



## CHALLENGES OF INCLUSIVE STUDENTS IN PARTICIPATING IN ENGLISH LEARNING AT SD ALAM MAHIRA BENGKULU

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### ABSTRACT

*This study aims to find out what challenges are experienced by inclusive children at SD Alam Mahira Bengkulu. Children with special needs are children with special characteristics that are different from children in general who always show mental, emotional, or physical retardation. Blind, deaf, learning difficulties, behavior disorders, and children with health problems who are included in Children with special needs or children with special needs. According to the 1945 Constitution article 31 paragraph 1 which reads: that all Indonesian citizens have the right to receive it, that is clear from the law. Quality education today, regardless of this aspect. This is because. The government is obliged to provide good education. No exception for children with special needs. Challenges are things or objects that upload a determination to improve the ability to solve problems. Exemplified as a stimulus to work harder and so on. Challenges are things or objects that need to be addressed. According to Fatimah Djajasudarma in Linguistic Method of Research and Study Methods (1993) text can be in the form of utterances, paragraphs, or discourses. Meanwhile, in the Big Indonesian Dictionary, challenge comes from a basic word which means a thing or object that needs to be overcome. Attitudes to the Challenges of Inclusive Education The development of teacher skills and teaching models is needed to support inclusive education. Inclusive education training for teachers is also a factor that can influence attitudes towards inclusive education.*

**Keywords:** Inclusion, challenge, student

### INTRODUCTION

According to Government Regulation No. 13 of 2020 concerning adequate accommodation for students with disabilities. PP No. 13 of 2020 is one of the derivative regulations of Law no. August 2016 concerning Persons with Disabilities. Inclusion is an educational term that aims to integrate children with special needs into the regular school curriculum. The term inclusion can also be understood as the acceptance of children with special needs into the curriculum, environment, social interaction and self-concept, so that children with special needs can participate directly (Smith, 2014). Currently, almost every province in Indonesia has schools that offer various kinds of education, including Bengkulu. Children with special needs (ABK) are children with different characteristics from children in general, always showing signs of mental, emotional or physical retardation.

Blind, deaf, learning difficulties, behavior disorders and children with health

problems in ABK or children with special needs. According to Article 31(1) of the 1945 Constitution which reads: that every Indonesian citizen has the right to receive it, this is clear in the law. The quality of education today, regardless of that aspect.

This is because of the facts. The government has an obligation to provide good education. No exception for children with special needs (ABK). Every child has their own advantages and disadvantages. There are children who are born normally and grow and develop with their peers, but there are also children who are born abnormally because of physical, mental, social and psychological disorders.

Mental retardation is one of the limitations that may occur in children. Finally, the term children with special needs to refer to mentally retarded children in this study are called mentally retarded children or children with special needs.

Inclusive schools are schools that accept all students, regardless of gender, ethnic



origin, social, economic or educational background. All students can learn, contribute and perform in all aspects of school life. Students in inclusive schools can spend time studying with their peers to enjoy the common benefits of the school system. The school offers a variety of extracurricular activities for students with various learning needs. In addition, the school offers speeches occupational therapists, psychologists, and educational psychologists individually to assess their abilities. This can provide information about any supports or changes that may be needed, which is especially important for children with special needs.

Bengkulu Provincial Office of Education Director Eri Yulian said his party is committed to providing access to good education for people with disabilities, including increasing the number of educators with the following qualifications. PLB junior university. At every opportunity, the government through the Ministry of National Education also seeks to deploy aid to support inclusive education. Alam Mahira Bengkulu School is a school with 5 levels including Puad (TK), SD, SMP, SMA. Become one of the best schools and an alternative in education. The school is located on Jalan Kinibalu Road 6, 11 Kebun Tebeng Bengkulu, has a different learning perspective. Alam Mahira Bengkulu School also has an integration program, which accepts children with disabilities.

## LITERATURE REVIEW

Several factors are a challenge for children to integrate into the English learning process, including the following:

### Modification

Modification means a method, scale, way or brand within an organization that is not rooted in genetics. Sometimes educational materials for inclusive children are still lacking in revisions, making it difficult for children to follow the learning process. Because basically integrated children receive different teaching materials from non-

integrated children, making it easier for children to accept them. Teaching materials must be made as attractive as possible so that they are easy to remember and understand by children, therefore it is important to pay attention to the revision of teaching materials before learning for children.

### Development

Designed as an activity to adapt basic education materials built into high school content standards into educational materials for students with special needs.

### Educational materials

Teaching materials are an integral part of the curriculum whose content standards have been set by the government through Permendiknas No. 22 and No. 23 of 2006. Basically, curriculum content refers to curriculum content. efforts to achieve Major educational goals. The approach used in inclusive education learning teaches children according to heterogeneous abilities. In the sense that teaching materials are provided with an individual approach.

### Education

Education is a conscious and planned effort to create a learning atmosphere and learning process in which students actively develop their potential for religious spiritual strength, self-control, character. Wisdom, noble personality, and skills needed for oneself, society, nation and state.

### Listen

There may be integration children who find it difficult to hear and digest the commands given by the English teacher, so this is a factor behind the difficulties that integration children face in the process. learn English.

### See

There are children who have visual impairments, there are children who have limited vision due to poor eyesight, and some are even blind from birth. It will be a



challenge for children to integrate while learning English.

### Socialization factor

There are many integrated children who find it difficult to communicate with the people around them, some children feel anxious when talking to other people, some children are afraid when there are many people, some children feel embarrassed when they see people. in front of the person. Some of the factors above are responsible for the challenges that integration children face when it comes to learning English, but there are many other factors that come from the children themselves, such as limitations. children based on group boundaries. There are children who are hampered by speech, hearing, and vision delays that are difficult to understand in learning, there are children who have limitations but are easy to grip in class, but there are also shortcomings. The challenges faced by integration children are sometimes in the form of difficulty understanding the material due to lack of acceptance.

### RESEARCH METHODOLOGY

This type of research is field research, namely research conducted directly in the field to collect the necessary data and research that focuses on symptoms or events that have occurred in a community group. This research uses a case study design, in the sense that the research focuses on a single phenomenon that is selected and then understood and analyzed in depth. The phenomenon here is the social interaction of children with special needs at the Mahira Bengkulu Nature School. Researchers use a qualitative research approach, namely research that aims to understand the phenomena experienced by research subjects, behavior, perceptions, motivations, actions and other ways holistically and with descriptions in words and language, in context. nature and using different scientific methods. Thus, this qualitative approach is a research process that

produces descriptive textual or verbal data from people and observed behavior. Qualitative research aims to obtain data that is more complete, in-depth, reliable, and meaningful, so that the research objectives can be achieved.<sup>40</sup> Although the nature of this research is network analysis, it describes, in particular, describes and analyzes the social interactions of children with special needs at the Mahira Alam School Bengkulu.

### RESULTS AND DISCUSSION

The focus of this research is on what challenges are faced by the inclusion children of SD Alam Mahirah Bengkulu. Researchers conducted research on inclusive children at the Alaam Mahira school for grades 1-5, but there were some obstacles encountered during the distribution of questionnaires, grade 5 children could not take part in the questionnaire-taking activities, so the researchers only got data from grades 1-4. The research was carried out directly by researchers who came to SD Alam Mahira Bengkulu, directly met with inclusive children and was also bombed by the principal, the accompanying teacher for inclusive children.

Children with special needs have the same rights as normal children. According to law number 20 of 2003 article 5 paragraph 1, all citizens have the same rights to quality education. Children with special needs must have the right to proper education without discrimination. Inclusive education plays a role in establishing equal rights to equal education for all citizens. Children with special needs can go to school with normal children in public schools to get a quality education. In inclusive education, there are various challenges that hinder the implementation of inclusive education. Lack of skills and attitudes of teachers towards children with special needs, even though teachers are an important part of education. In addition, the lack of funds causes limited



facilities and infrastructure in SMA. The low awareness of parents and the community about the rights of children with special needs causes confusion and anxiety for ABK in developing their potential. The development of teacher skills and teaching models is

needed to support inclusive education. Inclusive education training for teachers is also a factor that can influence attitudes towards education. Children with special needs have the same rights as normal children.

**Table 1**  
**Informant Data at Bengkulu Mahira Nature School**

No	Informants	Number of Informants
1.	Class 1 Inclusion Children	6 Person
2.	Class 2 Inclusion Children	6 Person
3.	Class 3 Inclusion Children	6 Person
4.	Class 4 Inclusion Children	5 Person
<b>Total</b>		<b>23 Person</b>

There are also observations made by researchers during the course implementation at SD Alama Mahirah Bengkulu. Researchers found that many inclusive children at SD Alam Mahira Baengkulu did not pay attention to the teacher who was explaining. There are many factors that cause this, such as what often happens is there are children who are hyperactive, where the child cannot be silent, always does things outside of teaching and even disturbs other friends, which makes other children not focus on learning. There are also children who can't control their emotions, which makes them often hit their other friends, even these children often cry during learning hours, making it a challenge for the English teacher and also the accompanying teacher to break out. There are some children who have Speech Delay, which is a challenge for children to take English classes, especially when there is an order or speaking material, which is a challenge that is always found in children who experience Speech Delay.

The challenges that the researchers also encountered at the time of observation were the difficulty of inviting inclusive children who had problems socializing with people around them, difficult to ask whether they understood or not, difficult to communicate with classmates and English teachers. This challenge will make it difficult for these children to follow the English learning process. There are some children who also experience excessive fear of new people, if he feels afraid the child will cry, even hitting a friend is caused by panic.

## CONCLUSION

Based on a survey and discussion of the challenges faced by comprehensive children attending English classes at SD Alam Mahirah Bengkulu, we can conclude:

1. For SD Alam Mahira Bengkulu's comprehensive children, researchers have identified some of the challenges children face. The challenges found come from inside and outside the individual children.



Some children have difficulty completing lessons, while others are already fluent in English. However, it is difficult for children to dare to express their opinions or ask their friends because they cannot communicate with new people in the environment at all.

2. There are many factors that pose challenges for inclusive children. It is to overactive children who can't silence, are always doing something out of class, and disturb other friends and cause them to tease other children. It's common. Focus on learning. Some children have no control over their emotions and often hit other friends. Even these children often cry during study time, making it difficult for the teacher who accompanies the English teacher to escape. There are children with speech delay. This makes it difficult for children to take English lessons. This is especially true if there is an order or way of speaking that is always a challenge for children with speech delay.
3. It is difficult for children to follow English learning, which is a major factor in each child's limitations, especially based on studies conducted on children with limited language delays and hyperactivity. These children are difficult to communicate with, and hyperactive children are more difficult to manage. Hyperactive children prefer to run, play, and disturb other friends while studying.
4. Comprehensive Children's next challenge is to be distracted when other children and their friends vie for them. Nowadays, some children feel anxious about the noise around them and put their hands on their ears for fear of noise.
5. SD Alam Mahirah Bengkulu Comprehensive Children will find learning

English more comfortable through games and children will be more interested in learning through visual media. Don't let the kids find boring learning, and don't make it too difficult for them to follow other friends.

### **Thank-You Note**

First I want to thank Allah SWT who gave me fluency in completing all of this, I want to thank you, for being able to finish it well, I want to thank you for believing in me, thank you for working hard to finish it. and lastly, thank you to my parents who always pray for me.

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