Teachers Classroom Management to Support Inclusion
A Preschool Ethnography

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Abstract: This study was motivated by the Indonesian government policy to ensure that education services at all levels, including preschool, are accessible and therefore inclusive. A key foundation to inclusive education is the notion that all children, including those with special needs, have the same right to education. In reality, not all Indonesian preschools are ready to operate their center inclusively. Additionally, parents of the so-called normal children have certain anxiety if their children are taught along with those with special needs. This research aims to portray teacher's strategies of inclusive classroom management. A Jakarta-based preschool was chosen as the setting of this study, considering that not only it is an inclusive institution but also because of its position as a national reference. The study follows the ethnographic analysis as suggested by Spradley (Spradley, 1980). Data were collected by observing, interviewing and document analysis. Our findings show inclusive classroom management necessitated two-branched actions, one actions were targeted at classroom activities and another one was targeted at children interaction. These findings can be useful to preschool educational institutions in Indonesia who look for a model of inclusive class management strategy.

1 INTRODUCTION

Attention to education for children with special needs is to adhere to constitutional guarantee from The 1945 Constitution of the Republic of Indonesia that stated equality in the freedom of speech, educational rights, prosperity, and health for every citizen. Along with the Universal Declaration Human Rights (1948), clarified by Children Act (1989), World Declaration on Education for All (1990), The United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993), UNESCO Salamanca Statement and Framework for Action (1994), Individuals with Disabilities Education Act IDEA (1997), Dakar Framework for Action (2000), and Legislation No. 23 of the Republic of Indonesia on Children Protection (2002) have full guarantee children with special needs for getting quality education and active social life participation(Unesco, 2009)

Inclusive education (IE) has been a topic of long-lasted attention, not least in Indonesia. Yet, a review by Waitoller and Alfredo J (Waitoller and Artiles, 2013), shows that while the topic has been evenly distributed across long period of time, it has caught fluctuate academic interest in Indonesia. Studies into inclusion in Indonesian setting was done for example by Kaplan and his colleagues (Kaplan, Lewis, and Mumba, 2007).

Methodologically, this study even used an "advance" strategy, namely by including school children as the data generator, through photographical techniques. Yet, still, this study does not pay attention to the issue of teachers' day-to-day and classroom-based inclusion practices. More importantly, as this study was done by international observers, access to this study has been limited, due to Indonesian schools, and even higher education institution, notorious lack of engagement with international scholarship.

Moreover, for the context of this study, investigation into IE in Indonesian setting has been commonly done in primary school context. This is apparent for example in a report by UNESCO (UNESCO, 2009). In this sense, this study aims to trigger further discussion of IE in early childhood education (ECE) and preschool education setting. To open such a discussion is important not only because IE reflects the respect of children's rights, regardless their gender, religion, ethnicity, physical appearance

and socio-economic background, but also because Indonesia is also planning to provide one-year compulsory preschool attendance and promote quality ECE for all. It has been a belief and IE is an integral part of quality (Mc Lachlan, Claire, Fleer, Marilyn, Edwards, 2010; Miller, 1996).

Indonesia has two kinds of education management for children with special needs namely Special Education (*Pendidikan Luar Biasa*) and Inclusive Education (*Pendidikan Inklusi*). Special Education manages education for children with special needs segregated without mixing the special-need children with their "normal" counterparts, while Inclusive Education blends the children together in the same education service. This fact is backed up by the government's policy that supports dual kind of education for special children, namely Regulation No. 13 of 2015 on National Education Standard(Government of The Republic of Indonesia, 2015), and Ministry of Education Regulation No. 20 of 2009 on Inclusive Education.

In reality, Indonesian preschools in general are not yet ready to operate classes inclusively. Managing classes with the inclusion system is not easy. Until recently, problems that frequently faced by the schools were teacher's readiness to manage teaching and learning activities. This is related to findings in other researchers on teacher's readiness in managing inclusive teaching is determined by teaching experience and special education training opportunity. The fact is there are numerous teachers without training opportunity on managing an inclusive classroom. (Kurniawati, Minnaert, and Mangunsong, 2012). There is also cultural finding that parents of normal children have certain anxiety that their children will be influenced if taught in the same class with special needs children (Woodhead, 2007).

In summary, organizing inclusive classes requires the help of many parties not only school institutions, but the involvement of both parents and government as well (Loreman, 2007).

The central question we propose is how do teachers bring inclusive education model into their classrooms? To further discuss the question, this paper is divided into five sections, covering a brief review of IE, the Indonesian policy context of IE, methodological aspects of the study from which this paper is drawn, and our study findings. We conclude this paper by recommending for promoting the inclusive classroom management model found in this research.

2 INCLUSION EDUCATION (IE) IN INDONESIA AT A GLANCE

As it has been widely known, IE was initiated in the Law No. 20 of 2003 on National Education System article 5:1-2, by the Indonesian Government (Government of The Republic of Indonesia, 2003) it mentioned the equality of right to education for all including children with special needs.

In Indonesia, the component of IE was ratified since the first education law, published in 1950. Since then on the later education laws stipulate IE. Inclusive education, however, was initially understood/stipulated as Special Education. Therefore, Indonesian education system recognizes the differentiation between the general education and special education (SE), whose provision is under the coordination and supervision of Ministry of Education and Culture.

Since 2009, special education has been reintroduced as Inclusive Education. Currently, Inclusive education is regulated based on The Ministry of National Education Regulation No. 70 of 2009 on Inclusive Education. The regulation states SE is "An educational system that provides opportunities for all learners who have a disorder and have the potential of intelligence and /or a special gifted to follow education or learning in an educational environment together with learners in typical". (The Ministry Of National Education on Inclusive Education No. 70 of 2009, n.d.). The constitutional provision assures that there is no distinction between treatment and opportunity to obtain education for all learners, who have special needs and special talents to attend education together with typical learners.

The regulation on IE No. 70 of 2009 also mentioned the following objectives of inclusive education in Indonesia:

- Giving all opportunities to students with physical, emotional, mental and social abnormality or intelligent and/or special talent potential to receive the needed quality education in accordance to their need and capacity.
- To actualize an indiscriminative, diversity respecting education management for every student.

Those preceding goals are in tune with Sapon-Shevin who affirmed that the most fundamental goal of inclusive education is to persuade every member of school environment into an agreement to support and be involved in inclusive approach educational process (Sapon-Shevin, 2007).

In relation to ECE learning centers, policies supporting IE implementation was enacted as Regulation of Ministry of Education and Culture No. 146 of 2014 on ECE Curriculum article 10 that stated "Curriculum for children with exceptions or special needs is the 2013 Early Childhood Education Curriculum that later will develop according to the child's needs and potentials" (Pendidikan and Kebudayaan, 2015). So when implemented in ECE teaching, the existing curriculum also applies to children with special needs in accordance to their needs and capacity. Actually, the curriculum for special children does not differ from normal children except on the Developmentally Appropriate Practice (DAP). The concept of developmental appropriateness basically has two dimensions: first is age appropriateness and second is individual appropriateness. Teachers must observe children in their classrooms under a variety of conditions in order to learn about the children and their special ways of learning. Children have different personality styles and different learning styles (Miller, 1996; Wortham, 2006).

Along with the introduction on Teacher standard, IE has been included as part of teacher competencies, at all level. At the preschool level, IE teacher competencies arranged in the regulation on ECE Standard No. 137 of 2014 which includes: pedagogic competence; personality competence; social competence; and professional competence. One of the competencies for example mentioned that "Social competence of ECE teacher is being inclusive, objective, and non-discriminatory because of gender, religion, race, ethnicity, physical condition, family background, and socioeconomic status" (The Minister of Education and Culture of The Republic of Indonesia No. 137 of 2014 on the national standard of early childhood education, 2014).

On the contrary, the special education and inclusive education are still two different things in Indonesia. Inclusive education usually implemented in regular schools, where the teacher's ability to handle special needs student and the educational background of teachers in regular schools are not prepared to be a special teacher (Rahardja, 2017). In fact, the Indonesian government is still revising educational policies based on international statements despite to adjusting to the actual conditions (Srivastava, Boer, and Pijl, 2017).

3 METHOD

The research model used was qualitative methodology, of case study type. The focus of this study is the inclusion of teachers classroom management strategies who applied to children with special needs are paired with normal children in the learning process. A Jakarta-based preschool which is Al Fattah Kindergarten, was chosen as the setting of this study, considering that not only it is an inclusive institution but also because of its position as a national reference. Seven (7) teachers and thirty-six (36) children aged 4 to 6 involved in this study.

The study followed the qualitative methodological tradition. The focus of this study is teachers' management strategies of classroom attended by normal and special-need children. A Jakarta-based preschool, al-Fattah (pseudonym), was chosen as the setting of this study. It was chosen considering that not only it is an inclusive institution but also because of its position as a national reference. Seven teachers and thirty-six children aged 4 to 6 were involved in this study.

We consider ethnography analysis to explore further teachers' inclusive classroom management practice, suggested for example in (Jong, Kamsteeg, and Ybema, 2013; Pietkiewicz, and Smith, 2014). The Process of research was using the developmental research sequence by Spradley (James P. Spradley, 1980), the stages are presented in the following figure 1:

12. *Writing the ethnography*
11. *Talking a cultural inventory*
10. *Making a theme analysis*
9. *Making a componential analysis*
8. *Making selective observation*
7. *Making a taxonomy analysis*
6. *Making focus observation*
5. *Making a domain analysis*
4. *Making a descriptive observations*
3. *Making a ethnographic record*
2. *Doing participant observation*
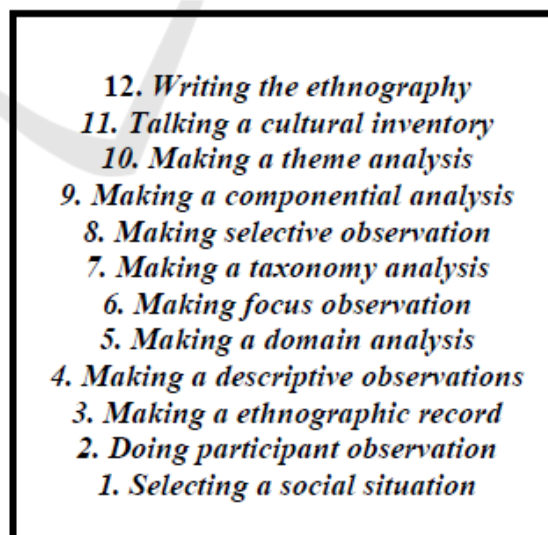1. *Selecting a social situation*

Figure 1: Data collection procedures.

Data collecting process were doing by Techniques such as (1) Documentation; (2) Observation; and (3) Interview. During the research, researchers create

documentation in the form of a journal activity diary and calendar events. Journal in this study was called as field notes Activity journal, sometimes called field note, is data collection was taken during observation, interview transcript, video transcript, photos and document analysis.

The analysis was done systematically, referring to following Spradley analysis stages: domain analysis, taxonomic analysis, component analysis and theme analysis. Data verification in this qualitative research was taken in three forms of activities as follow: triangulation, member checking, and auditing.

4 RESULTS AND DISCUSSION

4.1 Results

Teacher's strategy in managing inclusive classroom can be seen in center's play activities, as characteristic of classroom management in Al Fattah. Al-Fattah uses the Beyond Centre and Circle Time (BCCT) learning model in its educational approach (Fitriani, Yelni and Isyam, 2012; Worldbank, 2012). A key idea in BCCT learning management, is scaffolding. Scaffolding can be assumed as the foundation or content framework of the education program that will be built upon the children. Four playing scaffoldings that exist in Al-Fattah are play environment scaffolding, pre-play experience scaffolding, during play experience scaffolding, and post-play experience scaffolding. With these four scaffoldings being made children can work and play together smoothly, regardless of their personal and physical characteristics.

Based on the field note analysis, interviews and documentation on teacher's strategies in managing an inclusive classroom, the substantial domain can be formulated as follows.

4.1.1 Analysis Result during Environmental Scaffolding Activity

On the basis of descriptive question of "what strategy do the teachers use to manage inclusive classroom during environmental scaffolding?" domain analysis resulted in the substantial domain about the following inclusive classroom management strategies (see in figure 2).
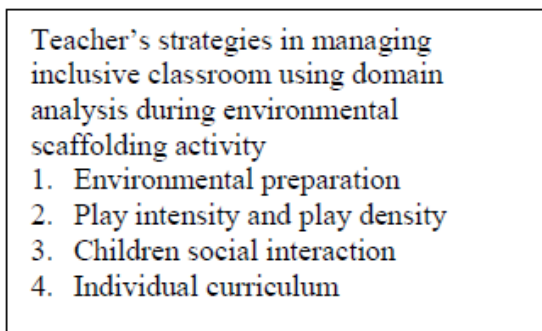

Figure 2: Result of domain analysis in environmental scaffolding activity.

4.1.2 Analysis Result on Pre-Playing Scaffolding Activity

Based on domain analysis in inclusive classroom management strategy on pre-playing scaffolding, and on descriptive question of "what strategies are used in managing inclusive classroom during replaying scaffolding in Al Fattah Kindergarten?" following substantial domains are found in the figure 3:
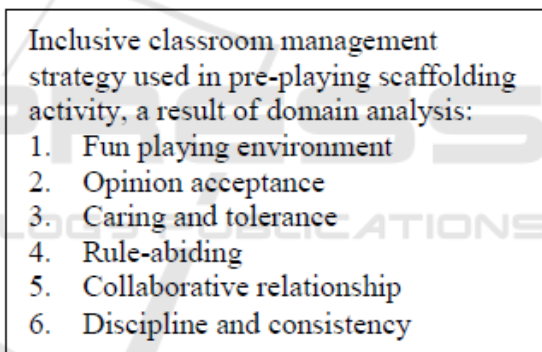

Figure 3: Result of domain analysis pre-playing scaffolding activity.

4.1.3 Analysis Result on During Play Scaffolding Activity

Based on domain analysis on inclusive classroom management strategy in during play scaffolding activity, and descriptive question of "what strategies are used in managing inclusive classroom on during play scaffolding activity in Al Fattah Kindergarten?" following substantial domains are found in the figure 4:

Inclusive classroom management strategy used in during play scaffolding activity, the result of domain analysis:
1. Children development assessment
2. Peer Teaching
3. Correct and good communication
4. Responsibility
5. Logical thinking skill
6. Respect for children's ability
7. Teacher's modeling
8. Special time for children with special needs

Figure 4: Result of domain analysis during play scaffolding activity.

4.1.4 Analysis Result on During Post-Play Scaffolding Activity

Based on domain analysis on inclusive classroom management strategy in during play scaffolding activity, and a descriptive question of "what strategies are used in managing inclusive classroom on post-playing scaffolding activity in Al Fattah Kindergarten?" following substantial domains are found in the figure 5:

Inclusive classroom management strategy used in post-playing scaffolding activity, a result of domain analysis:
1. Work completely
2. Agreement and queue
3. Appreciative of speech ability
4. Recalling mentoring for children with special needs
5. Patience and positive thinking

Figure 5: Result of domain analysis during post-play scaffolding activity.

Based on domain analysis result above the substantial theories which can be formulated in this research are:
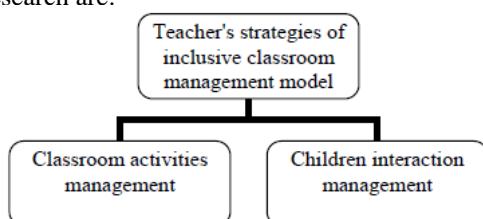

Figure 6: Theme analysis for substantial theories.

According to the figure 6, it can be described that Teacher's strategies of inclusive classroom management model consist of managing classroom activities and children interaction. Children Activities Management in Al Fattah Kindergarten consists of the following:

- Environmental Preparation that includes these activities: playing environment setting before children enter the center, monitor children center rotation list, verify shadow teacher's availability for children with special needs.
- Play density and intensity that includes these activities: preparation of play material according to children needs, preparation of multiple play opportunities that consist of three types which are sensorimotor, constructive, and symbolic, preparation of various play materials that support the aforementioned three types of play.
- Children social interaction that includes these activities: administer transition time or circle time before going into the center, plan the play opportunities that support social development, arrange for a learning environment conducive for social interaction, social behavior modeling based on friends and teachers.
- An individual curriculum that includes following activities: understand developmental stage of each child, understand individual children needs according to their respective developmental stage, preparation of play material according to children needs.
- A fun learning environment that includes these activities: greeting and smiling to children when they arrive at the center, sing while greeting and attending the children.
- Teachers modelling that includes these activities: teachers give sincere attention to every child, teachers motivate children with special needs for their activity achievements, teachers label positive things on children with special needs to typical children, teacher's interventions are in stages starting from physical support, direct statement, indirect statement, questioning, and visual looking.
- Children development assessment that includes these activities: teachers visit and take note any activity the children do in the center, teachers do the storytelling of the current theme and flow it into children's activities, teachers interlink children activity today with today's material, teachers give evaluative questions, teachers take detailed notes and vocabulary of children's talk.
- A special time for children with special needs that includes these activities: special children are given anxious time to play outdoor with shadow teacher, children with sound sensitive

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autism spectrum are allowed to momentarily pause their activity, children during tantrum condition are allowed more time to play in messy play center.

Figure 7: Environmental Preparation for children activities.

Regarding to the figure 7, Children Interaction Management, several strategies applied in Al Fattah Kindergarten included the following eight principles.

▪ Receptive to opinions. This includes discussion involving children and teachers regarding play rule, play activities, and helping other children.

▪ Affection and tolerance. This includes teacher modeling on affection towards children with special needs, developing positive interaction, tolerance, and empathy to other people.

▪ Rule-abiding. This includes teacher and children discussion on play rule, the goal of rule-abiding, and benefits of abiding rules.

▪ A collaborative relationship. This is shown as teachers facilitate children to collaborate with their friends, benefits of cooperation, play together inside a group.

▪ Discipline and consistency. This is aimed at ensuring children's consciousness of play in time and of play sequence with the proper start and finish.

▪ Proper communication. This is as teachers label children activities, teachers communicate to children in a complete sentence, communication are done in a gradual manner starting from the gesture, verbal word by word, and finally one complete structured sentence, children are encouraged to solve problems with their friends by talking.

▪ Responsibility. This is shown as teachers invite children to together tidy up and put toys in their places according to their types and labels, teachers also remind children about their play activity time consistency.

▪ Logical thinking skills where teachers always explain logically on every questions and statement children made.

4.2 Discussion

As the findings of the study show scaffolding is the core idea in Al-Fattah classroom management strategy. Scaffolding can be assumed as forming foundation or content framework of the education program that will be built upon the children. Children Resources International (CRI) (2002:98) stated that "scaffolding is a strategy in which the teacher provides a bridge between what the child can and cannot do by providing the necessary prompt and cues". Four main scaffoldings used in Al Fattah centers are playing environmental scaffolding, pre-playing scaffolding, during play scaffolding, and post-playing scaffolding. These four support children's playing experiences and activities along with children management, thus children can learn and work together regardless they are typical children or children with special needs (Jung and Recchia, 2013).

Another important aspect in the preparation of the environment is to check the availability of shadow teachers who will accompany the children to play in the center. Shadow teachers play a very important role in guiding children with special needs when playing, shadow teachers help with labeling and reinforcing activities the children do. Another role is to help center teachers to ensure good social relation between typical children and children with special needs. Core teachers and assistant teachers should solidly team up to manage an inclusive class. On this matter, Bradley, King-Sears, and Tessier-Switlick (1997:11) suggest the following:

"General educators cannot educate students with disabilities alone, but research has shown that special educators cannot do it alone either. Special and general educators must work together to gain knowledge about how the best teaching and learning occurs".

Equally treating and trusting children with special needs when teachers manage the inclusive class in Al Fattah Kindergarten is one strategy in creating positive social interaction between typical children and children with special needs. A good social interaction is built from model teachers giving trust to children with special needs to do same activities other typical children do. Teachers arrange playing activities that enable typical children to collaborate with special needs children and to help them during difficulties when playing in peer group. The value of collaborative interaction is highlighted for example in a publication CRI (2002:192) as follows:

"Increased social interaction helps children develop friendships and positive social relationships and establishes a supportive social network".

Al Fattah Kindergarten arranges classes or children activity area in a wide room where both typical and special needs children aged 3-5 years old stay in one place. However, Al Fattah School creates programs in accordance to individual children needs and development referred as Individual Curriculum. Preparing children's Individual Curriculum is an important strategy for children to accept activities according to their needs and capacity. Wolfgang describes "at a practical level, there are three processes which can help the teacher provide for a special needs child in the classroom; (1) a staffing process, (2) a written Individualized Educational Plan (IEP), and (3) Curriculum design" (Wolfgang et.al:1992).

5 CONCLUSIONS

This study found that managing inclusion in preschool requires a lot of preparation such as teacher competencies, individual curriculum, structuring the main environment, adequate infrastructure, and support from all parties both the preschool staff and parents. Regretfully, what we have found in Al-Fattah may not necessarily be done by all Indonesian preschools. In addition teacher professional learning program has so far paid only little attention to teacher's inclusive competencies. We speculate that unless inclusion is given a spacious room in teacher education, the vision for quality preschool for all is just an unattainable dream.

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