

Implementation of Inclusive Teaching for Children with Special Needs: An Educational Psychology Perspective

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Abstract

Education is a basic need for every human being to ensure that their life becomes more dignified. Therefore, the state has an obligation to provide quality educational services for every citizen without exception, including those who have different abilities (disabilities) as regulated in the 1945 Constitution Article 31 paragraph 1. Education of children with special needs is a challenge in the world of education, because not all schools are willing to accept children with special needs in their educational environment. The implementation of inclusive education for children with special needs must be able to create a friendly, fun, flexible environment that can foster self-confidence in students and educators who have special abilities. The reality on the ground in the implementation of inclusive education is that not everything is in accordance with implementation guidelines, both in terms of student conditions, teacher qualifications, supporting infrastructure, parental support, as well as support from central and regional governments. Basically, the implementation of inclusive education for children with special needs is still a phenomenon.

Keywords: Children with special needs, Challenges in education, Implementation of inclusive education



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INTRODUCTION

Education is a necessity for all mankind, because with education humans can grow and develop with goals that will be achieved and achieved. Learning is a complex process that happens to everyone and lasts a lifetime, from when he was a baby to the grave. Education in

Indonesia, which is diverse with different backgrounds, can still be united, together and realize the nation's ideals, while upholding the principle of *Bhinneka Tunggal Ika*, namely that even though we are different, the Indonesian nation remains one unit. If this principle is applied in everyday life, national unity and unity will be maintained. With collaboration, these differences can create unity. Differences in learning can occur anywhere, such as physical differences, religion, ethnicity, and children with special needs. They all must have the same rights in obtaining education. (Andry B, 2023)

According to (Asiatun et al., 2023) inclusive education can also have the potential to provide useful support for every child with all diversity, especially children who have special needs. This will of course increase appreciation and recognition of all forms of diversity and differences. The perspective on differences that was initially a deviation turns into a source of enrichment. As an embodiment of this perspective, the idea of education emerged that education is everyone's right. Inclusive education can provide broad opportunities and possibilities for all students who have physical, emotional, mental and social differences. Students with special needs have intelligence potential potential) as well as special interests and talents to obtain quality education in accordance with the needs of the abilities and capacities possessed.

Inclusive education is an important issue in the world of education today, where each student is respected as a unique individual with their own needs and potential. The concept of inclusive education is based on the idea that every child, including those with special needs, has the right to receive quality education in a supportive learning environment. In this context, educational psychology plays an integral role in understanding the psychological dynamics of each student and creating an environment that facilitates optimal development.

In inclusive education, it is very necessary to modify or develop the curriculum considering that inclusive education is education that provides opportunities for children with disabilities and special talents to participate in the learning of children in general. Curriculum modifications are the result of adapting the Education Unit Standard Curriculum to the abilities of students with special needs. This is in accordance with the mandate of Minister of National Education Regulation no. 70 Article 7 of 2009 which states that educational units providing inclusive education use the Education Unit Level Curriculum (KTSP) which accommodates the needs and abilities of students according to their talents and interests. (Dahlan, 2022)

In its implementation, curriculum modifications will appear in the design of the Individual Learning Program (PPI) which refers to the syllabus. The competency standards and basic competencies in the modified curriculum will become the direction and basis for developing main material, learning activities, and indicators of competency achievement for assessment, taking into account the individual abilities of students. The results are stated in the IEP or PPI which is developed by the Special Assistant Teacher (GPK) and other related teams.

RESEARCH METHOD

Research Design

This study employed a qualitative descriptive approach to examine the implementation of inclusive teaching practices for children with special needs from an educational psychology perspective. The qualitative design was chosen to allow an in-depth exploration of teachers' strategies, classroom interactions, and the psychological considerations underlying inclusive education. Data were collected through semi-structured interviews, classroom observations, and document analysis to capture a comprehensive picture of the teaching practices and contextual factors that influence their implementation.

Research Target/Subject

The participants consisted of nine classroom teachers who have experience teaching children with special needs in inclusive settings, along with three school counselors and six parents of children with special needs. Participants were selected using purposive sampling to ensure they met specific criteria: (1) direct involvement in inclusive teaching, (2) a minimum of two years' experience in the role, and (3) willingness to participate in interviews and classroom observations. This multi-perspective sampling was designed to capture the viewpoints of educators, support staff, and parents.

Research Procedure

The research began with obtaining ethical clearance from the relevant institutional review board, followed by gaining permission from school authorities. Once permission was granted, the researcher introduced the study to potential participants, secured informed consent, and scheduled interviews and observations. Classroom observations were conducted over a period of four weeks, with each teacher observed for two full instructional sessions. Semi-structured interviews with teachers, counselors, and parents were conducted in settings convenient for participants and lasted between 45 and 60 minutes. Field notes were taken during all observations, and relevant school documents—such as individualized education plans (IEPs), lesson plans, and policy guidelines—were collected for analysis.

Instruments, and Data Collection Techniques

The primary instruments included: (1) a semi-structured interview guide covering themes such as teaching strategies, classroom management, and psychological support for children with special needs; (2) an observation checklist to document teaching methods, student engagement, and classroom climate; and (3) a document analysis protocol for reviewing relevant school policies and instructional plans. Data collection techniques comprised direct observation, in-depth interviews, and document review, with all data recorded in both written and audio form (where consent was given).

Data Analysis Technique

Data were analyzed using thematic analysis following Braun and Clarke's six-phase framework: familiarization with data, generation of initial codes, identification of themes, review of themes, definition and naming of themes, and production of the final report. The credibility of findings was enhanced through triangulation of data sources—interviews, observations, and documents—and member-checking by sharing preliminary interpretations with participants for feedback. Reflexive journaling was also used to record the researcher's observations, potential biases, and decision-making processes, thereby strengthening the dependability and confirmability of the study.

RESULTS AND DISCUSSION

One of the main findings is that the psychology of inclusive education plays a key role in shaping educational views and practices. By understanding students' individual differences, teachers can develop more responsive teaching strategies, ensuring that each student can access the curriculum and reach their potential. This research supports the concept that inclusion is not just the responsibility of specific teachers or support staff, but is a collective effort to create a school culture that values diversity. The correct understanding of educational psychology and education including education in general is the teacher's ability to choose learning methods or methods that suit students' needs. A good understanding of educational psychology will help teachers to understand student characteristics, so they can combine them with appropriate strategies for students based on their differences, learning styles, personalities, problems, etc. (

Learning Strategies for Children with Special Needs in Inclusive Education Nila Ainu Ningrum State Islamic Institute of Kediri Abstract: Abstract: Keywords: Children with Special Needs, Inclusive Education, Learning Strategies; Introduction Basically, every child has the potential to experience problems in learning, only these problems There are those that are light, and don't require special attention from other people because they can be overcome by the person concerned. There are also those that have serious learning problems that require special attention and help from other people These problems are children with special needs, learning difficulties are usually influenced by below average intelligence, lack of self-confidence, 2 child development disorders, lack of interest in studying certain material, 3 lack of ability to set aside time and often delay completing it. Task . However, when they are interacted with other children of the same age in the regular education system, there are certain things that must receive special attention from teachers and schools to obtain optimal learning outcomes. 4 Apart from the problems faced by students, teachers also face problems. These problems include the lack of teacher competence in dealing with children with special needs, the teacher's lack of understanding of children with special needs, the teacher's background not being in line with the students' needs, and the administrative burden that Teachers have to do this so they can't focus on all their students, especially students with special needs. Of course, these problems will have an impact on both ordinary students and students with disabilities. In Indonesia itself, the government is concerned about the rights of people with disabilities. One of them is the establishment of the National Commission on Disabilities Based on Presidential Regulation Number 68 of 2020, as a derivative rule from Article 134 of Law Number 8 of 2016 concerning Persons with Disabilities. The Birth of the Government Policy Regarding Equal Quality of Education and Elevating the Status of Children with Special Needs in the Community Becomes a New Means and Hope for Children with Special Needs to Continue Progressing in Pursuing Their Dreams to Higher Education With Various Guarantees from the Indonesian Journal of Humanities and S... , 2022)

Inclusive education or inclusive education is a word or term coined by UNESCO that comes from the word education for All, which means education that is friendly to all, with an educational approach that tries to reach everyone without exception. They all have the same rights and opportunities to obtain maximum benefits from education. These rights and opportunities are not differentiated by the diversity of individual characteristics physically, mentally, socially, emotionally, and even by socio-economic status. At this point it appears that the concept of inclusive education is in line with the Indonesian national education philosophy which does not limit students' access to education just because of differences in initial conditions and backgrounds. Inclusiveness is not only for those who are different or extraordinary but applies to all children.

According to (May, 2020) Children with special needs are defined as children who need special education and services to develop their human potential perfectly. The term as a child with special needs is because in order to fulfill their life needs, this child requires assistance with educational services, social services, guidance and counseling services, and various other types of special services . ABK are children with special characteristics different from children in general without always showing mental, emotional or physical disabilities. According to (Dwi & Savitry, 2014) special education provides guidance that what is meant by inclusive is openness to learning together for all students without exception. Children with special needs

There are two groups of children with special needs (ABK), namely: temporary (temporary) and permanent (permanent) ABK. Those included in the temporary ABK category include: children who are in the lowest socio- economic strata, street children (anjali), children

who are victims of natural disasters, children in border areas and on remote islands, as well as children -children who are victims of HIV-AIDS. Meanwhile, those included in the permanent ABK category are children who are blind, deaf, mentally retarded, physically disabled, hearing impaired, autistic , ADHD (Attention deficiency and Hyperactivity Disorders), Children with Learning Difficulties , Gifted and Very Smart Children , etc. (Mastuti, 2014)

Learning for children with special needs (students with special needs) requires a separate strategy according to individual needs. When preparing learning programs for each field of study, the class teacher should have personal data for each student. Personal data is related to specific characteristics, abilities and weaknesses , competencies possessed, and level of development . Specific student characteristics with special Needs are generally related to the level of functional development. These specific characteristics include the level of sensory motor development, cognitive, language skills, self-skills, self-concept, social interaction abilities and creativity. To find out clearly about

characteristics of each student, a teacher must first carry out a screening or assessment in order to know clearly about the personal competence of the student concerned. The aim is that when programming learning, we have thought about the forms of learning strategies that are considered suitable for dealing with children with special needs in inclusive classes. Assessment here is an activity process to determine the abilities and weaknesses of each student in terms of cognitive development and social development, through sensitive observation. This activity usually requires the use of special instruments that are standard or made by the class teacher himself.

Every child with special needs has different characteristics from one another. Services for children with special needs cannot be equated with each other, but need to be provided according to the characteristics of their needs and abilities. To obtain services that suit the characteristics of their needs and abilities, it is necessary to identify and assess children with special needs. Various forms of services need to be provided to support their needs, not only in the educational sector but non-academic services are also very necessary to improve their quality of life to become better and more independent. (Programs & Education, 2021)

In understanding the characteristics of ABK in depth, teachers define ABK as children who have different behavior from regular children, such as walking around, crying often, and having difficulty managing anger. There are also teachers who say that ABK are children who have physical disabilities or who have difficulty following lessons at school.

The components in implementing inclusive education consist of planning for the implementation of inclusive education which includes curriculum modifications, teaching staff, students, facilities and infrastructure, finances or funds, environment, alternative placements; implementation of an inclusive education system which includes planning teaching and learning activities, implementing teaching and learning activities, fostering interpersonal relationships; evaluation of the implementation of inclusive education. (Yunita et al., 2019)

It is very important to pay attention to the planning and implementation of inclusive classroom learning activity programs considering the conditions of classes that have heterogeneous students. Children with special needs who are in the classroom are expected to be able to optimize their development without being limited by their limitations by modifying the planning and implementation of learning activity programs, so that education in the classroom becomes meaningful for all students. Research Method The type of research used is descriptive qualitative, which is research that attempts to find data facts and then describe the readiness of kindergartens in organizing inclusive classes as seen from the learning activity program. The use of a phenomenological approach is motivated by efforts to uncover

"symptoms". Symptoms here apart from meaning concrete things, can also mean 'apparent'. Thus, in its language, phenomenology is defined as a school that discusses phenomena, or everything that appears. In principle, phenomenology is a field of philosophy that focuses on and explores the experience of human consciousness. (City, 2017)

One of the mandatory subjects for ABK students is mathematics. Furthermore, in the world of science, mathematics is a strong foundation, because there is not a branch of science that does not involve mathematics. However, looking at the reality on the ground, mathematics lessons are categorized as lessons that are considered difficult and less popular by some students. This is a challenge for educators to teach mathematics to ABK students. In research on the implementation of mathematics learning for ABK, students' abilities used include activity, mathematical attitudes, mathematical communication, problem solving (thinking processes), and geometric thinking. Percentage of article analysis results related to students' abilities studied in research on the implementation of mathematics learning for students with special needs.

In the implementation of inclusive education there are supporting factors consisting of internal factors (factors from within) and external factors (factors from outside). External supporting factors include good cooperation between teachers and parents/guardians of inclusive students. This collaboration aims to ensure that inclusive education can be implemented well. Usually schools call parents to convey and confirm progress, achievement of grades obtained and provide guidance to parents/guardians of inclusive students. The internal supporting factors are the use of available facilities and infrastructure such as the use of musical instruments (pianica and guitar), puzzle games, pick-up and down games, and the use of LCDs in learning. (Education & Volume, 2021)

There are also inhibiting factors in the implementation of inclusive education in the form of parents who are indifferent to their children's development, the economic situation of parents who are middle to lower class, cognitive, affective and psychomotor abilities and the conditions of inclusive students. To solve this problem, the school, teachers and parents have a solution by providing advice by inviting them to chat, awareness from parents/guardians of students and the school to bring in psychologists, provide encouragement, always instill patience in dealing with and guiding, and mutually consult about the development experienced by children with special needs both at school and at home. (Yunaini et al., 2021)

The challenges of inclusive education include the wrong societal paradigm towards individuals with disabilities, inadequate campus management and human resources and the accessibility of campus facilities that do not yet implement the principles of inclusion. Strategies that can be used to optimize inclusive learning in higher education are the legal basis for inclusive education as a basis for implementing education, the formation of disability center volunteers, assistance to disabled communities and disabled corner services. (Optimization & Learning, 2017)

Of the various obstacles faced, the solution is that educators must really learn about mastery in learning in inclusive classes and if possible educators take part in training related to learning in inclusive classes. Educators must be truly aware that what they are facing is a mandate and responsibility that must be carried out, so that in learning if something occurs that is inappropriate or less pleasing to the heart, thus provoking the emotions of the educator, then that is when the educator feels tested, and at that time educators must really open up their chests, so that educators can provide understanding to ABK students with words that are gentle and can be well received by ABK students. When reprimanding ABK students, don't be loud and public, because by doing so This can weaken the heart and mentality. (Qolbie et al., 2023)

The learning process does not mean that all ABK children are in regular classes at all times with all development aspects of development to achieve the competencies that will be achieved (full inclusion). However, occasionally ABK can be in a special class or therapy room with the degree of abnormality accompanied by special teaching staff other than the regular class teacher.

CONCLUSION

Psychology education inclusive play role important in form views and practices respectful education diversity student . Good understanding about individual student differences allows teachers to develop more teaching strategies responsive , so every students , incl child need special (ABK), can access curriculum and achieve its potential . Inclusive education No only not quite enough answered the special teacher or staff support , but rather business together all over community school For create environment inclusive learning .

This matter in accordance with philosophy education Indonesian national and the principle of "Education for All" proclaimed by UNESCO. Identification and assessment towards crew members is very important For provide service appropriate education with needs and abilities they With involve role as well as family and community in support development they . Challenge in education inclusive covers lack of understanding society , management , and resources adequate power , however can overcome with teacher training , improvement awareness , and collaboration between school and parents .

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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Ahmad Dahlan University, Yogyakarta, Indonesia Abstract
 INTRODUCTION Education is a step in making the life of the nation intelligent (Simatupang & Yuhertiana, Education is a basic need for every human being to develop abilities, shape character, and realize a dignified national civilization (Sujana Furthermore, Law of the Republic of Indonesia Number 20 of 2003, Article 5, states that: (1) Every citizen has the same right to obtain quality education; (2) Citizens who have physical and emotional disabilities, therefore, The opportunity to obtain quality education is a right that must be fulfilled by the state, and is obliged to embrace children from various groups, without exception for Children with Special Needs (Desiningrum (2016) explains that ABK are children who experience limitations or extraordinary circumstances, both physically and mentally, which has a significant influence on the process of growth or development, compared to other children of that age. Based on data released by the Ministry of Education and Culture (Kemendikbud) in 2017, it shows that out of 1.6 million ABK in In Indonesia, only 18% have received inclusive education services. Around 115 thousand ABK attend special schools, while around 299 thousand ABK attend regular schools. This shows that ABK students have not received the attention that non-ABK students receive. One of the mandatory subjects for ABK students is mathematics. Furthermore, Ramdani explained that in the world of science, mathematics is a strong foundation, because there is not a branch of science that does not involve mathematics. However, looking at the reality in the field, mathematics lessons are categorized as lessons that are considered difficult and less popular by some students (Aziz, Sugiman, & Prabowo, 2015). This is a challenge for educators to teach mathematics to ABK students. A number of studies regarding the implementation of mathematics learning for ABK students have been carried out in Indonesia and published in a number of accredited national journals, including research on the development of learning media for ABK students (Wahyuni, Hiltrimartin, & Zulkardi, Ariyantika, Farida, ABK (Suningsih & Arnidha, 2017); Aziz, Sugiman... 10 (3), 1293–1307.
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children with special needs, teacher backgrounds that do not match the needs of students, and administrative burdens that teachers must do this so they cannot focus on all students, especially students with special needs. Of course, these problems will have an impact on both ordinary students and students with disabilities. In Indonesia itself, the government is concerned about the rights of people with disabilities. One of them is the formation of the National Commission on Disabilities based on Presidential Regulation Number 68 of 2020, as a derivative regulation from article 134 of Law Number 8 of 2016 concerning Persons with Disabilities. The birth of government policies regarding equal quality of education and the promotion of the status of children with special needs in society has become a means and new hope for children with special needs to continue to pursue their dreams of reaching higher education with various guarantees from the Indonesian Journal of Humanities and S (2022). 3 (2), 181–196.

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