

Inclusive Primary Schools Without Shadow Teachers: Can Learning Services be Optimal?

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Abstract

The Shadow Teacher is urgent in inclusive education. However, the shadow teacher cannot be found in all-inclusive educational institutions. The purpose of the study is to evaluate learning programs in inclusive primary schools that do not have Shadow Teachers. This case study was carried out in SDN Gunung Gatep, one of Central Lombok's inclusive elementary schools, from May to November 2020. The data was obtained through interviews with teachers, principals, and students with special needs. In addition to interviews, the data collection was taken by recording and observation during the learning process. Based on the results of the report, the teaching services provided by teachers are not satisfactory.

Keywords : inclusive primary schools, learning services, shadow teacher

Abstrak

Guru pendamping khusus berperan penting dalam pendidikan inklusif. Permasalahannya adalah tidak semua penyelenggara pendidikan inklusif memiliki guru pendamping khusus. Penelitian ini bertujuan untuk menganalisis layanan belajar di sekolah dasar inklusif yang tidak memiliki guru pendamping khusus. Pengambilan data dilaksanakan di SDN Gunung Gatep, salah satu sekolah dasar inklusif di Lombok Tengah, sejak Mei hingga November 2020. Data penelitian deskriptif kualitatif jenis studi kasus ini dilaksanakan melalui wawancara dengan informan utama guru, kepala sekolah dan siswa berkebutuhan khusus. Selain dengan wawancara, pengumpulan data dilakukan dengan dokumentasi dan observasi pada saat proses pembelajaran. Berdasarkan hasil penelitian, layanan belajar yang dilakukan guru belum optimal.

Kata kunci : guru pendamping khusus, layanan belajar, sekolah dasar inklusif

Introduction

Education for every citizen is one of the rights that must be fulfilled by the state. The delivery of education must consider the principle of equal human rights¹. Education must be planned, implemented, and evaluated. One of the aims of education is to guarantee human rights as it is a humanizing process. According to one opinion, the availability of

quality education access for every citizen is an indicator of the justice of a nation². Government must provide educational services for everyone. Inclusive education is the answer to all of that. The logical

¹ Nurwahyuni Idris and Fitriani, 'Sosial Skill Analysis In Children With Special Needs', *Jurnal Nalar Pendidikan*, 6.2 (2018), p.143–49 <<https://doi.org/10.26858/jnp.v6i2.7522>>.

² Christopher J Johnstone, Matthew J Schuelka, and Ghada Swadek, 'Quality Education for All? The Promises and Limitations of the SDG Framework for Inclusive Education and Students with Disabilities', in *Grading Goal Four: Tensions, Threats, and Opportunities in the Sustainable Development Goal on Quality Education*, ed. by Antonia Wulff (Brill | Sense, 2020), p. 96–97 <<https://doi.org/10.1163/9789004430365>>.

consequence of this paradigm is to make education equitable in all aspects. Inclusive education provides access to education for all. This kind of education is the basis of sustainable community development³. Inclusive education is not only a demand but also a need for all societies. One of the main goals is to create a more adaptable social order.

Many have found the meaning and purpose of education in Indonesia. Education is a process that is carried out consciously and planned. The learning process is conditioned in certain circumstances so that the learning atmosphere can support the learning process. The goal is to facilitate so that students can learn actively in developing every potential that exists in them. Besides, students can develop various competencies needed in life skills, both spiritual competence, social competence, self-control processes, shaping personality, developing intelligence, and forming noble morals. In essence, education is an effort from a teacher to improve and develop the character of students so that they are in harmony with their world. Education must be able to create superior humans in facing the times⁴. One reason is that the progress of a nation depends on its education system.

Equitable education is still a problem in Indonesia. The government has the responsibility to realize equitable education. Through the equitable distribution of education, it can be useful to develop competent, superior, and advanced human resources in every field. One of the ways is by

distributing education. Equitable education is a matter of how the government makes efforts so that the education system can provide equal opportunities for every citizen. The ideal is that every citizen should receive the same educational services. The goal is that education can be a place to build and improve human resources to achieve the country's goals. The problem of equitable education occurs if there are still citizens, especially children who are not all school-age children who can enjoy education according to their age level. This problem is serious in efforts to distribute education. One of them is the unavailability of education services for children with special needs. The number of children in this category is quite large in Indonesia. According to a survey of people's perceptions of the implementation of inclusive education, it has not been satisfactory⁵. One indicator is that there are still many children with special needs who have not received proper formal education.

With the high number of children with special needs categories who do not have access to education services, the government must make every effort to facilitate children in this category. The goal is to provide opportunities for children with special needs to get the best possible educational services. The government has made various kinds of innovations in the field of education. One of them is establishing special schools and initiating inclusive education. Inclusive education aims to realize the values of justice in learning. This statement is following Al Mufti's opinion that inclusive education contains the principle of equality⁶. All children

³ Inna Fedulova and others, 'Inclusive Education as a Basis for Sustainable Development of Society', *Journal of Social Studies Education Research*, 10.3 (2019), 118–35 <<https://jsser.org/index.php-jsser/article/viewFile/933/390>>.

⁴ Mohammed Aboramadan and others, 'Human Resources Management Practices and Organizational Commitment in Higher Education', *International Journal of Educational Management*, 34.1 (2020), p.154–74 <<https://doi.org/10.1108/IJEM-04-2019-0160>>.

⁵ Martin Iryayo, Devi Anggriyani, and Lucky Herawati, 'Educational Partners' Perception Towards Inclusive Education', *Inklusi*, 5.1 (2018), p.25 <<https://doi.org/10.14421/ijds.050102>>.

⁶ Sukarman, Azzah Nor Laila, and Alex Yusron Al Mufti, 'Komparasi Hasil Prestasi Belajar Siswa Sekolah Dasar Inklusi Dan Homeschooling.', *Journal*

in inclusive education are entitled to the same educational services.

The government has made efforts to equalize education through inclusive education. Inclusive education started with the holding of a national conference in Bandung. The national conference resulted in the Bandung Declaration. The content of this declaration is the formation of a joint commitment that Indonesia has led to the existence of inclusive education. The aim is to unite the spirit and strong determination to fight for and protect the rights of children who have learning difficulties. Every child must get their rights in the form of educational services⁷. Inclusive education programs are always encouraged so that every child with special needs can get quality education services⁸.

Inclusion has a fairly broad meaning. Inclusion is a process, which means that inclusive education programs can be perfect immediately. Inclusive education requires an ongoing, evolving process of finding better methods for addressing diversity. In inclusive education, every individual can learn from differences⁹. Inclusion also means including or inviting entry. Inclusion in the context of education refers to a concept of education. Inclusive education is to provide equal opportunities to all students in learning. In inclusive education no longer sees the

differences or physical abnormalities that students have. Included in this are students with mental disorders and Intellectually Gifted Students¹⁰.

One of the goals of the inclusive education model is to eliminate discrimination in education. Every student with special needs can learn and grow together like students in general. The inclusive education system is considered the most effective to be applied in eradicating discriminatory attitudes and fostering multicultural values¹¹. The expected new social order is a society that is aware of inclusion and civil society. The mission of inclusive education is justice and equality¹². The statement above is following the UNESCO campaign, namely education for all¹³. However, there is still often discrimination against children with special needs in the world of education¹⁴. There is a need for reforms in the field of inclusive education to answer the challenges of the times¹⁵. The community must support every

Educative: Journal of Educational Studies, 3.2 (2018), p.188 <<https://doi.org/10.30983/educative.v3i2.547>>.

⁷ Anne M. Hayes and Jennae Bulat, *Disabilities Inclusive Education Systems and Policies Guide for Low- and Middle-Income Countries* (Research Triangle Park, NC, 27 July 2017) <<https://doi.org/10.3768/rtipress.2017.op-0043.1707>>.

⁸ Reem Sulaiman Baragash and others, 'Augmented Reality in Special Education: A Meta-Analysis of Single-Subject Design Studies', *European Journal of Special Needs Education*, 35.3 (2020), p.382–97 <<https://doi.org/10.1080/08856257.2019.1703548>>.

⁹ N. Hani Herlina, 'Pendidikan Multikultural: Upaya Membangun Keberagaman Inklusif Di Madrasah/Sekolah', *Islamica: Jurnal Studi Keislaman*, 2.2 (2017), p.80–94 <<https://doi.org/10.15642/islamica.-2007.1.2.135-145>>.

¹⁰ Tracy L. Cross and others, 'A Psychological Autopsy of an Intellectually Gifted Student With Attention Deficit Disorder', *Roeper Review*, 42.1 (2020), p.6–24 <<https://doi.org/10.1080/02783193.2019.1690-081>>.

¹¹ Suruchi Sood and others, 'Measurement and Conceptualisation of Attitudes and Social Norms Related to Discrimination against Children with Disabilities: A Systematic Review', *International Journal of Disability, Development and Education*, 2020, p.1–16 <<https://doi.org/10.1080/1034912X.2020.1786022>>.

¹² Scot Danforth, 'Social Justice and Technocracy: Tracing the Narratives of Inclusive Education in the USA', *Discourse: Studies in the Cultural Politics of Education*, 37.4 (2016), 582–99 <<https://doi.org/10.1080/01596306.2015.1073022>>.

¹³ Timo Saloviita, 'Attitudes of Teachers Towards Inclusive Education in Finland', *Scandinavian Journal of Educational Research*, 64.2 (2020), p.270–82 <<https://doi.org/10.1080/00313831.2018.1541819>>.

¹⁴ Arif Maftuhin, 'Mengikat Makna Diskriminasi: Penyandang Cacat, Difabel, Dan Penyandang Disabilitas', *INKLUSI*, 3.2 (2016), 139–62 <<https://doi.org/10.14421/ijds.030201>>.

¹⁵ Meng Deng and Kim Fong Poon-McBrayer, 'Reforms and Challenges in the Era of Inclusive Education: The Case of China', *British Journal of Special Education*, 39.3 (2012), p.117–22 <<https://doi.org/10.1111/j.14678578.2012.00551.x>>.

government policy in the implementation of inclusive education.

Educational institutions that are committed to providing inclusive education should already have readiness. Some of the things that should have been provided include curriculum, facilities and infrastructure, and competent teachers¹⁶. Some of the above aspects support the success of the inclusive education program in schools. Besides, all students both must have mental readiness when in an inclusive school environment and when the learning process takes place. Inclusion schools must ensure that students are ready to participate in learning activities and communication with teachers runs smoothly¹⁷.

Several schools have declared themselves as inclusive schools. One of the schools that provide inclusive education is the Gunung Gatep State Elementary School in Lombok Regency. Central Lombok district government has declared itself an Inclusive district. One form of implementation is for all primary schools to provide inclusive education. SDN Gunung Gatep has been implementing inclusive education for a long time. This school has also accepted students with various types of special needs. Initial information obtained by researchers from class teachers of students with special needs in the class often daydream, lacks enthusiasm, do not want to pay attention to the teacher's explanation, and disturbs their friends. Besides, students with special needs tend to be

slow in accepting and understanding lessons and have a low reading interest. The implication is that their academic ability is also low. The learning outcomes of students with special needs are also very far below the class average. Based on a study, reading interest has a strong correlation with learning achievement¹⁸. Low student learning outcomes will harm academic development. Teachers and related parties must have the ability to develop students' academic potential. One of the goals is that students' academic potential can develop optimally.

Based on the results of a preliminary study at SDN Gunung Gatep, this school did not have a Shadow Teacher. It is ironic considering the Shadow Teacher has a role in the implementation of inclusive education. Shadow Teacher has a very vital role in inclusive education, namely as a center of education¹⁹. Based on preliminary studies and a review of several related kinds of literature, further research is needed. One of the aspects studied is how the learning services that have been carried out by inclusive schools without the assistance of Shadow Teachers. The purpose of this study is to analyze whether learning services in inclusive primary schools that do not have Shadow Teachers can run optimally? The learning services analyzed include aspects of learning planning, the learning process, and services in the assessment process. This research will find several suggestions and recommendations for

¹⁶ Kyena E. Cornelius, Michael S. Rosenberg, and Karin N. Sandmel, 'Examining the Impact of Professional Development and Coaching on Mentoring of Novice Special Educators', *Action in Teacher Education*, 42.3 (2020), p.253–70 <<https://doi.org/10.1080/01626620.2019.1638847>>.

¹⁷ Wendelien Vantieghem and others, 'Professional Vision of Inclusive Classrooms: A Validation of Teachers' Reasoning on Differentiated Instruction and Teacher-Student Interactions', *Studies in Educational Evaluation*, 67 (2020), 100912 <<https://doi.org/10.1016/j.stueduc.2020.100912>>.

¹⁸ Arif Widodo, Dyah Indraswati, and Agam Royana, 'Analisis Penggunaan Media Gambar Berseri Untuk Meningkatkan Kemampuan Membaca Siswa Disleksia di Sekolah Dasar', *Magistra: Media Pengembangan Ilmu Pendidikan Dasar Dan Keislaman*, 11.1 (2020), p.1–21 <<https://publikasiilmiah.unwahas.ac.id/index.php/magistra/article/download/3457/3189>>.

¹⁹ Erika Yunia Wardah, 'Peranan Guru Pembimbing Khusus Lulusan Non-Pendidikan Luar Biasa (PLB) Terhadap Pelayanan Anak Berkebutuhan Khusus Di Sekolah Inklusi Kabupaten Lumajang', *JPI (Jurnal Pendidikan Inklusi)*, 2.2 (2019), p.93–108 <<https://doi.org/10.26740/inklusi.v2n2.p93-108>>.

improving learning services for children with special needs.

Method

The study was conducted from May to November 2020 in Mount Gatep State Elementary School, Central Lombok. This research uses a case study approach. The scientific process carried out by researchers in obtaining data uses observation, interviews, and documentation. The researchers act as data collectors and analyzers. The instruments used were observation guidelines, interview guidelines, and field notes. Observation guidelines to understand phenomena based on what the research subjects feel and experience holistically and comprehensively. The observed phenomena include perception, motivation, and learning process activities. Interview guide to obtaining comprehensive information from informants. The main informant in this study was a grade II teacher as the primary subject. Supporting informants in this study were the principal and one student with special needs. Review documents to obtain information related to the learning process in class, from planning to the learning process to the evaluation process. The documents analyzed included lesson plans, evaluation notes, and class teacher learning journals. Data are presented descriptively. Scientific research setting without intervention from researchers²⁰. The stages of data analysis include data collection, data reduction, data presentation, and the final step is to conclude. Data analysis was carried out at the time of data collection at the research location. The final stage of data analysis is to test the wetness of the data. The technique used in testing the validity of the data is the time triangulation technique. Time triangulation is checking back to data sources at different

times and making comparisons between the interview data from the researcher and the teacher and the observation data in the field.

Findings and Discussion

The following is a description of the results of interviews, observations, and document analysis:

Learning services in the learning planning process

The first learning service to be analyzed is the learning planning process. Learning planning is essentially a stage where teachers can prepare themselves before the learning process. All instruments used or needed for the learning process must be well prepared. One part of the learning tool is the Learning Implementation Plan. From the observations, the curriculum used by teachers in preparing lesson plans was the K-13 curriculum. The lesson plan is following the thematic learning curriculum. Thematic learning is learning that is carried out in an integrated manner by linking or combining several subject topics into one theme. Some of the identities contained in the thematic lesson plans are starting from the name of the subjects, time allocation, objectives, main competencies, and others.

Based on the analysis of the lesson plans owned by the teacher, there is no part of the lesson plans designed for children with special needs. The teacher uses the same teaching tools for all students. One of the indicators is that there are similarities in the use of teaching media for teaching materials, the use of methods when teaching, and the evaluation of planned learning. The teacher has not paid attention to the needs of students in making lesson plans. Besides, in the preparation of learning planning, there is no prior identification of the needs and learning difficulties of students with special needs.

²⁰ Muh. Fitrah and Luthfiyah, *Metodologi Penelitian: Penelitian Kualitatif, Tindakan Kelas & Studi Kasus* (Sukabumi: CV Jejak (Jejak Publisher), 2018).

Learning services in the learning process

The second learning service is the process of implementing learning in the classroom. The implementation of learning in inclusive schools can be done through regular classes or using the pull out model²¹. Based on the results of the analysis of the learning process, the teacher only carries out regular learning. The Individualized Educational Program has not done well. Learning process such as not an inclusive school. Teachers still use the same learning methods and media for all students. There is no learning method intended for students with special needs. All students learn using the same learning method. Children with special needs do not get services according to their needs.

Teachers in the learning process must have the ability to detect the learning difficulties of each student. Based on the observations of the teacher teaching monotonously. Learning is still teacher-centered. The teacher only uses the question and answer method, demonstration, and drill. Learning that has been done causes students to be bored in the following lessons. There needs to be innovation in the use of learning models. One of the creations that teachers can do is to use technology in classroom learning. All fields can use technology. One of the benefits is to facilitate the learning process²². Therefore, a teacher must be creative and innovative in designing learning models, especially for children who have learning difficulties. The use of various learning methods is needed so that learning does not feel boring for students. The benefit of using

technology to learn is that it simplifies the learning process. The role of the teacher is large in learning, especially for students with special needs²³. Therefore, the teacher must understand the appropriate method or strategy in presenting the material. In essence, there are no students who fail to learn. All students can learn actively and effectively if facilitated appropriately by the teacher²⁴.

During further observation, the teacher instructs students with special needs to do assignments in front of the class. After completion, the teacher provides positive reinforcement in the form of recognition by inviting all students in the class to applaud. According to the teacher, this activity is doing so that the motivation of students with special needs increases. Besides, applause can also make students with special needs feel confident in following the learning process. Giving awards to students with special needs is expected to increase their enthusiasm for learning²⁵. Similar research results have also been revealed by other researchers who state that providing reinforcement can make students more motivated in learning²⁶. The results of a similar study also said that inclusive children need to given

²¹ Siyam Mardini, 'Increasing Interest in Learning Children with Special Needs Model through Regular Class Pull out State Elementary School of Giwangan Yogyakarta.', *Jurnal.Uad.Ac.Id*, 2.1 (2015) <<https://media.neliti.com/media/publications/71287-ID-meningkatkan-minat-belajar-anak-berkebut>.pdf>.

²² Firdaus Annas, 'Perancangan Sistem Informasi Bank Soal Online Di SMP Negeri 3 Matur.', *Journal Educative: Journal of Educational Studies*, 4.2 (2020), 150 <<https://doi.org/10.30983/educative.v4i2.2522>>.

²³ Maftuhin and A Jauhar Fuad, 'Pembelajaran Pendidikan Agama Islam Pada Anak Berkebutuhan Khusus', *Journal An-Nafs: Kajian Penelitian Psikologi*, 3.1 (2018), p.76–90 <<https://doi.org/10.33367/psi.v3i1.502>>.

²⁴ Órla Ní Bhroin and Fiona King, 'Teacher Education for Inclusive Education: A Framework for Developing Collaboration for the Inclusion of Students with Support Plans', *European Journal of Teacher Education*, 43.1 (2020), p.38–63 <<https://doi.org/10.1080/02619768.2019.1691993>>.

²⁵ Wela Oktari, Hendra Harmi, and Deri Wanto, 'Strategi Guru Dalam Pembelajaran PAI Pada Anak Berkebutuhan Khusus', *TA'DIBUNA: Jurnal Pendidikan Agama Islam*, 3.1 (2020), p.13–28 <<https://doi.org/10.30659/jpai.3.1.13-28>>.

²⁶ Amelia Ratih Damayanti and others, 'Pengaruh Pemberian Penguatan (Reinforcement) Guru Terhadap Motivasi Belajar Siswa SD Kemala Bhayangkari 1 Surabaya.', *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 9.2 (2020) <<https://doi.org/10.33578/jpfkip.v9i2.7876>>.

reinforcement, even more, gifted and talented students²⁷. So far, teachers have not been able to do much in providing learning services to children with special needs, except only occasionally motivating the learning process.

Based on the results of observations, the use of learning media is not optimal. The teacher only utilizes makeshift learning media found in the school environment. Some examples of the media used by the teacher to explain the concept of time to class II students are the teacher using the wall clock media in the classroom. According to one opinion, learning media must be made more attractive and following the needs of students²⁸. The goal is to increase the enthusiasm and motivation of students in participating in learning. Besides, the subject matter can be understanding by students.

Learning services in the assessment process

The third learning service is the assessment process. Assessment is a learning service that is closely related to learning evaluation. This activity is useful for knowing the development of the competence of students with special needs. The assessment was also useful in preparing follow-up plans for children with special needs.

Based on the results of interviews, the teacher still uses the same standards in evaluating student learning outcomes. Students with special needs do not have an assessment instrument. Not having the instrument indicates the teacher is not ready to

assess children with special needs²⁹. The implication is not being able to know the academic development of students with special needs appropriately. Students with special needs always get poor learning outcomes when compared to students in general. This kind of assessment principle is unfair because children with special needs have different abilities. In general, children with special needs have some difficulties in learning.

The assessment process carried out by the teacher still uses summative and formative evaluation models. Teachers use the same evaluation standards for students. All students are assessing to the same standard. The teacher also conducts formative evaluation in the learning process. Teachers also use the same evaluation standards as formative evaluation. Teachers do not have special instruments in assessing children with special needs. Based on the results of the analysis of the evaluation process carried out by the assessment program for children with special needs, it is not yet accurate. The assessment process is quite alarming because an inaccurate assessment can hinder the preparation of follow-up plans. Students must get the right service so that the follow-up plan is right on target. Included in this is for children with special needs. Teachers can find out the effectiveness of learning through assessment³⁰. One of the benefits is that the results of the evaluation serve as guidelines in compiling teaching materials so that the material

²⁷ Maryam Salem Mohammed Saed Hersi, 'The Identification Process & Tools for Gifted and Talented Students' (The British University in Dubai, 2016) <<https://pdfs.semanticscholar.org/95e9/90bed8a61a2f8c00f9284c3af8fb906b70e4.pdf>>.

²⁸ Karunia Yulinda Khairiyah, 'The Usage Of "Ritatoon" Increasing Media The Ability Of Basic Noun Recognition For Students With Moderate Intellectual Disability', *JPI (Jurnal Pendidikan Inklusi)*, 2.1 (2018), 30 <<https://doi.org/10.26740/inklusi.v2n1.-p.30-38>>.

²⁹ Visal Moosa and others, 'Assessing Teacher Readiness for Inclusive Education in Maldives: Instrument Modification and Validation', *International Journal of Disability, Development and Education*, 2020, 1–17 <<https://doi.org/10.1080/1034912X.2020.1837355>>.

³⁰ Umi Anugerah Izzati and others, 'Character Education: Gender Differences in Moral Knowing, Moral Feeling, and Moral Action in Elementary Schools in Indonesia', *Journal for the Education of Gifted Young Scientists*, 7.3 (2019), p.595–606 <<https://doi.org/10.17478/jegys.597765>>.

presented is following the abilities of children with special needs.

The absence of Shadow Teachers in schools is a big problem for teachers³¹. They cannot know with certainty the types of special needs or disabilities that students have at school. The identification process did not run optimally. Shadow Teacher's duties and responsibilities are to carry out the identification process of students with special needs. The types of disorders and special needs are analyzed only. The teacher only identifies it through visible symptoms. Ideally, the identification process requires certain stages and can be account for scientifically³². The implication is that there is no guidance to deal with problems caused by students with special needs. The guidance process is not following the standards of the inclusive school. Guidance for students with special needs is only limited to the knowledge and abilities of class teachers.

The disadvantage of not having a Shadow Teacher is that the Individualized Educational Program is not optimal. The implication is that students with special needs only study in regular classes. Teachers have limited knowledge in preparing the Individualized Educational Program. The absence of an Individualized Educational Program in primary schools that provide inclusive education is unfortunate. The Individualized Educational Program is one of the follow-up efforts after the assessment. This action helps to overcome learning difficulties and develop the potential contained in students with special needs.

Through proper treatment, the thinking ability of children with special needs can increase. Teachers have a role in shaping students' thinking abilities. Students have a thinking competency that is always developing. Students can be developed their thinking skills through proper treatment³³. The ability to think is a need for every student in preparing for the challenges of the 21st century³⁴. This era is a century of thinking competition. There is research that suggests the 21st century way of thinking must change. The thinking skills needed are metacognition skills³⁵. Therefore, a teacher must be able to maximize the learning methods of students so that they can think critically and solutions in dealing with every problem.

Every child is born with different talents. Inclusive children also have various potentials. Every child with special needs talent development services. The teacher's task is to maximize the potential contained in students. The teacher is obliged to maximize the potential contained in students. There is research which states that children who have extraordinary talents should get special attention³⁶. Therefore every student must get the right learning services. However, the expected conditions are still far from ideal.

³¹ Ellen Kakhuta Materechera, 'Inclusive Education: Why It Poses a Dilemma to Some Teachers', *International Journal of Inclusive Education*, 24.7 (2020), p.771–86 <<https://doi.org/10.1080/13603116.2018.1492640>>.

³² Nurul Hidayati Rofiah, 'Proses Identifikasi: Mengenal Anak Kesulitan Belajar Tipe Disleksia Bagi Guru Sekolah Dasar Inklusi', *INKLUSI*, 2.1 (2015), p.109–24 <<https://doi.org/10.14421/ijds.020110>>.

³³ Umar Umar and others, 'A Comparative Study on Critical Thinking of Mathematical Problem Solving Using Problem Based Learning and Direct Instruction', in *Proceedings of the 1st Annual Conference on Education and Social Sciences (ACCESS 2019)* (Paris, France: Atlantis Press, 2020), CDLXV, p.314–16 <<https://doi.org/10.2991/assehr.k.200827.079>>.

³⁴ Christopher P. Dwyer, Michael J. Hogan, and Ian Stewart, 'An Integrated Critical Thinking Framework for the 21st Century', *Thinking Skills and Creativity*, 12 (2014), p.43–52 <<https://doi.org/10.1016/j.tsc.2013.12.004>>.

³⁵ Liza Efriyanti and Firdaus Annas, 'Aplikasi Mobile Learning Sebagai Sarana Pembelajaran Abad 21 Pada Era Revolusi Industri 4.0', *Jurnal Educative: Journal of Educational Studies*, 5.1 (2020), p.28–40.

³⁶ Eileen Slater, 'The Identification of Gifted Children in Australia: The Importance of Policy', *TalentEd*, 30.1 (2018), 1 <https://www.researchgate.net/profile/Eileen_Slater/publication/322419883>.

One of them is the limitation of teachers in identifying, assessing, and designing individual learning programs for inclusive students. This kind of condition is a problem. Not optimal learning services for students with certain limitations can have implications for academic development and even social-emotional development. Several previous studies state that service delivery that is less than optimal has the potential to cause social behavior deviations³⁷. Therefore it is necessary to hold a persuasive approach and communication towards children who are full of these limitations. Through effective communication, students can feel comfortable and feel protected³⁸.

The teacher's inability to design an Individualized Educational Program has many reasons. One of them is their educational background and the lack of assistance provided by related agencies to teachers. The implication is that teachers' insights in designing individual learning programs in inclusive schools are less than optimal. Teachers have a lot to learn, one of which is through frequent training³⁹. Besides, the absence of Shadow Teacher is a problem in itself. The issue of Shadow Teacher often occurs in schools that provide inclusive education. Previous research found that many

schools providing inclusive education still lack Shadow Teachers⁴⁰.

The availability of Shadow Teachers in every school can support the success of implementing inclusive education in schools. Shadow Teacher is competent in assisting and handling students with special needs. Professional teachers influence the success of inclusive education. Teachers must be sensitive to the needs of students in learning⁴¹. In this regard, the hope in the future is that there will be a Shadow Teacher in every school that implements inclusive education so that the inclusive education program runs smoothly.

The existence of Shadow Teacher is the spirit of schools that provide inclusive education. The role of the shadow teacher is like a pillar in a building. In inclusive education, the foundation is Shadow Teacher⁴². This statement is not an exaggeration, considering that in various primary school studies, providers of inclusive education are still having difficulty identifying children with special needs⁴³.

Teachers who are late in identifying students can cause harm. According to a

³⁷ Arif Widodo, 'Penyimpangan Perilaku Sosial Ditinjau Dari Teori Kelekatan Bowlby (Studi Kasus Terhadap Anak Tenaga Kerja Wanita Di Lombok Barat)', *ENTITA: Jurnal Pendidikan Ilmu Pengetahuan Sosial Dan Ilmu-Ilmu Sosial*, 2.1 (2020), p.35–50 <<https://doi.org/http://dx.doi.org/10.19105/ejpis.v1i2.3187>>.

³⁸ Dyah Indraswati and others, 'Implementasi Sekolah Ramah Anak Dan Keluarga Di SDN 2 Hegarsari, SDN Kaligintung, Dan SDN 1 Sangkawana', *JKKP: Jurnal Kesejahteraan Keluarga Dan Pendidikan*, 7.1 (2020), p.51–62.

³⁹ Arif Widodo, Khairunnisa, and others, 'Pelatihan Terapi Sensori Integrasi Level Basic Untuk Guru Madrasah Inklusi Di Kabupaten Lombok Barat', *Monsu'ani Tano: Jurnal Pengabdian Masyarakat*, 3.2 (2020), p.67–77.

⁴⁰ Anggun Dyah Anjarsari, 'Penyelenggaraan Pendidikan Inklusi Pada Jenjang SD, SMP, Dan SMA Di Kabupaten Sidoarjo', *JPI (Jurnal Pendidikan Inklusi)*, 1.2 (2018), p.91 <<https://doi.org/10.26740/inklusi.v1n2.p91-104>>.

⁴¹ Arif Widodo, Nursaptini Nursaptini, and others, 'From Face-to-Face Learning to Web Base Learning: How Are Student Readiness?', *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 10.2 (2020), p.149–60 <<https://doi.org/10.25273/-pe.v10i2.6801>>.

⁴² Sofia Syifa Ul Azmi and Titis Ema Nurmaya, 'Peran Guru Pendamping Khusus Dalam Pembelajaran Terhadap Perilaku Inatensi Pada Anak ADHD Di SD Budi Mulia Dua Panjen Yogyakarta', *ŚALIHA | Jurnal Pendidikan Dan Agama Islam*, 3.1 (2020), p.60–77 <<http://staitbiasjogja.ac.id/jurnal-/index.php/saliha/article/view/37/36>>.

⁴³ Heri Setiawan and others, 'Analisis Kendala Guru Di SDN Gunung Gatep Kab. Lombok Tengah Dalam Implementasi Pendidikan InklusiP', *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan*, 20.2 (2020), p.169–83 <<https://doi.org/10.30651/didaktis.v20i2.4704>>.

study, the delay in the identification process of students can have implications for the learning outcomes of students. This identification process is urgent. Moreover, every student has different learning styles or characteristics, including students with special needs. Students with special needs in their learning process are following their learning styles⁴⁴. The goal is to get maximum results. Based on research, the stimulus given to students must be following the workings of the brain⁴⁵. The learning system which follows the workings of the student's brain is known as brain-based teaching. Therefore, the learning system applied to students with special needs should be adjusted to the ability of the brain and adapt to their learning styles. The stimulus is doing to get a positive response from the brains of students with special needs.

The learning process in the aspect of using media is also not optimal. The learning media used are still limited. Learning takes place conventionally like teaching normal children in general. The implication is that students with special needs experience many difficulties without using special media. Previous research has revealed that learning media affect the learning outcomes of students with special needs⁴⁶. One of the goals is to make it easy for students with special needs to understand the subject matter. Therefore, the use of learning media for students with special needs is urgent. One reason is that students

with special needs have not been able to learn independently. Learning independence is influenced by student motivation. Students with special needs have their motivation level developed to get maximum results⁴⁷. Therefore students with special needs need to use appropriate learning media to help the learning process.

The learning strategy also plays an urgent role in the success of the learning process of students with special needs. The application of appropriate learning strategies can help students who experience limitations in learning to improve their academic abilities⁴⁸. Therefore the learning process must use the right learning strategy. It is necessary to innovate learning strategies for students with special needs so that their learning motivation and academic abilities develop optimally.

Based on the description above, the teacher is not fully ready to provide learning services to children with special needs. Teachers' unpreparedness in providing learning services can have negative implications for the development of students with special needs⁴⁹. Based on a study, one of the causes of teacher unpreparedness in providing learning services is that teachers do not have sufficient competence and knowledge related to the characteristics of

⁴⁴ Shaylene E. Nancekivell, Priti Shah, and Susan A. Gelman, 'Maybe They're Born with It, or Maybe It's Experience: Toward a Deeper Understanding of the Learning Style Myth.', *Journal of Educational Psychology*, 112.2 (2020), p.221–35 <<https://doi.org/10.1037/edu0000366>>.

⁴⁵ Zulfani Sesmiarni, M. Iswantir, and Firdaus Annas, 'Brain Based Teaching in the View of Tarbiyah IAIN Bukittinggi Students', *Journal of Physics: Conference Series*, 1471.1 (2020), p.1–8 <<https://doi.org/10.1088/1742-6596/1471/1/012033>>.

⁴⁶ Linda Feni Haryati and others, 'Optimalisasi Penggunaan Media Pada Anak Berkebutuhan Khusus Di MI NW Tanak Beak Narmada', *Progres Pendidikan*, 1.2 (2020), p.88–97.

⁴⁷ Nursaptini and others, 'Profil Kemandirian Belajar Mahasiswa Dan Analisis Faktor Yang Mempengaruhinya: Komunikasi Orang Tua Dan Kepercayaan Diri', *JPE (Jurnal Pendidikan Edutama)*, 7.1 (2020), p.1–30 <<https://ejurnal.ikipgribojonegoro.ac.id/index.php/JPE/article/view/711/pdf>>.

⁴⁸ Ayu Hartini, Dessy Widyaningtyas, and Mai Istiqomatul Mashlulah, 'Learning Strategies For Slow Learners Using The Project Based Learning Model In Primary School', *JPI (Jurnal Pendidikan Inklusi)*, 1.1 (2017), p.29 <<https://doi.org/10.26740/inklusi.v1n1.p29-39>>.

⁴⁹ Norfishah Mat Rabi and others, 'Readiness of Pre-Service Teacher to Teach Student with Special Needs through Inclusive Education Course', *International Journal of Academic Research in Progressive Education and Development*, 7.4 (2018), 200–210 <<https://doi.org/10.6007/IJARPED/v7-i4/4847>>.

children with special needs⁵⁰. Therefore, the existence of Shadow Teacher in every inclusive elementary school is very much needed. The presence of Shadow Teacher can be a role model and pioneer in providing optimal learning services for children with special needs.

Conclusion

The conclusions in this study include: First, learning services in the learning planning process are not optimal. Teachers do not make learning plans according to student needs. All students learn to use the same teaching tools from the teacher. The teacher only uses one lesson plan for all students. There is no special learning planning for children with special needs. Second, learning services in the learning process are not optimal. Students learn to use classical models. Students with special needs also learn in regular classes. The Individualized Educational Program for children with special needs has not been implementing. Teachers provide learning services to students with special needs only to provide motivation, prepare mental conditions, and perform apperception. All students learn using the same learning methods and media. There are no differences in learning models or media for children with special needs. The teacher only uses various models of lecturing, demonstration, question and answer, drill, and discussion. Third, learning services in the assessment process are not optimal. Teachers do not have special instruments to assess children with special needs. Evaluation activities still use summative and formative evaluation models. Teachers use the same evaluation standards for students in summative and formative evaluations.

⁵⁰ Mariyam Shareefa, 'Institutional And Teacher Readiness For Inclusive Education In Schools Of Hithadhoo, Addu, Maldives: A Study Of The Perceptions Of Teachers', *International Journal of Scientific & Technology Research*, 5.7 (2016), p.6–14.

Teachers have not conducted an assessment of children with special needs according to inclusive school standards.

Based on the above conclusions learning services for children with special needs are not optimal. The learning services provided without the Shadow Teacher have experienced difficulties. The absence of a Shadow Teacher makes learning services for children with special needs very limited. The main problem is that teachers do not have competence in the field of inclusion. The readiness of primary schools in providing inclusive education requires evaluation. Therefore, the government or related agencies must immediately intervene in this matter. The government influences the success of inclusive education.

This study has several limitations. The limitation of this study is that it only produces descriptive information. This research only ends with a suggestion. This research has not found practical solutions to improve the implementation of inclusive education in primary schools. Future researchers should research learning services. The learning process needs to be improved so that learning services can be optimal.

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