The Challenges Of Inclusive Education: Needs Technology And Learning Models For Children With Learning Disabilities

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ARTICLE INFO	ABSTRACT
	The study aims to investigate the current-desirable conditions, and need to develop innovation and learning models for children with learning disabilities. This survey has been conducted by using quantitative research techniques. With a questionnaire to assess the opinions of the sample, 193 administrators and teachers were questioned. The current conditions are average and satisfy with the proposed guidelines for operation. The average current operating conditions are 3.73, while the desirable conditions achieve a maximum of 4.64. Producing and developing innovations to help support teaching and learning management to be modern and in line with the needs of children with each type of special needs. Assessing the priorities of the requirements necessary for developing learning models and innovations for children with learning disabilities. The sample conformed to all specifications, with the PNI Modified value ranging from 0.200 to 0.318. Learning models and innovations related to integrated education management on the status, challenges, and needs. It aligns with what was really going on in the school and with what children with special needs require. In addition, it was found that the encouragement of children with special needs could not be successful without the recognition of administrators and teachers, as well as the development of the demand for the learning management model and innovative learning management that meet the specific needs of children with special needs for integrated education to be the most efficient. According to study results, such innovative learning models will not only benefit children with special needs, but also benefit administrators, teachers, parents, and the communities involved in the management of inclusive education. **Keywords:** Inclusive schools, Inclusive education, Innovation and learning model

1. Introduction

Inclusive Education encompasses the management of education which aids the promotion of the human rights of each and every child. Children should be able to go to school regardless of ethnic origin, religion, language, or degree of disability. Furthermore, the United Nations Educational, Scientific and Cultural Organizations (UNESCO) encourages the provision of education for normal children as well as children with disabilities in conformity with international principles. Van Bueren, G. (2021). Thus, supporting the right to education of all children is a single and fundamental right as well as a universal child right to be treated as a human being. There are divisions that assist in the education of special children. On the premise that all special children have the ability to learn and develop. Bryant, D. P., Bryant, B. R., & Smith, D. D. (2019). Children with special needs have a better quality of life when they learn with others, however, given the right opportunities for learning, a key tactic in their education is to provide chances for them to be taught in a more inclusive environment. Chairunnisa, C., & Rismita, R. (2022). The concept of the research is how, with the appropriate educational intervention, children with different abilities can be supported to become successful in life.

The success stories of the iconic figures with learning disabilities further reinforce this belief. For instance, Thomas Edison, Albert Einstein, and Woodrow Wilson are some of the most celebrated people who had learning disabilities. This exemplifies the great need of equal educational provisions for all children, with or without disabilities. It is therefore important to harness appropriate modern technology and new ideas to facilitate the learning of the mentally challenged children. The special needs children would be equally developed with the normal children to enable them to realize their potentials, apply their knowledge, and not become a liability to the society. According to Mansur, Hamsi, et al. (2023), providing that every child gets dignity and respect is a basic right; hence, equally is the encouragement of their education. It is based on the belief that all children with special needs may develop and learn. If given the correct learning opportunities, the crucial approach to education for children with special needs is to give chances for children with special needs to learn alongside children of ordinary ages, improving their quality of life, developing themselves and society, and enabling them to live happily in society. Is the premise of the investigation that children with special needs can be provided the opportunity to achieve success in life if they are provided with the necessary educational support? The researcher contends that giving children with exceptional needs appropriate educational support will help them succeed in life. Therefore, it is crucial to utilize creativity and information technology to accelerate the educational process for children with exceptional needs. Children with special needs will be developed equally with regular children to offer educational possibilities. This will help them avoid becoming a burden to society, realize their full potential, and utilize their knowledge in their daily lives. The management of education for children with special needs still presents challenges in the present context. This is mostly the result of a dearth of qualified workers. The direction of education management and the handling of children with true special needs remain uncertain. Avoidance of these groups among students will lead to issues that tax society. Therefore, the solution to the problem needs to be urgently solved according to the research framework by means of strategies to develop children with special needs who study together with normal children in schools to be able to develop themselves according to their potential by providing suitable education. (Bubpha et al.,2013) Inspired by the International Symposium on Special Education in July The world community decided in 2015 that children with exceptional needs should have their educational management given much thought and practicality. Special education's study focus has been on using technology and creativity to assist in children with special needs' organization of their education. To satisfy the increasing demands of children with special needs, we are presenting educational innovations and learning management strategies. Furthermore, the way that teachers and students interact now has changed. From individual learning to team learning, from competitive learning to a focus on cooperation and sharing, and from subject content learning to skill training, the emphasis now is on "student learning," rather than "teacher's teaching." The evolution of models of learning and innovative management will enlarge and boost knowledge. Process skills help shape life and career skills, as well as the quality of children with special needs in society. Ultimately, by means of technology, creativity, and suitable assistance, inclusive education helps children with disabilities to realize their full potential and lead joyful lives. Education should be a tool that breaks down barriers, fostering an environment in which all children, regardless of their abilities, can learn, grow, and contribute to society.

Objectives

1. To investigate the current conditions, desirable conditions and needs for developing innovations and learning models for children with learning disabilities.

2. Literature Review

Inclusive Education and Innovation: Theory and Practice

Inclusive education is an approach that allows every child to learn in the same classroom together. For example, Inclusive Education, where children with disabilities are taught together with others, can foster social and human capital development. A child with special needs and a typical child. The methodology does not just assist elevate academic improvement of all children, but in addition reinforces the improvement in all methods holistically, bodily too. This approach puts attention on the emotional, social and psychological growth of all children — and making sure they can all learn in the same setting. The children are not discriminated based on special needs or normal children. It is significant in encouraging human rights and establishing a society embracing diversity, ensuring that all individuals possess the authority to have an equal education. (UNESCO, 1994; Ainscow & Miles, 2008) Thus, inclusive education is a mirror of the establishment of an inclusive society, which is one of the important aspects of the development of education that serves the needs of all sections of society. The idea of inclusive education under which we are currently takes it far beyond ordinary teaching and learning practices. It is a field of study that has been developed continuously, where technology and innovation have been greatly involved for making teaching and learning process that fits the needs of different and diverse learners. The importance of technology in the inclusive education system (Florian & Rouse, 2009) It is because it provides equal access to children with special needs. The use of technology in the inclusive education system is very important. This is because it allows children with special needs to have equal access to learning content with normal children, such as the development of software or multimedia teaching materials for learning or

digital tools that are tailored to each child's learning. (Mackey, 2015) The development of innovations in the teaching and learning process to support inclusive education involves proposing new methods that help create a flexible learning environment and better respond to the diverse needs of children. For example, the use of "Differentiated Learning" make in possible teachers to design activities and create lessons that are tailored to each student's skills and abilities. (Tomlinson, 2001)Modern educational innovations have led to significant advancements in integrated education. The use of learning management systems (LMS) or online learning management systems plays an important role in promoting learning that can be adapted to the needs and abilities of each student. For instance, technology can assist in customizing learning content for children with special needs by utilizing voice-adjusting applications. Texts or graphics to reinforce a variety of learning experiences increase the learning effectiveness of children with special needs who study well with normal children. Education management recognizes the developed innovations for their ability to effectively support all children. UDL is a learning design approach that focuses on the diversity of learners. It focuses on designing curriculum and activities that can meet the needs of students in many dimensions. This includes utilizing a variety of methods to present information effectively. Providing opportunities for expression and having options to learn. Contemporary concepts in inclusive education focus not only on the development of teaching techniques and the use of technology but also on strengthening collaborative skills. Collaborative learning, which emphasizes teamwork and support between students in their development, is important to creating an environment that is conducive to learning for all children. Promoting cooperative learning is the creation of opportunities for children with special needs to learn and develop social skills through collaboration with peers in the classroom. Education that focuses on strengthening critical thinking and awareness in society is another contemporary concept that is in line with integrated education. This concept focuses on involving all students in the formulation of learning content and strengthening their skills to make socially responsible decisions (Ainscow, M Haile-Giorgis,1998;T Loreman,2017). Integrated education that emphasizes the use of technology and innovation is an important tool in developing teaching approaches that respond to the diversity of learners. The development of contemporary ideas includes the use of technology to adapt learning to all children. It is an important factor in the success of integrated education to create the right environment and provide equal learning opportunities for all children. (Ainscow & Miles, 2008; Florian & Rouse, 2009; Rose & Meyer, 2002).

Assistive Technology for Children with Learning Disabilities

Today's society has transitioned into the information age and a knowledge-based society. The ICT trend has resulted in many countries planning economic and social development through investment. The link between ICT infrastructure for learning and ICT-based education reform is evident. The goal is to lead society to new learning. Additionally, everyone will possess communication skills, information literacy, and media literacy. Computer skills include information and communication technology. It also encompasses the utilization of technology as a means to pursue knowledge. Information and communication technology has significantly impacted the daily lives of all individuals, including those with disabilities. All dimensions of the education system relate to it. The learner is the canter of the learning process, especially the role in organizing teaching and learning activities so that students can have a learning process (Adebisi, Liman & Longpoe,2015). Simultaneously, multiple forms of text stimulate the sensory system. Audio, Image, Animation, 3D Image The use of information and communication technology in organizing the learning process to promote and develop their potential is a learning revolution for children with special needs. This approach, which leads to a sustainable process of constructivist knowledge, can meet the needs and interests of children with special needs because it allows for timely reversals. Innovation and communication technology consists of images and sounds and stores a variety of data formats, including text, still images, and motion, and can be stored in a special way from a file where learners can retrieve other relevant information, or it may be in a remote file. Therefore, virtual media in the real world is useful to help learners with learning disabilities go back to review lessons they do not understand and choose to study at a time and place that is convenient for them. The use of technology in the management of learning for children with language impairments allows children to develop language and communication skills because dyslexia is a problem caused by not understanding the meaning of written words or reading disorders. Such characteristics include impaired word recognition. Slow reading misread it right. The text appears unclear and illegible. Some children with learning disabilities have a left-to-right reading brain. Read back alternatively, the child's perception may be prominent, but the presence of a letter in the middle of the word renders spelling impossible or uncertain. They lack knowledge of grammar, have difficulty remembering words, and may eventually experience language difficulties. The child may avoid reading and writing, feel anxious, lack self-confidence, experience depression, and exhibit regressive behaviours. Preparation for children's language reading is important in promoting the language and communication development of children with learning disabilities because it lays the foundation for language and communication skills to be used as a tool for further pursuit of knowledge (Erdom, Raziye,2017). This will help children learn the language on their own. These innovations use electronic media as a tool to help convey knowledge. Bring knowledge learning experience for learners. This allows learners to learn effectively according to their desired objectives. Therefore, we can enhance the language and communication skills of children with learning disabilities by utilizing multimedia to enhance their reading, language, and communication readiness. Children with learning disabilities, particularly those who struggle with writing, can

utilize computers to facilitate their learning process. In addition, multimedia teaching and learning materials have played a beneficial role in the development of learning for children with disabilities.

Children with learning disabilities
People frequently relate learning disabilities (LD) with brain problems or neurological processes that influence learning capacities such as listening. According to Linton (1998), the emphasis on these children's development is frequently an individual issue rather than changing the social setting or the school in which they are educated, as indicated by McDermott and Varenne (2006). It should be seen that learning disabilities are not only problems caused by individuals, but also problems related to education that cannot respond appropriately to differences in the learning model of all children. (Artiles, 2003) Therefore, it is necessary to build knowledge and develop teaching and learning management to meet the needs of education. At present, the teaching and learning of children with learning disabilities is a phenomenon that has a wide impact on the development of children's educational skills and daily life. Academic education in this field is constantly evolving, particularly in the last decade as the study of learning disabilities has experienced significant growth. Although the diagnosis of children with special needs focuses on improving individual learning skills, research that understands different social dimensions and contexts has become increasingly important over the past several decades. (Reid & Valle, 2004).

Children with learning disabilities are often understood as a problem related to brain function that causes them to experience difficulties in learning and developing basic skills such as reading, writing, and mathematics (Linton, 1998). We can classify them into four main groups: 1. Dyslexia (reading impairment); children with reading difficulties often find it difficult to distinguish the sounds of letters or spell words correctly. As a result, it is difficult to understand the content while reading. The approach to teaching and learning management focuses on the use of technology in reading practice, such as reading aids or guided applications, which will be an important tool to develop this skill (Kavale & Forness, 1989). However, there are many types of reading teaching techniques that have been continuously researched and developed. 2. Dysgraphia (writing impairment) Children with writing difficulties may often find it difficult to organize their thoughts and misspell their writing. Using writing aids, such as typing aids, or using tools to help organize thoughts will help children improve their writing skills. (Swanson, 2011). 3. Dyscalculia (computational impairment) Computational impairment is associated with problems understanding calculations and manipulating numbers. Children in this group will have trouble learning basic math skills, such as addition, subtraction, or math problems. Using visual-based teaching methods and complementary tools will help develop skills in this area. (Ferri & Connor, 2005). 4. Auditory Processing Disorder Children with sound perception problems often have difficulty hearing and understanding speech in noisy environments. Clear communication the use of hearing aids, such as microphones or headphones to enhance learning, can help improve the cognitive abilities of this group of children. Effective Teaching and Learning Management Guidelines Proper teaching and a learning environment that enables children with learning disabilities to reach their full potential are crucial for their development, despite their struggles with certain skills. Differentiated Instruction is one of the key approaches for helping these children (Gallagher, 2001). 1. Children's learning is significantly impacted by the environment. Properly organized classrooms where technology is used to aid instruction and learning—such as by using digital media or time management tools—offer a potential way to help LD child learn more effectively. 2. Support from Technology by using technological implements like computer programs or applications that facilitate the practice of reading skills. They will assist in the development of many areas, especially basic skills, if the child is having trouble with them.3. Psychosocial Support. It is critical to manage teaching and learning with an eye toward not just the cognitive but also the psychological and social factors that bear upon them. This means organizing not just individual but also social activities that perform the dual function of letting the LD child practice his or her social skills at the same time as helping the child shed the inappropriate behaviour that derives from a lack of confidence or emotional skill that makes a learning disability difficult to live with. To conclude, we must view children with learning disabilities not just through the lens of societal and educational issues, but also, unfortunately, through the prism of societal discrimination and educational roadblocks that are too often placed in the path of these children. Yes, learning skills are also the result of brain problems that too many children are born with. But capable children are also born whose abilities are not recognized and whose society and educational system do not take to heart the dictum of "diversity in learning," which is of course the precursor to what we must call an "inclusive education" with a curriculum that recognizes the learning possibilities of all children.

3. Conceptual Framework and Methodology

Research Methods
Part 1: Studying the Conceptual Framework of Learning Management and Innovation for Children with Learning Disabilities in Integrated Curriculum Model Schools The study of textbooks and research related to learning management and innovation for children with learning disabilities in model schools both domestically and internationally. The data was analysed and synthesized to determine the research conceptual framework.
Part 2: Create a Questionnaire Current Condition Problems and Needs for Learning Management and

Innovation for Children with Learning Disabilities In the model school, the combined learning model Summarize the data and determine the issues to be studied.

2. Tools used to collect data
2.1 Questionnaire

4. Result

Analysis of the current conditions, desirable conditions and needs for developing learning models and innovations for children with learning disabilities. From the sample, 193 sets of questionnaires were returned, accounting for 88.12 percent, divided into 30 administrators (15.54 percent) and 163 teachers (84.46 percent).

Results of data analysis

Table 1 General information of respondents

General information	amount N =193	percent
1. Status		
School Director/Assistant School Director	30	15.54
teacher	163	84.46
2. Gender		
male	72	37.89
female	121	62.69
3. Educational Qualifications		
Below Bachelor's Degree	13	6.73
Bachelor's Degree	161	83.41
Master	17	8.80
Doctorate	2	3.86
4. Experience in the management of education for children with special needs		
fresh	23	11.91
1-5 year	87	45.07
6-10 year	75	38.86
Above 10 years old	8	4.14

From Table 4.1, the results of the data analysis, it was found that the respondents were school directors/assistant directors. 30 (15.54 percent), 163 teachers (84.46 percent), most of whom were female, 121 (62.69 percent), 72 (37.89 percent), most of whom had a bachelor's degree, 161 (83.41 percent), followed by 17 (8.80 percent) and2 students with less than a bachelor's degree (3.86%) experience or knowledge in the field of education management for children with special needs, most of whom have received training in education management for children with special needs. 144 (74.61 percent) followed by those who had studied education management for children with special needs. 37 (19.17 percent) and 12 (6.21 percent) had studied education management for children with special needs, and most of them had 87 years of experience in education management for children with special needs for 1-5 years (45.07 percent), followed by 75 people (38.86 percent) with 6-10 years of experience, and 23 people (11.91 percent) with more than 10 years of experience, respectively.

Table 4. 2 Average interpretation and Sequencing of the current conditions, desirable conditions and needs for developing learning models and innovations for children with learning disabilities.

Tools	Current operating conditions			Required operating conditions			(I-D) D	Rank
	$\bar{x}$	S.D		$\bar{x}$	S.D			
1. The school has implemented technology and facilities for students with special needs in teaching.	3.80	0.79	high	4.59	0.70	very high	0.207	4
2. The school has provided Provide educational materials and innovations that help children with special needs learn better.	3.76	0.76	high	4.63	0.66	very high	0.231	3
3. The school provides various services that help support learning management, such as projects, supplementary teaching.	3.89	0.80	high	4.67	0.69	very high	0.200	5
4. Producing and developing innovations to help support teaching and learning management to be modern and in line with the needs of children with each type of special needs.	3.62	0.83	high	4.62	0.70	very high	0.276	2
5. Producing and developing innovations to help support teaching and learning management to be modern and in line with the needs of children with each type of special needs.	3.58	0.81	high	4.72	0.57	very high	0.318	1
average	3.73	0.79	high	4.64	0.66	very high	-	-

The average operating conditions match the targets set and therefore, these are acceptable. Upon review of the tools, a decision was made. The average current operating conditions are at 3.73 and the desirable conditions are 4.64.

Expectation is to score above 4.5. Modern concerns in this era such as innovations in teaching learning management to fit children with special needs was the priority. As a result, the average score of 4.72 was achieved. Developing and accessing the requirements helps to prioritize the learning models and innovations that will be used for children with learning disabilities. The sample met all the requirements as the PNI Modified ranged from 0.200 to 0.318. Below is the summary of the necessity of requirements PNI modified is as follows

1. Producing and developing innovations to help support teaching and learning management to be modern and in line with the needs of children with each type of special needs. PNI Modified = 0.318 (Rank 1)
2. Producing and developing innovations to help support teaching and learning management to be modern and in line with the needs of children with each type of special needs. PNI Modified = 0.276 (Rank 2)
3. The school has provided Provide educational materials and innovations that help children with special needs learn better. PNI Modified = 0.231 (Rank 3)

5. Conclusion

From the findings of the study on the current and desirable conditions for developing learning model and innovation for children with learning disabilities, it can be summarized that the current condition of the development learning model and innovation. When taken as a whole, the current status of the development of learning model and innovation as a whole is at a very high level. The final results of the research on the current and desirable conditions behind developing learning model and innovation for children with learning disabilities are summarized as follows: The current level of the development of learning model and innovation in general is very high when evaluated individually. The school provides various services that help support learning management, such as projects and supplementary teaching. The school is committed to producing and developing innovations that support teaching and learning management, ensuring it remains modern and aligned with the needs of children with various special needs. The desirable conditions for the development of learning and innovation models as a whole are at the highest level. Upon individual consideration, we found that the school excels in three aspects, arranged in descending order. 1. The school produces and develops innovations to modernize teaching and learning management, aligning with the needs of children with various special needs. 2. The school provides various services that help support learning management, such as projects and supplementary teaching. 3. The school has provided Provide educational materials and innovations that

help children with special needs learn better. The study's findings highlight the essential requirements for the development of learning and innovation models. It was found that the areas with the following essential demand index values were: 1.Producing and developing innovations to help support teaching and learning management to be modern and in line with the needs of children with each type of special needs. 2. Producing and developing innovations to help support teaching and learning management to be modern and in line with the needs of children with each type of special needs. and 3 The school has provided Provide educational materials and innovations that help children with special needs learn better.

In conclusion. The all-encompassing assessment did show that their effort in operations does not quite precisely target the objectives and expectations that have been set and indicative of a tolerable effort in operations. And still, it points to the need for improvement and growth in several spheres, for example, the ability of specialists to develop teaching aids for children who learn differently. Appropriate pedagogical innovations needed for the inclusive education paradigm must be developed for meaningful transformation in the operational environment for these children. Using different technology tools to improve the learning experience for students with special needs is a crucial component of expertise in pedagogy for the disabled since it helps them to be more engaged, better, and easier.Learning through the use of education technology, especially programs or applications for children with learning challenges, enables differential learning, motivates, and develops the necessary skills in the learners. TS Hasselbring (2000) stated that technology and digital media can be used to train children with learning disabilities in enhancing their skills in listening, reading, and writing. The research conducted by Scruggs et al. (2013) impacts the need of using technology and innovation for inclusive education that offers all the children, including children with learning disabilities, educational modules that are respected to them. Finally, Inclusive education technology has flexible and responsive learning to different needs in the process of instruction. Within the classroom, technology and innovation in the learning process provides more learning opportunities that specifically cater the students (including children with learning disabilities) as well as keeps all students engaged, even those who do not have enough support from traditional classroom styles.

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7. References

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