

Teachers' Classroom Management Strategies in Creating Inclusive Learning Environments in Indonesian Primary Schools

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Abstract

This study aimed to analyze teachers' classroom management strategies in creating inclusive learning environments at SDN 60 Salubattang. The study focused on the implementation of inclusive education, classroom management strategies, and the supporting and inhibiting factors influencing inclusive learning practices. This research employed a qualitative case study design. Data were collected through classroom observations, semi-structured interviews, and documentation involving the principal, classroom teachers, subject teachers, students, and parents who were directly involved in inclusive learning activities. Data validity was ensured through triangulation, prolonged engagement, and member checking, while the data were analyzed using the interactive model of Miles and Huberman. The findings revealed that inclusive learning environments were created through integrated classroom management strategies, including differentiated instruction, adaptive classroom management, positive reinforcement, collaborative learning, and flexible assessment practices. These strategies worked together to accommodate students' diverse academic abilities and learning needs, encourage active participation, and provide equal learning opportunities. Collaboration among teachers, parents, and school leaders also supported the implementation of inclusive learning, while positive peer interaction contributed to students' social acceptance, cooperation, and classroom participation. However, the implementation of inclusive learning still faced several challenges, including limited educational facilities, insufficient instructional media, and limited teacher training related to inclusive education practices. This study concludes that teachers' classroom management strategies are essential in strengthening inclusive learning environments in primary education and offers contextual insight into how inclusive classroom management is practiced in a suburban Indonesian primary school.

Keywords: *Inclusive Learning Environment, Classroom Management, Differentiated Instruction, Inclusive Education, Elementary School Teachers.*

Introduction

Inclusive education has become an important global agenda in improving educational equity and ensuring that all students receive equal learning opportunities regardless of their backgrounds, abilities, or individual characteristics (Hue, 2022; Sorkos & Hajisoteriou, 2021). Schools are increasingly required to create learning environments that are adaptive, participatory, and supportive of student diversity (Efendi, 2025; Johnson et al., 2024). In this context, teachers play a central role in managing classroom interaction, designing instructional strategies, and fostering positive social relationships among students (Aisy & Aprilia, 2025; Lo et al., 2025). An inclusive learning environment is not only related to the presence of students with special needs in regular classrooms, but also concerns how teachers ensure that every

learner feels accepted, respected, and actively involved in the learning process (Maharani et al., 2025).

In Indonesia, inclusive education has been supported through national policy, including Regulation of the Minister of National Education No. 70 of 2009, which emphasizes educational access for students with disabilities and students with special talents in regular school settings. However, the implementation of inclusive education in primary schools remains uneven. UNICEF and Bappenas in 2023 reported that the number of inclusive schools increased from 31,724 in 2021 to 40,828 in 2022, but only around 17,000 of 149,000 primary schools were categorized as inclusive schools. The report also showed that 36% of children with disabilities were not attending school. These conditions indicate that inclusive education in Indonesia has progressed at the policy level but still faces practical challenges related to teacher readiness, learning support services, accessibility, and school capacity.

The implementation of inclusive learning environments in primary schools is particularly challenging in classrooms with diverse student characteristics and limited educational resources (Ibrahim et al., 2025). Student diversity may include differences in academic ability, learning pace, socio-emotional development, communication skills, family background, and the need for additional learning support (Najatamara et al., 2026). These conditions require teachers to apply flexible classroom management, differentiated instruction, peer collaboration, emotional support, and fair assessment practices (Angreni et al., 2026; Sidiq et al., 2024). In addition, inclusive classroom practices often require special educational support services, such as early identification of student needs, individualized learning assistance, accessible instructional media, teacher–parent collaboration, and referral support when necessary.

Several previous studies have highlighted important dimensions of inclusive education. Some studies examined inclusive education as a policy and school system that provides equal access for students with special needs through supportive institutional arrangements (Debasu & Yitayew, 2024; Molina Roldán et al., 2021). Other studies focused on the benefits of inclusive learning environments for students' social participation, academic achievement, emotional development, and self-confidence when teachers, schools, and parents collaborate effectively (Huang et al., 2025; Indriani et al., 2025; Ioannidi, 2025; Leifler, 2020). Further studies emphasized teachers' roles in promoting inclusive and multicultural classrooms through adaptive teaching methods, respect for diversity, differentiated instruction, flexible assessment, and supportive classroom climates (Elena, 2025; Markey et al., 2021; Page et al., 2023; Paju et al., 2022; Pasira, 2022).

Although these studies provide valuable insights, several dimensions remain insufficiently explored. Previous studies have mostly discussed inclusive education at the level of policy implementation, school support systems, student outcomes, or general inclusive values. Limited attention has been given to how teachers manage inclusive classrooms in everyday instructional practices, particularly in elementary school contexts. Existing findings are also insufficient to explain how differentiated instruction, classroom routines, emotional support, peer interaction, flexible assessment, and teacher–parent collaboration are combined as practical classroom management strategies. Furthermore, studies on inclusive classroom management in suburban Indonesian primary schools remain limited, even though schools in such contexts often face limited facilities, diverse student needs, and insufficient professional support for inclusive education.

This study was conducted at SDN 60 Salubattang, one of the Sekolah Penggerak in Telluwanua District, Palopo City, Indonesia. The school was selected because it represents a

primary school context with diverse student characteristics and active efforts to implement inclusive learning practices in classroom instruction. Teachers at the school manage heterogeneous classrooms consisting of students with different academic abilities, learning styles, social backgrounds, emotional development, and learning support needs. Therefore, the school provides a relevant context for examining how teachers apply classroom management strategies to create inclusive learning environments.

The novelty of this study lies in its focus on teachers' classroom management strategies for creating inclusive learning environments in a suburban Indonesian primary school. Unlike previous studies that mainly emphasized inclusive education policy, special needs accommodation, or general benefits of inclusion, this study examines inclusive learning from the perspective of daily classroom practices. Specifically, it explores how teachers apply differentiated instruction, flexible classroom routines, emotional support, collaborative learning, fair assessment, and teacher–parent cooperation as interconnected strategies in managing inclusive classrooms. This study also provides contextual insights into how teachers adapt inclusive practices despite limited facilities, limited training, and varying levels of student readiness.

This study aims to analyze teachers' classroom management strategies in creating inclusive learning environments at SDN 60 Salubattang. The analysis focuses on how teachers manage student diversity, apply instructional adaptation, build supportive classroom interaction, and address supporting and inhibiting factors in inclusive learning implementation. The findings are expected to contribute theoretically to inclusive education and classroom management studies, and practically to provide recommendations for teachers, school leaders, and policymakers in strengthening inclusive learning practices in primary education.

Method

This study employed a qualitative approach with a case study design to investigate the role of teachers in creating an inclusive learning environment at SDN 60 Salubattang (Gammelgaard, 2017). A qualitative case study was considered appropriate because the research focused on understanding participants' experiences, perceptions, classroom practices, and interactions within a natural educational setting. The study aimed to explore how teachers manage diverse student characteristics, implement inclusive learning strategies, and create a classroom atmosphere that supports participation and equal learning opportunities for all students. Through this approach, the researcher was able to obtain comprehensive and contextual data regarding inclusive learning practices in elementary education.

The participants were selected using purposive sampling based on their direct involvement in inclusive learning practices at SDN 60 Salubattang. The study involved 15 main participants, consisting of one school principal, six classroom teachers, two subject teachers, and six students. In addition, three parents were included as supporting informants to provide additional perspectives on students' learning experiences and teacher–parent collaboration in supporting inclusive education. Therefore, the total number of participants in this study was 18. The determination of research participants was based on their direct involvement, experiences, responsibilities, and understanding related to the implementation of inclusive learning and classroom management practices at the school. The principal was selected because of his role in formulating school policies and supervising instructional implementation. Classroom and subject teachers were involved because they directly managed classroom learning activities and interacted with students in inclusive settings. Students were selected to represent different

learning characteristics and levels of participation in classroom activities, while parents were included to enrich the understanding of external support for inclusive learning implementation.

Data collection in this study was conducted through observations, semi-structured interviews, and documentation. Classroom observations were carried out to examine teachers' classroom management practices, instructional strategies, student participation, peer interaction, and the overall learning atmosphere during classroom instruction. During the observation process, the researcher focused on how teachers organized seating arrangements, grouped students, provided differentiated instruction, managed student behavior, and encouraged inclusive participation among students with different abilities and backgrounds. Classroom observations were conducted during regular learning activities at SDN 60 Salubatang. Each observation followed the school lesson schedule and focused on classroom management, teacher–student interaction, student participation, differentiated instruction, peer collaboration, and inclusive learning practices.

Semi-structured interviews were conducted with all research participants to explore their experiences, perceptions, and challenges related to the implementation of inclusive learning environments. Interviews with teachers focused on classroom management strategies, instructional adaptation, assessment practices, and difficulties encountered in handling student diversity. Interviews with the principal explored school policies, institutional support, and efforts to strengthen inclusive education practices within the school environment. Meanwhile, interviews with students and parents focused on learning experiences, classroom comfort, participation, and communication between school and families. The use of semi-structured interviews enabled the researcher to ask guiding questions while still providing flexibility for participants to express their opinions and experiences in depth.

Documentation was also used as a supporting data collection technique. The collected documents included lesson plans, teaching modules, assessment records, photographs of classroom activities, school regulations, and other administrative documents related to inclusive learning implementation. Documentation data were used to strengthen and confirm findings obtained from observations and interviews, particularly regarding teachers' instructional planning, classroom management, and assessment adjustments for students with different learning needs.

To enhance the trustworthiness of the findings, this study applied triangulation, prolonged engagement, member checking, peer debriefing, audit trail, and researcher reflexivity. These procedures were used to compare data across sources, confirm participants' meanings, review interpretations with peers, document analytical decisions, and minimize researcher bias during data collection and analysis. Source triangulation was conducted by comparing information obtained from different participants, including teachers, students, parents, and the school principal, to identify similarities and differences in perspectives regarding inclusive learning practices. Technique triangulation was carried out by comparing data gathered through observations, interviews, and documentation to strengthen the consistency of the findings across multiple sources of evidence.

In addition, prolonged engagement was conducted through repeated classroom observations and continuous interaction with participants during the research process. This procedure enabled the researcher to gain a deeper understanding of classroom dynamics, school culture, and participants' experiences within the inclusive learning environment. Member checking was also conducted by confirming interview interpretations and preliminary findings with several participants to ensure that the findings accurately represented their perspectives

and experiences. These procedures helped strengthen the trustworthiness and consistency of the research findings.

The data analysis process followed the interactive analysis model proposed by Matthew B. Miles and A. Michael Huberman, which includes data reduction, data display, and conclusion drawing (Miles et al., 2014). In the data reduction stage, the researcher selected, categorized, and simplified relevant information related to teachers' roles, inclusive classroom management, instructional strategies, and supporting and inhibiting factors. The reduced data were then organized systematically in the form of narrative descriptions and thematic categories to facilitate interpretation and understanding. Finally, conclusions were drawn by identifying patterns, relationships, and recurring themes emerging from the collected data. The analysis process was conducted continuously throughout the research to ensure that the findings accurately represented the realities of inclusive learning implementation at the school.

Results

The findings of this study demonstrate that teachers at SDN 60 Salubatang play a significant role in creating an inclusive learning environment through classroom management, differentiated instruction, adaptive assessment, and collaborative support systems. The implementation of inclusive learning was reflected in teachers' efforts to provide equal learning opportunities for students with different academic abilities, social backgrounds, and learning characteristics. The results are presented based on the three research focuses: the implementation of inclusive education, classroom management strategies in inclusive learning, and supporting and inhibiting factors influencing the implementation of inclusive learning environments.

Table 1. Findings on the implementation of inclusive education

Indicators	Findings	Evidence Sources
Learning Planning	Teachers prepared learning activities by considering students' different abilities, learning styles, and classroom diversity.	Interviews, lesson plans, observations
Learning Organization	Teachers organized heterogeneous groups and flexible seating arrangements to encourage peer interaction and collaboration.	Classroom observations, interviews
Learning Implementation	Teachers applied varied instructional methods such as discussions, collaborative learning, educational games, and contextual learning.	Observations, documentation
Learning Evaluation	Teachers implemented adaptive assessment through written tests, assignments, presentations, and participation assessment.	Assessment documents, interviews

The findings revealed that the implementation of inclusive education at SDN 60 Salubatang was carried out systematically through planning, organizing, implementing, and evaluating learning activities. Teachers demonstrated awareness of student diversity by designing learning activities that considered students' academic abilities, learning styles, and classroom participation. Before conducting classroom instruction, teachers first identified students' learning characteristics through observations, classroom interactions, and informal assessments. This process helped teachers determine appropriate instructional strategies and classroom approaches that could accommodate different student needs.

In organizing learning activities, teachers created heterogeneous learning groups consisting of students with varying abilities and backgrounds. This strategy aimed to encourage collaboration, peer interaction, and mutual support among students during classroom learning.

Flexible seating arrangements were also implemented to facilitate teacher supervision and improve classroom interaction. Observation findings showed that students were more actively involved in collaborative learning activities when heterogeneous grouping strategies were applied.

The implementation of learning activities reflected inclusive instructional practices through the use of varied teaching methods and media. Teachers used discussions, collaborative learning, educational games, contextual learning, and interactive activities to increase student participation and minimize boredom during classroom instruction. Students who experienced learning difficulties received additional guidance and support from teachers and peers. Furthermore, the evaluation process was conducted adaptively through multiple forms of assessment, including written tests, assignments, presentations, and participation assessment. Teachers adjusted evaluation methods according to students' abilities and learning progress to ensure fairness and equal learning opportunities for all students.

Table 2. Findings on teachers' classroom management strategies

Indicators	Findings	Evidence Sources
Differentiated Instruction	Teachers adjusted instructional strategies according to students' academic abilities and learning needs.	Interviews, observations
Positive Reinforcement	Teachers provided praise, motivation, and emotional support to improve student participation and confidence.	Observations, student interviews
Classroom Rules	Teachers implemented flexible classroom rules emphasizing communication and guidance rather than punishment.	Observations, interviews
Instructional Media and Methods	Teachers used varied learning media and interactive activities to maintain student engagement.	Documentation, observations
Teacher-Parent Collaboration	Teachers communicated regularly with parents regarding students' academic and behavioral development.	Interviews with teachers and parents

The findings indicated that teachers played a significant role in managing inclusive classrooms through differentiated instruction and positive classroom interaction. Teachers adjusted learning strategies, classroom activities, and instructional support according to students' academic abilities and learning needs. Students requiring additional assistance received more intensive guidance, while students with higher achievement levels were provided with enrichment activities. This differentiated approach enabled teachers to accommodate student diversity more effectively during classroom instruction.

Teachers also emphasized emotional support and positive reinforcement to improve students' confidence and participation. Observation findings showed that teachers frequently provided praise, encouragement, and motivational support during learning activities. Student interview data indicated that students felt more comfortable participating in classroom discussions when teachers created a supportive and non-discriminatory learning atmosphere. Teachers attempted to ensure that every student had equal opportunities to participate regardless of their academic ability or social background.

Another important classroom management strategy involved the implementation of flexible classroom rules and varied instructional media. Teachers avoided punitive approaches and instead emphasized communication, guidance, and emotional understanding when addressing students' behavior problems. In addition, teachers used videos, educational games, group assignments, and interactive learning activities to maintain student engagement during classroom instruction. Teacher-parent collaboration also supported classroom management

practices, particularly in monitoring students' academic progress and behavioral development both at school and at home.

Table 3. Findings on supporting and Inhibiting factors

Indicators	Findings	Evidence Sources
Supporting Factors	Collaboration among teachers, principal, and parents supported inclusive learning implementation.	Interviews, observations
	Positive peer interaction encouraged tolerance and cooperation among students.	Observations, student interviews
Inhibiting Factors	Limited facilities and learning media hindered inclusive classroom activities.	Interviews, documentation
	Teachers experienced limited training related to inclusive education practices.	Teacher interviews
Adaptive Strategies	Teachers implemented flexibility, collaboration, and reflection to overcome classroom challenges.	Interviews, observations

The findings demonstrated that several supporting factors contributed to the successful implementation of inclusive learning environments at SDN 60 Salubatang. One of the primary supporting factors was strong collaboration among teachers, the principal, and parents. Teachers and school leaders shared responsibility in supporting inclusive learning implementation and maintaining communication regarding students' learning progress and classroom participation. Parents were also involved in supporting students' learning activities at home and assisting teachers in monitoring students' behavioral and academic development.

Positive peer interaction among students also became an important supporting factor in creating inclusive classroom environments. Observation results showed that students generally demonstrated tolerance, cooperation, and acceptance toward classmates with different learning abilities and backgrounds. Group learning activities encouraged students to help each other academically and socially, creating a more harmonious and participatory classroom atmosphere. These conditions contributed positively to students' confidence and active participation during learning activities.

However, the study also identified several inhibiting factors affecting the implementation of inclusive learning. Teachers reported limited learning facilities and instructional media that could fully support adaptive and inclusive classroom activities. In addition, several teachers acknowledged that they still lacked sufficient professional training related to inclusive education and differentiated instructional strategies. Despite these challenges, teachers attempted to overcome obstacles through flexible classroom management, collaboration with colleagues and parents, and continuous reflection on their teaching practices. These adaptive strategies helped teachers maintain inclusive learning implementation despite existing limitations.

Table 4. Data triangulation

Aspect Investigated	Observation	Interview	Documentation	Triangulation Result
Learning planning	Teachers adjusted instruction based on students' characteristics.	Teachers explained the importance of identifying students' abilities before instruction.	Lesson plans reflected differentiated instructional planning.	Findings were consistent across all sources.
Learning organization	Heterogeneous groups and seating arrangements were observed.	Teachers stated that group learning increased peer support.	Classroom photographs supported observation findings.	Data supported each other.

Aspect Investigated	Observation	Interview	Documentation	Triangulation Result
Learning implementation	Students actively participated in varied learning activities.	Teachers explained the use of interactive learning methods.	Teaching modules showed varied instructional strategies.	Findings were mutually reinforcing.
Learning evaluation	Teachers used flexible and varied assessment methods.	Teachers stated assessments were adjusted to students' abilities.	Assessment records confirmed adaptive evaluation practices.	Strong consistency among data sources.
Differentiated instruction	Teachers provided different levels of learning support during classroom instruction.	Teachers explained adaptation strategies for students with different abilities.	Teaching modules indicated instructional adaptation.	Findings were consistent across sources.
Positive reinforcement	Teachers frequently used praise and encouragement during learning activities.	Students reported feeling supported and motivated by teachers.	Observation notes supported interview findings.	Data strengthened one another.
Teacher–parent collaboration	Teachers communicated with parents regarding learning progress.	Parents confirmed regular communication with teachers.	Communication records supported interview data.	Triangulation confirmed data credibility.
Supporting and inhibiting factors	Limited facilities and positive collaboration among school members were observed.	Teachers and parents explained both supporting and inhibiting factors in inclusive learning implementation.	School documents indicated limited resources and collaborative school programs.	Findings consistently appeared across all techniques.

The triangulation results demonstrated strong consistency among observation findings, interview data, and supporting documentation. Information obtained from teachers, students, parents, and the school principal showed similar patterns regarding the implementation of inclusive learning and classroom management practices. Observation findings were strengthened by interview responses and official school documents, indicating that the collected data were credible and reliable.

The triangulation process also confirmed that teachers consistently implemented adaptive instructional strategies, positive classroom interaction, and collaborative learning practices in creating inclusive learning environments. In addition, supporting and inhibiting factors identified during interviews were supported by classroom observations and school documentation, strengthening the validity of the research findings. Therefore, the use of multiple data collection techniques successfully increased the trustworthiness and accuracy of the study results.

Discussion

The findings from SDN 60 Salubatang indicate that inclusive learning was supported through teachers' specific classroom practices, including heterogeneous grouping, flexible seating arrangements, differentiated learning support, positive reinforcement, adaptive assessment, and teacher–parent communication. The implementation of inclusive education at SDN 60 Salubatang reflects the idea that inclusive learning is not only related to accommodating students with different abilities in the same classroom, but also involves creating equitable learning opportunities, positive social interaction, and supportive classroom climates for all

students. The findings indicate that teachers' ability to manage classroom diversity significantly influences students' participation, confidence, and learning engagement.

The implementation of inclusive learning through planning, organizing, implementing, and evaluating instruction supports the concept of inclusive pedagogy, which emphasizes flexibility and responsiveness toward student diversity. Teachers at SDN 60 Salubatang adjusted learning activities, instructional strategies, and classroom arrangements according to students' academic abilities and learning needs. This finding is consistent with the theory of differentiated instruction, which emphasizes the modification of content, learning processes, and assessment according to students' readiness, interests, and learning profiles (Tomlinson, 2017; Tomlinson & Imbeau, 2023). At SDN 60 Salubatang, this practice emerged because teachers had to respond to diverse academic abilities, learning pace, and socio-emotional needs within the same classroom. The case is contextually important because differentiated instruction was implemented despite limited facilities, instructional media, and inclusive education training, reflecting the practical challenges of applying inclusive education policy in Indonesian primary schools. Through differentiated instruction, teachers can provide equal learning opportunities and reduce learning barriers experienced by students with varying abilities.

The findings also reveal that heterogeneous grouping and collaborative learning activities positively contributed to students' social interaction and classroom participation. Students were encouraged to cooperate, help peers, and engage in group discussions regardless of their academic backgrounds. This finding supports the social constructivist perspective which emphasizes that learning occurs through social interaction and collaboration with others (Vygotsky, 1978; Zajda, 2021). In inclusive classrooms, peer interaction becomes an important mechanism for developing students' academic understanding, communication skills, and social acceptance. Collaborative learning activities also reduce discrimination and encourage empathy among students from diverse backgrounds.

Another important finding concerns teachers' use of positive reinforcement and emotional support during classroom instruction. Teachers attempted to create safe and supportive learning environments by providing praise, encouragement, and motivational support for students. This strategy increased students' confidence and willingness to participate in classroom activities. The finding aligns with humanistic learning theory which highlights the importance of psychological safety, belongingness, and self-esteem in supporting effective learning (Sania et al., 2026; Xiangkui, 2024). Students are more likely to engage actively in learning activities when they feel respected, accepted, and emotionally supported within the classroom environment.

The implementation of flexible classroom management practices also demonstrates teachers' efforts to prioritize guidance and communication rather than punishment. Teachers encouraged students to express their opinions, ask questions, and participate without fear of negative judgment. This finding supports positive classroom management theories that emphasize democratic interaction, student participation, and constructive behavioral guidance in creating effective learning environments (Evertson & Weinstein, 2013; Wolff et al., 2021). Inclusive classroom management requires teachers to balance academic instruction with emotional and social support to ensure that all students can participate comfortably in learning activities.

The study additionally found that teacher–parent collaboration contributed significantly to the success of inclusive learning implementation. Regular communication between teachers and parents helped monitor students' academic progress and behavioral development both at school and at home. This finding is consistent with ecological perspectives in education which explains

that students' development is influenced by interactions among multiple environments, including schools and families (Bronfenbrenner, 1976; Tudge et al., 2022). Collaboration between teachers and parents strengthens educational support systems and helps students receive consistent guidance across learning environments.

Despite these positive findings, the study identified several challenges affecting inclusive learning implementation, particularly limited instructional facilities and insufficient professional training in inclusive education. Training remained limited because teachers had few opportunities to participate in structured professional development specifically focused on inclusive classroom management, differentiated instruction, adaptive assessment, and strategies for supporting students with diverse learning needs. As a result, some teachers still relied on general teaching experience rather than systematic inclusive education competencies. Resource constraints also affected the implementation of inclusion, as the limited availability of instructional media, assistive learning tools, and differentiated learning materials made it difficult for teachers to provide individualized support and varied learning activities for all students. Teachers acknowledged difficulties in providing fully adaptive learning experiences because of limited educational resources and limited knowledge regarding specialized inclusive instructional strategies. These findings support previous studies indicating that the success of inclusive education is strongly influenced by teacher competence, institutional support, and the availability of adequate facilities (Baş, 2022; Rapisa et al., 2026). Without continuous professional development and sufficient learning resources, teachers may experience difficulties in addressing the diverse needs of students effectively.

The findings of this study are also supported by several previous studies. Relevant research found that inclusive education promotes equal educational opportunities and improves social participation among students when supported by adaptive classroom practices and positive school culture (Atiyat, 2025; Deroncele-acosta & Ellis, 2024). The findings are consistent with previous studies that emphasized the importance of collaborative learning, teacher support, and school–parent cooperation in inclusive education. However, this study extends those findings by showing that, at SDN 60 Salubattang, collaboration was also used as a practical strategy to overcome limited facilities, insufficient teacher training, and the absence of more formal support services for inclusive learning (Koskela & Sinkkonen, 2025; Sumar et al., 2025). Other studies also reported that differentiated instruction and positive classroom management contribute significantly to students' academic achievement, self-confidence, and social interaction in inclusive educational settings (Qorib, 2024; Ziernwald et al., 2022).

This study provides several practical implications for schools and educators in implementing inclusive education. Teachers need continuous professional development through practical workshops and mentoring on differentiated instruction, inclusive classroom management, adaptive assessment, early identification of learning needs, and accessible instructional media. These programs should be supported by school leaders, local education offices, inclusive education specialists, and higher education institutions. Schools should also strengthen collaboration among teachers, parents, and school leaders to create supportive learning environments for students with diverse characteristics. In addition, the provision of adequate instructional media and educational facilities is necessary to support more effective inclusive learning practices. These efforts can help improve the quality of inclusive education and ensure equal learning opportunities for all students.

The novelty of this study lies in its focus on teachers' classroom management practices in creating inclusive learning environments within the context of an Indonesian elementary school

located in a suburban area. Unlike many previous studies that primarily focused on inclusive education policy or students with special needs, this study specifically explores how teachers manage classroom diversity through adaptive instruction, emotional support, collaborative learning, and flexible classroom management strategies. The study also highlights the integration of teacher–parent collaboration and positive peer interaction as important components in strengthening inclusive classroom environments in primary education.

Conclusion

This study concludes that inclusive learning environments at SDN 60 Salubattang were developed through integrated classroom management strategies, including instructional adaptation, differentiated instruction, heterogeneous grouping, adaptive assessment, emotional support, positive reinforcement, peer collaboration, and teacher–parent communication. These strategies worked together to accommodate student diversity and support classroom participation. The findings indicate that inclusive classroom management in a suburban primary school context requires pedagogical flexibility, collaborative support, institutional commitment, and adequate learning resources. However, the implementation of inclusive learning still faced challenges related to limited facilities, instructional media, and teacher training.

This study has several limitations. First, it was conducted in only one elementary school, so the findings may be influenced by the specific culture, resources, and institutional conditions of SDN 60 Salubattang. Second, the study did not involve broader stakeholders such as policymakers, inclusive education specialists, or local education officers, which may limit the analysis of policy and specialist support. Third, the data were qualitative and collected within a limited period, so the study could not determine the long-term effects of inclusive classroom management on students' academic, emotional, and social development. Future research is recommended to involve multiple schools, broader stakeholders, and longitudinal or mixed-method designs to examine inclusive learning practices more comprehensively.

Aknowledgment

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