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Implementation of Inclusive Education for Children with Deaf Special Needs in Elementary Schools

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Abstract. Inclusive education provides opportunities for individuals with special needs to learn in the same environment and develop their potential. Deaf children, who have hearing limitations, are an example of children with special needs (CWSN) requiring education alongside their peers. This study aims to describe the implementation, barriers, and evaluation of inclusive education for deaf children in elementary schools. Using a library research method, data were collected from various literary sources such as relevant journal articles. The study reveals that inclusive education for deaf children in Indonesian elementary schools involves structured planning, implementation, and evaluation stages. In the planning stage, teachers prepare a general syllabus and Lesson Plan (RPP), adjusted to the needs and abilities of deaf children through an Individualized Education Program (IEP). Barriers include limited teacher time for special planning, communication difficulties, and managing the emotions of deaf children. To address these challenges, schools need better facilities and resources, such as acoustically friendly classrooms and visual and audio aids.

Keywords: : Deaf Children, Inclusive Education, Elementary School

INTRODUCTION

Education has a crucial role in helping individuals develop their talents and potentials (Mustika & Ginting, 2023). According to Kamil & Hibana (2023) education is the assistance provided by teachers to students to provide opportunities for them to solve problems encountered during learning independently. Although often carried out in official and formal environments, education can also be carried out in various forms throughout the development of children's age, whether in formal, informal or non-formal environments. Education plays a crucial role in preparing future generations (Yunus et al., 2023). In Indonesia, education is compulsory from an early age, starting from pre-school to higher education. Education is not only intended for those with normal conditions, but also for those with special conditions (Kamil et al., 2023). (Kamil et al., 2023).. This is known as inclusive education, where students with special needs get the same education as normal students in one class without any differences (Utari et al., 2020). (Utari et al., 2020).

Inclusive education is a platform that provides opportunities for individuals with special needs to learn in the same environment and develop their potential. (Khairuddin, 2020; Mustika et al., 2023). Inclusive education has become a government concern, listed in the 1945 Constitution of the Republic of Indonesia article 28C paragraph 1, Law No. 4 of 1997 on persons with disabilities, Law No. 20 of 2003 on the National Education System, and PERMENDIKNAS No. 70 of 2009 on inclusive education for children with special needs and special gifted children. The implementation of inclusive education is regulated by regional regulations in each region in Indonesia. (Syamsurrijal, 2019). Overall, inclusive education is similar to regular education,

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but what distinguishes it is that inclusive education adapts the education service system to student needs through adjustments to the curriculum, strategies and learning methods as support in the learning process (Kadir, 2015). (Kadir, 2015).

Inclusive education is not just for some children, but for all children who have special needs, including physical, intellectual, motor and social-emotional. Inclusive education creates a positive environment for students with special needs to learn, play and interact, so that they can develop their potential together with other students. (Agung & Hurharini, 2024). Children with special needs are children who need special attention because of the developmental problems and abnormalities they experience. (Fakhiratunnisa et al., 2022; Rahmah, 2018). From a physical, psychological, cognitive, or social perspective, children with special needs experience obstacles in achieving their goals, needs, and potential optimally, so they require handling from trained professionals. (Kristiana & Widayanti, 2021). The differences in their conditions should not be a reason to avoid or get rid of them, but rather increase awareness to appreciate individual diversity and provide the attention and services they deserve, because basically children with special needs actually have potential that can be improved (Saputri et al., 20). (Saputri et al., 2023; Sembung et al., 2023). One type of child with special needs is deaf children.

Deaf children are children who have limited hearing ability. (Baniaturrohmah et al., 2023; Haliza et al., 2020). Children who are deaf not only experience difficulties in hearing, but also face challenges in speech. This impairment hinders their overall development which can make it difficult for them to learn in the classroom and communicate. (Syafarina et al., 2024).. Therefore, children with hearing loss require a differentiated and inclusive approach and environment in order to support the development of their communication, social and academic skills (Elistiana & Baihaqi, 2024). (Elistiana & Baihaqi, 2023).. Due to the limitations that deaf children have, these individuals require assistance in the learning process. (Azzahra & Mustika, 2023).

Various previous studies related to inclusive education for deaf students have been conducted, such as research by Engelbrecht et al (2017) on the interpretation of inclusive education practices in the classroom, showing that the role and understanding of teachers about the implementation of inclusive education is very important so that teaching practices are based on an understanding of various educational needs. Furthermore, research conducted by Ntinda et al. (2019) examined teachers' experiences in educating deaf students. The study found that the role of teachers is crucial in communication, teaching, learning and the well-being of deaf students. Given the importance of this role, education and guidance intervention strategies should be focused on strengthening the position of teachers as a key resource for

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students with hearing loss. Then research by Alasim (2021) who conducted a meta-analysis on inclusive education and students with hearing impairment (deaf), recommended further research in inclusive education. This study divides the factors that influence student inclusion into four categories: factors related to students, factors related to teachers, factors related to the family environment, and factors related to the school environment. Based on this explanation, the purpose of this study is to describe the implementation of inclusive education for children with deaf special needs in primary schools.

METHODOLOGY

The research method used in preparing this article was the literature study method (research library). Literature study is a method of collecting data or materials to find accurate information to achieve research objectives. Information was gathered through literature studies using books, relevant journal articles, dissertations, and other literature sources (Lubis, 2019). Research that uses books and various other types of literature as data sources is a technique of literature study (Sofiah et al., 2020).

The research was conducted by seeking information from various data sources through primary, secondary, or tertiary types of literature. After collecting the data, the next stage was processing the data by adapting citations or quotations found in the sources, then presenting the data as research results. The data was then summarized to draw conclusions (Darmalaksana, 2020). In assessing the data, it could not be separated from the possibility of disinformation, so to minimize this, the sources were cross-checked and re-read between several libraries or literature used as references (Putri, 2019).

RESULTS AND DISCUSSION

The results of the research and analysis on the implementation of inclusive education for children with special needs who are deaf can be seen in Table 1.

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Table 1. Research Results

No	Author	Methods	Respondens	Conclusions
1.	(Azzahra & Mustika, 2023)	Qualitative	Accompanying teachers, homeroom teachers and the person in charge of the inclusive school.	The learning process for children with deaf special needs at SDIP YLPI Pekanbaru includes the planning, implementation, and evaluation stages of learning. In the planning stage, teachers have a general learning plan in the form of a syllabus and lesson plans. Later, the accompanying teacher will follow the implementation of learning based on the syllabus and lesson plans prepared by the homeroom teacher. Furthermore, the planning made by the homeroom teacher will be adjusted to the level of ability and understanding of deaf children which will be designed in the form of PPI. The implementation of learning for deaf children is not differentiated from other regular children. The homeroom teacher explains that learning begins with opening, core, and closing activities. In the opening activity, the homeroom teacher prepares and motivates all students to be ready to learn. Furthermore, in the core activities, the homeroom teacher explains the material well to all students in the class. Material delivery does not adjust to the characteristics of deaf children, but they are still actively involved in the learning process. In the closing activity, the homeroom teacher gives a general conclusion in front of the class and assigns tasks. Deaf children also receive the same assignments without any difference from other students. During learning, the

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				accompanying teacher plays an active role in accompanying the deaf children. Deaf children are only assessed by the homeroom teacher. The assessment is based on the guidelines provided by the school, namely the Minimum Completeness Criteria (KKM). There is no difference in the assessment done by homeroom teachers for deaf children. However, there is a special school policy for deaf children, namely the value given must be equivalent to the KKM, even though the results obtained by the child do not meet the criteria, they must still be given a value that at least reaches the KKM. The obstacles obtained during the learning of deaf children are (1) The homeroom teacher lacks time to make special plans for deaf children. (2) Difficult communication with deaf children. (3) It is difficult to use sentences that deaf children understand. (4) Deaf children do not learn when their emotions are unstable.
2.	(Fajri et al., 2024)	Descriptive qualitative	2 teachers and 2 grade 3 students of SDN 30 Palembang with deaf special needs	This research on inclusive education for children with special needs who are deaf was conducted on grade 3 students at SDN 30 Palembang. The results of this study conclude that in the implementation of inclusive education in primary schools, there are three crucial factors that support optimal academic achievement for deaf students: (1) the role of teachers in creating a positive and meaningful classroom environment for all students, by ensuring that deaf students are not isolated but well integrated among their

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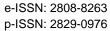
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				classmates; (2) the role of fellow students as allies in supporting and assisting deaf students in academic activities; and (3) the role of parents who provide additional attention, support and time to support their child's cognitive health and academic development.
3.	(Rahmawati et al., 2023)	Descriptive Qualitative	Principal and Teachers at SD Ibnu Sina Bandung, and Head of ISSC unit	This research on inclusive education for children with special needs who are deaf was conducted at SD Ibnu Sina Bandung. SD Ibnu Sina has implemented the pedagogical competence of Special Assistance Teachers (GPK) to improve the quality of learning through continuous planning and implementation. Specifically, they conduct in-house training and external workshops/seminars. In-house training includes working meetings (Raker) and weekly meetings every Wednesday, as well as daily mentoring by GPKs accompanied by Orthopedagogics and GPK coordinators. This implementation is supported by various potentials in the school environment, including the policies of the Foundation, the school principal, relevant agencies, support from all teachers, and parental participation. However, obstacles faced include the lack of infrastructure such as an inclusive service room for children, as well as no special education services for deaf children.

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| 4. | (Alatas & Rachmayanti, 2024) | Qualitative | Arabic alphabet teacher for students with hearing impairments. | Learning Arabic letters for deaf students involves the stages of planning, implementation and evaluation. One aspect that needs to be considered in the planning is the preparation of lesson plans, where the delivery uses sign language, according to the communication needs of students. Cards are used as a more effective learning medium than the blackboard. Although the teaching materials used are the same as other RA students, the methods applied are the alphabet and mind map methods, which play an important role in improving their memory. The evaluation consisted of process and outcome evaluation, which showed that the deaf students were able to identify Arabic letters through the mentioned media and methods. Although they face limitations in delivery, they still try hard to remember each letter learned. The presence of a teacher who has a suitable educational background for deaf students is essential in ensuring the planning, implementation, and evaluation of learning run smoothly. |
| 5. | (Agustin, 2019) | Qualitative | One special mentor teacher (GPK) and one grade 6 deaf student at SDN Dahor, Grabagan sub- district, Tuban district | Based on the results of this study, from data collection and analysis regarding the implementation of identification, assessment and learning for children with special needs, especially deaf children in schools that implement inclusive education at SDN Dahor, Grabagan Sub-district, Tuban District, the following conclusions can be drawn: |

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1. Identification of hearing impaired children is done using a special identification tool to assess the student's initial language and communication skills.

2. Assessment activities aim to collect data that will be used in making decisions regarding the services provided to deaf children. The assessment includes observation, task analysis, and test administration to interpret the characteristics of deaf children.

3. Mathematics learning for deaf children at SDN Dahor, Grabagan Sub-district, Tuban District adapts the 2013 Curriculum with modifications to indicators, objectives, and learning materials. Learning activities are tailored to the individual needs and abilities of deaf children, supported by teacher competence, learning media, resources, and appropriate strategies.

4. The obstacles faced at SDN Dahor, Grabagan Sub-district, Tuban District include the lack of facilities and infrastructure to support learning for deaf children and the availability of inadequate resources. The available classrooms are not equipped with facilities and infrastructure according to the needs of deaf children, coupled with limited classroom space despite the large number of students.

This implementation demonstrates the school's efforts in providing inclusive education that meets the needs of hearing-impaired children

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but also faces challenges in terms of facilities and resources that need to be improved to support their learning success.

Based on Table 1, the majority of research that has been conducted uses a descriptive qualitative approach. This approach allows researchers to gain an in-depth understanding of the implementation of inclusive education in primary schools, through detailed descriptive data collection and in-depth analysis of the findings. Respondents involved in research on inclusion in primary schools include parents/guardians, teachers, inclusion coordinators, principals, special assistant teachers and students with and without special needs.

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Implementation of Inclusive Education for Deaf Children in Elementary School

The learning process of implementing inclusive education for children with special needs who are deaf in Indonesian primary schools includes structured planning, implementation and evaluation stages. In the planning stage, teachers design a syllabus and a general lesson plan that guides the learning process. Furthermore, these plans are tailored to the needs and abilities of each deaf child, which are set out in an Individual Adjustment Program (IAP). This demonstrates a commitment to ensuring that each child receives learning that matches their potential and challenges.

Learning practices for deaf children are not substantially different from those of other regular students in Indonesian primary schools. Teachers provide comprehensive instruction, starting with opening activities to prepare the whole class, including the deaf child, for learning. Learning materials are delivered clearly and in general terms, although not always tailored to the specific characteristics of deaf children. Despite this, they remain actively involved in the learning process and receive the same assignments as their classmates at the end of the learning session.

During this process, the accompanying teacher plays a key role in assisting the deaf child, ensuring they are fully engaged in learning activities. Evaluation of the deaf child's academic progress is done by the homeroom teacher based on the school's Minimum Completion Criteria (KKM). While there is no difference in the assessment process between the deaf child and other students, school policy emphasizes that all students should achieve at least the KKM, although there are challenges in achieving this.

While this implementation shows a strong commitment to providing inclusive education, there are some barriers. Limited time for specialized planning for deaf children, difficulty in communicating directly with them, and challenges in using easy-to-understand sentences are some examples of issues that still need to be addressed to improve the effectiveness of inclusive learning for deaf children in primary schools. By continuing to improve facilities, resources, and training for teachers and school staff, it is hoped that inclusive education for deaf children can become more effective and inclusive in the future in Indonesian primary schools.

Barriers to the Implementation of Inclusive Education for Deaf Children in Primary Schools

The implementation of inclusive education for children with deaf special needs in primary schools faces significant challenges. One of the main obstacles is the lack of time for homeroom teachers to make special plans that suit the needs of deaf children. Teachers are

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often already overloaded with other tasks, making it difficult to allocate additional time to prepare lesson plans specifically designed for deaf children. This limitation results in a lack of adaptation in teaching methods that should be tailored to the abilities and needs of deaf children.

Communication with deaf children is also a major challenge in implementing inclusive education. Teachers often face difficulties in communicating effectively with deaf children, especially if they do not have skills in sign language. This difficulty is exacerbated by teachers' lack of understanding of how to use sentences that deaf children understand. This results in deaf children having difficulty understanding the material being taught and being hindered in following the learning process well.

In addition, deaf children's unstable emotions are often an obstacle in the teaching and learning process. When deaf children feel frustrated or angry, they tend to have difficulty concentrating and cannot learn effectively. Teachers need to have special skills in managing deaf children's emotions and creating a learning environment that supports their emotional stability. However, these skills are often lacking in teachers who are not specially trained in inclusive education.

Another obstacle is the lack of facilities and infrastructure to support learning for deaf children at school. Many primary schools in Indonesia are not equipped with adequate facilities to meet the special needs of deaf children, such as inclusive service rooms or hearing aids. In addition, limited trained human resources are also an obstacle. Special assistant teachers (GPK) who have the pedagogical competence to teach deaf children are often unavailable or very limited in number.

Finally, parents' participation in supporting deaf children's education is also often suboptimal. Parents need to provide additional attention, support and time to help their child's academic and cognitive development at home. Without adequate support from parents, schools' efforts to provide effective inclusive education will be less successful. Therefore, there needs to be close cooperation between schools, teachers and parents to overcome these challenges and ensure that deaf children receive a proper and quality education.

Evaluation of the Implementation of Inclusive Education for Deaf Children in Elementary School

The evaluation to improve the effectiveness of implementing inclusive education for children with deaf special needs in primary schools is that lesson planning needs to be improved by providing sufficient time and adequate resources for teachers and homeroom teachers. They need to design Individual Learning Programs (ILS) that suit the needs of deaf children. In addition, intensive and ongoing training on lesson planning techniques for deaf children should

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be provided to all teachers and support staff. Involving special education experts in planning is also crucial to ensure the strategies used are targeted and effective. Thus, more thorough and needs-based planning will support more optimal learning.

Learning methods should be adapted to the characteristics and needs of deaf children. Teachers need to adopt approaches that are more individualized and based on students' specific needs, such as the use of sign language and visual media. Active inclusion strategies should also be implemented, where deaf children are involved in classroom activities in an interactive and engaging way. The use of assistive listening technology and special education apps can also help deaf children understand the subject matter. These adjustments to learning methods will ensure that the deaf child can follow the lesson better and more effectively.

The assessments used should also be more adaptive and suited to the individual abilities of deaf children. Developing assessment criteria that are more flexible and not just based on the same Minimum Completeness Criteria (KKM) for all students is essential. Process-based assessment that considers the deaf child's development during learning also needs to be improved. This will give a more accurate picture of their progress and help in designing more appropriate learning strategies. More inclusive and adaptive assessments will reward deaf children's effort and development more appropriately.

In addition, environmental support and adequate infrastructure are also very important. Schools need to provide special facilities that support deaf children's learning, such as acoustically friendly classrooms equipped with visual and audio aids. Additional resources such as specialized learning materials, assistive listening devices, and other supporting technologies also need to be provided. Establishing consultation spaces for teachers, parents and deaf students to communicate and discuss learning progress can also improve the effectiveness of inclusive education. With better environmental support, deaf children will feel more comfortable and motivated to learn.

Finally, parental collaboration and participation is crucial in supporting inclusive education. Training parents on how to support deaf children at home, including the use of sign language and appropriate learning strategies, is essential. Increasing collaboration between schools and parents in planning and evaluating deaf children's learning will also provide more comprehensive support. In addition, providing emotional and psychological support for deaf children and their families will help them face challenges in the learning process. With better collaboration, all parties can work together to create a more inclusive learning environment that supports deaf children's optimal development.

CONCLUSION

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Inclusive education for children with hearing impairments in Indonesian primary schools involves three main stages: planning, implementation and evaluation. In the planning stage, teachers develop a syllabus and general lesson plans which are then adapted to the needs and abilities of hearing-impaired children through an Individual Adjustment Program (IAP). Learning is conducted together with regular students with comprehensive teaching, although the materials are not always adapted to the characteristics of deaf children. Evaluation is based on the Minimum Completeness Criteria (KKM), although there is a school policy that stipulates that deaf children's grades must reach the KKM, even though their academic results do not meet the standards. During learning, the accompanying teacher plays an active role to ensure the hearing-impaired children remain engaged.

However, the implementation of inclusive education faces various barriers. Classroom teachers have limited time to plan special lessons for deaf children, communication difficulties and using sentences that are easily understood by them are the main challenges. In addition, deaf children's unstable emotions can affect their concentration. Another barrier is the lack of facilities and infrastructure that support inclusive learning, such as inclusive service rooms and hearing aids. The evaluation shows that lesson planning needs to be improved by providing sufficient time and resources to design Individual Learning Programs (ILOs). The use of methods that are more suited to the characteristics of deaf children, as well as more flexible and individual development-based evaluation, are needed to improve the effectiveness of inclusive education. Environmental support and cooperation between schools and parents are also crucial to the success of inclusive education for deaf children.

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