

Inclusive Education Services for Children with Mild Intellectual Disabilities in Pandemic Period: The Dilemma of General Elementary Schools in Indonesia

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Abstract: Children with mild intellectual disabilities need to receive optimal educational services during the COVID-19 pandemic. This study aims to analyze inclusive education services for children with mild intellectual disabilities during the pandemic. This study used a survey method with a sample of 10 inclusive elementary schools in Jakarta with 25 teachers and 10 parents who have children with mild intellectual disabilities. The finding shows that inclusive education services in the sub-district of Setiabudi, South Jakarta need improvement and improvement in all aspects, from teachers, curriculum, media and in terms of parents. All components must contribute to providing optimal learning services for children with mild intellectual disabilities to match the vision of inclusive education itself, where schools make adjustments both in terms of curriculum, educational facilities and infrastructure, as well as learning systems tailored to the individual needs of students. Thus the results of this study can be used as benchmarks for us as academics, especially for policy makers to contribute to improving the quality of education, especially inclusive education services for children with special needs.

Keyword: children with mild intellectual disabilities, inclusive education service, pandemic period

INTRODUCTION

The Corona Virus Disease pandemic changes all sectors of human life around the world at once. The impact is also on the education sector. Schools are closed suddenly without steps to prevent and break the chain of transmission of COVID-19. The teaching and learning activity system switches to distance learning. In order to facilitate learning activities, the State introduced and increased distance education modalities or so-called online learning based on the use of various technologies, such as using the internet, providing an online platform for continuous learning. (Hunt & Oyarzun, 2020; Saliyeva et al., 2016). Across the country, teachers and school administrators are encouraged to use the app to support communication with students and parents and provide live lessons or record open online course style lessons. Learning content is also delivered via television and other media. Many existing applications are being used to maintain communication between teachers and students. This is because education is one of the factors capable of supporting development and enhancement of human resources. Quality education will accelerate the development of a country. This is because education can affect physical, mental, emotional, moral development, as well as human faith and devotion. Education is the most basic human right, (Nguyen, 2013).

Then, what about educational services for children with special needs during this pandemic? This is a dilemma and challenge for all education practitioners

in this world. Education for children with special needs is a form of parental justice so as not to leave them as a weak generation. Education is not limited under certain conditions, so parents must make the best efforts for their children. Of course the pandemic that has occurred in recent months has brought a new pattern in the learning of students in inclusive schools to innovate learning from home (Dhawan, 2020). Inclusion schools have attempted various ways including online learning so that students with special needs are well served. So that learning to use online is the best choice at this time, despite the many weaknesses, especially for children with special needs. Law number 20 of 2003 concerning the national education system mandates the State to be present to ensure quality education for children with special needs (Nurjamila siregar, 2019). In this pandemic situation, all parties must be pro-active in pursuing quality education. We have to start discussing then formulate applicable steps so that children with special needs really get their rights as children in obtaining education. The government intends to take part in this role, so that the acceleration of quality education services for children with special needs can be achieved immediately (Reimers et al., 2020).

The category of children with special needs certainly has many types with varying degrees of severity or not. In this study, researchers focused on inclusive education services for children with intellectual disabilities. Intellectual disability is a condition with less intelligence (subnormal) since development (from birth or from childhood) (Bevan-

Brown, 2013). Usually there is a lack of mental development as a whole, but the main symptom is underdeveloped intelligence, characterized by a lack of skills during development, so that it affects all levels of intelligence, namely cognitive, language, motor and social abilities. Children with intellectual disability have three levels based on their intelligence level, namely mild with standard IQ (52-79), moderate with standard IQ (36-51), and profound with IQ (20-35). Children with mild intellectual disability are those who still have the possibility of obtaining education in the fields of reading, writing and counting at a certain level in special schools. Usually for that group can reach a certain level, the level with grade four Elementary School,(Forlin, Douglas, et al., 1996; Kirk et al., 2009).

In DKI Jakarta, the capital city of Indonesia, does not yet have valid data on the number of persons with intellectual disabilities. However, the prevalence that can be used to calculate the number of persons with intellectual disabilities in DKI Jakarta is around 1-3% of the total population. Referring to this prevalence calculation, it is estimated that the number of children aged 5-19 years with intellectual disabilities in DKI Jakarta is around 68,529 children. In 2018, the DKI Jakarta education office stated that only 5800 or 8% of the total children with intellectual disabilities in DKI Jakarta could attend either special schools or schools that provide inclusive education.(Indonesian Ministry of Health, 2019). HaThis is certainly a phenomenon that can illustrate how limited access and opportunities for persons with intellectual disabilities to education. The world trend in paying attention to children's rights, especially in the field of education, continues to roll.

A report based on an analysis of 49 countries by UNESCO revealed that children with disabilities of primary school age were more likely to not attend school and less likely to complete their education than those without disabilities (UNESCO, 2009). They also continue to be the most marginalized group of the education system. To overcome this problem of access and opportunity, inclusive education emerged. The inclusive education system opens opportunities for people with intellectual disabilities to be able to attend public schools with other children. Inclusion is a development of the concept of integrated education, where the second is also a development from the previous concept, namely the concept of segregation, and the concept of single education.(Engelbrecht et al., 2003; Wahyuno et al., 2014).

As we know that with the concept of segregation, in many ways the education of children with special needs is separate from education for normal children (children in general). The concept of segregation is still considered discriminatory, of course there are also many other reasons, thus encouraging the concept of integrated education to be applied, especially in

Indonesia.(Cornelius & Balakrishnan, 2012). Inclusive education is an education delivery 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 an educational environment together with students in general. In basic education, the presence of inclusive education needs more attention. Inclusive education as an educational service that includes children with special needs learning with normal children of their age in the closest class to their place of residence. Receiving children with needs at the nearest elementary school is a beautiful dream felt by parents who have children with special needs.

However, in reality some of the children with special educational needs, especially those with intellectual disabilities, have not yet received maximum attention. Parents and the community have not been able to do much, because all educational processes are concentrated on teachers and educational staff. The implementation of inclusive education in primary schools has not been in line with the vision of national education. Curricula and teaching methods that are rigid and difficult for children to access are still found in inclusive classes. The teacher cannot integrate the curriculum because of the limited ability of the teacher. Teachers have not received practical training and most of what is given is limited to socialization. Homeroom teachers and / or subject teachers who are caught in their class with children with needs still show a "forced" attitude in assisting children with special needs in understanding the material. Internal barriers relate to regular teachers who are not ready to face students with disabilities on the grounds that they do not have the ability to teach students with disabilities or the limited number of Special Advisors and the school is not ready to accept students with disabilities. while external obstacles are related to government policies such as very limited adequate facilities for students with disabilities to get education Internal barriers relate to regular teachers who are not ready to face students with disabilities on the grounds that they do not have the ability to teach students with disabilities or the limited number of Special Guidance Teachers and the school is not ready to accept students with disabilities. Meanwhile, external obstacles are related to government policies, such as very limited facilities for students with disabilities to get education Internal barriers relate to regular teachers who are not ready to face students with disabilities on the grounds that they do not have the ability to teach students with disabilities or the limited number of Special Guidance Teachers and the school is not ready to accept students with disabilities. while external obstacles are related to government policies such as very limited adequate facilities for students with disabilities to get education(Engelbrecht

et al., 2003; Forlin, Hattie, et al., 1996; Opoku et al., 2019). Of course, this challenge is exacerbated by the pandemic condition which makes it difficult to access face-to-face learning.

What are the things mentioned above that have encouraged researchers to analyze inclusive education services in Indonesia, especially during this pandemic for children with mild intellectual disabilities. Of course this topic is a dilemma for all regular elementary schools in Indonesia, so it is very interesting for researchers to discuss more deeply related to inclusive education services in Indonesia, especially for students with mild intellectual disability during the pandemic.

Literature Review

Definition of Student with Mild Intellectual Disability

Intellectual disability is a disability characterized by significant limitations both in intellectual function (general mental capacity, such as learning, reasoning, dressing, eating, communicating, solving problems) and adaptive behavior which includes many social and practical daily skills, and occurs at the age before 18 years (Faris, 2017; Rogers, 2013; Srivastava et al., 2015, 2017). According to the International Statistical Classification of Diseases and Related Health Problems (ICD-10), intellectual disability is a state of mental development that is stopped or incomplete, which is mainly characterized by impairment of skills (skills, skills) during development, so that it affects at all levels of intelligence, namely cognitive, language, motor and social abilities (Bevan-Brown, 2013; Salvador-Carulla et al., 2015). Intellectual disability can occur with or without mental or other physical disorders. The prevalence of other mental disorders is at least three to four times that of this population compared to the general population.

In this study, researchers discussed more about student with mild intellectual disability. The characteristics of children with mild intellectual disabilities are those who are able to educate, from an educational perspective. They also did not show any obvious physical abnormalities, although their physical development was a little slower than the average child. Their height and weight were no different from other children. Usually their attention span is also short, making it difficult to concentrate for long periods of time. They sometimes show shyness or are reserved. However, this can change if they are included a lot to interact with other children. Outside of education, they can do some skills without having to receive supervision, such as skills to take care of themselves, such as eating, shower, and get dressed. Mild mentally retarded children are those who have an IQ between 50-70 so they experience obstacles in their intelligence and social adaptation, but they have the ability to develop

in academic subjects, social adjustment, the ability to work “(Chen, 2017; Rudd et al., 2007).

Inclusive Education in Indonesia

Inclusive education as an education system that accepts students with disabilities studying together with their peers in public schools. In another sense, it is an educational practice that is friendly to students with disabilities, does not discriminate, emphasizes providing opportunities, rights, justice, and equitable education for all children without exception students with disabilities to achieve the 9 year compulsory education. Another opinion, inclusive education is education that does not differentiate between children because of their different physical, mental-intellectual, social, potential and intelligence conditions, to learn together, to increase collective abilities and skills in the same school (UNESCO, 1994). Theoretically,

Inclusive education has four characteristics, namely: 1) inclusive education is a process that occurs gradually to provide education without distinction; 2) inclusive education means friendly learning that accommodates children's needs; 3) inclusive education provides opportunities for children to participate and achieve useful learning outcomes in their lives; and 4) inclusive education is primarily intended for children who are classified as marginalized, exclusive, and need special education services in learning (Rodríguez Herrero et al., 2020).

In Indonesia, inclusive education has actually been initiated since 1986, but in a slightly different form. The education system is called Integrated Education and is legalized by the Decree of the Minister of Education and Culture No. 002 / U / 1986 concerning the Implementation of Integrated Education in Indonesia. In integrated education, children with disabilities are also placed in public schools but they have to adapt to the public school system. Meanwhile, the placement of children with disabilities in inclusive classes can be carried out in various models as follows (1) regular classes (full inclusion) for children with disabilities to study with other children (normal) throughout the day in regular classes using the same curriculum, (Clarke et al., 2016; Göransson et al., 2020; Koh, 2018).

Thus, inclusive education does not require all children with disabilities to be in regular classes at all times with all subjects (full inclusion), because some children with disabilities can be in special classes or therapy rooms due to their severe disability. Even for children with severe disabilities, there may be more time in special classes in public schools. Then, for those whose disabilities are very severe and impossible in public schools, they can be placed in a special school or a special place (hospital).

The Context of Inclusive Education in Indonesia during the Pandemic Period

During this pandemic, the implementation of inclusive education for children with mild mental retardation received very much attention. Learning that is usually carried out directly in the classroom has shifted to distance learning in each home. Of course this is a dilemma and a challenge for all special supervisors in elementary schools. For this reason, researchers want to analyze the implementation of inclusive education in this pandemic. During the Covid-19 pandemic, inclusive education learning must be adapted to the current situation. There is a need for modification and changes in learning so that learning continues. There are challenges in learning inclusive education during the Covid-19 pandemic for children with special needs.

One of them is about the way the teacher organizes the teaching and learning process that is not done face-to-face. Teachers must adjust the inclusive education curriculum during this pandemic (Nations, 2020; Note et al., Nd; Suppawittaya et al., 2020). Of course, it is not easy to face changes in teaching and learning situations and learning conditions carried out from their homes. Children with disabilities are at risk of being left behind because the key messages of tackling the outbreak and maintaining mental health do not reach them. Then, with the policy of social restrictions and isolation, regular therapy services and health services for children with disabilities are more difficult for them and their families to access. The risks faced include stunted growth and development, or health impacts. A new learning approach is needed in inclusive education during independent learning from home. This requires the role of parents, relatives, or learning companions for children with special needs. (Cooc et al., 2016).

Parents' abilities in terms of knowledge, time availability, and learning facilities at home play a big role in this online learning pattern. The limitations in it can cause problems in learning activities for children. Learning and assignment patterns that remain the same, both before and after a pandemic, should be highlighted. Without target adjustment and learning innovation, this condition will risk increasing the burden on parents. The following are some points of note related to quality education for children with special needs (1) the ideal approach in providing educational services to children with special needs during a pandemic, which requires learning to be carried out at home with parents, (2) development of appropriate patterns in learning situations at home, (Kassah et al., 2018; Prihantoro, 2014; Şener et al., 2015). The government and schools need to be open about the learning being carried out, so that the community can play a role in its development. This condition could potentially encourage the community to provide inclusive education in their environment.

METHODS

This study was conducted for four months in 2020. DKI Jakarta, the capital city of Indonesia, was selected as the sample because it has a large population influence on education management and schools in terms of providing quality inclusive education. Schools were randomly selected with education officials in their respective regions. Sampling was done by purposive sampling. The sample selection was carried out at schools that have mild types of intellectual disabilities who attend regular class education where the population is an inclusive primary school located in Setiabudi sub-district, South Jakarta. The research method is a survey method. Activities in this survey method are carried out by collecting information by asking research respondents through questionnaires, interview so that it can describe various aspects of the population. The data collected in this study are primary data. Processing data using simple descriptive statistical data analysis techniques. The data analysis technique used content analysis by matching the components of the implementation of inclusive education. Based on field observations, among the list of schools included in the population, only 10 schools had children with mild intellectual disabilities.

Data is collected in various ways. For teachers, this study used a 5-point Likert scale questionnaire and collected data from a total of 25 teachers and a focus group discussion with 10 parents in the sample schools. Interviews are recorded only with participant permission. Quantitative data were generated from questionnaires to analyze and understand trends related to the implementation of inclusive education for moderate intellectual disability. Data from interviews, observation and document review were analyzed based on themes that were guided by the research objectives and then interpreted by the researcher.

FINDINGS AND DISCUSSION

Findings

In this section, researchers reveal all findings on inclusive education services for children with mild intellectual disabilities in the Setiabudi area, South Jakarta. It turns out that in this case, the researcher found several findings in the data collection process, including the following:

The main obstacles to the implementation of inclusive education for students with mild intellectual disabilities are limited facilities, limited educators, limited inclusion program curricula and the large number of students in inclusive classes. With regard to learning outcomes and competency of inclusive teachers, many countries have not succeeded in building the inclusive school system required by international organizations.

Table 1. Components of Inclusive Classroom Teachers

Indicator	Yes		Not		Ever		
		%		%		%	
Creating an atmosphere of learning based on inclusion	1.1 1.2	8 7	32% 28%	6 10	24% 40%	11 8	44% 32%
Carry out an assessment during a pandemic	2.1 2.2	5 6	20% 24%	12 13	48% 52%	8 6	32% 24%
Develop lesson plans with special education teachers in times of a pandemic	3.1 3.2	11 13	44% 52%	4 8	16% 32%	10 4	40% 16%
Facilitating learning media during a pandemic	4.1 4.2	5 7	20% 28%	16 9	64% 36%	4 9	16% 36%
Provide an intensive study program	5.1	15	60%	3	12%	7	28%
Provide remedial program	6.1	19	76%	-	0%	6	24%

Table 2. Application of Kurikulum during the Pandemic

Curriculum Model	Number of Schools	Frequency
Regular	4	40%
Modification	5	50%
Special lesson planning	1	10%
Total	10	100%

Table 3. Components of Children’s Media with mild intellectual disability

Types of learning	Frequency	Percentage
Using the zoom platform	4	40%
Uses the Phet Colorado platform	2	20%
Implementing Home Visiting	10	100%
Using Whatsapp	10	100%

In the first part, the researcher found that the implementation of inclusive education was only limited to government regulatory policies. Of the 25 teachers who filled out the questionnaire, most of the regular teachers in inclusive schools did not fully understand how the treatment of learning for children with special needs, especially for students with mild intellectual disabilities. The findings on the teacher component can be explained in the following table:

Based on Table 1, the activities carried out related to the aspects of students can be explained as follows: on indicator 1.1 as much as 32% and 1.2 as much as 28% of teachers who have created an atmosphere of inclusion-based learning. Furthermore, in aspect 2.1 as much as 20% and 2.2 as much as 24% of teachers who have carried out assessments of children with mild intellectual disability during the pandemic. As for the 3.1 aspect, 44% and 3.2 as much as 52% of the teachers who have compiled lesson plans with special education teachers during the pandemic. Then in aspect 4.1 as many as 20% and 4.2 as many as 28% of the teachers have facilitated learning media during the pandemic. In aspect 5.1, 60% of teachers have provided intensive learning programs during the pandemic and in aspect 6.

The second part, researchers found curriculum gaps in the implementation of inclusion programs in public schools. Most of them equate regular student learning planning with students with special needs, especially children with mild intellectual disabilities. The description of the curriculum model that has been applied by schools for learning for students with moderate intellectual disability is as follows:

Based on Table 2, it can be explained that the inclusion schools that apply the regular curriculum are 40% and the schools apply the modified curriculum as much as 50% and there are 10% of the schools that apply the curriculum based on special or individual learning planning

In the third part, the researchers found that the inclusive target schools had facilitated learning during the pandemic, especially for children with mild intellectual disability during the pandemic, but there are still inclusion schools that only provide written assignments to children with mild intellectual disabilities.

Based on Table 3, it is said that 40% of inclusive schools have facilitated online learning with the zoom platform, 20% of inclusive schools with the Phet Colorado platform, 100% of inclusive schools have implemented home visiting and used WhatsApp as a medium for sending assignments.

The results of intensive interviews with 10 parents who have children with mild intellectual disorders include:

Table 3. Classification of respondents' answers

Classification of respondents' answers	Frequency	Percentage
The lessons carried out during this pandemic are quite fun	3	30%
Difficulty teaching children with limited media	7	70%
Difficulty controlling a child's concentration while studying	10	100%
Children's learning outcomes are not satisfactory	5	50%

Based on the table above, it shows that as many as 30% of parents stated that learning during this pandemic was quite enjoyable, 70% of parents stated that it was difficult to teach their children with limited media, 100% of parents stated that it was difficult to control children's concentration while learning and as many as 50% of parents states that children's learning outcomes are not satisfactory.

Discussion

Based on a survey conducted by researchers on inclusive schools in the Setiabudi area, South Jakarta, it is stated that inclusive education services in this pandemic period really need our attention. The results of table 1 show that most teachers have not been optimal in providing learning to children with mild intellectual disorders. As a special companion teacher, of course, you need to have mastered competencies such as pedagogical, personal, professional, and social, as well as special competencies. Specific competencies include: (1) inclusiveness; (2) managerial; (3) administration; (4) compensator; (5) assessment and IP; (6) basic therapy treatment (Gurgel, 2015; Klaharn, 2017; Srivastava et al., 2015).

In addition, special accompanying teachers have main duties, including (1) compiling educational assessment instruments together with classroom teachers and subject teachers, (2) building a coordination system between teachers, schools and parents of students, (3) implementing mentoring children with special needs in learning activities together with class teachers / subject teachers / subject teachers, (4) providing special service assistance for children with special needs who experience obstacles in participating in learning activities in general classrooms, in the form of remedial or enrichment, (5) provide ongoing guidance and make special notes to children with special needs during learning activities, which can be understood if there is a change of teachers, (6) providing assistance (sharing experiences) to classroom teachers and / or

subject teachers so that they can provide educational services to children with special needs. Thus, under any circumstances, we as educators are obliged to provide the best experience for them (Srivastava et al., 2017).

From the results of table 2, it shows that there are still schools that implement a regular curriculum for children with mild intellectual disorders. The curriculum that is specifically recommended for children with intellectual disabilities includes (1) a modified curriculum in terms of subject material and learning activities, (2) an adaptation curriculum which takes into account individual differences, (3) a cognitive developmental curriculum which pays attention to Piaget's developmental tasks, and (4) behavioral curriculum which pays attention to Skinner's theory about the importance of reinforcement and (5) a combination of the curriculum. In the preparation of the inclusive school curriculum, schools should identify the potential of children with special needs with their categories so that their educational needs can be facilitated properly. (Cornelius & Balakrishnan, 2012; Faris, 2017; Rogers, 2013).

From the results of table 3, most of the inclusive schools have facilitated distance learning for children with mild intellectual disabilities, although the implementation has not been optimal. In this case, digital literacy is very important for educators, especially special companion teachers during this pandemic. This digital literacy means the ability to understand, analyze, assess, organize, evaluate information using digital technology (Ata & Yıldırım, 2019; Fahrurrozi et al., 2019; Peterson-Ahmad et al., 2018; Yıldız, 2020). Besides that, the creativity points of a teacher are also highly emphasized in this pandemic. A creative teacher, he is able to create a distance learning that is innovative and fun and can meet the educational needs of children with special needs. Whatever the obstacles faced, a creative teacher will certainly come up with appropriate and wise solutions for the good of their students.

From the results of Table 4, it shows that most parents who have children with mild intellectual disorders complain about the current condition so that they find it difficult to teach their children effectively in this pandemic. Of course, parents must be aware of their important role, especially in this pandemic. Parents play a very important role in improving children's development and achievement. Without the encouragement and motivation of parents, the development of the child's learning achievement will experience obstacles and decline. Especially during this pandemic, parents must be sure that they are able to accompany their children in learning and always coordinate with teachers in order to provide the best education for their children. (Chen, 2017; Gasteiger-Klicpera et al., 2013; McMaugh et al., 2017; Puranik et al., 2018; Yulianti, 2015).

CONCLUSION

Based on the research results above, it can be concluded that inclusive education services in the sub-district of Setiabudi, South Jakarta need improvement and improvement in all aspects, from the teacher, curriculum, media and in terms of parents. All components must contribute to providing optimal learning services for children with mild intellectual disabilities to match the vision of inclusive education itself, where schools make adjustments both in terms of curriculum, educational facilities and infrastructure, as well as learning systems tailored to the individual needs of students.

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