



Examining The Challenges Confronted By Understudies With Uncommon Needs In Separate Instruction Amid The Covid-19 Widespread: An Indonesian Point Of View

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Abstract

This study considers and investigates the challenges confronted by understudies with extraordinary needs within the separate instruction handle in Indonesia, as seen by their guardians and instructors. A case study approach was utilized in this inquiry. The sample comprised of seven parent-teacher sets. We utilized statistical data analysis and standardized meeting conventions. The investigation strategy utilized was substance investigation. The standardized interviews uncovered that the formative challenges watched by guardians and instructors in children were basically within the zones of scholastic, socioemotional, and dialect improvement. Directions challenges were basically related to classroom support. The inquiry about discoveries show that children with extraordinary needs experience noteworthy troubles in their scholarly advance, social aptitudes, and dialect advancement. Also, comprehensive understudies confronted challenges in utilizing innovation, taking an interest in online classes, and keeping up their center.

Practitioner note:

What is already known about this topic

- The COVID-19 pandemic has significantly disrupted traditional education systems globally, leading to the rapid implementation of distance learning models.
- Students with special needs often face additional challenges in adapting to remote learning environments, particularly in areas related to academic progress, socioemotional development, and communication skills.
- Previous studies have primarily focused on the perspectives of teachers and parents separately, highlighting issues such as decreased motivation, social isolation, and difficulties in using technology effectively.

What this paper adds

- This study provides a comprehensive view by combining the perspectives of both parents and teachers regarding the challenges faced by students with special needs during the remote learning period in Indonesia.
- It identifies specific developmental challenges in academic, socioemotional, and language domains, emphasizing the critical impact of the pandemic on the educational progress of these students.



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- The paper highlights the role of technology in both facilitating and hindering learning for students with special needs, with issues ranging from technology addiction to difficulties in participating in online classes.

Implications for practice and/or policy

- Educational policymakers should consider developing individualized programs to support the academic and socioemotional development of students with special needs, particularly in remote learning contexts.
- Teachers should receive additional training on early intervention strategies and the use of adaptive technologies to better support these students during distance learning.
- A structured communication plan between teachers and parents is essential to ensure that both parties can collaborate effectively, addressing the unique challenges that arise in remote learning environments.

1. INTRODUCTION

1.1. Incorporation and Comprehensive Instruction in Indonesia

Comprehensive instruction, one of the approaches utilized to teach understudies with extraordinary needs, has gotten to be progressively broad since the last mentioned mid-21st century. It is recognized as a fundamental educational tool. methodology pointed at essentially improving the instructive openings for people with extraordinary needs (Saloviita, 2020). Inquire about has illustrated that comprehensive instruction contributes to making strides social aptitudes among children with extraordinary needs (Luo, 2020), underpins their dialect improvement (Owuor et al., 2020), upgrades communication aptitudes (Sari, 2023), and cultivates fellowships and peer bolster (Rabi & Nordin, 2021). Also, it has been watched that children who create regularly in an comprehensive instructive environment tend to appear more prominent acknowledgment of their peers with extraordinary needs (Munawar et al., 2021).

In Indonesia, noteworthy steps have been taken toward comprehensive instruction with different directions that point to coordinated understudies with uncommon needs into standard classrooms. In spite of the fact that the concept of "comprehensive instruction" has picked up formal acknowledgment in later decades, the down to earth execution of these approaches remains shifted over locales. The advancement of Individualized Instruction Programs (IEPs) and the foundation of bolster structures inside schools are basic for the victory of comprehensive instruction.

Comprehensive instruction requires a collaborative approach, including dynamic interest from guardians in their children's instruction (Skillings, 2021). The victory of these programs generally depends on the viable interaction between guardians and instructors, as highlighted by Biological Frameworks Hypothesis created by Garfinkel et al. (2022), which puts students at the center and emphasizes the importance of inner connection prompt environment. This collaborative exertion has gotten to be indeed more significant amid the COVID-19 widespread, which has disturbed conventional instructive forms in Indonesia.

1.2. Instruction Handle in Indonesia Amid the COVID-19 Widespread

Amid the COVID-19 widespread, Indonesia executed separate learning through a assortment of stages, with the Service of Instruction propelling a few activities to guarantee coherence in instruction. The Learning Administration Framework (LMS), known locally as "Belajar Dari Rumah" (BDR), was the central stage for conducting separate instruction for K-12 understudies all through the widespread. In expansion, instructive substance was broadcast through national tv for understudies without solid web get to (Aulia, 2021). The timeline for the usage of remove instruction in Indonesia amid the widespread was as takes after:

1. On Walk 16, 2020, the government started a full move to remove instruction, which proceeded for the leftover portion of the spring-summer semester.
2. The 2020-2021 scholastic year started with a half breed demonstrate, permitting preschool and first-grade understudies to return to face-to-face learning on September 21, with other grades taking after in stages.
3. After a mid-semester break in November, rising COVID-19 cases driven to the re-closure of schools, and all grades continued remove instruction. This proceeded until the conclusion of the drop semester in mid-January 2021.
4. Within the spring semester, town schools and kindergartens continued face-to-face classes on February 15, taken after by essential schools and basic exam-year understudies in Walk. Be that as it may, by April 12, all other grades returned to online instruction.

1.3. Reason of the Ponder

Upon investigating the writing, it gets to be apparent that most ponders have centered on teachers' points of view amid the instructive alterations made in reaction to COVID-19 (Zhao, 2020). Additionally, a few thinks about investigated the sees of guardians (Van Sintemaartensdijk et al., 2021) and the challenges of comprehensive instruction from teachers' viewpoints (Fauzan, 2020). In any case, there's a discernible hole in investigate comparing the viewpoints of both guardians and instructors with respect to the challenges confronted by understudies with uncommon needs amid the separate instruction period implemented by the widespread. Given the basic require for participation between guardians and instructors in tending to the

challenges confronted by these children, this think about points to show an diagram of the issues experienced by comprehensive understudies in Indonesian essential instruction by comparing the points of view of their guardians and instructors. The study looks for to reply the taking after investigate questions:

Agreeing to guardians and instructors:

1. What formative challenges do comprehensive instruction understudies encounter in remove instruction?
2. What guidelines challenges do comprehensive instruction understudies encounter in remove instruction?

2. METHODS

2.1. Inquire about Plan

This investigate centers on the challenges confronted by understudies with uncommon needs in Indonesia amid the remove instruction prepare executed in the midst of the COVID-19 widespread. The consider analyzes the viewpoints of both guardians and instructors and is organized as a case consider, which is one of the subjective inquire about techniques. A case think about is depicted as "a subjective approach where the analyst accumulates point by point and in-depth data almost real-life scenarios, centering on a particular framework or different interrelated frameworks inside a certain time period, and presents a clear account or topical examination of the situation" (Daniluk, 2021).

2.2. Ponder Gather

In this consider, a most extreme differences inspecting strategy, one of the deliberate testing procedures, was utilized to choose the think about gather. The objective of this sampling strategy is to make a generally little test that reflects the differing qualities of people who may be included within the issue beneath examination (Krisna & Mulyati, 2021). The reason of utilizing greatest differences inspecting in this think about was to distinguish the challenges confronted by comprehensive understudies amid this period, based on the viewpoints of the instructors and guardians who connected with them most regularly. For this reason, interviews were conducted with ten instructors who had uncommon needs understudies in their classes and the guardians of these children.

The statistic points of interest of the members incorporate:

1. Uncommon Needs Sort: The sorts of extraordinary needs among the understudies incorporate Consideration Shortfall Hyperactivity Clutter (ADHD), Learning Incapacities (LD), Extreme introvertedness Range Clutter (ASD), and Discourse Delay.
2. Child Sexual orientation and Age: The children included within the ponder run in age from 8 to 11 a long time ancient, with both male and female understudies spoken to.
3. Parent Sex, Age, Instruction, and Occupation: The guardians are transcendently female, matured between 33 and 42 a long time ancient. Their instructive foundation changes from essential to tall school instruction, and most are homemakers, with one being a little commerce proprietor. The month to month family salary ranges from IDR 2,300,000 to IDR 6,000,000.
4. Instructor Sexual orientation, Age, Instruction, and Seniority: The instructors within the consider incorporate both male and female teachers, with ages extending from 29 to 52 a long time. Their proficient status shifts from 7 to 28 a long time, and all hold at slightest a Bachelor's degree, with a few having a Master's degree.
5. Lesson Measure and Uncommon Needs Understudies: The number of understudies in each teacher's lesson ranges from 16 to 30, with 1 to 3 understudies having uncommon needs.
6. School Sort: All taking part instructors work in essential schools.

Table 1. The statistic subtle elements of the members are summarized

Special Needs Type	Child Gender	Child Age (yrs)	Parent Gender	Parent Age (yrs)	Parent Education	Parent Job	Monthly Income (IDR)	Teacher Gender	Teacher Age (yrs)	Teacher Seniority (yrs)	Teacher Education	Class Students	Special Needs Students	School Type
ADHD, LD	Male	9	Female	33	High School	Homemaker	4,000,000	Female	31	8	Bachelor's	25	3	Primary
LD	Female	9	Female	38	Primary School	Homemaker	2,300,000	Female	29	7	Bachelor's	18	1	Primary
ASD	Male	10	Female	38	High School	Homemaker	5,500,000	Male	50	25	Bachelor's	16	1	Primary
ADHD, LD	Male	10	Female	33	High School	Homemaker	5,000,000	Male	50	26	Bachelor's	20	2	Primary
LD	Female	8	Female	38	Primary School	Homemaker	3,000,000	Female	38	15	Master's	18	2	Primary
LD	Male	8	Female	39	Primary School	Homemaker	3,000,000	Female	37	14	Master's	22	2	Primary
LD	Female	8	Female	40	Primary School	Homemaker	4,000,000	Female	49	27	Bachelor's	27	3	Primary
SD	Female	11	Female	35	High School	Homemaker	3,500,000	Female	41	20	Bachelor's	28	2	Primary
ASD	Male	10	Female	36	Primary School	Small Business Owner	6,000,000	Male	52	28	Master's	30	3	Primary
LD	Male	9	Female	42	High School	Homemaker	4,500,000	Female	32	10	Bachelor's	26	2	Primary

2.3. Information Collection Devices

2.3.1. Statistic Data Frame

For the information collection in this ponder, a statistic data frame was created by the analysts. Furthermore, standardized meet questions were outlined and finalized based on master conclusions. This shape collected subtle elements such as The age and sexual orientation of the child with the abnormal require, as well as the sort of abnormal require require they have. Extra data accumulated included the age, sex, and instructive foundation of the guardians. Instructors were too inquired to supply information on the number of understudies in their lesson, the number of understudies with uncommon needs, and their possess age, sex, proficient encounter, and instructive level. Besides, questions were included with respect to the instruments utilized by understudies with uncommon Repeated needs and cooperation of children with their teachers, online classes and extra extracurricular exercises.

2.3.2. Standardized Meet Questions

Parallel questioning was also conducted with supervisors and teachers with respect to any issues they watched in their children/students amid the widespread. These questions were planned to capture a comprehensive see of the issues confronted by children with extraordinary needs amid separate instruction.

2.4. Information Collection Handle

The information for this consider collected in December 2020 and January 2021. Two arrangement of interviews were conducted: The essential version is set for December 2020 for guardians and the minor version is set for January 2021 for educated people. The interviews were conducted by the primary and moment creators of the ponder, with the primary creator taking care of the interviews for members (Cao & Hinrichs, 2024), and the moment creator dealing with (Struckman & Kupiec, 2023).

The starting interviews with parents focused on any formative issues watched in their children, whereas the consequent interviews with instructors tended to their perceptions. Information were collected through person interviews conducted online through Zoom due to the confinements forced by the widespread (Kobakhidze et al., 2021). Members were educated that interviews will be recorded and that the recording as it were started after getting the participants' assent. At the starting of each meet, members were inquired to survey a assent shape sent by email and verbally express your intention to participate in the study.

2.5. Information Investigation

The objective of this think about was to recognize the troubles The experience of children with unusual needs in the process of generalization, seen from the perspective of both their guardians and instructors. The information collected were analyzed utilizing substance investigation procedures. Flannagan et al. (2024) characterizes substance examination as "any subjective information diminishment and elucidation exertion to distinguish center textures and implications from a expansive volume of subjective material". The steps in preparing for a review of the information are summarized as follows:

1. Since data were collected in two stages, interpretation was as well conducted in two stages. Two partitioned envelopes were made beneath the titles "Scholastic Issues" and "Directions Issues." The translation of scholarly issues was completed inside one month after information collection. Partitioned Subfiles were open to all parents and instructors who meet. The Microsoft Word notes recorded for each meeting are named the same: Tunde and Listiani (2021) for the guardians, and Pires et al. (2021) for the instructors. The same handle was taken after for guidelines issues, with translation completed in three weeks. This handle was taken care of by the main and secondary creators of the reflection.
2. After completing the translations, the third creator of the consider confirmed the transcripts for both guardians and instructors.
3. Taking after translation and approval, all three creators freely coded the information and categorized them into topics. The creators at that point met to survey the codes and topics together, settling any disparities through discourse. After coming to agreement, the ultimate discoveries were compiled, with the codes and topics balanced as essential.

2.6. Legitimacy and Unwavering quality of the Think about

2.6.1. Outside Legitimacy

The aim of subjective investigate isn't to generalize the comes about to other settings but to empower the exchange of discoveries to comparable settings (Cella & Martin, 2023). In this think about, point by point depiction and deliberate examining were utilized to guarantee outside legitimacy.

2.6.2. Inner Legitimacy

Not at all like quantitative investigate, subjective inquire about requires the analyst to persuade perusers of the legitimacy and pertinence of the perceptions and information gotten utilizing different information collection strategies. The more successfully the analyst accomplishes this, the higher the inside legitimacy of the ponder (Smith & Robertson, 2023). In this ponder, master audit and participant affirmation were utilized to guarantee inner legitimacy.

2.6.3. Reliability

Unwavering quality in subjective inquire about requires the analyst affirming the study's comes about against the collected information (Negron, 2020). The outside unwavering quality strategy utilized in this consider included a brief affirmation of the discoveries.

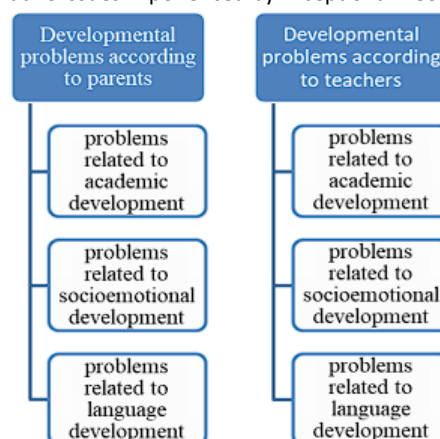
3. RESULTS

In this segment, the investigate discoveries are displayed beneath two essential headings: Formative Issues and Directions Issues. Whereas showing prove from member reactions, illustrations are given from both the guardians and instructors of the same child.

3.1. Formative Issues of Uncommon Needs Understudies amid the Widespread

Both the viewpoints of guardians and instructors on the formative challenges confronted by understudies with uncommon needs amid the widespread are summarized in Figure 1.

Figure 1. Formative Issues Experienced by Exceptional Needs Understudies



Upon looking into Figure 1, it gets to be apparent that the reactions from both guardians and instructors drop into three fundamental categories: scholastic improvement issues, socioemotional advancement issues, and dialect improvement issues. These topics are expounded on underneath.

3.1.1. Issues Related to Scholastic Improvement

The meet information uncovered that both guardians and instructors by and large centered on the scholastic ability improvement of children with uncommon needs. Common reactions included troubles in learning, performing underneath the anticipated lesson level, and challenges with theoretical concepts. Furthermore, both guardians and instructors famous a decay within the students' inspiration amid remove instruction, as well as issues with proficiency abilities. Here are a few illustrative articulations:

"My child is distinctive from others. I feel like I'm one of the guardians most influenced by this. My child battles with composing; he gotten additional bolster at school, but when the school closed due to the widespread, his advance slowed down. Indeed a first-grader can compose way better than my child. I finished up doing most of his composing assignments amid this period [distance instruction], and after that he would studied them to his teacher. I didn't stow away this reality; the educator is additionally mindful" (Hong, 2022).

"Amid this period, the child's scholastic improvement was underneath the common level. Regularly, we were advancing from a lower level, but this prepare caused the level to stabilize, and I couldn't progress it much assist." (Duran, 2020).

3.1.2. Issues Related to Socioemotional Advancement

When looking at the sees of guardians and instructors on socioemotional improvement, it is obvious that both centered on social intelligent, passionate states, and behavioral issues. Comments included that the children had gotten to be crabby, did not display anticipated behaviors, got to be more contemplative, had reduced social intelligent due to expanded utilize of innovation, and experienced a decrease in peer connections amid this period. Test articulations incorporate:

"I have an thoughtful and passionate child. Amid this widespread, we didn't permit him to go to school when it revived, and he was exceptionally disturbed that he couldn't see his companions." (Kabir et al., 2021)

"He felt exceptionally forlorn due to being avoided. He begun association with the understudies in his brother's course instep. He appeared to some degree overpowered at domestic, was less friendly, and found it troublesome to express himself, indeed when harmed. We attempted to energize his social intuitive last year, but the widespread caused a relapse in his socialization." (Lin et al., 2022).

3.1.3. Issues Related to Dialect Improvement

One parent-teacher match (Wang, 2022) talked about the dialect improvement issues experienced by their child. They shared the taking after perceptions:

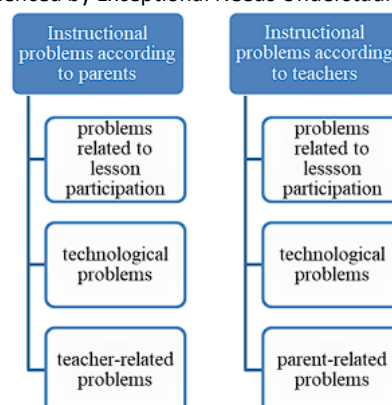
"There were numerous things she couldn't express. She had dental issues some time recently that influenced her discourse. Amid that time, she got to be exceptionally self-conscious and didn't communicate with anybody, and amid the separate learning period, she got to be indeed more independent since she didn't conversation to anybody." (Muyassaroh, 2021)

"The dialect issue is critical. She battled with communicating herself, standing up for herself, and communicating when something happened. She was fair beginning to open up when remove learning started. She's attempting to communicate additionally endeavoring to total her inquire about assignments." (Safitri et al., 2023).

3.2. Directions Issues of Uncommon Needs Understudies Amid the Widespread

The directions challenges confronted by understudies with uncommon needs amid the widespread, as watched by guardians and instructors, are outlined in Figure 2.

Figure 2. Rules Issues Experienced by Exceptional Needs Understudies In the midst of Far reaching



When investigating Figure 2, it is clear that the reactions from both guardians and instructors drop into three categories: participation-related issues, innovative challenges, and issues related to teachers and parents. These topics are elaborated below:

3.2.1. Troubles Related to Course Support

When looking at the challenges related to lesson support for children with uncommon needs, both guardians and instructors. It is pointed out that children often hesitate to take an interest in online lessons, confronted troubles altering to remove instruction, and tended to "drop behind" their classmates. The taking after cites embody these issues:

"We didn't have any issues with network to the lessons; instep, we had issues like him getting to bed late at night and waking up late within the day. As a result, my child didn't need to go to the primary lessons of the day since he was still languid. We had such issues, and presently he's more hesitant to go to school." (Raheem et al., 2021)

"He doesn't take an interest in remove instruction with the lesson bunch. In case he goes to remove instruction with a one-on-one educator, he might advantage more from the lessons." (König et al., 2021).

3.2.2. Mechanical Challenges

It was watched that both guardians and instructors recognized mechanical issues as a noteworthy issue, centering on troubles in utilizing innovative gadgets and innovation enslavement. The taking after are explanations with respect to this issue:

"He continuously needed a phone and a computer; his life rotates around them. But the widespread has made my child dependent; he's continuously playing on the computer, looking for things that intrigued him. He observes diversions a part and has learned almost computers distant superior than I have. Be that as it may, he can't halt utilizing the computer; for case, we indeed went to the town to discover a computer for him to play with. We couldn't go out and play much since of the infection, and I have a infant to require care of, so we couldn't go anyplace. This circumstance driven him to immerse himself within the computer." (Rejeb, 2022).

"When I talked to his mother, she said he was truly dependent [to utilizing the computer]. I too taken note that some of the time he wasn't paying consideration to the lessons and was instep playing on the phone." (Kunene & Tsibolane, 2024).

3.2.3. Issues with Guardians / Instructors

Most gatekeepers and educates did not unequivocally state that they had major challenges with each other. However, some did mention issues with communication and occasional disagreements. The following examples illustrate these challenges:

"It felt like there was a wall between us and the teacher. I couldn't speak comfortably the way I wanted to. I was afraid to talk to him as I did with my child's other teachers. We had trouble communicating. Sometimes my child didn't want to do something, and it felt like I had to push him to do it." (Jabbar, 2023).

"When I didn't attend the classes, I sent homework via WhatsApp, but he didn't submit any completed assignments. Also, the research tasks and poetry assignments I gave were only completed during class." (Azizah, 2021).

4. DISCUSSION

The COVID-19 widespread has essentially affected different perspectives of human life, counting the disturbance of the instruction division. To preserve coherence in instruction, different arrangements were actualized, with numerous nations receiving diverse procedures. In Indonesia, a separate instruction framework was quickly created and implemented to address wants of understudies amid the widespread.

Understudies, their families, and instructors alike were influenced by this sudden and essential move in instructive conveyance. Not as it were did understudies with normal advancement confront challenges amid crisis remove instruction, but understudies with extraordinary needs were especially influenced. This consider inspected the challenges confronted by understudies with extraordinary needs in Indonesia amid the COVID-19 widespread by investigating the viewpoints of both guardians and instructors. Two central topics developed: Formative Issues and Guidelines Issues.

The inquire about uncovered that both guardians and instructors of children with uncommon needs basically centered on scholastic aptitude advancement as a noteworthy region of concern. Understudies who gotten comprehensive instruction frequently performed underneath their anticipated levels, battled with learning, and appeared expanded diversion and diminished inspiration in their lessons. This was watched not as it were among understudies with uncommon needs but too among those with ordinary improvement. Past thinks about, such as those by Retnawati (2020) and highlighted comparative issues, noticing that understudies with special needs confront scholarly and passionate challenges in online instruction. Tomaino et al. (2022) and Malik (2023) too detailed challenges in learning among uncommon needs understudies during online learning. Given the require for one-on-one guidelines adjustments through Individualized Instruction Programs (IEPs), it is challenging for understudies to attain an satisfactory level of instruction in a remove learning environment.

In terms of socioemotional advancement, this ponder found that understudies getting comprehensive instruction through separate learning experienced issues such as boredom, fractiousness, inner-directedness, and enthusiastic trouble. These

discoveries adjust with those of Yadav and Shukla (2021), who detailed that people with formative disarranges experienced increased enthusiastic troubles amid the widespread, counting expanded levels of boredom, uneasiness, and disillusionment. Additionally, Billon (2024) and Mohan (2021) found that children with extraordinary needs got to be more touchy and disturbed, with changes watched in their eating behaviors amid the widespread. Sumner et al. (2021) moreover famous that understudies with uncommon needs confronted passionate battles.

With respect to dialect advancement, this think about found that as it were one parent-teacher match detailed noteworthy issues, proposing that dialect advancement issues were not as predominant or may have been dominated by other challenges amid remove learning. When analyzing the reactions related to directions issues, most instructors and guardians detailed that understudies getting comprehensive instruction were hesitant to take an interest in online lessons, were effortlessly occupied, and as a result, their learning effectiveness diminished. Aeni (2022) and Nurhayatun (2021) found comparative comes about, noticing that children with uncommon needs were less willing to lock in in ponders, shown expanded behavioral issues, and their scholastic improvement was insulant upheld. Jokhio et al. (2020) moreover watched that a few understudies confronted challenges such as diversion and challenges in note-taking amid lessons.

Looking at the mechanical viewpoints, the consider uncovered a isolate among understudies: a few detailed no issues, whereas others battled with utilizing mechanical gadgets autonomously or confronted web network issues. Furthermore, a few understudies created innovation habit as their utilize of social media expanded amid the widespread. Comparative comes about were watched in a ponder by Villamil and Heshmati (2023), where it was emphasized that compelling utilize of innovation and positive communication with families were pivotal for effective educating amid the widespread. Logan et al. (2021) highlighted the significance of parent-teacher participation, whereas Gokalp and Akbasli (2021) famous that steady association to instructive stages like EBA contributed to innovation enslavement among extraordinary needs understudies.

In general, this ponder found that both instructors and guardians backed each other amid the separate instruction prepare, and no critical issues emerged from this participation. In any case, a few challenges were distinguished, such as parents' association within the learning prepare and the require for more successful communication between instructors and guardians. Comparable discoveries were detailed by Rathaliya et al. (2022), who found that whereas families confronted a few troubles with homework, they were by and large fulfilled with the communication and bolster given by instructors.

4.1. Impediments

This consider investigated the formative and guidelines issues experienced by comprehensive understudies in Indonesian essential instruction amid the widespread, based on the points of view of their guardians and instructors. Whereas this ponder given profitable bits of knowledge, it is critical to note that each uncommon needs bunch requires particular and custom-made formative back. Future investigate may center on particular bunches of extraordinary needs understudies to superior get it their special challenges. Moreover, whereas this ponder utilized standardized interviews, future investigate may advantage from semi-structured interviews to accumulate more in-depth information

5. CONCLUSIONS

The current consider inspected the challenges confronted by understudies with uncommon needs in Indonesia amid the COVID-19 widespread, centering on the points of view of guardians and instructors. The discoveries shown that these understudies experienced challenges in scholastic, socioemotional, and dialect advancement. To address these challenges, the Indonesian Service of Instruction might consider making individualized programs to upgrade students' scholarly abilities. Instructors seem too begin teaching extraordinary needs children some time recently the most scholastic calendar starts on the off chance that schools are reopened, and these children might be included in playgroups to bolster their social and dialect advancement. Extra preparing for instructors in early intercession programs seem too be useful, with adjustments of programs like Responsive Instructing, DIR Floortime, and Little Steps being connected in Indonesia to bolster children's advancement.

The think about too found that comprehensive understudies confronted troubles in utilizing innovation, partaking in online classes, and keeping up concentration. To relieve these issues, seriously person preparing can be given when face-to-face instruction resumes. In the event that online instruction proceeds, person back may well be advertised some time recently and/or after bunch lessons. To anticipate communication issues between guardians and instructors, it is prescribed that a nitty gritty arrange be set up at the begin of the semester, clearly laying out each party's parts and duties.

As highlighted in this think about, both instructors and guardians Children with unusual special needs are brought in within the inquire about group. Future considers might advantage from centering on a particular needs gather and a single course Supena et al. (2020) uncover the one of a kind needs of these understudies more clearly. Additionally, focus bunch dialogs with guardians and instructors might give encourage bits of knowledge into these challenges.

Author contributions: The contributions of each author to this research are as follows: Conceptualization was carried out by Zulfin Rachma Mufidah and Achmad Basari Eko Wahyudi. The methodology was designed by Zulfin Rachma Mufidah, while the software component was not applicable in this study. Validation was conducted collaboratively by Zulfin Rachma Mufidah, Achmad Basari Eko Wahyudi, and Mochamad Yusuf. Zulfin Rachma Mufidah took charge of formal analysis and investigation, with the support of Achmad Basari Eko Wahyudi for additional insights. Achmad Basari Eko Wahyudi provided the resources needed for the study. Zulfin Rachma Mufidah curated the data and drafted the original manuscript. Writing—review and editing were completed by Achmad Basari Eko Wahyudi. Visualization aspects were developed by Zulfin Rachma Mufidah, under the supervision of Achmad Basari Eko Wahyudi. The project administration was managed by Zulfin Rachma Mufidah.

Funding: This research funding indicate several significant issues faced by children with special needs during remote learning. First, in terms of academic development, these children experienced considerable difficulties in keeping up with the expected grade level, a decline in learning motivation, and reduced literacy skills. Parents and teachers noted that the academic progress of students with special needs was severely hindered during the pandemic compared to the pre-pandemic period. Second, in relation to socio-emotional development, both teachers and parents observed that these children showed increased signs of irritability, loneliness, and reduced social interactions. The sudden shift to remote learning limited their opportunities for social engagement, leading to increased emotional difficulties and a sense of isolation. Third, in terms of language development, some children struggled significantly in expressing themselves, which was exacerbated by the reduced face-to-face communication during online learning. Additionally, the study found that technology-related challenges were prevalent, with many students facing issues such as difficulty using digital devices and a growing dependency on technology, which often led to decreased participation in structured online lessons. The research underscores the need for individualized support programs and collaborative efforts between parents and educators to address the unique learning needs of children with special needs during remote instruction.

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