

Research Article

Understanding of Inclusion School Teachers in Children with Special Needs in the 4.0 Education Era

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Abstract: Law of the Republic of Indonesia No. 14 of 2005 Article 2 paragraph 1 concerning Teachers and Lecturers explains that "teachers have a position as professionals at the level of basic education, secondary education, and early childhood education in the formal education pathway appointed in accordance with statutory regulations." This of course also applies to teachers in inclusive education services, professional education personnel are certainly supported by the teacher's educational background. This research was conducted in four inclusive public elementary schools in Bekasi, Indonesia with the research subjects being teachers in inclusive public elementary schools. The results of this study found that eight teachers in inclusive schools did not have special educational backgrounds so they did not understand the characteristics of children with special needs, besides this the eight teachers also did not understand what to prepare for the 4.0 era education for children with special needs in the inclusive schools where they teach.

Keywords: Inclusive Teachers, Children with Special Needs, Education Era 4.0.

Preliminary

Education is a conscious effort to the changes that occur within the individual. Education is the right of all children in the world, including in Indonesia, in Law no. 20 of 2003 concerning the National Education System, article 5 paragraph 1 explains that "every citizen has the same right to obtain quality education." In this case, of course, it is not only those who enjoy regular education but also special education. One of them is the shift in the form of segregated education for children with special needs to inclusive education. Inclusive education that can be received by children with special needs from an early age is very much needed for students, Nurul (2017:12) reveals that inclusive education received by children, especially from an early age, really helps children in character building, recognizing differences, building responsibility and building social skills. This is certainly very useful if it is developed from an early age, to stimulate students to shape the child's personality starting from an early age.

Inclusive education itself is part of an innovation that is so good for children with special needs, children with special needs do not need to feel different from other friends in the class because they get the same rights as other regular children in the school. However, it should be realized that many teachers do not understand the concept of inclusive schools, many teachers in inclusive schools do not understand the concept of inclusive schools and children with special needs. Reno (2017: 120) explains that inclusive education is a learning activity that places children with special needs ranging from mild, moderate, to moderately severe as a whole to join regular classes. Inclusive education does not create a gap between children with special needs and regular children, it is hoped that through inclusive learning activities children with special needs can maximize their potential. Rahmad, *et al.*, (2017:294) also explain that inclusive education is an education that is indispensable

for the world of education this is in accordance with human values in accordance with the mandate of the 1945 Constitution of the Republic of Indonesia article 3 paragraph 1 which guarantees that every citizen have the right to receive education, including children with special needs. Despite the fact that currently not all educational facilities are willing to accept children with special needs, even a limited group of people receive good educational services for children with special needs. This is certainly very concerning in the world of education, many teachers in inclusive schools do not recognize the characteristics of children with special needs so that it is difficult to develop learning programs and provide facilities and infrastructure. Leonita and Weny (2014:73) teachers in inclusive schools are expected to have pedagogical knowledge to deal with children with special needs, teachers must have knowledge about the characteristics of children with special needs in order to be able to intervene in the learning of children with special needs are also able to construct so that they can carry out evaluations of children with special needs.

The teacher's lack of understanding of the characteristics of children with special needs will certainly hamper the learning process for them, besides that the teacher's educational background is also very important to support inclusive education. Euis (2016: 56) explains that the educational background and understanding of teachers about children with special needs in inclusive education services is very important, especially in the management of special needs in inclusive schools. Through this view, it is clear that the educational background of teachers is quite important to be able to see the understanding of teachers and teachers' mastery of children with special needs and inclusive school services. Dieni (2015:111) is one of the supporting factors for the quality of inclusive education, the quality of educators. Educators in this case teachers have a very large role in the process of achieving quality in education in general. The standard of competence of educators is a measure that has been determined to be a requirement because teachers have mastery of the knowledge and qualifications required according to their level of education. In this case, it is expected that educators have a special education undergraduate educational background so that they are able to recognize children with special needs and the required infrastructure. Despite the fact that many inclusive schools are found not to have teachers with special educational backgrounds. Teachers who teach in inclusive schools are expected to have a broad understanding of children with special needs about their needs and characteristics. This is certainly very necessary so that children with special needs get educational services according to their needs. Teachers' understanding of children with special needs in inclusive schools is a real picture of the quality of the school, a lack of understanding of children with special needs will certainly prevent teachers from providing teaching to students with special needs in the classroom. Siti *et al.*, (2017: 216) through research conducted in the Thousand Islands Jakarta, Indonesia, researchers found that 28% of the 50 inclusive teacher respondents did not understand students with special needs. This of course can be an obstacle to the process of learning activities in inclusive classes, teachers who do not understand the characteristics of children with special needs will find it very difficult to teach, prepare programs and prepare teaching media for them. In fact, Khusna (2019:15) also found a similar thing that many teachers in Jember are not responsible for the education of children with special needs, it is hoped that teachers will take part in various trainings and seminars to be able to improve their abilities in educating and handling children with special needs. Teachers who master children with special needs will certainly be very fun and make it easier for students to accept the material being taught.

Children with special needs are children who need special assistance and attention, they need special learning methods and programs to achieve the expected goals. Safrudin (2014: 190) explains that children with special needs are children who receive special education this is because they have barriers, both permanent and temporary. These barriers can be physical, mental or even both, and must receive appropriate educational services like other children. Through this view, it is clear that children with special needs need very serious attention at school. Oki (2013: 889) also explains his view on children with special needs "Children with special needs is another term to replace the word Extraordinary Child, which indicates a special disorder. Children with special needs have different characteristics from one another. The characteristics and barriers they have make children with

special needs require special education services that are tailored to their abilities and potential. Seeing the importance of education and special attention for children with special needs, inclusive education is an appropriate educational service for children with special needs. Through inclusive education, children with special needs are expected to form not only cognitive but also character. Ika *et al.*, (2016:20) teachers and curriculum devices are expected to be able to facilitate and support national character education for children with special needs, an approach of love, motivation and attention must be given in inclusive schools alongside regular children in public schools without having to compare so as not to cause jealousy. Even though in the current era of education 4.0, teachers no longer only understand the characteristics of children with special needs but also mentally prepare children with special needs to be ready to face the industrial era 4.0. Through the industrial era 4.0, inclusive teachers are expected to be able to bring students to be able to develop optimally with a set of technologies in the right way. Elizabeth (2019:575) the industrial era 4.0 curriculum must be prepared according to the level of interference that students have. The form of the curriculum must be developed in accordance with the aspects of the development of religious values, morals, children's physical development, language, cognitive and social development of children. The educational background of teachers is also a supporting factor for industrial 4.0 education. Teachers who do not master the theory of child development will certainly hinder the achievement of the expected learning objectives, teachers not only have an educational background but also always develop themselves with various trainings to be able to accept technological developments and novelties in the field of education.

This research was conducted to see the readiness of teachers in inclusive elementary schools to face the 4.0 education era. This research was conducted at 4 public elementary schools in East Bekasi, Indonesia.

Research Methodology

The methodology used in this study is a qualitative method with a descriptive approach. In this study, the data collection method used primary data sources and secondary data sources. Primary data sources include observation, interviews, documentation, which are then triangulated. The subjects of this study were teachers of children with special needs at public elementary schools in Bekasi, Indonesia. While secondary sources are indirect sources that provide data to data collectors, for example interviews through education staff and school principals and in the form of teacher biodata documents.

Research Result

1. Teacher's Understanding of Inclusive Schools

Based on interviews conducted with 8 teachers in 4 inclusive public elementary schools in Bekasi, respondents revealed that inclusive schools are schools that are friendly to children with special needs and do not limit children's conditions. All students have the right to receive appropriate educational services and receive attention and a curriculum that is tailored to the needs of students. Based on the analysis of the description of the theories presented above, it can be synthesized that classroom management in inclusive public elementary schools is a series of activities and activities carried out by teachers in learning activities starting from planning the learning process in methods, strategies and approaches as well as learning evaluation so as to create a conducive class, active, creative, cooperative and fun through the creation of a conducive classroom environment, climate and atmosphere of psychosocial and positive emotions, as well as the creation of a social system that allows children to develop according to their needs. The opportunity to learn for children with special needs is very wide in inclusive schools, they are able to learn together with regular children without having to feel discriminated against with their privileges.

2. Understanding of 4.0 Era Education

Based on the information in the research, it shows that there is a sufficient understanding of the goals of inclusive schools, even the informants added other aspects of these goals, including so that

students with special needs can go to school in a place that is relatively close to their place of residence. However, the eight teachers in inclusive primary schools did not understand what they would do in the 4.0 education era. Teachers experience confusion when invited to think about what they will do to prepare students for the 4.0 era. Generally, teachers think that era 4.0 only exists in the economic world and there is no involvement in the education sector, so teachers do not think about what character and cognitive development teachers can provide students. The educational background of the 8 inclusive teachers also did not have an extraordinary education. They teach in inclusive classes because they get assignments from school leaders, the way to fulfill their needs for understanding children with special needs is by attending various trainings and seminars so that their abilities are honed. The teachers at these inclusive public elementary schools also do not always receive material for children with special needs, considering that training costs a lot. This must also be a concern for school leaders to continue to improve the ability of school teachers to material for children with special needs. Teachers hope that they will receive training at least 2 times in 1 semester so that they receive all updates in the world of children with special needs.

Conclusion

Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System in article 1 paragraph 1 explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals, noble character, as well as the skills needed by himself, society, nation and state.

Inclusive education is an educational service provided for children with special needs combined with regular children in public schools. The materials and curriculum that are prepared and presented are tailored to the needs of children with special needs. The educational background of teachers is also very important for the implementation of inclusive education in facing the 4.0 education era.

Conflicts of interest

The authors declare no conflicts of interest.

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