

Teacher's Pedagogy Competencies for Managing Classes in Inclusive Schools

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This research aims to describe the pedagogical competence of teachers in inclusive schools. This research was conducted at a Junior High School in the Sidoarjo Region of East Java Province, Indonesia. To achieve the research objectives, semi-structured interviews were conducted with school principals, teachers, and school supervisors in inclusive schools. This research data was analysed through the stages of a case study and phenomenological analysis. The results showed that the importance of teachers in inclusive schools to apply pedagogical competence in managing classrooms. The ability of teachers to use pedagogical competencies varies, including the understand of student characteristics, changing curriculum, teaching methods, teaching strategies, and conducting student assessments. The results become a reference in the development of teachers in inclusive schools.

Keywords: *Pedagogy of different skills, comprehensive inclusive classroom, management classroom.*

Introduction

It has been 10 years since implementing inclusive education in Indonesia has taken place, but it still appears that it has not yet optimized the use of children with special needs learning in the classroom with other typical students. Inclusive schools, by the mandate of the policy on its establishment, must be able to reach the educational needs of all students (Causton-Theoharis, & Theoharis, 2009). Improvements are needed regarding the the ability of secondary school educators to optimize curriculum, teaching, assessment practices. This involves being reorganized to achieve increased collaboration and responsiveness to all student needs (Villa, Thousand, Nevin, & Liston, 2005). Teachers and school staff are not the only parties responsible for the success of inclusive education. The role of parents and the social environment outside the school also contribute to inclusion (Reindal, 2008; Tiwari, Das & Sharma, 2015; Schall, 2010). During this research, the focus was on the accessibility received at regular schools. The program trains in the source space, paying attention to the



usefulness of in-class learning for peers when learning takes place.

One of the most important principles of inclusive education is the view that no two students are the same (Pugh, Every & Hattam, 2012; Young, Green & Rogers, 2008). All students in inclusive schools are recognized as unique individuals (Zand & Pierce, 2011). Therefore, inclusive schools focus on creating opportunities for students to explore their inner potential (Ahsan, 2017). Therefore, teachers in inclusive schools must consider various learning modalities, e.g, visual, auditory, kinaesthetic, etc. (Shah, Das, Desai & Tiwari, 2016).

In designing instructions for the students, all teachers must provide full support and accommodation for students with disabilities, but also diversify the learning experience to increase the development of all students in the class. The role of the teacher is very important to ensure each student meets the standards and learning objectives under the specified curriculum, including students with a disability (Nalle & Klau, 2019; Sharma & Das, 2015). For this reason, inclusive schools must create an environment that supports student activities such as reading and literacy activities, tutoring, and other support that builds a more responsive learning environment.

These supports help students with disabilities who may need to catch up but can provide challenges needed by other normal students (Suranata et al., 2017; Benz, Lindsrom & Yovanoff, 2000; Carothers & Taylor, 2004; Black-Hawkins & Florian, 2012; Pugh, Every & Hattam, 2012). In the past, special education often involved separating students from students with disabilities for special teaching. The school drives the learning process in a special education model in a separate room or environment that makes students with disabilities unable to interact with the teacher (Arie, Soesatyo, & Tunik 2019). Many teachers have not yet mastered the pedagogy of different skills in preparing for a comprehensive classroom. Three skills teachers must possess include the knowledge of how to manage a class, knowledge of the subject, and understanding of their students' sociological backgrounds. In addition, three skills teachers must carry include planning and preparing for classroom activities, management relating to controlling students' behaviour, and instruction which guides students' learning (Carothers & Taylor, 2004). Technology in classroom management has kept pace with the increasing demands placed on teachers (Knight, & Galletly, 2017). Research in classroom management has grown in the last 25 years (Madden, 2014; Singh & Glasswell, 2013).

Most teachers were qualified in classroom management by late 1998. Thousands of articles, journals, and thoughtful research projects have focused on students behave and learning. The concept of classroom management, emphasizes the methods of creating positive learning environments that facilitate positive student behaviour. Achievement has replaced the concept of school discipline, which had concentrated on dealing with student misbehaviour. Few teachers have been provided with clear, usable materials that enable them to develop

essential knowledge in classroom organization and student motivation and management (Madden, 2014).

Educators and all the school staff in inclusive schools should provide children with equal access to education regardless of social, gender, religion, and ethnicity (Suranata, et al, 2017). To improve the learning system it is required that all children in each class include diverse cultures and circumstances (MOE, 2010). Countries related to observing this action include Bangladesh, and developing countries such as India (Alur, 2009; Sharma & Deppeler, 2005; Singal, 2005), Brazil (Santos & Silva, 2009), Tanzania (Grönlund, Lim & Larsson, 2010), and South of Africa (Daniels, 2010; Naylor, 2009). One of the most important principles of inclusive education is the view that no two students are the same. The teachers, headmaster, and all staff of the school recognize all students as distinct individuals. Therefore, inclusive schools focus on creating opportunities for students to learn and measure in a variety of ways.

Pedagogical competence is important for teachers. Likewise, teachers in inclusive school's handle students with certain special needs (Eshun, Touphic, Mohammed & Appiah, 2018; Florian & Linklater, 2010; Black-Hawkins & Florian, 2012). A teacher's pedagogical competence becomes an important factor important for the success of all educational efforts of children with special needs (Moriarty, 2007). This study aims to describe the pedagogical competencies used by inclusive teachers to manage learning in large classes.

Methods

This study uses a qualitative approach with a case study method regarding the quality of teacher pedagogical competencies in 14 Sidoarjo Regency schools. Respondents comprised of 14 school principals, 14 teachers, and 14 supervisors at junior high school inclusive schools in Sidoarjo district. The researchers accumulated the research data through semi-structured interviews using interview guidelines under the themes explored. The questions relate to the theme of pedagogy in semi-structured questions and open-ended questions concerning the implement inclusive schools. Interviews with each respondent were conducted twice on average, with the duration of each meeting lasting 60 minutes.

Analysis of the data in this study uses the tradition of case studies of phenomenology (Creswell, 2016) by using the following steps, (1) create and organize files for data, (2) read through the text, make margins and notes, the form of core codes, (3) describe the case and its context, (4) use categorical aggregation, and (5) establish patterns of categories. We maintain the wetness of research data through triangulation and comparative studies through school documents related to interview data.

Results and Discussion

In-depth and semi-structured interviews of all respondents produced findings classified based on the following themes.

Understanding Student Characteristics

An important factor in effective inclusive education is the birth of a friendly learning environment and consistent positive behaviour in the classroom. This consistency is very important for the success of special needs students who have emotional problems. This approach is not only for students with a disability, but also other students will also enjoy a learning environment like this while having positive behaviour. This is very useful for character development. Inclusive education can succeed when these students feel that they are part of the class community. This requires openness, acceptance, and mutual respect from all parties who become daily breath and climate. The teacher needs the ability to manage these differences in the classroom.

In the classroom, climate determination like this benefits all students, including special needs students. It typically affects the specific characteristics of children with special needs. It is usually to the level of practical development, including the level of motor-sensory development, cognitive, language skills, self-skills, self-concept, social interaction abilities, and creativity. To understand the characteristics of each student, the teacher first conducts an assessment to know about the competences of the students concerned.

Understand How to Adapt the Curriculum

This style of learning activities we know by other names such as individualist education programs (IEP) during the activation process. The teacher is challenged to provide special interventions to overcome the forms of behavioural abnormalities that arise, so that learning runs smoothly. The difference in the characteristics of each student with special needs requires the special abilities of teachers. They require teachers to have abilities related to how to combine the abilities and talents of each child in several aspects. These aspects include the ability to think, see, hear, talk, and how to socialize. They direct these things at the success of the goal of learning, behaviour, and change towards maturity.

The ability of teachers is determined by their skill in aligning their existence with the existing curriculum and then mixed into an individual learning program. The learning model for students with special needs prepared by teachers at school is shown so that students can interact with the social environment. Learning is structured through exploring the abilities of the most dominant students and based on a competition-based curriculum.



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Able to Apply Attractive Teaching Strategy, Method, and Technique

Teachers get new teaching opportunities in learning for children who have diverse backgrounds and conditions. This includes building new knowledge of how children learn and what children think while seeing opportunities to develop positive attitudes. Therefore, teaching is not a burden, but something fun. This provides a golden opportunity to strengthen teacher clusters and working groups (KKG), where teachers learn from one another, encourage children to be creative and learning more fun.

Teachers must understand to apply various learning techniques in the classroom. Therefore, the learning strategy is a series of planned activities that include the use of methods and the use of various resources or strengths in learning. Learning strategies include approaches, models, methods, and specific learning techniques. Learning strategies have several uses and benefits, including students being served their needs regarding learning how to think well. It also helps teachers to know how to help students in their learning activities. This is because students have differences in terms of ability, motivation to learn, sociocultural background, and economic level. This situation is very influential in the activities and student learning outcomes to develop knowledge of skills and attitudes. Therefore, the usefulness of the strategy is to provide a plan to reference teaching and learning activities to get innovative learning experiences about knowledge and the ability to think in preparing students for life into adulthood.

To achieve the learning objectives, teachers need to understand learning techniques. This technique is beneficial in teaching and learning. Learning techniques are used to implement a specific method, for example, the use of lecture methods in a class with many students requiring their techniques. This will differ from the use of lecture methods in classes with a few students. Likewise, with the use of the discussion method, different techniques need to use in classes where students are active and in passive classes. Here, the teacher can switch techniques even in the same corridor. Therefore the teacher must be able to recognize their students to carry out optimal learning.

Mastering Teaching Tactics

Learning tactics refer to the style of a teacher in implementing certain learning methods or techniques that are individual. For example, two special needs students use the lecture method, but might be very different in the tactics they use. This is the same as the

presentation. One student may tend to use humour because they have a high sense of humour, while the other one may lack a sense of humour, but may use more electronic tools because they are very knowledgeable in that field. The learning style will appear due to the uniqueness or uniqueness of each teacher, according to the ability, experience, and personality type of the teacher concerned. Through this tactic, learning will become both a science and an art (tips).

Carry Out Assessments

Assessment is defined here as an activity to find out the abilities and weaknesses of each disability student in terms of cognitive development and social development through sensitive observation. These activities require special instrumentation by default or made by the teacher. Teacher strategies can organize teaching activities in class through individual learning programs with exercises. For inclusive classes in developing countries like in Indonesia, with student numbers being approximately 32 students per class or even more, there are on average 2 students in each class with special needs. This means that it can be challenging to create comprehensive classes. For this reason, there are several alternatives. Teachers must have, the ability to control a students' behaviour, the ability of teachers to understand their students' sociological backgrounds, and the ability of teacher instructors who provide support for guiding students' learning (Smith & Szymezak, 2016; Brock et al., 2014).

Conclusion

This study notes that teachers in inclusive schools managing large classes require different pedagogical skills from other teachers. The pedagogical skills of teachers in inclusive schools in managing classes in large classes in inclusive schools cover five fields of knowledge and skills, including the understanding of student characteristics, changing curriculum, teaching methods, teaching strategies, and conducting student assessments. Teachers need to have a strong understanding of these pedagogical skills so they can carry out classroom management that leads to meeting the needs of all students. Classroom management based on pedagogical principles creates a positive classroom and school climate. Using varied and enjoyable teaching methods facilitates student learning. Pedagogical skills also include the way the teacher responds to the academic needs of students and in groups. This ability involves the use of organizational and group management methods and involves students in developing pro-social behaviour. Using teaching methods that favour all the needs of students, both normal students and those with special needs are very important for teachers in inclusive schools. The ability to administer assessments for students with special needs in inclusive schools supports teachers in managing classes better. Understanding of all students including students with special needs in their personal, social, and academic seek is no less important than this pedagogical competency. The results become important information that illuminates efforts and policy formulation related to improving the quality of education in inclusive



schools, especially in teacher competencies.

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