

Inclusive Classroom Management (Case Study in Early Childhood Education)

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Abstract:-Classroom management aims to create an atmosphere of learning that is effective and fun and can motivate students to learn well according to ability. The purpose of this study was to analyze and describe: planning of learning, organizing the physical environment of the class, implementing the social environment, and evaluating problems in classroom management in early childhood education in inclusion in one selected school in Lampung Province, Indonesia. The method used in this research was qualitative with a case study design. Data collection techniques used were in-depth interviews, participant observation and study of documents. The results showed that (1) learning planning was arranged every of new school year, referring to the national education curriculum with modification. (2) organizing the physical environment of the classroom was through the arrangement learning support objects in the classroom, such as seating, air circulation, lighting, learning media, blackboards, cabinets, wall hangings, etc. (3) actuating social environment was focused on activities that provide direction for students to actively learn and focus on the application of the learning process. (4) controlling problems in classroom management took steps to determine what should be done, how to control it, and if necessary make improvements.

Keywords: Classroom management, inklusive classroom, and kinder garden inclusion.

I. INTRODUCTION

Class management is an important part of supporting the learning process in schools. The success of educational goals through learning activities in schools is influenced by many factors, one of which is managerial. Research conducted by Nurlina (2010) shows that in increasing the effectiveness of the learning process there are several components that affect learning, one of which is the influence of classroom management. Therefore class management is needed in managing the learning process.

Organizing systematic learning process activities is the core of classroom management. In class management the manager is the teacher or educator, so that the educator has the authority and responsibility to carry out some class management activities by carrying out management functions. Terry (2009) divides four basic management functions which includes planning, organizing, actuating, and controlling. This was confirmed by the results of the study Delceva (2014) "Teacher as an efficient classroom manager needs to have skills to plan and prepare for the education process, know how to organize the teaching and how to guide the class".

Salafi (2014) stated "Teachers are not born but are made, their training and education both concentrates on enabling them to

control the class for the better and effective delivery of content". Class management is managed to regulate the learning process, many things must be prepared in the implementation of inclusive classes, educational institutions that provide services for children with special needs have class management that is conceptualized so that the class is conducive and makes the learning process effective and efficient.

The results of research from Ni'matuzahroh (2015) concluded that some of the obstacles that exist in the implementation of inclusive classes are understanding of differentiated curriculum, infrastructure, minimal knowledge about inclusive, the rejection of the existence of students with special needs, the refusal of regular students to learn together with children with special needs, and minimal teacher knowledge about how to treat children with special needs.

Realizing the idea that education is for all the most effective ways is to develop opinions and concepts of inclusive education (Booth, 2002). Readiness to become an educational institution that can accept all children, especially at the level of kindergarten with inclusive classes must begin and become an important focus in the world of Indonesian education, especially early childhood education in Bandar Lampung.

Based on the discussion above, there are four research questions that guide this paper.

1. How is the planning of learning in early childhood education inclusive?
2. How to organize the physical environment in inclusive early childhood education?
3. How to actuating the social environment in early childhood education in inclusion?
4. How to control problems in classroom management in inclusive early childhood education?

Previous research conducted by Soodak (2003) on Inclusive classroom management settings means that the inclusion of children with disabilities in public education classes provides an opportunity for teachers to promote education for all by the practice of implementing class management policies in inclusive settings.

Preparation for the implementation of inclusive education is not only the task of the school, but also the responsibility of the government both local and central government. In addition, there are only a small number of previous researchers on classroom management focusing on inclusive

education, other technical issues that should be related to the inclusive education process need attention from policy makers.

The development of inclusive education can be carried out effectively and continue to prioritize improving the quality of education, so we need a good inclusive classroom management. Research activities carried out by researchers related to the inclusive classroom management in early childhood education provide a general description of how inclusive classroom management is applied at the early childhood education level.

II. FRAMEWORK

The framework in this paper assumes that classroom management can create conducive classes, in accordance with the objectives of classroom management, namely creating an effective learning process for students to develop students' abilities, and help students to obtain the expected results (Soodak, 2003).

Therefore, there needs to be a good relationship between the teacher and the student in order to create conducive classroom conditions in order to achieve maximum learning goals. In addition, the class must be arranged so that it becomes an educational environment that can foster creativity, discipline, and student enthusiasm for learning. This is the reason for the need for implementation of class management.

Inclusive Class Management

Inclusive classroom management is a process or effort made by someone educator in arranging and organizing classroom management systematically in order to create dynamic and conducive classroom conditions to create an atmosphere of effective and enjoyable learning and can motivate students to learn well according to their abilities (Horne, 1980; Soodak, 2003).

Creating a conducive atmosphere in the learning process, a teacher must understand and be able to choose the right approach in managing the class, so that learning objectives can be achieved properly. In this regard, there are several class management approaches according to Cooper (1995), namely: 1) Behavior Modification Approach, 2) Socio Emotional Climate Approach, 3) Group Processes Approach.

Seeing that there are adjustments to the needs of students that are different, then in the setting of inclusive education the educational model implemented has a different model from the educational model that is commonly implemented in public schools. Pijl & Meijer (2002) The philosophy remains inclusive education, but in practice children with special needs are provided with various alternative services according to their abilities and needs. Children with special needs can move from one form of service to another.

Djigic & Stojiljkovic (2011) explained that inclusive education basically has two models. First is the full inclusion model. This model includes students with special needs to receive individual learning in regular classes. Second is the partial inclusion model. This partial model involves students with special needs in part of the learning that takes place in regular classes and in part in pull-out classes with the help of special assistant teachers.

The stages of class management are based on management functions. Likewise, Soodak (2003) discusses in his research study, Inclusive classroom management covering planning, organizing, mobilizing, and controlling the overall quality of the classroom environment allowing students to feel accepted, safe, and supported.

1. Learning planning by making a regular school curriculum (national curriculum) that is modified (improvised) in accordance with the stage of development of children with special needs, taking into account the characteristics (characteristics) and the level of intelligence.
2. Organizing the physical environment where the target of class organization is an important object that must be considered in an effort to create a conducive class. The physical organization of this class describes a number of things which include management of the physical environment, namely the space where the learning process takes place, seating arrangements, and the arrangement of facilities and learning support materials.
3. Social environment actuating is carried out in order to create and maintain an atmosphere that is overwhelmed by high student motivation. The actuating of the social environment is the focus of attention and handling that is focused in the learning process. The teacher must be able to manage students well so that students can play an active role in the learning process.
4. Control of problems in classroom management which during the learning process, every teacher must find a variety of problems that occur, such as behavioral problems from students both individually and in groups or problems that originate from the teacher from the skill to manage the class to the end of learning.

III. METHOD

The research approach used in this study is qualitative. Mack, Woodson, MacQueen, Guest, and Namey (2005) revealed that qualitative research can help us to interpret and better understand the complex reality of a particular situation. Qualitative research, interpreting and telling the data concerned with the situation that is happening, attitudes and views that occur in society, the contradiction of two or more conditions, the relationship between variables, differences between facts, influence on a condition and others.

The research design used in this study is a case study. Cresswell (2014) says that a case study is a qualitative approach whose research explores real life, contemporary limited systems (cases) or a variety of limited systems through detailed and in-depth data collection that involves diverse sources of information or multiple sources of information (eg observations, interviews, and documents) and report case descriptions and case themes.

This research was carried out in inclusion early childhood education. Informants were determined by researchers using samples by purposive sampling. Mack, et al (2005) reveal that purposive sampling gives researchers the breadth to determine when information mining is stopped and continued.

Data collection techniques used in-depth interviews, participant observation and document studies (Mack, et al, 2005). Data collection techniques using in-depth interviews, namely through question and answer directly with the informant. In addition, by using document studies, namely viewing and researching school documents. Before all that was done the researchers conducted participant observation aimed at completing the data needed and to find out the actual condition of the research subjects.

Data analysis in this study uses data analysis methods according to Miles, Huberman and Saldana (2014). In qualitative data analysis, there are four activities that occur simultaneously, namely: Data Collection, Data Reduction, Data Display, and Conclusion Drawing / Verification.

Checking the validity of research data can be done in several ways, following the division of four aspects of the validity or quality of qualitative research Guba (1981) which pour in qualitative terms: credibility, transferability, dependability, and confirmability. Checking the validity of the data, researchers use credibility. Credibility is also related to the process of writing research findings, in this case the researcher needs to carry out the following criteria: Member check, extend the research process, peer debriefing, and triangulate data.

IV. RESULT AND DISCUSSION

The results of this study are described in accordance with the research question.

1. How is the planning of learning in early childhood education inclusive?

Learning in inclusive education considers the principles of learning that are adapted to the learning characteristics of students. Inclusive education learning uses regular school curriculum (national curriculum) in accordance with the stage of development of children with special needs, taking into account the characteristics and level of intelligence.

Learning for children with special needs in inclusive early childhood education is carried out with an applied behavior analysis approach (Applied Behavior Analysis) where the approach is well used in inclusive education. This has been

explained by Cooper (1995) regarding approaches in classroom management, one of which is the behavior modification approach. The behavior analysis approach gradually replaces the behavior modification approach. This approach is based on behavioral psychology which considers good and bad human behavior as learning outcomes. Therefore it is necessary to form and maintain the desired behavior.

The inclusive class program in inclusive early childhood education implements two models of inclusive education namely first, full regular classes which include students with special needs throughout the day in regular classes to receive all the same learning activities. Second, regular classrooms with pull out which include students with special needs in part of the learning that takes place in the regular class and partly pull out in special classes for learning with special supervisors / therapists.

2. How to organize the physical environment in early childhood education inclusion?

Class management goals are important objects that must be considered in an effort to create a conducive class. Organizing the physical environment of this class describes several things which include the management of the physical environment. Majid (2007) explained that there are some things that must be considered in managing a classroom, namely: (1) the size of the classroom, (2) can provide freedom of movement, communication of sight and hearing, (3) enough light and air circulation, (4) furniture arrangements to allow teachers and students to move freely.

Spacious classrooms Inclusive early childhood education does not meet the standards for early childhood education. Standard size classrooms in accordance with the Technical Guidelines for the Implementation of Kindergarten Year 2011 set the standard size of the classroom is 8 x 8 m². Whereas inclusive early childhood education has class sizes that vary according to the needs of between 1.5 x 4 meters for special therapy and 6 x 4 meters for inclusive classes. So it is hoped that inclusive early childhood education strives to keep it neat and does not interfere with classroom learning.

In connection with this it is expected that educators can apply the principles of classroom management in order to conduct classroom management well. Latwis (2011) put forward the principles of management as follows: 1. the principle of readiness, 2. motivation, 3. the principle of attention, 4. the principle of perception, 5. the principle of retention, and 6. the principle of transfer. These principles need to be combined in their implementation in considering class conditions, characteristics of students, learning material to be taught. Because not only classrooms and neat and comfortable seats that must be considered, but also the arrangement and storage of learning support items needed by students and teachers during the learning process.

3. How to actuating the social environment in early childhood education inclusion?

The actuating of the social environment includes teacher interaction with students, students with students, and the surrounding environment. Educator interaction with students in the learning process in the form of praying together, checking attendance of students, asking questions about the theme to be taught, singing together, preparing learning media, and delivering learning material. This is in accordance with the activities that need to be carried out in class management according to Barni & Danioni (2018), namely checking the attendance of students, collecting student work, distributing materials and tools, collecting information from students, recording data, maintaining records, delivering subject matter, and give assignments or homework.

When interacting with students, educators make eye contact, facial expressions, and body movements which all indicate that the teacher is listening to the child talking. When the learning process is in an effort to build motivation and enthusiasm for student learning, educators use the scientific approach method in which students actively develop competency attitudes, knowledge and skills with the learning process not entirely centered on the teacher but centered on the students themselves, the teacher is only as a facilitator. This is in accordance with the explanation Suharsimi (2008) that the social environment is the target of attention and treatment that is focused in the learning process. The teacher must be able to manage students well so that students can play an active role in the learning process.

it is the educator's skill that builds harmony between students and the community. In accordance with research by Delceva (2014) that teachers as efficient class managers need to have the skills to plan and prepare the educational process, know how to organize teaching and how to guide the class. The interaction of educators with parents can be seen from a variety of activities programmed by the school that involve parents, such as reading books together or re-creating school activities. While relations with other parties such as examination activities from the health center for the provision of vitamins and other health activities of the academy of pomegranate nursing institutions.

4. How to control problems in class management in early childhood education inclusion?

The problem that is caused by educators is the problem of educators who often arrive late to school. Therefore the school principal handled it by reprimanding teachers who were late, giving warnings, and giving strict sanctions. Sunaengsih (2017) explained the steps of problem solving namely prevention and healing steps. If we link with existing problems, the steps to solve the problem are by:

5. Preventive steps: increase self-awareness as a teacher, establish strict sanctions.

6. Healing steps (curative): identify the problem (find out the reason), analyze the problem, assess alternative solutions to problems, get feedback.

Problems often arise, especially the problem of learning activities in the classroom that are faced every day by the teacher, but in controlling problems in early childhood education inclusiveness lack of understanding of the steps to solve these problems.

The problem caused by students is the frequent occurrence of sick students such as if one child with special needs experiences tantrums while learning is in progress, so the educator handles it with the child immediately separated into the medical room, given as much care as possible, and contacted the parents. While other students in the inner class can be given an explanation that their friends are sick, do not need to worry too much, and give each other prayers to recover quickly. This is in line with solving classroom management problems according to Shamina&Mumthas (2018) concluding the results that difficulties in classroom management can be overcome by developing caring, supportive relationships among students with the following steps: 1) introduction of students, 2) taking corrective actions, 3) performing healing actions.

V. CONCLUSIONS AND IMPLICATIONS

A. Conclusions

This study discusses the application of inclusive classroom management in inclusive early childhood education in a selected school in Bandar Lampung, Lampung Province, Indonesia. This study uses qualitative research methods to obtain in-depth information about inclusive classroom management in schools. Data analysis techniques in this study were used to answer four research questions, including several components of analysis, namely: data reduction, data presentation, data verification, and drawing conclusions.

This study identifies the implementation of inclusive classroom management, namely: 1) Planning for learning in inclusive early childhood education begins with the coordination of the principal with the head of the program and curriculum development field, and educators to develop the structure of the learning program. Referring to the national education curriculum with modification, the structure of the learning program includes the curriculum, allocation of learning time, and learning methods. 2) Organizing the classroom physical environment by organizing / arranging / organizing important objects in the classroom, such as seating, air circulation, lighting, storage areas for learning media, blackboards, cabinets, wall hangings, and other learning support objects. 3) The actuating of the social environment is focused on the activity of giving direction to students to actively learn and focus on the implementation of the learning process. Educators use the scientific approach method in

which the learning process is not entirely teacher-centered but rather student-centered. 4) Control of problems in classroom management can be caused by educators, students, or from the school environment itself. When problems occur, take steps to determine what should be done, how to control it, and if necessary make improvements. Educators use the scientific approach method in which the learning process is not entirely teacher-centered but rather student-centered.

B. Implications

Theoretical implications

This paper has made a theoretical contribution to knowledge in management studies especially classroom management. This paper is the first to identify inclusive classroom management at an inclusive level of early childhood education. Thus, this paper contributes to how the implementation of inclusive classroom management at the level of early childhood education with an inclusive status in Indonesian schools.

Practical and policy implications

This paper has made practical and policy contributions in the context of early childhood education in Indonesia. From the perspective of practical contributions, the findings of this paper show that schools must:

Learning planning is prepared every new school year, although it refers to the national education curriculum, but needs to be modified (improvised) curriculum, allocation of learning time, and learning methods that are tailored to the stage of development of children with special needs and consider the characteristics and level of intelligence.

Organizing the physical environment in the classroom must still be improved. The arrangement of educational teaching aids is stacked in every corner of the classroom which makes the state of the room less conducive. So it is hoped that the facilities and infrastructure will be better managed, even though the school still strives for neat storage and does not interfere with learning activities in the classroom. In connection with this it is expected that educators can apply the principles of classroom management in order to conduct classroom management well.

The actuating of the social environment includes the interaction of educators with their students, an educator must understand and be able to choose the right approach to interact so that educational goals can be achieved properly. The approach that can be done as an effort to provide educational stimuli in the form of a scientific approach and for children with special needs is done by applying a behavior modification approach or, a socioemotional climate (socio emotional climate approach) or, a group process (group processes approach). This approach needs to be combined in its implementation in considering class conditions, student characteristics, learning material to be taught.

Controlling problems in class management, there needs to be an evaluation of how to deal with the problem because the principal and educators do not understand the problem-solving steps, namely prevention and healing steps, which is why there are often recurring problems at school. It is expected that the school can implement problem-solving steps in classroom management by developing awareness, supportive relationships among stakeholders with the following steps: 1) introduction of the causes of the problem, 2) take corrective actions, 3) take healing actions.

Policy perspective, this paper is the first to present findings that provide an important basis for education offices in Indonesia, particularly Lampung Province, to make education policies, for example recommending seminars for school principals to develop their schools into inclusive education, loading policies on classroom management must applied to every school, and learning seminars for teachers to better understand inclusive classroom management.

Implications for further research respond to limitations

Limitations in this study can be formulated as follows; The method used is a qualitative method so that the results of research cannot be generalized. For further research, it can use quantitative and qualitative research methods to get research results that can be generalized to all early childhood schools in Lampung Province, and can gather information about teacher knowledge about inclusive classroom management.

The results of this study indicate that not all teachers know class management procedures, but researchers have limitations to examine in depth the results of this study, therefore future research will be very interesting to investigate the extent to which a teacher can understand and apply class management to activities learning.

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