

# **Teaching Within the Pandemic: Lessons Learned from Indonesia, Poland, Taiwan**

**By**

Dr. Sujarwanto, M.Pd

Nanda Aulia Vrisaba, S.Psi, M.Psi, Psikolog

Dr. Milena Mialkowska-Kozaryana

Prof. Becky Huang



Cipta Media Nusantara  
2022

# **Teaching Within the Pandemic: Lessons Learned from Indonesia, Poland, Taiwan**

**Authors** : Dr. Sujarwanto, M.Pd  
: Nanda Aulia Vrisaba, S.Psi, M.Psi, Psikolog  
: Dr. Milena Mialkowska-Kozaryana  
: Prof. Becky Huang  
**Editor** : Ahmad Abdullah Rosyid M.Hum  
**Layout** : Ahmad Abdullah Rosyid M.Hum  
**Cover** : Nabilx

Published by:

Cipta Media Nusantara (CMN), 2022

Member of IKAPI: 270/JTI/2021

Address : Jl. Jemurwonosari 1/39, Wonocolo, Surabaya

Email : [contact@ciptapublishing.id](mailto:contact@ciptapublishing.id)

Web : [www.ciptapublishing.id](http://www.ciptapublishing.id)

**ISBN : 978-623-5647-59-3**

VI + 97 Pages, 15,5 cm x 23 cm

First Publication, Mei 2022

The content is on authors responsibility

## **© All Rights Reserved**

Criminal Provisions Articles 112-119

Law of the Republic of Indonesia No. 28 of 2014 on Copyright.

Translating, photocopying or reproduction is strictly prohibited part or all of the contents of this book without written permission from the publisher

## Introduction

---

Through this opportunity, the authors would like to thank to various parties who have provided support for the birth of this idea. Financial and moral support is certainly an important component of the book entitled "**Teaching Within the Pandemic: Lesson Learned from Indonesia, Poland, Taiwan**".

Covid-19 Pandemic has shifted the shape of education, particularly in education for students with special needs. Some adjustments are implemented by many sectors to support this undeniably demanding condition. On the Ups and Downs, indeed there are some lessons learned. Drawn from the large-scale study and in-depth literature review, this book will provide the complete view of the learning situation during the Covid 19 Pandemic particularly for students in Indonesia, Poland and Taiwan.

This book consists of four chapters. The first chapter portrays the Educational System for Students with Special Needs in three countries. The next chapter describes precisely the Teachers' Experience During the Pandemic focusing on learning experience, challenges, and learning strategy. The part III is the most intriguing part of this book as it will talk about the Lessons Learned from three countries that could inspire the reader in facing the challenge of learning on and after the pandemic. This book will be concluded in the Conclusion Part.

In addition, the authors would like to express his gratitude to all those who have helped the authors who cannot be mentioned one by one, thank you for the help, encouragement and enthusiasm and also to the publisher Cipta Media Nusantara who has facilitated us writers to published this book.

Lastly, we offer this book to our dear readers, hopefully it can be a charity for us and can also add insight. We are aware that this book may contains an error, an oversight, or something that is not quite right, so we humbly apologize profusely and expect feedback in the form of constructive comments, criticisms, and/or rebuttals for the improvement of this book in the future.

Best Regards

The Authors Team

## Table of Contents

---

Introduction .....	iii
Table of Content .....	v
<b>PART I: OVERVIEW OF THE EDUCATION FOR STUDENTS WITH SPECIAL NEEDS .....</b>	
<b>1</b>	<b>1</b>
Overview Of the Education for Students with Special Needs in Indonesia .....	2
A. Profile Of Students with Special Needs in Indonesia .....	2
B. Educational Services for Children with Special Needs In Indonesia .....	7
Overview Of the Education for Students with Special Needs In Poland .....	15
A. Profile Of Students with Special Needs in Poland .....	15
B. Educational Services for Children with Special Needs In Poland .....	18
Overview Of the Education for Students with Special Needs In Taiwan .....	24
A. Profile Of Students with Special Needs in Taiwan .....	24
B. Educational Services for Children with Special Needs In Taiwan .....	26
<b>PART II: TEACHER EXPERIENCE DURING THE PANDEMIC .....</b>	
<b>31</b>	<b>31</b>
Teachers Experience During the Pandemic in Indonesia .....	32
A. Learning During the Pandemic in Indonesia .....	32
B. Challenges in Teaching Students with Special Needs During Pandemic in Indonesia .....	35
C. Learning Strategy for Students with Disabilities During the Pandemic in Indonesia .....	39

Teacher Experience During the Pandemic in Poland.....	44
A. Learning During the Pandemic in Poland .....	44
B. Challenges in Teaching Students with Special Needs During Pandemic in Poland .....	47
C. Learning Strategy for Students with Disabilities During The Pandemic in Poland.....	49
Teacher Experience During the Pandemic Taiwan .....	52
A. Learning During the Pandemic in Taiwan .....	52
B. Challenges in Teaching Students with Special Needs During Pandemic in Taiwan .....	57
C. Learning Strategy for Students with Disabilities During The Pandemic in Taiwan .....	59
PART III: LESSONS LEARNED FROM TEACHERS IN INDONESIA, POLAND AND TAIWAN .....	65
Lessons Learned from Indonesia on Learning for Student with Disabilities During Pandemic .....	66
Lessons Learned from Poland on Learning for Student with Disabilities During Pandemic .....	70
Lessons Learned from Taiwan on Learning for Student with Disabilities During Pandemic .....	72
PART IV: CONCLUSION .....	75
Bibiliography .....	83
Authors' Biography .....	97



# PART I: OVERVIEW OF THE EDUCATION FOR STUDENTS WITH SPECIAL NEEDS



## Overview Of The Education For Students with Special Needs in Indonesia

---

### A. Profile Of Students With Special Needs In Indonesia

The variety of college students in colleges in Indonesia has its very own characteristics, each for ordinary college students and for college students with special needs (SSN). The lifestyles of SSN is included through the 1945 Constitution article 31, paragraph 1 which mandates that; "Every citizen has the proper to training" and paragraph 2; each citizen is obliged to wait fundamental training and the authorities is obliged to pay for it'. Thus, college students are magnificence no matter of their extraordinary beliefs, physique, gender, own circle of relatives background, hopes, abilities, or strengths, they have the same right to learn properly. Their variations may be visible from their bodily strength, psychosexual development, hobby in mastering in extraordinary fields, perseverance, thoroughness, the tendency of mastering strategies which are extra appropriate for every gender, and so on. It is feasible that woman college students are very inquisitive about sports, at the same time as male college students are very keen on culinary lessons.

In general, college students with special needs in Indonesia are categorized into 4 groups, particularly college students with unique sensory barriers, college students with unique intellectual barriers, college students with unique physical barriers, and college students with different other unique barriers. The clarification of every institution is as follows:

## 1. Children with Special Needs in Sensory Barriers

### a) Child with barriers vision

Children with visible limitations are kids who undergo the disturbance of strength of fine sight, so they desire a service, specialised in schooling and life. In cases of schooling and rehabilitation of contributors newcomers limitations sight are the ones who have an impediment imaginative and prescient that avoided them from functioning in academic and sports rehabilitative without the usage of a device specifically, a cloth particular, special workout, and or assist others in particular. Classification of visible impairments primarily based totally on the extent of visible acuity and from an academic view may be grouped into 2 groups, specifically the low imaginative and prescient organization and the full visible impairment (Totally Blind).

### b) Children with hearing impairment

Children with listening boundaries or kids with hearing impairment are the ones who have the capacity to listen in each ears nearly on pinnacle of 60 decibels, which they have been now no longer viable or tough enough to apprehend the sound of regular communication although with the usage of the hearing device aids or any other gears. As the result of the harm may cause disruption withinside the characteristic of hearing. Children have problem acquiring and processing statistics which can be auditory, so that could pose boundaries in doing interplay and verbal communication.

## 2. Children with Special Needs in Intellectual Barriers

Children who undergo the highbrow disabilities are kids who're actual come across boundaries and retarded the improvement of mental-highbrow in under average, as a result, they are experiencing trouble in finishing tasks. They want unique schooling offerings. Children with highbrow disabilities are kids who have the capacity to intellectually in under average. Various phrases are expressed approximately kids are experiencing obstacles to highbrow, constantly pointing at popular disabilities intelligence features is beneath chronological age might cause the confident that they require the offerings of schooling unique.

The ability and potential of every infant has exclusive highbrow barriers, so for the sake of training it is important to categorise kids with highbrow disabilities. The grouping is primarily based totally at the severity of the disability.

## 3. Children with Special Needs with Physical Barriers

There are diverse types of definitions of a infant who suffered disruption motion, relying on who and wherein the perspective of view it. The meaning supposed of motion issues are:

- a) Those whose stage of bodily incapacity causes them to have extreme problems or the impossibility of wearing out primary moves in every day lifestyles inclusive of strolling and writing regardless of using assisting aids.
- b) Those whose stage of bodily incapacity is not always greater than no one above who constantly require scientific commentary and guidance.

Basically infant motion problems are grouped into primary parts, namely (1) Abnormalities withinside the gadget cerebral (cerebral

gadget) and (2) Abnormalities withinside the gadget muscle and order (musculus skeletal gadget). As for the covered of the first group, inclusive of cerebral palsy that consists of the form of spastic, athetosis, rigid, hypotonia, tremor, ataxia, and mix.

While the ones blanketed withinside the 2nd group, including poliomyelitis, muscle dystrophy and spina bifida. While on the youngsters who suffered paralysis that prompted harm to the motor muscle tissues are regularly suffered with the aid of using youngsters post-polio and muscle dystrophy others ended in disruption of motor, in particular the motion of locomotion, motion in place, and mobilization.

#### 4. Children with Special Needs in Other Barriers

##### a) Children with Behavioral and Emotional Disorders

Children with behavioral issues are they who behave deviantly at moderate, excessive and really excessive levels, arise on the age of youngsters and adolescents, due to disruption of emotional and social improvement or both, thereby harming themselves and the environment, so growing their capacity calls for offerings and training in particular.

##### b) Children with Autism Spectrum

The spectrum is a developmental disease that drastically influences to the verbal exchange of verbal and non-verbal in addition to the interplay of social, usually happens at age earlier than 3 years, that might have an impact on at the overall performance of the schooling of children. Characteristics that others frequently accompany autism like doing sports that time and again and motion stereotypes, rejection of the adjustments

withinside the surroundings or adjustments in day by day routines, and responds inappropriately to sensory experiences.

### c) Gifted and Talented Children

Children who have the ability for unique intelligence (talented) and children who have unique talents (proficient) are they who have the ability for intelligence (intelligence), creativity, and duty for tasks (project commitment) above the capacity of youngsters their age (regular youngsters). In order that to optimize its ability, unique training offerings are needed. Intelligent and unique talented youngsters are known as talented & proficient youngsters. Children with unique talented in nature has a feature that is common that distinguishes the regular youngsters. Characteristics of those consist of numerous essential domains, including: intellectual-cognitive domains, area persepsi- emotion, area motivations and values the price of life, the area of activities, in addition to the area family members social.

### d) Specific Learning Difficulties (Dyslexia, Dyscalculia, Dysgraphia)

In general, youngsters with studying disabilities (LD) or Specific Learning Difficulties (SLD) may be interpreted as studying problems in youngsters characterised via way of means of an incapacity to observe instructions well and feature an effect on their instructional results . Learning problems are boundaries or studying problems in youngsters or teenagers that are marked via way of means of a great hole among the extent of intelligence and educational cappotential that have to be finished via way of means of youngsters their age.

Children with LD or SLD are number one studying issues because of a deficit or loss of characteristic in a single or extra regions of

intelligence. The motive is neurological and genetic problems. The time period LD or SLD is handiest implemented to youngsters who have excessive intelligence everyday. This sickness is a seen sickness, withinside the shape of mistakes in reading (dyslexia), writing (dysgraphia), and arithmetic (dyscalculia). Errors that arise will constantly be in mistakes similar to constantly sustained, and taken the relaxation of life ( lengthy stay disabilities ).

## **B. Educational Services For Children With Special Needs In Indonesia**

### **1. Form of Segregation Service**

The segregation carrier device is the implementation of training, this is done specially and one by one from the implementation of trendy training. In different words, the kid wishes unique training offerings given in unique academic establishments which include The School for Extraordinary (SS).

SS is a shape of training with faculty operations unit, beginning from the training to the extent of superior hosted in a single unit of the faculty with the principal. There are numerous colleges or academic offerings that may be labeled beneathneath this segregation device, which might be as follows:

### **2. Special School**

The implementation of this unique college become to begin with prepared in step with one obstacle, so it become called SS for the blind (SS-A), SS for the deaf (SS-B), SS for mentally retarded (SS-C), SS for the bodily disabled (SS-D). ), and SS for the mentally retarded (SS-E). Each SS has a preparatory level, a fundamental level, and a sophisticated level. System coaching greater results in device individualization.

In 2014, there had been many adjustments associated with the implementation of SS. SS E (emotional disorder) are factually nonetheless exist, however in a device of Curriculum 2013 had now no longer allude particularly SS E. There is one kind of unique wishes youngsters that Autism/Autism Spectrum Disorder (ASD) are a subject withinside the training device particularly in order that now there SS autism.

Apart from having SS which best educates one obstacle, there are also folks who teach a couple of disorder, in order that SS-BC emerges, specifically SS for deaf and mentally retarded youngsters. SS-ABCD, unique faculties for youngsters with visible impairment, hearing impairment, intellectual retardation and bodily disabilities. This takes place due to the wide variety of youngsters that exist in faculties are little and the centers of the college are limited.

The regulations that cover this special school are the Republic of Indonesia Law Number 2 of 1989 and PP No. 72 of 1991, in article 4 of PP No. 72 of 1991 the special education unit consists of:

- Elementary Schools Beyond Ordinary (SDLB) with long education of at least 6 years.
- Advanced First Level Schools Beyond Ordinary (SLTPLB) of at least 3 years.
- Advanced Secondary Level Schools Beyond Ordinary (SMALB) of at least 3 years.

In addition to the education units above, Article 6 of PP No. 72 of 1991 also allows for the implementation of an extraordinary kindergarten (TKLB) with an education period of one to three years.

### 3. Educational Affairs Ordinary boarding

Extraordinary Boarding School is a shape of unique college that is ready with boarding facilities. Dormitory SS college students stay in dormitories. Hostel control right into a unmarried entity with the control of the college, in order that withinside the SS that no degree of preparation, the extent of primary and superior levels, in addition to dormitory units. Unit sorts of training had been additionally much like the form of the SS on the top, so there SS-A for the blind, unique faculties for the deaf (SS-B), SS to tunagrahita (SS-C), unique faculties for the bodily disabled (SS-D), and SS for the mentally retarded (SS-E), and SS AB for blind and deaf children.

In boarding unique faculties, there is a continuity of mastering applications at college and in dormitories, in order that the dormitory is an area for training after the kid is in college. In addition, boarding SS is a appropriate college desire for college kids who come from outdoor the region, due to the fact they've confined go back and forth facilities.

### 4. Educational Affairs Ordinary with Class Away

Remote magnificence is an organization supplied to offer academic offerings for youngsters with unique wishes who stay a long way from SS or SDLB. The implementation of faraway training is a central authority coverage so as to finish obligatory schooling and identical distribution of studying opportunities.

Children with unique wishes are unfold all around the country, whilst faculties that particularly teach them are nonetheless very restricted in cities/districts. Therefore, having a far off magnificence/travelling magnificence is the duty of the nearest SS. The instructors on obligation in those training come from close by

SS-SS instructors. In different words, the remote magnificence is an association of the closest unique faculty as the principle faculty.

#### 5. Educational Affairs Ordinary with Master Kunjung

In assessment to the far off magnificence, the touring magnificence is a provider for children with special needs who are not equipped to participate withinside the mastering technique on the nearest unique faculty . So, the instructor features as a touring instructor (itinerant instructor) who involves the houses of children with special needs to serve them mastering. The management sports are completed on the nearest SS.

The blessings of this segregation provider gadget are (1) kids experience the identical destiny, that will take away emotions of inferiority, low self-esteem, and lift enthusiasm for lifestyles withinside the days to come, (2) kids are less difficult to evolve to pals who are each experiencing obstacles , (3) kids are influenced and compete in a healthful way with their pals who have the identical destiny at faculty, and kids are less difficult to socialise without being overshadowed with the aid of using worry of having alongside, feeling inferior, and absence of confidence.

The drawbacks are (1) kids are separated from different kid's surroundings in order that kids locate it tough to get alongside and talk with kids in general, (2) kids experience shackled and restrained of their affiliation with kids with unique wishes so that during flip it is able to preclude the improvement of socialization withinside the community. community, and (3) the kid experience the injustice in lifestyles at faculty are restrained to folks that belong to wishes unique.

### A. Forms of Integrated/Integrated Services

The included training gadget is likewise referred to as the included training gadget, particularly the training gadget that brings youngsters with unique wishes to an surroundings of integration with youngsters in general. According to Suparno and Purwanto (1991:12-14) this integration may be comprehensive, partly, included withinside the context of socialization.

In the gadget of integration in complete and in part, the variety of youngsters with disabilities specially withinside the school room in a sure quantity of the general variety of students. This is to preserve the elegance instructor's burden from being too heavy, as compared to if the instructor needed to serve diverse styles of youngsters with unique wishes. To assist the problems skilled through youngsters with unique wishes, included colleges are supplied with Special Guiding Teachers (GPK). GPK can be featured as a representative for sophistication teachers, college principals or youngsters with unique wishes themselves. In addition, GPK additionally capabilities as a manager in a unique steering room or elegance instructor in a unique elegance.

There are three sorts of integration in instructional offerings for youngsters with unique wishes in line with the Ministry of National Education (1986), the 3 paperwork are (a) Ordinary Class, (b) Ordinary Class with Special Guidance Room, and (c) Form of Special Class.

#### a) Ordinary Class

In this everyday lessons, SEN college students collectively with the novices in trendy concerned withinside the method of studying to educate and in complete use of the faculty curriculum wherein they apply. In this alignment, unique counselor trainer best serves

as a representative for the top of faculty, trainer classroom/trainer subject of study, or the mother and father of youngsters with disabilities specifically. As consultants, unique mentor instructors characteristic as curriculum advisors, in addition to issues in coaching youngsters with unique needs. Therefore, it is far important to offer a session room for unique supervising instructors.

The approaches, techniques, and techniques of evaluation utilized in regular lessons are not any special from the ones utilized in public schools. Even if there are changes for a few moderate cases, it is far best viable for the trainer to do it. For example, for youngsters with visible impairments to studying drawing, math, writing, reading, want to be tailor-made to the kid's condition. For deaf youngsters in artwork subjects, overseas languages/Indonesian (oral) want to be adjusted to the kid's speech ability. Forms of integration is regularly additionally stated the mixing of complete.

#### b) Class Ordinary with Space Guidance Special

In this class, kids with unique wishes examine in regular training the usage of the curriculum wherein the faculty applies and take part in unique offerings for positive topics that cannot be accompanied via way of means of kids with unique wishes along side normal kids.

Special care is given withinside the unique practise from the supervising instructor unique (GPK) via way of means of the usage of the technique of person and techniques of show accordingly. For this purpose, the unique steerage room is prepared with unique gadget to offer unique education and steerage. For example, for blind kids, unique steerage rooms are supplied with

braille stationery and mobility orientation gadget. Cohesiveness at this degree is frequently known as partial cohesiveness.

### c) Special Class

Children with unique desires attend the identical schooling because the SS curriculum is complete in unique lessons at public faculties that perform incorporated schooling programs. This alignment is referred to as additionally with the aid of using the mixing of local/constructing or alignment this is socialization.

At this stage of cohesiveness, the unique supervising trainer features because the software implementer withinside the unique elegance. The approach, technique, and technique of evaluation are similar to the ones utilized in SS. The integration at the extent it is far simplest to be bodily and socially, because of this that the youngsters with unique desires are incorporated to non-instructional activities, which include sports, skills, socialization additionally at some stage in the hours of relaxation or different occasion held with the aid of using the faculty.

In elegance lodging, generally there are a few individuals newbies who have a diploma of specificity that is fairly the identical. To cope with it, individualized education is used due to the fact every baby has a specificity. The reason of forming unique lessons is to assist youngsters keep away from losing out of sophistication or to locate out-of-faculty signs early on in basic faculty youngsters. In exercise custom lessons are flexible.

## 2. Inclusive Service Form

The shape of inclusive schooling offerings is instructional offerings wherein in public faculties/lessons there are various students, together with kids who develop and increase in a different way than kids in general (Consider the cloth approximately diversity).

The form of the provider of this precept is they are gifted together, mutual recognize and take delivery of differences, all can take part in sports to analyse consistent with their capacity and believed all kids withinside the magnificence ought to attain the feat according situation respectively.

The shape of inclusive offerings in public faculties makes use of the present curriculum in those faculties, however instructors are allowed to make modifications associated with numerous study room conditions. Teachers are very probably to adjust and adapt the curriculum while there are kids who have issue taking part in mastering sports. Often known as an accommodating curriculum or additionally a bendy curriculum.

In the mastering technique in a category with various (inclusive) students, the magnificence instructor or concern instructor is absolutely accountable for the implementation of mastering sports. Do now no longer near the opportunity of instructors in want of assist GPK to layout the hobby of mastering so that each one kids can analyse withinside the study room the same.

## Overview Of The Education For Students with Special Needs in Poland

---

### A. Profile Of Students With Special Needs In Poland

Children revel in an extensive safety beneath Polish legislation. For an extended length of time, the Polish coverage regarding folks with disabilities turned into primarily based totally at the worrying technique, setting folks with disabilities in a role of topics of social care institutions, rather than making them to be actors actively collaborating in public life. This technique has been converting in current years and the ratification of the CRPD will similarly stimulate this transformation and make contributions to the introduction of an extra complete technique to the troubles of folks with disabilities.

Overall, **the Polish legislation meets the requirements of the CRPD and CRC** with regard to children with disabilities. In addition, in current years, numerous legislative reforms and amendments were adopted, displaying the country wide policy's hobby withinside the development of the state of affairs of kids with disabilities, specifically close to same academic opportunities, social help and prevention of home violence.

However, an analysis of available literature and opinions from stakeholders lead to the conclusion that the practical **implementation of the existing legislation is insufficient**, and the measures and tools provided by the legislation are not fully used. According to the study performed with the aid of using the Foundation Institute for Regional Development and the Polish Disability Forum, the good-sized majority of problems skilled with the aid of using kids with disabilities are the end result of the

shortcomings withinside the utility in exercise of the present legislation, which stem from institutionalised prejudice.

In Polish law, there is no uniform definition of the term **‘disability’**. Several legal acts contain a definition of ‘disability’ for the purposes of a given subject matter. Indicated below is the selection of the most relevant examples.

The Charter of Rights for Persons with Disabilities of 1997 (a non-binding decision of the Sejm) presents that ‘people with disabilities’ are ‘people, whose bodily, mental or highbrow fitness completely or briefly hinders, restricts or prevents everyday lifestyles, education, work, and acting of social roles, according with prison and standard norms.’

According to the Act on Vocational and Social Rehabilitation and Employment of Persons with disabilities of 1997 (hereafter ‘Act on Social Rehabilitation’), ‘incapacity’ means ‘everlasting or brief incapacity to carry out social roles because of everlasting or long-time period impairment of the body, specifically ensuing in an incapacity to work’.

Under the Act on Social Rehabilitation, ‘people beneath sixteen years of age’ are taken into consideration as stricken by disabilities if their bodily or highbrow impairment—because of congenital defects, long-time period infection or harm of the body, ensuing withinside the want for care and help in assembly fundamental requirements of lifestyles in a way exceeding the assist essential for someone of a sure age—is predicted to ultimate longer than 12 months’ (s. 4a). In order to gain from offerings and help supplied beneath this and sure different prison acts, incapacity needs to be licensed via way of means of a ready authority (s. 1).

According to the Act at the Education System, a scholar with disabilities might also additionally require ‘unique company of

schooling and coaching methods', defined as '**special schooling**'. This approach that the ones kids require huge professional assist throughout their schooling, a tailored curriculum and altered gaining knowledge of conditions. The want for unique schooling must be showed with the aid of using a choice of a psychological-pedagogical counselling centre The choice additionally wishes to incorporate an advice concerning the schooling and whether or not it's miles to be supplied in mainstream colleges, inclusive colleges or classes, in unique colleges or classes, or in unique academic centres (s. 71b). Holding an incapacity certificate issued below the Act on Social Rehabilitation does now no longer end result routinely in issuing a choice at the want of unique schooling. Therefore, for the functions of the Act at the Education System, the term "a toddler with disabilities" has a broader that means than "a toddler preserving a choice at the want of special schooling".

The term '**children with special educational needs**' used in the Act on the Education System is even broader and includes children with long term illness, adaptive problems, specific learning difficulties, dyslexia, dysgraphia, dyscalculia, speech impairment, emotional and behavioural difficulties, etc.

Under the Civil Code,<sup>32</sup> 18 years is the age of **majority** and reaching complete criminal capacity (s.10). Children beneath thirteen haven't any criminal capacity, kids' elderly thirteen – 17 have restricted criminal capacity (which means the potential of concluding ordinary contracts in minor every day matters, casting off one's profits and positive properties (sections 12-22 of the Civil Code). However, special criminal acts offer for a particular age in regards to positive rights and obligations. For example, training is obligatory till 18 years (s.15 of the Act on Education System); in keeping with the Act on clinical and dental professions of five

December 1996, a minor of sixteen years of age has the overall proper to achieve facts on his/her nation of health, the diagnosis, feasible healing methods, the foreseeable results in their software or termination, and the outcomes of remedy and prognoses (s.31); the Labour Code of 26 June 1974<sup>34</sup> stipulates that a minor who attained sixteen years of age can be hired beneath positive conditions (s. 190-191).

## **B. Educational Services For Children With Special Needs In Poland**

Under the phrases of the Education Act 1991 and the enforcing regulation, the Polish schooling machine offers adjusted schooling for each child, suitable to the age and the extent of improvement reached, in addition to version of content, coaching strategies and company of labour concerning to the psycho-bodily capabilities, collectively with the opportunity of having the mental and pedagogical guide and unique styles of coaching.

Furthermore, the system provides:

- a chance to receive education in all types of schools by children with disabilities, socially maladjusted and at risk of social maladjustment, according to individual developmental and educational needs and predispositions,
- care of all pupils with disabilities by allowing for the implementation of individualized educational processes, forms, curriculum and revalidation.

Education is obligatory as much as the age of 18. Compulsory schooling starts off evolved withinside the 12 months wherein the kid reaches 6 years antique—three hundred and sixty-five days in a kindergarten (five years antique from 2012).

Education system in Poland affords early intervention for disabled youngsters from the instant of declaration of incapacity to the begin of the school.

There are following stages of education:

- pre-school education – for children in the age of 3 till 6, from 2012 till 5
- lower secondary school – six years school, including two stages of education
- middle school – three years school, third stage of education
- upper secondary school – general or vocational school; in those schools

Students are attending at some stage in two, three or four years. The end of the training withinside the excessive and vocational faculty is a preferred certificate of training. Vocational faculties offer expert exams.

Children or younger humans have unique instructional desires if their possibilities for training, improvement and gaining knowledge of are constrained to such an volume that they cannot meet the instructional necessities at mainstream faculties without receiving extra assistance, each during the complete instructional process (for example: due to disability, particular gaining knowledge of difficulties) or at some stage in sure length of training (an infant displaying symptoms and symptoms of emotional troubles because of trauma).

In the organization of kids with unique instructional desires are in Poland talented kids as well. The faculty need to recognize the competencies and help in their talents.

Special educational needs refer to:

- long-term illness
- adaptive problems
- specific learning difficulties (dyslexia, dysgraphia, dyscalculia)
- speech impairment
- trauma-induced emotional and behavioural difficulties
- learning difficulties.

## 1. Special organisation of education and teaching methods

In the Polish training device, most of the students with unique academic desires we distinguish kids who require unique business enterprise of training and coaching methods. This imply that such kids want wide professional assist at some stage in their training, with tailored curriculum and changed studying conditions.

Within this group we distinguish disabled children as follows:

- physically disabled
- intellectually disabled
- blind
- visually impaired
- deaf
- hearing impaired
- autistic, including Asperger syndrome
- with multiple impairments; and pupils with abnormal social functioning:
  - socially maladjusted youth (who need reclamation)
  - young people at risk of social maladjustment (who need sociotherapy).

## 2. Types of schools

There are different types of school in Poland:

- Mainstream schools, providing inclusive education,

- Integration classes in mainstream schools or integration schools
- Special schools and residential special schools for:
  - for the blind and the visually impaired
  - for the deaf and the hearing impaired
  - for the mentally handicapped
  - for the physically disabled
  - for the ill children (these schools are situated in the hospitals)
  - centres for children and young people with abnormal social functioning.

Parents are accountable for deciding on a college for a toddler, along with toddler with a disability. If a toddler has an announcement of the want of the unique training, dad and mom can also additionally select for him a mainstream college, unique or integration college. Special educators consult with sorts and levels of disability, in addition to different variables to decide the functioning of the student. Special training is designed for scholars with mild and intense highbrow disabilities and people with profound and a couple of disabilities—additionally people with intellectual contamination and with competitive behaviour.

The motive of inclusive training is to make sure that every college students benefit get admission to knowledge, talents and information, irrespective of their strengths or weaknesses in any area. It brings all college students collectively in a single school room and network and seeks to maximise the capability of all of them. In order to make sure the easy method of training for each toddler, specially with unique academic wishes, it's miles vital to create a character course of development, from pre-college training at some stage in all levels of training, containing the

numerous varieties of training and suggestions for sports helping the own circle of relatives in its academic and worrying function.

The function of the trainer in inclusive school rooms is to offer suitable individualized helps and offerings to all college students, each with and with out unique wishes. They need to range their coaching patterns and select curricula, coaching aids and substances to fulfill the numerous getting to know forms of a numerous populace of college students. The faculties of every kind offer scholars with disabilities mental and pedagogical support, a particular organisation of training and suitable running methods, numerous varieties of stimulation, rehabilitation, remedy tailor-made to their developmental wishes.

In Poland, the felony modifications withinside the employer of training of scholars with unique academic wishes have been made in 2010. The modifications have been systemic in nature and aimed to:

- more flexible model of education which fits individual pupil needs
- create conditions for systematic increasing the quality of teaching methods
- prepare pupils to make aware, vocational decisions
- provide better access to the early support in the development and education inc. early intervention and pre-school education
- provide forms and conditions of the external exams adopted to the nature of the disability.

Basic assumptions of the changes:

- Support as close to a pupil as possible and as early as possible to identify pupil's needs is a duty of every teacher, specialist or school employee,
- Teacher and specialist conducting activities with a pupil work together in a team formula

The ground of education of pupils with disabilities is individual educational and therapeutic program, regardless of the type of the school the disabled pupils attend (before special and inclusive only).

## Overview of the Education for Students with Special Needs in Taiwan

---

### A. Profile Of Students With Special Needs In Taiwan

In Taiwan, college students in unique schooling consist of people with disabilities and the talented. In Statistics of the Ministry of Education, college students with disabilities cover 4 levels: preschool, essential college, junior and senior excessive college, in addition to university and college, at the same time as talented college students have been protected from preschool to senior excessive college level. In School Year 2016, there have been 148,587 college students receiving unique schooling offerings in all college levels.

In university and college level, 13,083 college students with incapacity have been served. Among them, 8,501 are male college students (64.98%) and 4,582 (35.02%) are female college students. In phrases of incapacity types, 3,276 college students (25.04%) have been identified with gaining knowledge of disabilities observed via way of means of 1,881 college students with Autism (14.28%) and 1,798 college students with bodily impairments (13.74%). From preschool to senior excessive college levels, there have been 135,504 college students with unique schooling needs, amongst them, 109,542 college students with disabilities. Of which, there have been 75,278 male college students (68.72%) and 34,264 female college students (31.28%). In phrases of incapacity types, 32,771 have been gaining knowledge of disabilities (29.92%), observed via way of means of 25,392 with highbrow disabilities (23.18%). There have been 25,962 talented college students, 12,946 are male (49.68%) and

13,016 are female (50.14%). Of all talented college students, 6,463 (24.98%) have been highbrow talented, 13,636 (52.52%) have been educational talented, five,709 (21.ninety nine%) have been artistically talented, 138 (0.53%) have been creatively talented, 8 (0.03%) have been talented in leadership, and 8 (0.03%) have been talented in different fields.

There have been 103,385 college students with disabilities (94.38%) located in everyday school rooms, at the same time as 6,157 college students with disabilities (five.62%) have been located in unique schooling settings. Among the ones located in everyday school rooms, 16,614 have been in preschools, 40,246 in essential colleges, 25,805 in junior excessive colleges, and 20,720 have been in senior excessive and vocational excessive colleges . Among the ones in unique schooling colleges, 209 have been in preschools, 648 in essential colleges, 967 in junior excessive colleges, and 4,333 in senior excessive and vocational excessive colleges.

For talented college students, 6,526 have been in essential colleges, 8,880 in junior excessive colleges, and 10,556 in senior excessive and vocational excessive colleges. There have been 4,982 intellectually talented college students acquired unique schooling offerings in aid rooms; 5,293 academically talented college students, the best variety amongst them, have been taught in self-contained training. Some artistically talented college students acquired their unique schooling from self-contained training, amongst them, 2,557 have been in artwork training and 2,013 have been in track training. There have been 102 artistically talented college students in artwork aid rooms, 99 have been proficient in track and 29 in dance aid rooms. There have been 1,746 talented college students acquired offerings from non-

express talented aid rooms, 1,661 have been in itinerant packages, and 2,985 acquired unique academic packages. There are 4 styles of unique schooling offerings for college students with incapacity from preschool to senior excessive college levels: (1) self-contained training, (2) aid rooms, (3) itinerant packages, and (4) unique schooling packages in everyday school rooms. Respectively, 58,059 (56.16%) college students with disabilities have been in aid school rooms, 15,488 (14.98%) acquired unique schooling packages in everyday school rooms, 17,192 (16.63%) have been in itinerant packages, and 12,646 (12.23%) in self-contained training. The self-contained training have been especially for college students with highbrow disabilities, at the same time as aid rooms and itinerant packages have been non-express.

There are styles of packages in unique schooling colleges for college students with disabilities: self-contained training and itinerant packages. There have been 6,007 college students in self-contained training, amongst them, 4,937 college students had intellectually disabilities, at the same time as one hundred forty five college students have been in itinerant packages for homeschooling. National Hemei Experimental School installation its everyday school rooms in Senior High School Department and located five college students with disabilities in every class.

## **B. Educational Services For Children With Special Needs In Taiwan**

In the current surging waves of instructional reform, surely unique schooling is one of the most up to date subjects in Taiwan. A countrywide convention on schooling for the disabled led to an revolutionary coverage statement (Ministry of Education, R.O.C.,

1995), and the very last file proposed with the aid of using the Educational Reform Committee (Educational Reform Committee of the Executive Yuan, R.O.C., 1996) additionally illustrated destiny instructions of unique schooling, while the amended Special Education Act (1997, 2001)

In addition, units up vital tips for the improvement of unique schooling. In view of the above 3 important events, a brand new characteristic of unique schooling starts to take shape. In addition to closing such capabilities as (a) integrating academic offerings for the disabled with the ones for the gifted/proficient in a law (manifestly favoring the former, though) and (b) adopting bendy schooling, curriculum, and instruction, the Special Education Act Amendments (1997, 2001) are characterised with the aid of using the subsequent vital capabilities in comparison to their authentic model of 1984 (Special Education Act of ROC, 1984; Wu, 1999):

1. Broadening the scope of special needs children, for both the disabled and the gifted/talented.
2. Strengthening special education administration and accountability.
3. Enhancing expertise of special education personnel.
4. Using “Quota System” in special education budgeting (a minimum of 3% of the total education budget at the central government and 5% at the local).
5. Extending free public education for pre-school children with disabilities to as young as three years old.
6. Mandating both parental participation and due process.
7. Legitimizing the implementation of the individualized education program (IEP) for each and every school-age child with disabilities.
8. Providing free related services in need.

9. Employing multi-disciplinary approach in diagnosis and treatment.
10. Strengthening support system and barrier-free educational environment.
11. Promoting inclusive education programs.
12. Underlining gifted/talented education opportunities for students with cultural diversity and disabilities.
13. Calling for more special education researches.

Given the fantastic needs of the legislature and the public, the Ministry of Education has been taking rapid paces to position the brand new regulation into practice. The instantaneously effect is the growth of unique schooling finances of the Ministry of Education and nearby authorities – for example, triple the primary monetary year after the Act became applied than preceding monetary year withinside the crucial authorities and nearby authorities and it is far possibly to be growing drastically year with the aid of using year.

As all of the kids are issue to tactics for screening out potentials, a college-primarily based totally screening is followed on this regard. As quickly as doubtlessly extraordinary kids are mentioned professionals (i.e., university instructors with unique schooling backgrounds, researchers in unique schooling centers, and public college instructors of the session committee), they may be brought with formal assessment. Meanwhile, association of a scientific exam can be made for the doubtlessly disabled and, wherein it desires, diverse assessments can be administered to make sure their reputation of exceptionalities. All the nearby governments have constituted the Exceptional Children Identification and Placement Consultation (IPC) Committee to provide good enough academic placement primarily based totally

at the desires of extraordinary kids. The placement alternatives encompass normal instructions with unique schooling services (the inclusive instructions), itinerary services/homebound schooling, pull-out/useful resource rooms, self-contained instructions, unique schools, and unique instructions affiliated with institutions (with the remaining presented to the disabled only).

The placement practices for the disabled additionally rely on the incapacity category. For example, at the same time as the bulk of the mentally retarded (approximately 47%) had been located withinside the self-contained unique lessons in everyday colleges, maximum of the visually impaired (approximately 78%) had been knowledgeable in everyday lessons with itinerary offerings, the bulk of the listening to impaired counterparts (approximately 69%) had been knowledgeable in everyday lessons with diverse unique offerings, and nearly all college students with gaining knowledge of disabilities had been served in aid room programs (Ministry of Education, R.O.C., 2005).

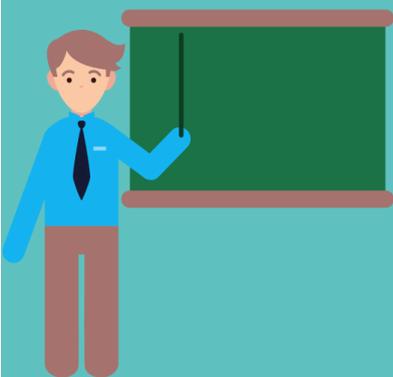
As found out withinside the latest statistics (Ministry of Education, R.O.C., 2005; Table 1), there had been 78,264 kids with disabilities (K-twelfth grade) and 45,537 proficient and gifted college students (1-twelfth grade) served in unique training programs, accounted for approximately 2.04% and 1.27%, respectively, of the entire K-12/1-12 scholar populace in Taiwan. Among the scholars with disabilities, the bulk of them had been kids categorised intellectual retardation (36%), accompanied through gaining knowledge of disabilities (18%), a couple of handicaps (11%), bodily handicaps (9%), listening to impairments (6%), fitness impairments (4%), autism (4%), others (4%), visible impairments (2%), speech disorders (2%), extreme emotional disturbance (2%), and

developmental delay (2%). Among the scholars with giftedness/talents, the bulk had been artistically gifted (55%), accompanied through intellectually proficient (25%), different unique talents (13%), and scholastically gifted (7%).

Table 2 suggests the practices of instructional placement. For K-twelfth grade college students with disabilities, the bulk (73,372, or 93%) had been receiving unique training offerings in everyday college settings in preference to unique colleges (24 colleges with 5,846 college students in total, accounted for 8% best for the time being). Specifically, the principal alternatives of placement for the disabled had been everyday elegance with unique training offerings (34%) and aid room application (33%), accompanied through unique elegance of everyday college (18%), unique college (7%), itinerary application and/or home-certain training (6%), and others (2%). For the proficient and gifted, the bulk (66%) take the self-contained unique elegance, specially for the gifted, at the same time as the pull-out application accounted for 32%, specifically for the intellectually proficient on the number one and junior excessive levels.



# PART II: TEACHER EXPERIENCE DURING THE PANDEMIC



## Teachers Experience During the Pandemic in Indonesia

---

### A. Learning During The Pandemic In Indonesia

The impact of the Corona virus disease 2019 (Covid-19) pandemic is currently starting to unfold to the planet of education. this is often done as an endeavor to stop the spread of Covid-19 transmission. It is hoped that each one academic establishment shall not do activities as usual; this could diminish the spread of Covid-19. a similar factor has been done by numerous countries that are exposed to the current disease, imprisonment or quarantine policies administered in an effort to cut back the interaction of the many those who can give access to the spread of the Covid-19.

The unfold of the Covid-19 had a profound impact at the monetary global which changed into beginning to fade, however now the effect is being felt via way of means of the training global. The guidelines taken via way of means of many nations such as Indonesia via way of means of brushing off all instructional sports make the authorities and associated establishments ought to gift opportunity instructional methods for college students and college students who can't perform the academic manner in instructional establishments.

In Indonesia, the range of Covid-19 high-quality sufferers according to Sunday (29/3), elevated to 1285 people (covid19.go.id). As many as 114 of them died, and 64 number of people have been declared cured. The instances got here from DKI Jakarta (675), West Java (149), Banten (106), East Java (90), Central Java (63), South Sulawesi (47), DIY (22), East Kalimantan (17), Bali (10), Papua (9), North Sumatera (8), West Kalimantan (8),

Central Kalimantan (7), Aceh (5), West Sumatera (5), Riau Islands (5), Lampung (4), Southeast Sulawesi (3), Riau (2), South Sumatera (2), NTB (2), North Kalimantan (2), North Sulawesi (2), Central Sulawesi (2), West Papua (2), Jambi (1), South Kalimantan (1), West Sulawesi (1), Maluku (1), North Maluku (1), and withinside the procedure of investigating 33 instances (covid19.go.id).

Based on facts acquired from UNESCO, more than a hundred and sixty international locations have carried out country wide closures, affecting more than half of the world's pupil population. The today's records from UNESCO (25/03/2020) referred to that 1,524,648,768 college students had been tormented by the covid-19 virus from 87,1% of the full college students enrolled. So, some distance India and China have the biggest wide variety of college students tormented by the covid-19 virus, that is extra than 270 million college students, and in Indonesia consistent with Wednesday (25/3) as many as 68,265,787 college students tormented by Covid-19 (UNESCO, 2020). While different international locations, a hundred and sixty-five international locations in Africa, Asia, Europe, the Middle East, North America, and South America have introduced or imposed regulations on college and college studying. UNESCO offers direct guide to international locations, consisting of answers for inclusive distance studying. UNESCO collectively with every us works collectively to make sure continuity of studying for all, specifically deprived youngsters and teenagers who have a tendency to be toughest hit through college closures (UNESCO, 2020).

The general range of college students who're doubtlessly at chance from pre-number one to school training is 577,305,660. On the opposite hand, the range of college students who're doubtlessly at chance from better training is 86,034,287 people (Nugroho, 2020). Currently in Indonesia, numerous universities

are beginning to put in force rules on coaching and getting to know sports from a distance or online lectures. This is absolutely now no longer a trouble for universities that have already got an internet educational system. But it will likely be a trouble for universities that don't but have an internet educational system.

The Ministry of Education and Culture (MOEC) is currently supported official information, prepared with all eventualities together with the appliance of operating along to encourage on-line learning (in networks) for students. In an attempt to stay students learning at home, the MOEC has ready variety of supports to sleek the process. They develop distance learning applications primarily based on android: “portal Rumah Belajar” (Kemdikbud, 2020). This portal may be accessed at [learning.kemdikbud.go.id](http://learning.kemdikbud.go.id). Some glorious options which will be accessed by students and academics embrace learning resources, digital classes, virtual laboratories, and question banks. Learning centers can be utilized by students and teachers of Early Childhood Education, Elementary faculties, Lycée faculties, Gymnasium Schools or occupation Schools or equivalent.

According to the latest information, MOEC has partnered with seven online learning platforms, namely Smart Classes, Quipper, Google Indonesia, Sekolahmu, Zenius and Microsoft. Each platform will provide facilities that are publicly available and free of charge. Some online learning platforms that students and teachers can access to expand learning resources are Google Indonesia, Sekolahmu, Smart Classes, Zenius, Quipper and Microsoft.

The Covid-19 pandemic is indeed a severe test for all nations, testing the ability of all nations to gain wisdom by continuing to fight and strive to find solutions to all existing problems. As a great

nation, Indonesia must be able to overcome any existing problems. This is proved by Indonesia, which is poised with all possibilities, with the birth of technologies developed by the country's children to offer online educational services.

This article presents a position or vision of the authors regarding the impact of the Covid-19 plague on education and its relation to the MOEC promoted philosophy of freedom to learn. The authors present various debates around the implementation of the learning process in the context of online education. Learn when this virus is endemic.

## **B. Challenges in Teaching Students with Special Needs During Pandemic in Indonesia**

The Covid-19 pandemic is having a significant impact on all existing sectors, including school closures (Van Lancker and Parolin, 2020). As a result, the learning process is shifting towards distance learning or online learning. Almost all countries implement online and offline learning systems focused on health logs. Given the current conditions, the existing learning process needs to be modified in order to achieve the learning objectives (Guo and Li, 2020). Changes in the learning process affect teacher performance and learning quality, including in Indonesia. Although even before the Covid19 pandemic, distance learning activities were carried out in different educational institutions in different countries and had a positive impact on children's creativity (Sharma, 2016). Based on previous research by (Agarwal and Dewan, 2020), there are several things to pay attention to when learning online, including the lesson plan suitable for online learning.

This study aims to analyze teachers' perceptions of online learning for children with special needs. Children with special needs attending inclusive and special schools have needs of their own.

Good teaching materials are created according to the conditions and needs of the students (Rasmitadila et al., 2020). The barriers that children with special needs have are very different, which is why they require more individual management and are created according to their needs. This has to do with tutoring students with special needs at home when the teacher cannot accompany them. Time, technical issues and lack of concurrency are some of the barriers that need to be overcome to address the learning of children with special needs (Alsadoon, 2020). The parents are the most important part of this activity, so it is necessary to build a good relationship with the parents. A good relationship to successfully achieve desired outcomes, but which needs to be highlighted in relation to individual needs, compliance and sustainability of activities (Lendrum et al., 2015). However, based on the results of the research conducted (Greenway et al., 2020), parents are dissatisfied with the resources and support they receive for their children's educational and psychological needs. Today, in distance learning for children with special needs, everything falls back on the parents or loved ones (Petretto et al., 2020). This is consistent with the study finding that more than 50% of respondents complained that parental support was a hindrance to the online learning process. The support of the parents of students with special needs is necessary in the current online learning process.

A previous study, also conducted by (Putri et al., 2020) on elementary school teachers identifying teaching challenges in online learning, was that there were several limitations in the choice of teaching methods generally used in face-to-face classes, insufficient coverage of curriculum content, lack of technological capabilities that impede the potential of online learning, e-learning content creation takes longer and provides longer

assessments of student work, slower and more intensive communication with parents, challenges for better coordination with other teacher peers, larger Schools and the like, as well as higher internet costs. This is consistent with research found among teachers of special needs students that the learning methods used during online learning cannot be varied in a way that affects the amount of material made available to special needs students have special needs and need special treatment g are very important to interact directly. This is consistent with research by (Köse and GünerYildiz, 2020) that children with special needs need real learning. In addition, many of the students with the research results still do not have the tools or do not have the tools to do online learning. This is something that is tricky to discuss as the government has not been able to offer a solution in this case. Although the government has provided help in the form of online loans, there are still many special needs students who come from low-income families, so it is still very difficult to purchase tools to implement online learning.

More than 80% of primary school teachers in West Java are dissatisfied with the online learning taking place (Fauzi and Sastra Khusuma, 2020). It also affects teachers' motivation to teach. The results of the studies carried out show that more than 50% of the special education teachers report a decrease in their motivation to teach. It is based on the obstacles experienced, including communication with parents not going well. However, this cannot be emphasized in the lack of communication between teachers and parents. There are several things that can be the basis for parents' anxiety about online learning. Parents' fear of home learning is rooted in parents' lack of preparation and their disbelief that being absent from school will negatively impact their children's education and mental health. From the results of a

survey of three hundred and thirty-nine parents of special needs children, most with autism spectrum disorders, conducted by (Toseeb et al., 2020), they provided a detailed explanation of the challenges they faced and required that parents, educators and policy makers provide clear precautions and support for their children's mental health. It can be concluded that the relationship between online learning for parents and educators is necessary because the role of parents must be followed by a clear instruction from the educator to provide learning programs. Teacher-family partnerships play an important role in the education of special needs students, as a strong partnership will improve the academic achievement and quality of life of children with special needs (McKenzie et al., 2020). In addition, parents who work and cannot accompany their children in the online learning process are one of the findings of this study. Their fear also affects parents' trust in the online learning process towards teachers.

Several studies examining parental involvement in online learning cannot focus on parental mistakes because some parents have different arguments and perceptions about online learning. Combined with research findings, the lack of parental support is becoming a barrier for teachers in online learning. More studies need to be done so that teachers and parents can work together to achieve learning goals. Several parties with different themes have conducted research on teachers' perceptions of online learning. The research conducted by (Mulenga and Marbán, 2020) confirms that teachers who conduct online learning excel in mathematics subjects with the concept of learning in a technology-rich environment to prepare for the future. In addition to the research (Auma and Achieng, 2020), the randomly assigned teachers had the online classes despite the many challenges that hamper its effectiveness. However, this is inversely proportional

to what happened with special education teachers, the perception of online learning in Indonesia for children with special needs remains very low. Aggravating challenges impact instructional motivation of special education teachers. It is influenced by many factors, both students, parents and teachers themselves. With this research, the researcher hopes that he can partially support the online learning of special educators where special education is also required in view of special characteristics of children. This learning process requires the support of parents, teachers and authorities (Gurer, 2019). One of the supports that can be carried out according to (Alrefaie et al., 2020) is the training of teachers in the use of technology and the design and supervision of online learning. Mutual support and cooperation from all parties can be a crucial factor in the success of online learning to find solutions by adapting the learning material to help the teachers. In addition, teachers can share their ways of motivating students and overcoming student boredom during class by sharing learning experiences online (MH et al., 2020).

### **C. Learning Strategy for Students with Disabilities During the Pandemic in Indonesia**

A number of considerations for children with special needs have been published, including recommendations to ensure a safe and accessible distance learning platform for children with disabilities. Teachers are trained to provide remote support to children with disabilities enrolled in a special education program to ensure their education is not interrupted (Ralli, Arcangeli & Ercoli, 2021). Overall, multiple points were scored for barriers encountered during distance learning, including 1) parental limitations in understanding assignments, 2) limited home facilities, 3) difficulty accessing the internet at home, 4) limited parental understanding of homework use of information technology, 5) the material

provided in distance learning (online) is quite extensive, and 6) children get bored easily. Various online learning issues are felt strongly by all students in terms of their academic and psychological well-being. Due to online learning, many students feel stressed and anxious in different places. However, these things changed dramatically over time as a result of subsequent evaluations and discussions with numerous partner parties. (Cao et al., 2020). Another problem is that technology takes the position of the teacher in the learning process. Technology in education is used solely to help teachers transfer knowledge, not to help students with character development. In other words, the teacher's rules are not affected by technology. (Cviko, McKenney & Voogt, 2014; Oomen and Early, 2015; Turnage & Goodboy, 2016) In addition, due to the transition to a technology-based learning system, many teachers are not prepared for the online learning process; Many teachers still do not master ICT, making learning less effective (Efriana, 2021). Therefore, educators, especially in inclusive education, need to go the extra mile to fully prepare all teaching and learning activities. (Numonjonov, 2020; Scull, Phillips, Sharma, & Garnier, 2020) Teacher skills and competences, as we have seen, are important aspects of effective inclusive school management. A special assistant teacher needs to be prepared for remote learning scenarios that may require more energy than usual. There are three main phases in the inclusive education approach. 1) Use learning programs to plan the development of each child with special needs. 2) to implement inclusive educational activities for students; and 3) to measure and assess real-world conditions to support students' individual development. Furthermore, this paradigm of inclusive education is based on the whole education system in general. An input (management aspect), a process (learning management) and an

outcome are all included in this model (student quality development) (Robiyansah, 2020). This also requires the support of the necessary facilities, infrastructure and prices. The costs for data packages, devices and internet tools are necessary for the implementation of inclusive education. As a result of the Covid-19 pandemic, not only is the government reducing its planned education budget, but household budgets can also reduce the demand for education. Increased funding is critical to prioritize inclusive education and ensure it is effectively targeted (Bank, 2020). In these circumstances, the government needs to devote human and financial resources and to carry out regular and controlled monitoring (BierLaning et al., 2021). In addition, inclusive school governance experienced progressive quality improvement during the pandemic period compared to the early stages of the pandemic. Online teaching and learning activities are based on various related-party analysis of the educational environment to create an educational environment that does not dampen each student's enthusiasm for study. Several analyzes and interviews were conducted to draw a complete picture of the characteristics of distance learning for children with special needs. Students with disabilities are involved in all of these processes, including online teaching. In a world of rapidly expanding information and rapidly changing technology and work processes, researchers, educators, policymakers, and business leaders have emphasized the need to improve the skills of the 21st century. century” for more than two decades (Darling Hammond, Flook, Cook Harvey, Barron and Osher, 2020). Dealing with children with special needs who have sensory barriers is one of the most difficult challenges. During the pandemic, students with special needs and sensory barriers face unique challenges in terms of accessibility to learning. An example is the use of sign language in online

classrooms for students with hearing impairments, which can be difficult to interpret because student screens are small when communicating online. Students with visual impairments have additional challenges studying online maps. Many children and young people do not understand why they should learn online from home, and it is not uncommon for online learning to have a negative impact on the mental health of children with disabilities during this time. Depending on their condition, children with disabilities may need additional support, such as B. Simplified messaging and sign language support to understand health and safety precautions. In this case, not everyone, especially parents, can meet the needs of their children. As a result, children may need behavioral support and may be sensitive to changes in routine, especially in this learning era of Covid-19 where they will inevitably have to follow changes in learning methods that are inconsistent. You must embrace, adapt and adopt this technology-based learning method during this pandemic (Bank, 2020). As a result, the support of various parties is required to carry out the online learning activities. Online learning activities should be organized for children with special needs, starting with learning planning; Implementation; personal development, which teaches how to keep the body healthy; and ends with a learning assessment that accommodates children with special needs. This requires a lot of help from the students' parents, but it is still a problem that has not been optimally or completely solved. Because not all parents can accompany their children with special needs to online classes. It is one of the major challenges in inclusive school management during this pandemic, where learning must be done online (Jiu, Zulfia, Rahayu, and Putra, 2020). Furthermore, in the age of the Covid-19 pandemic, the role of leadership in inclusive school management is essential to plan,

organize, implement and control efforts to improve learning effectiveness (DeMatthews, Serafini, & Watson, 2021; Óskarsdóttir, Donnelly, TurnerCmuchal, and Florian, 2020). Based on the findings of the current study, an inclusive school leadership can implement several strategies in the future. These are as follows: 1) change program strategy, 2) change curriculum, 3) change teaching methods, 4) communication, and 5) flexibility. As the educational administrator, the school head is responsible for the successful implementation of educational activities. In this case, the inclusive school management should delegate full authority to the school management (Sulasmi and Akrim, 2020).

## Teacher Experience During the Pandemic in Poland

---

### A. Learning During the Pandemic in Poland

The spread of the virus implied the need for new solutions in the education system so that education takes place universally and is not interrupted. The decision to close schools in Poland was made by the Ministry of Education and Science in late March or early April 2020. This led to the need to consider how to continue the education of children and young people, especially those who need special assistance, is students with SEND. The spread of the virus increased the incidence of diseases across Poland, causing fear for life and health and creating a sense of insecurity. This caused the need and therefore the decision of the Polish government to move to a distance education system. For teachers, this meant they had to learn many methods, techniques, and tools to enable distance learning. We have less than two years of experience regarding the different forms of education through different forms, modes and with the use of different technologies. Jacek Pyżalski (2020) comments that people's knowledge of distance learning after the pandemic is very different from what we had before it broke out. Before the SARSCoV2 virus emerged worldwide, distance learning was a choice of recipients. The users were usually students or adults who want to gain further qualifications. In Poland, school education took many forms in different times of the pandemic. Because of this, we see the need to agree on terminology related to distance learning from the start. Distance learning, collectively called e-learning or e-education, is the delivery of educational content. Students through a teacher using mobile tools and the internet without req-

quiring a physical meeting at a specific place and time (Tanaś, 2005). Lessons conducted with a remote system can be divided taking into account the type of attendance of the students: synchronous or asynchronous. Synchronous mode is referred to as "real-time mode" because teachers and students connect simultaneously through mobile tools and the web. It looks like a standard lesson at school, but all meeting participants are in their own home in front of a computer, although the free conversation is possible. In Poland, during the pandemic, we have experienced various forms of distance learning. As mentioned before, there have been times when all schools were closed due to a government decision and teaching during this time was done by sending teacher materials to students or by using e-learning platforms. Thanks to these platforms, teachers have the possibility to create a virtual classroom, add students via links, share teaching materials or conduct synchronous lessons with students in real time. For a long time, this function was fulfilled. via the Moodle platform or the Skype, Zoom applications. The ongoing nature of the pandemic has resulted in schools gradually being granted free and secure access to Microsoft 365 for Education with MS Teams and GSuite with Google Classroom. Distance learning, like any other educational method, has both proponents and detractors. However, in this article we refrain from discussion to evaluate it. We recognize that children with special educational needs have been in a particularly difficult situation because their development requires interdisciplinary support from professionals in direct contact (...). The situation of this group of children was strengthened by experiencing the crisis. Certainly, the introduction of distance learning and the quarantine caused by the Covid-19 pandemic can be included in the crisis situations. These circumstances brought difficulties in all aspects of the

children's functioning, which are mentioned below: "... cognitively different from the previous way of parenting; emotional anxiety related to the novelty and ambiguity of the situation; social contacts with peers and teachers, limited to those who are online, through social networks" (Kluczyńska, ZabłockaŻytka, 2020, p. 67). According to Pyżalski (2020), children's experiences during the crisis need to be examined and defined in three contexts: social, family and personality traits. The social context refers to the total change of life and in the rhythm of a day, the restriction of freedom (the call to stay at home), the constant incoming information about the situation of the country and the whole world. The family context is related to the loss of physical contact with members of the extended family (grandparents, cousins) and the deterioration of family relationships. In addition, children's personality traits reveal whether they are mature enough in relation to the situation they find themselves in. On the one hand the students and on the other hand the teachers were and are in a difficult psychological situation due to the SARSCoV2 virus. It must be emphasized that at the time of switching to the distance learning system, distance learning has caused many changes that have generated many negative emotions, which we believe are mainly related to the lack of experience in this field. Distance learning requires certain skills from teachers: IT, pedagogy, leadership, professional skills, social skills, among others. IT skills are essential for using computers and any program, application or website that helps the teacher deliver lessons to students and share learning materials with them. Pedagogical skills, in general, are the ability to work with students, not only in a pedagogical setting but also in a pastoral context. The teacher's leadership qualities are necessary for proper planning and organization of classes, setting various tasks and exercises, as well as constant

supervision during classes. professional competence, d. H. a teacher's knowledge and skills in the particular subject they are teaching. In addition, social skills are required in the teacher's contact with students and provide students with the ability to build interpersonal relationships (Kuźmicz, 2015). During distance learning, some actions of a teacher towards a child in the educational process became completely impossible. Both students and teachers were separated, and even when they could see and hear each other through a special computer and tools, the teacher's actions were still restrained. Here the student had to show great activity, self-discipline and independence, and above all motivation to learn (Lorens, 2011). However, it must be emphasized that due to the prevailing deficiencies and disabilities, children with special educational needs do not have a chance as their opportunities in this area are limited. According to Jacek Ścibor (2020), despite the distance between teacher and student that creates distance learning, the teacher still plays the key role. Not so much in the role of the most important person who is the source of knowledge, but as a guide who helps to find one's way in the digital world full of information. It depends on the master what materials he will give. to their students, how to share them, whether they can attract children's interest and create for them a friendly space conducive to remembering new information and acquiring skills.

## **B. Challenges in Teaching Students with Special Needs During Pandemic in Poland**

The literature indicates that various types of critical events that directly or indirectly affect a person alter their psycho-emotional functioning (Baltes et al., 1984; Bee, 1994). The pandemic caused by the SARSCoV2 virus has affected everyone indirectly and unfor-

tunately very often directly. Therefore, we tried to get the answer to the question: How would the participating teachers rate their functioning in the selected aspects of mental health?

Research shows that during the pandemic, participating teachers rated themselves as more tired, more angry, often sad, less busy and also less relaxed. The results, which show teachers were less likely to be positive about the future and less likely to engage in helping others during the pandemic, are alarming. The research showed a lack of statistically significant differences in whether participants' well-being in the domain (frequency of perceived pain, headache and abdominal pain) changed significantly during the pandemic. Interestingly, participants found that they felt less burned out from their work and less stressed during the pandemic.

In the world, the idea of enrolling students with SEND in mainstream schools is gaining popularity. New publications appear presenting educational systems and methods of working with students with SEND in different countries (see Kulesza, 2013), but nobody predicted it that teachers with SEND would face a new challenge in distance learning of students. The results of the research conducted show that the majority of teachers (N=94%) believe that the pandemic is negatively affecting the educational achievements of SEND students. According to the research participants (N=90%), this has a specific negative effect on the psychological well-being and behavior of students with special educational needs. Recent literature in this area indicates that children with different types of special needs, including students with intellectual disabilities, those with an autism spectrum disorder, exhibit many challenging behaviors (hitting, throwing, spitting, verbal aggression, self-harm) (Dekker, Koot, 2003; Konie-

czna, Smolińska, 2019). In the situation where a teacher is with a child, he can react to a greater or lesser extent, this ability has often been deprived of him during the pandemic, especially when distance learning took place. The pandemic caused by SARSCov2 brought with it a number of limitations, which the teachers in the study also pointed out. In their opinion (N=89), the limited or lack of meetings had a negative impact on SEND students' relationships with their classmates. Teachers also pointed out that distance learning deepens differences in knowledge levels. between SEND students and students without disabilities. Raising a child with special educational needs is a process in which many people work together (teachers, professionals, parents, children, etc.). The pandemic was a time when parents often had to actively participate in distance learning (e.g., turn on the computer, explain directions, do exercises together, print materials). For this reason, the participating teachers (N = 78%) found that the school performance of the children often depended on the work performance of the parents. Almost one in four participants (N=23%) had difficulty answering the question of whether students expressed concerns about someone being infected or affected. near them. Almost half of the teachers (N=45%) answered this question with yes, almost every third participant (N=31%) negatively.

### **C. Learning Strategy For Students With Disabilities During The Pandemic In Poland**

The research results obtained are reflected in the works of other authors in Poland. For example, Barbara Jankowiak and Sylwia Jaskulska (2020) conducted research on teachers' wellbeing and attitudes towards distance learning during the pandemic. The aim of this research was to know the attitudes of teachers towards

distance learning during the pandemic in relation to their well-being. 782 teachers from classes III and IV-VIII of primary schools as well as teachers from secondary schools, technical schools and trade schools took part in the study. Most of them have more than 11 years of professional experience. The results of this research showed that distance learning was only rated positively in the situation of using this method in the future with the aim of developing one's own skills. On the other hand, the areas associated with pastoral care for children were rated negatively. According to teachers, differences between students are increasing because of distance learning, but these teachers also believe that after children return to schools, everything will go back to how it used to be. According to respondents, it is possible to review the curriculum through online classes, but it is impossible to organize pastoral care by computer. Teacher well-being was higher when: their evaluation of distance learning was positive, when the level of competency of the teachers in this form of instruction was sufficient to carry it out, and also when the relationship with the students was best in face-to-face education. The research carried out shows that teachers' well-being is not very related to different opinions in this area. It must be emphasized that the effectiveness of training SEND students depends on many aspects such as: B.: the individual abilities of the students, the circumstances of their environment, the educational system and also the application of appropriate teaching methods. The teachers we studied (N=49) indicated that they adapt the methods, forms, tools and materials to the needs of the students. However, the majority of respondents do not share the view that distance learning brings benefits or enables knowledge transfer in an interesting way. Distance learning, despite the use of many innovative methods, techniques or tools, is not capable of

replacing face-to-face contact between teacher and student, which in turn can negatively impact the ability to inspire students' motivation to work; It limits a teacher's control over students' work, increases the difficulty of verifying their identities, and puts them at risk of not passing their exams unaided. The lack of teacher control weakens student organization and significantly reduces self-discipline and motivation to learn. In addition, limited contact with peers has a negative impact on the socio-emotional sphere of children and adolescents (Lorens, 2011).

Academics are increasingly emphasizing that caring for children, which is the essence of an educator's job, can be truly stressful in times of a pandemic (Sawchuck & Samuels, 2020). As our research has shown, during a pandemic, Polish teachers feel more tired, sadder, and less committed to helping other people. This is consistent with what Jones and Kessler (2020) call for teachers to be given specialized help and emotional support so the pandemic does not lose their sense of agency and identity, as well as the ability to act for others.

The studies presented above, as well as reports from other countries (see Crane et al., 2021), show that teachers assess the impact of the pandemic on the functioning of students with SEND negatively. For this reason, publications with recommendations were developed to work with such children. Such articles provide, a list of online teaching aids that can be used when working with children with SEND (see Roberts & Bradley, 2021; Crane et al., 2021).

Despite the increasing preparation of teachers to work online, only 9% say that some of the solutions used in e-learning are also used after returning to school believe that Distance learning brings only benefits for teachers and students.

## Teacher Experience During the Pandemic Taiwan

---

### A. Learning During the Pandemic in Taiwan

The first confirmed case of Covid-19 in Taiwan was reported on January 21, 2020, 10 days before the WHO declared Covid-19 a global public health emergency. On February 3, 2020, the Taiwan Ministry of Education announced that universities and colleges would be closed until February 25, 2020, after which each institute would create its own academic calendar. A mask rationing program was introduced on February 6, and two weeks later (February 20), the Department of Education announced stricter standards for suspension of classes than enterovirus. norms. If a teacher or student receives a confirmed diagnosis, all of their classes will be suspended, and two confirmed diagnoses would result in a school-wide or campus suspension of classes, with catch-up classes being held online. Each suspension would last 14 days. On Feb. 27, Taiwan's central epidemic command center was upgraded to Alert Level 1. Within the next two weeks, on March 10, the Taiwanese government promulgated the Special Law on Prevention, Alleviation and Resuscitation of Severe Pneumonia with New Pathogens. On March 13, the MOE called on universities and colleges to carefully assess the pandemic situation in each country and the risk of infection from air travel, and reduce or suspend international travel for faculty and students. However, on March 16, the first COVID19 case involving a Taiwanese high school student who was infected while traveling abroad was reported. The next day, the Ministry of Education announced that high school students and below should avoid unnecessary and non-urgent trips abroad. On March 19, the Ministry of Education

announced the suspension of high school classes with confirmed cases of infection among students. In late March, a university voluntarily moved all of its classes online following a confirmed case of Covid-19 in a particular class. After a second case was confirmed in the same class 9 days later, the aforementioned university canceled scheduled interviews and written exams and passed application exams for its second round of admissions. On April 21, the College Recruitment Commission Joint Board Standing Committee announced that students who are unable to take their advanced subject tests due to the Covid-19 pandemic can receive make-up tests.

As of April 13, 2020, no new local cases of infection have emerged in Taiwan. On June 7th, after 8 consecutive weeks without local cases, the COVID19 prevention guidelines were greatly relaxed. According to the Ministry of Health and Welfare (MOHW) website, which outlines key guidelines to combat Covid-19 (<https://covid19.mohw.gov.tw/ch/mp205.html>), Taiwan has been banned until April 18. On June 2020, 445 confirmed cases (and seven deaths). Of these cases, 352 are foreign infections and 55 are local infections. In addition, 36 cases were reported among the naval crew aboard the fast combat support ship Panshi. During the pandemic, universities and colleges have been proactively promoting the facility as a whole, in addition to conducting temperature checks and contact tracing measures on campus staff.

In accordance with the Central Epidemic Command Center's social distancing regulations, Taiwanese educational institutions have made changes to teach large classes and face-to-face classes in poorly ventilated classrooms. These changes have caused educators to move from physical classrooms to virtual classrooms

in digital learning management systems. (LMS) and offer synchronous or asynchronous instruction through remote classes. However, synchronous instruction has been criticized for having teacher-centered designs that emphasize teachers over students (Murphy et al., 2011). Consequently, small private online courses and massive online open courses (MOOCs), originally offered by universities as forms of distance learning, have become the preferred options for many students who have been quarantined or not to Taiwan during the Covid-19 pandemic were able to enter. For example, the National Chiao Tung University in Hsinchu has established an online summer university that does not involve any physical learning (<https://www.ewant.org/>). This university has held courses on existing MOOCs from 12 colleges and universities, aimed at enrolled undergraduate and high school graduates in Taiwan. The courses offered by this online university are recognized by 42 universities and colleges for academic achievement and are free for economically disadvantaged students.

To combat the Covid-19 pandemic without suspending classes, MOE has established a nationwide online learning platform covering all academic systems including higher education (<https://learning.cloud.edu.tw/onlinelearning/>). This platform also provides an inventory of classes and digital learning resources across platforms for use by all schools (MOE, 2020b). Providers offering discounted Internet packages such as free 4G SIM cards and other student discounts.

During the Covid-19 pandemic, students not only face challenges related to their basic biological and security needs, but also face many changes in the general social climate, campus security and general environment based on the guiding principle of

uninterrupted learning. Environmental psychology explores how people and environments affect each other. This field examines not only how individuals change the environment, but also how individuals' behavior and experiences are influenced by the environment and how changes are manifested (Hsu & Yang, 2005). The changes in the general environment caused by the Covid-19 pandemic are a topic worth investigating, particularly with regard to whether the pandemic has affected student learning behavior.

Stimulation theories in environmental psychology indicate that environmental stimuli include the elements of quantity and meaning. The first includes time commitment, frequency, and number of sources, while the second includes personal perceptions of social interactions, factors affecting work. Performance and health problems arising from people's responses to stimuli (Hsu & Yang, 2005). Due to the recent rise in environmental psychology and experimental and research ethics, few empirical studies have been conducted on the impact of environments on behaviors, studies have rarely examined students' perceptions of educational facility buildings or surrounding spaces (Ho and Chang, 2011; Shieh and Wang, 2009) or examined the impact of learning environments on the state of student support from a positive psychological perspective (Pekrun, 1992, 2000; Wu et al., 2011).

Some psychologists have studied how Covid-19 has affected people's behaviors related to threat perceptions, social background, alignment of personal and collective interests, stress and coping (Bavel et al., 2020). These psychologists have concluded that the Covid-19 pandemic has affected people psychologically (Holmes et al., 2020; Rajkumar, 2020; Zhang et al., 2020). A survey of 106 men and 157 women found that 52.1% of

the 263 participants experienced anxiety and worry due to the Covid-19 pandemic (Zhang and Ma, 2020). The University of Valladolid in Spain analyzed 2,530 online responses to the Depression, Anxiety and Stress Scale<sup>21</sup> and found that 50.42% of respondents reported moderate to severe levels of anxiety, depression and stress due to the pandemic. Other researchers (Harper et al., 2020; Pakpour and Griffiths, 2020) have suggested that fear may be the driving force behind human behavioral changes during the pandemic, particularly among those with high self-awareness. effectiveness or in situations of perceived benefit (Witte and Allen, 2000).

Because people have not been exposed to many global pandemics in recent history, few empirical studies have examined the impact of public health events on student learning. However, some scientists have confirmed that students perceive environmental changes as a result of a pandemic and therefore show changes in their learning or behavior. For example, a survey of 624 clinical medicine students (both undergraduate and graduate) found that compared to non-resident students, resident students were more likely to perceive themselves to be infected with Covid-19 and therefore had a higher desire to acquire knowledge about the disease and had increased sleep disturbances during the pandemic (Liu et al., 2020). Additionally, 96 students have responded to an online survey in Ukraine about their emotional journey and behavior during isolation during the Covid-19 pandemic. The results showed that 36% of the respondents had a negative attitude towards the future and about half of the respondents (48%) were unwilling to leave their homes (Haletska et al., 2020).

## **B. Challenges in Teaching Students with Special Needs During Pandemic in Taiwan**

During the Covid-19 pandemic, students at all levels (university, high school and elementary school) have been unable to attend school and most schools switched to online teaching. To understand the design of online teaching activities among teachers at all levels, online questionnaires used in this study were developed to examine teachers in Taiwan who had been teaching online due to the pandemic. There were 223 valid questionnaires.

The first objective was to examine teachers' online teaching activities when face-to-face teaching was suspended due to Covid-19. Based on the results of the frequency of teaching behaviors, learning interaction, learning effectiveness and other categories, the top four teaching behaviors were appeals, lecture with splash screen, homework in class and synchronous audio/video based whole class discussion. The study then examined the similarities and differences between college, high school and elementary school in the four categories. with a presentation screen was used the most, regardless of the level of learning. In terms of video playback, most of the videos played in universities were created by teachers, while most of the videos played in secondary and elementary schools were created by others. In terms of learning interaction, we found that synchronous video/audio-based whole-class discussion was used most frequently, regardless of the learning phase. Assignment (homework) was the most common behavior, regardless of the learning phase. Second, university professors were more likely to use homework and assignment reports for assessment, while high school and elementary school teachers were more likely to use online tests for assessment. Finally, in the other category, we found that for

online teaching, regardless of the learning phase, appeals and queries about the learning environment, such as B. on the status of hardware and software, were necessary.

In general, more time was spent on appeals and hardware and software status queries in online teaching than in classroom teaching. This means that the technical skills of the teachers for online teaching, the familiarity of the students with digital platforms and the software and hardware support provided by the school's information center will influence the quality of e-learning. In addition, the arrangement of these activities related to teaching, interaction and evaluation among teachers at all levels was slightly different from the arrangement of these activities in classroom teaching, and appropriate teaching activities could be designed according to the online teaching environment. Despite the limitations of online teaching platforms, online learning activities can still be conducted.

The second aim of this study was to examine the similarities and differences between university, secondary and primary school teachers in the design of the online teaching activity process. Elementary schools were divided into 1) appeals and identification of the classroom environment, 2) teaching through presentations and screen demonstrations, 3) synchronous text-based discussion, and 4) an assessment of effectiveness and elementary schools resembled the usual teaching processes. In terms of features, some college professors first reminded students of some issues, and then called up the list after students went online. During classes, some teachers lectured in experimental or practical courses with a blackboard and film, the experimental course directly with cameras. College professors also engaged in less interactive learning behaviors, but most of their behaviors were

performed in groups. Second, secondary school teachers tended to organize more practical or experiential courses and used synchronous and asynchronous interactive activities. Finally, elementary school teachers were more likely to use home video and screen sharing to teach and organize a variety of classroom interactions. In addition, the discussions, which included audio and text, were conducted using synchronous and asynchronous methods.

In general, college, high school, and elementary school shared significant sequential behaviors, including appeals and identification of the classroom environment, instruction via shared screens and presentations, synchronous text-based discussions, and an assessment of effectiveness. Elementary school teachers show similar characteristics in the design of their teaching processes. In addition to these similar characteristics, high, middle, and elementary school teachers also share some different characteristics. These different characteristics show that teachers have different teaching strategies at different stages of learning. In addition to the current state of teaching, these differences can also provide scientists with information for appropriate research.

### **C. Learning Strategy for Students with Disabilities During the Pandemic in Taiwan**

Due to the respiratory disease caused by Covid-19, many countries have suspended all kinds of personal activities, including personal education. The Covid-19 pandemic has forced many changes in most areas of life to deal with the impact of the pandemic control measures, and the education sector is no exception. In many countries, universities, secondary schools and elementary schools have adopted the strategy of online education during the

pandemic. As a result, teachers and students had to change their teaching methods quickly, regardless of whether they were experienced and prepared for online classes. Due to this situation, a separate term has emerged in the academic field: Emergency Remote Education.

Studies and models related to online education have been promoted for years (Sun and Chen, 2016). Before the COVID-19 pandemic, most of these studies focused on universities, while primary and secondary school teachers and students remained inexperienced in emergency distance learning (Lestari and Gunawan, 2020). For example, Taiwan has been promoting university-level digital course certification for many years, and universities have also supported teachers in recording e-learning materials. Therefore, university professors have more experience in online teaching. However, in primary and secondary schools, digital teaching only plays a supplementary role. The pre-epidemic model has students going into the classrooms. Therefore, teachers in primary and secondary schools do not have enough experience to switch to online teaching.

In response to Covid-19, schools at all levels required an immediate shift to online teaching, which can be both an opportunity and a challenge (Toquero, 2020). Therefore, some studies have been conducted to discuss emergency distance learning during the Covid-19 pandemic. Crawford et al. (2020) examined the responses of 20 countries to the Covid-19 epidemic. They found that the response to higher education is diverse, including a lack of response, strategies for social isolation on campus, and rapid response to full online courses. Watermeyer et al. (2020) reported a survey of 1,148 academics working in UK universities. They suggested that online migration causes

significant dysfunction and disruption in their educational roles and in their personal lives. Loima (2020) compared social pedagogical strategies and arguments in Sweden and Finland during the Covid-19 pandemic. The results showed that Swedish and Finnish policies obfuscated mandates and restricted information. However, distance learning has been successful in both epidemiological and curricular terms in Finnish. Basilaia and Kvavadze (2020) conducted a case study in Georgia. Google Meet platform implemented for online education with 950 students. The results showed that the rapid conversion to the online form of education was successful and that the experience gained can be used for the future. Putra et al., (2020) visited 10 websites in Indonesia to explore student learning experiences during the Covid-19 pandemic. The results showed that students' difficulties in learning from home caused a lack of learning resources, such as lack of Internet access and the ability of parents to support their children's education learn. In Cyprus, Souleles et al. (2020) believed that e-learning is not complementary to existing teaching and learning practices and that disciplinary differences need to be considered. The provision of hastily organized workshops to fill teachers' skills gaps, while a necessary step, cannot replace the need for sustained training, both pedagogical and technical. In Norway, Langford and Damsa (2020) uncovered some phenomena such as the zoom revolution, significant levels of interactive online learning, innovations for involuntary education reform, the development of collegial and self-help skills, technological challenges and pedagogical uncertainty. When the outbreak in Beijing prevented people from going to school, Peking University scholars proposed the following five specific teaching strategies for online teaching under pandemic conditions: 1) high relevance between online teaching design and learning the student; 2)

effective online delivery of instructional information; 3) appropriate support from teachers and teaching assistants to students; 4) quality engagement to enhance the breadth and depth of student learning; and 5) contingency plans to deal with unexpected incidents on online education platforms (Bao, 2020). Additionally, many academics in medical education have explored the challenges and future of online education in their own field. For example, Goh and Sandars (2020) pointed out that important changes are taking place in global medical education and that there is a need to strengthen technological innovation to sustain teaching; suggested that the use of artificial intelligence for adaptive learning and virtual reality could be future trends in medical education.

In addition to the studies on education in general mentioned above, there have been other studies examining students' attitudes during emergency distance learning. Abbassi et al., (2020) reported that students who were unable to attend school because of the epidemic disliked online learning as much as they disliked face-to-face learning. Therefore, administrative departments and teachers in schools should take the necessary measures to improve online educational environments. Based on a survey of 77 medical students in their classrooms, Agarwal and Kaushik (2020) argued that students believed that online courses disrupted their normal processes, saved them significant time and made it easier for them to obtain materials. The main barriers to learning were the number of participants and technical errors during classroom discussions. Owusu Fordjou et al. (2020) studied online learning among 214 college students and found that the pandemic had a negative impact on their learning, as many of them were not used to learning effectively on their own. Since most of the students in this region did not have access to the

internet and had no technical knowledge of internet devices, the learning platforms used also posed a challenge for them for self-regulated learning in online education are better than those of students of primary and secondary school students based on their age (Heo and Han, 2018). However, when the pandemic began, all schools were urged to switch to emergency distance learning. Some studies have looked at learning disabilities in primary and secondary schools during the outbreak. For example, Sintema (2020) found that Zambian primary and secondary schools enabled teachers and students to take classes via mobile phones and tablets by implementing smart review and e-learning portals while increasing the number of mobile devices available increased. and learning methods helped teachers provide teaching materials and students to enable self-regulated learning during the pandemic. Furthermore, Fauzi and Khusuma (2020) surveyed 45 elementary school students and identified issues in the implementation of online instruction, including 1) availability of facilities, 2) use of the network and internet, 3) planning, delivery and evaluation of learning, and 4 ) collaboration with parents. The authors expected that online learning would be useful for teachers during the Covid-19 pandemic, but their results indicated poor online learning outcomes. Learning, with 80% of teachers reporting dissatisfaction with online education.





**PART III:  
LESSONS  
LEARNED FROM  
TEACHERS IN  
INDONESIA,  
POLAND AND  
TAIWAN**



## Lessons Learned from Indonesia on Learning for Student with Disabilities During Pandemic

---

### 1) Make Lesson Plans

Making Lesson Plans for Students with Special Needs Learning making plans is a completely essential a part of the mastering process, and of route it will decide the fulfillment of the mastering targets themselves. The want to put together lesson plans or lesson plans has without a doubt been found out with the aid of using instructors, however the hassle is the extent of problem for instructors to give excellent and systematic mastering, in addition to their degree of knowledge of their respective medical disciplines that are not enough so one can layout a mastering concept. An excellent trainer attempts his pleasant to make his coaching successful. One of the elements which can convey achievement is that earlier than coming into the classroom, the trainer usually makes a lesson plan beforehand.

In inclusive number one schools, instructors make lesson plans earlier than coaching each for ordinary college students and college students with unique desires which can be tailor-made to the situations and desires of college students. The lesson plan includes getting to know objectives, getting to know sports, equipment used and assessments. During distance getting to know which includes in the course of this pandemic, the getting to know making plans is achieved the same, simplest for getting to know sports to get replaced with dad and mom and children, media and equipment utilized by dad and mom, and assessment. The layout become given to the dad and mom of the scholars through WhatsApp in each day. For the implementation of getting

to know sports may be finished withinside the morning, afternoon, or night consistent with the situations of college students and dad and mom at home. The following is an instance of a distance getting to know plan for dad and mom and college students with unique desires at home.

## **2) Implementing Distance Learning Activities With 5M.**

Strategy A distance mastering application this is applied for college kids with unique wishes on the Jepara seedling inclusive standard college via 5M mastering that's quoted from the space mastering manual in opposition to the corona college that's a collaboration among the Cikal Teacher Campus, All Students All Teachers, Learning Teachers, Our Family and Center Education and Policy Studies, particularly humanizing relationships, knowledge concepts, constructing sustainability, selecting challenges, and empowering contexts.

The global of training and coaching covers very complicated situations and conditions. It does now no longer most effective contain instructors and college students. Many components are determinants of instructional fulfillment that are not most effective associated with lifestyles at college. The dynamics of lifestyles out of doors of college additionally determine, and situations are constantly changing. Especially at some stage in a virus state of affairs like this, mastering turns into extra complicated due to the fact it is far achieved online. So that the implementation of expertise primarily based totally on enjoy is not sufficient to reply the troubles that rise up in coaching due to the fact at any time the situations can change. Therefore, the issue that instructors constantly want to do is mirrored image. The fundamental method in wearing out mirrored image is figuring out or describing troubles or situations that arise, reading and

deciphering the reasons and reasserts of reasons, drawing classes from occasions or conditions that arise, and locating answers to troubles or locating methods to save you them Reflection on distance mastering in Special Schools do instructors with a manner of speaking to dad and mom of college students after the file and ship nevertheless photographs or video photos of mastering that has been completed at domestic with children. This mirrored image is completed through asking the situations that arise in college students with unique wishes even as wearing out mastering sports at domestic, figuring out troubles that arise and sharing answers to troubles that arise with dad and mom. The consequences of those mirrored image notes are used as a manual for instructors in making lesson plans for tomorrow in order that mastering targets may be achieved. Photo or video photographs are dispatched at a bendy time earlier than 21.00. So, the instructor offers time leeway to dad and mom in order that mastering sports may be achieved at domestic properly.

### **3) Carrying out a Visit (Home Visit)**

Visits are one of the helping offerings for steering and counseling sports completed with the aid of using instructors with the aid of using journeying dad and mom/college students' residences. This is carried out due to the fact the residence because the first vicinity of training for college students must be capable of offer a great function for pupil improvement. A go to or domestic go to is an attempt to discover own circle of relative situations in terms of the troubles of kids or folks that are the obligation of the faculty. At the primary faculty level, visits are completed with the aid of using elegance instructors or accompanying instructors. With the house go to, it is miles predicted to acquire numerous facts or records that may be used to make the coaching and studying method extra powerful whilst supplying guide, guide for dad and

mom (and different own circle of relative members) to be inclined to collaborate collectively in assembly the desires of kids or people so as to expand optimally. Seedling colleges will commonly perform domestic visits to college students' houses if there are matters that want to be communicated face-to-face concerning troubles skilled with the aid of using college students, which include in no way running on a project, or dad and mom now no longer speaking to file their kid's progress. At the start of the pandemic, journeying sports had been meant for college students whose dad and mom did now no longer have a smartphone. Based on a survey from the faculty, there has been best 1 determine of a pupil with unique desires who did now no longer have a device, so the accompanying trainer made a go to discover the improvement of the pupil with unique desires. For different college students with unique desires, it is miles optimized to speak thru social media, each chat and video calls, each day and at the start of the pandemic, domestic visits are best now and again completed.

## Lessons Learned from Poland on Learning for Student with Disabilities During Pandemic

---

Some realistic guidelines are:

### 1) **Assessing accommodations**

Educators, mother and father and man or woman college students examine every student's state of affairs and speak modifications wished for faraway gaining knowledge of. Some examples encompass the use of options to print, inclusive of audio or different codecs in instruction, in addition to pictures, bendy scheduling and deadlines, and assistive technology.

### 2) **Modifying curricula and instructions**

Learning in a faraway putting may also fluctuate from mainstream, classroom-primarily based totally environments. This consists of expectancies for college kids and direction methodology. Curricula ought to frequently be adjusted. For example, homework may be simplified, permitting college students to dictate instead of type, and audio substances may be supplied for studying assignments.

### 3) **Utilizing conventional layout for gaining knowledge of (UDL)**

UDL targets to assist instructors attain a huge type of college students, specializing in how college students analyze and reveal knowledge.

### 4) **Implementing project-primarily based totally gaining knowledge**

Studies display that the scholars with disabilities analyze greater with the aid of using the use of studies and evaluation to finish a

project. Project-primarily based totally gaining knowledge of additionally improves vanity and promotes high-quality engagement. Both unique and general-training instructors are important for this form of gaining knowledge of. They want to layout and introduce assignments and make certain that

### **5) Ensuring individualized training programme (IEP)**

IEP calls for that educators, college students, mother and father and households' paintings collectively to determine at the effectiveness of a faraway-gaining knowledge of putting and the way to high-quality continue with every.

### **6) Supporting instructors**

As faculties transition to on-line gaining knowledge of all through the Covid-19 disaster, it is miles critical to offer instructors with steering and relevant, evidence-primarily based totally sources on the way to supply training in faraway and on-line settings in unique training.

### **7) Providing own circle of relatives and caregiver support**

Systemic procedures are essential to assist mother and father and caregivers with each their home obligations and college students' training.

### **Collective Responsibility – More Work Needs to Be Done**

The abovementioned hints are simply the end of the iceberg. It is the collective duty of governments, instructors, mother and father and caregivers to assist lessen academic inequality for college kids with disabilities, in particular all through a time of disaster just like the COVID-19 virus. In order to make certain that systematic, long-time period answers are supplied, all elements that have an effect on get right of entry to train, inclusive of policy, legislation, financing, human sources and data, ought to be explored.

## Lessons Learned from Taiwan on Learning for Student with Disabilities During Pandemic

---

According to the conclusions generated primarily based totally at the descriptive evaluation and lag sequential evaluation, the subsequent pointers may be made.

(1) Despite the small percentage of on-line realistic and experimental guides, as evidenced with the aid of using the discovered on-line educational behaviors, such guides are organized in study room coaching. It is recommended that after relevant, instructors have to do not forget earlier a way to reply to demanding situations in enforcing realistic and experimental guides in on-line coaching.

(2) Discussion is greater vital withinside the on-line coaching surroundings than in widespread study room coaching (Wu, 2016). This has a look at determined that whole-magnificence synchronous video-/audio-primarily based totally dialogue become the maximum often used method. Thus, whether or not sports are performed as a category or in businesses and whether or not synchronous or asynchronous dialogue is used, instructors have to enhance the net dialogue format and their on-line management skills (Tseng et al., 2019).

(3) In study room coaching, problem-primarily based totally getting to know (PBL) guides are frequently organized, which require college students to accumulate and collate records via the Internet (Dolmans et al., 2016). However, on this have a look at, the fee of records series and collation become low, even withinside the on-line training surroundings, however the sports of records series and collation withinside the on-line getting to

know surroundings are greater appropriate for adoption. Therefore, it is far counseled that the instructors have to layout sports of records series and collation for greater diverse coaching sports.

(4) Due to the pandemic, human beings had been constrained of their potential to depart home. Therefore, similarly to the synchronous sports in magnificence in the course of coaching time, it is far counseled that the instructors set up after-magnificence asynchronous sports so that scholars can perform getting to know sports once they cannot pass out.

(5) In study room coaching, it does now no longer take a whole lot time to name roll or control hardware and software. However, the 2 behaviors are vital withinside the on-line coaching surroundings. Thus, each instructor and getting to know structures or machine builders have to reflect on consideration on a way to lessen the time spent on roll calls and the control of hardware and software.

In phrases of the studies boundaries and pointers for destiny studies, this have a look at took Taiwan's instructors as an example; it is far counseled that cross-us of a comparison be finished in destiny studies. Second, this has a look at particularly mentioned the situations, similarities and variations of colleges, secondary colleges and standard colleges withinside the coaching sports and methods stricken by the pandemic. However, coaching sports also are prompted with the aid of using the direction this is being taught. Finally, instructors' guidance for on-line coaching influences the nice of on-line training (Hung, 2016), which become now no longer analyzed on this have a look at. Therefore, it is far counseled that destiny researchers evaluate the variations in instructors' reviews with on-line coaching.





# PART IV: CONCLUSION



The Covid-19 pandemic has added approximately an exquisite and unparalleled mission for governments, instructors, and dad and mom of their try to make sure continuity of excellent gaining knowledge of. As international locations paintings in the direction of dealing with gaining knowledge of continuity whilst defensive the protection and properly-being of newbies, there are a few organizations of newbies—regularly newbies with disabilities and specifically the ones dwelling in poverty— who stand the threat of similarly marginalization.

During the Covid-19 pandemic, many nations have depended on generation to mitigate gaining knowledge of loss. In many low-profits international locations, the gap gaining knowledge of technique has been supported via way of means of the usage of radio and broadcast media and on-line virtual gaining knowledge of portals. However, the virtual divide among newbies associated with get right of entry to equipment, electricity, the internet, and instructor cappotential is similarly exacerbating the gaining knowledge of divide in each country, specifically for newbies with disabilities who have the extra barrier of inaccessible gaining knowledge of content. It is envisioned that exclusion from training has compounded for the duration of the Covid-19 pandemic, inflicting forty percentage of deprived newbies in low- and lower-middle-profits international locations to be left absolutely unsupported of their training.

Learners with disabilities are at a better threat of exclusion in those circumstances. For example, many far off gaining knowledge of alternatives are not handy to blind and deaf newbies. Children with disabilities may also want extra aid, relying on their disability—for example, simplified messages and signal language aid to recognize fitness and protection measures. In a few instances, dad and mom and households are not capable of aid their kids in the use of signal language or Braille texts.

Like many different kids, people with disabilities may also rely on college food for nutrition, that have ceased to be handy in many nations. Further, kids may also have behavioral aid wishes and can be specifically touchy to adjustments in routines. As faculties reopen, kids with disabilities stand the threat of being discriminated in opposition to and isolated. The “new normal” would require kids and instructors to accept, adjust, and practice new social and study room norms, wherein private protection might be pivotal and helps for gaining knowledge of won't be available.

This troubles paper “Pivoting to Inclusion: Leveraging Lessons from the Covid-19 Crisis for Learners with Disabilities,” highlights the rising social and academic wishes, barriers, and troubles skilled via way of means of kids with disabilities. The paper gives advocated practices for instructional and social inclusion and participation for kids with disabilities. The paper makes use of the twin-music technique and the concepts of Universal Design for Learning (UDL) to fulfill the instant wishes of kids and for reopening and withinside the lengthy term. This technique seeks to assure that training structures are sustainably benefitting all newbies and kids with disabilities. The troubles paper aligns properly with World Bank’s Covid-19 Pandemic: Shocks to Education and Policy Responses and the 2020 Global Education Monitoring Report segment on Covid-19. It acknowledges that the pandemic has amplified the gaining knowledge of disaster however that the gaining knowledge of disaster extends past the technical answers to bridge the virtual divide—accessibility, cappotential, and affordability. The troubles paper, therefore, seeks to make stakeholders aware about the demanding situations and shows feasible techniques to rebuild structures which are higher and handy to all newbies.

## **Rethinking Remote Learning with An Inclusive Lens**

Inclusive far flung mastering manner that each infant, whether or not they have got an incapacity or not, can get entry to and take part in mastering that takes region far from the classroom, probable in a domestic setting. One of the largest demanding situations of far flung mastering is attaining the farthest and the maximum marginalized. This is frequently because of systemic inequalities, poverty, socio-monetary status, gender, or incapacity, which ends up in a loss of tool get entry to, net get entry to, cappotential to have enough money facts packages, cappotential to apply the devices, and cappotential to guide mastering.

Designing far flung mastering alternatives the use of the ideas of UDL can make sure more than one approaches of engagement for inexperienced persons to think, broaden skills, and develop whilst at domestic.

## **Preparing And Supporting Resilient and Inclusive Teachers**

While this schooling emergency has affected tens of thousands and thousands of inexperienced persons, it has additionally affected approximately sixty-three million number one and secondary instructors. Many are uncertain of roles and duties and are suffering with how to hook up with their inexperienced persons thru those new and frequently unusual techniques of far flung mastering. Teachers have pointed to the restrained capability of mother and father and caregivers to facilitate instructor interplay to guide inexperienced persons with disabilities at domestic.

In shaping a country's reaction to the academic crisis, instructors should be supported in 3 center areas: resilience, instructionally, and technologically. As they retain to guide their inexperienced persons, they want to recognize that their revenue will retain, they want to recognize a way to facilitate mastering with technological

interfaces that is probably unusual to them, in particular people who inexperienced persons with disabilities may require for far flung mastering, and that they should learn on a way to reply to mastering loss that takes place whilst inexperienced persons are at domestic

### **Disability-Inclusive Social Protection and Family and Community Support**

Children with disabilities have a tendency to be a part of poorer households. This can be exacerbated through mother and father who should lessen their workload or should forestall running to offer care and guide to their infant. Many households with youngsters with disabilities additionally incur extra incapacity-associated costs. It is for those and different motives that social safety is crucial to reinforce earnings protection and get entry to healthcare, and make contributions to incapacity-associated charges for youngsters with disabilities and their households.

During the Covid-19 pandemic, 60 nations (as of May 2020) have followed social safety measures for people with disabilities, out of them 18 specially goal youngsters with disabilities. For an inclusive healing and extra resilience, investments withinside the improvement of coins transfer, in-type remedy and guide offerings are required in maximum lower-middle-earnings nations to appropriately cowl all youngsters with disabilities and their households who want guide. Such efforts, blended with extra coordination among early adolescence improvement, schooling, and fitness offerings, can mitigate the chance of in addition marginalization and pave the manner for authentic inclusion and destiny monetary empowerment. While parent/caregiver involvement withinside the schooling in their infant is important, this emergency has caused an unexpected shift withinside the position of the parent/caregiver to behave concurrently as their instructors, a twin position that gives demanding situations,

especially to mother and father of youngsters with disabilities which can have extra mastering guide desires. Providing mother and father with good enough guide from instructors is crucial for the duration of this time. In addition, mother and father of youngsters with disabilities may require help with the rehabilitation and care of assistive devices, which may be supplied through network primarily based totally rehabilitation (CBR) workers.

### **Inclusive Nutrition and Safety**

The outcomes of college closures move a long way past the direct effect at the lack of mastering and formal schooling possibilities for youngsters. For many youngsters, food supplied at college can be the best hot, nutritious meal they obtain each day, and get entry to high school feeding packages may be the distinction among malnutrition and good enough vitamins for ultimate increase and improvement. While colleges are closed, it's far crucial to make sure handy meals distribution websites and meals rations and elements which are conscious of the precise desires of youngsters with disabilities. As colleges start to reopen and reestablish college feeding packages, there is a possibility to bolster the inclusion of youngsters with disabilities.

In addition to inclusive nutrition, fitness pandemics like COVID-19 factor to the significance of get right of entry to water, sanitation, and hygiene (WASH). Conversely, they carry to endure how inaccessible those centers are to youngsters with disabilities. As faculties reopen, it is far of maximum significance to make sure all youngsters have got right of entry to inclusive WASH centers to lessen the unfold of this virus.

### **Additional Financing of Disability-Inclusive Education**

Estimates endorse that the financial shocks due to Covid-19 will now no longer best have an effect on authorities' budgets allotted towards training, however household-stage budgets in order to

lower the call for training. This has implications for the training of inexperienced persons with disabilities. Notwithstanding, the extra financing for disability-inclusive training from companions consisting of Education Cannot Wait and the Global Partnership for Education, youngsters with disabilities are nevertheless now no longer being blanketed safely in u . s . a . supply applications. It is, therefore, vital that extra financing for training prioritize inexperienced persons with disabilities and that financing be focused to make sure they are, indeed, being blanketed withinside the recuperation reaction and could now no longer be left in the back of on this emergency.

### **The Education Recovery Process**

Ensuring safety, protection, and inclusion must be a concern while reopening faculties. In a few countries, the phased reopening of faculties can be followed to lessen the hazard of transmission. In those cases, youngsters who're toughest to attain with far flung mastering—such as people with disabilities—must be prioritized most of the first to have possibilities to go back to school. Once faculties reopen, a fixed of measures aimed toward reversing mastering losses may be needed, such as higher study room assessment, smaller magnificence sizes, greater centered pedagogy and curriculum, and higher use of technology. This approach making accelerated, inclusive curricula highlighting key subject-unique mastering effects that instructors can prioritize.

Additionally, governments will want to undertake a multi-sectoral method to offset new reasserts of hazards rising from the aftermath of the pandemic, consisting of poverty, toddler labor, dwindled cost of training, in addition to direct and oblique prices of schooling. The training disaster as a consequence of the Covid-19 pandemic offers a possibility to construct stronger, greater inclusive systems.



## Bibliography

---

- Agarwal, S., & Dewan, J. (2020). An Analysis of the Effectiveness of Online Learning in Colleges of Uttar Pradesh during the COVID 19 Lockdown Page No : 2957. *Journal of Xi'an University of Architecture & Technology*, XII(V), 2957–2963.
- Alrefaie, Z., Hassanien, M., & Al-Hayani, A. (2020). Monitoring Online Learning During COVID-19 Pandemic; Suggested Online Learning Portfolio (COVID-19 OLP). *MedEdPublish*, 9(1), 1–4. <https://doi.org/10.15694/mep.2020.000110.1>.
- Agarwal, S., and Kaushik, J. S. (2020). Student's Perception of Online Learning during COVID Pandemic. *Indian J. Pediatr.* 87 (7), 554. doi:10.1007/s12098- 020-03327-7
- Alsadoon, E. (2020). Virtual Classrooms for Hearing- impaired Students during the COVID19 Pandemic. 12, 1–8.
- Auma, O. M., & Achieng, J. (2020). Perception of Teachers on Effectiveness of Online Learning in the wake of COVID-19 Pandemic. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 25(6), 19–28. <https://doi.org/10.9790/0837-2506111928>.
- Bank, W. (2020). *Pivoting to Inclusion: Leveraging Lessons from the COVID-19 Crisis for Learners with Disabilities*: World Bank.
- Bao, W. (2020). COVID -19 and Online Teaching in Higher Education: A Case Study of Peking University. *Hum. Behav Emerg Tech* 2 (2), 113–115. doi:10. 1002/hbe2.191
- Basilaia, G., and Kvavadze, D. (2020). Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus

(COVID-19) Pandemic in Georgia. *Pedagogical Res.* 5 (4), 1–9. doi:10.29333/pr/7937

Bavel, J. J. V., Baicker, K., Boggio, P. S., Capraro, V., Cichocka, A., Cikara, M., Crockett, M. J., Crum, A. J., Douglas, K. M., Druckman, J. N., Drury, J., Dube, O., Ellemers, N., Finkel, E. J., Fowler, J. H., Gelfand, M., Han, S., Haslam, S. A., Jetten, J., ...Willer, R. (2020). Using social and behavioural science to support COVID-19 pandemic response. *Nature Human Behaviour*, 4, 460–471. [https:// doi.org/10.1038/s41562-020-0884-z](https://doi.org/10.1038/s41562-020-0884-z)

Bier-Laning, C., Cramer, J. D., Roy, S., Palmieri, P. A., Amin, A., Añon, J. M., . . . Cognetti, D. M. (2021). Tracheostomy during the COVID-19 pandemic: comparison of international perioperative care protocols and practices in 26 countries. *Otolaryngology–Head and Neck Surgery*, 164(6), 1136-1147. doi:<https://doi.org/10.1177%2F0194599820961985>

Cao, W., Fang, Z., Hou, G., Han, M., Xu, X., Dong, J., & Zheng, J. (2020). The psychological impact of the COVID-19 epidemic on college students in China. *Psychiatry research*, 287, 112934. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0165178120305400>

Cao, W., Fang, Z., Hou, G., Han, M., Xu, X., Dong, J., & Zheng, J. (2020). The psychological impact of the COVID-19 epidemic on college students in China. *Psychiatry Research*, 287, 112934. <https://doi.org/10.1016/j.psychres.2020.112934>

Chen, J.-S., Chen, M.-J., Zhu, R.-Y., & Lu, M.-Z. (2012). *Statistical management case analysis and application* (3rd ed.). Best-Wise Culture.

- Crane, L., Adu, F., Arocas, F., Carli, R., Eccles, S., Harris, S., Jardine, J., Phillips, C., Piper, S., Santi, L., Sartin, M., Shepherd, C., Sternstein, K., Taylor, G., and Wright, A. (2021). Vulnerable and Forgotten: The Impact of the COVID-19 Pandemic on Autism Special Schools in England. *Frontiers in Education*, 6:629203. doi: 10.3389/educ.2021.629203.
- Crawford, J., Butler-Henderson, K., Rudolph, J., Malkawi, B., Glowatz, M., Burton, R., and Lam, S. (2020). COVID-19: 20 Countries' Higher Education Intraproduct Digital Pedagogy Responses. *J. Appl. Learn. Teach.* 3 (1), 1–20. doi:10.37074/jalt.2020.3.1.7
- Cviko, A., McKenney, S., & Voogt, J. (2014). Teacher roles in designing technology-rich learning activities for early literacy: A cross-case analysis. *Computers & Education*, 72, 68-79. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0360131513002996>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97-140. doi:https://doi.org/10.1080/10888691.2018.1537791
- DeMatthews, D. E., Serafini, A., & Watson, T. N. (2021). Leading inclusive schools: Principal perceptions, practices, and challenges to meaningful change. *Educational Administration Quarterly*, 57(1), 3-48. doi:https://doi.org/10.1177%2F0013161X20913897
- Dolmans, D. H. J. M., Loyens, S. M. M., Marcq, H., and Gijbels, D. (2016). Deep and Surface Learning in Problem-Based Learning: a Review of the Literature. *Adv. Health Sci. Educ.* 21 (5), 1087–1112. doi:10.1007/s10459-015-9645-6

- Efriana, L. (2021). Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution. *JELITA*, 38-47. doi:<https://doi.org/10.1016/j.compedu.2013.10.014>
- Fauzi, I., & Sastra Khusuma, I. H. (2020). Teachers' Elementary School in Online Learning of COVID-19 Pandemic Conditions. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 5(1), 58–70. <https://doi.org/10.25217/ji.v5i1.914>.
- Fauzi, I., and Sastra Khusuma, I. H. (2020). Teachers' Elementary School in Online Learning of COVID-19 Pandemic Conditions. *J. Iqra*. 5 (1), 58–70. doi:10. 25217/ji.v5i1.914
- Goh, P.-S., and Sandars, J. (2020). A Vision of the Use of Technology in Medical Education after the COVID-19 Pandemic. *MedEdPublish* 9, 1. doi:10.15694/mep.2020.000049.1
- Greenway, Eaton-Thomas, C. and, & Karen. (2020). Parent experiences of home-schooling children with Special Educational Needs or Disabilities during the Coronavirus pandemic. *British Journal of Special Education*, ISSN 1467-
- Guo, B., & Li, H. (2020). Guidance Strategies for Online Teaching during the COVID-19 Epidemic: A Case Study of the Teaching Practice of Xinhui Shangya School in Guangdong, China. *Science Insights Education Frontiers*, 5(2), 547–551. <https://doi.org/10.15354/sief.20.rp020>.
- Gurer, C. (2019). Refugee Perspectives on Integration in Germany. *American Journal of Qualitative Research*, 3(2), 52–70. <https://doi.org/10.29333/ajqr/6433>.
- Haletska, I., Klymanska, L., Klimanska, M., & Horoshenko, M. (2020). Students' emotional experience and behaviour

during COVID-19 quarantine: Does fear or intrinsic motivation determine preventive behaviour? *Psychological Journal*, 6(4), 35–52.

- Harper, C. A., Satchell, L. P., Fido, D., & Latzman, R. D. (2020). Functional fear predicts public health compliance in the COVID-19 pandemic. *International Journal of Mental Health and Addiction*. <https://doi.org/10.1007/s11469-020-00281-5>
- Heo, J., and Han, S. (2018). Effects of Motivation, Academic Stress and Age in Predicting Self-Directed Learning Readiness (SDLR): Focused on Online College Students. *Educ. Inf. Technol.* 23 (1), 61–71. doi:10.1007/s10639-017- 9585-2
- Holmes, E. A., O'Connor, R. C., Perry, V. H., Tracey, I., Wessely, S., Arseneault, L., Ballard, C., Christensen, H., Silver, R. C., Everall, I., Ford, T., John, A., Kabir, T., King, K., Madan, I., Michie, S., Przybylski, A. K., Shafran, R., Sweeney, A., ... Bullmore, E. (2020). Multidisciplinary research priorities for the COVID-19 pandemic: A call for action for mental health science. *The Lancet Psychiatry*, 7, 547–560. [https://doi.org/10.1016/S2215-0366\(20\)30168-1](https://doi.org/10.1016/S2215-0366(20)30168-1)
- Hsu, L.-Q., & Yang, G.-X. (2005). *Environmental psychology*. Wunan Book.
- Laing, T. (2020). The economic impact of the coronavirus 2019 (Covid-2019): Implications for the mining industry. *The Extractive Industries and Society*, 7(2), 580–582. <https://doi.org/10.1016/j.exis.2020.04.003>
- Hung, M.-L. (2016). Teacher Readiness for Online Learning: Scale Development and Teacher Perceptions. *Comput. Educ.* 94, 120–133. doi:10.1016/j.compedu.2015.11.012
- Jiu, C. K., Zulfia, N., Rahayu, I. D., & Putra, G. J. (2020). Students with Intellectual Disability in Special Needs School: A

Qualitative Study. *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, 57-60. Retrieved from <https://repo.stikmuhtk.ac.id/jspui/handle/123456789/48>

Jones, A. L., and Kessler, M. A. (2020). *Teachers' Emotion and Identity Work During a Pandemic*. Available online at: <https://www.frontiersin.org/articles/10.3389/feduc.2020.583775/full> (accessed October, 25, 2021).

Köse, H., & Güner-Yildiz, N. (2020). Augmented reality (AR) as a learning material in special needs education. *Education and Information Technologies*, 39. <https://doi.org/10.1007/s10639-020-10326-w>.

Kulesza, E .M., Kucharczyk, I., Gosk, U., and Kosewska, B. (2019). Educational situation of students with special needs in the period 1999-2017 in Poland. *13th International Technology, Education and Development Conference. INTED2019 Proceedings*, 11th-13th March, 2019, Valencia, Spain, pp. 2688-2694, IATED Academy, ISBN: 978-84-09-08619-1; ISSN: 2340-1079.

Kulesza, E. M. (2013). *Education of students with special needs. World experiences. Individualized Education and Therapy Programs (IETPs)*. Warsaw: Wydawnictwo Akademii Pedagogiki Specjalnej.

Langford, M., and Damsa, C. (2020). *Online Teaching in the Time of COVID-19: Academic Teachers' Experiences in Norway*. Centre for Experiential Legal Learning (CELL), University of Oslo.

Lendrum, A., Barlow, A., & Humphrey, N. (2015). *Developing positive school-home relationships through structured*

- conversations with parents of learners with special educational needs and disabilities (SEND). *Journal of Research in Special Educational Needs*, 15(2), 87–96. <https://doi.org/10.1111/1471-3802.12023>.
- Lestari, P. A. S., and Gunawan, G. (2020). The Impact of Covid-19 Pandemic on Learning Implementation of Primary and Secondary School Levels. *Indonesian J. Elem. Child. Educ.* 1 (2), 58–63.
- Liu, C., Xi, B., Liu, H.-S., Huang, Y.-P., Li, Y., & Dong, X.-N. (2020). Research and analysis of the impact of COVID-19 on clinical medical learners. *Medical Education Research and Practice*, 2, 205–210. <https://doi.org/10.13555/j.cnki.c.m.e.2020.02.007>
- Loima, J. (2020). Socio-Educational Policies and Covid-19 - A Case Study on Finland and Sweden in the Spring 2020. *Int. J. Edu. Literacy. Studies.* 8 (3), 59–75. doi:10.7575/aiac.ijels.v.8n.3p.59
- McKenzie, J., Shanda, N., & Aldersey, H. M. (2020). Family–teacher partnerships: families’ and teachers’ experiences of working together to support learners with disabilities in South Africa. *British Journal of Special Education*.[https://doi.org/https://doi.org/10.1111/1467-8578.12337](https://doi.org/10.1111/1467-8578.12337).
- MH, J., Zakirah, Z., Arsyam, M., Alwi, A. M. S., & Fadhil, M. (2020). Learning at Home in the Family Environment during the Covid-19 Pandemic. 131, 986. <https://doi.org/10.31219/osf.io/syv48>.
- MOE. (2020a). The Ministry of Education’s follow-up instructions on ZOOM’s security concerns. *News*.

[https://www.edu.tw/News\\_Content.aspx?n=9E7AC85F1954DDA8&s=868B3A6EDF9BA52D](https://www.edu.tw/News_Content.aspx?n=9E7AC85F1954DDA8&s=868B3A6EDF9BA52D)

- MOE. (2020b). Online learning. Strategies for online teaching. <https://learning.cloud.edu.tw/onlinelearning/>
- Mulenga, E. M., & Marbán, J. M. (2020). Prospective teachers' online learning mathematics activities in the age of COVID-19: A cluster analysis approach. *Eurasia Journal of Mathematics, Science and Technology Education*, 16(9). <https://doi.org/10.29333/EJMSTE/8345>.
- Numonjonov, S. (2020). Innovative methods of professional training. *ISJ Theoretical & Applied Science*, 1(81), 747-750. Retrieved from <https://www.elibrary.ru/item.asp?id=42658599>
- Óskarsdóttir, E., Donnelly, V., Turner-Cmuchal, M., & Florian, L. (2020). Inclusive school leaders—their role in raising the achievement of all learners. *Journal of Educational Administration*, 521- 537. doi:<https://doi.org/10.1108/JEA-10-2019-0190>
- Owusu-Fordjour, C., Koomson, C., & Hanson, D. (2020). The impact of Covid-19 on learning—the perspective of the Ghanaian student. *European Journal of Education Studies*, 88-101. doi:<https://doi.org/10.5281/zenodo.3753586>
- Pakpour, A. H., & Griffiths, M. D. (2020). The fear of COVID-19 and its role in preventive behaviors. *Journal of Concurrent Disorders*, 2(1), 58–63.
- Pekrun, R. (1992). Expectancy value theory of anxiety: Overview and implications. In D. G. Forgays, T. Sosnowski, & K. Wresniewski (Eds.), *Anxiety: Recent developments in*

cognitive, psychophysiological and health research (pp. 23–41).

- Petretto, D. R., Masala, I., & Masala, C. (2020). Special educational needs, distance learning, inclusion and COVID-19. *Education Sciences*, 10(6), 1–2. <https://doi.org/10.3390/educsci10060154>.
- Purwanto, A., Pramono, R., Asbari, M., Hyun, C. C., Wijayanti, L. M., & Putri, R. S. (2020). Studi eksploratif dampak pandemi COVID-19 terhadap proses pembelajaran online di sekolah dasar. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 1-12. doi:<https://ummaspul.ejournal.id/Edupsycouns/article/view/397>
- Putra, P., Liriwati, F. Y., Tahrim, T., Syafrudin, S., and Aslan, A. (2020). The Students Learning from home Experiences during Covid-19 School Closures Policy in Indonesia. *J. Iqra*. 5 (2), 30–42. doi:10.25217/ji.v5i2.1019
- Putri, R. S., Purwanto, A., Pramono, R., Asbari, M., Wijayanti, L. M., & Hyun, C. C. (2020). Impact of the COVID-19 Pandemic on Online Home Learning: An Explorative Study of Primary Schools in Indonesia. *International Journal of Advanced Science and Technology*, 29(5), 4809–4818.
- Rajkumar, R. P. (2020). COVID-19 and mental health: A review of the existing literature. *Asian Journal of Psychiatry*, 52, 102066. <https://doi.org/10.1016/j.ajp.2020.102066>
- Ralli, M., Arcangeli, A., & Ercoli, L. (2021). Homelessness and COVID-19: Leaving no one behind. *Annals of Global Health*, 87(1). doi:<https://dx.doi.org/10.5334/2Faogh.3186>
- Rasmitadila, Widyasari, Humaira, M. A., Tambunan, A. R. S., Rachmadtullah, R., & Samsudin, A. (2020). Using blended

learning approach (BLA) in inclusive education course: A study investigating teacher students' perception. *International Journal of Emerging Technologies in Learning*, 15(2), 72–85. <https://doi.org/10.3991/ijet.v15i02.9285>

Roberts, A., and Bradley, K. (2021) *Back on Track: Guidance for schools and families on supporting pupils with SEND in response to Covid-19*. Available online at: <https://www.ucl.ac.uk/ioe/departments-and-centres/centres/ucl-centre-inclusive-education> (accessed October, 25, 2021).

Robiyansah, I. E. (2020). The Development of Inclusive Education Management Model: Practical Guidelines for Learning in Inclusive School. *Journal of Education and Learning (EduLearn)*, 14(1), 80-86. Retrieved from <https://eric.ed.gov/?id=EJ1270856>

Sawchuck, S., and Samuels, C. A. (2020). *Where Are They? Students go Missing in Shift to Remote Classes*. *Education Week*. Available online at: <https://www.edweek.org/ew/articles/2020/04/10/where-are-they-students-go-missing-in.html> (accessed October, 25, 2021).

Scull, J., Phillips, M., Sharma, U., & Garnier, K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. *Journal of Education for Teaching*, 46(4), 497-506. doi:<https://doi.org/10.1080/02607476.2020.1802701>

Serafini, R. A., Powell, S. K., Frere, J. J., Saali, A., Krystal, H. L., Kumar, V., . . . Aronson, A. (2021). Psychological distress in the face of a pandemic: An observational study characterizing the impact of COVID-19 on immigrant

outpatient mental health. *Psychiatry research*, 295, 113595.

doi:<https://doi.org/10.1016/j.psychres.2020.113595>

Sharma, R. (2016). Effect of school and home environments on creativity of children. *MIER Journal of Educational Studies, Trends and Practices*, 1, 187–196.

Shieh, J.-C., & Wang, T.-Y. (2009). A post occupancy evaluation study of the interior of an elementary school library. *Journal of Library and Information Science Research*, 4(1), 69–98.

Sintema, E. J. (2020). E-learning and Smart Revision Portal for Zambian Primary and Secondary School Learners: A Digitalized Virtual Classroom in the COVID-19 Era and beyond. *Aquademia*, 4(2), ep20017. doi:10.29333/aquademia/8253

Souleles, N., Laghos, A., and Savva, S. (2020). “From Face-To-Face to Online: Assessing the Effectiveness of the Rapid Transition of Higher Education Due to the Coronavirus Outbreak,” in 15th International Technology, Education and Development Conference, Cyprus, November 9–10, 2020. doi:10.21125/iceri.2020.0274

Sulasmi, E., & Akrim, A. (2020). Management construction of inclusion education in primary school. *Kumpulan Makalah, Jurnal Dosen*, 334-342. Retrieved from <http://publikasiilmiah.umsu.ac.id/index.php/kumpulanmakalah/article/view/1018/0>

Sun, A., and Chen, X. (2016). Online Education and its Effective Practice: A Research Review. *JITE:Research* 15, 157–190. doi:10.28945/3502

- Toquero, C. M. (2020). Challenges and Opportunities for Higher Education amid the COVID-19 Pandemic: The Philippine Context. *Pedagogical Res.* 5 (4), em0063. doi:10.29333/pr/7947
- Toseeb, U., Asbury, K., Code, A., Fox, L., & Deniz, E. (2020). Supporting Families with Children with Special Educational Needs and Disabilities During COVID-19. <https://doi.org/10.31234/osf.io/tm69k>.
- Tseng, H., Yi, X., and Yeh, H.-T. (2019). Learning-related Soft Skills Among Online Business Students in Higher Education: Grade Level and Managerial Role Differences in Self-Regulation, Motivation, and Social Skill. *Comput. Hum. Behav.* 95, 179–186. doi:10.1016/j.chb.2018.11.035
- Tseng, S. S., Tsai, S. M., Su, D. H., Tseng, C. J., & Wang, C. Y. (2005). Data mining. *Flag. UNESCO.* (2020). COVID-19 impact on education. *Education: From disruption to recovery.* <https://en.unesco.org/covid19/educationresponse>
- Turnage, A. K., & Goodboy, A. K. (2016). E-mail and face-to-face organizational dissent as a function of leader-member exchange status. *International Journal of Business Communication*, 53(3), 271-285. doi:<https://doi.org/10.1177%2F2329488414525456>
- Van Lancker, W., & Parolin, Z. (2020). COVID-19, school closures, and child poverty: a social crisis in the making. *The Lancet Public Health*, 5(5), e243–e244. [https://doi.org/10.1016/S2468-2667\(20\)30084-0](https://doi.org/10.1016/S2468-2667(20)30084-0).
- Watermeyer, R., Crick, T., Knight, C., and Goodall, J. (2020). COVID-19 and Digital Disruption in UK Universities: Afflictions and Affordances of Emergency Online Migration. *High Educ. (Dordr)* 81, 623–641. doi:10.1007/s10734-020-00561-y

- Witte, K., & Allen, M. (2000). A meta-analysis of fear appeals: Implications for effective public health campaigns. *Health Education & Behavior, 27*(5), 591–615. <https://doi.org/10.1177/109019810002700506>
- World Health Organization (2020). Coronavirus Disease (COVID-2019) Situation Reports (Situation report - 51). Available at: [www.who.int/emergencies/diseases/novel-coronavirus-2019/situation-reports](http://www.who.int/emergencies/diseases/novel-coronavirus-2019/situation-reports).
- Wu, B.-L. (2013). *Modern statistics*. Wu-Nan Books. Wu, P.-H., Luh, W.-M., & Lai, Y.-C. (2011). The effects of sex, self-efficacy and perceived learning environment on the achievement emotions: Analyzing clustered data by using linear mixed models. *Journal of Education & Psychology, 34*(1), 29–54.
- Wu, S.-Y. (2016). The Effect of Teaching Strategies and Students' Cognitive Style on the Online Discussion Environment. *Asia-pacific Edu Res. 25* (2), 267–277. doi:10.1007/s40299-015-0259-9
- Zhang, S. X., Wang, Y., Rauch, A., & Wei, F. (2020). Unprecedented disruption of lives and work: Health, distress and life satisfaction of working adults in China one month into the COVID-19 outbreak. *Psychiatry Research, 288*, 112958. <https://doi.org/10.1016/j.psychres.2020.112958>
- Zhang, Y., & Ma, Z. F. (2020). Impact of the COVID-19 pandemic on mental health and quality of life among local residents in liaoning province, China: A cross-sectional study. *International Journal of Environmental Research and Public Health, 17*(7), 2381. <https://doi.org/10.3390/ijerph17072381>



## Authors' Biography

---

**Dr. Sujarwanto, M.Pd.** is a lecturer at the Special Education Department, Faculty of Education, Universitas Negeri Surabaya Indonesia. His previous studies cover the field of Special Education, Management of Inclusive Education and Education for Student with Physical Disability.

**Nanda Audia Vrisaba, M.Psi., Psikolog.** is a psychologist and a full time lecturer at the Psychology Department, Universitas Negeri Surabaya. Her expertise including therapy for children with Autism Spectrum Disorder (ASD) and therapy for personality disorder.

**Milena Mialkowska-Kozaryna** is a doctorate student at the Department of Special Education; The Maria Grzegorzewska University Poland. Her research focusses on students with special needs in many settings.

**Prof. Becky Huang** is a professor of Special Education at the National Pingtung University, Taiwan. She is an expert on the field of education for students with special needs.