

## Learning Management of Children With Special Needs in the Era of Limited Face-to-Face Learning in Inclusion Elementary Schools

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### Abstrak

The background of this research is the learning management process carried out during the limited Face-to-Face Learning (PTM) era at SD Negeri OKU Timur Inclusion. This study aims to identify and evaluate the planning and implementation of learning for children with special needs in the limited PTM era at SD Negeri Inclusion OKU Timur. Data collection techniques used are observation, interviews, and documentation. Interviews were conducted with 2 (two) school principals and 2 (two) teaching staff. Test the validity of the data used, namely by using the source triangulation technique. The results of this study indicate that children with special needs in inclusive primary schools, which are driving schools, can carry out joint learning activities with children who do not have special needs well, and in learning, teachers in inclusive primary schools also provide learning facilities or learning media for students with special needs. The students who have special needs and students who do not have special needs are also very close; there are no negative things such as bullying or anything else. The learning process uses planning that still uses the Offline Learning Implementation Plan, and the curriculum is adapted to the curriculum used in regular classes, which are used as inclusive classes. The implementation of learning in the limited PTM era continued to carry out learning as usual, but the implementation time was adjusted to the time that the school had made; children with special needs had the morning shift from 07.00 to 10.00. while for other regular classes from 07.00 to 12.45. the evaluation process carried out in learning for children with special needs is different from regular students. The KKM used is also different. If the KKM of regular students reaches a score of 70-85, the KKM of students with special needs is between 50-65. 2 sub-themes; apart from that, PTS is held in the middle of the semester, and PAS is held at the end of the semester. The assessment of students with special needs is adjusted to the abilities of the students.

**Keywords:** Children With Special Needs, Learning Management, Inclusive State Elementary School

### Abstrak

*Penelitian ini dilatar belakangi pada proses manajemen pembelajaran yang dilaksanakan pada era Pembelajaran Tatap Muka (PTM) terbatas di SD Negeri Inklusi OKU Timur. Penelitian ini bertujuan untuk mengetahui serta mengevaluasi perencanaan dan pelaksanaan pembelajaran pada anak berkebutuhan khusus pada era PTM terbatas di SD Negeri Inklusi OKU Timur. Teknik pengumpulan data yang digunakan yaitu observasi, wawancara dan dokumentasi. Wawancara dilakukan dengan 2 (dua) orang kepala sekolah dan 2 (dua) orang tenaga pengajar. Uji keabsahan data yang digunakan yaitu dengan menggunakan Teknik triangulasi sumber. Hasil penelitian ini*

*menunjukkan bahwa anak berkebutuhan khusus di sekolah dasar inklusi yang merupakan sekolah penggerak dapat melaksanakan kegiatan pembelajaran bersama dengan anak yang tidak berkebutuhan khusus dengan baik, dan dalam pembelajaran pun guru di sekolah dasar inklusi juga menyediakan fasilitas belajar atau media pembelajaran bagi siswa berkebutuhan khusus tersebut. Antara siswa yang berkebutuhan khusus dan siswa yang tidak berkebutuhan khusus juga sangat akrab tidak terjadi hal-hal yang kurang baik seperti perundungan ataupun yang lainnya. Proses pembelajarannya menggunakan perencanaan yang tetap menggunakan Rencana Pelaksanaan Pembelajaran luring dan kurikulumnya disesuaikan dengan kurikulum yang digunakan pada kelas reguler yang dijadikan kelas inklusi. Pelaksanaan pembelajaran pada era PTM terbatas tetap melaksanakan pembelajaran seperti biasa akan tetapi waktu pelaksanaan disesuaikan dengan waktu yang sudah dibuat oleh pihak sekolah, bagi anak berkebutuhan khusus mendapatkan shift pagi dari pukul 07.00 sampai pukul 10.00. sedangkan untuk kelas reguler lainnya dari pukul 07.00 sampai pukul 12.45. proses evaluasi yang dilaksanakan pada pembelajaran anak berkebutuhan khusus berbeda dengan siswa reguler KKM yang digunakan juga berbeda jika KKM siswa reguler mencapai nilai 70-85 maka KKM siswa berkebutuhan khusus antara 50-65, proses evaluasi juga tetap dilaksanakan pada SD Negeri Inklusi yaitu ulangan harian setiap 2 subtema, selain itu PTS dilaksanakan pada pertengahan semester dan PAS dilaksanakan pada akhir semester. Penilaian pada siswa berkebutuhan khusus disesuaikan dengan kemampuan yang dimiliki oleh siswanya.*

**Kata Kunci:** *Manajemen Pembelajaran, Anak Berkebutuhan Khusus, Sekolah Dasar Negeri Inklusi*

## INTRODUCTION

Learning is an activity that aims to involve student activities as students and teachers as teaching staff by selecting and using specific methods to achieve the goals of learning. This goal includes the formation of attitudes and understanding of the material, the absorption of learning material, and the application of this material in real life of students. Appropriate infrastructure and learning methods can help achieve ideal learning goals for all students. The teacher's readiness to recognize the characteristics of students and apply resources in the classroom in learning is the main capital for delivering learning materials and is an indicator of the successful implementation of learning by demanding that students not only listen and take notes but want students' activities in thinking (Mutmainah, 2021).

At OKU Timur Inclusive Public Elementary School, educational methods that are inclusive in the learning process are also introduced. This is interpreted as part of a non-discriminatory learning foundation and protects every child's ability to learn and develop together in a conducive environment. The inclusive education learning method provides an opportunity for each child to learn together regardless of health conditions, physical characteristics, weaknesses, barriers, and other special needs that a child may have. (Rasmitadila, 2020). Schools must fulfill the specificities needed by children as inclusive educational institutions. Efforts to meet the needs of ensuring the education of Children with Special Needs (ABK) is one of the major problems in the education sector in Indonesia. (Yunita, et al, 2021)

In general, the term Children with Special Needs is aimed at children who experience limitations or extraordinary abilities, whether physical, social, emotional or mental-intellectual, which significantly influence their growth and development process compared to other children of the same age. Children with Special Needs are children who are different from the average normal child in several ways, including mental characteristics, sensory abilities, communication skills, social behavior, and physical characteristics (Tadir Divine, 2013). Children with Special Needs are

children with special characteristics that are different from children in general without always showing mental, emotional, or physical disabilities. So departing from these terms, Children with Special Needs are unique children and have their own characteristics that distinguish them from children in general. Children with special needs include children with disabilities in their growth and development process. The World Health Organization classifies children with special needs into 3 (three) categories, namely impairment, disability, and handicap (Minarwati, 2019).

The current condition of education services for Children with Special Needs in Indonesia continues to be pursued by the government through various policies and budget flows. The main problems still revolve around the uneven distribution of infrastructure, the need for more budget allocations for the education sector with special needs children, and human resources from a limited number of educators and inclusive school staff. Inclusive education learning methods for ABK in Indonesia have been implemented through various educational models, which are classified as (1) Segregation; and (2) Integration. In the segregation education model, learning methods are carried out separately or known as special schools, which can take the form of Special Schools (SLB), special orphanages, and others. The segregation method does not directly answer all the education problems for children with special needs, considering that the number of schools linked by this method is quite limited. In 2021, Indonesia will have only 2,250 schools for children with special needs, of which only 115 units are Special Elementary Schools (SDLB) (Putra, 2022).

The next educational model is Integration which mixes ABK with school students in general. This method requires ABK to participate in the learning system at school by introducing inclusive education methods for all students. Schools in this method are also required to serve all the needs of ABK with their specificity. This method has its own problems, namely that in general, the infrastructure in public schools has not been designed to be friendly for ABK (Putra, 2022). The enthusiasm that comes from the Inclusive School is to shape the mindset and ability of children from an early age to appreciate, respect, and increase students sensitivity in dealing with different conditions with those around them (Hena, 2022). Thus, its existence is a crucial answer to various problems in ABK education in Indonesia. However, many changes still need to be made to make the Inclusive School an educational institution that is comfortable for students with special needs and students in general.

The implementation of Inclusive Education provides an opportunity for all students who experience disabilities or have potential intelligence and unique talents to participate in education and learning in an educational environment together with other general students (Evi Isna Yunita et al., 2019). Management in the learning process in special classes or regular classes consists of 3 stages, namely planning, implementing, and evaluating. Each part can work together to achieve goals (Suherman & Eko Prasetyo, 2015). Some research results show that in good learning management, there is good planning and a relationship with an exemplary implementation. These studies include research conducted by Evi Isna Yunita et al., in this study stated that there is a significant relationship between learning planning and the implementation of learning for children with special needs in the inclusive education process, between good planning and implementation is also substantial with the performance of giving learning assessment. Furthermore, according to Arie Laili Nopprima et al., the process of managing language learning in deaf children has been carried out well by carrying out the planning, implementation, and evaluation processes well; of the three processes, there is also significant (Arie Laili Nopprima & Rini, n.d.). Good learning management must carry out the concepts and principles of learning effectively, efficiently, and productively

which must begin with planning, implementing, and ending with an assessment (Erwinsyah, 2017).

Further challenges came with the Covid-19 Pandemic situation in early 2020. The learning process during the pandemic has been carried out with various regulatory decisions from the government, especially the learning process in elementary schools, which always changes according to existing regulations. Based on the decision of the Minister of Education and Culture, Research and Technology, the Minister of Religion, and the Minister of Home Affairs issued Circular Number 91769/A5/HK.01.04/2021. The Circular Letter decrees that Limited Face-to-Face Learning (PTM) in Early Childhood Education, Basic Education, and Secondary Education must be carried out with strict health protocols. (COPY of SKB 4 MINISTER CAP, n.d.). The limited PTM process is, of course, very different from the usual learning system. Limited PTM is carried out by dividing study groups into study groups by dividing entry hours, and rest hours for all study groups from each study group. The implementation of learning is certainly not far from implementing learning management in the classroom so that students can develop their abilities well (Idhayani et al., 2020). Good and structured learning management is also increasingly needed. The urgency to present good learning management through teacher skills to always create a conducive learning atmosphere and be able to control everything if there is a disruption in the learning process is needed to adapt effectively during a pandemic (Enggar et al., 2021).

OKU East Inclusion Public Elementary School also carried out the Implementation of Limited Face-to-Face Learning (PTM). Constraints to limited infrastructure facilities are felt in the teaching and learning process for students in general and students with special needs. There are 5 (five) children with special needs who are permanent students at OKU East Inclusion Public Elementary School. This study will discuss a series of planning teaching and learning activities that have been carried out by the OKU East Inclusive Public Elementary School, then examine the implementation and actual conditions of the planning to carry out further evaluations to present suggestions and conclusions which are expected to become the basis for schools to present more comprehensive plans. Structured and as a policy basis for the government in creating policies that take into account the needs of all teaching staff and students, especially children with special needs.

## **METHOD**

This is qualitative field research with a case study approach at OKU Timur Inclusion Public Elementary School. Qualitative research is a research process to understand human or social phenomena that interact with each other by creating an overall and complex picture to understand the phenomena that occur (Rijal Fadli, 2021). This study describes the learning management of children with special needs, which includes planning, implementation, and assessment in the era of limited face-to-face learning at OKU East Inclusive Public Elementary School.

Teaching and learning activities during the Limited PTM period at SD Negeri Inclusion OKU Timur became the object of this research. Furthermore, the subjects of this study were informants who were asked for information regarding the research object, which consisted of 2 (two) school principals and 2 (two) teaching staff at OKU East Inclusion Public Elementary School. The data collected is related to the learning management of Children with Special Needs in the limited PTM era at OKU East Inclusive Public Elementary School. The data collection technique in this study was to use observation to find a general description of the learning activities of children with special needs in the limited PTM era at Inclusive Public Elementary Schools in East OKU.

Interview techniques were used to determine the planning, implementation, and evaluation of the learning process of children with special needs in the limited PTM era at Inclusion Public Elementary Schools in East OKU. The documentation technique knows about documentation related to the learning management of children with special needs in the limited PTM era at OKU Timur Public Elementary School.

The data obtained from the research that has been carried out comes from two data, namely, primary data and secondary data. Primary data can be obtained through observations, interviews, and documentation in the field. In contrast, data that has been obtained from existing data is called secondary data. Researchers in this study determined the validity of the data using data and source triangulation techniques, namely by comparing and re-checking the degree of trust in the information that had been obtained. The method of checking the validity of the data is not only used to refute accusations against the research concept, but the technique of checking the validity of the data is an inseparable step from research knowledge called triangulation (Augina et al., n.d.).

## **RESULTS AND DISCUSSION**

### **Learning Planning in Inclusive Public Elementary Schools in the Limited PTM Era**

The implementation of inclusive schools in Indonesia departs from efforts to fulfill children's rights to earn a living. Children, as creatures, have the exact needs and degrees as other humans. Humans have complex needs, which are generally spread from health (physical) needs, social (emotional) needs, and educational needs. Education is a fundamental human right that is included in human rights for everyone, including children with special needs. The 1945 Constitution in Article 31 paragraph (1) and Law Number 20 of 2003 concerning the National Education System Chapter IV Article 5 paragraph (1) state that every citizen has the same right to obtain a quality education. Citizens who have physical, mental, emotional, intellectual, and social disorders are not exempted from this law. This provides a legal basis that guarantees equal rights to education for Children with Special Needs (Nugroho, 2016).

As a basic human right, education must be imposed on everyone without any distinction in terms of ethnicity, race, gender, religion, or other special matters. (Hamzah, et.al, 2021) Education is given as guidance from adults or, in this case, in the form of teaching staff to students in an effort to help them reach their level of maturity and skillfully carry out individual tasks in their lives without continuing to depend on guidance and assistance from others. (Terayanti, 2021) However, the role of schools is not only limited to institutions that provide learning science but also participate in being a source of providing skills for life that prepare students to be helpful in society. Schools are responsible for introducing good ways of socializing for students as well as values that conform to societal norms. Inclusive schools exist as agencies that provide these needs not only for students in general but also for Children with Special Needs (ABK) (Pratiwi, 2015)

Implementation of inclusive schools requires assistance and cooperation from various parties. The role of the teacher is one of the crucial input factors in forming an ideal inclusive school for children with special needs. (Hayati, 2016) Teachers, as educators, are required to meet the goals of improving the quality of national education and are required to be able to realize the goals of national education. (Minsih, 2021) Law Number 14 of 2004 concerning Teachers and Lecturers outlines the importance of pedagogical competence for teaching staff. Pedagogic

competence is a distinctive competency that will distinguish teachers as teaching staff and other professional professionals in determining the process and learning outcomes of students. Therefore, the teacher has an additional responsibility to design an ideal learning program following the competencies set by national regulations. (August, 2013).

The Covid-19 pandemic requires educational institutions to adapt to distance learning as the best alternative that can be taken when face-to-face processes are not yet possible. Then it developed into Limited Face-to-Face Learning when conditions were getting better. (Syarifudin, 2020) Rapid changes in conditions demand careful planning from schools to present effective answers that can be applied quickly and precisely during a pandemic, especially for inclusive schools with the additional challenge of presenting ideal teaching and learning conditions for all students, both general students and students with special needs.

Educational planning is a rational and systematic process of managing and determining activity steps to be carried out in order to fulfill the stated goals (Idris, 2020). Planning through a rational process presents a structured and strategic system in the field of education. Planning is the main key that allows educational institutions to achieve their vision and mission and plays a role in bringing effectiveness to the institution. This makes planning a crucial matter that provides direction for schools to carry out internal and external policies from the government. Educational planning has an important role and is at an early stage in the education management process, which is used as a guide for the implementation, control, and supervision of education administration. (Joseph, 2009)

Planning through its organic function presents management which is an integral part of the policy-making process within schools. In the work process, planning can accommodate input from other foundations, such as institutional goals, implementation reports, and evaluations from various parties. Planning is also built from instrumental information consisting of teaching programs, teaching staff, methods, instruments, organization, and planning costs. (Kasmawati, 2019) The approach taken in education planning is closely related to planning politics and government policies related to education that will be implemented. (Khumadi, 2012)

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The results of the study showed that based on observations through informants at East OKU Inclusion Public Elementary School, limited PTM learning was carried out based on policies agreed upon by the school as an effort to follow policies from the Indonesian government, which were conveyed through socialization from the East OKU Education and Culture Office. So that during the pandemic, the learning management carried out in Inclusive Schools was the same as in other Formal Schools in terms of planning, implementation, and evaluation. Teacher learning plans at Inclusive Schools are required to prepare offline, and online implementation and learning plans (RPP) adapted to the school's registered curriculum. The same thing also applies to planning for students with special needs. The Learning Implementation Plan is adjusted to the character and abilities of students with special needs in normal classes; the teacher adjusts the material according to the abilities of students with special needs. The RPP was made based on Core Competencies (KI) and Basic Competencies (KD) in the 2013 Curriculum, under the curriculum still used by OKU Timur Inclusive Public Elementary School before the pandemic.

The preparation of the RPP is carried out by considering the formulation of the existing indicators. At the time of making the lesson plan, there were no problems experienced by the teacher because the teacher understood and was familiar with the abilities of students with special needs in formal and special needs classes. Likewise, with the syllabus used, the syllabus is prepared based on the curriculum by taking into account the abilities of students with special needs and following the educational standards that have been prepared in the annual curriculum. The Inclusive Public Elementary School teachers have made learning tools, namely academic calendars, details of effective weeks, Annual Program (Prota), Semester Program (Prosem), syllabus, lesson plans, and routine evaluation of learning before the implementation of learning begins.

Learning plans in the limited PTM era were divided into Odd and Even. For example, in 1 (one) class, there are 26 students, so they are divided into two groups, namely the odd group consisting of 13 students and the even group consisting of 13 students. Odd and even classes alternate days to study according to a predetermined time limit. The teacher has planned the lesson by integrating the learning process with the abilities of students with special needs. One of the goals of learning planning for inclusive classes is that students with special needs are able to follow the learning process according to their abilities.

The results that authors got from this research showed that there were several positive and negative results through minimal changes in the implementation of teaching and learning activities before and after the pandemic. On the positive side, teaching staff doesn't need to adapt too much on the planning side because not too many changes have been brought about during the pandemic. So even though there are limitations in fulfilling health protocols, teaching and learning activities at PTM Limited do not have significant changes. Furthermore, changes that are not extreme allow students and teaching staff not to need to adapt, considering that the teaching and learning conditions have stayed the same. The drawback is that the changes that are required in dealing with

Pandemic conditions are not made in PTM Limited, considering that there are no obligations imposed on schools by the Government through the Office of Education and Culture. This also makes there no crucial changes in planning teaching and learning activities.

### **Implementation of Learning in Inclusive Public Elementary Schools in the Limited PTM Era**

The fundamental change that occurred in the implementation of learning in the inclusive class was the adjustment of study time according to what had been agreed upon, namely Class Management for the Inclusion class in the Limited PTM era, namely for students with special needs learning process was limited from 07.00 to 10.00, while for other regular courses from 07.00 to 12.45. The implementation of learning during the limited PTM era was carried out online and offline according to the conditions of the school area zone. This can create a learning atmosphere that is safe and comfortable for students with special needs and other average students. During the offline learning process, the teacher continues to enforce health protocols, of course, strictly and also always maintains a distance during learning.



**Figure 1.** The learning process in the Inclusive Class

The offline learning process in the Inclusion class in Figure I shows that during the learning process, students with special needs continue to participate in learning like other typical students. Students who take part in learning must comply with health protocols. During the implementation of education, the number of students is limited, namely half by alternating days, but for students with special needs, the learning process is only from 07 to 10 o'clock. The learning process for students with special needs is limited by time which can lead to enthusiasm for students to learn because they cannot play for long with other classmates or other average students.

Based on research at OKU Timur Inclusive Public Elementary School, implementing learning for students with special needs in inclusive classes is undoubtedly different from the learning process in the normal era. The learning process must continue to apply health protocols, and the material delivered to students is limited so that students with special needs. The learning process must follow the sub-themes or themes that have been determined. The learning process of students with special needs places more emphasis on the use of learning media so that students use more learning media during the learning process, and the teacher guides the learning process while playing with learning media.





**Figure 2.** Learning Media at Inclusive Public Elementary Schools

The learning process in Figure 2 shows that students with special needs at the OKU Timur inclusive Public Elementary School in the limited PTM era were carried out by the teacher starting from carrying out the introduction by giving apperception, namely asking students to use media students with special needs were able to respond to the teacher. Then ask students to directly demonstrate or use learning media while the teacher provides the material explained by mentioning the learning objectives to be carried out and the material presented. The learning activities are interactive for students with special needs while giving space for students without having to force themselves according to their cognitive abilities. It is more visible that learning activities have guided students with special needs to develop their ability to instill the character of discipline, independence, honesty, and other surfaces. Learning media also helps students better understand the material presented (Tafonao, 2018). With the use of media for students with special needs, learning is more interesting, so it can bring enthusiasm to learning for students with special needs, and the material is easier to understand.

Providing material for students with special needs in inclusive classes; apart from using learning media, the teacher must use a variety of methods and use language that is easily understood by students with special needs so that the teacher can make good use of time in the learning process. Constraints experienced by teachers during the learning process are often students with special needs who do not want to participate in the learning process while the time for the learning process is limited.

The learning process with different class durations for general students and students with special needs makes the class more conducive. The author's observations show that this time adjustment presents a more straightforward adaptation process for all parties, both teaching staff, general students, and students with special needs. However, this is a further concern for the writer because even though differences were found in study time, there was no additional material for study time that was omitted for students with special needs. According to the author's observations, this makes the subject matter absorbed by general students, and ABK students need to catch up.

### **Evaluation of Learning in Inclusive Public Elementary Schools in the PTM Era is limited**

Evaluation is a component of the education system carried out systematically and planned as

a tool to measure success or targets to be achieved in the educational process or learning process (Wardani, 2014). According to Ramayulis, evaluation is decision-making that departs from measurement results and adjusts ideal standards and criteria. Evaluation is carried out not only for the learning process but is also targeted at changing learning plans and forming new strategies that are ideal for producing learning conditions that are more objective, flexible, and efficient (Febriana, 2019; Bujuri, et al., 2021) and help the process of achieving measurable and accountable decisions answer (Arikunto, 2016). Evaluation is needed in every planning activity to find errors or successes in a plan (Mardiah, et al., 2018).

According to (Ramadhani, 2021), educational evaluation includes two main objectives, namely macro evaluation (Program) and micro evaluation (class). In general, evaluation is divided into three stages according to the teaching and learning process, starting from input evaluation, process evaluation, and output evaluation. Each type of evaluation has a different function. Input evaluation includes placement and selection readiness functions. Process evaluation includes formative, diagnostic, and monitoring. At the same time, the output evaluation includes summative (Sukardi, 2012).

Evaluation of learning in research has been carried out to determine the achievement of predetermined learning objectives. In addition, this evaluation is usually carried out by organizing student learning outcomes, which include Daily Deuteronomy, Mid Semester Deuteronomy, and Final Semester Deuteronomy. This means that the teacher not only knows the competence of students after learning but also finds out about changes in the progress of student behavior. Evaluation of learning is carried out to find out how far students' understanding of the material that has been delivered (Namira Aulia et al., n.d.).

Based on the results of interviews with informants at OKU Timur Inclusive Public Elementary School, it was found that learning assessment activities for students with special needs were carried out by the teacher carrying out daily assessments, midterm assessments, or PTS and providing reviews at the end of the semester or PAS. At the time of evaluation, the teacher not only provides assessors and knows the competence of students, the teacher must also know every development that has been carried out by students with special needs so that the teacher can adjust further learning activities according to the abilities of students. To purchase assessments for students with special needs, they have their own KKM, namely 50-65, while other regular students have a KKM of 70-85. This is used because students with special needs have a different IQ from other typical students.

After carrying out the evaluation process for students with special needs, the teacher also carries out follow-up after knowing the learning results, namely by holding remedial and enrichment for students with special needs. If students with special needs have yet to reach the KKM, the teacher organizes a restorative program, and if there are students who have earned the KKM, the teacher carries out an enrichment program related to the following material.

## **CONCLUSION**

The researcher concluded that the management of learning for students with special needs at the OKU East Inclusive Public Elementary School, namely starting from the planning process, is the preparation prepared by the teacher before the learning process, the use of methods, learning media, and evaluation have been summarized in the lesson plan. Implementing learning for students

with special needs uses more learning media; learning in the PTM era is limited to students with special needs from 07.00 to 10.00. The learning process is also determined by the presence of students, namely some students, by changing days. The delivery of material for students with special needs according to the abilities of students, even though it is limited by time. Carry out evaluations for students with special needs using the KKM following the provisions, namely 50-60. Then carry out an overall assessment, namely what was carried out according to the preparation for learning (syllabus, lesson plans, and other tools needed in learning). The study results show that for the planning process, it is still necessary to make offline or online lesson plans according to the center's instructions and adapts to each region's conditions.

In this study, the authors found that the learning planning remained the same by the teaching staff of the OKU East Inclusion Elementary School. The implementation of teaching and learning activities is also adjusted to the direction of Indonesian government policy through the East OKU Education and Culture Office. There are fundamental differences in implementing teaching and learning activities, namely the different study hours between general students and students with special needs. The constraints in this study were the availability of limited time in observing general students and students with special needs due to the limited duration of study hours. Furthermore, the interviews conducted with research subjects were also limited because the teachers and principals had teaching hours considering the limited number of teachers present during Limited PTM. The author hopes that further research can coordinate research schedules well so as not to experience similar problems.

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