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Education services for children with special needs in inclusive schools during the pandemic era of COVID-19

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Abstract---This study aims to obtain information on educational services for Children with Special Needs during a pandemic in Indonesia, which includes 1) educational services for Children with Special Needs, 2) the role of parents, and 3) barriers for parents, teachers and children in learning during the pandemic. This study uses a descriptive qualitative approach, case studies of research subjects on 9 parents and 9 accompanying teachers from 4 schools in Jakarta and Depok, Indonesia. Data collection techniques using observation, interviews, and documentation collection. Thematic analysis is identifying patterns and themes by coding. This study found that educational services during the pandemic were carried out by schools that facilitated online and in-person face-to-face services, curriculum services, and assignments. Moreover, the role of parents during the pandemic is related to their role as educators, mentors, caregivers, and supervisors. Obstacles to education services during the pandemic were found to be obstacles to online devices, learning, and collaboration. Children's barriers are understanding and behavior. Parental support is very important in assisting learning and collaboration with teachers. It is estimated that learning loss will occur during online learning in pandemic, so the assessment needs to be carried out.

Keywords---special needs, inclusive school, pandemic, education services.

Introduction

This page should begin with the introduction of your article and follow the rest of your paper. Wilson (1990), stated that the Introduction explains the scope and objective of the study in the light of current knowledge on the subject. State the objectives of the work and provide an adequate background, avoiding a detailed literature survey or a summary of the results.

Education services for children with special needs in Indonesia are still far from expectations. Many obstacles were found in the field, both in normal situations and during online learning such as during the Covid-19 pandemic. The initial survey in March 2021 of 10 teachers in schools in the Palangkaraya, Jakarta and Depok, they did not know the exact cases of the children and only relied on information from parents. area showed that they did not make individual programs for children with special needs, schools did not have coordinators with special educational backgrounds, and there were no assistant teachers with special needs at school. The initial survey in June 2021 also found acceptance of crew members during the pandemic in 2 SD Negeri Depok Region without going through any assessment activities first. This is understandable considering that there are difficulties in face-to-face meetings due to regional restrictions.

The choice of public schools is still a dream for parents, considering the cost of education in private schools is relatively high and very heavy for most people. The government accepts children with special needs arrangements in State Elementary Schools, but with quota restrictions. This makes parents try various things, such as not being honest about their children's conditions so that their sons/daughters can be accepted in public schools. This is related to the affordability of the costs to be incurred compared to expensive private schools.

In terms of population, children with special needs in each region vary in number. According to CNN data in 2017, about 1 million of the 4.6 million children in Indonesia are not in school and are children with special needs(Susanto et al., 2019). The ministry of women's empowerment and child protection of the Republic of Indonesia recorded the number of children with special needs as around 1.5 million people. Henceforth, the United Nations estimates that at least 10 percent of school-age children have special needs. In Indonesia, the number of school-age children, namely 5-14 years, is 42.8 million. Therefore, it is estimated that there are approximately 4.2 million Indonesian children with special needs(Darma & Rusyidi, 2015).

Based on data from the central statistics agency of the Republic of Indonesia in 2017, the number of children with special needs was 1.6 (Central Statistics Agency, 2016). Education provision for children with special needs or disabilities is mostly carried out in special education units or special schools. In contrast, not all regions in Indonesia have special schools(Susanto et al., 2019). This is in line with the results of a survey conducted on 165 teachers and 35 parents of children with special needs from the Jabodetabek area 79% stated that they did not have knowledge and skills about children with special needs, they did not understand what was happening to children and also did not have a number of skills to handle it (Suharsiwi & Pandia, 2020).

If viewed in the ecological theory of Bronfenbrenner, human development is influenced by the context of the environment. The ecological theory views child development from three environmental systems, namely microsystems, ecosystems, and macrosystems. These three systems help the development of individuals in forming certain physical and mental characteristics. Explanation of the three systems can be described as follows (Na'imah, 2012).

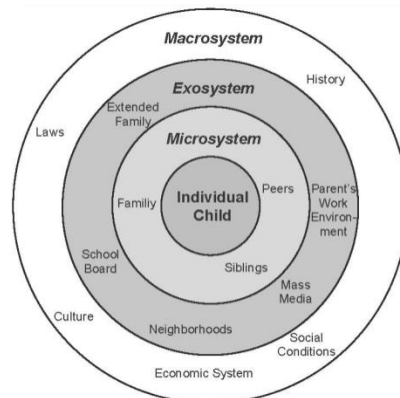


Figure 1. Ecological Theory of Human Development

The reciprocal relationship between children and the environment, namely school, family (parents), and society, will shape the success of individual learning patterns in the context of this research. Government policies that are still unequal in handling children with special needs, the establishment of inclusive schools is also limited, lack of human resources and many things will impact the lack of service quality. Parents also have sufficient knowledge and skills to assist their children in learning and developing themselves at home. The busyness and economic factors are also many things that directly and indirectly affect the development of children with special needs.

Based on the preliminary study, it was found that there were obstacles in several schools and certain areas regarding the implementation of learning from home in Indonesia. Meanwhile, school including teachers and parents have important influence on children development (Stoudt, 2017). Constraints that are often complained about online are network problems and the use of technology that not all teachers are accustomed to using. Likewise, not all students also have online learning devices such as gadgets or laptops. The use of internet facilities, gadgets for several places is familiar. Various online facilities such as zoom and video calls on WhatsApp are accessed in almost all parts of Indonesia. Network problems sometimes occur, but communication can still be carried out to various regions and the government's internet quota subsidy, which significantly helps communication between teachers and parents. On the positive side, learning carried out through an online system requires students and teachers to be able to master and improve competencies related to the use of technology to support the learning process (Sari et al., 2021).

This is a challenge for parents and teachers to adapt to the existing situation. Given this situation, it is not possible to predict when it will end. Article Analysis

of the Role of Parents in Accompanying Children During the Covid-19 Pandemic, by researchers explains how the role of in online learning. In general, the role that is carried out replaces the role of teachers in schools and even functions as mothers at home, namely as mentors, educators, guards, developers, and supervisors (Kurniati et al., 2020).

The results of Auladi's et al. (2020) research show that the obstacles experienced by teachers in learning during the COVID-19 pandemic are the unpreparedness of educators at the beginning of the implementation of distance learning and obstacles related to substandard internet connections, less optimum parental assistance, and bored students. (Khanan Auladi, 2020) Obstacles related to the implementation of learning in the field are actually a form of teacher adaptation. Teachers always demand competence and competence to be professional in any condition (Ulum & Mukhlisina, 2017). The findings of research by Minsihet al., several factors become obstacles to learning in the pandemic era. First, the unpreparedness of the school, especially class teachers and special assistant teachers as children's mentors in carrying out online learning. Second, parents still need time to understand online technology and divide their time during their busy lives. Third, online learning is considered monotonous for students due to the lack of interaction between students and their peers, which becomes boring (Minsih et al., 2021).

Likewise, the results of research related to online learning by Ramadhani and Supena, in their research on the perceptions of parents and teachers in online learning for children with special needs, studied speech delay children in Depok, West Java. The result is that there are obstacles in learning and assignments related to networks and the limitations of gadget equipment that must be shared with other family members at home. Parents must quickly adapt to existing situations and the need for positive communication between teachers and parents, and teachers establish this by frequently communicating via telephone and visiting homes (Ramadhani et al., 2020). Research conducted by Teguh Prasetyo et al in August 2020 during online learning at SDN Negeri Gunungkidul. The teacher makes efforts so that children do not get bored during online learning by doing home visits in 1 group of 10 people within proximity of the house. The study results prove that home visits motivate students to learn, make learning more fun, ask questions they do not understand and improve student learning outcomes. Activities are carried out while maintaining the health protocol (Prasetyo et al., 2021).

The implementation of distance learning in inclusive schools found around 66% stated that they had faced distance learning barriers that come from teachers, parents, and students. Barriers to parents are the lack of coordination and communication, time constraints and the unavailability of independent online tools for children. Barriers to students are unmotivated children and limited children's ability to understand the lesson. Lack of coordination with schools and network problems are the most common. (Supratiwi et al., 2021)

Meanwhile, distance learning or online learning in Indonesia is indeed very unprepared for both teachers and students, and parents. All like jerks and have to adapt to the existing situation forcibly. This could be because our education

system is not ready. In general, our infrastructure does not support it, as Ramadhani and Supena show, the limitations of gadget facilities and the unpreparedness of parents in overcoming online learning problems are still apparent (Ramadhani et al., 2020).

Moreover, the knowledge and understanding of parents and teachers on their children's weak learning problems (Suharsiwi & S. Pandia, 2020). Research by Tri Nathalia Palupi, which aims to determine the stress differences between mothers when accompanying mothers children to study during a pandemic, found that, in general, there was stress from mothers even though the condition was more severe for high-school graduates mothers in assisting elementary school students while studying at home during the COVID-19 pandemic. In contrast, mothers with bachelor's, master's, and doctoral levels of education have lower stress levels (Palupi, 2021). Meanwhile, the stress-coping level of working mothers is higher than the stress coping of housewives when facing online learning. This could be remembering housewife shave a longer time in accompanying children so that sometimes they cannot control their emotions (Sihombing, 2021).

Similar research by Sapna, Pradeep, William, Shankar, in 2020, entitled "Impact Of Covid19 Outbreak On Mental Health And Perceived Strain Among Caregiver standing Children With Special Needs", found that there is a prevalence of depression, anxiety and stress symptoms in caregivers of children with special needs during COVID-19 compared to before the outbreak occurred (Dhiman et al., 2020).

Factors that influence the successful implementation of learning for children with special needs are influenced by various aspects such as teachers, parents, students, school management, government, community, and infrastructure. Problems related to teachers are the limited number of accompanying teachers who have special educational backgrounds, students with various specialties who require different handling for each child, management and involvement of parents and the community (Tarnoto & Nissa, 2016). This is also stated by Giangreco that schools must also cooperate with the school community such as teachers, class assistant teachers, parents, students, school administrative teams, and the school community to maximize teacher performance (Giangreco & F., 2013).

Research conducted by Rakhmawati found that the variables that affect online learning outcomes for children with special needs in elementary schools are age, gender, parental attention, and private tutoring. Children with special needs are in the slow learner category. The influencing variables are age and gender, while for children with autism, the influential variable is parenting styles, although all factors have an important influence on online learning outcomes (Rakhmawati, 2020).

These various obstacles have become a concern in researching the supporting factors for children with special needs education services during the pandemic. research is focused on with sub-focus related to data information: (1) children with special needs education services during the pandemic, (2) the role of parents and teachers in handling children with special needs, and (3) barriers to parents,

teachers and children with special needs in the learning process during the pandemic.

The problem of this study is focused on educational services for children with special needs during the pandemic, with 3 sub-focus problems, consisted of 1) education services organized by schools for children with special needs, 2) the role of parents in providing assistance to children with special needs. during the pandemic, and 3) barriers for parents, teachers and children with special needs in learning during the pandemic.

Method

The method used in this research is qualitative. The type used is a case study, a series of scientific activities carried out intensively, in detail, and in-depth related to an event and the activities of a group of children with special needs. The selected events are ongoing, real-life events; not something that has passed (Rahardjo, 2017). This study analyzes children with special needs educational services during a pandemic (a case study in 3Elementary Schools and 1 Kindergarten in Jakarta and Depok areas in Indonesia). The subjects in this study were 9 parents of children with special needs and 9 accompanying teachers for students with special needs from 4 schools in Jakarta and Depok in Indonesia. The profile of children with special needs can be explained in the following table:

Table 1.
Children Characteristics

School	Region	Gender	Age	Category Children with Special Needs	Class
SD X	Tangerang	Male	8	Autism	II
		Female	8	Autism	II
		Male	9	ADHD	II
SD X	Depok	Male	9	Slow Learner	II
		Female	8	Slow Learner	II
SD X	Jakarta	Male	8	Slow Learner	IV
	Jakarta	Male	8	Autism	II
Kindergarten X	Jakarta	Male	6	Autism	Kindergarten B
	Jakarta	Male	6	Autism	Kindergarten B

Data collection techniques were done using questionnaires, observations, and interviews. The steps taken are, conducting observations and interviews with teachers and parents. Observation guidelines, interviews and discussion group

forums are arranged based on the sub-focus of the research by paying attention to the construct of learning theory related to the involvement of teachers, parents and other factors both from within the child and factors outside the child. Data validity by triangulating data on each domain and theme consisted of making a domain analysis, making a taxonomi analysis, making a componential analysis and making a theme analysis. Triangulation is data analysis by validating data by confirming data from various sources of information or cross-checking from various data sources used. In this study, the activities carried out were comparing the data from interviews with the results of observations or making comparisons of each informant both the results of observations, interviews and documents collected.

Thematic analysis is one way to analyze data to identify patterns and find themes through data collected by researchers through research preparation of coding concerning the research questions that have been set. The themes are arranged according to the research questions and become a reference in explaining the phenomena. Thematic analysis has been used in several social science studies, such as this research (Heriyanto, 2018).

The collected data was analyzed using the triangulation technique consisting of the stages of data collection, data reduction, data display, and verification or data conclusion. Validation and reliability in qualitative research is carried out by carrying out operational techniques that support the accuracy of the data through 4 steps, namely credibility, dependability, confirmability, and transferability. (Afiyanti, 2008). A more detailed explanation of the research flow can be seen in the image below.

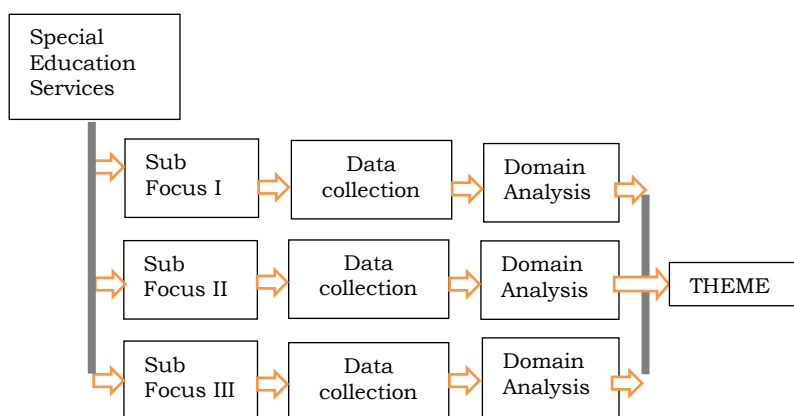


Figure 2. Research Flow

Result and Discussion

Result

Based on the data obtained in the qualitative study, the data on the education service factors for children with special needs were obtained, described in the following sub-foci:

Theme 1: Education Services In The Pandemic

Sub-theme 1. Children and Teacher's Face-to-face Service

Data on educational services during the pandemic related to face-to-face teacher-student services was carried out by digging information from homeroom teachers and assistants, accompanied by a number of documents from videos, student assignments, and evaluations. As for the related observation and interview items.

Table 2
Observation and Interview Guidelines about Children and Teacher's Face-to-face Service

No	Observation and Interview Guidelines
1.	How is learning done during a pandemic?
2.	Does the school conduct face-to-face activities?
3.	Is there a home visit service available?
4.	Number of face-to-face meetings?
5.	How is the health protocol implemented?
6.	How do parents view the meeting?

Based on observations and interviews with teachers in 4 schools in Greater Jakarta, it was found that face-to-face implementation was carried out with full face-to-face online, a combination of periodic meetings, and home visits. Meetings for attending schools are carried out by taking into account the government's appeal. When pandemic cases experience a spike, meetings, both home visits, and limited face-to-face meetings are also abolished. However, when the situation began to decline, the meeting had begun with a time limit of 1 to 2 x a week at school or home visits. Specifically for the Depok and Jakarta areas because face-to-face meetings at schools are still not allowed. Face-to-face meetings with home visits are carried out at the request of parents who see their children who are not focused and bored, cranky and do not want to study.

The health protocol for face-to-face meetings is carried out by limiting the presence of children in a class. Especially for Children with Special Needs are given a separate room with other children or areas where face-to-face meetings are strictly prohibited through home visits. Other regulations related to maintaining health protocols are carried out by using masks and encouraging hand washing before and after learning activities.

Face-to-face meetings are held between teachers and students using Zoom Meeting and Google meet for 1.5 hours x 2 meetings with a 30-minute break. Children with special needs attend a meeting with other friends for 1.5 hours x 1 meeting, while the second meeting is held specifically alone with the teacher accompanied by a parent or caregiver. Based on the teacher's information, parents anticipate the limitations of the meeting by guiding their children to practice on their own at home and participating in therapeutic activities at the child development center. Although some then stop their therapy activities due to activity restrictions.

Sub-theme 2. Curriculum Service

Data on educational services during the pandemic related to school curriculum services is carried out by digging up information related to assessments as the

basis for teachers to make programs, individual education programs for Children with Special Needs, mentoring, and meetings with parents to discuss school programs for their children. Information was obtained from homeroom teachers and assistants, accompanied by a number of documents from videos, student assignments and evaluations. The related observation and interview items are:

Table 3
Observation and Interview Guidelines about Curriculum Service

No	Observation and Interview Guidelines
1.	Does the school conduct an initial assessment for Children with Special Needs?
2.	Does the school provide companions for Children with Special Needs?
3.	Does the school provide PPI services?
4.	Are there regular meetings?

Not all schools carry out initial checks when accepting children to school. Information on children's cases is only obtained verbally from parents, and a certificate from a therapy center or child development clinic. For students who were accepted before the pandemic, two schools conducted observations made by teachers and psychologists. However, during the pandemic, information about children was only obtained from parents and teachers finally got to know the child after long interactions during the learning process. Based on the findings of children with slow learners, teachers or parents did not check their IQ and only concluded by looking at children's abilities below their peers. It cannot be explored whether the parents hide it or because of the cost problem that makes parents reluctant to check in detail for their child to the growth and development clinic.

On average, schools recommend that parents provide companions for children with autism and ADHD while studying, while classroom teachers handle children with slow learners. Meanwhile, during the pandemic, full assistance at home by parents becomes an obstacle for parents who work. Only one school provides Individualized Education Program (PPI). The PPI is designed by the accompanying teacher, with the help of or in consultation with the coordinator of Children with Special Needs in schools with a bachelor's degree in psychology.

On average, children follow all subjects like other friends, although then the teacher is constrained by the ability of children who find it difficult to receive lessons well. Teachers help children by giving lighter tasks and targets that are not the same as other children.

Meetings with parents during Covid-19 were not carried out at all; the teacher conveyed information through the Whatsapp group and telephone. Parents also usually contact the teacher regarding children's learning problems, do not understand the assignments given, ask for school schedules and subject schedules, as well as notifications when there are network problems.

Sub-theme 3. Assignment Service

Data on educational services during the pandemic related to assignments from teachers to children is carried out by digging up information related to

assessments as the basis for teachers to make programs, individual education programs for Children with Special Needs, mentoring and meetings with parents to discuss school programs for their children. Information was obtained from homeroom teachers and assistants, accompanied by a number of documents from videos, student assignments, and evaluations. The observation and interview items related to this are described in the following guidelines:

Table 4
Observation and Interview Guidelines about Assignment Service

No	Observation and Interview Guidelines
1.	What tasks are given by the teacher?
2.	What form of exercise or task is given?
3.	Is the assignment only related to academic activities?
4.	What types of assignments are in non-academic form?
5.	How to collect assignments?

Giving assignments to students consists of independent study assignments or repeating learning materials, practice assignments, and assignments to evaluate student learning achievements. The teacher gives the task of independent study or repeating learning materials by sending learning videos, asking children to read textbooks, assignments delivered face-to-face online, and asking children to take materials from the internet.

The form of exercises or assignments given is carried out by students recording assignments in the form of video recordings, doing assignments from books, answering questions on googleforms, sending assignments through sheets of paper, and collecting assignments with photos. Based on interviews conducted with teachers and parents, it was found that the assignments given by the teachers were academic in nature. The teachers also gave tasks related to activities at home, such as light work with family. These activities include: making food with mother, watering plants, caring for animals, sweeping, mopping, religious practice, as well as creative activities such as making films on cell phones, drawing, making crafts and conducting various science experiments accompanied by parents at home.

Assignments are collected by children in various ways as mentioned above, and if the child has not collected the teacher will remind parents in the whatsapp group so that the child can immediately complete the task, or the teacher calls directly, and if possible also the obstacles faced by parents are serious, the teacher can meet directly by visiting home. For schools that provide home visit meeting services, the accompanying teacher will assist the tasks, and parents can ask questions for other assignments or lessons that the child does not understand.

Theme 2. The role of parents

Data on educational services during the pandemic related to the role of parents was carried out by digging up information regarding the involvement and duties of parents in providing learning assistance during the pandemic. Information was obtained from homeroom teachers and assistants accompanied by a number of documents both from videos, student assignments and evaluations. The observation and interview items related to this are described in the following

guidelines:

Table 5
Observation and Interview Guidelines about The Role of Parents

No	Observation and Interview Guidelines
1.	How prepared is the time given by the parents?
2.	The tasks that parents do in online learning?
3.	How do parents perceive their role at home?

Not all parents can provide full assistance because they have to work and other tasks. The duties of surrogate parents are performed by caregivers and other family members at home. However, parents will try to make home visits or face-to-face visits to the school during learning. Furthermore, based on teacher information, parents carry out full duties as children's teachers during the pandemic, such as teaching children school subject matter, guiding children in doing assignments, reminding assignments and school hours, and filling out evaluation sheets. Parents learn to understand their child's learning planning by looking at information from the teacher regarding the learning targets and achievements of each subject or field of development in kindergarten.

Parenting is carried out relatively fully by parents at home because children need to be trained to be independent and require supervision. Parents take care of children by preparing breakfast before children study, providing nutritious food, supervising and reminding children to maintain protocol during face-to-face meetings with teachers, also giving vitamins to keep children growing healthy. Likewise, the development of life skills is the full task of parents, such as training children to behave well, communicate well, and train children to help parents work such as cleaning the house. This is a teacher program to replace some life skill activities.

Through teacher information, parents are generally aware of the existing situation and understand that in the meantime, their duties as parents are increasing in online learning. Parents can take the positive side of having enough opportunities with their children so that parents are more familiar with their children's learning abilities. Parents and teachers agree that guiding their children is not only the role of parents or teachers, for that there needs to be good cooperation between parents and teachers.

Theme 3. Learning Barriers

Sub-theme 1. Obstacles of Teachers and Parents

Data on educational services during the pandemic related to the obstacles of teachers and parents in learning during the pandemic was carried out by digging up information related to the constraints of teachers and parents in the teaching and learning process during the pandemic. Information was obtained from homeroom teachers and assistants accompanied by a number of documents from videos, student assignments and evaluations. The observation and interview items related to this are described in the following guidelines:

Table 6

Observation and Interview Guidelines about Obstacles of Teachers and Parents

No	Observation and Interview Guidelines
1.	Problems with teachers when learning online?
2.	Parental constraints when learning online?
3.	Teacher's workload during a pandemic?
4.	Are there any problems related to parent-teacher collaboration?

The situation of learning through home does have many obstacles. The obstacles experienced by teachers are the unpreparedness of students in online learning, such as: students do not have their own cell phones or laptops, no one is involved in learning, learning to wait for parents to help, sometimes network problems, and quota constraints. Teachers should also give enough time to communicate with parents, inform the schedule, school materials and zoom/ google meet links via whatsapp group, and remind students of their school assignments. Teachers are limited in explaining materials online, and teachers are not ready to provide offline materials because they don't have enough time to deal with various things related to online learning. Considering online the burden of teachers is becoming more; as :

Meanwhile, parents' obstacles are on the network and HP/Laptop devices that must be shared with other family members at home, parents do not understand the material being taught to help children learn, and parents are busy. The problem of patience is also sometimes an obstacle for parents who are also getting tired of the condition so that they are impatient in guiding children who are on strike, or do not experience progress in learning. Under these conditions, the cooperation between teachers and parents must be solid considering that the only reliable device is online while face-to-face meetings are also limited. Miscommunication often occurs, even though it is finally understood together and parents and teachers are both tolerant of each other with the existing conditions. Do not push the child in tasks, wait patiently when the task has not been given,

Sub-Theme 2. Child Constraint

Education service data during the pandemic related to children's obstacles in learning during the pandemic was carried out by digging up information related to children's obstacles in the teaching and learning process during the pandemic. Information was obtained from homeroom teachers and assistants accompanied by a number of documents from videos, student assignments and evaluations. The observation and interview items related to this are described in the following guidelines:

The results of interviews about children's obstacles were carried out by collecting a number of related questions:

Table 7

Observation and Interview Guidelines about Child Constraints

No	Observation and Interview Guidelines
1.	Obstacles in children's understanding in learning?
2.	Constraints on children's independence in learning?
3.	Constraints on children's social behavior?

Obstacles in children's understanding of subjects in the field of mathematics, Islamic religious subjects, and Indonesian language. Meanwhile, for kindergarten students, the problems in reading and writing are also simple arithmetic. It has not been their target in kindergarten, but the teacher has taught them to prepare them for elementary school. The problem of acquiring academic abilities of each child is different from one another, and teachers and parents do not force children to master quickly.

Children's obstacles in the learning process such as difficulty communicating, lack of independence, obstacles in socialization, and difficulty managing emotions appropriately. Communication barriers, such as: difficulty understanding other people, not focusing on speaking, the child's language is difficult to understand, and the child often repeats words.

Problems of obstacles in the socialization of children such as: children behave in ways that are difficult for their friends to accept, have difficulty sitting still, prefer to be alone, and disruptive behavior with others. Obstacles in independent behavior of Children with Special Needs such as: needing big help to meet their daily needs, and needing help in doing school assignments.

Discussion

Factor analysis of educational services for children with needs during a pandemic that focuses on 1) education services, 2) the role of parents, and 3) Constraints faced by both teachers, parents, and children themselves. The results of the domain analysis found the following themes:

Theme 1 : Education Service

In this research, the services to children with special needs during the pandemic in Indonesia are related to face-to-face teacher-child meeting services, curriculum services, and assignment services from teachers, as the results obtained from research findings on the theme of education services. Considering the pandemic situation that has started since March 2020 and is still ongoing, this article was written in September 2021.

Learning conditions Children with special needs also experience many obstacles. Limited meetings with teachers constrain children with special needs who need a lot of guidance and touch. The findings of the domain analysis on face-to-face services are:

Table 8
The Findings Of The Domain Analysis On Face-To-Face Services

FACE-TO-FACE SERVICE	
1	The meeting was held with
	a. Online
	b. Face to face
2	Number of face-to-face
	a. 2 x a week
	b. 1 x a week
	c. 2 x a month

3	Face-to-face time
	a. 1 hour
	b. 1.5 hours
	c. 2 hours
4	Online facilities used
	a. Zoom Meeting
	b. Google Meet
	c. Whatsapp, WA call
	d. Phone

Domain analysis in curriculum services found:

Table 9
Domain Analysis In Curriculum Services

CURRICULUM SERVICES	
1	Assessment
	a. Observation by teacher
	b. Parents interview
	c. Psychological Test
	d. Description from the doctor
2	Special Program
	a. Assistance by Teachers/Parents
	b. Students do not use PPI
	c. Assignments are modified according to the child's ability
	d. Parent meeting is done online

Analysis of assignment to students

Table 10
Analysis Of Assignment To Students

ASSIGNMENT	
1	Independent assignments/Repeating learning materials
	a. Tutorial video
	b. Reading textbooks, assignments delivered face-to-face online, and from the internet.
	c. Explanation when face to face Online
	d. Taking material from the Internet
2	Practice Tasks
	a. Video Recording
	b. Doing assignments from books
	c. Answering questions on google forms
	d. Student worksheet
3	Task Form
	a. Doing academic assignments
	b. Non-Academic Tasks
	1) Helping mom in the kitchen
	2) Water plants
	3) Sweep

	4)	Keeping animals
	5)	Worship (Prayer, reading the Qur'an)
	6)	Creativity and science activities
4	Assignment Collection	
	1.	Google Forms
	2.	Videos
	3.	Assignment Photo

Sub Theme: Analysis in “Education Service” can be seen as follows:

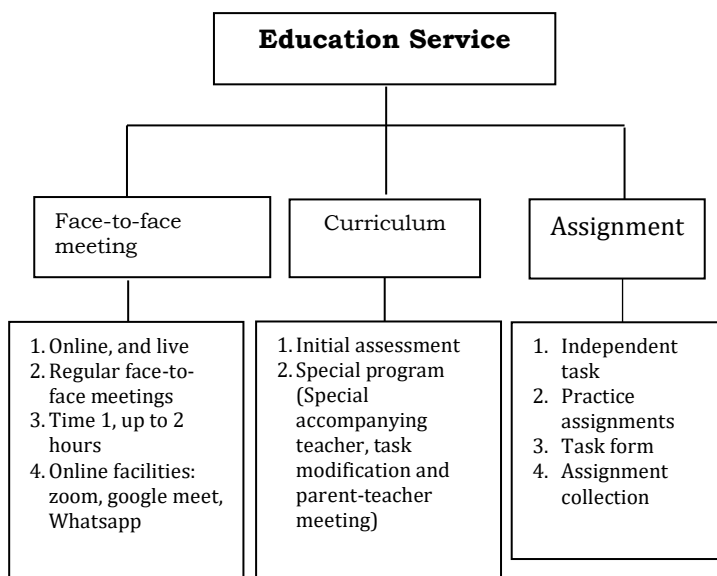


Figure 3
Education Services during the Pandemic

From the results obtained, it can be seen that educational services during the pandemic require various adaptations and modifications that are carried out by looking at the needs of children. This causes schools by mutual agreement to conduct face-to-face meetings with due observance of health protocols. So the meeting uses a combination of online and face-to-face. Meanwhile, curriculum services are carried out by conducting initial assessments and providing special program services. The results of this assessment become the basis for making individual learning programs. Curriculum modification through individual learning programs is very much needed by students with special needs, especially during this pandemic (Arta, 2018). However, the observed schools have not made PPI in the true sense, but have only simplified tasks according to the child's ability.

Suppose it is felt that teacher education services do not yet understand how to provide appropriate educational services, especially during this pandemic. In that case, various trainings need to be continuously provided to develop teacher abilities and skills (Song, 2016). Teachers need to have the ability and willingness to provide the best service for students with special needs, because

as stated by Spektor-Levy and Yifrach, teachers need to adapt learning techniques, evaluations, and various things needed when accepting students with special needs in their schools. There needs to be recommendations for education policymakers and school management to devote attention and resources to providing professional training and appropriate teaching materials to build a framework for meaningful collaboration between teachers and mentoring teachers for children with special needs (Spektor-Levy & Yifrach, 2019).

Theme 2 :The Role of Parents

The results of the domain analysis related to the role of parents, found the following details:

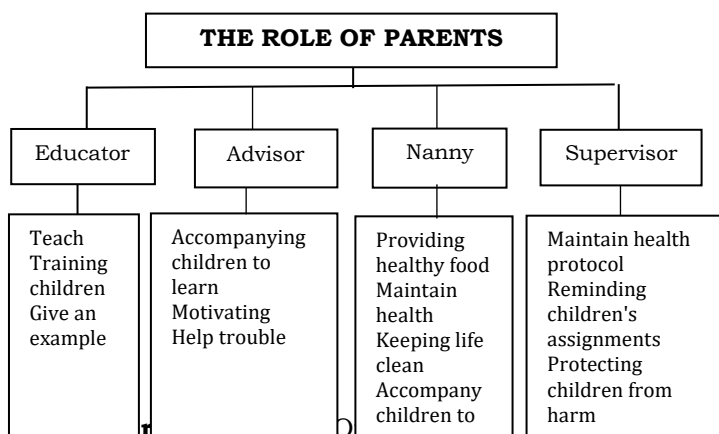
Table 11
Domain Analysis Related To The Role Of Parents

THE ROLE OF PARENTS	
1.	Educator
a.	Teaching Lessons
b.	Practicing the development of life skills
c.	Be an example for children
2	Advisor
a.	Accompanying children to learn
b.	Motivating
c.	Helping children with learning difficulties
3	Nanny
a.	provide nutritious food,
b.	Take care of children's health
c.	Keeping life clean
d.	Accompany children to play
4	Supervisor
a.	Maintain health protocol
b.	Reminding children's assignments
c.	Protecting children from harm

Learning in pandemic conditions for Children with Special Needs is indeed quite difficult for parents and teachers to feel. Moreover, schools do not have preparations for implementation, so teachers, parents, and children must adapt quickly. In line with the ongoing activities, some teachers are getting used to online learning using Zoom, WhatsApp, and other forms of social media.

Parental involvement is very much needed because when children need to study at home during this pandemic, parents are more likely to act as teachers for children. According to Webster-etc, 2015, a supportive learning environment will contribute to school readiness and achievement in school, especially in language development. This also applies to Children with Special Needs (Webster-Stratton & Bywater, 2015).

Sub Theme :Analysis of Themes in Parental Tasks can be seen as follows:



Theme 3 : Service Barriers to Children with Special Needs Obstacles of Teachers and Parents

The results of the domain analysis related to teacher and parental constraints found the following details:

Table 12

Domain Analysis Related To Teacher And Parental Constraints

Obstacles of Teachers and Parents

1. Online Device Constraint
 - a. Students don't have their own cellphones
 - b. Network issues
 - c. quota
- 2 Learning Barriers
 - a. Parents do not master the subject matter
 - b. Parents are busy
 - c. Difficulty motivating children to learn
 - d. Teachers have difficulty teaching online
- 3 Teacher and Parents Collaboration
 - a. Taking time for communication
 - b. Help parents understand
 - c. Communication barriers with parents
 - d. Limited time to meet

Child Constraint

The results of the domain analysis related to child constraints found the following details:

Table 13

Domain Analysis Related To Child Constraints

Child Constraint	
1.	Obstacles of understanding
a.	Field of study mathematics
b.	Islamic Religion Subjects
c.	Indonesian.

2	Behavioral Barriers
a.	Difficulty communicating
b.	Less independent
c.	Barriers to socialization
d.	Positive emotions

Sub Theme : Analysis of the themes in service barriers for Children with Special Needs can be seen as follows:

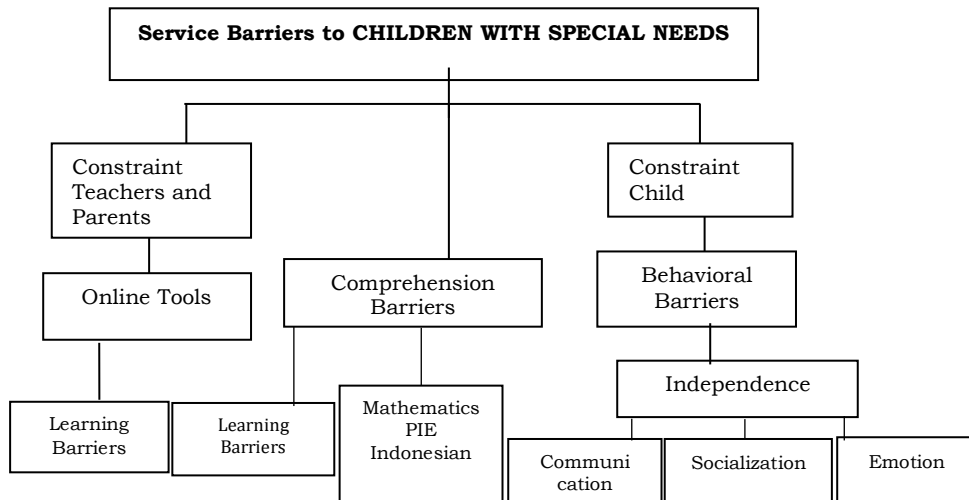


Figure 5. Service Barriers to Children With Special Needs

Problems related to barriers to children's learning behavior in the communication aspect include the child having difficulty understanding other people, not focusing on speaking, the child's language being difficult to understand, and often repeating words. This impacts children's understanding of barriers to mastery of subjects at school and children's ability to establish friendships, such as children who are difficult to be accepted by their playmates, difficulty sitting still, preferring to be alone, and disturbing other people's behavior. This causes Children with Special Needs to need individual learning assistance. Amid this pandemic situation, the role of parents is essential considering that Children with Special Needs need great help from their surroundings and need assistance in doing academic activities/school assignments.

Cooperation between the school and teachers is needed, so that parents want to be involved in assisting children in studying at home. According to [Hallahan, Kauffman, and Pullen, 2020](#), parents' involvement in children's learning can strengthen the bond between parents and Children with Special Needs ([Daniel P. Hallahan et al., 2020](#)). It is just that sometimes parents do not understand how to get involved and accompany their children. Therefore, various efforts are needed to increase cooperation and understanding for parents and teachers.

Furthermore, [Hallahan, Kauffman, and Pullen, 2014](#), explain that teachers need to provide assignments that allow children to complete. Thus students do not refuse to do assignments. Assignments also need to be related to the learning

that has been given in class (D. P. Hallahan et al., 2014). Coordination with other teachers who give other assignments needs to be done so that assignments are not overloaded. Parents need to be explained how to accompany their children while studying or doing their homework. It would be better if students were given functional homework. If a child has behavioral problems, the school and parents need to conduct a functional behavior analysis to find the cause of the behavior problem. In addition, it is necessary to discuss interventions that can be carried out (Kumar Jaiswal, 2017).

Various adaptations need to be made by teachers, especially with distance learning during this pandemic. Kirk, Gallagher, Coleman, and Anastasiow (2012) explain that adaptation in terms of the learning environment, curriculum adaptation, adaptation of teacher teaching strategies, as well as adaptation in terms of assistive devices and use of technology needs to be carried out in the learning of children with teacher needs. Therefore, teachers need to strive for these various adaptations for the success of children's learning (Kirk et al., 2012). In this study, meeting mobilization experienced limitations, so the researchers assumed that this study would obtain more in-depth information and find various domains in each theme and sub-theme. On theme 1: education services for children with special needs can be divided into education in the setting of special education services and inclusive education. Other researchers can conduct research related to the themes mentioned above. Meanwhile in theme 2, the role of parents can be examined in terms of their roles as educators, nannies, advisors and supervisors or it could be that further researchers can find new domains in this theme. In theme 3, domains related to further research through various research methodological approaches and various data collection techniques will be able to produce new findings in the field.

Conclusion

During the pandemic, the challenges faced in educational services for children with special needs stem from various obstacles due to intense assistance when studying. Parents and teachers take the time to work together to overcome obstacles. Teachers and parents need to work together and establish good communication so that parental involvement will increase. Given that online learning, teachers need to adapt various things in learning so that students can adapt learning to the needs and conditions of each student.

Several things need to be done, including recognizing students' needs, uniqueness, and strengths to provide the right program. Good communication between the school and parents needs to be established to understand how to accompany their children to study at home. Training and mentoring teachers to improve knowledge and skills in modifying materials, teaching strategies, and evaluating learning outcomes need to be done. The use of technological aids and scheduling in implementing learning programs is one of the keys to learning for children with special needs. It is necessary to be aware of the possibility of learning loss during learning during a pandemic, so the assessment needs to be re-done when face-to-face learning can be carried out.

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