

Teacher's Strategy in Managing Inclusive Classes At SDN Tangerang

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Abstract

The purpose of this research is to find out, namely (1). The teacher's strategy in managing an inclusive class with environmental factors, physical factors, socio-emotional factors, and school factors (2). Supporting factors and obstacles to the teacher's strategy in managing inclusive classrooms. The method with a descriptive qualitative research approach. The research subjects were classroom teachers, special assistant teachers, data collection techniques were observation, interviews and documentation studies. The research results are: (1). Classroom management will run if it is supported by a conducive environment such as: study rooms, seats, good windows so that light and air can enter, socio-emotional conditions, such as teachers teaching in class, involving students in learning, the teacher's voice can be controlled and heard by students. all students, relationships with all students with special needs. Organizational factors of schools and classroom teachers. Information can be conveyed using mobile phones. (2). Supporting factors in the management of inclusive classes are professional teachers and supporting infrastructure such as classes and others. Inhibiting factors for students Children with special needs are difficult to control, requiring extra handling.

Keywords: Strategy, Managing Teacher, Inclusive Class

A. Introduction

Education of Children with Special Needs, according to the 1945 Constitution, article 32 paragraph 1 which reads, every citizen has the right to education, and paragraph 2 reads, every citizen is obliged to attend basic education and the government is obliged to pay for it. Law number 20 of 2003 concerning SPN, in particular article 5 paragraph 1 which reads, "every citizen has the same right to obtain quality education. Law number 23 of 2002, concerning child protection, article 51 reads, children with physical and, or mental disabilities are given equal opportunities and accessibility to obtain ordinary and extraordinary education.

Inclusive education cares about educational services. That every student who will enter school, can adjust to school conditions. Agung, Iskandar., (2014). The student cannot adjust, the student cannot join the school. It is different with the inclusive education system, in the inclusive education system schools must adapt to the needs of all students. In this system, schools have normatively violated human rights if they do not accept students with various weaknesses, shortcomings, and or limitations. In the integration system, children must be prepared to enter regular schools. This is different from the inclusive education system, in the inclusive education system the opposite occurs, where schools must be prepared to accept the conditions of students.

Inclusive schools in their implementation require adequate classroom management. Classroom management refers to teachers to organize their students, time, space, patience and subject matter so that in the learning process students can follow well. Classroom management can have procedures and habits that structure the room and class. Procedures for managing classes so that activities can function properly. All activities that include reading material, taking

notes, participating in group work, actively conducting class discussions, being active in games, and collecting lesson materials

Based on the explanation above, to be able to carry out their duties professionally, a teacher is required to be able to understand the material and have skills in developing various learning strategies that are effective, creative and fun. Yao, Tng, Khoe., (2015). Teachers must be able to work together with students in dealing with deviations made by students, teachers can also support useful learning activities. Based on the explanation above that with the existence of these inclusive schools. It can be interesting to be discussed in this research. So that the author raises a problem that is in accordance with the focus of the study.

B. Research Method

This study uses a descriptive qualitative approach. Based on the data in the form of words to describe the object under study using an inductive approach. The method used in object and natural conditions, where the researcher is the key instrument, the collection technique is done by triangulation, the data analysis is inductive qualitative. Sugiyono., (2011). The results of qualitative research that emphasize the general meaning.

1. Data Collection Techniques

- a. Observations carried out by the field intentionally and systematically about social phenomena, and natural phenomena that occur, by observing and taking notes. Researchers took data by observing teacher strategies in managing inclusive classes, and physical environmental factors, socio-emotional factors, and school organizational factors, as well as supporting and inhibiting factors.
- b. Technical interviews took data with the management of inclusive classes in terms of physical factors, socio-emotional factors, and school organizational factors as well as supporting and inhibiting factors. Includes teacher development, overcoming problems that occur in the classroom, teachers in implementing a democratic culture, teachers forming leadership structures in the classroom.
- c. Documentation studies in the form of writing, drawings, monumental works, meeting notes, policy regulations, documents in the form of school curriculum.

C. Results and Discussion

1. General Description of Research Object

The Education Office signed a memorandum of understanding with special schools, to assist teachers in public schools in assisting children with special needs (ABK). Special school assistants who have received special education. As for the problems in services for students with special needs, in mentoring. Baharudin., (2010). Conducting a memorandum of understanding for special schools designated as schools implementing inclusion programs. The State Elementary School of SDN Tanah Tinggi 3, Tangerang District is ready to open an inclusive school. Education staff at SDN Tanah Tinggi 3 State Elementary Schools. The school has implemented an inclusive school program, for 12 years even SDN Tanah Tinggi 3 has experience in teaching children with special needs.

The inclusive school in Tangerang which is identical to SDN Tanah Tinggi 3. Already known and known nationally. Because the school principal provides support for children with

special needs (ABK). Class 1 teacher at SDN Tanah Tinggi 3, adds and makes preparations when there are students with special needs enrolling in school. The preparation that must be done is to start by making a special companion book. Students with special needs must have a daily book to record all of the child's development

2. Concept of Inclusive Education Strategy

Inclusive education is an educational program launched by the government with the aim of providing educational services for children with special needs. Inclusive education, opening and accepting children with special needs can attend regular schools together with normal children, so that it will accelerate the healing process. [Darmadi, Hamid., \(2011\)](#). The inclusive school at SDN Tanah Tinggi 3 is a program of the Tangerang city government as a school center for children with special needs. Inclusive schools provide services in the field of education, in providing non-discriminatory services in education, feel empathy for students with special needs, if they are not accepted in other schools, then our school accepts and immediately orders their parents and guardians to face the psychologist teacher so that the child gets an Asismant Psychologists, so that our teachers are not mistaken in giving treatment to these students.

The inclusive education program at SDN Tanah Tinggi 3 is a Tangerang city government program. The reason for the school being an inclusive school is because it wants to provide educational services, to minimize discrimination against children with special needs so that it becomes an inclusive school that can socialize with normal friends. So that it can be expected that the child is not immersed in his own world and withdraws and is isolated from the social community and can foster an attitude of confidence in the child, so that he is the same as other students.

3. Types and Characters of Children with Special Needs

Children with special needs who are in class V, totaling 5 people with different characters in each child, even though most of the students have the same barriers that class V is with children with special needs (ABK) in class V, totaling five students. [Nahrin, L. Rokhmatun., \(2018\)](#). Four of them are in the slow learner category and one is a mild mentally retarded student, also that one is also a slow learner. According to the researcher's observations, all of them are slow learners based on the opinion of the mentor teacher who as a permanent teacher who provides treatment based on the direction of the psychologist teacher. brought to school.

- a. Students are Slow in Learning. Slow learning students as slow learners is a disorder in children with special needs who experience obstacles or delays in their way of thinking, how to respond to stimuli and the ability to adapt to what they see, so that students are hampered in understanding what has been explained by the accompanying teacher who teaches them. The ability to think and abstract is lower than the rest in general. The results of interviews with special supervisors about the character of students who are slow in learning, namely students who are the easiest to socialize with than children with special needs, their learning abilities are almost on par with regular students and students also like to tell stories the most and the stories are very detailed from the beginning to their destination. Is one of the students with special needs who has the best social character, compared to other children with special needs, his learning ability is almost equivalent to that of a regular child, active and likes to tell stories, for example traveling from one place can tell in great detail from leaving to returning home. , such as

a passing train or something else. ability to learn, but the child is shy and lacks confidence.

- b. Mild mental retardation. Mental retardation is a child who experiences obstacles and the function of intellectual intelligence in social adaptation that occurs during its development. [Yeni, Rahmawati.,Euis, Kurniati., \(2010\)](#). While mild mental retardation is mentally retarded students whose intelligence and social adaptation are slow but have the ability to develop in the academic field, but social adjustment and work ability are impaired. In accordance with the results of interviews with assistant teachers for class V about the character of children with special needs (ABK), mild mental retardation is a child who is lacking in learning and social skills, almost the same as other children with special needs, wants to always be cared for, wants to be praised, but he is more accomplished In the non-academic field and more confident in carrying out learning activities in class, they can lead in praying, leading in marching and so on. Mild mentally retarded students who have abilities are not much different, although not better than students who are slow learners.

Mentally retarded students have a very high desire for attention and always want to be praised so that they are more confident in carrying out their duties. Mentally retarded students also have a leadership spirit, feel happy if they get the task of leading prayers in front of the class, leading the line when they want to enter class and so on. [Djabidi, Faizal., \(2016\)](#). Handling mild mental retardation in class is the same as for children with special needs who are slow in learning, depending on the problems faced by the child. Having problems solving problems, doing something new, and interest in solving problems. So that demands the treatment of teachers for extra guidance in providing direction on new things.

4. Classroom Management Strategy on Physical Environmental Factors

The physical environment has an important role and function in terms of classroom management, to achieve maximum and quality learning outcomes. [Widiasworo, Erwin., \(2018\)](#). The physical environment in question includes the following:

- a. Student Study Room. Inclusive class study room at SDN Tanah Tinggi 3 Tangerang. It is a learning process and there is no difference with regular regular classes. Regular students and children with special needs (ABK), in learning together in the same class. The room is a place to learn according to the material being taught, the learning process as usual is done in the classroom but the material taught is partly outside the classroom. Learning about the physical environment material outside of school, students study in the school park and the river behind the school. Based on the results of observations about learning more is done in the classroom than outside the classroom. The teacher's learning process uses more image media in conveying the learning material. Learning outside the classroom only at certain times adjusts to the material presented by the teacher. The learning process in the classroom with learning materials is still carried out in the classroom, but if learning is done outside the classroom, the teacher will invite students to study outside the classroom, namely in the school garden. All of this aims to provide real experience to students, so that students can be responsive in understanding the lessons conveyed by the teacher.
- b. Student Seating Arrangements. In the seating arrangement, the most important thing is to facilitate learning in face-to-face meetings between teachers and students. With good

seating arrangements, the teacher will be able to control student behavior, so that the learning process runs smoothly. [Fathurrohman, Pupuh., et al., \(2011\)](#). In accordance with the observation that the classroom teacher with student seats adjusts to what will be taught. When teaching new things in learning, it is necessary to classify first between regular students and students with special needs (ABK). After introducing new things, students can identify with new things according to the ability of each group to know how to cooperate between students with special needs and regular students. Students can appreciate their friends who have a special god, and can see when in groups. Seating arrangements in class V SDN Tanah Tinggi 3, based on observations and documentary evidence, it can be proven that the seating arrangements are adjusted to the material as presented by the class teacher. Seating arrangements are adjusted to the material taught by the teacher to students. When teaching new things, students can classify, between the seats of students with special needs and regular students. Things like this will make it easier for assistant teachers with special needs to monitor students with special needs during learning.

- c. Air Ventilation and Lighting Pengaturan. Air ventilation and light entering the classroom must be sufficient for the health and comfort of students in the classroom, including enough windows that can be arranged in such a way, so that air and sunlight can enter maximally. [Jakfar, Ahmad., \(2017\)](#). According to the interview with the class teacher that there were no complaints from either students with special needs or regular students, because around the class there were trees that were quite bust which made the class atmosphere cooler and more comfortable. Air ventilation and lighting in class V SDN Tanah Tinggi 1 is sufficient. good. That the lighting and air ventilation arrangements are adequate for maximum light entering the classroom as evidenced by the absence of complaints from students. The gardens and trees in front and behind the class also add to the comfortable atmosphere when studying and during the day, even though the weather is hot in the classroom, it is still comfortable and cool so that learning becomes conducive in the classroom during learning time.
- d. Equipment Storage Settings. Storage of equipment should be arranged in such a way that it is not easily damaged, and if one time it is needed it is easy to use, students are also easy and quick to use it, especially in the learning process. Based on special observations and interviews with the fifth grade teacher, namely: in storing the equipment for learning needs, it will be easy to store it yourself in a cupboard, or on a shelf so it is easy to use, the teacher will distribute it to students and after using it, students will return it to its original place either on cupboards and shelves and check on them when they are returned. If the equipment is brought home on loan, it must be reported and recorded by the officer, because there is a student assignment, the student must return it to the officer by placing it in its original place with the knowledge of the officer, so that the existing equipment is durable and not easily lost.

5. Socio-Emotional Factor Classroom Management Strategy

Strategy in classroom management is seen from socio-emotional factors, as socio-emotional factors are a very important component in classroom management, because these components are about emotional regulation in classroom learning, emotional relationships involve conscience, [Nurkhotijah, Fila., \(2016\)](#). If students are followed and appreciated for all

their activities, it will make class conditions better and more comfortable, so that learning objectives will be achieved, as well as components of socio-emotional.

- a. **Teacher Leadership.** The style and way the teacher leads in the classroom will determine the atmosphere in the classroom with a comfortable, safe and conducive learning process. If the teacher uses an authoritarian method, the students will be passive, if the teacher uses a democratic method, the students will actively ask and discuss during learning with the teacher and other students. Intertwined between teachers and students and will create a sense of friendship between teachers and students so that students in any condition will remain active and respectful to the teacher. [Garnida, Dada., \(2015\)](#). According to the results of observations and interviews with the fifth grade teacher, because the inclusive class uses the democratic type, namely by building learning comfort in the classroom so that students, especially children with special needs, the teacher will be able to provide reinforcement to these students, students will be able to accept the learning even though with the shortcomings they have and are not inferior. Regular students can give an understanding that ABK students are your friends, so you shouldn't hurt them, make fun of them, on the contrary, you as regular students must help students with special needs both in class and outside the class. also assisted by regular students. Based on the results of observations and interviews in the classroom, the way the teacher leads the class greatly determines the students with special needs. Students in the class can be comfortable with the way the teacher teaches, giving orders to students, and also the teacher often pays attention to student activities both in class and outside the classroom. The method used by fifth grade teachers is democratic leadership where teachers can build friendships with regular students and students with special needs.
- b. **Teacher attitude.** The attitude of the teacher in managing the class, although patient, is warm to all students. Dealing with students who violate in class as well as students who are active and good in class. The attitude of the teacher in dealing with naughty students must be patient and friendly with the hope that one day students will change and not repeat mistakes, even though by giving sanctions and punishments. Sanctions given to students must be in accordance with the mistakes that have been made by the student and should not be excessive or even physically injuring. In accordance with the results of observations and interviews with fifth grade teachers, namely: If there are students who violate, the students are collected and asked what mistakes they have made, why they did it, what attitude and reasons. [Pangastuti, Ratna., \(2017\)](#). The teacher after hearing the reasons and explanations. Then students who are naughty will be penalized, after it is decided who is at fault and give the appropriate punishment for students who are naughty. Likewise for students who excel in lessons, or are champions of competitions, the teacher will give appreciation to these students. Based on the results and pictures above, which have been explained to students who are naughty and who excel. The student has actually done and violated the rules at school. In this case the result of the observation, that the attitude of the teacher has shown a wise attitude and a democratic attitude.
- c. **Teacher's voice.** The teacher's soft and firm voice is one of the most important factors that a teacher must have when carrying out the learning process. A teacher must be able to regulate his voice when to be loud, when to be in a soft voice, slowly so that the learning process can run smoothly. [Istiqoma, Maria., et al., \(2018\)](#). Based on the results

of observations and interviews with fifth grade teachers, namely: That the teacher's voice can give learning and can be heard behind, so that students behind can hear clearly, and the teacher must also be able to regulate when we have to speak out loud and when to speak loudly. gentle with students. Based on observations in class, that the voice of the teacher in class V when teaching students, can be heard by all students in the class, especially the students who are in the back. The fifth grade teacher's voice is loud, clear and can regulate the high and low voice that needs to be used when learning is carried out inside and outside the classroom.

6. Strategies to Build Good Relationships

Building a good relationship between teachers and students in classroom management matters is important. With the creation of a good relationship between teachers and students, it can be expected that students will always be happy, full of passion, enthusiasm for learning. Based on the results of observations and interviews with fifth grade teachers, namely: Building good relationships that are always established between teachers and regular students and with students with special needs (ABK), who need encouragement, motivation and assistance, so they don't feel inferior to their classmates. [Kadir, St. Fatimah., \(2014\)](#). Holding routine activities with students with special needs, which are usually carried out on holidays and carried out intensively, such as coloring pictures, drawing or leisure activities. Regular students are requested not to ridicule students towards children with special needs (ABK).

Based on the results of observations and observations, the teacher always gives praise to regular students and to children with special needs (ABK), although sometimes what students have done is just ordinary things. So with the attitude of teachers like that who always praise their students, students will be happier and more enthusiastic in participating in learning. In building good relations between teachers and students in class V, which starts in class so that students will be comfortable in learning in class. Making students the center of attention in learning, so that students become active and happy to ask questions and create a sense of enthusiasm for student learning.

- a. Lesson change. Changes in learning must be really addressed by the teacher because in the replacement process, there is a time lag that allows unexpected interactions between students, both regular students and students with special needs (ABK), between regular students or between students with special needs. with regular students. So at the change of lesson hours, students remain in the classroom because in class there must be a teacher waiting, as a picket teacher or special coaching teacher and class teacher. So students can stay in control. [Majid, Abdul., \(2012\)](#). Based on the results of observations and observations in class V, at the time of changing lesson hours there are always teachers, be it class teachers or special assistant teachers who continue to supervise, while waiting for the next teacher to teach. With a teacher who is always in the classroom, unexpected interactions between students can be minimized because there is always a teacher who monitors every student activity during the change of lesson hours.
- b. Teachers who are unable to attend. For teachers who are unable to attend, permission will create a void in the learning process. So to avoid riots among students, teachers who are unable to attend must provide information to the picket teacher, or give assignments to students to do assignments to students in class so that students continue to study in a conducive manner. [Setiani, Ani.,Donni., J. P., \(2015\)](#). Based on the results of observations and interviews with fifth grade teachers, namely: Teachers of children

with special needs (ABK), if there is a need so they cannot enter class, they must give assignments that day, students are given learning assignments to take notes according to the designated page. Teachers who are unable to report to the principal and the principal give it to those who will replace the duties of the teacher who is absent. Based on the results of observations and documentation studies, if the class teacher has other activities that are forced to leave the class, the class teacher will notify by taking notes about the theme of the material to be conveyed, as a task that will be given in classroom learning, then the teacher will give it to the picket teacher. Then the picket teacher will replace to teach in the class.

- c. Flag ceremony. In flag ceremony activities and other activities, the inclusion class must be designated as a turn to lead the flag ceremony, from the teacher and from the students. [Marfa'I, A. Shomad., \(2016\)](#). According to the results of observations and interviews with classroom teachers, namely: All students are united and mix with regular students and students with special needs (ABK), so all students have a responsibility, it is their turn to lead the flag ceremony. In accordance with the serial number of attendance, even if students have special needs, if they get their turn, they must continue to lead the flag ceremony, bring the Pancasila text or sing the Indonesia Raya anthem. Students prepare the line before entering the class, leading the prayer. So students take turns even though students are children with special needs, routine school activities for all students have their own turns, both regular students and students with special needs. Students take turns according to class absence

7. Supporting factors

- a. Inclusive Teachers Have the Ability to Teach Children with Special Needs. Teachers must be patient and painstaking in guiding students with special needs (ABK). Because every child with special needs has a variety of different disorders. Special assistant teachers in each class for each student are very supportive of the teaching and learning process. The task of the special assistant teacher is to provide class teacher input on the conditions, strengths and weaknesses of children with special needs. [Mustari, Mohamad., \(2014\)](#). So that class teachers can use it as a reference in dealing with children with special needs. The principal always provides training to teachers on handling children with special needs, to increase professionalism in teaching in these inclusive classes. In teaching students, they are professional because most of the class teachers already have a bachelor's degree and have certification. For special assistant teachers (GPK), they are quite good and painstaking in providing handling for students with special needs (ABK). The existence of students with special needs at school requires professional teachers to be patient, painstaking in teaching, especially for students with special needs. With the support of all parties, especially the principal, always conduct training to improve the professionalism of teachers in teaching inclusive classes.
- b. Facilities and infrastructure. Facilities and infrastructure that are in accordance with the learning needs of students with special needs (ABK). [Pertiwi, C. Pertiwi., \(2016\)](#). Very influential on the development of these students. namely, among others: (a). A special room for students with special needs. (b). Isolation room used to provide guidance to crew members who are having problems, (c). Students who cannot concentrate, or cannot participate in teaching and learning activities well. (d). ABK rooms specifically

receive intensive guidance from special assistant teachers so that they can be controlled and their concentration can be returned to normal. This is as conveyed by the teacher with special needs in class V, namely: Concentration in following lessons, being in an uncontrollable state, students can disturb their friends, after being guided and invited back to class. The existence of a special room for children with special needs is very helpful in the continuity of teaching and learning activities. When a child with special needs has a problem, students can be guided specifically outside the classroom so that it does not interfere with the concentration of other students in the implementation of learning in the classroom.

- c. **Special Study Tools.** Inclusive schools must have a variety of educational game equipment that serves to stimulate the brain development of children with special needs. These types of equipment and games are specifically for students with special needs, so they are placed in a special room. In this case, the principal is the builder of inclusive schools. [Nurdin, Diding., Imam, Sibaweh., \(2015\).](#) Then the equipment supplied by the government is sent directly to schools. Special teaching media equipment for students with special needs, such as wheelchairs, musical instruments, and other learning media. The existence of facilities in the form of educational equipment and games will greatly assist teachers in fostering students with special needs. The student is often played music. By playing music, it is hoped that it can stimulate brain development, stimulate memory and stimulate tenderness. Based on the findings of the data obtained from the results of observations, interviews, observations and documentation studies that are supported by inclusive classroom management. With the existence of teachers who are professional and every inclusive class there is already a class supervisor. With complete facilities, such as a special room for children with special needs, it is quite helpful in providing handling problems for students with special needs.

D. Conclusions and Suggestions

1. Conclusion

Based on the discussion above, the research can draw several conclusions, namely as follows:

- a. The teacher's strategy in managing inclusive classes with adequate physical environmental conditions. Such as a study room in accordance with the material to be taught to students. With a comfortable seat, plenty of windows so that the air and light can get in maximally, the equipment is placed on shelves and maintained. Socio-emotional conditions which include teachers who lead in the classroom using democratic methods. Building relationships between teachers and students, the teacher's way of dealing with naughty students is appropriate in giving punishment, the teacher's voice can be controlled when teaching in the classroom by all students, all teachers can build good relationships with all students.
- b. Supporting factors in the management of inclusive classes such as teachers who are already professional and each inclusive class has a class supervisor. With complete facilities and infrastructure, such as a special room for children with special needs, it is quite comfortable and helps in providing treatment to students with special needs. Thus, the following support can be obtained, such as students with special needs, which at times cannot be controlled and require special and extra handling. In the implementation

of inclusive classes with the support of parents, school committees and other stakeholders.

2. Suggestions

- a. For school principals, efforts can be made to prioritize facilities and infrastructure as a support for children with special needs.
- b. For class teachers and class assistant teachers, in order to be more effective in teaching children with special needs to further improve professionalism by participating in trainings on inclusive classes.
- c. For further researchers, it is hoped that the next research will be more in-depth to examine the management for development in the inclusive class.

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