THE SPECIAL GUIDE TEACHER CLASS MANAGEMENT ON CREATING INCLUSIVE STUDENT LEARNING MOTIVATION IN URBAN AREA

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Abstract: This research objective was to analyse the influence of special supervising teachers' classroom management on creating inclusive student learning motivation in urban areas. This research used quantitative methods with a case study approach. A sampling of special supervisor teachers for inclusive classes in Serang City or urban areas. Data analysis used hypothesis testing with SPSS software version 23.00 with correlation between variables. The research results showed a positive influence between the class management of the class supervisor on creating inclusive student learning motivation with an influence contribution of 70.9%. The results showed a significant influence between accompanying teachers' classroom management and student learning motivation in inclusive elementary schools throughout urban areas. The research implied that the better the accompanying teacher's classroom management, the higher contribution to inclusive student learning motivation and vice versa; the less good the accompanying teacher's classroom management, the lower the creation of inclusive student learning motivation.

INTRODUCTION

Especially in Indonesia, the implementation of education for special needs is called inclusive education (Budiyanto, 2018). The number of students with special needs (inclusive) in Indonesia in 2021 is 144,621, while at the elementary school level, there are 82,346 students, the highest compared to other levels (Kemdiknas, 2021). Basic education is the initial stage of forming human character to positively contribute to the country's development, so everyone must have the same learning opportunities (Awang & Nuriz, 2020). Likewise, open opportunities for basic education for people with special needs need to be considered because they have equal rights in education (Ediyanto & Kawai, 2023).

Elementary school teachers teach daily in heterogeneous classes related to implementing inclusive education. One of the important roles in special needs education is the special assistant teacher (Sheehy et al., 2019). However, this still encounters obstacles for some special guidance teachers (GPK) or accompanying

teachers in achieving the learning process, namely classroom management. (Firanti et al., 2022).

Increasing participation with inclusive education providers for students and their parents requires attention to effectively managing educational resources to achieve quality education (Rasmitadia et al., 2020; Efendi et al., 2022). For this reason, effective strategies are needed in inclusive classrooms to achieve positive results for all students. Inclusive education is an approach to innovative and strategic education to expand the reach of education for children with special needs, including those with disabilities (Amka, 2020).

Special guidance teachers (GPK), also known as General Education Teachers with Special Education Training, are educators who have advanced qualifications or have undergone special training in the field of unique or extraordinary education and are specifically appointed to work in an inclusive school environment (Liani & Barsinahor, 2021). However, a lack of supervisors and teacher training specifically hinders inclusive student learning processes and classroom management to integrate students with disabilities effectively and regular students in the classroom environment (R. Putri & Nurhastuti, 2021).

Teachers and school principals have not yet understood many classroom management issues (N. Hidayatullah & Marsidin, 2022). There are various possible reasons, including lack of infrastructure and lack of specially trained supervising teachers, so it is necessary to take steps to prevent and resolve problems that often arise repeatedly. It is feared that the more students with special needs in the school, the more teachers are involved and the more energy, time and abilities they invest in their profession (Bahri, 2021).

The importance of optimising the role of special mentor teachers where Ansari et al. (2021) said that they have a role as a changer in student behaviour, but of course, it starts with the teacher showing a commendable attitude and being a role model for his students so that this becomes a comprehensive part of mentoring. Apart from that, special supervising teachers must have a background in special education, but there are many facts in the field, especially in inclusive schools, that they do not (Aas et al., 2023). This will create suboptimal inclusive education services. Then, their roles and duties do not fully understand and deepen this because their roles differ from teachers in other fields of study (Leifler, 2020).

In supporting inclusive learning, teacher attitudes are needed to reflect teacher motivation and competence to gain acceptance in the classroom (Sartinah & Murtadlo, 2022). This shows the motivational role of teaching practices, both directly and indirectly, towards students in the learning process in inclusive classes. Changes in the attitudes of supervising teachers will create a learning atmosphere for students, making it easier for students to interact with learning.

The obstacles experienced in managing the learning process in inclusive classes were the lack of special accompanying teachers tasked with assisting student learning, there are too many classes in some classes, teachers experiencing difficulty in controlling students and a lack of cooperation with students' parents in controlling their children at home. The lack of awareness

among parents about sending children with special needs to school. There was a gap between the number of classes, teachers and inclusive students. One of the reasons for the low quality of special supervising teachers was the weak ability of special supervising teachers to carry out their professional duties.

In connection with the explanation above, before the research, the author interviewed, who is in charge of inclusive education at the Serang City education office, explaining several problems faced by inclusive education, namely the lack of supervision of teachers with special education backgrounds, in this case, special assistant teachers, which has the potential to influence student learning motivation which has implications for interest in learning, enthusiasm for learning and completing student assignments.

Class management is one of the things needed to determine appropriate learning strategies, especially for inclusive students. In the learning process, teachers play an essential role in solving learning problems to achieve education goals (Y. Putri & Hamdan, 2021). Then, teaching staff with the required competency standards per the guidelines for inclusive education providers are needed. Classroom management involves a wide range of student abilities, and teachers cannot have just one method or strategy established in their classroom (Firanti et al., 2022). Just as teachers cannot teach all their students the same way, teachers must also use different strategies to develop classroom routines and productivity (Sukirdi et al., 2020). For this reason, the focus is on how to adapt teaching strategies to meet student's needs, so teachers must pay attention to teaching strategies and check the classroom setting because it becomes a daily routine in the classroom environment (Shepard, 2019). Then Taylor et al. (2022) explained that ineffective teachers are not responsive to the different needs of the children in their classes.

Meanwhile, Garrote et al. (2020) explained the role of teachers in inclusive classroom management, namely implementing clear rules and good time management will change the behaviour and social acceptance of inclusive students in the classroom. Furthermore, Wilson et al. (2019) research shows that teachers with more positive attitudes towards children with disabilities have higher self-efficacy and a higher tendency to use inclusive teaching practices. Based on teacher performance indicators in the implementation of inclusive education in elementary schools, it is currently not by the expected criteria due to the lack of standards for good school management, and the school has not adequately implemented the functions and aspects of inclusive school management (Pekkolay, 2021).

Apart from having pedagogical expertise, a teacher must have practical classroom management skills, including physical and non-physical aspects of classroom control. According to Nugraha (2020), effective management of children with special needs requires teachers who have strong motivation and patience. A conducive climate facilitates effective and efficient learning activities when teachers successfully manage the class. Children in democratic households bear great responsibility, especially in fulfilling academic obligations, showing initiative and creativity in problem-solving, and cultivating a positive self-

concept, significantly influencing their educational attainment (Patel-Campillo & García, 2022).

Supervising teachers in children's education is very important because they directly affect children's physical and mental development (Ansari et al., 2021). Considering the significant role of student activities in achieving academic achievement, teachers are responsible for developing student potential (Schuelka & Lapham, 2019). Teachers are generally viewed as early substitute instructors, as parents take on the role of educating their children from birth. Parents are considered the foremost educators because of the essential nature of parental education, which plays a vital role in shaping educational experiences in later life (Hayati, 2020). Therefore, parents must assume responsibility for their children's education.

Learning motivation is an effort that encourages someone to do something. This is in line with the opinion of A. Hidayatullah (2021) states that motivation is a person's willingness to do something. Motivation is an internal process that cannot be observed directly but can be understood through the hard work a person does in doing something in the world of education (Wahyuno et al., 2021). Motivation is essential for teachers and students; both students and teachers must have the same motivation, namely increasing the quality of human resources (Amdany et al., 2018). Motivating children involves stimulating their tendency to engage in activities and fostering a desire to participate in learning experiences (Latief, 2021). Therefore, it can be said that motivation is inherently related to individual needs. Individuals may engage in specific actions because of necessity or coercion.

Previous research conducted by Magdalena et al. (2020) explained the influence of classroom management prepared by teachers on learning motivation in grade 3 elementary schools. Then Hermanto and Pamungkas (2023) determine the strategies teachers use to provide learning access for students with special needs in inclusive education elementary schools in Yogyakarta with qualitative research.

The importance of this research is to contribute to inclusive education providers to improve and pay attention to special assistant teachers placed in elementary schools regarding classroom management so that they can increase inclusive students' learning motivation. Based on the background and problems above, how do accompanying teachers for most inclusive students implement good classroom management? Meanwhile, the research objective is to analyse the influence of accompanying teachers' classroom management on creating inclusive urban-based student learning motivation with quantitative analysis.

RESEARCH METHOD

This research used a quantitative method with a survey approach, considering individual responses regarding knowledge, attitudes or behaviour. On the other hand, survey-type research was carried out for broader purposes, such as assessing students either partially or in groups (Creswell & Creswell,

2018). The survey design in this research used images in diagram lines and research constellation schemes for several variables studied (Sugiyono, 2018).

The survey design in this research was depicted in a path diagram and research constellation scheme. The constellation between research variables was shown to consist of both exogenous and endogenous variables. The survey was conducted on special supervisor teachers at Serang City elementary schools designated as inclusive schools by the Serang City Education and Culture Office. This survey was mainly aimed at finding out the role of special supervisor teachers, the factors that influence classroom management, and the motivation of special supervisor teachers.

The population in this study were special guidance teachers for inclusion classes assigned by the Serang City Education and Culture Office to elementary schools for the 2022/2023 academic year. Based on the sampling framework explained above, the sampling technique was random. Meanwhile, the purposive or purposive sample was determined; the total number of special supervising teachers assigned to elementary schools in Serang City is 50 respondents. Based on Fauzy's opinion, if the existing sample was less than 100, all of them are taken as a sample. The hypothesis developed by the author was that there was an influence between special assistant teachers' classroom management and inclusive student learning motivation.

RESULT AND DISCUSSION

Data analysis from the questionnaire given to respondents was then tested for validity and reliability. The overall instrument items were subjected to regression analysis to see the influence between variables (Budiastuti & Agustinus Bandur, 2018). The significance of classroom management by special accompanying teachers will influence inclusive students' learning motivation through the teacher's efforts to provide a good classroom management system so that inclusive students enjoy learning, ultimately increasing their learning motivation.

The results of calculations using SPSS 23.00 showed that there is a positive influence between the accompanying teacher's classroom management (X) on student learning motivation (Y) with the equation $\dot{Y} = 59.710 + 0.506x$ as presented in the following correlation table:

Table 1: Regression Table for Variable X Against Y

Coefficients

Model	Unstandardised Coefficients		Standardised Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	59.710	8.902		6.707	.000
Class Management	.506	.073	.709	6.956	.000

a. Dependent Variable: Learning Motivation

Figure 1 showed that with the regression value above, it is explained that every increase in the constant 59,710 will increase the variable value by 0.50. Then, it was found that the t-value of = 6,956 was smaller than t-table = 2.010 (2.020 < 2.048) with a significance level of 0.000 > 0.05. It could be concluded that the Ha Hypothesis was accepted and H0 was rejected, which means there was a relationship or influence between the accompanying teacher's classroom management (X) and creating inclusive student learning motivation (Y).

Table 2. Coefficient of Determination Test Results
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.709ᵃ	.502	.492	7.088

a. Predictors: (Constant), Class Management

From the table above, the coefficient of determination of accompanying teacher classroom management (X) on creating inclusive student learning motivation (Y) $ry_{1.2}$ = 0.709 and R^2= 0.502 or 50.2%. This meaned that 50.2% of the variation in student learning motivation (Y) can be influenced by the accompanying teacher's classroom management (Y), and other factors influence the rest.

Table 3. Correlation Test Results
Correlations

		Class Management	Learning Motivation
Class Management	Pearson Correlation	1	.709**
	Sig. (2-tailed)		.000
	N1	50	50
Learning Motivation	Pearson Correlation	.709**	1
	Sig. (2-tailed)	.000	
	N	50	50

**. Correlation is significant < 0.05 at the 0.01 level (2-tailed)

Based on the significance value from the correlations table presented above, the results obtained show that the 2-tailed significance value for both the class management variable and the student learning motivation variable shows a significance value of 0.000, which means 0.000<0.005, so it can be concluded that variable Y, the resulting influence is positive, which means that the higher the accompanying teacher's classroom management, the higher his contribution to learning motivation. Likewise, the lower the accompanying teacher's classroom management, the lower the creation of inclusive student learning motivation.

Teachers accompanying students had an essential role in assisting children in resolving their learning difficulties. They provided support by dedicating time to study with inclusive students, helping prepare study materials such as books,

and motivating by providing drinks or other essential items needed during study sessions (Bunga et al., 2020). Additionally, these teachers offer moral encouragement to students as they engage in their academic activities. According to Juliya and Herlambang (2021), providing positive feedback can be a significant source of moral support for inclusive children. Establishing a structured study routine and actively participating in the child's learning process can instil self-confidence. A routine study is believed to lead to independence, creating a sense of parental pride.

Children's motivation to participate in learning activities may decrease, resulting in weakened or even no motivation, ultimately reducing the quality of learning motivation (Dhori, 2021). Compelling learning motivation occurs when children are actively involved in learning, allowing them to acquire new knowledge and understand and internalise the information they receive (Hermanto & Pamungkas, 2023). Children undergo a process of cognitive development and then obtain results from their learning efforts. Learning motivation is obtained from the reciprocal relationship between learning and teaching activities. From an educator's perspective, teaching begins with motivation to learn (Jannati et al., 2023).

Apart from that, the closeness of teachers to students in building relationships between them and seating arrangements is a consideration in inclusive classroom management as a better learning intervention step that focuses on teachers' classroom management strategies for inclusive students at the primary education level (Musa & Aidah, 2018). In addition, Muñoz-Martínez et al. (2020) found a positive influence between classroom management and inclusive student learning motivation. Then Paschal et al. (2020) concluded that to achieve inclusive education, every special supervising teacher needs to receive training on developing cooperative learning so that teachers do more research to achieve radical changes in the teaching and learning process.

The same opinion was expressed by Aulia and Permana (2022) that implementing classroom management by special supervising teachers not only fosters a conducive learning environment but also has the potential to stimulate students externally, leading to the development of their learning motivation. This is caused by teachers' learning practices that effectively involve students and encourage active participation in the learning process (Budiarti & Sugito, 2018). However, it is essential to recognise that not all educators can effectively manage the classroom in a way that fosters engaging learning experiences and motivates students to participate in their education actively.

On the other hand, in the environmental aspect of classroom management, Magdalena et al. (2020) explained that effective classroom environmental management plays a vital role in forming students' learning motivation so that it impacts their academic achievement. The presence of solid learning motivation is known to have a positive effect on academic results (Junaedi & Suhartini, 2022). Effective classroom management increases student satisfaction and promotes a conducive learning environment, reducing potential problems such as boredom

and lack of engagement during teaching sessions. Additionally, it will be easier to engage in interactions with classmates.

However, the negative or positive influence conveys that the two variables are related to various factors, especially for inclusive classes, which have different characteristics, so accompanying teachers must thoroughly analyse the classroom environment. This aligns with research by Litasari et al. (2021), which provides a comfortable and conducive atmosphere to motivate students to improve their learning. That research confirms that the influence of accompanying teachers' classroom management on learning motivation in inclusive students, both theoretically and practically, has a positive influence, meaning that these two variables have strong similarities.

The contribution of influential variables will provide a positive significance value to the influence built, meaning that the greater the influence and contribution will have a better impact if these two variables are applied elsewhere. In the literature review, it is stated that the influence of motivation and learning motivation, according to Hidayatullah et al., (2022) states that improving student learning through effective classroom management requires the implementation of a comprehensive approach that includes careful preparation, smooth coordination, sound control, and thorough evaluation, towards classroom management initiatives. This ensures achieving optimal results in line with the objectives mentioned above.

In efforts to improve inclusive student educational outcomes, it is essential to recognise the significant contributions of teachers and parents. For this reason, it is following the opinion of Fitria and Sholehuddin (2020) that parents play an essential role in fostering motivation and meeting their children's needs, as well as dedicating quality time to interacting with them, providing support during learning sessions, and showing attention to their children's welfare their child. According to Hayati (2020), providing adequate parental attention can mitigate feelings of neglect in children.

The contribution or percentage of influence on other variables provides confidence in explaining the mutual influence of existing variables, meaning that effective classroom management will produce good motivation. In his role as a special supervising teacher, Pujiman (2021) revealed that the teacher's role is to foster an optimal learning environment; educators can apply the principles of classroom management, which include creating a friendly and enthusiastic atmosphere, providing demanding educational experiences, utilising diverse teaching approaches, implementing adaptable teaching strategies, cultivating positive student attributes, and prioritising desired attitudes. Special guidance teachers must engender obedience and conformity among students by fostering admiration and pride in their personalities.

On the other hand, accompanying teachers in inclusive classes must have a dominant role in class management so that they have a positive influence; as Mokoagow (2021) believes, this role includes providing support, supervision, motivation and direct guidance to students who experience difficulties in learning in class and on assignments homework. In addition, the role of a special

supervising teacher requires contributing to the organisation and facilitation of extracurricular events, which are intended for students who have difficulty understanding teachings and those who excel academically (Ali, 2021).

CONCLUSION

A significant influence existed between accompanying teachers' classroom management and student learning motivation in inclusive elementary schools throughout Serang City. The research implied that the better the accompanying teacher's classroom management, the higher his contribution to inclusive student learning motivation and vice versa; the less good the accompanying teacher's classroom management, the lower the creation of inclusive student learning motivation. Future research required a variety of more relevant variables coupled with data analysis techniques that more comprehensively answer research problems in inclusive classes.

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