Javanese Class Harmony : Inclusive Strategies for Special Needs Students

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Abstract: This study aims to explore the classroom management strategies used by Javanese teachers in teaching children with special needs at Tegal Regency Junior High Schools support inclusive learning. The research used was qualitative approach, through direct classroom observations and interviews with Javanese language teachers who have experience teaching students with special needs. Data analysis used interactive analysis and to test the validity of the data uses triangulation of data sources. The findings showed that Javanese teachers had developed flexible strategies according to the needs of each child with special needs. Students in the deaf-speech category would be treated differently, especially for learning that requires speaking and reading skills, such as *tembang* and *pacelathon*. Students in the slow learner category will be required to be more patient to understand the material, supported by the use of interactive learning media and by being given practice questions according to their capacity, whereas for the physically disabled category, there is no special treatment regarding learning material. Thus, the conclusion of this research highlights the important role of Javanese language teachers in Tegal Regency junior high schools in supporting the learning of children with special needs. Through a flexible approach, attention to student involvement, and collaboration between friends in the class, have succeeded in creating an inclusive and empowering learning environment, where every student has the same opportunity to grow and develop optimally in understanding and using the Javanese language.

Introduction

Inclusiveness in the educational context is an approach and policy designed to ensure that all individuals, regardless of background, abilities, or certain conditions, have equal rights and opportunities to obtain quality education (Rahman et al., 2023; Phytanza et al., 2023). The main goal of inclusivity stated in the Guidebook for the Performance of Inclusive Education (2022) states that the goal of inclusive education is to provide as many options as possible for children with special needs to learn together in providing education that respects diversity. By creating an inclusive environment, the education system can become more fair, responsive, and support the optimal development of each individual, including children with special needs. Children with special needs can have diverse types of limitations, such as blind, deaf, mentally retarded, physically disabled, hearing wounded, learning complications, behavioral illnesses, proficient children, children with healthiness problems, and difficulties socializing (Jariono et al., 2022; Tamela, 2020).

The explanation above emphasizes the role of inclusive education which is considered the right solution in fulfilling every child's right to education. This education is planned as an educational service strategy that contains children with special needs (Morgenthaler, Kramer-Roy & Schulze, 2023; Prudņikova & Jankovska, 2017). Children with special needs have the

right to receive the same schooling as normal children, as stated in the Minister of National Education Regulation (Permendiknas) Number 48 of 2023 regarding the necessity of formal education in providing and facilitating the needs of students with special needs. Article 1 paragraph (17) states that every student who has physical, emotive, cognitive, and social disabilities or has the possibility for intellect and/or special aptitudes who have difficulties in participating based on equal rights.

However, when talking about inclusive schools, there are interesting gaps to review. One of them is about class management strategies carried out by teachers in negotiating with children with special needs and non-special needs in the same class. Classroom management strategies are an important aspect of the teaching and learning method which includes a series of activities carried out by teachers to create and maintain a conducive, effective, and efficient learning environment. It is in line with the idea of Koran & Koran (2018) which states that classroom management strategies are approaches and techniques used by teachers to create a conducive, orderly, and effective education environment for all students. In the context of this research, the classroom management strategies that will be discussed are related to learning Javanese as a local content subject. Javanese is a subject that has strong cultural and traditional values, so it requires special strategies in delivering material and creating an inclusive learning atmosphere.

Javanese language learning which is regulated through the Javanese Language Local Content Curriculum in the Merdeka Curriculum is an educational program with the strategic aim of forming the character and personality of students as well as developing Javanese culture. Javanese language learning has an important role in developing Javanese culture, which includes teaching the authenticity of the Javanese language and preserving cultural values that can strengthen national character (Pamungkas & Rigianti, 2023; Utami et al., 2022; Zustiyantoro, 2024). Thus, learning Javanese has an urgency in preserving Javanese culture apart from being a means of good character education for students.

Therefore, learning Javanese in 3 provinces, namely Central Java, East Java, and Yogyakarta, has become a mandatory subject for educational units starting from elementary, middle, and high school levels, including children with special needs. In Central Java, Javanese language learning is controlled through the Decree of the Head of the Central Java Provincial Education Service Number 432.5/14995 which requires a Javanese Language Local Content Subject Curriculum for all educational units including those with special needs. Therefore, to eliminate discriminatory treatment in education services, especially for children with special needs, an inclusive academy program is implemented. This program aims to encourage both public and private schools to implement inclusive school programs, including schools in Tegal Regency.

Tegal Regency is one of the districts located in Central Java Province, Indonesia (BAPPEDA, 2021). The Tegal Regency Population and Civil Registration Service recorded that as of 2023 the population was 1,704,700 people with 7,360 people with disabilities (BPS Kabupaten Tegal, 2022). Due to the existence of a heterogeneous society, including those who have special circumstances, the Tegal Regency Education and Culture Office places education as the basis for change towards a more inclusive society. This is proven by the strategic plan mission of the Tegal Regency Education and Culture Office for 2019-2024, which emphasizes the availability of educational services for children with special needs. This program is specifically for the implementation of inclusive schools that make it easier for children with special needs in Tegal Regency. For this cause, the Tegal Regency Education and Culture Office has freed every school, both public and private, to accept students who have special needs.

Through this research reveal the inclusive classroom management strategies implemented in Tegal Regency Junior High Schools in learning Javanese. By exploring best practices and innovations carried out by educators, it is expected that we can gain a deeper understanding of how to create a learning environment that is friendly, comfortable, and accommodates the diversity of students' needs. The topic aims to reveal the practices carried out by Javanese teachers at Tegal Regency Junior High Schools in managing inclusive classes. Another thing that underlies the choice of this topic is the lack of research on specific inclusive classroom management strategies for Javanese language topics in junior high school classes, especially in the Tegal Regency area. Apart from that, there has been no thorough study on how to balance the needs of children with special needs with those of regular students in the Javanese language learning process in inclusive classes.

A study by academics regarding inclusive schools was conducted by Anggaeni and Utami (2023) discussing the implementation of Javanese language learning at SMPN 31 Semarang which was deemed not to be effective. This is shown by the low assessment results. Various factors that support inclusive education such as modified Learning Implementation Plans (RPP) and obstacles in implementing inclusive schools are discussed in the research. Cahyani and Rima (2022) reveal the obstacles faced by SDN 4 Ulu Benteng the problems with implementing inclusive schools range from the absence of special accompanying teachers, difficulties in managing children with special needs, and an assessment system that is still generalized. Habibullah, et al (2022) focused on researching the difficulties faced by children with special needs in understanding the Ramayana story. The results of the research showed that the main difficulties for children with special needs in understanding the Ramayana story were difficulties in terms of accessing material, obstacles in understanding the material, and difficulties in capturing the content of the Ramayana story. Damri, et al (2023) the influences of their research revealed the influence of the principal's oversight, the principal's leadership personality, a facilitative environment, and pupil learning stimulation on the effectiveness of the learning method at SMA Negeri 6 Padang. Sinta, et al (2023) with their research revealed that the success of inclusive schooling is determined by strong inclusive cultural factors. Apart from that, the role of schools in determining policies and parents is very influential for the sustainability of inclusive education for their children. These studies both discuss the dynamics of learning for children with special needs. The difference between the previous study and this research is that it focuses more on discussing classroom management strategies used by Javanese teachers in teaching children with special needs at the junior high school level. Thus, it is expected that this research can equip a complete picture of the reality of learning Javanese in regular junior high school classes for children with special needs in Tegal Regency. Apart from that, it can also provide a broader view regarding efforts to enhance the quality of learning for students with special needs in schools throughout Indonesia.

Research Method

This research used a qualitative approach with a descriptive method. Qualitative approach is used because the research carried out is oriented towards phenomena and natural events that occur in the field (Ali and Asrori, 2014). The research location was chosen at SMPN 1 Slawi and SMPN 1 Lebaksiu in January 2024. Both schools are stable schools that admit children with special needs in Tegal Regency and there are indeed students who have special needs. The findings showed that there was one student in the deaf-speech category, one student in the slow learner category, and one student in the physically impaired category in classes VII and VII. Primary data sources were obtained from Javanese language teachers

at SMPN 1 Slawi and SMPN 1 Lebaksiu while secondary data were obtained from various documents and literature studies related to inclusive education.

The data assembly techniques required were interview, observation, and literature study. The main sources in this research were the Javanese language teacher at SMPN 1 Slawi with 6 years of teaching experience from 2017 until now and the Javanese language teacher at SMPN 1 Lebaksiu with 14 years and 13 years of teaching experience respectively starting from 2010 and 2011. The selection of the three informants was based on obtaining appropriate research results. The criteria for selecting informant sources in this research include (1) representing junior high schools in the Tegal Regency area with students with special needs and (2) representing junior high schools in the Tegal Regency area providing they are teaching children with special needs.

The data analysis technique used interactive analysis from Miles and Huberman's opinion which is carried out in three main stages, namely data reduction, display, and data verification or conclusion (in Ali and Ansori, 2014). Their opinion revealed that data analysis was carried out in three main stages, namely data lessening, display, and data verification or conclusion (in Ali and Ansori, 2014). At the data reduction stage, the researcher selected which schools in Tegal Regency accepted children with special needs and included selecting the main sources in this research. The second stage was displayed by collecting various data that have been successfully collected according to research needs in the form of pictures, tables, and graphs to be explained further as a result of the research. After that, the third stage is the conclusion. The data that had been accumulated is then analyzed in more depth so that answers to the problems discussed can be found, supported by valid data to obtain credible conclusions. Then, data verification was carried out by triangulating data sources to avoid biased in the research.

Results and Discussion

From the data that has been collected, the undertaking of the inclusive education model in Tegal Regency Junior High Schools used a regular class model or what could be called a full inclusion model. This model placed children with special needs studying together with children without special needs every day with a similar curriculum (Ashman, 1994 in Linda, Pitoewas, & Yanzi, 2016). The results of the research identified inclusive classroom management strategies brought out by Javanese teachers in the schooling process as follows.

Javanese Language Learning for Deaf-Speech Impaired Students in Inclusive Classes

There was one student who had hearing and speech impairments or in this case, was often referred to as moderately deaf-speech impaired or hard of hearing. A person who has limited hearing will usually have difficulty verbally and communicating (Pamungkas et al., 2022). The existence of students in this category makes Javanese teachers take a special and sensitive approach, especially in material that requires speaking and reading skills. *Tembang* (song in Javanese) and *pacelathon* (dialogue in Javanese) material was one of them. These two materials are one of the main materials in learning Javanese which involves students' oral and storytelling abilities. In this case, the Javanese teacher adjusts oral skills to writing skills. On the other hand, considering that the hearing problem is still in the moderate category, Javanese language learning which requires listening and writing skills is still carried out conventionally and tends to involve lectures, assignments, and assessments in the form of tests or examinations supported by the use of sign language. This is because the Javanese language teacher revealed that his students who have hearing impairments, their intelligence level is no different from other normal students. In line with Nofiaturrahmah (2018), in his study, he stated that the intelligence level of children with hearing loss is the same as other

normal children, namely high, low, and medium. However, the material is still delivered in a loud and loud voice, paying attention to lip movements so that it can be captured clearly by the student.

Javanese language teachers also prepare various creative learning media to support the effectiveness of learning for students with hearing and speech impairments and other normal students. The material is presented in the form of images, both in soft files and hard files. Utilizing PowerPoint is one of the media used. This is in line with an academic study conducted by Rahmawati (2020) which revealed that the use of visual media would be more effective for children with hearing impairments.

Through the explanation above, an overview of the management of Javanese language learning for students in the deaf-speech category in inclusive classes can be explained as follows.

1) Javanese language teachers will place students in the deaf-speech category in strategic positions or at the very front. The purpose of this sitting position is so that the student can see and read the teacher's expressions and lip movements.

2) Javanese language teachers use whiteboards, PowerPoint, visual videos, props, pictures, and other visual media to further help students in the deaf-speech category. This is because, by using this media, it is revealed that it describes concepts and understandings that are easier and more effective in learning Javanese which tends to focus on language and literature concepts. Apart from that, the learning media prepared is not only written but is supported in visual form to further support students' understanding. It can be seen in the image below.
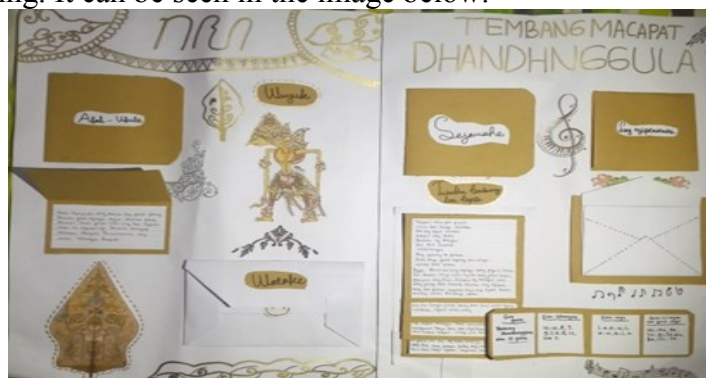

Figure 1. Examples of learning media in inclusion classes

3) Teachers always try to use sign language to help deaf-speech-impaired students better understand what is being conveyed while still using a loud and clear voice.

4) Javanese teachers make adjustments to material that requires reading and speaking skills by changing it to writing exercises. In the practice of *tembang* and dialogue, students with special hearing and speech disabilities are replaced with songwriting and *pacelathon* skills. In the *tembang* and *pacelathon* assessment system, assessment is differentiated from normal students in these sub-abilities. When students without special needs receive an assessment by practicing singing a song or having a dialogue, students with special needs will receive an assessment by writing a song.

Javanese Language Learning for Slow Learner Students in Inclusive Classes

From the research results, it was found that one student was in the slow learner category. A slow learner is a special condition where someone can be slower than others in understanding and capturing learning (Andiwatir et al., 2021; Joseph & Abraham, 2023; Societatis, 2021). Slow learners are not stupid children, they just need a longer process than others to understand something (Ningsih & Silvianetri, 2022)

In this case, considering that Javanese language learning tends to teach language and literature, Javanese language teachers use simple and consistent language. The use of Javanese, which is easy and frequently used in slow learner environments, helps him grasp the material presented more quickly. Javanese language teachers also prepare interesting learning media such as PowerPoint, learning videos, and so on which can help slow learner students' interest in paying more attention to the material being presented.

Apart from that, in *tembang* material, Javanese teachers usually present song excerpts accompanied by Indonesian translations. The aim of providing translations in Indonesian is to help students in the slow learner category better remember the meaning and purpose of the songs they are studying. However, Javanese language teachers still conventionally use language that is simple and easy to understand when explaining.
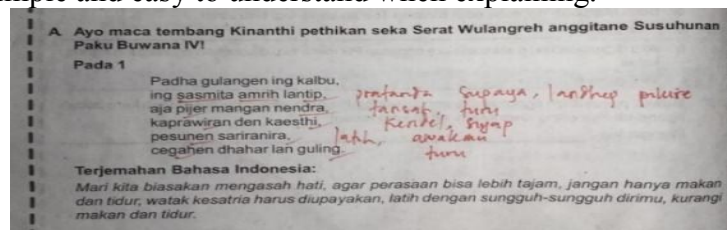

Figure 2. *Tembang* **material to help slow learner students**

In learning Javanese script, the Javanese teacher focused on individual students first memorizing the letters of the Javanese script until they were considered to have mastered them. The first thing to do is introduce the basic concepts of Javanese script, such as basic letters and vowels. The use of visual and concrete forms, such as letter cards or manipulatives, is a real effort made by Javanese teachers to help slow learner students understand and remember letterforms.

Figure 3. Example of Javanese script card learning media

Javanese teachers also allowed them to practice writing directly to find how far they had grasped this material. On the other hand, the exercises were given to slow learner students will be easier compared to other students. Javanese script writing practice for slow learner students usually only consists of one word or two words and a simple sentence, while for other students they are given a complete, complex sentence. The following is an example of a question about writing Javanese characters.
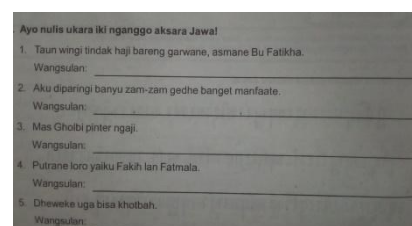

Figure 4. Questions for slow learner

Figure 5. Questions for non-slow learner

The application of learning methods is also a concern for Javanese teachers when dealing with classes with slow learner students. Javanese language teachers in this case usually apply a learning model based on cooperative learning. The way this learning model works is that the class will be divided into small, heterogeneous groups. Apart from that, the implementation of the everyone is teacher here model is also applied by Javanese language teachers. The aim is to help slow learner students express their opinions in discussions. This interactive activity can stimulate active participation and involvement of slow learner students in learning Javanese and their communication using Javanese. It is hoped that this activity will provide concrete examples to help slow learner students understand more abstract concepts about the Javanese language. However, Javanese teachers still provide individual assistance in handling these students. Don't forget, the Javanese language teacher gave praise and encouragement in motivating slow learner students to remain enthusiastic about learning Javanese language material.

Next, the Javanese teacher gave a pre-test to slow learner students individually to analyze and evaluate how far the students have grasped the material that has been taught. Giving this pre-test is intended to form slow learner students' enthusiasm for learning in understanding the material. On the other hand, in the assessment system, students in the slow learner category and other normal students were not given significant differences. If the KKM (Minimum Completeness Criteria) is 75 then that is what is set for all students. However, Javanese teachers still provide individual assistance to help students achieve learning goals. Apart from that, Javanese teachers continue to use remedial measures to help students in the slow learner category catch up with other students.

By the description above and based on the studies that have been carried out, an overview of inclusive classroom management with students in the slow learner category is as follows.

1) Javanese teachers take a more structured, patient, and focused approach to teaching the slow learner category. The language chosen by the Javanese teacher will be as simple as possible so that the students can understand it, especially when it comes to abstract concepts such as song material which uses more meaning.

2) Javanese teachers use learning media that are creative or not just monotonous to lectures to help slow learner students better capture and remember the learning that is being carried out. This is because using creative learning media such as visuals, audio, or even other sensory experiences can reach various learning styles. Thus, students have a greater opportunity to capture information in the most effective way for them.

3) The implementation of the cooperative learning model is usually applied by Javanese language teachers in classes with those who are slow learners to stimulate them to participate actively in learning Javanese.

4) Due to limitations, Javanese teachers present simple, easy exercises to help slow learner students strengthen their basic understanding of Javanese. Starting from easier questions, slow learner students have the opportunity to build a strong foundation before facing more complex questions.

5) In terms of assessment, Javanese teachers make no difference to other students and continue to carry out remedial work without exception.

Javanese Language Learning for Physically Impaired Students in Inclusive Classes

As a result of the research, it was found that one child was in less than perfect physical condition. He has a deformity in his legs which slightly reduces his freedom in terms of walking. However, the Javanese language teacher revealed that students with physical disabilities were able to participate in learning Javanese in general and had no significant obstacles. They are also able to capture the material very well. The results of the interview

show that this student has a high willingness to learn. This is proven by the students' scores which were relatively high and even exceeded the class average. Children with physical limitations have the same level of intelligence as other normal children. They tend to have normal intelligence, emotions, and thinking like children in general (Seviaric, Akhmad, & Berliyana, 2021).

> *"...actually, there are no significant obstacles in teaching Javanese language material to children with physical disabilities. It's just that we have to understand the conditions so that for activities with excessive mobility we will adjust accordingly. "For example, to come to the front of the class, usually for our special students, you just have to stand in your seat."* (Interview with IR, on January 11, 2024)

> *"Thank God, our students have good grades, even better than other students. Yes, you could say he is one of the outstanding students in his class."* (interview with IR, on January 11, 2024)

The existence of this study shows that students in the physically disabled category do not need special treatment for Javanese language material. They can follow conventional learning like students in general. Special treatment related to the assessment system remains the same as other students without any specialization. Thus, children with physical limitations did not have significant differences in terms of intelligence, they only had physical limitations in their mobility.

Based on the results of this research, an effective inclusive classroom management strategy in Javanese language learning involves a multidimensional approach that not only focuses on academic aspects but also pays attention to the social, emotional and physical needs of students with special needs. Modifying learning materials and methods, using varied learning media, forming heterogeneous learning groups, and providing special attention and assistance are important strategies for creating a harmonious and inclusive Javanese learning environment.

The findings of this research are in line with previous research which emphasizes the importance of a holistic approach in managing inclusive classrooms in language learning (Stavrianos, 2023). A holistic approach looks at the interrelationship of all aspects of learning, including students' cognitive, social, emotional and physical. Overall, the holistic approach combines experiential learning, engagement, and a broad curriculum to encourage deep learning and uphold social justice and equity. These key factors indicate a shift from traditional educational models that focus primarily on academic content to a holistic approach that considers the complexity and diversity of learners. In other words, to create a harmonious and accommodating learning environment for all students, including children with special needs, not only focuses on academic aspects, but also students' communication, social, emotional and physical needs.

Apart from that, it is important to provide adequate facilities and infrastructure to schools and local governments, such as hearing aids, accessible wheelchairs, varied learning media, as well as special educators or companions for children with special needs. The availability of these supporting facilities and facilities will greatly support the creation of a Javanese language learning environment that is friendly and accommodating for all students, including children with special needs. Parental involvement is also important to create solid support from the family for children with special needs (Fitria et al., 2021). Thus, it can be underlined that there is a need for close collaboration between Javanese language teachers, parents and professional staff such as speech or occupational therapists to handle children with special needs in learning the Javanese language more optimally. The findings of this research can be a reference for educational policy makers in developing programs or policies

that support the implementation of inclusive education in Javanese language learning in schools.

Conclusion

This research has developed various effective strategies to facilitate inclusive and empowering learning for students with special needs. It can be seen from the facts in the field which show that students in the deaf-speech category will be treated differently, especially for learning that requires speaking and reading skills, such as *tembang* and *pacelathon.* Students in the slow learner category will be required to be more patient to understand the material, supported by the use of interactive learning media and by being given practice questions according to their capacity, whereas for the physically disabled category, there is no special treatment regarding learning material. Thus, the conclusion of this research highlights the important role of Javanese language teachers in Tegal Regency junior high schools in supporting the learning of children with special needs. Through a flexible approach, attention to student involvement, and collaboration between friends in the class, we have succeeded in creating an inclusive and empowering learning environment, where every student has the same opportunity to grow and develop optimally in understanding and using the Javanese language.

Recommendation

Recommendations for teachers in creating a harmonious and inclusive learning environment need to increase competence in managing diverse classes. This can be done by attending training or workshops on inclusive education and learning strategies for children with special needs. A deep understanding of students' specific needs and appropriate teaching methods is essential to ensure the successful implementation of inclusive education. Schools, local governments and related institutions, such as inclusive education service centers or organizations that focus on disability issues, need to collaborate to provide the support, input and resources needed to implement inclusive education effectively. Providing adequate facilities and infrastructure, such as accessible classrooms, appropriate learning media, as well as special teaching staff or companions for children with special needs, is very necessary to create a friendly and accommodating learning environment.

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