

The Instructional Strategy In Inclusive Classroom: In Inclusive Teachers' Opinion

By Rasmitadila Rasmitadila

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Rasmitadila, Widyasari, Teguh Prasetyo, Reza Rachmadtullah, Achmad Samsudin

Abstract— The purpose of this research is to determine the inclusive teacher problems in designing and using instructional strategies in inclusive classrooms. The research method used is survey research involving 102 inclusive teachers spread across various inclusive schools in several major cities in the Indonesian region. Data were collected using questioners with Likert Scale and interviews. Data analysis using quantitative analysis namely percentage of the problem. Qualitative analysis data model consisting of 3 stages, namely (1) thematic analysis of all participant (2) within-participant thematic analysis (3) cross-participant analysis. The results showed that the problems faced by teachers in designing and using instructional strategies in inclusive classrooms include the lack of mastery of personality competencies, pedagogic competencies, and professional competence. Teachers have difficulty in determining instructional methods, instructional media, instructional strategies used are still not optimal, difficulty in determining the sequence of learning; teachers are only focused on cognitive and emotional aspects of learning.

Index Terms— Instructional Strategy, Inclusive Classrooms, Inclusive Teacher.

1 INTRODUCTION

Inclusive classroom instruction demands pay attention from every inclusive teacher. Inclusive teachers must be able to design and use instructional methods that are following the characteristics of all students, including students with special needs (SSN) [1][2]. Effective instruction is that can meet predetermined learning goals, with all indicators that the needs of all students can be fulfilled according to their characteristics. An inclusive classroom is a class with a variety of characteristics, weaknesses, and strengths of students that are diverse and require teachers to be able to accommodate all student needs. For this reason, an effective learning strategy is needed that can provide all students fairly. Effective instructional strategies are a range of planned activities to achieve learning goals.

Instructional strategies consist of the use of learning methods, Instructional media, there is a sequence of times; instructional steps have been sorted systematically and rationally [3][4]. The design and use of effective instructional strategies in inclusive classrooms are essential because it determines the success of learning for all students [5]. Instructional strategies can provide an overview for teachers to be able to see the achievements and shortcomings of teachers in carrying out the learning process [6][7] so that they can assess and improve learning in the next learning process [8].

But in reality, the design and use of instructional strategies in inclusive classrooms are still not well implemented by inclusive teachers [9][10]. Some of the main focuses of teachers in inclusive classroom learning are still fixed on submitting the responsibilities of SSN only to special teachers (ST), so that inclusive classrooms become two groups, without the involvement and activity of all students to learn together or collaborate to achieve instructional outcomes from various aspects. This condition is due to the lack of general teacher (GT) understanding of the characteristics of students, especially SSN who have differences with other general students (GS) [11]. The impact of this condition causes regular teachers only to use instructional methods and instructional media that focus on GS.

The purpose of this study is to determine the criteria for teacher problems or difficulties in designing and using

instructional strategies in inclusive classrooms.

2 METHODOLOGY

This research is a quantitative study with a survey approach. Survey research was conducted to obtain the problems faced by inclusive teachers in designing and using instructional strategies in inclusive classrooms. This study involved 102 inclusive teachers spread across various inclusive schools in several major cities in the Indonesian region. Table 1 shows the demographics of the participants involved in the study.

TABLE 1
DEMOGRAPHY OF PARTICIPANTS

	criteria	amount	percentage (%)
sex	male	25	25
	female	77	75
school status	public	88	86
	private	14	14
age	< 35 years	40	39
	> 35 years	62	61
Teaching experience	< 5 years	30	29
	> 5 years	72	71

Data were collected using questionnaires, and interviews to obtain criteria for problems and the percentage faced by inclusive teachers in designing and using instructional strategies in inclusive classrooms. Questionnaire consists of 15 questions that must be answered by participants using a Likert scale (strongly agree, agree, disagree, strongly disagree).

Questionnaire data were analyzed by calculating the percentage so that each result was obtained with the highest percentage of each criteria problem. Qualitative data uses a qualitative analysis data model, which consists of 3 steps: (1) thematic analysis of all participant (2) within-participant thematic analysis (3) cross-participant analysis [12].

3 TABLE 2
QUALITATIVE ANALYSIS DATA RESULT

Included Term	Semantic Relations	Cover Term
<ul style="list-style-type: none"> - Difficult to determine student learning styles - Difficult to identify students - Difficult to distinguish SSN and GS in specific categories - GS does not work with SSN 	Is kind of	Difficulties in determining student characteristics
<ul style="list-style-type: none"> - Difficult to manage teaching time - Difficult to choose the right way to teach all students - Instruction does not work accordingly with instructional plans 	Is kind of	Difficulties in using instructional methods
<ul style="list-style-type: none"> - Difficult to determine the media that fits the inclusive classroom - Not having enough funds to make Instructional media - Teacher's knowledge of Instructional media is still limited - Limited media for SSN 	Is kind of	Difficulties in using instructional media
<ul style="list-style-type: none"> - Difficult to handle SSN if emotional - It's hard to find a solution if SSN is angry - The teacher relies on the accompanying teacher to manage SSN - Tends to be more dominant for GS in classroom 	Is kind of	Difficulties in handling students (emotional aspects)

3 RESULT AND DISCUSSION

Based on the results of the questionnaire distributed to 102 participants, the results were as follows:

TABLE 3
PERCENTAGES OF PROBLEM CRITERIA

No	Problem criteria	Percentage (%)			
		Strongly disagree	Disagree	Agree	Strongly agree
1	The teacher has difficulty in using instructional methods following the characteristics of students	1	37.03	38	23.05
2	The teacher has difficulty in determining the instructional sequence	2	25.05	53	18
3	Teachers have difficulty developing and using instructional media when teaching	1	37	54	14.07
4	Instructional strategies for	0	7.08	61	30.03

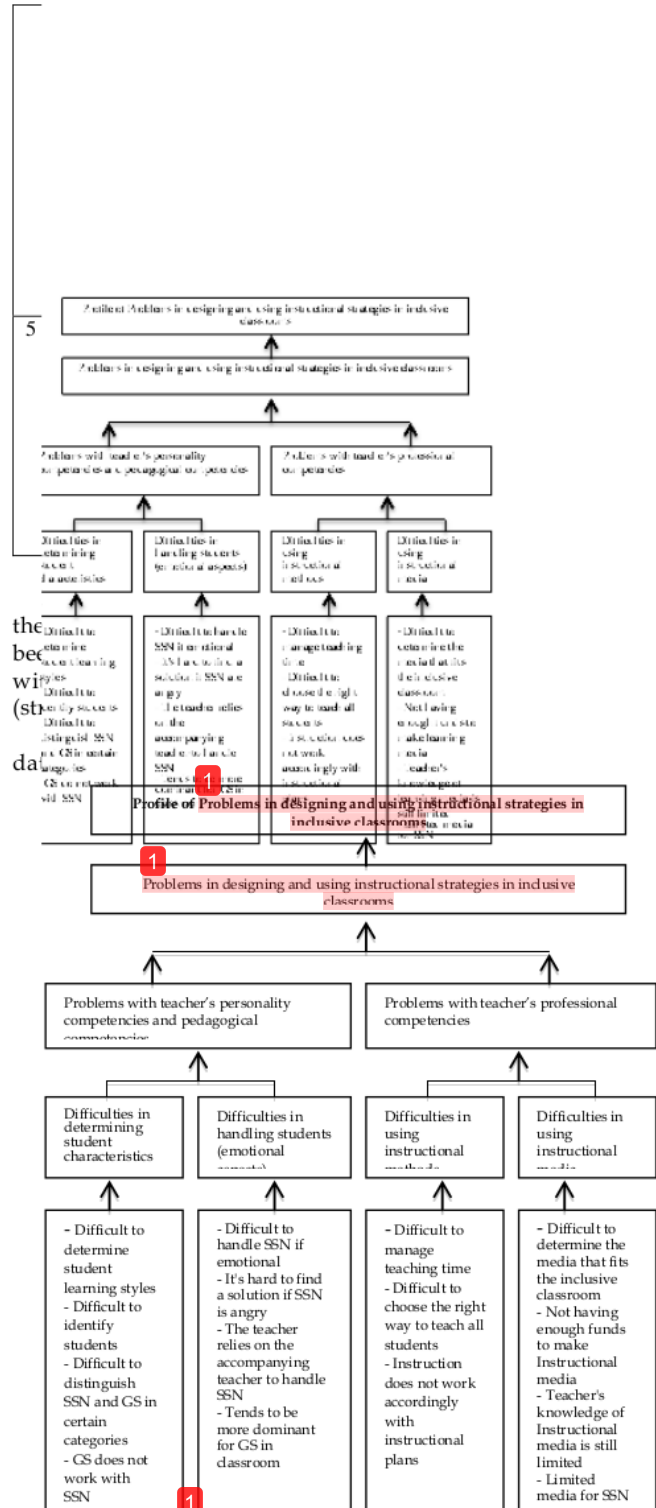


Fig. 1. Profile of Problems in designing and using instructional strategies in inclusive classrooms.

Figure 1 describes the results of the analysis that illustrates the profile of the problems faced by the inclusive teacher when

designing and using instructional strategies in the inclusion class. The issue of inclusive teachers in designing instructional strategies in inclusive classrooms is divided into two major problems, namely the lack of teacher mastery of personality competencies and pedagogic competencies and the lack of mastery of teacher professional competencies.

The problems faced by teachers in designing and using instructional strategies in inclusive classrooms that are in line with class conditions need teacher attention so that instructional objectives can be achieved according to the needs of all students including SSN [13][14]. Some of the problems that occur in inclusive classrooms that really determine the instructional strategies that teachers will use include:

The teacher has difficulty in determining the appropriate learning method

Instructional methods that are compatible with inclusive classrooms are the ways that can accommodate all student needs, including SSN. Instructional methods in inclusive classrooms must be able to build cooperation, collaboration, and good relationships between teachers and students [15][16][17] so that the subject matter can be well understood by students and can improve instructional outcomes from various cognitive, affective and psychomotor aspects.

Difficulty in choosing the appropriate learning method for all students is caused by the difficulty of the teacher in understanding the characteristics, weaknesses, and strengths of each student, especially SSN. So that this misunderstanding results in inappropriate delivery of material to students even though instructional methods that are following the characteristics of students will make it easier for teachers to improve the academic and non-academic abilities of all students.

Teachers have difficulty in determining Instructional media.

Instructional media is a supporting tool in learning, including inclusive classrooms [18][19]. Some SSN with special characteristics such as the blind or deaf need special media that can accommodate their academic abilities. The use of Braille letters or media touch for blind students is necessary for learning because it will have an impact on the instructional process. For students to learn slowly, concrete instructional media is critical in helping students to more easily understand the lessons being taught by the teacher.

The difficulty of teachers in providing instructional media that is suitable for all students lies in the teacher's lack of understanding of student characteristics and learning styles. Learning styles that vary in an inclusive classroom require teachers to be more creative in developing instructional media. But in reality, there are still many teachers who do not develop instructional media in inclusive classrooms, so the instructional media used by teachers are only limited to textbooks or worksheets that are boring for students. Even though using instructional media can help teachers to provide an understanding of the material to all students [20].

The teacher has difficulty in determining student characteristics.

In inclusive classrooms, the first step that teachers must understand before implementing instruction is understanding the characteristics of students [21][22]. Usually, inclusive schools carry out identification for all students to find out whether students have special needs or not. If students tend as students with special needs, then the next process is assessed by experts or psychologists. Not all-inclusive schools have psychologists to be able to provide transparent information about the medical history and characteristics of students. The impact of the lack of teachers in understanding the characteristics of students will influence the way of handling or intervention that should be given to students. Conversely, if the teacher has followed information about student characteristics, it will be easy for the teacher to provide intervention or treatment in both the academic (cognitive) and non-academic fields (affective, psychomotor).

The teacher has difficulty in determining the instructional sequence.

Even though the teacher has made a structured learning plan, the condition of the class is sometimes often controlled, because the handling and understanding of the teacher about the characteristics of students, especially SSN, is not well understood. The teacher hopes that all students can learn and interact socially well between students. So that the teacher has difficulty in determining what activities should be carried out so that classroom conditions are more conducive to instruction [23][24].

Teachers should have standards in inclusive classroom management [25]. Together with the accompanying teacher must be able to collaborate so that the class can run smoothly. The teacher must be able to divide enough attention to all students so that there is no dominance of attention to one student (for example, SSN) alone or even unable to focus their attention on SSN. Teachers must be able to bring justice to attention and assistance in the learning process to all students so that learning needs can be achieved.

In the inclusive classroom learning strategy, the teacher has focused more on the emotional and cognitive aspects of students.

There are still many teachers who think that inclusive classrooms are the same class as regular classrooms, assuming that all must be treated equally so that all learning materials can be delivered. The teacher still conveys the subject matter without knowing the extent of student involvement, activity, and understanding of the material provided. In inclusive classrooms in which there are SSN, the most important thing faced by the teacher is that the teacher is unable to provide interventions and assistance that are appropriate to the characteristics of students, especially SSN so that the achievement of learning cannot be achieved optimally. The teacher still considers that all students must achieve the same completeness or cognitive aspects, without giving adjustments to SSN. Besides that the teacher is also always interested in emotional aspects or handling, only focusing on how to handle students when experiencing anger or disappointment, and thinking that the teacher must calm students so as not to interfere with class comfort or not disturb other students. The

final results obtained by students are that students have been able to control themselves, without more searching for ways so that for the next learning the teacher can prevent or at least have an idea of seeing the signs or characteristics of students if they experience emotional high at any time.

Teachers only think short term, without thinking of actions that must be possessed by the teacher if they face students who experience failure in controlling their emotions. Of course, both aspects of cognitive and affective must be balanced with other aspects such as social aspects, psychomotor which can have a good impact on SSN, so that there is a sense of empathy and good cooperation between students. This gives a positive value for all students, so instruction does not only provide digital learning and behavioral results but can build social sense, communication, and interaction that are part of the instructional process.

4 CONCLUSION

An effective instructional strategy is a series of activities that are expected to be able to be carried out by teachers and students to achieve instructional objectives. The use of instructional methods, instructional media, and the time that has been designed in the instructional process are indicators that must be designed by teachers with diverse student characteristics. The teacher must be able to fulfill all needs despite having different characteristics, weaknesses, and strengths. Some of the problems faced by teachers in designing and using instructional strategies in inclusive classrooms include the lack of mastery of personality competencies, pedagogic competencies, and professional competence of teachers. Teachers have difficulty in determining instructional methods, instructional media, instructional strategies used are still not optimal, difficulty in determining the sequence of learning; teachers are always focused on cognitive and emotional aspects of learning.

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