

EDUCATIONAL SERVICE APPROACH FOR CHILDREN WITH SPECIAL NEEDS

Thiara Deah Lestari¹

¹ Universitas Islam Negeri Fatmawati Sukarno Bengkulu

Article history:

Received 03-06-2025

Revised 06-07-2025

Accepted 09-08-2025

Keywords:

children with special needs, inclusive approach, educational technology, collaboration, Systematic Literature Review (SLR).

Abstract

This research aims to explore effective educational service approaches for children with special needs through the Systematic Literature Review (SLR) method. This method is used to identify, evaluate, and interpret all relevant research on the studied topic. The focus of the research includes three main elements: inclusive approaches, the use of educational technology, and collaboration between parents, teachers, and other professionals. The results of the literature review indicate that an inclusive approach allows children with special needs (CSN) to learn in a supportive environment, which can enhance their social engagement and academic achievement. The use of educational technology, such as specialized software and communication aids, has proven effective in overcoming learning barriers and improving children's cognitive and motor skills. Moreover, close collaboration between parents, teachers, and other professionals is crucial in designing and implementing a comprehensive and consistent Individualized Education Plan (IEP). This research concludes that an integrated and inclusive educational service approach can provide children with special needs the best opportunities to reach their full potential in a supportive and adaptive environment.

Corresponding Author:

Thiara Deah Lestari

Universitas Islam Negeri Fatmawati Sukarno Bengkulu

Email: thiaradehlestarti@gmail.com

Introduction

Regardless of a child's origins, aptitudes, or unique requirements, education is a fundamental right. Every kid is entitled to equal chances for education and growth in a nurturing setting. Due to physical, mental, intellectual, or emotional obstacles that impact their learning process, children with special needs (ABK) need different attention and educational strategies than other children. In recognition of this principle, Indonesia's inclusive education system works to give all students, including those with special needs, fair and equal educational opportunities so they can grow up to their full potential and engage fully in society. Law Number 20 of 2003 on the National Education System, which requires inclusive education for all children, is consistent with this. (Husna et al., 2019).

The approach to educational services for children with special needs not only involves curriculum adjustments but also the development of teaching methods tailored to each child's needs. This includes the provision of adequate facilities and infrastructure, such as learning aids, supportive physical environments, and innovative educational technology. In addition, specialized training for educators is crucial to ensure they possess the necessary competencies and sensitivity in teaching children with special needs. Implementing the right approach in educational services for children with special needs can help them reach their maximum potential, enhance their independence, and reduce discrimination, allowing them to live more productive and dignified lives. (Fajra et al., 2020).

However, despite the existence of inclusive education laws and policies, their implementation on the ground still faces various challenges. These challenges include limited financial and human resources, which often become the main obstacles in providing the facilities and services needed by children with special needs. The lack of understanding and awareness in society regarding the importance of inclusive education also hinders the acceptance and support for children with special needs in schools and communities. Additionally, the minimal training and support for teachers handling children with special needs cause many educators to feel unprepared and less competent in addressing these special needs.

Often, schools do not have adequate facilities or appropriate curricula to meet the needs of children with disabilities (CWD). Facilities that are not friendly to CWD, such as poor physical accessibility, lack of learning aids, and unsupportive learning environments, pose real obstacles in efforts to create inclusive education. A curriculum that is not flexible and not adaptive to the needs of CWD is also a problem, making it difficult for many CWD to follow the learning process effectively. (Rusly & Bramuda, 2024).

Furthermore, a major barrier to the adoption of inclusive education is still the societal stigma associated with children with disabilities (CWD). Children with impairments are frequently subjected to discrimination and negative bias by a society that has not completely acknowledged their existence and potential. This has an impact on the support that children with impairments receive from their environment, in addition to their psyche. Therefore, in order for children with disabilities to be welcomed and supported in all facets of life, efforts to increase public knowledge and understanding of the significance of inclusive education must be consistently increased.

Method

The method used in this research is the Systematic Literature Review (SLR). The Systematic Literature Review (SLR) is a planned review activity to answer research

questions conducted systematically and explicitly to identify, select, and critically evaluate the results of previous studies. There are six stages in the SLR method, namely: (1) planning (determining the research object); (2) literature search; (3) assessment of inclusion and exclusion criteria; (4) quality assessment; (5) data collection; (6) data analysis. The details of the SLR stages in this research are as follows:

1) Planning (determining the research object)

The first step in a systematic literature review is to determine the research object. The object of research in this article is the implementation of inclusive education programs in schools. Then determine the research questions (Research Questions/RQ) related to the previously defined research object. The research questions (Research Questions/RQ) in this article are as follows:

RQ1 : What is the purpose of the educational service approach for children with special needs?

RQ2 : How is the educational service approach for children with special needs?

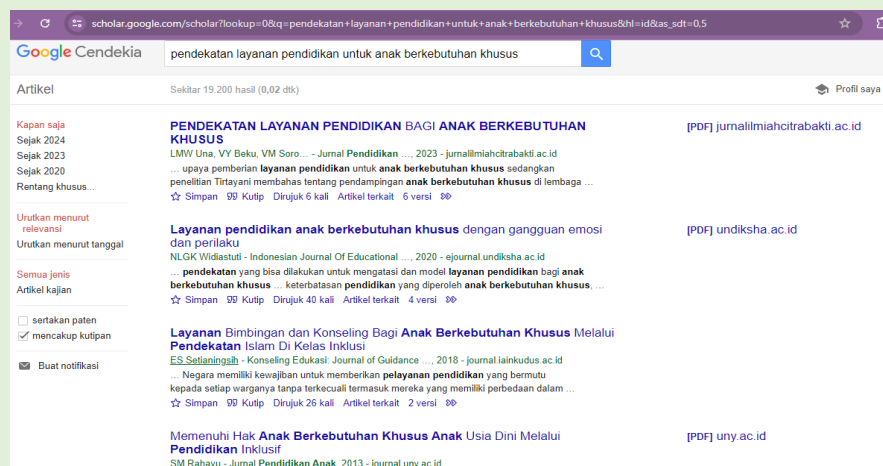
RQ3 : What are the obstacles in implementing educational service approaches for children with special needs?

Then the answers to these three questions will be sought through a literature review.

2) Literature search

One phase in addressing pre-established research questions is the literature search procedure. The researcher chose Google Scholar (website address: <https://scholar.google.com/>) using the Google Chrome search engine to find pertinent sources to address the study topic. Figure 1 displays the 19,200 linked papers published since 2019 that were found when the keyword "*pendekatan layanan pendidikan untuk anak berkebutuhan khusus*" was searched.

Figure 1: Layout of a search engine



3) Evaluation of inclusion and exclusion criteria

The next step taken was to check the scientific articles found to see if they were in accordance with the research object, research questions, and the criteria used. After the check was conducted, it was decided that the data collection would use articles published from 2020 to 2023, and only articles discussing educational service approaches for children with special needs.

4) Quality assessment

After obtaining articles that contain information about the implementation of inclusive education programs in schools, a quality assessment (study quality assessment/QA) of the literature search results was conducted. The quality assessment in this study includes the following criteria:

- QA1 : Does the journal article contain information about the objectives of "*pendekatan layanan pendidikan untuk anak berkebutuhan khusus*"?
- QA2 : Does the journal article contain information about how the educational service approach for children with special needs on the keywords "*pendekatan layanan pendidikan untuk anak berkebutuhan khusus*"?
- QA3 : Does the journal article contain information about obstacles in the approach to educational services for children with special needs?

5) Data Collection

This step is to select journals based on the quality assessment results for further analysis.

6) Data Analysis

The final step is to analyze the data that has been obtained by answering the research questions based on the literature that has been collected.

Result dan Discussion

Results from Literature Search, Assessment of Inclusion and Exclusion Criteria, and Quality Assessment

The term "*pendekatan layanan pendidikan untuk anak berkebutuhan khusus*" produced 19,200 relevant papers published since 2019 when searching the literature on the Google Scholar website. After restricting the publishing years of the articles from 2020 to 2023, an inclusion criterion assessment was conducted on the search results, yielding 16,700 relevant articles. Following more research, it was discovered that the majority of the papers containing the aforementioned keywords discussed educational service

techniques for kids with special needs. Only 69 relevant articles remained following the exclusion assessment; therefore, that debate was not utilized in this study.

After the inclusion and exclusion assessment, a quality assessment was conducted based on the three criteria (QA1, QA2, and QA3) previously outlined. The results of the quality assessment are shown in Table 1.

Table 1: Assessment of articles

No	Title	QA1	QA2	QA3	Result
1	Pendekatan Layanan Pendidikan Bagi Anak Berkebutuhan Khusus (Luxcy Martir Wona Una)	y	y	y	√
2	Layanan pendidikan anak berkebutuhan khusus dengan gangguan emosi dan perilaku (Widiastuti)	y	y	y	√
3	Layanan Bimbingan dan Konseling Bagi Anak Berkebutuhan Khusus Melalui Pendekatan Islam Di Kelas Inklusi (Setianingsih)	y	y	y	√
4	Memenuhi Hak Anak Berkebutuhan Khusus Anak Usia Dini Melalui Pendidikan Inklusif (Rahayu)	y	y	y	√
5	Layanan Pendidikan Inklusi Terhadap Anak Berkebutuhan Khusus (Studi Kasus Di Sekolah Dasar) – (Simamora)	y	y	y	√
....					
69	Model layanan pendidikan bagi anak berkebutuhan khusus yang mengalami kecacatan fisik (Widiastuti)	y	-	-	x

Description of the symbol:

- y = if the article contains the information requested in the quality assessment
- = if the article does not contain the information requested in the quality assessment
- √ = the journal article will be continued for analysis
- x = the journal article not continued for analysis

From the quality assessment results of the articles referring to the three criteria (QA1, QA2, and QA3) in the table above, 34 articles were obtained and subsequently analyzed.

Children with Special Needs

Children with special needs are children who require special handling due to developmental disorders and abnormalities they experience. Related to the term disability, children with special needs are children who have limitations in one or more abilities, whether physical such as blindness and deafness, or psychological such as autism and ADHD. (Fakhiratunnisa et al., 2022).

Children with special needs is a term that refers to children who have certain conditions that affect their abilities in various aspects of life, including physical, mental, emotional, and social. These conditions can vary, ranging from developmental disorders such as autism and down syndrome, to physical disabilities, hearing or vision impairments, and learning disorders such as dyslexia. Children with special needs require special attention and appropriate handling to help them adapt and develop according to their potential. (Abdullah, 2019).

Children with special needs require educational services tailored to their individual needs. Special education is designed to meet the unique needs of each child, whether through an adapted curriculum, different teaching methods, or the use of special aids. The main goal of these special education services is to optimize the potential of children with special needs, so they can achieve the necessary academic achievements and life skills. Inclusive education, which allows children with special needs to learn alongside other children in an adaptive environment, also plays an important role in their social and emotional development.

Support from family, teachers, and the community is crucial in creating a supportive environment for children with special needs. Family is the main pillar that provides emotional support and motivation, while teachers play an important role in providing quality and adaptive education. Moreover, society also needs to raise awareness and understanding of the needs of children with disabilities, as well as provide facilities and services that support their inclusion in various aspects of life. (Sucipto & Ruslie, 2024).

A supportive and inclusive environment can help children with special needs achieve success and a better quality of life. This includes access to educational facilities that are friendly to children with disabilities, opportunities to participate in social activities, and chances to develop their talents and interests. With the right support, children with disabilities can overcome various challenges they face and contribute positively to society. As part of this effort, it is important to continue advocating for the rights of children with disabilities and ensuring they receive the same opportunities as other children.

The Effectiveness of Inclusive Approaches in Special Needs Education

The inclusive approach in special needs education emphasizes their integration into regular educational environments with appropriate support. The effectiveness of this approach can be seen from various aspects, including increased social engagement, academic achievement, and life skills of children with special needs. By being in the same environment as their peers, children with special needs have the opportunity to interact and learn from other children, which can help develop social skills and a sense of self-acceptance. Research shows that children who learn in inclusive environments tend to have better social development and feel more accepted in their communities. (Mahessa et al., 2024).

In terms of academic achievement, an inclusive approach can provide significant benefits for children with special needs. When they learn alongside other children in regular classes, they have the opportunity to follow a more challenging curriculum and participate in various learning activities. This not only encourages their academic development but also boosts their self-confidence and motivation to learn. However, the success of this approach highly depends on the availability of adequate support, such as teaching assistants, learning aids, and the adjustment of teaching methods that can be tailored to the individual needs of each child. (Rahmawati et al., 2024).

Although it has many benefits, the implementation of an inclusive approach also faces various challenges. One of the main challenges is the need for special training for teachers to understand and implement effective teaching strategies for children with special needs. Teachers need to be trained to manage diverse classrooms and use inclusive and adaptive teaching methods. In addition, curriculum modifications are often necessary to ensure that all students can keep up with the lessons effectively. Schools must also be prepared to provide additional facilities and resources to support the inclusive learning process. By addressing these challenges, an inclusive approach can become a powerful tool to improve the quality of education and the lives of children with special needs.

The Use of Technology in Supporting the Education of Children with Special Needs

The use of technology in the education of children with special needs has had a significant impact in creating a more inclusive and effective learning environment. Various specialized educational software has been developed to meet the unique learning needs of each child. For example, computer programs designed to help children with dyslexia improve their reading skills, or applications that support children with autism spectrum disorders in developing social and communication skills. This

technology enables more personalized and adaptive learning, tailored to each child's abilities and learning pace. (Lutfio et al., 2023).

In addition to educational software, communication aids also play an important role in supporting children with special needs. Tools such as augmentative and alternative communication (AAC) devices help children with speech difficulties to communicate more effectively. Examples of AAC tools include communication boards, tablet applications that allow children to select words or phrases to speak, and devices that generate speech based on user input. With the help of this technology, children who previously had difficulty communicating can express themselves, interact with their surroundings, and participate in learning activities. (Ariyanto Dedy, 2017).

Interactive learning applications are also an important part of educational technology for children with special needs. This application is designed to make the learning process more engaging and interactive, thereby increasing student involvement. For example, a math application that uses games and challenges to teach basic concepts, or a science application that allows children to conduct virtual experiments. Applications like these not only help in delivering lessons in an engaging way but also provide children with the opportunity to learn independently and repeatedly according to their needs. (Gandes Luwes & Widyastono, 2020).

Empirical research has shown that the use of technology in the education of children with special needs can significantly improve learning outcomes. For example, studies show that children with learning disabilities who use specialized educational software experience improvements in reading and writing skills. Additionally, technology has also proven effective in developing cognitive and motor skills. For example, computer games designed to train hand-eye coordination can help children with motor development delays. This empirical data underscores the importance of integrating technology into special education curriculum.

However, to achieve maximum benefits, schools and teachers need to receive adequate training in the use of this educational technology. Teachers must be able to select and implement technology that meets the needs of each student. Additionally, technical support and maintenance of technological devices must also be considered to ensure they can be used optimally. With the right approach, technology can become a powerful tool in supporting the education of children with special needs, helping them overcome learning barriers, and reaching their full potential. (Hanifah Salsabila et al., 2022).

The Importance of Collaboration between Parents, Teachers, and Other Professionals

Effective collaboration between parents, teachers, and other professionals, such as psychologists, therapists, and counselors, is a key element in the education of children

with special needs. This collaborative approach ensures that all parties involved understand the child's educational needs and goals, allowing for the creation of an effective and comprehensive Individualized Education Plan (IEP). The IEP is a document designed to meet each child's unique needs, setting specific educational goals, and detailing the strategies and services that will be used to achieve those goals. With strong collaboration, the IEP can be consistently implemented both at home and at school, providing a structured and supportive learning environment for the child. (Eka et al., 2024).

Good cooperation between parents, teachers, and other professionals can also enhance consistency in the educational approach and support provided to the child. Parents who are actively involved in their child's education can provide valuable insights into the child's needs and preferences at home, while teachers and other professionals can offer perspectives on the child's progress at school. By sharing information and working together, all parties can ensure that the educational strategies used are aligned with the child's needs and applied consistently across different environments. This is important to provide children with a holistic and cohesive learning experience, which can optimally support their development. (Yunita et al., 2019).

Although collaboration between parents, teachers, and other professionals is very important, maintaining effective communication can be a challenge in itself. Differences in views or expectations between parents and educational professionals often arise, and if not handled properly, can hinder the child's progress. For example, parents may have different expectations regarding teaching methods or educational goals for their child compared to teachers or therapists. To address this challenge, it is important to establish open and transparent communication channels, as well as hold regular meetings to discuss the child's progress and adjust strategies if necessary. Additionally, communication training for all parties can help reduce misunderstandings and build more harmonious working relationships. (Mastiani & Andini, 2016).

In addition to communication, it is also important to respect and understand the perspectives of each party involved. Parents usually have in-depth knowledge about their children that teachers or other professionals do not possess, while professionals have expertise and experience in implementing effective educational strategies and interventions. By recognizing and appreciating the contributions of each party, collaboration can run more smoothly and productively. An inclusive and participatory approach, where every party feels heard and valued, can create a more supportive environment for children with special needs.

Conclusion

An effective educational service approach for children with special needs involves several key elements, such as an inclusive approach, the use of technology, and collaboration between parents, teachers, and other professionals. The inclusive approach ensures that children with special needs can learn in a supportive environment alongside their peers, which encourages social and academic development. The use of educational technology, such as specialized software and communication aids, helps overcome learning barriers and enhance children's cognitive and motor skills. Close collaboration between parents, teachers, and other professionals is crucial in designing and implementing a comprehensive and consistent Individualized Education Plan (IEP). By addressing communication challenges and working together harmoniously, all parties can ensure that children with special needs receive an education that meets their needs and can develop to their fullest potential. This integrated and inclusive approach provides children with special needs the best opportunity to reach their full potential in a supportive environment.

References

- Abdullah, N. (2013). Mengenal Anak Berkebutuhan Khusus. *Magistra*, 25(86), 1.
- Amka, A., Wulandari, R., Nurhidayah, M., Rahman, S. A., Audi, R. N., Rahmatunnida, R., ... & Ananda, A. N. (2024). Laporan Hasil Kegiatan Pengembangan Kesadaran Masyarakat Terhadap Anak Berkebutuhan Khusus Di SDN Cindai Alus Dua. *Journal Of Human and Education (JAHE)*, 4(6), 817-824.
- Ardana, A., Hikmayanti, N., Ramadhani, A., & Yusuf, A. (2025). Strategi Bimbingan Konseling untuk Mendukung Siswa Berkebutuhan Khusus dalam Pendidikan Inklusif. *Jurnal Inovasi Pembelajaran*, 1(2), 98-112.
- Ariyanto, D. (2017). *Peran Teknologi Pembelajaran dalam Mendukung Implementasi Pendidikan Inklusi*. In the International Conference on Special Education in the Southeast Asia Region. (7), 381-385.
- Biantoro, O. F. (2024). Pendidikan inklusif di Indonesia: Peluang dan tantangan. *Afkaruna: International Journal of Islamic Studies (AIJIS)*, 2(1), 24-33.
- Eka, K., Putri, S., Wahyuni, M. R., Hasibuan, W. F., & Mustika, D. (2024). Membangun Kolaborasi Dan Kemitraan Dalam Mendukung Keberhasilan Pendidikan Inklusi. *Gudang Jurnal Multidisiplin Ilmu*, 2, 178-187.
- Fahrurrozi, M., Khamidi, A., & Murtadlo, M. (2025). Implementasi Program Pendidikan Kewirausahaan terhadap Anak Inklusi pada SDN Klagen Sukodono Kabupaten Sidoarjo. *JlIP-Jurnal Ilmiah Ilmu Pendidikan*, 8(1), 1051-1059.

- Fajra, M., Jalinus, N., Jama, J., & Dakhi, O. (2020). Pengembangan Model Kurikulum Sekolah Inklusi Berdasarkan Kebutuhan Perseorangan Anak Didik. *Jurnal Pendidikan*, 21(1), 51-63.
- Fakhiratunnisa, S. A., Pitaloka, A. A. P., & Ningrum, T. K. (2022). Konsep Dasar Anak Berkebutuhan Khusus. *Masaliq*, 2(1), 26-42.
- Hidayat, A. D. W., Akbar, M. A., Azib, M., Zakiyah, H. Q., Ramadhani, R. S., & Asitah, N. (2025). Kompetensi Guru dalam Pendidikan Inklusi di Sekolah Dasar: Kajian Literatur Sistematis. *Nusantara Educational Review*, 3(1), 69-77.
- Husna, F., Yunus, N. R., & Gunawan, A. (2019). Hak Mendapatkan Pendidikan Bagi Anak Berkebutuhan Khusus Dalam Dimensi Politik Hukum Pendidikan. *Salam: Jurnal Sosial dan Budaya Syar-i*, 6(2), 207-222.
- Khaerunisa, H. (2023). Pembelajaran Inklusif: Membangun Kesetaraan di Dalam Kelas pada Masa Pencabutan PPKM. *Karimah Tauhid*, 2(5), 2234-2244.
- Kumalasari, I. (2021). *Strategi Pembelajaran Pendidikan Agama Islam Dalam Pembinaan Mental Anak Tunagrahita di Sekolah Inklusif Kota Medan* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara).
- Lutfio, M. I., Kapitang, F., Wijaya, M. I., Azizah, Y. L., & Husna, D. (2023). Penggunaan Teknologi Sebagai Media Pembelajaran Pada Anak Berkebutuhan Khusus. *Jurnal Pendidikan*, 32(1), 121-128.
- Luwes, U. G., & Widyastono, H. (2020). Analisis Perbandingan Teknologi Pendidikan Anak Berkebutuhan Khusus di Negara Indonesia dan Negara-Negara Eropa (Finlandia, Jerman, Inggris, Belanda). *BEST J. (Biology Educ. Sains Technol.)*, 3(1), 20-30, doi: 10.30743/best.v3i1.2433.
- Maftuhin, A., & Asiyah, L. (2020). *Disability Studies di UIN Sunan Kalijaga: Kebijakan, Riset, dan Publikasi*. Samudra Biru.
- Mahessa, A., Zakir, Z. L., Pratiwi, Y., Dayati, R. D., & Wismanto, W. (2024). Model Pembelajaran Agama Islam pada Pendidikan Inklusi Anak Berkebutuhan Khusus (Autis). *Jurnal Insan Pendidikan dan Sosial Humaniora*, 2(2), 78-85.
- Mastiani, E., & Andini, D. W. (2016). Model Komunikasi Efektif Antara Guru Dan Orang Tua Anak Berkebutuhan Khusus Dalam Pemberian Program Adl (Aktivitas Keseharian) Dan Pola Asuh Di Sekolah Inklusif Kabupaten Bandung. *Inclusive: Journal Of Special Education*, 2(1), 149-161.
- Nahampun, D. Y., Arahman, A., Nabila, F., MT, E. F., & Surbakti, N. B. (2025). Pendidikan Inklusif di Indonesia: Studi Pustaka Atas Perkembangan, Tantangan, dan Strategi Implementasi. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(2), 596-605.
- Nisak, Z. H. (2018). Analisis Kebijakan Pendidikan Inklusif di Indonesia. *Primary Education Journal (PEJ)*, 2(1), 98-107.
- Nurfadhillah, S. (2023). *Pendidikan Inklusi (Anak Berkebutuhan Khusus)*. CV Jejak (Jejak Publisher).

- Paramansyah, A., & Parojai, M. R. (2024). *Pendidikan Inklusif dalam era Digital*. Penerbit Widina.
- Rusly, M., & Bramuda, A. C. D. P. (2024). Peluang dan Tantangan Anak Berkebutuhan Khusus (ABK) terhadap Implementasi Kebijakan Inklusi di Indonesia. *Journal Of Innovation in Teaching and Instructional Media*, 4(3), 164-178.
- Salsabila, U. H., Yuniarto, A., Satriafitri, N., Vikasari, D. P., & Marfu'ah, D. H. (2022). Optimasi Teknologi Pendidikan untuk Anak Berkebutuhan Khusus dalam Pembelajaran PAI di SLB Islam Qothrunnada. *At-Tajdid: Jurnal Pendidikan dan Pemikiran Islam*, 6(2), 173-182.
- Septyah, R. (2024). *Filosofi Pendidikan Inklusi dalam Praktik Pendidikan Abad Ke-21 di Indonesia*.
- Setiawan, H., Aji, S. M. W., & Aziz, A. (2020). Tiga Tantangan Guru Masa Depan Sekolah Dasar Inklusif. *BRILIANT: Jurnal Riset dan Konseptual*, 5(2), 241-251.
- Sucipto, M. J. B., & Ruslie, A. S. (2024). Tinjauan Ham Terhadap Anak Berkebutuhan Khusus Dalam Kesenjangan Pendidikan. *Jurnal Res Justitia: Jurnal Ilmu Hukum*, 4(1), 186-202.
- Walid, M., & Nadaa, F. Q. (2024). Implementasi Strategi Pembelajaran PAI Menggunakan Aplikasi Jieshuo pada Anak Berkebutuhan Khusus (ABK) Tuna Netra Kelas 7 di Sekolah Luar Biasa (SLB) Negeri 1 Kota Blitar. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, 8(2), 587-602.
- Widyawati, R. (2017). Evaluasi Pelaksanaan Program Inklusi Sekolah Dasar. *Kelola: Jurnal Manajemen Pendidikan*, 4(1), 109-120.
- Yunita, E. I., Suneki, S., & Wakhyudin, H. (2019). Manajemen Pendidikan Inklusi Dalam Proses Pembelajaran dan Penanganan Guru Terhadap Anak Berkebutuhan Khusus. *International Journal of Elementary Education*, 3(3), 267.