal children.

A teacher in the learning process must have creativity or broad ideas. Teachers must also have patience and care to solve problems with students. A teacher must also have a considerable responsibility in providing education to students,

including students who have special needs. In addition, teachers are required to be able to provide positive services for students who experience special needs so that students can adapt to their peers and also have an interest in learning in class. The policy of a teacher must be able to place learners who have special needs to be the center in the learning process. Learners who have special needs must get special treatment and attention to help develop themselves to be better in the future.

Challenges commonly faced by teachers when teaching children with special needs include: (1) when making learning tools (2) when delivering material (3) determining appropriate learning methods and media (4) difficulties in student readiness. This research is in accordance with (Nera et al, 2022) which says that the forms of challenges faced by teachers during the learning process with children who have special needs include: (1) difficulties when making lesson plans (2) teachers have difficulty presenting material during the learning process (3) limited time when teaching children with special needs (4) teachers have difficulty choosing methods (5) teachers find it difficult to work with children with special needs. This study aims to analyze the challenges faced by teachers in the learning

process for children with special needs. It is hoped that this research can provide insight into the challenges that a teacher usually faces when dealing with children with special needs.

II. RESEARCH METHODS

This research uses a literature study review method by looking for data from various articles or books that are in accordance with the topic of discussion and then reviewed and written on the results and discussion and then concluded. According to Melfianora (2017) this literature study is carried out by collecting data taken from reading, recording, and processing sources as material for conducting research with full strategies in the form of methodology. This type of research uses descriptive qualitative, descriptive qualitative research is used to relate the existing situation, namely the real situation that occurs when the research is carried out. Data collection techniques by quoting journals then the data will be processed, analyzed, and concluded according to the topic of the research being carried out.

III. RESEARCH RESULTS AND DISCUSSION

The journal obtained from the results of the literature study that has been collected so that the following results are obtained:

No.	Title	Author	Conclusion
1.	Identifikasi Hambatan Guru dalam Pembelajaran Matematika Siswa Berketubuhan Khusus di SMP Bunda Kandung	Rusdi Hamdany Nuary and Yatha Yuni (Nuary & Yuni, 2022)	When learning is carried out, especially at the beginning of learning activities, teachers face challenges in focusing the attention of students, especially students with disabilities, so that they are ready to learn. students with disabilities need more time than other students. Solutions to these challenges include recruiting GPK or math teachers who have been specially trained to teach children with disabilities, from the school it is expected to prepare the facilities needed, especially learning media so that they can help children with disabilities in understanding the material.
2.	Tantangan Guru Sekolah Luar Biasa Pada Pembelajaran IPA di Abad 21	Salamah Agung, Arini Nurhidayah Khoirunisa, and Siti Suryaningsih. (Agung, Khoirunisa, & Suryaningsih, 2022)	Teacher challenges in the development of SMALB science learning in the 21st century are: 1) the teacher's ability to use sign language fluently 2) the ability to explain science concepts and their relationships 3) creating classroom discussions 4) different ways of teaching to suit children 5) realistic expectations 6) creating student experiences with experiments 7) increasing access to information 8) time discipline.
3.	Analisis Kesulitan Guru dalam Mengajar Anak Berkebutuhan Khusus (Tunagrahita)	Irene Hendrika R., Deseline Toding Bua. (R & Bua, 2022)	The challenges experienced by teachers in teaching children with special needs, especially tunagrahita at SLB Dharma Wanita Makale, are as follows:

	di SLB Dharma Wanita Makale		<ul style="list-style-type: none"> a. Experiencing problems in making lesson plans b. Obstacles in student readiness c. Obstacles in explaining the material d. Inadequate learning media used <p>The solutions to the difficulties felt by teachers in teaching children with disabilities are as follows: (1) use electronic books or books available at school (2) present pictures before learning begins (3) reprimand students who are busy and pacing in class (4) before learning begins the teacher needs to prepare students (5) show concrete objects (6) give praise (7) the teacher needs to give direct examples (8) the material is explained as simply as possible.</p>
4.	Kendala Guru dalam Proses Pembelajaran pada Anak Berkebutuhan Khusus di SMP Negeri 23 Padang	Endang Sari, Ahad Zaini, Septya Suarjana. (Sari et. al, 2017)	<p>The challenges experienced by teachers in teaching children with special needs at SMP Negeri 23 Padang are:</p> <ul style="list-style-type: none"> a. Teachers are not yet able to be proactive, sensitive and friendly b. No collaboration with professionals. c. Team teaching has not been applied to learning d. The support system is not yet adequate.
5.	Identifikasi Tantangan yang Dihadapi Guru dalam Implementasi Pendidikan Inklusif di Sekolah Dasar Negeri 1 Gemel dan Sekolah Dasar Negeri Batutulis	Yuraeda Mufidah, Lalu Hamdian Affandi, and Ida Ermiana (Mufidah, Affandi, & Ermiana, 2021)	<p>The challenges experienced by teachers in conducting learning assessment in inclusive classrooms are as follows: (1) lack of motivation from students in assessing learning. (2) difficulties in identifying the special needs of students with disabilities. (3) a lack of</p>

			understanding in modifying the correct assessment for students with disabilities. (4) insufficient time to conduct assessments in inclusive classes. (5) the need to be objective in assessing students with disabilities. (6) the lack of role played by parents. Solutions to the challenges of assessing learning in inclusive classrooms are: 1) asking regular students to volunteer to help students with disabilities 2) conducting assessments in groups 3) assessment instruments and techniques adapted to students with disabilities 4) flexible time 5) the need to improve teachers' ability to assess students with disabilities.
6.	Tantangan Guru Pendidikan Agama Islam pada Sekolah Inklusi di Yogyakarta	Sutipyo Ru'iya, Fandi Akhmad, Diana Putwiyani, and Anjar Sulistiawan (Ru'iya et. al, 2021)	The challenges faced by Islamic religious education teachers in inclusive schools are as follows: (1) the teacher's lack of understanding of the character of students with disabilities. (2) PAI teachers must collaborate with GPK and explore knowledge by reading ABK psychology books.

Based on the conclusions of the journal above, many schools are experiencing similar challenges, as follows:

- 1) It takes more time to teach the material to the children with disabilities.
- 2) Inadequate learning media

- 3) Lack of teacher understanding of student characters
- 4) Obstacles in delivering the material, because you have to deliver the material in different ways.

Efforts can be made to overcome the challenges faced by teachers, as follows:

- 1) Schools need to complete classroom facilities including learning media so that students can understand the material quickly and can save time.
- 2) Teachers need special training to understand the characters of students with disabilities.
- 3) Inclusive schools need to prepare GPK
- 4) Paying special attention to children with disabilities

Not only teachers, parents also need to take part in educating their children.

IV. CONCLUSION

Educating children is not an easy thing, especially children who have special needs. As a teacher educator, you must face challenges in teaching children, especially children with special needs, as follows:

- 1) It takes more time to teach the material to the children with disabilities.
- 2) Inadequate learning media.
- 3) Lack of teacher understanding of student characters
- 4) Obstacles in delivering the material, because you have to deliver the material in different ways.

The efforts that teachers can make to face the challenges of educating children with special needs are as follows:

- 1) Schools need to complete classroom facilities including learning media so that students can understand the material quickly and can save time.
- 2) Teachers need special training to understand the characters of students with disabilities.

- 3) For inclusive schools, it is necessary to prepare a GPK.
- 4) Pay special attention to children with disabilities.
- 5) Not only teachers, parents also need to take part in educating their children.

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