



## ANALYSIS OF LEARNING DIFFICULTIES OF ABK STUDENTS AND SOLUTIONS IN LEARNING

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### Abstract

A child with special needs is a child who needs special treatment because of growth disorders and abnormalities that the child has. Children with special needs also have characteristics such as: 1) even though they are already adults, they have difficulty communicating, experience speech impediments and use inappropriate word choices, 2) experience disturbances in one or more basic psychological abilities, 3) experience physical differences and medical from other children, 3) Has a rebellious attitude, 4) Is easily angry, likes to be alone, depressed and easily annoyed with other people, 4) Generally finds it difficult to write and read, 5) Difficult to digest logic, 6) Will feel anxious and anxious if his habits change or are disturbed, 7) Likes to imitate but doesn't understand what he is imitating, 8) Talks non-stop, 9) Acts nervous by adopting strange habits, 10) Has an envious attitude, 11) Is sensitive. Inclusive education is education that views all individuals, including children with special needs (ABK), as having the same right to obtain quality and relevant education. The problem of learning success for students with special needs (ABK) has become a very important concern in the context of inclusive education. This research aims to determine the learning difficulties of ABK students and their solutions in learning. This research uses a literature review or literacy study method with data sources from websites, books, previous research and journals. The results of this research show that many ABK students face learning difficulties, especially in physical problems, in communication, attention, emotional control, and adaptation to lesson material. To overcome the various problems of ABK students in the world of education, the participation of parents, the role of schools and teachers, and the role of the community are very necessary.

**Keywords :** Children with special needs, Inclusive Education, Learning difficulties

### Introduction

A child with special needs is a child who needs special treatment because of growth disorders and abnormalities that the child has Pitaloka, Fakhiratunnisa, & Ningrum (2022) Children with special needs also have characteristics such as: 1) even though they are already adults, they have difficulty communicating, experience speech impediments and using inappropriate word choices, 2) Experiencing disturbances in one or more basic psychological abilities, 3) Experiencing physical and medical differences from other children, 3) Having a defiant attitude, 4) Being easily angered, likes to be alone, depressed and easily annoyed with other people, 4) Generally has difficulty writing and reading, 5) Difficulty digesting logic, 6) Will feel anxious and restless if his habits change or are disturbed, 7) Likes to imitate but does not understand what he is imitating, 8) Talking incessantly, 9) Being nervous by doing strange habits, 10) Having a jealous attitude, 11) Being sensitive Suminto (2020) Of course children with special needs also have differences. According to Utari (2022), children with special needs are classified as blind, deaf, intellectually disabled, physically disabled, attention deficit hyperactivity disorder (ADHD), autism, multiple disorders, slow learning, special learning difficulties, impaired communication skills, and potential intelligence and talent. special. Inclusive education is education that views all individuals, including children with special needs (ABK), as having the same right to obtain quality and relevant education. Based on the

Minister of National Education Regulation No. 32 of 2008 which discusses academic qualification standards and competency of special education teachers. Based on the opinion of Sitanggang (2022), inclusiveness is taken from the English "pienclusion" which means inviting in or including other diverse groups. The definition of inclusiveness is used as an approach that aims to build and develop an open environment for all people with various backgrounds. These background differences are characteristics, abilities, status, conditions, ethnicity, culture, economics and so on. Inclusive means providing equal opportunities for everyone to obtain equal rights and obligations. Inclusive education refers to the integration of students who have certain types of obstacles or differences in formal education programs. The aim is for students with special needs to have the same educational rights as normal children. Problems of children with special needs is increasingly developing due to societal factors that suppress children with special needs and impose differences for children with special needs so that children with special needs are stressed. Until now, society views people with disabilities as people with disabilities and physical and mental limitations, always a burden, useless, disgusted and weak. Therefore, the community should provide support to crew members so that they do not feel pressured so that they are confident in their shortcomings and motivated to learn. Education is very necessary for every child, whether they have special needs or not, to achieve social welfare. However, in reality, many crew members have not received a proper education due to economic, physical factors, parental support and also the surrounding community. Therefore, one way to overcome the social problems of young children is through inclusive education. Inclusive education is an education created to realize education by combining children with special needs in a learning environment with normal children Murniarti & Anastasia (2016-04-01).

### Research Methodology

This research uses a literacy study method or also called a literature review. Based on Salmaa's (2023) opinion, literature study is a way to solve problems by looking for previous written sources. In other words, literature study is also called library study. Meanwhile, according to Habsy's opinion (2 August 2017) literature study is a method used to collect data and sources that are in line with the topic discussed in a research. So the author can conclude that literacy studies or also called literature reviews, namely by collecting data and information from books, journals, websites, and also previous research by experts.

### Result & Discussion

#### *Problems that often arise in inclusive education*

Inclusive education is a place to receive education for children with special needs (ABK). Based on the opinion of Sampornaacademy (2022), inclusive education aims to: 1) Fulfill the right of every human being to receive equal education, 2) To increase the self-confidence of every child, 3) Instill tolerance for children's differences, 4) Students can mingle so as to create active interaction, 5) Teachers will gain knowledge about education for children with special needs, 6) Provide education to all students and those with different backgrounds, 7) Get new ideas to apply to society. In general, children with children have the same rights as other children to receive education. In Indonesia there are schools for children with special needs or also called Special Schools (SLB). However, not all children with special needs are sent to special schools, some of them also go to elementary schools along with non-special needs children. So it is not uncommon for ABK students to be ostracized because they are considered different from other children. In fact, in Indonesia there are still many problems in inclusive education. There are still many children with special needs who have not received an education. Disability is one of the problematic factors in the world of education. In general, children with special needs have low self-esteem or, conversely, have too much respect, are irritable, pessimistic, have difficulty making decisions, withdraw from the environment, and have excessive anxiety. In Indonesia, there are also schools that place children with and without special needs in one school or even one classroom, with the aim of eliminating gaps. However, this social gap cannot be avoided, especially at school, children with special needs receive a stigma which refers to signs on their bodies that are considered unusual. Based on opinion Sucia, Agustin, Triamonica, Octaviana, & Barruly (2023) Goffman stated that there are 3 types of stigma given to someone, namely:

1. Abomination of the body, namely stigma given based on abnormalities in a person's body (physical defects)
2. Bleemishness of individual character, namely the stigma given to someone because of defects in individual character, for example homosexuality.
3. Tribal Stigma, namely the stigma given to someone based on ethnicity, race, nation and religion.

All of the types of stigma above refer to things that are negative in nature. For example, the shortcomings that can be seen in children with special needs include their physical form, the way they behave and their

movements, resulting in a stigma of being discriminated against against children with special needs. So that children with special needs (ABK) do not get the social acceptance they need. These problems make it difficult for children with special needs to adapt in the world of education. Social acceptance is an important factor, especially for the growth of children, especially children with special needs who are vulnerable to lack of self-confidence.

#### *Problems experienced by schools & teachers in dealing with abk students*

In Indonesia, there are schools that implement inclusive education because children with special needs also have the right to go to school like children without special needs. Inclusive schools are schools where children with special needs (ABK) study together with other regular children. The implementation of inclusive education in Indonesia is still far from perfect, so schools and teachers still experience obstacles in handling students with special needs. Inclusive education has characteristics, namely: 1) Not discriminatory, 2) Recognizing and respecting the diversity of individual children, 3) Facilities and environment provide convenience and a sense of security for each child, 4) Teachers work as a team, 5) Parents and the community are involved in Mansur school (2019). On the part of schools and teachers in obtaining inclusive education in schools, problems and obstacles often arise, but this is normal. The school principal is the person in charge who has the position, duties and responsibilities for the success of inclusive education. To the special accompanying teacher for young children If the ability is still lacking, the existence of a special accompanying teacher is a basic need and must be met (provided). In inclusive education learning, problems often occur, because the students are diverse and need more attention and better handling. Just like how we handle one student with special needs in inclusive education is the same as handling students in a class of ordinary students. There are many difficulties experienced by teachers in teaching abk students, for example in terms of communication, in providing lessons, as well as other diverse types of abk students. In this case, it becomes a challenge for schools and teachers in teaching children with special needs. And another teacher problem is that they have to be patient in dealing with abk students and the delay of abk students in understanding the teacher's learning. Therefore, professional workers are needed to handle children with special needs. Special education teachers must meet academic qualifications, competencies and educational certificates for students with special needs. Cahyaningrum (2012) believes that teachers must have general readiness, namely: experience, mental and emotional harmony, interest in dealing with children with special needs, and positive values towards children with special needs. Based on opinion Tarnoto (2016) The following are problems that arise in the implementation of inclusive schools based on teacher perceptions:

1. Teacher

The main problems that many teachers complain about are the lack of Class Support Teachers (BPK), lack of teacher competence in handling ABK, teachers having difficulties in Teaching and Learning Activities (KBM), lack of teacher understanding about ABK and inclusive schools, inappropriate teacher backgrounds, administrative burdens, which is increasingly difficult for teachers, lack of patience in dealing with ABK, and finally teachers experience difficulties with parents.

2. Parent

The problems that arise related to parents that are most often related to teachers are lack of parental concern for handling ABK, lack of parental understanding about ABK, parents feel embarrassed so they want their children to go to school, lack of tolerance from regular students towards ABK, parents are illiterate, parents lack patiently handling ABK, and single parent care.

3. Student

Problems that emerged related to students raised by teachers were ABK with different problems and requiring different handling, ABK having difficulty following the lesson material, the attitude of ABK not being able to follow the rules, thus disrupting the teaching and learning process, regular student problems with ABK, and the problem of the number of crew members exceeding quota in each class.

4. School management

The problems that arise related to school management expressed by teachers are that the school is not yet ready with an inclusive school program both in terms of administration and human resources, the teaching and learning process is not running optimally, and finally the problem that arises regarding parents is that there is no regular meeting program with parents. school was held.

5. Government

The problems that arise related to government expressed by teachers are the lack of government attention and concern for the implementation of inclusive schools, the policies related to the implementation of inclusive schools are not yet clear, there has been no modification of the curriculum specifically for inclusive schools, the lack of training about inclusive education for teachers, the government's attention to

professional staff who Supporting inclusive schools is not good in terms of numbers and welfare, the programs carried out by the government are not sustainable, there is no special institution that handles training to assist ABK.

6. Public

The problems that arise regarding society as stated by teachers are the lack of public knowledge regarding inclusive education and ABK, negative views of society towards ABK and inclusive schools, lack of community support regarding the implementation of inclusion.

7. Other

Other problems that arise are the lack of facilities and infrastructure that support inclusive implementation, lack of involvement from all parties (academics, experts, teachers, schools, parents and government) regarding the implementation of inclusive schools, social backgrounds that influence ABK, The predicate of an inclusive school causes the school to lose intelligent students, there is no understanding regarding the implementation of inclusion between the various parties.

*Solutions from educational institutions, schools, teachers, the community in dealing with ABK students who have difficulty adapting to the world of education*

DOF the various problems experienced by ABK students both physically, psychologically and socially, the following are the solutions:

1. Teachers and School Management

The solution that must be taken by teachers in dealing with ABK students is to determine the right strategies and methods so that ABK students are directed towards the desired goals. Therefore, the learning process is carried out by the teacher by determining strategies and methods to make students more active. The selection of strategies and methods for student learning activities of course also takes into account the student's condition. The inclusive learning model requires teachers to accommodate various student conditions so they can actively learn. Students with varying conditions can actively learn in varying ways, so teachers need to use varying methods and strategies. Purbowati (2023) explained that there are several things that teachers can do in dealing with abk students, namely, as follows:

a) Identify individual student needs

The first process can be carried out together with teachers, health experts and parents. Parents need to be involved because parents are the ones who know best what their child's condition is.

b) Preparation of Individual Learning Programs (PPI)

The next step after students have been identified is to put together an Individual Learning Program (PPI). In this planning, it is necessary to formulate educational goals, strategies and motivation given to students with special needs.

c) Inclusion Approach

In the learning process in regular classes, efforts are made to ensure that students are involved. To create learning opportunities for children with special needs (ABK).

d) Use of Specific Resources

Teachers also need to ensure that there are special facilities and infrastructure to support the learning of students with special needs.

e) Continuous Evaluation

Evaluation is carried out to check whether the PPI implemented is still suitable for use and whether it needs to be changed or not. The evaluation must not only be carried out with teachers but can also be carried out with specialists, health experts, and especially parents.

Furthermore, the school can help by monitoring that inclusive education is being implemented well so that ABK students can carry out their education well. Apart from that, the school also needs to help in completing the school facilities needed by ABK students. These school facilities can be in the form of tools or goods as well as skills training for teaching staff at the school.

2. Parent

As a parent or family, the solution or effort that can be made to condition your child is by providing stimulation for optimal growth and development, providing good nutrition and nutritional intake, choosing the right and quality educational institution according to the child's needs, providing motivation to the child, channeling children's interests and talents through activities, both at school and outside of school, facilitating children with various supporting facilities such as reading books, school equipment, play equipment, and parents can also discuss or consult psychologists.

### 3. Public

As a society, we can help ABK children by supporting them by providing encouragement, encouragement and motivation to ABK students who are experiencing difficulties.

## Conclusion

Based on the results of this research, problems in implementing inclusive education are motivated by parents, teachers, society, government, and a lack of facilities and infrastructure that do not support inclusive schools. In the implementation of inclusive education, it was found that the availability of accompanying teachers was not sufficient and this was the main inhibiting factor in the implementation of inclusive education. Another factor arises from society which views people with disabilities as people with disabilities and physical and mental limitations, always a burden, useless, disgusted and weak. In Indonesia, special assistant teachers (GPK) still do not meet the qualifications and competencies. This problem also arises because students have difficulty understanding the lesson material and the slow response of ABK students to the teacher. To overcome these various problems, professional special accompanying teachers are needed, adequate school facilities, support from parents, as well as support from the community, and also the government's participation in building free schools for students with special needs so that ABK can attend education like non-native children. special needs.

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