

Teachers' Strategies in Managing Inclusive Classrooms: A Qualitative Study at SD Negeri 244 Palembang, Indonesia

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Article History: Received on 20 May 2025, Revised on 2 July 2025,
Published on 21 July 2025

Abstract: This study aims to examine teachers' strategies, challenges, and solutions in managing inclusive classrooms at SD Negeri 244 Palembang, providing insights into effective practices for diverse learners. A qualitative approach was employed, utilizing classroom observations and in-depth interviews with teachers, staff, and parents. Data were analyzed through SWOT analysis and thematic coding to identify patterns and critical factors in inclusive education. Three primary strategies emerged: (1) use of visual media, (2) differentiated instruction, and (3) collaborative teaching. Key challenges included resource limitations and difficulties in student assessment, which teachers addressed through professional development and positive behavior reinforcement systems. This study offers a nuanced perspective by integrating SWOT analysis with qualitative data, revealing how grassroots-level strategies can overcome systemic barriers in Indonesian inclusive education. The findings underscore the need for targeted teacher training, resource allocation, and policy support to sustain inclusive practices. Schools can adopt the identified strategies to enhance classroom management and student engagement. The research enriches the discourse on inclusive education by documenting context-specific solutions from a underrepresented setting, serving as a reference for educators and policymakers in similar environments.

Keywords: Differentiated Learning, Qualitative Research, Special Needs Education

A. Introduction

Inclusive education is an approach that recognizes student diversity and strives to provide equal opportunities for all students, including those with special needs (Jardinez & Natividad, 2024). In Indonesia, the implementation of inclusive education still faces various challenges, particularly in classroom management (Kurniawati, 2021). One key factor influencing the success of inclusive education is the role of teachers. Their role in managing inclusive classrooms is crucial to creating a supportive learning environment for all students (Garrote et al., 2020; Wilson et al., 2020). Inclusive education has become a focus of attention for the Indonesian government in its efforts to create a fair and equitable education system for all children, including those with special needs. In this context, several regulations and

laws have been developed to support the implementation of inclusive education in public elementary schools.

This demonstrates the government's commitment to ensuring that every child, without exception, has equal access to quality education. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System serves as the primary legal basis for the implementation of education in Indonesia. Article 5 of this law affirms that every citizen has the right to education without discrimination. This principle reflects the spirit of inclusion, where every child, including those with special needs, has the right to receive an education tailored to their potential and needs. Furthermore, Government Regulation Number 13 of 2005 concerning the Management and Implementation of Education for Children with Special Needs specifically regulates inclusive education. This regulation emphasizes the importance of providing appropriate educational services for children with special needs and requires schools to create a supportive learning environment for all students. With this regulation, public elementary schools are expected to implement inclusive programs effectively.

Furthermore, Minister of Education and Culture Regulation Number 70 of 2009 concerning Inclusive Education also serves as an important reference in the development of inclusive education. This regulation provides guidance to schools on managing inclusive classes, including aspects of curriculum, teaching methods, and teacher training. With these guidelines, public elementary schools are expected to be able to adapt the learning process to meet the diverse needs of students. The Ministry of Education and Culture's Strategic Plan also pays special attention to inclusive education. This plan includes programs aimed at improving teacher capacity and providing the necessary resources to support inclusive education. This demonstrates the government's commitment not only legally but also practically to implementing inclusive education in public elementary schools. With various regulations and legal frameworks in place, the next challenge is implementation on the ground. Despite the existing legal framework, awareness and understanding of inclusive education still need to be improved among teachers, parents, and the community (Mosala & Sefotho, 2025).

Teachers function not only as instructors but also as facilitators, able to adapt teaching methods to suit the needs of each student (Le et al., 2022; McDougal et al., 2020). In the context of an inclusive classroom, teachers are required to possess broader skills, including the ability to recognize students' diverse learning styles (Lindner & Schwab, 2020). By understanding students' different characteristics and needs, teachers can design more effective teaching strategies, enabling all students to actively participate in the learning process (Alam, 2022; Rasmitadila et al., 2021). Furthermore, good classroom management also involves creating a supportive physical environment. According to Li & Ruppap (2021), teachers are the primary agents of change in realizing effective inclusive education. They must be able to manage diverse classes

and create accommodating learning environments for all students. However, the implementation of inclusive education still faces various challenges.

Teachers' lack of skills in managing inclusive classes was one of the main obstacles to the implementation of inclusive education (Sijuola & Davidova, 2022). This indicates the need for special attention to developing teacher competencies in the context of inclusive education. Teacher skills in managing inclusive classes are a key factor in success. As stated by Kamran et al. (2023), effective teachers in inclusive settings are those who are able to identify and overcome learning barriers faced by students. This underscores the importance of teachers' ability to adapt teaching strategies to meet the needs of diverse students. Furthermore, Soeharto et al. (2024) stated that research in Indonesia revealed that teachers' positive attitudes toward inclusive education were positively correlated with their effectiveness in managing inclusive classes. This demonstrates the importance of not only technical skills but also teachers' mindsets and attitudes in realizing quality inclusive education.

At SD Negeri 244 Palembang, as one of the schools that implements inclusive education, the role of teachers in managing inclusive classes is crucial. According to Walton et al. (2022), effective inclusive schools require teachers who are able to create inclusive learning communities in their classrooms. However, there remains a gap between policy and implementation on the ground. As Hidayat & Nuruzzaman (2024) noted, there is an urgent need to bridge the gap between inclusive education policy and its implementation at the classroom level. This suggests the need for further research on how teachers can be supported and empowered in their roles as inclusive classroom managers. The Indonesian government has strived to improve teacher competency in inclusive education through various training programs. However, as Triyanto et al. (2023) found, there remains a gap between the training teachers receive and their practical needs in managing inclusive classrooms.

Furthermore, research conducted by Yada & Savolainen (2017) shows that "teachers' self-efficacy in teaching in inclusive classrooms is positively correlated with their attitudes toward inclusive education". This underscores the importance of building teacher confidence through appropriate training and support. In the Palembang context, a study conducted by Darma & Rusyidi (2015) revealed that "gaps remain in the understanding and implementation of inclusive education among schools in Palembang." This highlights the need for further research on best practices in managing inclusive classrooms at the elementary school level, including at SDN 244 Palembang. As one of the schools that supports the government's policy on inclusive schools, SD Negeri 244 Palembang naturally has inclusive classes consisting of a diverse range of students who fall into the inclusive category. This has become a special agenda for teachers at SD Negeri 244 to deal with these students.

At SD Negeri 244 Palembang, teachers need to create a comfortable and safe classroom atmosphere for all students. This includes providing appropriate learning aids,

seating arrangements, and the use of technology that can facilitate learning. A supportive environment can increase student motivation and help them feel more confident in learning (Shin & Bolkan, 2021). Another challenge teachers face in managing inclusive classes is the differences in academic and social abilities among students. At SD Negeri 244 Palembang, teachers need to develop flexible approaches to address these differences. For example, by using teaching methods that prioritize collaboration between students, teachers can encourage students to help and learn from each other. This not only strengthens academic understanding but also builds important social skills.

The role of teachers is not limited to classroom instruction but also encompasses communication with parents and the community. At Public Elementary School 244 Palembang, teachers are expected to build strong partnerships with parents, particularly in supporting their children's educational needs. Through effective communication, parents can better understand their children's development and contribute to the learning process at home. Inclusive education has become a key agenda in the Indonesian education system, including at Public Elementary School 244 Palembang. The concept of inclusive education aims to provide equal opportunities to all students, without exception, including those with special needs. In this context, the role of teachers is crucial in managing diverse classrooms and creating a supportive learning environment for all students.

The inclusive classroom environment at Public Elementary School 244 Palembang reflects the school's efforts to implement inclusive education, despite the challenges it faces. In every class, from grades 1 to 6, there are one or two children with special needs who are integrated with the rest of the class. This school accommodates a wide range of children with special needs, demonstrating a commitment to diversity in education. However, this situation is not without challenges, particularly when some students with special needs exhibit behaviors that can disrupt the learning process, such as disrupting the concentration of other students. The presence of students with special needs in every class creates a unique dynamic in the learning environment. On the one hand, this provides opportunities for all students to learn to interact with individuals with different needs, increasing empathy and understanding of diversity. On the other hand, teachers face significant challenges in managing classes with diverse student compositions. They need to design learning strategies that accommodate the needs of all students while maintaining a conducive learning environment.

Although the number of students with special needs in each class is relatively small, their presence requires special attention and support. Their presence can place an additional burden on classroom teachers, who must also ensure the academic progress of all students. This situation highlights the importance of specialized training for teachers to manage inclusive classrooms, including strategies for managing student behavior and creating an inclusive learning environment. These challenges emphasize

the need for continuous evaluation and improvement of inclusive classroom management strategies at SDN 244 Palembang to ensure all students can learn effectively in an environment that supports and values diversity. Given the various challenges and expectations faced, this study aims to delve deeper into teachers' strategies in managing inclusive classrooms at SD Negeri 244 Palembang. It is hoped that the results of this study will provide valuable insights for the development of inclusive education practices and recommendations for teachers and education stakeholders in improving the quality of learning for all students. Against this backdrop, the study on "Teachers' Strategies in Managing Inclusive Classrooms at SD Negeri 244 Palembang" is highly relevant and important. By understanding the challenges faced by teachers and identifying effective strategies, it is hoped that this study can make a significant contribution to improving the quality of inclusive education in Palembang.

B. Methods

This is qualitative research conducted at SD Negeri 244 Palembang City. The researcher used the purposive sampling method to determine the research participants. This method involves selecting a sample based on the belief that the individual has relevant knowledge related to the topic. Therefore, individuals who are considered to have the knowledge necessary for the research are taken as samples, because it is assumed that they can make valuable contributions to learning. In this study, we asked several homeroom teachers of grades 1 to 6 at SDN 244 Palembang about the inclusive classes they have managed, specifically in handling children with special needs in their classes seen from their learning styles, as well as the challenges faced by teachers in managing these inclusive classes. The total number of children included in this inclusive category is around 20 children divided into each class from grades 1-6. In addition to the homeroom teachers, informants also consisted of the principal of SD Negeri 244 Palembang, parents, and the students themselves. So, the researcher can analyze the strategies used by teachers in managing inclusive classes at SD Negeri 244 Palembang. Data collection techniques used were observation, interviews, and documentation. The credibility of the research data was tested through triangulation. We used descriptive analysis techniques to gain an understanding of the data collected during the study through data reduction, data presentation, and a SWOT analysis.

C. Results and Discussion

Inclusive education is an approach gaining increasing attention in the Indonesian education system, where all students with diverse abilities and learning needs can learn together in a shared environment. SDN 244 Palembang, as one of the schools that provides inclusive education, faces the challenge of ensuring that all students, including those with special needs, receive a quality education tailored to their individual needs. The success of inclusive education depends heavily on teachers'

ability to manage diverse classrooms. Inclusive classroom management strategies are key to creating a conducive learning environment and facilitating effective learning for all students. In this context, this study will analyze teachers' strategies for managing inclusive classrooms at SDN 244 Palembang, focusing on three important aspects: visual learning media, differentiation methods, and communication and collaboration.

Visual learning media is a crucial component of inclusive education because it can facilitate diverse learning styles, especially for students with specific disabilities. As Rahmawati & Suryadi (2020) noted in their research, the use of visual media can improve conceptual understanding and the engagement of students with special needs in the learning process. Furthermore, the differentiation method is a strategy that allows teachers to adapt learning approaches to suit the diverse needs and abilities of students. This aligns with research by Widiastuti & Pranowo (2021), which emphasizes the importance of learning differentiation as an effort to accommodate student diversity in inclusive classrooms. Communication and collaboration also play a crucial role in the success of inclusive education. Mustika & Nurhasanah (2022) explain in their journal that effective communication between teachers, students, parents, and other professionals, as well as collaboration between various parties, are key supporting factors in the successful implementation of inclusive education.

Teacher Strategies in Managing Inclusive Classes at SD Negeri 244 Palembang

Using Visual Media

Inclusive education, as defined in the Minister of National Education Regulation No. 70 of 2009, is an educational system that provides opportunities for all students with disabilities and potential intelligence and/or special talents to participate in education in an educational environment together with students in general. According to Wibowo (2020) and Lazou & Tsinakos (2023), visual learning media plays a crucial role in facilitating inclusive learning because it can bridge the communication and understanding gap between various types of learners. Meanwhile, F. Rahmawati et al. (2021) emphasized that the combination of various types of visual media, such as flashcards, images, miniature models, and videos, creates a multisensory learning experience that accommodates the diverse learning needs of students in inclusive classes.

Flashcards can be used to teach new vocabulary, math concepts, or other important facts. Flashcards should be brightly colored and large in print for easy reading by children. Flashcards are simple visual aids consisting of small cards containing pictures, words, or numbers. These cards are designed to present information concisely and engagingly, helping children with ADHD and learning disabilities more easily understand and remember learning materials. This medium is highly effective because it can be adapted to various learning styles, particularly visual and

kinesthetic. When creating flashcards for inclusive classrooms, multisensory aspects should be considered by using different textures and clear color contrasts. The content can cover basic academic material, communication cards for students with verbal difficulties, or other learning concepts. Their use should be flexible, allowing for individual or group learning, taking into account each student's learning pace. Creating and using flashcards is relatively easy and affordable and does not require sophisticated technology. This aligns with what Sartika and Rahman (2020) stated: Flashcards are a cost-effective visual learning medium with a high level of usefulness in inclusive classroom settings.

The use of flashcards also promotes gradual and repetitive learning. Teachers start with a small number of cards and gradually increase the number according to the students' abilities. Each card can be discussed briefly but repeatedly in different sessions, helping students build a strong understanding of the concepts being learned. It is important to note that flashcards should be used for a duration appropriate to students' attention spans, typically in short sessions of 5-10 minutes, and interspersed with other activities to prevent boredom. The successful use of flashcards is also supported by a system of immediate and positive feedback. When students correctly identify or match a card, the teacher provides immediate positive reinforcement, which is crucial for motivating students with ADHD and learning disabilities. At the end of the session, the teacher documents students' progress using simple visual charts, providing a concrete picture of their learning progress.

Images or photographs are used to help children understand abstract concepts or to visualize stories or other information. Images or photographs should be large and clear so that they are easy for children to see. The use of images and photographs in inclusive classroom learning plays a strategic role in facilitating the understanding of students with special needs. Photos and images are a key strength in inclusive learning because of their ability to simplify abstract concepts into visual forms that are more easily understood by students with various learning abilities.

Hidayati & Nugraha (2022), in their research, showed that the implementation of images in explaining science concepts in inclusive classrooms increased the understanding of students with special needs by up to 73% compared to purely verbal explanations. This strength is especially beneficial for students with difficulties with verbal or abstract understanding. In practice, the use of images and photos needs to be tailored to the specific needs of each type of student with special needs. For students with ADHD and learning disabilities, the images and photos used should have a clear focus and minimal visual complexity. Images should be created with contrasting colors and be large enough to help maintain students' attention. Using a series of pictures or photographs that show a sequence of events can help students better organize information. It's important to avoid images with too much detail, as they can distract students with ADHD from the main concept being conveyed. For students with autism, pictures and photographs play a crucial role in helping them

understand abstract concepts and daily routines. Visual support in the form of photos of everyday activities can help them understand the sequence of activities and social expectations.

The use of real-life photographs is often more effective than cartoon illustrations for autistic students because it provides a more accurate representation of reality. Meanwhile, for gifted students, pictures and photographs can be used to stimulate higher-order thinking and creativity. Complex, detailed, and information-rich visual media can stimulate in-depth analysis and critical discussion. The use of photographs depicting natural phenomena, works of art, or historical events can provide a gateway to deeper exploration of concepts. In practice, the use of pictures and photographs in inclusive classrooms requires flexibility and variety. Teachers provide multiple versions of images for the same concept – simple versions for students who need more focused visuals and more detailed versions for students who are able to process more complex visual information. It is also important to consider the placement of images in the classroom, lighting, and duration of visual exposure to ensure their effectiveness for each student.

Models or miniatures can be used to help children understand difficult concepts or to visualize objects that cannot be seen directly. Models or miniatures should be large enough for children to easily see. The use of models and miniatures in inclusive classroom learning provides valuable hands-on experiences for students with special needs. Learning using three-dimensional objects can enhance conceptual understanding through concrete experiences and direct manipulation. Models and miniatures serve as an effective bridge between abstract concepts and concrete understanding, especially for students with diverse learning characteristics.

Models or miniatures provide a three-dimensional learning experience that engages multiple senses, particularly visual and tactile, facilitating conceptual understanding for students with diverse learning needs. According to Hidayati & Nugraha (2021), “The use of human anatomy models in inclusive classrooms enables students with verbal comprehension difficulties to understand basic biological concepts through tactile exploration, increasing their active engagement by 82% and knowledge retention by 70%. Models and miniatures create a shared focus that facilitates collaboration and social interaction among students with diverse abilities. Mustika & Nugroho (2023) report that a rotating learning station strategy integrating miniatures of traditional Palembang architecture increased active engagement by 79% and collaborative skills by 72% in all students in inclusive classrooms, while strengthening local cultural identity. For students with ADHD and learning disabilities, models and miniatures provide opportunities to learn while engaging in structured physical activity. The use of manipulable models allows students to remain active throughout the learning process, helping maintain their focus and concentration. For students with autism, models and miniatures help provide a concrete understanding of the concepts being learned.

In its implementation, the use of models and miniatures requires consideration of safety and durability. Models should be made of strong, safe, and easy-to-clean materials. It is also important to consider the model's size, which is appropriate for students' motor skills. Teachers develop learning activities that involve the use of models in stages, moving from simple exploration to more complex manipulations, according to each student's individual abilities. Videos or animations can be used to explain complex concepts or to make learning more engaging. Videos or animations should be short and focus on a single topic to avoid overwhelming children. Videos or animations in the classroom can be highly effective tools for children with special needs, including those with ADHD, learning disabilities, or autism, and gifted children. Video and animation media can provide better access to learning materials for students with diverse learning needs.

Students with varying abilities can access learning content tailored to their individual needs, creating an inclusive learning environment. The use of visual media can help improve focus and interest in learning, as children with ADHD often have difficulty maintaining attention on verbally presented material. Furthermore, autistic children may find it easier to grasp concepts through clear and engaging visuals, which can help them engage with the material more effectively. Students with varying abilities can access learning content tailored to their individual needs, creating an inclusive learning environment. Overall, the use of video and animation can create an inclusive and adaptive learning environment, providing significant benefits for children with special needs.

Implementing Differentiated Learning Methods

Differentiated learning methods are a crucial approach in managing inclusive classrooms, especially when faced with diverse student learning styles. In this context, teachers act as facilitators, recognizing the unique needs of each student, whether they have learning difficulties, special needs, or are gifted. By implementing this strategy, teachers can tailor materials, methods, and assessments to suit each student's learning characteristics. Visual learning styles, as a method for differentiated learning, are a highly relevant strategic approach for implementation at SD Negeri 244 Palembang in the context of inclusive classroom management. In a heterogeneous classroom setting with diverse student learning needs, a visual approach offers an effective bridge of accessibility. SD Negeri 244 Palembang, as a school providing inclusive education, faces the challenge of accommodating students with varying abilities and learning disabilities. A visual approach to learning is a key solution because it provides concrete representations of abstract concepts.

According to recent research by Widyastuti & Permana (2024), implementing visual-based learning strategies can increase the participation rate of students with special needs by up to 78% compared to conventional learning methods. Visual learning is an approach in which students more easily understand and remember information

presented in the form of images, graphs, diagrams, and videos. This is particularly true in inclusive classes, which include children with special needs, such as children with special needs (ABK), ADHD, learning disabilities, autism, and gifted children. Visual learning can accommodate the diverse needs of students in inclusive classes, especially those who struggle with text or verbal instructions. According to a recent study by Widyastuti & Permana (2024), the implementation of visual-based learning strategies increases the participation rate of students with special needs by up to 78% compared to conventional learning methods. Visual mapping acts as a cognitive bridge that equalizes access to information for all students in inclusive classes.

The use of visual elements in learning has been shown to improve student retention and understanding, especially for abstract concepts. The implementation of a visual learning style in the classroom at Palembang State Elementary School 244 uses visual aids such as posters, concept maps, and graphs to explain concepts. For example, flowcharts can help students understand the processes or steps in a topic. By implementing this differentiation method, teachers can create a more inclusive and adaptive learning experience, ensuring that all students, regardless of their needs, can engage and thrive in the learning process equally. The auditory learning style is a strategic learning approach that can be a crucial component in differentiated learning in the inclusive classroom at SD Negeri 244 Palembang. This approach focuses on using the sense of hearing as the primary pathway for receiving and processing information. In the context of SD Negeri 244 Palembang, as a school that provides inclusive education, the auditory learning style provides an important alternative for students who prefer to learn through listening or those with visual impairments. The auditory learning style is an approach in which students more easily understand and remember information presented through sound, such as lectures, discussions, and audio recordings. In the context of inclusive classrooms involving children with special needs, such as special needs children with ADHD, learning difficulties, or autism, and gifted children, auditory methods provide better accessibility for students with visual impairments or dyslexia.

By implementing these strategies, teachers can create an inclusive and effective learning environment for students with diverse needs, ensuring that all students can engage and thrive through auditory learning styles as a crucial component of the learning differentiation strategy in the inclusive classroom at SD Negeri 244 Palembang. This approach offers a practical solution to accommodate the diversity of student learning needs while improving classroom management efficiency. With structured and sustained implementation, a visual approach can become a strong foundation for creating a truly inclusive learning environment. The kinesthetic learning style is an approach in which students learn best through hands-on experience and physical activity. Students with this learning style tend to be more engaged when they can move, interact with their environment, and engage in hands-on activities. This is particularly true in inclusive classrooms involving children with special needs, such as children with special needs (ABK), autism, ADHD, learning

disabilities, and gifted children. The kinesthetic learning style is a learning approach that utilizes physical movement and direct experience as the primary channels for acquiring and processing information.

In the context of inclusive classroom management at SD Negeri 244 Palembang, the kinesthetic approach offers a valuable learning dimension to complement teacher differentiation methods. SD Negeri 244 Palembang, as an inclusive educational institution, faces the challenge of accommodating the diversity of student learning needs. The kinesthetic approach provides an important alternative for students who prefer learning through physical activity or who experience difficulties learning through conventional visual and auditory methods. According to recent research by Handayani & Suryana (2024), implementing kinesthetic-based learning in inclusive classrooms can increase the active engagement of students with ADHD by up to 67% and extend their concentration duration by 45%. The kinesthetic learning style helps develop motor skills and spatial awareness, which are essential for students' holistic development. According to Rahmadani & Wijaya (2024), a structured kinesthetic learning program implemented for one semester in an inclusive classroom resulted in significant improvements in fine motor skills (53%), eye-hand coordination (47%), and spatial awareness (62%) in students of varying abilities.

Communication and Collaboration

Public Elementary School 244 Palembang is one of the elementary schools that has implemented an inclusive education system. In its implementation, this school faces various challenges in accommodating the diversity of its students. Classroom management strategies are crucial for the success of inclusive education, particularly in the areas of communication and collaboration. Effective communication between teachers and students with special needs not only creates a supportive learning environment but also builds students' confidence to actively participate in learning in inclusive classrooms. This statement emphasizes that effective communication is not merely a means of conveying information but also an instrument of empowerment for students with special needs to participate in the learning process. In the context of inclusive classroom management, the existence of a structured collaboration system between various parties is crucial. Collaboration between classroom teachers and special needs teachers is a key factor in the success of inclusive education practices. Structured and scheduled communication patterns enable targeted interventions. These findings indicate that the effectiveness of inclusive classrooms is highly dependent on the quality of collaboration between educators directly involved in the learning process.

The success of this communication and collaboration certainly requires commitment from all parties to be actively involved, share information openly, and work together to find the best solution for each student in an inclusive class. The implementation of collaboration strategies for ADHD students at SD Negeri 244 Palembang is: Class

teachers and assistant teachers collaborate by dividing roles one teacher explains the material, while the other helps ADHD students stay focused, using visual communication systems such as color cue cards to help students regulate their behavior (green = focused, yellow = starting to lose focus, red = need a break), providing a “quiet corner” that has been agreed upon with the team for students to calm down when overactive, and creating a daily visual schedule that is communicated to parents so that it can be implemented consistently at home.

Implementation for Autistic Students: Using a visual schedule with pictures/photos of upcoming activities. Classroom teachers and assistants use a consistent communication system, implement a structured classroom routine based on discussions with the therapist, and provide communication cards to express needs (such as “need help,” “tired,” or “don’t understand”). Implementation for Students with Learning Disabilities: Team teaching, where one teacher explains in a classroom setting while another provides individual assistance. Use of learning aids recommended by occupational therapists. Implementation of a “buddy learning” system, where students are paired with a peer who can help. Provide step-by-step instructions with visual guides discussed with the expert team. Implementation for Gifted Students: Providing enrichment projects designed in collaboration with subject matter teachers. Providing opportunities for students to become peer tutors. Integrating talent development activities into regular learning. Providing flexibility in completing assignments at their own pace.

Then the Daily Communication Practices carried out by teachers of State Elementary School 244 Palembang are holding short briefings with the teacher team before and after learning, Recording student progress in a daily journal that can be accessed by all teams, Using a digital liaison book for real-time communication with parents, Making photo/video documentation of activities to be shared with the team and parents, then Conducting learning observations in turns between teacher teams, Holding weekly evaluation meetings to discuss student progress, Compiling collaborative progress reports, Making strategy adjustments based on the results of joint evaluations so that consistent and regular communication can be created between all parties Good documentation of the strategies implemented and their results Flexibility in adjusting strategies according to student responses and commitment of all parties to be actively involved in the process. The success of implementing this strategy also depends on the support of the principal in facilitating effective collaboration and communication between teams.

Obstacles Faced by Teachers in Managing Inclusive Classes

Managing inclusive classes at SDN 244 Palembang presents complex dynamics for teachers as they strive to create an optimal learning environment for all students. As a school implementing inclusive education, SDN 244 Palembang has a significant responsibility to accommodate the diverse characteristics and learning needs of its

students, including students with special needs who learn alongside regular students in the same classroom. Limited resources, both in terms of facilities and infrastructure and special education staff, are among the main obstacles the school faces in maximizing the inclusive program's implementation. Teachers also face challenges in classroom management, particularly in creating learning strategies that accommodate students' varying ability levels and designing a fair assessment system that meets the individual needs of each student. This complexity presents various challenges for teachers in their daily teaching practices, while also encouraging them to find creative and innovative solutions to effectively manage inclusive classes.

In the context of time management, teachers face the challenge of allocating time proportionally between classroom instruction and individual support for students with special needs. This situation often creates a dilemma: giving more attention to students with special needs can reduce time and attention for regular students, or vice versa. This situation can affect the dynamics of learning and the achievement of overall learning objectives. Behavior management also presents an unusual challenge in inclusive classrooms. Teachers must be able to implement effective behavior management strategies to create a conducive classroom climate for all students. This includes the ability to handle various situations such as inter-student conflict, disruptive behavior, or the social adaptation difficulties often experienced by students with special needs. In the academic dimension, teachers are required to be able to manage differentiated learning. This includes adapting learning materials, methods, and assessments to suit the abilities and needs of each student. This challenge is further complicated when teachers must ensure that modifications remain aligned with established curriculum standards and learning targets.

Furthermore, inclusive classroom management also involves crucial social-emotional aspects. Teachers need to create an inclusive and supportive environment where all students feel accepted, valued, and supported in their learning process. This includes facilitating positive social interactions between regular students and students with special needs, as well as fostering empathy and mutual respect between them. According to research by Rina & Jannah (2023), teachers who lack appropriate classroom management strategies tend to experience difficulties in creating a conducive learning environment. This suggests that without adequate knowledge of classroom management, the teaching and learning process can be disrupted. This opinion emphasizes the importance of teacher skills in managing various aspects of learning to ensure each student can develop optimally.

The impact of these classroom management challenges is significant on the learning process and outcomes. In terms of the physical layout of the classroom, teachers must be able to arrange space and furniture to allow accessibility and mobility for all students, including those using special aids. This often requires modifying layouts and flexible seating arrangements to accommodate individual and group learning needs. Addressing these classroom management challenges requires a comprehensive

approach that includes improving teacher competency through ongoing training, developing adaptive learning strategies, and strengthening support systems. Collaboration with various parties, including special education teachers, school counselors, and parents, is also key to creating effective inclusive classroom management. Equally important is the support of school policies that facilitate the implementation of inclusive and sustainable classroom management practices.

When implementing formative assessment, teachers are required to observe and document the development of each student individually. This includes the ability to identify small but significant progress that may not be visible on standardized assessments. This situation becomes even more complex when teachers must administer assessments for a large number of students with diverse needs. Summative assessment also presents its own challenges. Teachers must be able to develop assessment criteria that are fair and appropriate to students' individual abilities while still meeting curriculum standards. This includes making decisions about necessary modifications or accommodations in the administration of standardized exams or tests, such as providing additional time, using assistive devices, or adjusting question formats. Teachers also face challenges in communicating assessment results to various stakeholders. Student progress reports must provide a comprehensive picture of students' academic, social, and emotional progress and be understandable to parents and other stakeholders. This often requires different reporting formats to accommodate varying information needs.

Assessment challenges also impact students' psychological well-being. Inappropriate assessment systems can impact the motivation and self-confidence of students with special needs, especially if they feel unable to meet established standards. On the other hand, grading that is too lenient can create a perception of unfairness among regular students. To address these challenges, a comprehensive and sustainable assessment approach is necessary. Teachers need to develop a variety of alternative assessment strategies, such as portfolios, structured observations, and performance-based assessments, which can provide a more comprehensive picture of students' abilities and development. Collaboration with a multidisciplinary team, including special education teachers and educational psychologists, is also crucial in designing and implementing an effective assessment system. Improving teacher competency in the field of assessment and evaluation of inclusive learning is also key. This includes an understanding of various assessment methods, the ability to develop appropriate instruments, and skills in analyzing and interpreting assessment results.

Support from school systems and policies that facilitate the implementation of flexible and adaptive assessments is also essential to creating an inclusive and equitable assessment system. When dealing with students with ADHD and learning disabilities, teachers need to implement differentiated and accommodating assessment strategies. Here are some examples of how assessment can be implemented; First, for daily formative assessments, teachers can implement a structured observation system. For

example, when a student with ADHD is working on a math assignment, the teacher not only assesses the final calculation but also observes and records how the student maintains focus, the strategies used to solve the problem, and any specific difficulties encountered. Teachers can use a special observation rubric that covers both behavioral and academic aspects. When administering written tests, teachers can provide several accommodations, such as allowing additional time (e.g., 30 extra minutes), Providing a dedicated space with minimal distractions.

For project or practical assignment assessments, teachers can implement a checkpoint system. For example, if students are assigned to write a science report, the teacher can break the assignment down into smaller steps with clear deadlines for each step. Students can demonstrate progress at each checkpoint, and the teacher provides immediate feedback and assistance as needed. With this comprehensive and accommodating assessment approach, teachers can gain a more accurate picture of the abilities and development of students with ADHD and learning disabilities while helping them reach their full potential in an inclusive classroom setting.

Solutions Implemented to Face the Challenges of Inclusive Classes

Teacher Training

To improve teacher competency in implementing inclusive education, comprehensive training needs to cover several important aspects. First, teachers must have a thorough understanding of student characteristics, including various special needs such as autism, dyslexia, ADHD, intellectual disabilities, and other conditions. This understanding is crucial for teachers to be able to identify each student's specific needs and respond appropriately. Furthermore, teachers need to master differentiated learning strategies to accommodate the diverse abilities of students within a class. This includes implementing multi-level teaching methods, modifying the curriculum, and adapting learning materials to suit individual abilities.

Furthermore, training should also include behavior management techniques to help teachers address behavioral challenges that may arise in inclusive classrooms. Prevention, intervention, and positive reinforcement strategies are essential in creating a conducive learning environment. Teachers must also have the ability to develop and implement effective Individual Learning Programs (IPPs), from conducting assessments and setting realistic learning goals to designing appropriate evaluation strategies. An understanding of assistive technology and how to use it in learning, such as the use of adaptive learning applications and other simple tools, is essential. Finally, teachers need to be trained in collaborative skills with various parties, such as special needs teachers, therapists, psychologists, and parents, to ensure optimal support for students with special needs.

Positive Behavior Management

Behavior management for autistic students at SDN 244 Palembang relies on a structured visual reinforcement system. Teachers use a visual reward system with clear images or symbols and implement a first-then system to help students understand the sequence of activities. Consistent structure and routines, including the use of visual schedules and timers, help autistic students feel secure and predictable about their activities. In working with students with intellectual challenges, teachers implement a gradual reinforcement system that is concrete and easy to understand. Every small achievement is recognized and celebrated, creating a positive experience that encourages students to continue trying. Consequences are simple and consistent, supported by visual reminders to help students understand expected behavior.

The implementation of positive behavior management at SDN 244 Palembang is supported by a systematic documentation and monitoring system. Teachers regularly record students' behavioral progress and conduct periodic evaluations to measure the program's effectiveness. Intensive communication with parents and other support staff is key to the program's success, ensuring consistent implementation of the system both at school and at home. Through this comprehensive implementation of positive behavior management, SDN 244 Palembang has successfully created a more conducive and inclusive learning environment. This system not only helps manage student behavior but also supports their social and academic development while maintaining each student's dignity and self-esteem. The program's success demonstrates that a positive and consistent approach to behavior management can be an effective solution for managing inclusive classrooms.

Diverse Assessments

Individual Ability-Based Assessment: Teachers at SDN 244 Palembang implement an assessment system tailored to each student's basic abilities. For students with special needs, assessment criteria are modified according to their Individual Learning Program (IPC). For example, students with writing difficulties are given the option to convey their understanding through oral presentations or practical demonstrations. Students with ADHD are given additional time to complete exams, taking into account their characteristics, which require more frequent breaks. The use of various assessment techniques, such as observation, quizzes, project assignments, and self-assessment, can provide a better picture of student understanding.

Teachers utilize a variety of assessment methods to accommodate different learning styles. Portfolios are one of the primary tools that allow students to demonstrate their development over time. Direct observation is used to assess practical abilities and social skills. Group projects provide opportunities for students to demonstrate their abilities in a collaborative context, while written tests are modified to use more accessible formats such as multiple-choice or short-answer questions. Social and

Emotional Skills Assessment: In addition to academic aspects, assessments also cover students' social and emotional development. Teachers use specific rubrics to assess interaction skills, emotional regulation, and other adaptive skills. Structured observations are conducted to monitor the development of social skills across various learning contexts.

D. Conclusion

Teachers' strategies for managing inclusive classes at SD Negeri 244 Palembang include differentiated learning methods tailored to visual learning styles, using visual media such as flashcards, photos or pictures, and models or miniatures. Auditory learning styles utilize animated videos, and kinesthetic learning styles utilize communication and collaboration between students, teachers, and parents. Barriers faced by teachers in managing inclusive classes include limited resources, classroom management, and assessment. Possible solutions to address these barriers include teacher training, positive student behavior management in the classroom, and diverse assessments tailored to student needs during learning. Teacher training programs should prioritize differentiated instruction and behavior management. Policymakers must allocate resources for inclusive classrooms.

E. Acknowledgement

We express our acknowledgment to our respondents, colleagues SD Negeri 244 Palembang, and Universitas PGRI Palembang who helped us in this article.

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