

Analysis of Obstacles in the Learning Process in Class IV Inclusion School SDN Pojok

Sifana Fahma Arfina¹, Angga Bayu Setiawan², Octavia Putri Handayani³, Anggi Arfina⁴, Danuri⁵

Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas PGRI Yogyakarta

Article Info

Article history:

Received: 24 June 2024

Publish: 30 July 2024

Keywords:

Learning Barriers;

Inclusion Class.

Abstract

This research aims to analyze the obstacles experienced in the learning process in the inclusion class at SD Negeri Pojok. The type of research used is qualitative research with the subjects being teachers and fourth grade students. Data collection was carried out by observation, interviews and documentation. The data analysis techniques used are data reduction, data presentation, and drawing conclusions. The results of the research show that what can hinder learning in inclusive classes are: 1) lack of motivation to learn for students with special needs, 2) lack of concentration for students with special needs, 3) differences in intelligence, 4) lack of self-confidence for students with special needs, and 5) lack of confidence. teachers in dealing with students with special needs. Factors that influence these obstacles are parental factors and teacher competency factors.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Sifana Fahma Arfina

Universitas PGRI Yogyakarta

Email: sifanafahma@gmail.com

1. INTRODUCTION

Education is a right for every citizen. As regulated in Law Number 20 of 2003 concerning the National Education System, Chapter IV, Part One, Article 5, Paragraph 1, which states that "every citizen has the same right to obtain quality education". The existence of this basis shows that education does not see certain differences. Education does not differentiate between ethnicity, race, religion, gender, social status, and does not exclude citizens with special needs. This has been regulated in Law Number 20 of 2003, Chapter IV, Part One, Article 5, Paragraph 2, which states that "citizens with physical, emotional, mental, intellectual, and/or social disabilities have the right to receive special education". According to this regulation, it shows that citizens with special needs still have the right to receive education according to their needs.

The government has provided facilities for children with special needs, one of which is the Special School (SLB). In this school, children with special needs receive education according to their needs and abilities. Because their interactions are in the same environment and with friends who have almost the same conditions, children with special needs interact less with children in general which results in less extensive emotional and social development due to this limited interaction [1].

The development of education in Indonesia, in addition to Special Schools, now the government has provided facilities for children with special needs, namely inclusive schools [2]. Inclusive schools are regular schools where children with special needs can

learn together with other normal children, only in inclusive schools' children with special needs are still accompanied by special teacher assistants during teaching and learning activities, especially interactions between students in general [3]. Inclusive schools implement inclusive education. According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 Article 1, inclusive education is an education system that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to participate in education or learning in one educational environment together with students in general.

Inclusive education is intended as an educational service that prioritizes equality for children with special needs. By learning with normal children, children with special needs are expected to be able to learn to interact well with their environment so that aspects of social emotional development can develop well. Inclusive education is also expected so that there is no discrimination against children with special needs in the community [4].

In the implementation of learning activities, the presence of students with special needs certainly makes inclusive classes different from learning in classes with normal students in general. There are several conditions of students with special needs that become obstacles or challenges in implementing learning in inclusive classes. In addition, class teachers face several problems in implementing learning activities. In this study, the aim is to describe the obstacles that occur in the learning process in class IV of the Pojok State Elementary School Inclusive School. By knowing what obstacles occur, it is hoped that later they can anticipate any obstacles that may arise and be able to overcome these obstacles.

2. RESEARCH METHOD

This study uses a qualitative research method. In this study, the learning process in inclusive classes was investigated and researchers collected complete information using data collection procedures, namely observation, interviews and documentation. The study was conducted at Pojok Elementary School, Sinduadi, Mlati, Sleman, Yogyakarta with subjects of teachers and grade IV students. Data analysis techniques in this study were data reduction, data presentation and drawing conclusions.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

The description in this study contains data and evidence of observations carried out directly, interview results based on selected subjects, and documentation. The description of the data in this study is as follows:

Observation Results

Based on the results of observations conducted during the learning process in class IV of Pojok State Elementary School, it shows that the obstacles in the learning process in inclusive classes are the first is that there are students who appear less active in the learning process in class. When the teacher delivers learning materials, these students tend to be passive or less courageous in expressing their opinions and when they have difficulty understanding the learning they still do not dare to ask questions. In addition, there are students who appear to get bored easily when learning in class. When at the beginning of learning, these students are still enthusiastic about participating in learning but when approaching the middle of learning these students tend to be quiet and pay less attention to learning. Several of these conditions indicate a lack of student learning motivation in inclusive classes.

In addition, based on observations, it shows that there are students who experience delays in learning. These students have difficulty in understanding the material so they

often experience lags in learning. Class conditions with various levels of student intelligence make it difficult for teachers to create effective learning. When teachers continue to continue the learning material so that learning objectives are achieved, some slow learning students who have not understood the material are left behind in learning. These slow learning students also show difficulty in concentrating on learning. The difficulty in concentrating is characterized by students often talking to their friends when the teacher is explaining the learning material so that some other students are also divided in their concentration.

Based on other observations, it shows that there are students who lack confidence when learning in class. These students look less active or are still less brave in expressing their opinions. Because of the lack of self-confidence, students often look quiet in class.

Obstacles in the learning process in inclusive classes are also seen from the teachers. Based on observations, it shows that there is still a lack of teacher confidence in dealing with students with special needs. The lack of teacher confidence in dealing with students with special needs results in a lack of self-confidence in managing the class, feeling stressed and angry at inappropriate student behavior, and pessimism about students' abilities to develop.

Interview Results

The interview was conducted with the homeroom teacher of class IV. Based on the interview, the homeroom teacher of class IV explained that there were students with special needs in class IV. Most of these students were slow learners (*slow learner*). Student *slow learners tend* to be quiet in class and are less brave in expressing their opinions. When learning often experiences lags in learning because these students need a long time to understand the material.

In the interview, the homeroom teacher of class IV also explained the factors that affect the learning of students with special needs. Some of these students have poor family backgrounds which are characterized by a lack of attention from parents or parenting patterns that often punish their children. So that when in class they look gloomy, less participating, have difficulty concentrating, and become students who have difficulty understanding the material.

Documentation Results

The documentation in this study is in the form of data from the results of IQ tests of students who are included in the below average category. Some of these students have verbal abilities that are included in the category *slow learner*, so they tend to experience obstacles in following learning according to the curriculum. Students' *slow learner* actually still has enough ability to follow the learning, it just takes longer. The student needs to try to study and practice more to be able to catch up. While his performance ability is in the average category, so he should have enough ability to do the task.

3.2. Discussion

The implementation of learning in inclusive classes is expected to create an inclusive learning environment and support the diversity of learning needs of all students. Education in inclusive classes is an education system that provides opportunities for all students from various conditions and educational and learning backgrounds in one environment together [5]. According to Herawati, one of the goals of education in inclusive classes is to provide the widest possible opportunity for all

children, including children with special needs, to receive proper education according to their needs [6]. In implementing learning activities, the presence of students with Special Needs (ABK) certainly makes inclusive classes different from learning in classes with normal students in general. There are several obstacles to the learning process in inclusive classes, including the following:

A. Lack of Student Learning Motivation

Learning motivation is important for students because it is a driving force to achieve learning achievement. Learning motivation is a condition of students where there is a drive to do something to achieve learning goals [7]. The learning motivation generated by individuals has a strong relationship with the student's learning orientation itself, the higher the student's learning motivation, the higher the chance that he will succeed in achieving his learning orientation. So that providing the right motivation to students will have an impact on their enthusiasm for learning and provide encouragement for students to achieve optimal achievement [8]. However, in the implementation of learning in class IV of Pojok State Elementary School, there are still students who show attitudes with less learning motivation. For example, there are students who look gloomy and less active in the learning process. Children with special needs such as behavioral disorders or *slow learners* tend to look quiet in class. But there are also students who are enthusiastic about learning at the beginning of learning but this does not last long because these students get bored easily during learning.

B. Difficulty in Concentrating in Students

Student concentration is important in the learning process because it can affect the achievement of learning objectives. Dimiyati and Mudjiono argues that learning concentration is the ability to focus attention on the learning process [9]. According to Rinawati, concentration affects the success of the learning and teaching process. The importance of concentration can make students master the material given and increase enthusiasm and motivation to be more active during the learning and teaching process [10]. According to Purba, students who can concentrate on their learning are characterized by: (a) students paying attention to the material being delivered by the teacher, (b) being able to respond and understand the material delivered by the teacher, (c) students being active in learning by expressing their opinions and asking questions when they encounter difficulties, (d) answering questions well, (e) creating a quiet class during learning [11]. In the practice of learning in the inclusive class of Pojok Elementary School, class IV, there are still students who show a lack of concentration in learning, marked by students who invite their friends to talk when the teacher is delivering learning material so that other students' concentration is divided. This also affects the condition of the class, where the class becomes less quiet.

C. Differences in Intelligence

Student intelligence in learning affects the success of the learning process. Intelligence is the ability to learn and use what has been learned to face situations and solve problems. In grade IV of Pojok Elementary School, the level of student intelligence varies. There are slow learners (*slow learner*), where the student has difficulty in understanding the learning material. Students' *slow learner*. This is experiencing obstacles or delays in thinking in several ways. *Slow learners* in the classroom require more time to study than their peers [12]. Student *Slow learner* it takes a hard struggle to understand the material so that it takes a long time to master

the material presented by the teacher. Thus, these students often experience a lag in learning in class. In line with this opinion, Shaw identified several characteristics of students who are slow learners in the learning process, including: (a) students have low intelligence and academic achievement, (b) students show higher achievement when the material is presented in concrete form, when learning abstract concepts and lessons students experience difficulties, (c) students experience cognitive difficulties in organizing new material, (d) students need additional time to study, do assignments, and practice to develop academic skills that are on par with their peers, (e) students' learning motivation is almost always reduced [13].

D. Lack of Self-Confidence in Students with Special Needs

Students' self-confidence in learning is needed to achieve their learning achievements. Self-confidence is a person's belief in doing and resolving the situations they face [14]. According to Lauster, the indicators of self-confidence are: (a) believing in one's own abilities, (b) being optimistic in facing difficulties, (c) daring to express opinions, (d) acting independently in making decisions. In class IV of Pojok State Elementary School, it shows that there are students who tend to be passive and reluctant to express their opinions. In the learning process, students who slow *learners tend* to be quiet in class and do not dare to ask questions when having difficulty understanding the lesson. This condition is caused by a lack of self-confidence so that students always think negatively about themselves and make their potential not optimally utilized. Such conditions cause these students to lose motivation to achieve good learning achievements [15].

E. Lack of Teacher Confidence in Dealing with Students with Special Needs

Confidence in dealing with students with diverse needs is important for inclusive elementary school teachers. Teacher confidence in inclusive schools is related to how teachers believe they will be able to understand each character, needs, and different backgrounds of each student in the inclusive class, both regular students and students with special needs. It is also related to how teachers believe in their abilities in being dynamic with regular students and students with special needs in inclusive elementary schools. Teachers who have confidence in teaching will create varied learning through various methods and media according to student needs [16]. Teacher confidence is needed so that teachers are confident in being able to face and create learning that can help improve the learning achievement of students with special needs [17]. But in reality, in Pojok State Elementary School there are still teachers who are less confident in dealing with students with special needs. Teachers are less confident in the development of students with special needs so that in the learning process teachers focus more on other students, not students with special needs. In addition, the teacher's lack of confidence in teaching in inclusive classes makes teachers less confident in class management and teachers feel easily emotional in dealing with students with special needs. Lack of teacher confidence results in students with special needs being left behind in learning and the learning climate becomes less conducive so that children feel less comfortable.

In this study, it can be identified that there are factors that influence several obstacles in the learning process in inclusive classes. The influencing factors are:

A. Student Parent Factors

Parental attention in children's learning activities is important in achieving learning goals. Parental attention is demonstrated by guiding children in their learning, reminding and accompanying children in doing homework, providing learning facilities, and creating a comfortable learning atmosphere [18]. With these actions, children become motivated to be enthusiastic in learning so that when at school students can follow the learning well. Parents who pay attention to their children will also know their child's development so that when their children experience difficulties they can help provide solutions to deal with them. But in reality, in inclusive schools there are parents who pay less attention to their children's learning activities. Because they are busy working, when at home they do not accompany their children in learning, do not remind them of homework, and are indifferent to their children's development. There are even parents who provide poor parenting patterns, namely often giving physical punishment to children. This condition causes children to be less motivated in learning, lack self-confidence, look gloomy, and have difficulty concentrating on learning.

B. Teacher Competency Factors

According to Mulyasa in Putri & Hamdan (2021), teacher competency standards are aimed at producing professional teachers who can carry out the functions and goals of the school. According to Zulfija, the components of teacher professional competency in inclusive education are motivational-orientation, informational and operational components [19].

The motivational-orientation components in teacher competency in inclusive schools are: (a) having the motivation to implement inclusive education, (b) teacher characteristics: tolerance, lack of prejudice, focus on communication and interaction and (c) ability to develop theories and techniques of inclusive education. The informational components in teacher competency in inclusive schools are: (a) theoretical knowledge: knowledge of law, psychology, educational law, and the specifics of age and personality development of children with disabilities, (b) technological knowledge: forms, technologies, tools, methods, conditions of effective inclusive education for students, (c) design-constructive skills: Understanding how to design, adjust, estimate, assess the effectiveness of inclusive education. The operational components in teacher competency in inclusive schools are: (a) strategic skills: skills in goal setting, determining the optimal organization and evaluating education with students with disabilities, (b) project skills: skills to design and implement educational processes with students with disabilities and students with normal development, (c) communication skills: skills in applying various methods of pedagogical interaction between all subjects of the pedagogical process of inclusive education for students and (d) constructive skills: skills in creating an inclusive educational development environment.

But in reality, in the inclusive school, some teachers do not really understand how to deal with and provide effective learning for students with special needs. Teachers are still not confident in implementing inclusive education, which gives rise to a pessimistic attitude towards the development and abilities of students with special needs. In addition, teachers often become anxious and have difficulty controlling their emotions. Therefore, this becomes an obstacle in the learning process in inclusive classes.

4. CONCLUSION

The implementation of learning in inclusive classes cannot be denied that there are still obstacles or constraints. These obstacles include lack of student learning motivation, lack of student concentration, differences in intelligence, lack of self-confidence, and lack of teacher confidence in dealing with students with special needs. The existence of these obstacles is influenced by parent and teacher factors. Parent factors are indicated by the lack of parental attention in student learning activities. While teacher factors are teachers who are still less confident in dealing with students with special needs and less confident in the development and abilities of students with special needs.

5. BIBLIOGRAPHY

- [1] N. Mukti, Husnul; Arnyana, Ida; Dantes, “Analisis Pendidikan Inklusif: Kendala dan Solusi dalam Implementasinya,” *J. Pendidik. Sej. dan Ris. Sos. Hum.*, vol. 6, no. 2, pp. 761–777, 2023.
- [2] A. Elisabeth, “Pendidikan inklusif bagi anak berkebutuhan khusus dengan gangguan emosi dan perilaku (emotional and behavioral disorders),” *J. Pendidik. Inklusif*, vol. 2, no. 2, pp. 32–38, 2020.
- [3] N. Rahmatika, D. Ratrianasari, and H. Widodo, “Sekolah Dasar International Islamic School,” vol. 12, no. 1, p. 2, 2020.
- [4] E. Setiawan and N. Cipta Apsari, “PENDIDIKAN INKLUSIF: UPAYA MEWUJUDKAN KESETARAAN DAN NON DISKRIMINATIF DI BIDANG PENDIDIKAN BAGI ANAK DENGAN DISABILITAS (AdD),” *Sosio Inf.*, vol. 5, no. 3, 2019, doi: 10.33007/inf.v5i3.1776.
- [5] H. Mularsih, “Gambaran Pelaksanaan Pendidikan Inklusi Sekolah Dasar Negeri Di Jakarta Barat,” *J. Muara Ilmu Sos. Humaniora, dan Seni*, vol. 3, no. 1, p. 94, 2019, doi: 10.24912/jmishumsen.v3i1.3600.
- [6] F. A. Dhoka *et al.*, “JURNAL PENDIDIKAN INKLUSI Citra Bakti PERMASALAHAN SOSIAL ANAK BERKEBUTUHAN KUSUS,” vol. 1, pp. 20–30, 2023, [Online]. Available: <https://jurnalilmiahcitrabakti.ac.id/jil/index.php/jpicb/article/download/2109/604/>
- [7] D. Fendi Ardiansah, “Pengaruh Motivasi Belajar Terhadap Prestasi Belajar Siswa Sd Kelas 5 Di Sdn 6 Wonogiri,” *BAHUSACCA Pendidik. Dasar dan Manaj. Pendidik.*, vol. 4, no. 2, pp. 16–22, 2024, doi: 10.53565/bahusacca.v4i2.1084.
- [8] M. Y. N. Indah, M. M. Yanti, Y. Arifi, A. A. M. Pawestri, and H. Hermahayu, “Motivasi Belajar Siswa Sekolah Dasar Di Kota Magelang,” *J. VARIDIKA*, vol. 32, no. 1, pp. 61–69, 2020, doi: 10.23917/varidika.v32i1.11141.
- [9] E. Andriana, S. Rokmanah, and L. Aprilia, “Analisis tingkat konsentrasi belajar peserta didik dalam proses pembelajaran di sd negeri tembong 2,” *Holistika J. Ilm. Pgsd*, vol. 7, no. 1, pp. 1–5, 2023, [Online]. Available: <https://jurnal.umj.ac.id/index.php/holistika/article/view/14653>
- [10] R. Sita Mawarni and F. D. Asriyanti, “Analisis Konsentrasi Belajar Siswa Kelas V Dalam Proses Pembelajaran Matematika Pada Materi Pengumpulan Dan Penyajian Data Di Sdn 2 Tanggulwelahan,” *J. Jipdas (Jurnal Ilm. Pendidik. Dasar)*, vol. 3, no. 1, pp. 110–113, 2023, doi: 10.37081/jipdas.v3i1.1303.
- [11] L. Sati and V. Sunarti, “The Relationship between Learning Concentration and Learning Outcomes of Students at LKP Hazika Education Center,” *SPEKTRUM J. Pendidik. Luar Sekol.*, vol. 9, no. 4, p. 531, 2021, doi: 10.24036/spektrumpls.v9i4.113946.
- [12] S. Nurfadhillah, A. Anjani, E. Devianti, N. Suci Ramadhanty, and R. Amalia Mufidah, “Lamban Belajar (Slow Learner) Dan Cepat Belajar (Fast Learner),” *PENSA J. Pendidik. dan Ilmu Sos.*, vol. 3, no. 3, pp. 416–426, 2021, [Online].

- Available: <https://ejournal.stitpn.ac.id/index.php/pensa>
- [13] H. H. Sukma, *Pembelajaran Slow Learner di Sekolah Dasar*. 2021.
 - [14] A. Riyadi, "Identifikasi Faktor Penyebab Siswa Kurang Percaya Diri Di Sd Negeri 2 Wates," *Basic Educ.*, vol. 8, no. 2, pp. 176–188, 2019, [Online]. Available: <https://journal.student.uny.ac.id/index.php/pgsd/article/view/14730>
 - [15] P. T. I. Dewi, K. R. Puspawati, and K. A. Wibawa, "Pengaruh Kepercayaan Diri Terhadap Hasil Belajar Matematika Siswa Kelas VIII SMP Negeri 5 Kuta Selatan," *Mahasaraswati Semin. Nas. Pendidik. Mat.* 2020, no. 9, pp. 77–86, 2020, [Online]. Available: <https://ejournal.unmas.ac.id/index.php/Proseminaspematematika/article/view/911>
 - [16] H. G. Hidajat, "Efikasi Diri Guru Sekolah Dasar Inklusi," *J. PGSD Musi*, vol. 5, no. 2, pp. 1–21, 2022, [Online]. Available: <https://journal.ukmc.ac.id/index.php/jpgsdm/article/view/754>
 - [17] Minsih, M. Taufik, and U. Tadzkiroh, "Urgensi Pendidikan Inklusif Dalam Membangun Efikasi Diri Guru Sekolah Dasar," *J. Ilm. Pendidik. Citra Bakti*, vol. 8, no. 2, pp. 192–204, 2021, doi: 10.38048/jipcb.v8i2.352.
 - [18] Lisna Amelia, "Pengaruh Kurangnya Perhatian Orang Tua Terhadap Perkembangan Belajar Siswa Kelas 1 Sd," *J. Pendidik. dan Kebud.*, vol. 3, no. 2, pp. 186–193, 2023, doi: 10.55606/jurdikbud.v3i2.1639.
 - [19] Y. Putri and S. R. Hamdan, "Sikap dan Kompetensi Guru Pada Pendidikan Inklusi di Sekolah Dasar," *JPI (Jurnal Pendidik. Inklusi)*, vol. 4, no. 2, p. 138, 2021, doi: 10.26740/inklusi.v4n2.p138-152.