

Teacher Mentoring for Elementary School Teachers in Handling Problems of Students with Special Needs on Pramuka Island, North Seribu Islands District, Seribu Islands Regency, DKI Jakarta

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Abstract: *Teacher monitoring in primary schools is a strategic effort to enhance educators' capacity in delivering inclusive education, particularly in addressing the needs of Students with Special Needs. This article describes the results of a mentoring program conducted for elementary school teachers on Pramuka Island. The findings indicate that teachers' understanding of Students with Special Needs improved after the program, especially in identifying student conditions and applying basic inclusive learning strategies. However, several challenges remain, including limited skills in lesson accommodation and modification, difficulties in communicating with parents regarding a child's potential special needs, and the suboptimal application of knowledge from previous trainings. Therefore, intensive and structured follow-up mentoring is required to ensure the sustainable development of teachers' competencies and their consistent implementation in classroom practices. These findings highlight the importance of ongoing support for teachers in fostering an inclusive learning environment that accommodates diverse learner needs.*

Keywords: *primary school teachers, students with special needs, monitoring, Pramuka Island.*

Abstrak: Pendampingan guru di sekolah dasar merupakan upaya strategis untuk meningkatkan kapasitas pendidik dalam memberikan pendidikan inklusif, khususnya dalam memenuhi kebutuhan Siswa Berkebutuhan Khusus. Artikel ini menjelaskan hasil program pendampingan yang dilakukan untuk guru sekolah dasar di Pulau Pramuka. Temuan menunjukkan bahwa pemahaman guru tentang Siswa Berkebutuhan Khusus meningkat setelah program, terutama dalam mengidentifikasi kondisi siswa dan menerapkan strategi pembelajaran inklusif dasar. Namun, beberapa tantangan tetap ada, termasuk keterampilan terbatas dalam akomodasi dan modifikasi pelajaran, kesulitan dalam berkomunikasi dengan orang tua mengenai potensi kebutuhan khusus anak, dan penerapan pengetahuan yang kurang optimal dari pelatihan sebelumnya. Oleh karena itu, pendampingan lanjutan yang intensif dan terstruktur diperlukan untuk memastikan pengembangan kompetensi guru yang berkelanjutan dan implementasinya yang konsisten dalam praktik kelas. Temuan ini menyoroti pentingnya dukungan berkelanjutan bagi guru dalam membina lingkungan belajar inklusif yang mengakomodasi beragam kebutuhan peserta didik.

Kata kunci: guru sekolah dasar, siswa berkebutuhan khusus, pendampingan guru, Pulau Pramuka.

1. INTRODUCTION

Inclusive education is an approach to the education system that ensures fair and equal services for all children, regardless of social, economic, cultural, racial, ethnic, or special circumstances such as disabilities or differences in ability. The basic principle is that every child has the same right to learn in the same school environment and receive a quality education without discrimination. According to Hilde Gunn Olsen, inclusive education refers to a school's ability to accept and adapt to student diversity, including physical, intellectual, social, emotional, and linguistic differences (Rahmawati, 2019). In line with this view, Law Number 8 of 2016 concerning Persons with Disabilities defines inclusive education as a learning process that involves students with disabilities alongside non-disabled students in public schools or universities.

The implementation of inclusive education in Indonesia, as explained in the Guidelines for Implementing Inclusive Education in Elementary and Secondary Schools published by the Ministry of Education and Culture in 2022, provides a reference for public schools in accepting and educating

children with special needs. This guideline emphasizes the importance of providing equal opportunities for all children, including children with special needs, to access appropriate education in a learning environment that respects diversity. In its implementation, schools are required to meet several requirements, such as providing accessible facilities for children with special needs, equipping teachers with knowledge of inclusive learning strategies, and establishing partnerships with parents and the community. Through this guideline, public schools are expected to create inclusive learning environments and support the optimal growth and development of all students.

As the capital city of Indonesia, Jakarta should serve as a benchmark for the implementation of inclusive education in Indonesia. According to Jakarta Governor Regulation Number 40 of 2021, every educational unit at all levels and types is required to provide inclusive education. This means that all schools in Jakarta, including those on Pramuka Island, North Seribu Islands District, Seribu Islands Regency, must accept students with special needs. Furthermore, this regulation also stipulates that schools are responsible for providing Special Education Teachers and/or Special Guidance Teachers, support staff, easily accessible facilities and infrastructure, and educational services tailored to the potential, interests, talents, and special needs of students. Schools must also ensure that educators and education personnel have the understanding and competence to provide services for Special Education Teachers.

Kepulauan Seribu is an archipelago strategically located in Jakarta Bay and is part of the administrative area of North Jakarta, DKI Jakarta. Its proximity to the center of government makes it a significant area. In 2020, the population of the Kepulauan Seribu was recorded at approximately 29,230, spread across 11 inhabited islands: Kelapa Island, Kelapa Dua Island, Panggang Island, Harapan Island, Pramuka Island, Tidung Island, Besar Island, Payung Besar Island, Pari Island, Untung Jawa Island, Lancang Besar Island, and Sebira Island. Some of the most populous islands include Kelapa Island, Panggang Island, and Pramuka Island. Most of the population in this area is Muslim and comes from various ethnic backgrounds such as Betawi, Pulo people, Malay, Sundanese, Javanese, Bugis, Makassar, Madurese, and Minangkabau.

Inclusive education in the Kepulauan Seribu began in 2013, coinciding with the enactment of the inclusive education policy in Indonesia, eleven years after the ratification of the national inclusive education regulation. Strategically, the Kepulauan Seribu region should serve as a location for studies and research related to the implementation of inclusive education in Indonesia, given that the country comprises thousands of islands, each with its own unique characteristics and strengths. Therefore, the implementation of inclusive education in the Kepulauan Seribu has the potential to serve as a benchmark for designing and developing an inclusive education model appropriate to Indonesia's geographic conditions.

Generally, a challenge in implementing inclusive education services in Indonesia is the lack of special assistant teachers appropriate to the specific needs of students. Data from the Ministry of Education and Culture for 2015/2016 shows an imbalance between the number of students with special needs and the availability of Special Education Teachers. In addition to quantity, teacher quality also influences the implementation of inclusive education in the Kepulauan Seribu. Research shows that teachers' understanding of students with special needs in inclusive elementary schools in the Seribu Islands is still uneven, impacting the teaching and learning process, as students with special needs do not receive optimal services (Amalia, 2022). Findings also indicate that prospective teachers' and teachers' perceptions and understanding of inclusive education influence the quality of educational services in schools. The study found that 48.4% of respondents held negative views of children with special needs in inclusive schools, while 51.6% held neutral and positive views.

The competence of teachers assisting students with special needs in elementary schools within the context of inclusive education also requires attention. Although the Indonesian government has established an inclusive education policy through Government Regulation No. 19 of 2005 and previously, Government Regulation No. 28 of 1990, its implementation still faces numerous obstacles. One of the biggest challenges is the lack of specialized counselors in elementary schools, requiring classroom teachers to assist students with special needs. Classroom teachers are also required to master guidance and counseling competencies due to the lack of specialized counselors at the elementary school level (Anggriana and Trisnani, 2016).

One activity that can improve teacher competency in implementing inclusive education is through training. Several studies have demonstrated improved teacher competency through training. According to research by Satwika, Haryanto, and Mujiyono (2018), statistical test results showed a significant increase in teachers' identification skills after training, with a significance value of 0.000 ($p < 0.05$). The average score increased from 8.54 to 11.5. This study used a quasi-experimental design with a pre-test and post-test model with 30 teachers at SDN Tandes Kidul I Surabaya. The material focused on the types, characteristics, and symptoms of children with special needs, as well as the use of identification tools based on physical and behavioral indicators. Most teachers demonstrated high enthusiasm, and 80% of participants experienced improved scores. This study emphasizes the importance of strengthening teacher competency through training, as teachers are the spearhead of inclusive education. The ability to identify children with special needs enables teachers to develop appropriate learning programs and improve the quality of educational services in inclusive classes.

Khairiyah, Erwinsyah, and Ismail (2019) examined the effectiveness of competency training for inclusive school teachers in improving their understanding of children with special needs in Karimun Regency. The background of this study was the limited knowledge of regular teachers regarding the characteristics, types, and needs of special needs students because most teachers did not come from special education backgrounds and had never received specialized training. Statistical tests showed a significance value of 0.000 (<0.05), proving the training's effectiveness in improving teacher competency. Overall, this training proved effective in equipping teachers with the basic knowledge to implement inclusive education that is friendly and targeted.

Training will be effective if it includes the skills necessary to implement inclusive education in schools. Research conducted by Atmojo, Rachmawati, and Yulianti (2020) showed an average increase in teacher knowledge of 84.54%. Furthermore, observations of lesson plan development practices and learning simulations showed high scores, averaging 76.92 (lesson development) and 75.42 (simulation), indicating that teachers are capable of designing and implementing effective learning for inclusive classes. Teachers were trained to develop adaptive lesson plans with specific indicators for students with special needs and regular students, based on individual assessment results. The final results showed that this training successfully equipped teachers with technical skills and practical understanding in implementing inclusive learning.

Based on the study conducted and the current state of inclusive education implementation in the Seribu Islands, particularly on Pramuka Island, it was deemed necessary to conduct training for teachers. This training was based on a number of issues expressed by local teacher groups. One of the main issues was the low level of school awareness of the needs of students with special needs. Furthermore, teachers experienced difficulties communicating with students with developmental disabilities and lacked understanding of appropriate learning programs to ensure optimal learning for them. This lack of understanding also impacted teachers' ability to convey accurate information to parents regarding their children's conditions. On the other hand, although some teachers had participated in previous training, they still lacked the confidence to apply the knowledge gained and needed further training so that mentoring students with special needs could become a new, enjoyable and sustainable habit in teaching and learning activities.

This activity aims to improve teachers' capacity in implementing inclusive learning. Specifically, this training is aimed at expanding teachers' knowledge of the various conditions experienced by students with special needs and recognizing the common characteristics or behaviors of each condition. Furthermore, this training aims to develop teachers' abilities to identify special needs students in their classroom, address them with appropriate approaches, and enhance their skills in supporting them so they can optimally participate in the learning process.

2. METHOD

This Community Service Program took place on Pramuka Island, Seribu Islands District, Seribu Islands Regency, DKI Jakarta, from August 26-28, 2025. The target group for this community service activity was teachers at the early childhood education (Pre school/Kindergarden) and elementary schools

on Pramuka Island, Seribu Islands District, who had previously participated in previous Community Service Program training and were interested in deepening their knowledge gained in previous training and improving their skills in managing special needs students in schools. Information about the implementation of the mentoring program, as stated in the title of this Community Service Program, was provided through the WhatsApp group for teachers and parents that had been established since the previous Community Service Program.

Table 1. Total schools participating in this training

No	Educational Level	Total Unit
1	PAUD (Pre school)	4
2	TK (Kindergarten)	4
3	SD (elementary school)	1
4	Madrasah Diniyah (moslem elementary school)	1
5	SMP (Junior high school)	1
6	Madrasah Tsanawiyah (Moslem Junior high school)	1
7	SMA (senior High School)	1
Total School Unit		13

However, in this activity, the Community Service team focused on parents and teachers interested in honing their skills in identifying children with special needs as a reinforcement of the material learned in the previous training. Each school/island could send any teacher or parent to participate in intensive mentoring, in accordance with the provisions above.

To address the issues encountered in the partner communities described above, this Community Service Program offered mentoring to help teachers identify and resolve existing issues. This included mentoring teachers in handling special needs cases in the North Seribu Islands.

The Community Service Program implementation is divided into three stages: preparation, implementation, and monitoring (Utomo, 2022). The following is a breakdown of each stage:

2.1. Preparation Phase

- 2.1.1. Preparation of a mentoring and training work program to ensure activities are carried out effectively, orderly, and on-target. This program encompasses all technical, managerial, and scheduling aspects.
- 2.1.2. Preparation of a mentoring module. This module covers the identification of students with special needs cases and their appropriate handling.
- 2.1.3. Preparation of training facilities and infrastructure. This preparation includes the provision of training facilities and infrastructure.
- 2.1.4. Field coordination. Field coordination will be carried out by the Socialization Team for the mentoring program for teachers at the agreed-upon location. Coordination will cover the dissemination of information and invitations to training activities to teachers, ensuring that schools prepare teacher/parent representatives for attendance. Coordination will also cover the technical implementation of the training activities.

2.2. Implementation Phase

The implementation phase provides assistance to elementary school teachers in addressing the challenges faced by students with special needs. This assistance is a follow-up to previous training and the results of a needs analysis conducted by the Education Office regarding challenges in implementing Jakarta Governor Regulation No. 40 of 2021 concerning the implementation of inclusive education for

students with special needs at all levels of education. This activity is supervised by professionals with extensive experience in handling students with special needs and extensive experience in the education sector. This assistance is expected to be comprehensive and sustainable in the future to improve teacher skills and competencies, enabling them to provide optimal services to all students, including students with special needs.

2.3. Monitoring and Evaluation Phase

The monitoring phase is intensively conducted by the implementation team during each activity to ensure that the activity is running according to plan. Evaluation is conducted in conjunction with monitoring, ensuring that any obstacles are promptly addressed. Evaluations are conducted at each activity stage. The evaluation plan includes a description of how and when the evaluation will be conducted, the criteria, indicators for goal achievement, and benchmarks used to determine the success of the activity. Guidance is provided to partners to continuously encourage schools to implement inclusive education comprehensively.

3. RESULT AND DISCUSSION

During the implementation phase of the program, participant participation demonstrated high enthusiasm. Over the three days of the program, 35 people attended and participated in all activities. This consistent attendance reflects the participants' interest and commitment to the topics presented and serves as an early indicator of the program's success in reaching its intended target.

Following the mentoring process, several challenges were identified that teachers still face in implementing inclusive learning. The main issues that emerged included teachers' lack of knowledge in handling students with special needs in the classroom, including limitations in making accommodations and modifying learning to suit each student's individual needs. Furthermore, teachers still struggled to communicate effectively with parents about the possibility of students with special needs. Another issue was the lack of implementation of the knowledge and skills gained from previous training into daily teaching practices. These findings indicate the need for more applicable follow-up training and systematic support to enable teachers to build sustainable competencies in inclusive education.

The following is a table contains description of each of the challenges experienced by elementary school teachers on Pramuka Island, Seribu Islands, during the mentoring activities

Table 2. Descriptions of Challenges experienced by Teachers

No.	Challenges	Description
1.	Lack of teacher knowledge in handling students with special needs in the classroom.	The school environment is still less responsive to inclusion-related needs. Teachers experience difficulties communicating with students with developmental disabilities (inclusion).
2.	How to provide accommodations and learning modifications for students with special needs.	Teachers lack a clear understanding of appropriate learning programs for students with special needs to ensure they can effectively participate in the learning process.
3.	How to communicate with parents to convey if their child is indicated as having students with special needs.	Teachers' lack of understanding regarding students with special needs has an impact on teachers who have difficulty conveying detailed information to parents regarding the indications of students with special needs experienced by their children.
4.	The training conducted some time ago has not yet provided sufficient preparation for teachers to enhance the quality of their services for Students with Special Needs.	Teachers have not yet dared to apply the knowledge gained in previous training and still need ongoing training to make the learning outcomes in accompanying students with special needs into a new, enjoyable habit.

Following mentoring activities for elementary school teachers on Pramuka Island, an increase in understanding of the principles and practices of inclusive education, particularly in addressing students with special needs, was observed. Teachers began to demonstrate a better understanding of identifying student needs and began adapting inclusive learning strategies. However, this improvement still requires reinforcement through more intensive and structured follow-up mentoring.

Teacher mentoring is crucial to ensure that the competencies that have begun to form can develop sustainably and be consistently implemented in daily learning practices. Research conducted by Khairiyah, Erwinsyah, and Ismail (2019) investigated how competency training could enhance the understanding of inclusive school teachers toward students with special needs in Karimun Regency. The study was motivated by the limited knowledge of general education teachers about the characteristics, classifications, and specific needs of them, largely because most teachers lacked a background in special education and had never participated in related training.

The findings highlight that teachers must be supported and provided with continuous training to strengthen their understanding and ability to respond to the diverse needs of students with disabilities. Competency-based training serves as an effective means to equip teachers with the necessary skills and confidence to implement inclusive education that is responsive, equitable, and learner-centered.

4. CONCLUSION

A mentoring program for elementary school teachers on Pramuka Island demonstrated that the implementation of inclusive education training and mentoring programs had a positive impact on improving teachers' understanding of Students with Special Needs. Although several challenges remain, such as limited knowledge in modifying learning, communicating with parents, and the courage to apply the training findings in practice, the program successfully encouraged teachers to be more open and responsive to the needs of special needs students in the classroom. These findings indicate that similar programs need to be implemented sustainably, with a more intensive and structured approach, so that behavioral changes and teacher competency improvements in implementing inclusive learning can be implemented consistently and comprehensively.

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