JURNAL ASESMEN DAN INTERVENSI ANAK BERKEBUTUHAN KHUSUS

Systematic Literature Review: Inclusive Education's Impact on the Academic Performance of Social and Emotional Barriers.

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A B S T R A C T

Inclusive education has become an increasingly relevant topic in the context of education. Evaluating inclusive education programs and providing competency training for teachers can be crucial steps in enhancing the performance of inclusive education. This research aims to delve into a comprehensive understanding of the relationship between inclusive education and the socio-emotional development within the educational context. The research employs the Systematic Literature Review (SLR) method to gather and analyze data from 21 relevant articles on the examined topic. The findings indicate that implementing inclusive approaches and specific teaching strategies can positively impact the learning development and academic performance of children with special needs. The importance of ensuring equal opportunities for these children to receive quality education is also highlighted in this article. The research results provide insights into the necessity of inclusive approaches and adequate social support to holistically facilitate the development of socio-emotional skills in children with special needs. The article underscores significant implications for the development of inclusive education for children with special needs, revealing that appropriate inclusive approaches and teaching strategies can aid in improving their learning development and academic performance. These implications reinforce the need for adequate social support and holistic approaches to create an inclusive, supportive, and stimulating educational environment that fosters the positive potential of children with special needs.

A R T I C L E   I N F O

1. INTRODUCTION

Inclusive Education has become an increasingly relevant topic in the context of education. Many countries are striving to advance their education systems by implementing inclusive approaches, including for children with special needs. Inclusive education services involve accommodating and engaging all children within the same classroom while still addressing the individual needs and abilities of each child (Aditya, 2018). Inclusive education will prove highly beneficial in fostering the socialization skills of children, particularly those social and emotional barriers.

Social and emotional barriers are individuals who face challenges in emotional and behavioral aspects, making it difficult for them to adapt to their environment (Travelancya & Ula, 2022). One of the hurdles these children encounter is emotional instability, leading to difficulties in navigating societal life. Their social development is characterized by struggles in interacting with peers (Prasrihamni & Supena, 2022). As a result, being part of a group requiring special attention in terms of education, social and emotional barriers often confront challenges in achieving optimal academic performance. With the implementation of inclusive education, these children are provided with an opportunity to develop holistically, including in the academic sphere.

However, the implementation of learning for social and emotional barriers still does not align with the concept of inclusive education, as there remains a separation in the learning process between students with special needs and regular students. Additionally, there is a lack of specialized programs aimed at students with special needs (Aditya, 2018). In the context of inclusive education, the academic performance of tunlaras can be influenced by various factors, including the performance of teachers in delivering education. Therefore, the impact of competency training for educators in the field of inclusive education can be observed in teachers' performance in executing inclusive education (Wijaya & Supena, 2023). The evaluation of inclusive education programs also plays a role in assessing and analyzing the effectiveness of inclusion programs at the elementary school level and generating recommendations to enhance student performance (Juhri, 2022).

Several previous studies have explored inclusive education and the development of children with social and emotional barriers. For example, a study by (Aditya, 2018) discusses the importance of inclusive education in providing equal opportunities for all children, including those with social and emotional barriers, to receive quality education. Additionally, (Travelancya and Ula, 2022) found that children with social and emotional barriers face challenges in emotional and behavioral aspects, making it difficult for them to adapt to their environment. Another study by (Prasrihamni and Supena, 2022) revealed that children with social and emotional barriers experience difficulties in social behavior within the community, and their social development is marked by challenges in making friends. In the context of inclusive education, the evaluation of inclusive education programs and competency training for teachers also serves as a focus of research. (Wijaya and Supena, 2023) emphasized that competency training for inclusive education teachers can impact their performance in delivering inclusive education. Furthermore, (Juhri, 2022) underscored the significance of evaluating inclusive education programs to assess and analyze inclusion

programs in elementary schools, as well as to provide recommendations for enhancing student performance. The findings of these previous studies offer diverse perspectives on inclusive education and the development of children with social and emotional barriers. Some studies focus on the emotional and behavioral challenges of children with social and emotional barriers, while others highlight the importance of program evaluation and competency training for teachers in inclusive education.

Through the exploration of various recent studies and research, it will be unveiled how the implementation of inclusive approaches can positively impact the learning development and academic achievement of children with special needs. Different aspects of inclusive education, such as effective teaching strategies and methods, the social support provided by teachers, parents, and peers, as well as an inclusive and supportive educational environment, contribute to enhancing the academic performance of children with special needs. Furthermore, this article will underscore the importance of ensuring that every child, including those with social and emotional barriers, has equal access to opportunities for receiving quality education.

The aim of this research is to gain an in-depth insight into the relationship between inclusive education and the development of children with social and emotional barriers within an educational context. This study employs the Systematic Literature Review (SLR) method to gather, analyze, and synthesize data from various relevant articles spanning from 2017 to 2023. Through the analysis of 21 selected articles, this research identifies patterns, trends, and significant findings related to the development of children with social and emotional barriers in an inclusive educational environment. The discussion's outcomes highlight the importance of inclusive approaches and adequate social support in assisting children with social and emotional barriers in overcoming behavioral and emotional barriers, and in fostering their positive potential in interacting with others. The novelty of this research lies in the comprehensive and systematic SLR approach employed to explore various aspects of the relationship between inclusive education and the development of children with social and emotional barriers. This study is expected to contribute conceptually and practically to advancing the understanding and practice of inclusive education for children with social and emotional barriers.

2. METHODS

In this study, the Systematic Literature Review (SLR) method is utilized, involving the identification, examination, evaluation, and interpretation of all the researches that the researcher has gathered. The Systematic Literature Review method is employed by systematically reviewing and identifying journals in accordance with established procedures (Triandini et al., 2019). This method ensures that the data and findings presented in this article are based on a systematic and balanced analysis of various relevant sources.

During the data collection phase, the researcher identified a total of 21 relevant articles related to the studied topic. From this pool, the researcher selected 5 articles each pertaining to barriers faced by children with social and emotional barriers, approaches or interventions for these children, and the impact of inclusive education on children with social and emotional barriers, all in alignment with the predetermined inclusion criteria. The data extracted from these articles were then systematically analyzed to identify patterns,

trends, or findings that emerged from various distinct sources. This process involved comparing and synthesizing the gathered findings, which will ultimately be explained and concluded by the researcher in the final section of the study (Ridwan et al., 2021).

3. RESULTS AND DISCUSSION

3.1. Research on Barriers Faced by Children with Social and emotional barriers

Below is a table containing several analyzed articles about barriers faced by children with social and emotional barriers.

Table 1 Challenges of Children with Emotional and Behavioral Disabilities

JOURNAL	AUTHOR	RESEARCH RESULT	SOURCES
Jurnal Pendidikan Kebutuhan Khusus, 6(1), 99–107	Prasrihamni, M., Supena, A., & Intika, T. . (2022).	The research findings indicate that children with behavioral and emotional challenges experience emotional instability that leads to difficulties in their behavior within society. In terms of social development, children with disabilities encounter challenges in socializing, struggle to adapt to larger groups, and possess low social awareness, often preferring solitary play.	https://jpkk.ppj.unp.ac.id/index.php/jpkk/article/view/620
Jurnal Pendidikan Tambusai, 7(1), 1890-1896	Rianti, R., & Afendi, A.R., (2023)	In the study, it was found that a teacher at SMPN Samarinda explained that the behavior of individuals with special needs refers to situations where they struggle to control their emotions, maintain focus, cannot sit still for extended periods, and have not yet reached the established academic standards. Moreover, when teachers provide instructions to these students, misunderstandings or differences in perception about the teacher's intentions often occur.	https://repository.uinsi.ac.id/handle/123456789/2822
Istisfa|Journal of Islamic Guidance and Counseling, 1(3), 182-193	Nanik, N. (2022)	From the research findings, it is evident that children with special needs face challenges related to difficulty in controlling their emotions. As a result, these children with special needs do not receive positive responses from their surroundings.	https://scholar.google.com/citations?user=m4e6A50AAAAJ&hl=id&oi=sra
Jurnal Judikhu, 2(2), 7-14	Miraharsari, A., & Hilmiyah, A. N., (2023)	From this research, it is evident that the subjects are not fully capable of regulating their emotions effectively. When experiencing emotions, they tend to express them excessively and struggle to manage the emotions that arise.	http://ejurnal.universitaskarimun.ac.id/index.php/JUDIKHU/article/view/752
Widia Ortodidaktika, 6(5), 486-494	Ariffiani, G. (2017)	Overall, both RK and AF subjects exhibit positive aspects in their ability to cooperate, exhibit attachment behavior, and demonstrate selflessness. Despite their difficulties in controlling emotions, the potential to interact with others and show empathy still exists.	https://journal.student.uny.ac.id/index.php/plb/article/viewFile/7778/7405

From the review of several journals, research findings indicate various insights related to children with behavioral and emotional challenges, particularly those with social and emotional barriers. These children experience emotional instability, leading to difficulties in behavioral adaptation within society (Prasrihamni & Supena, 2022). In the educational context, teachers encounter challenges in assisting students with social and emotional barriers as they struggle with emotional control, an inability to sit still for extended periods, and not achieving predetermined academic standards. This can make it difficult for teachers to provide instructions to these students, as they often misunderstand or have different perceptions (Rianti & Afendi, 2023).

Children with social and emotional barriers also encounter barriers in social development. They find it difficult to make friends and adapt to larger groups due to their low social awareness. Consequently, they tend to prefer playing alone, which can hinder their ability to adapt to others and acquire the necessary social support (Nanik, 2020).

Furthermore, research shows that children with social and emotional barriers face difficulties in controlling their emotions. They tend to express emotions excessively and struggle to manage emerging emotions (Miraharsari & Hilmiyah, 2023). This can impact their interactions with others and the responses they receive from their surroundings.

Nevertheless, the research also uncovers positive aspects in terms of cooperative abilities and attachment behaviors in children with social and emotional barriers. They possess the potential to interact with others and exhibit empathy, even though they encounter difficulties in emotional regulation (Ariffiani, 2017). This indicates that an inclusive education approach and appropriate social support can aid children with special needs in developing positive social skills, despite facing challenges in behavior and emotions.

Overall, this study offers insights into the challenges and potentials of children with social and emotional barriers within an educational environment. The research also underscores the importance of an inclusive approach and adequate social support to assist these children in overcoming behavioral and emotional barriers and nurturing their positive potential in interacting with others.

Table 2 Strategies, Approaches, or Interventions for Children with Emotional and Behavioral Disabilities

JOURNAL	AUTHOR	RESEARCH RESULT	SOURCES
Jassi Anakku, 17(1), 1-7	Solihah, W. P., & Kurniadi, D. (2017).	The research indicates that the use of the "Think Pair Share" teaching technique is effective in enhancing the social skills of children with behavioral challenges in various aspects such as cooperation, taking turns, respecting the rights of others, sensitivity towards others, self-control and self-direction in learning, as well as sharing ideas and experiences with others. This technique can serve as a valuable alternative for educators in the teaching process to enhance the social skills of children with behavioral challenges.	https://ejournal.upi.edu/index.php/jassi/article/view/7649
Jurnal Basicedu, 5(1), 1-9	Latifah, N., & Supena, A. (2021).	The research findings demonstrate that structured and inclusive lesson planning that involves various aspects of student development appears to provide an effective approach to addressing the learning needs of children with behavioral challenges.	https://jbasic.org/index.php/basicedu/article/view/556
Jurnal Tarbiyatuna, 11(1), 1-10	Husna, D. (2020)	In its implementation, at SLB E Prayuwana, there is currently no specific strategy aimed at internalizing social and religious values for children with behavioral challenges. However, the existing strategies are considered effective in internalizing social and religious values in aspects such as helping others, cooperation, and empathy.	http://journal.unimma.ac.id/index.php/tarbiyatuna/article/view/3044
The Shine Cahaya Dunia Ners, 7(2),138-147	Nugroho, M. A., & Purwandari, E. (2022)	This study demonstrates that with the observed improvement in learning motivation, it can be concluded that Cognitive Behavioral Therapy (CBT) intervention has a positive impact on children with behavioral challenges in enhancing their motivation for learning. This offers hope that the CBT approach can serve as an effective tool to help boost enthusiasm and interest in learning among children with behavioral challenges.	https://ejournal.annurpurwodadi.ac.id/index.php/TSCNers/article/view/362
Jurnal Widia Ortodidaktika, 8(3), 273-281	Fauziyah, L. (2019)	The results of this study can be concluded that the use of drawing activities as positive reinforcement is effective in reducing problematic behaviors in the subjects. This method can serve as an effective tool in addressing and managing problematic behaviors in children with behavioral challenges.	https://journal.student.uny.ac.id/index.php/plb/article/download/16065/15544

3.2. Research on Strategies, Approaches, or Interventions for Children with Social and emotional barriers

Below is a table containing several analyzed articles about strategies, approaches, or interventions for children with social and emotional barriers.

The first study revealed that the Think Pair Share learning technique is effective in enhancing the social skills of children with social and emotional barriers, such as cooperation, respecting others' rights, and self-control (Sholihah & Kurniadi, 2017). This finding reinforces the importance of implementing interactive and collaborative teaching methods to develop social skills in children with social and emotional barriers. This technique becomes a valuable alternative for teachers to provide an inclusive and beneficial learning experience.

In structured and inclusive lesson planning involving various aspects of student development, it is effective in meeting the learning needs of children with social and emotional barriers (Latifah & Supena, 2021). Integrating this approach can help enhance learning opportunities and holistic development for children with social and emotional barriers.

At SLB E Prayuwana, there is currently no specific strategy aimed at internalizing social and religious values for children with social and emotional barriers. However, existing strategies, particularly those related to cooperation, teamwork, and empathy, are considered effective in internalizing social and religious values among these children (Husna, 2020). This indicates the necessity of developing more in-depth and targeted strategies to facilitate the development of social and religious values in children with social and emotional barriers.

The Cognitive Behavioral Therapy (CBT) intervention has a positive impact on children with social and emotional barriers, particularly in improving their learning motivation. With the observed increase in learning motivation, it can be concluded that the CBT approach can be an effective tool to boost enthusiasm and learning interest among children with special needs (Nugroho & Purwandari, 2022). This offers hope that CBT can be used as an effective strategy to enhance learning motivation and academic achievement for these children.

Furthermore, the use of drawing activities as positive reinforcement is effective in reducing problematic behavior in children with social and emotional barriers. The positive reinforcement method using drawing activities as a reward or positive reinforcement for desired behavior can help manage problematic behavior and enhance expected behavior in children with social and emotional barriers (Fauziyah, 2019). This indicates that positive approach and reinforcement can be effective strategies to address and manage problematic behavior in these children.

Overall, the research findings provide crucial insights into various effective strategies and approaches in educating and managing children with social and emotional barriers. The discussion emphasizes the need for inclusive approaches, structured lesson planning, the development of social and religious values, CBT intervention, and the use of positive reinforcement to create a more supportive and inclusive environment for the holistic development of children with social and emotional barriers.

3.3. Research on the Impact of Inclusive Education on Children with Social and emotional barriers

Below is a table containing several analyzed articles about the impact of inclusive education on children with social and emotional barriers

Table 3 The Impact of Inclusive Education on Children with Emotional and Behavioral Disabilities

JOURNAL	AUTHOR	RESEARCH RESULTS	SOURCES
Innovative: Journal Of Social Science Research, *3*(3), 3652–3658	Daulay, N. A., Mayanjani, T., Wulandari, S., & Darmayanti, N. (2023)	From the results of the study, providing inclusive education to children with special needs is a crucial step in supporting their development and ensuring that they have equal opportunities to reach their potential and succeed in life.	http://j-innovative.org/index.php/Innovative/article/view/2259
Special and Incusive Education Jurnal, 1(1), 18-24.	Mirnawati, M. (2020)	The results of this study provide evidence that inclusive approaches and role-playing activities can be beneficial for children with socio-emotional challenges in developing prosocial behavior skills. Furthermore, this emphasizes the significance of an inclusive educational environment in supporting the social and emotional development of children with special needs.	https://repo-dosen.ulm.ac.id/handle/123456789/18696
BAHTSUNA, 2(2), 218-226	Ali, M. (2020)	Thus, the findings of this study demonstrate that inclusive education brings numerous benefits to children with disabilities, fostering social integration, and aiding them in feeling accepted and valued within an inclusive educational environment.	https://lp3mzh.id/index.php/bahtsuna/article/view/18
Seminar Nsional Sosial, Sains, Pendidikan, Humaniora (SENASSDRA), 2(2), 54-62	Fitriani, F., Nursya'bani, I., Hanifah, M. A., & Maruti, E. S. (2023)	The roles of teachers, students, and peers are closely intertwined in shaping and transforming the behavior of children with disabilities. In an inclusive environment, collaboration among teachers, students, and peers becomes a crucial key to creating a positive, inclusive, and supportive setting for the social and behavioral development of children with disabilities.	http://prosiding.unipma.ac.id/index.php/SENASSDRA/article/view/4179
Jurnal Inovasi Penelitian, 1(8), 1669-1674	Sihati, A., Difany, S., & Habiba, I. S. (2021)	This approach demonstrates that children with disabilities can experience positive character development without sacrificing their identity as unique individuals. The Hizbul Wathan scouting movement serves as a meaningful platform for children with disabilities to develop skills and values that are beneficial for their overall lives.	https://stp-mataram.e-journal.id/JIP/article/view/299

The research results indicate that providing inclusive education to children with social and emotional barriers is a crucial step in supporting their development. Through inclusive approaches, children with social and emotional barriers have an equal opportunity to realize their potential and succeed in life (Daulay et al., 2023). This provides the necessary support and acceptance to develop their potential holistically.

The inclusive approach and role-playing activities can benefit children with social-emotional disorders in developing their prosocial behavior skills. The inclusive approach within the educational environment plays a significant role in supporting the social and emotional development of children with social and emotional barriers (Mirnawati, 2020). This creates an inclusive and supportive environment for children with social and emotional barriers.

Furthermore, inclusive education offers numerous benefits for children with social and emotional barriers. Through this approach, they experience social development and social integration, feeling accepted and valued in an inclusive educational environment (Ali, 2020). The inclusive approach supports the development of positive character traits without sacrificing their identity as unique individuals.

In this discussion, the significant role of teachers, students, and peers in shaping and transforming the behavior of children with social and emotional barriers is highlighted. In an inclusive environment, collaboration between teachers, students, and peers becomes a crucial key to creating a positive, inclusive, and supportive environment for the social and behavioral development of children with social and emotional barriers (Fitriani et al., 2023).

The inclusive approach and participation in the Hizbul Wathan scouting movement prove that children with social and emotional barriers can experience positive character development without sacrificing their identity as unique individuals. The Hizbul Wathan scouting movement serves as a meaningful tool for children with social and emotional barriers to develop skills and values that are beneficial for their overall lives (Sihati et al., 2021).

Overall, the above discussion emphasizes the importance of an inclusive approach in supporting the holistic development of children with social and emotional barriers, encompassing social, emotional, and academic aspects. This approach creates an inclusive, supportive educational environment filled with opportunities for character development and potential realization for children with social and emotional barriers. Through cooperation and active participation from various stakeholders within the educational environment, children with social and emotional barriers can feel accepted, valued, and capable of developing themselves as unique and competitive individuals.

4. CONCLUSION

From the review of several journals discussing children with social and emotional barriers and their behavioral and emotional challenges, a comprehensive picture emerges of the challenges faced by children in this context. Children with social and emotional barriers often experience emotional instability that can affect their behavior in society. Education also becomes a significant challenge due to their difficulties in managing emotions, adapting, and achieving academic standards.

Research also illustrates the barriers in the social development of children with social and emotional barriers, impacting their interaction and adaptation abilities. Furthermore, poor emotional control is a common characteristic that disrupts their interactions with the environment.

Nevertheless, there are positive potentials in their ability to collaborate and exhibit attachment behaviors. Despite emotional obstacles, these children have the potential to display empathy and interact with others. This indicates that an inclusive education approach, coupled with appropriate social support, can assist them in overcoming emotional and behavioral challenges.

Research results also indicate that techniques like Think Pair Share, structured and inclusive lesson planning, as well as Cognitive Behavioral Therapy (CBT) interventions and positive reinforcement, have positive effects in enhancing social skills, learning motivation, and reducing problematic behavior in children with social and emotional barriers.

In conclusion, inclusive education plays a vital role in supporting the holistic development of children with social and emotional barriers. In an inclusive environment, approaches that consider various aspects, focused strategies, and appropriate social support can help address the behavioral and emotional barriers of these children, while also nurturing their positive potentials. Therefore, inclusive education should be a primary focus in creating a learning environment that is supportive and inclusive for children with tunalar.

5. ACKNOWLEDGMENT

6. AUTHORS' NOTE

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