

Analysis of the Implementation of Inclusive Education for Children with Speech Impairments at UPT SDN 141 Pinrang

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ABSTRACT

This study aims to analyze the implementation of inclusive education for children with special needs (CSN) with speech impairments (mute) at SDN 141 Pinrang. The background of this research is based on the importance of providing adaptive educational services for children who have limitations in speaking abilities so that they can actively participate in regular schools. This study uses a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. The research subjects consist of the principal, classroom teachers, special assistant teachers (GPK), and mute students. The results of the study show that the school has carried out inclusive education in accordance with Law Number 20 of 2003 and Minister of National Education Regulation Number 70 of 2009 concerning Inclusive Education. The school provides special service rooms and simple communication aids to support the children's learning process. Teachers design adaptive and individualized learning programs. It includes the development of nonverbal communication, social skills, and self-development. In addition, collaboration between teachers, parents, and the school plays an important role in optimizing children's development. The implementation of inclusive education at SDN 141 Pinrang demonstrates the school's genuine commitment to creating a learning environment that is friendly, equitable, and supportive for all students.

Keywords: Inclusive Education, Speech Impairment, Adaptive Learning

INTRODUCTION

Inclusive education is an education system that provides opportunities for all students, including children with special needs (ABK), to learn together in regular schools with certain adjustments to suit their needs. The basic principle of inclusive education is to ensure that every child has equal access to educational services without discrimination (UNESCO, 2009). Inclusive education emphasizes not only the aspect of acceptance, but also how schools can provide a learning environment that supports the academic, social, and emotional development of all students (Ainscow, Booth, & Dyson, 2016).

Inclusive education policies are regulated by Law Number 20 of 2003 concerning the National Education System and Minister of National Education Regulation Number 70 of 2009 concerning Inclusive Education for Students with Disabilities and/or Potential Intelligence or Special Talents. These regulations emphasize the importance of fair and adaptive educational services for every child. However, the implementation of inclusive education in the field still faces various challenges, such as limited special assistant teachers (GPK), a lack of understanding among regular teachers regarding the characteristics of children with special needs, and a lack of disability-friendly infrastructure (Hidayat & Rachmawati, 2020).

Children with special needs (ABK) who require special attention in the context of inclusion are children with speech impairments, namely children who experience difficulties in speaking or verbal communication due to disorders of the speech organs, nervous system, or language development (Rahman, 2018). These speech impairments can result in difficulties expressing thoughts, understanding teacher instructions, and interacting with peers. As a result, children with speech impairments often experience obstacles in social-emotional development and academic achievement (Sari & Nugraha, 2021).

In inclusive education, teachers play a crucial role in creating an adaptive and communicative learning environment for children with speech impairments. Teachers need to develop learning strategies that involve the use of simple sign language, visual media, or communication support technology (Hapsari & Suryani, 2019). Furthermore, collaboration between classroom teachers, special education teachers, and parents is key to successfully supporting children's communication development (Fitriani, 2022).

SDN 141 Pinrang is one of the public elementary schools that has implemented

inclusive education. This school strives to provide educational services for students with various special needs, including children with speech impairments. However, the implementation of inclusive education often faces obstacles such as a lack of teacher training in addressing speech impairments and limited communication support facilities. Therefore, this study is important to analyze the implementation of inclusive education for children with speech impairments at SDN 141 Pinrang, including planning, implementation, and the forms of support provided by the school to help students communicate and adapt to the learning environment.

This research is expected to provide a comprehensive picture of inclusive education practices for children with speech impairments, as well as serve as a reflection for schools and policy makers in improving the quality of inclusive education services in Indonesia, particularly at the elementary school level.

RESEARCH METHOD

This study uses a descriptive qualitative approach that aims to describe in depth the practices and processes of inclusive education for children with speech impairments at the UPT SDN 141 Pinrang. A qualitative approach allows researchers to "dig into data naturally in a real-life context" and understand the meanings that emerge from interactions between actors in the field (Creswell, 2018). Descriptive was chosen because the focus is on describing existing conditions, not examining relationships between variables (Sugiyono, 2019). The study was conducted at UPT SDN 141 Pinrang, Pinrang Regency, South Sulawesi, because this school has accepted students with speech impairments and implemented inclusive education. The study lasted for three months, from March to May 2025, which included direct observation, interviews, and documentation data collection.

a. The research subjects consisted of the principal, regular class teachers, special assistant teachers (GPK), and students with speech impairments at the school. The subject selection technique used purposive sampling, namely selecting informants who were considered the most relevant and had direct experience in implementing inclusive education (Miles, Huberman, & Saldaña, 2014). Data Collection Techniques Data were collected using three main techniques, Observation, In-

depth Interviews, Documentation. Data Analysis Techniques Data analysis was carried out interactively and continuously following the Miles & Huberman qualitative data analysis model, which includes three stages, Data reduction, Data presentation, Conclusion drawing/verification. Data validity was tested through triangulation of methods and sources: data from observations, interviews, and documentation were compared to strengthen the findings. Research ethics were adhered to, namely written consent from the school and parents of students, maintaining the confidentiality of informants' identities, and using data only for academic purposes.

RESULTS AND ANALYSIS

1. Implementation of Inclusive Education for Children with Speech Impairment at UPT SDN 141 Pinrang

Based on interviews, observations, and documentation, the implementation of inclusive education at UPT SDN 141 Pinrang shows significant progress in providing educational services to children with special needs, especially students with speech impairments. The school has adjusted its internal policies to support the principle of inclusivity as mandated by Law Number 20 of 2003 concerning the National Education System and Regulation of the Minister of National Education Number 70 of 2009 concerning Inclusive Education.

Teachers and principals have a basic understanding of inclusion, namely education that places all children, without exception, to learn together in an environment that supports differences and diversity. This principle is in line with the view of Booth and Ainscow (2011) that inclusion is not only about physical acceptance of children in school, but includes social, emotional, and academic acceptance so that all students feel valued, in practice, teachers use multimodal learning strategies to accommodate the needs of children with speech impairments, such as: Visual learning: the use of pictures, symbol cards, and interactive learning videos. Gestures and nonverbal expressions to replace oral communication. Individual assistance in reading, writing, and recognizing letters.

Special Assistant Teachers (GPK) play an active role in developing Individual Learning Programs (IPPs) alongside classroom teachers. These IPs are designed based on an initial assessment of the abilities of students with speech impairments, covering cognitive, motor, social, and emotional aspects. The IPs are also used to align learning outcomes with the child's communication skills. This aligns with

UNESCO's (2020) opinion that individual assessment is a crucial step in ensuring the success of inclusive education in elementary schools.

To support learning, the school also provides an inclusive service space for simple guidance, therapy, and counseling activities. Although it does not yet have a professional speech therapist, the school has taken the initiative to collaborate with experts from the local community health center for speech examinations and stimulation. This collaborative initiative demonstrates the school's commitment to creating a supportive and equitable learning environment for all students.

Extracurricular activities have also been adapted to involve students with speech impairments. For example, in dance and drawing activities, children are given the opportunity to express themselves without communication barriers. Teachers also use *peer tutoring* to help children with speech impairments feel accepted within the group. According to Susanto (2021), peer involvement plays a crucial role in boosting self-confidence and social interaction in children with special needs.

2. Sub Section 2 Barriers and Efforts to Strengthen the Implementation of Inclusive Education

The implementation of inclusive education at UPT SDN 141 Pinrang has shown progress, this study found several obstacles that need to be addressed immediately to improve the quality of services for children with speech impairments.

First, limited teacher competency remains a major challenge. Some regular classroom teachers have never received specific training on managing children with speech disorders. As a result, teachers often struggle to provide instruction, evaluate learning outcomes, and understand student responses. This finding aligns with the findings of Nisa and Kurniawan (2022), who asserted that a lack of teacher training is a major obstacle to the successful implementation of inclusive education in public elementary schools.

Second, communication support facilities are still limited. Schools lack tools such as *speech boards*, augmentative communication apps, or interactive digital media that can help children with speech impairments interact more effectively. However, according to Mustofa and Raharjo (2021), the use of visual-based digital media can increase the attention and participation of children with communication

disabilities by up to 40% compared to conventional learning.

Third, parental support remains variable. Some parents have not continued communication training at home, resulting in delayed speech development. However, communication training must be carried out continuously so that children can optimally develop phonetics, articulation, and nonverbal language skills. Suyadi and Ulfah (2021) stated that continuity between school education and family support at home is a crucial foundation for the learning process of children with special needs. Furthermore, support from local governments remains limited to general policy levels. Schools have not received specific programs for children with speech impairments, such as the provision of expert staff or alternative communication training. Therefore, researchers recommend cross-sector collaboration between schools, the Education Office, and professionals such as speech therapists, psychologists, and social institutions. This collaborative approach aligns with the *Inclusive Education Framework model* by Florian (2019), which emphasizes synergy between policies, practices, and a culture of inclusion in educational settings. To optimize the implementation of inclusive education for children with speech impairments, the UPT SDN 141 Pinrang needs to take the following strategic steps:

Tabel 1. Strategic Steps to Support Inclusive Education for Children with Speech Impairments

Strategic Steps	Activity Description / Objectives
Teacher capacity building	Conduct ongoing training on augmentative communication and visual-based learning methods so that teachers are able to adapt strategies to the needs of children with speech impairments.
Procurement of special learning aids	Provide media such as symbol cards, communication boards, and simple digital applications to facilitate interaction and understanding of learning concepts.
Partnership with parents	Establish a home-school collaboration program so that communication training and social habits of children with speech impairments can continue in the family environment.
Policy strengthening	Encourage the Pinrang Regency Education Office to

and technical support provide supervision, and special facility support for schools that provide inclusive education.

The implementation of inclusive education at UPT SDN 141 Pinrang can be a model of good practice for other schools in the South Sulawesi region that are developing inclusive services.

CONCLUSION

The implementation of inclusive education for children with special needs (ABK) with speech impairments at the UPT SDN 141 Pinrang has shown positive progress, although it still faces structural and technical obstacles. The school has implemented inclusive principles in accordance with the Minister of National *Education Regulation Number 70 of 2009*, through the acceptance of students with special needs, the development of an adaptive curriculum, and the use of visual and nonverbal communication-based learning strategies. The presence of a special assistant teacher (GPK) plays an important role in the development and implementation of an Individual Learning Program (PPI) tailored to students' communication abilities. Collaboration between class teachers, GPK, and parents also helps improve social interaction and participation of children with speech impairments in the school environment.

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