
The Role of Teachers in Managing Inclusive Classrooms at SDN Pinang Ranti 05 Pagi

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Abstract

This study aims to analyze the role of teachers in managing inclusive classrooms at SDN Pinang Ranti 05 Pagi. Inclusive classrooms represent an educational approach that accommodates the needs of all students, including students with special needs (SWN), within a single learning environment. The goal of inclusive education is to provide equal learning opportunities for all students, including those with special needs. The learning provided encompasses not only academic aspects but also emotional development and social life. The presence of teachers in implementing inclusive education plays a crucial role in creating a learning-friendly environment for all students. Teacher training and professional development are essential for enhancing their competence in managing inclusive classrooms. This study employs a qualitative approach using observation, interviews, and document analysis methods. The findings indicate that the success of inclusive classroom management heavily depends on teachers' competencies in understanding students' needs, applying inclusive learning strategies, and establishing effective communication with students, parents, and other support staff. Thus, teachers are required not only to possess pedagogical skills but also sensitivity to the diversity of students. This study provides important implications for inclusive education policies in Indonesia, particularly in improving teacher capacity and providing adequate facilities to support the success of inclusive education.

Keywords– *Inclusive Education, Teacher Competence, Learning Strategies*



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1. Introduction

Inclusive education is an educational approach aimed at providing equal opportunities for all students to learn together in a single environment, regardless of differences in background, abilities, or special needs. The policy framework for inclusive education in Indonesia is governed by various national regulations, including Law No. 20 of 2003 on the National Education System and Minister of Education and Culture Regulation No. 70 of 2009 on Inclusive Education. These policies reflect the nation's commitment to fulfilling the right to education for all citizens, including children with special needs.

The implementation of inclusive education also aligns with the Sustainable Development Goals (SDGs), particularly Goal 4, which emphasizes the importance of quality and inclusive education for all. However, the practice of inclusive education in Indonesia still faces significant challenges, such as limited teacher understanding, inadequate facilities, and social stigma against students with special needs.

Inclusive education in Indonesia serves as a tangible manifestation of the government's commitment to providing equal rights for all children, including those with special needs, in accessing quality education. The concept of inclusive education underscores the importance of non-discriminatory learning, creating a space where all students can study together in the same environment, regardless of their abilities, backgrounds, or specific needs (Azizah Ayu Nur, 2023). Within this context, teachers play a crucial role in fostering a learning atmosphere that supports the success of inclusive education.

Despite this, the implementation of inclusive education in Indonesia, particularly at the elementary school level, still faces numerous challenges. As highlighted by Bunga et al. (2020), key challenges include a lack of understanding and training for teachers on inclusive teaching strategies, limited facilities and resources in schools, and the absence of comprehensive policies to support inclusive education. Furthermore, social stigma toward students with special needs remains a major obstacle to creating a truly inclusive learning environment (Bunga et al., 2020).

At SDN Pinang Ranti 05 Pagi, a school located in the urban area of East Jakarta, these challenges are evident. Teachers face difficulties in balancing the needs of regular students and students with special needs within the same classroom. Some teachers also feel less confident due to the lack of training on inclusive teaching strategies. This study aims to explore the role of teachers in managing inclusive classrooms, identify the strategies they apply, and document the challenges they encounter. The findings of this study are expected to provide practical recommendations to support the development of sustainable inclusive education in Indonesia. Ndasi et al. (2023) state that teachers must be able to manage classrooms with diverse students, both regular and students with special needs, who require different teaching approaches.

Previous research has provided insights into the importance of teachers' roles in inclusive education. Kumar (2023) emphasizes the role of Special Education Teachers (SETs) as key components in supporting students with special needs, both academically and socially. SETs act as a bridge between students, classroom teachers, and peers, helping to create effective communication among all parties involved. Another study by Asyiqoh et al. (2024) explains how teachers can serve as facilitators, enabling students with special needs to develop their full potential. These studies provide practical and theoretical guidance on understanding inclusive education, but their focus remains general, without considering specific local contexts.

This is where the present study fills the gap in the literature. The study focuses on SDN Pinang Ranti 05 Pagi, an elementary school in the urban area of East Jakarta with a diverse student population, including those with special needs. Based on observational findings, it was found that although the school has made efforts to implement inclusive education, many teachers face significant challenges in performing their roles. Some teachers feel less confident due to the lack of related training, while others struggle to balance the needs of students with special needs and regular students in the same classroom.

This study aims to explore in depth the role of teachers in the context of managing inclusive classrooms at SDN Pinang Ranti 05 Pagi. The study will

identify the strategies applied by teachers to create an inclusive learning environment, document the challenges they face, and examine how teachers adapt to the diverse needs of students (Asbar, 2022). Additionally, this research will compare the findings in the field with previous studies to identify significant differences and provide new relevant perspectives.

The urgency of this research lies in its contribution to enriching the literature on inclusive education in Indonesia. In the existing literature, there are not many studies that specifically address the implementation of inclusive education in certain elementary schools, particularly those located in urban areas. The findings of this study are expected to not only provide new insights into how inclusive education can be effectively implemented at the local level but also offer practical recommendations that can be adopted by other schools in similar conditions.

Furthermore, this study aims to provide a significant practical contribution. The findings can be used by policymakers to design more effective training programs for teachers, provide more adequate resources, and create policies that support the sustainability of inclusive education (Manjari Dewi & Budi Arnawa, 2023). This study can also serve as a reference for teachers across Indonesia to improve their abilities in managing inclusive classrooms.

Overall, this study aims to support, improve, and complement previous studies with a focus on the specific context of SDN Pinang Ranti 05 Pagi. By emphasizing the importance of inclusive and effective classroom management, this research is expected to contribute to the creation of a fairer, more inclusive, and sustainable education system for all students in Indonesia.

2. Method

This study uses a descriptive qualitative method to gain an in-depth understanding of the role of teachers in managing inclusive classrooms at SDN Pinang Ranti 05 Pagi. This approach aims to provide a detailed picture of how teachers create an inclusive learning environment for both students with special needs and regular students. The descriptive qualitative method was chosen

because it is relevant for exploring data based on direct experience and real-world situations (Sugiyono, 2010). Data were collected through observation and literature study.

Data for this study were collected through direct observation techniques. Observations were conducted by monitoring the teacher's activities in the inclusive classroom during several learning sessions. According to Sugiyono (2016), observation is an effective technique in qualitative research for gathering data on behavior, activities, and social interactions in a natural context.

The observation procedure in this study includes several stages. In the preparation stage, the researcher develops an observation guide that covers aspects of managing an inclusive classroom, such as teaching strategies, managing students with special needs, and interactions between the teacher and students. Next, during the implementation stage, observations were made during the learning process in the inclusive classroom. The researcher took detailed notes on every relevant activity and interaction. The data obtained from the observations were recorded in a field journal and supported by documentation in the form of photos or additional notes if necessary.

Data analysis was carried out through several steps: data reduction, data presentation, and drawing conclusions. The observation data collected were summarized, selected, and focused on aspects relevant to the research. The reduced data were then presented in the form of descriptive narratives to systematically describe the research findings. Based on the data presented, the researcher drew conclusions to answer the research questions. These conclusions were verified by conducting data triangulation to ensure their validity (Miles & Huberman, 1994).

Triangulation was conducted by comparing data from various sources and techniques, such as observation results, interviews, and documentation. This aimed to produce more comprehensive and reliable findings. With this approach, this study is expected to provide an in-depth view of best practices and challenges in managing inclusive classrooms at SDN Pinang Ranti 05 Pagi.

Through this research method, it is hoped that an in-depth understanding of the teacher's role in managing inclusive classrooms at SDN Pinang Ranti 05 Pagi can be obtained.

3. Result and Discussion

The observation results show that teachers at SDN Pinang Ranti 05 Pagi play a key role in ensuring the success of managing inclusive classrooms.

Table 1. Success in Managing Inclusive Classrooms

No	Name	Current Class Composition	Special Needs
1.	ARH	Class 4 A	K – Learning Difficulties
2.	ARP	Class 6 B	K – Learning Difficulties
3.	ABS	Class 5 B	H - Hyperactivity
4.	ARPI	Class 1 A	P – Down Syndrome
5.	DRS	Class 2 C	H - Hyperactivity
6.	MAP	Class 5 A	K – Learning Difficulties
7.	NRA	Class 2 A	D – Mild Disability
8.	RAP	Class 6 A	K – Learning Difficulties
9.	SNZ	Class 2 C	K – Learning Difficulties

The results of the study show that the success of managing inclusive classrooms at SDN Pinang Ranti 05 Pagi heavily depends on the teachers' ability to understand the individual needs of students and create an inclusive learning environment. In this school, there are nine students with special needs, each having diverse characteristics, including learning difficulties, hyperactivity, Down syndrome, and mild physical disabilities. The majority of these students require specific pedagogical approaches to support their development.

In managing the inclusive classroom, teachers play a crucial role as the main facilitators. Teachers in each class are expected to understand the specific needs of each student and design learning strategies that can accommodate these differences. For instance, for students with learning difficulties, a student-

centered approach to learning is very important. Teachers can present material step by step, use visual aids, and provide positive reinforcement to enhance students' motivation to learn. Conversely, for students with hyperactivity, activity-based learning methods, such as educational games or group projects, are more effective as they allow students to channel their energy without disrupting the learning process.

Meanwhile, students with Down syndrome require more intensive support in developing social skills. Teachers must create an inclusive environment where students with Down syndrome can learn to interact with their peers. In this regard, the teacher's role as a social mediator is critical, especially in fostering positive interactions between regular students and students with special needs (Manjari Dewi & Budi Arnawa, 2023). The same applies to students with mild physical disabilities, who require additional facilities, such as learning aids or seating adjustments, to participate in teaching and learning activities.

This study also highlights the importance of training and competency development for teachers in managing inclusive classrooms. Teachers are not only required to understand the special needs of students but also to master effective teaching strategies, from developing an adaptive curriculum to applying differentiated learning methods (Purwono et al., 2024).

However, the study also found several challenges faced by teachers, such as a lack of training related to inclusive teaching strategies and insufficient supporting facilities. For example, not all classrooms are equipped with adequate learning aids for students with mild physical disabilities. Additionally, social stigma towards students with special needs still poses an obstacle to creating a truly inclusive environment.

Furthermore, collaboration between teachers, parents, and professionals, such as educational counsellors or therapists, is key in ensuring that students' needs are fully met. With this collaboration, it is hoped that every student, whether regular or with special needs, can benefit from an inclusive learning environment.

Comparison with Previous Research

The findings of this study can be compared with the results of the research by Bunga et al. (2020), which highlights the role of teachers in managing inclusive classrooms at SDK Sta. Maria Assumpta, Kupang City. This study revealed that the success of managing inclusive classrooms heavily depends on the variety of teaching methods applied by the teacher. For example, Rahmawati et al. found that using engaging learning media, adjusting learning time, and providing specialized guidance were key elements in supporting students with special needs. However, the study also noted that the implementation of these strategies was not optimal because teachers tended to use conventional teaching methods, which were less adaptive to the needs of inclusive students.

Another study by Wulan et al. (2024) at SD Teluk Pinang 02 also highlighted the importance of teacher readiness in managing inclusive classrooms. They found that the lack of formal training for teachers was a major obstacle in creating an inclusive learning environment. Teachers often faced challenges in adapting teaching methods to the diverse needs of students. Furthermore, this study revealed the importance of supporting facilities, such as disability-friendly classrooms and learning aids, which were often still limited in many schools.

In comparison, the research by Bunga et al. (2020) and Wulan et al. (2024) focused more on technical aspects, such as facilities and teaching methods, while this study emphasizes the importance of the teacher's role as a holistic facilitator of inclusion. In the context of SDN Pinang Ranti 05 Pagi, although supporting facilities are also important, the more adaptive approach by teachers emerged as the key factor for the success of inclusive education implementation. This indicates that effective management of inclusive classrooms requires a balance between providing adequate facilities and enhancing teachers' competence in applying inclusive pedagogical approaches.

4. Conclusion

This study emphasizes the importance of the teacher's role in managing inclusive classrooms at SDN Pinang Ranti 05 Pagi. The success of managing an inclusive classroom greatly depends on the teacher's competency in understanding students' needs, applying adaptive teaching strategies, and creating a supportive learning environment. Teachers also need continuous training, adequate facilities, and collaboration with various parties to ensure that students' needs are met holistically. This study shows that the success of implementing inclusive education depends on the teacher's ability to identify specific student needs, design adaptive teaching strategies, and build a learning environment that supports the participation of all parties.

In this study, nine students with special needs were identified with diverse characteristics, including learning difficulties, hyperactivity, Down syndrome, and mild disabilities. This diversity of needs requires teachers to possess high pedagogical competence, as well as sensitivity to individual differences. Teachers are expected not only to master activity-based learning strategies and differentiation but also to create positive social interactions between regular students and students with special needs. For example, students with learning difficulties need a step-by-step learning approach using engaging visual media, while hyperactive students are better suited to activity-based learning methods, such as educational games or group work. Students with Down syndrome require special support in developing social skills, which calls for teachers to act as social interaction mediators in the classroom.

However, this study reveals several significant challenges in managing inclusive classrooms. The lack of specific training for teachers in inclusive teaching strategies is one of the main obstacles. Many teachers feel insecure when facing the diversity of student needs, particularly due to a lack of understanding of pedagogical approaches that can effectively accommodate all students. On the other hand, the limited availability of supporting facilities, such as learning aids, disability-friendly classrooms, and other learning resources, worsens the situation. Additionally, the social stigma still attached to students

with special needs often becomes a barrier to creating a fully inclusive learning environment.

This study also emphasizes the importance of collaboration between teachers, parents, and experts such as educational counsellors or therapists in supporting the success of inclusive education. This collaboration allows teachers to receive better guidance in addressing students' needs, while also ensuring that students receive holistic support both at school and at home. Furthermore, this study shows that continuous training for teachers is necessary to enhance their competencies, particularly in developing adaptive curricula, implementing differentiated instruction, and addressing practical challenges in the field.

Conceptually, this study makes a significant contribution to the literature on inclusive education, particularly in Indonesia. Unlike previous research that tends to focus on technical aspects such as facilities or teaching methods, this study highlights the importance of a holistic approach that places the teacher's role as a central element. By examining the specific context of SDN Pinang Ranti 05 Pagi, this study provides new insights into how inclusive education can be effectively implemented in an environment with unique challenges, such as limited resources and diverse students.

Practically, this study provides recommendations for policymakers to develop teacher training programs that are more focused on inclusive education, expand resource allocation to support learning facilities, and create policies that encourage the sustainability of inclusive education. For teachers, the findings of this study can serve as a guide to manage inclusive classrooms more effectively, including strategies for addressing students with special needs. For other schools with similar conditions, this study can be a valuable reference in designing an inclusive educational approach.

Ultimately, this study makes an important contribution to promoting a fairer, more inclusive, and sustainable education system in Indonesia. By focusing on the teacher's role as a key actor in inclusive education, this study is expected to drive a transformation in the education paradigm in Indonesia, from

being exclusive to more inclusive, ensuring that every student, regardless of differences, can thrive in a supportive learning environment.

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