

The Class Management in the Setting of Students With Special Needs in Inclusive School

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ABSTRACT

This research aimed to describe the classroom management in the settings of students with special needs and the obstacles in its implementation in inclusive school. Student settings in this study include aspects of creating a positive environment, application of learning rules and procedures, and the relationship between teachers and students. The relationship between teachers and students with special needs includes understanding, openness, communication, freedom, and support. This research used a qualitative approach with a case study method. The data was obtained through observation and interviews. Subject in this research were the regular classroom teachers, special classroom teachers, and students with special needs. The result indicated that the school had implemented student settings quite well. The school teachers create a classroom atmosphere by applying several approaches and classroom management styles by involving regular students and students with special needs to learn together. The implication of this research is the teachers could manage a class condition and handling both students with special needs and regular students in one class.

Keywords: *inclusive school, students setting; students with special needs*

1. INTRODUCTION

Inclusive Education is a manifestation of the development of Education for All. Inclusive education as a system of provides an opportunity for all students who have disabilities and have the potential intelligence and special talents to attend education or learning in the educational environment together with students in general, [1]. Inclusive education is a support system of special education and a part that focuses on education without discrimination [2], all children can get the same education, children with special needs are no exception, and be an opportunity for students with or without disabilities to understand and learn together [3]. Children with special needs, namely a disability or students who have differences compared to their peers [4]. The definition of disability includes learners who are gifted and talented, have linguistic differences, and have physical, intellectual, and social-emotional barriers [5].

The indicator of success in inclusive education includes good classroom management which is an effort in learning activities that are done together with other people in a group according to the planned goals [6] and supported by other factor are class, teacher, study groups, and process of the implementation of learning. Class management to be studied in this research is the setting of students with special needs. Student settings in this study include aspects of creating a positive environment, application of learning rules and procedures, and the relationship between teachers and students.

According to the observation, at one of the inclusive school in Gresik, Indonesia, this school has been providing inclusive services since 2007 and was recognized by the Government in 2010 and had received students with special needs with different disabilities. Among them are blind students, mentally disabled, slow learners, and students with autistic spectrum. In one class there are 3 to 5 students with special needs with diverse disabilities. An example, of the application of classroom management setting of student that has been carried out in this school includes teacher creates class conditions

supported by the individualized educational program (IEP) that the teacher had made earlier. The relationship created by the teacher with students is well established by combining students with special needs with regular students in group assignments. This way, students with special needs do not feel differentiated. The school has also implemented a classroom setting, which is implementing regular class services with clusters and pull-outs. Regular class services with clusters and pull-outs are classroom setting when students with special needs learning together in regular classes with special groups then at certain times they move to study in special classes with special class teachers.

Furthermore, the research [7] shows that regular class teachers and special teachers have variations in applying approaches in the classroom. The recommended approach was the social approach, but other teachers have different approaches was the eclectic/pluralistic approach and the Information and Technology approach, while there are those who do not apply the recommended approach, that was the power approach. In the classroom management style, the teacher applies an authoritative classroom management style. That style was recommended for students with special needs, especially for autism students to get their attention so that students can follow the lesson in class.

Classroom management has an important role for schools and students, in this case, students with special needs. With teachers implementing classroom management, teachers will find it easier to achieve their goals, and the learning process can be conveyed properly. According to the background that has been described, the purpose of this study is to describe implementation classroom management in the setting of a student with special needs and the obstacles in inclusive schools.

2. METHOD

This research was using a qualitative approach with a case study method. The research was conducted at one inclusive elementary school in Gresik, Indonesia. This school was chosen because it has good classroom management setting in applying inclusive school. The selection of subjects in this study was taken from two representative classes. The subjects were 2 regular class teachers and 3 special class teachers and students with special needs. Data collected through a primary resource using observation and interviews. The primary data were supported by secondary data collected through non-participant observation [8]. The data in this study were concerning aspects of student settings with special needs and obstacles in implementing classroom management. Data obtained from two classes that have students with special needs when the learning process took place in the class.

To test the credibility, this study was using triangulation, or checking data from various sources, in various ways, and at

various times [8]. Triangulation that used in this research were source triangulation and method triangulation in which various informant sources and various methods were used and compared to explore and deepen the information obtained. The steps of data analysis consist of data condensation, data presentation, and concluding or verification [9]. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that emerge from records written in the field. The condensation in this study was carried out by combining the results of observations and interviews without any data reduction. Data presentation was an activity when a set of information is compiled, thus giving the possibility of concluding. In qualitative research, data presentation is carried out in the form of brief descriptions, charts, relationships between categories, and the like. The final step in qualitative data analysis was concluding. Concluding starts by collecting data and analyzing looking for the meaning of things, noting regularities, explanations, possible configurations, causal paths, and propositions.

3. RESULT AND DISCUSSION

Class Management in this research mainly discusses aspects of student management to create a positive environment, application of rules of learning procedures, and the relationship between teachers and students, as well as obstacles in implementing classroom management. Class management refers to the teacher's ability to manage situations and activities in the classroom. Students with special needs have more behavioral problems comparing to regular students so they need special attention from the teacher, [10].

3.1. Student Setting

The aspects of student management are creating a positive environment, applying the rules of learning procedures, and the relationship between teachers and students.

Aspects of creating a positive environment, related to success in the implementation of learning in the classroom. The teacher tries to create a positive classroom atmosphere for students to achieve the targeted goals. Based on observations in the two classes, each class has approximately 20 students with 3 to 5 students with special needs and the rest were regular students. Hence the class was not categorized as a dense class. The teacher was taking care of students with special needs in regular classes with the help of special teacher assistants. The setting of the learning has related to the creation of a fun atmosphere during learning in the classroom, [6]. Based on observations, every day the teacher starts learning by greeting and praying together. In the classroom, the teacher creates a positive environment by arranging a beautiful and comfortable class for students, for example decorating the class with the creations of students and class administration documents. Comfort is a condition related to lighting or air temperature, acoustics, and class density [6].

Based on observations, all classes have good lighting that comes from sunlight or the lamp. Regarding the air temperature, each class had adequate ventilation which come from air conditioners or fans. There are works of students on display, there is also a reading corner in the class, making it easier for students when they want to read.

The aspect of applying the rules of learning procedures is still included to the creation of a positive atmosphere where the teacher has created classroom conditions. The teacher applies the student's setting classroom which is a sitting classroom and that supported by the results of observation of changing seats during the learning process. Based on Interview, the teacher set grouping students with special needs into one group accompanied by a special teacher. In terms of classifying students, teachers do not classify or group students based on their equal ability. They combine students with different level abilities into one group with the purpose students can learn together and encourage each other. In the implementation of learning the teacher giving assignments tasks according to the portion of each student's abilities therefore it can be different from regular and students with special needs. Class management has a strategy to create a sense of responsibility for students [10]. Some teacher in the interview revealed that in special classroom the teacher did not make setting classrooms for grouping students, because in that class every student with special needs has different needs and services so that in the implementation of learning students learn individually. Then the teacher makes into one special group with the aim that the special teacher is more focused on supervising and easier when explaining the subject matter to students.

The aspect of the relationship between the teacher and students affects the sustainability of the learning process. Teachers who do not have good preparation will interrupt the learning process as the goals that made before could not be achieved. "Preparation in learning activities is the basis of a teacher's professional activity" is one of the characteristics of the professional field, [11]. Especially for students with special needs, the learning process is different from regular students. Based on the observations, the teacher has a good relationship with students. The teacher always starts learning by greeting and praying together to create a good atmosphere and enthusiasm to start learning. The teacher also repeats a bit of material from the previous week and make a little question and answer session with students will answer the question from the teacher. It aims to foster confidence for students when they can answer. At the time of learning the teacher also uses simple media to support students' learning interest. From the results of the interview, the teacher uses more than one method in learning activities. The success of inclusive education also lies in the teacher factor which emphasizes the teacher to have qualifications in teaching regular and special classes, as well as having the ability to communicate and have good relations with students, [2].

Teachers and students need to require active communication to create understanding and facilitate the learning process. In this case, the regular classroom teacher is assisted by a special teacher. The teacher is a crucial factor for children with special needs as their role will determine the characteristics of the school [12]. Thus, when the learning process takes place, students can still follow the process. To create a positive atmosphere, teachers always give the same attention between regular students and those with special needs. The teachers also provide affirmations and understanding of special needs to regular students. So they do not differentiate between friends. Teachers can use simple strategies that can be used such as giving praise and positive affirmations [10].

3.2. *The Obstacles of Classroom Management*

The obstacles in implementing classroom management based on observations and interviews are classified and explained as follows. The physical environment of the place of learning influences learning outcomes, [6]. Obstacles include setting a classroom which is sitting arrangement, the teacher places special students in one group, to facilitates the teacher in providing learning material with help from a special teacher. Then the fewer variations of learning media in class can increase the student's interest in the learning process.

The obstacles on socio-emotional conditions include the lack of support from the regular classroom because there is already a special teacher in the classroom that handles students with special needs, so that regular classroom teachers tend to focus only on regular students. Teachers need to have a self-concept in applying shared learning that can be applied to students with special needs. For example, in the implementation of learning, teachers prioritize the skills of regular students and those with special needs equally [13].

The obstacles on operational conditions include the limited ability of some teachers to handle students with special needs. Teacher readiness determines success in students since class regular teachers or special teachers who lack the ability and readiness will interrupt inclusive education, [14]. Regardless, the ability of teachers to deal with students with special needs aims to determine supports for individuals with special needs to maximize their potential, [15].

4. CONCLUSION

It can be concluded that the teacher's skills in managing the class are appropriate. In general, the implementation of classroom management for students with special needs in inclusive schools has gone quite well include in the regular classroom or in the special classroom. The teachers create a positive environment by greeting, fostering, and applying a positive attitude in learning that makes positive teacher-

student relationships. In terms of implementing rules and procedures for students with special needs, the teacher adjusts to their portion of the ability. The obstacles in implementation can still be overcome with the help of special teachers assistant. The benefit of implementing classroom management is to help teachers achieve their planned goals. So, it is suggested for teachers to add more various references to create pleasant classroom conditions so that students feel comfortable when studying in class.

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