

TEACHERS' PERCEPTIONS OF FULL FACE-TO-FACE LEARNING IN INCLUSIVE CLASSROOMS AFTER THE REPEAL OF RESTRICTIONS ON COMMUNITY ACTIVITIES (PPKM)

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Abstract

The lifting of the implementation of restrictions on community activities (PPKM) has had an impact on teachers and students in inclusive elementary schools. Even though full face-to-face learning has been reintroduced in class, teachers must face problems such as adjustments to student behavior that change during limited face-to-face and online learning, inadequate infrastructure, and a decrease in the quality of learning. This study explores the opinions of classroom teachers who teach in inclusive classes regarding implementing full face-to-face learning after the repeal of PPKM. Data was collected through semi-structured interviews with 30 teachers in inclusive primary schools. Data analysis using thematic analysis. The results of the analysis produce four main themes, namely (1) instructional impact; (2) school support; (3) obstacles; (4) teacher preparation. The findings show that after the revocation of PPKM, teachers must make adjustments, such as 2 adjustments in academic and non-academic aspects. In the academic aspect, the teacher must readjust the learning objectives that must be achieved to meet and accommodate the needs of all students, including students with special needs, without discrimination. In the non-academic aspect, teachers need enthusiasm and motivation from school members and the community to support conducive learning for all students. The results of this study can be the basis for the government to make adjustments in determining the direction and goals of education that have been previously set.

Keywords: inclusive classroom, implementation of restrictions on community activities, face-to-face learning, offline

I. INTRODUCTION

For approximately 2 years the education system in Indonesia must adjust to the development of the Covid-19 Pandemic which affects to policies on learning at every level of education, including in inclusive inclusive elementary schools (SD). Starting from fully online learning, and limited face-to-face learning (PTMT), indicating a change in every learning system. in every learning system. An inclusive primary school is a school that accepts all students with the same characteristics, weaknesses, strengths and learning styles and the learning styles and learning together between students with special needs and regular students in the same class without discrimination. in one class without discrimination (Rasmitadila, 2020). Learning system both fully online and PTMT have led to a decline in the quality of learning quality for all students in inclusive classrooms. This condition widely causes learning loss for a long time, especially for students with disabilities (Budi et al., 2020). Especially students with disabilities (Budi et al., 2021).

Some specific problems during fully online learning and PTMT that occur cause learning outcomes achieved by regular students and children with disabilities to regress. regular students and students with disabilities. Teachers try to improve the quality of learning in the inclusive classroom to catch up with the cognitive and affective aspects. especially the cognitive and affective aspects. In the cognitive aspect, teachers have to do repetition, especially for students with disabilities with limited time due to government due to government regulations (Amalia et al., 2023); . Meanwhile in the affective aspect, the teacher's task becomes more demanding as well because they have to overcome the emotions and social behavior of all students to repeat lessons from scratch with minimal knowledge and no progress (Amalia et al., 2023). with minimal knowledge and no progress when learning online from home.

In particular, addressing students with disabilities who experience the double stress of learning online from home and having to adjust to learning at school is more difficult for teachers to handle (Aldini et al., 2022). Teachers need to be able to control students' behavior because they experience mental decline when learning from home and have to keep their minds when they have to learn in class again. Teachers are very concerned that they cannot teach optimally during PTMT due to time constraints set by the school, especially for students with disabilities who require special attention and more treatment than regular students (Stefanus, 2022; Adawiyah et al., 2022). This condition causes special attention special attention from the government, so that when the Covid-19 Pandemic is increasingly under control by reviewing and considering the standards of the WHO, the government revoked the status of restriction of community activities (PPKM).

After it was officially announced on December 30 by the President of After the Republic of Indonesia that the government has revoked PPKM as stated in the Minister of Home Affairs Instruction Number 50 and 51 of 2022, the learning system has changed back to full face-to-face learning in primary schools, including inclusive primary schools. In inclusive classrooms, changes in the learning system that return to full face-to-face learning in the classroom are expected to reduce the gaps that have been faced by all students including students with disabilities (Gusty et al., 2020). Based on a copy of the joint decree of the Ministers of Education, Culture, Research and Technology, Religious Affairs, Health and Home Affairs (2022) states that full face-to-face learning in the classroom can be implemented with 100% face-to-face capacity in class, on all school days, and a maximum of 6 hours. maximum of 6 hours.

The implementation of full face-to-face learning in inclusive classrooms, after the revocation of the PPKM requires special attention from teachers so that the learning objectives and competencies that students must achieve that were determined before the Covid-19 Pandemic can be achieved optimally (Anam, 2022). Full face-to-face learning in inclusive classrooms can provide opportunities for all students to be able to improve student learning abilities, learning motivation, and reduce mental stress through interactions between teachers and students directly that have been happening to students (Siswatini, 2020). With full face-to-face learning in inclusive classes, it is hoped that a change in the learning scheme that has been done by students at home with parents to learning again with friends in full inclusive classes will accelerate the learning achievement of all students including students with disabilities in reducing student learning loss.

The purpose of this study was to explore the opinions of classroom teachers whoteachers who teach in inclusive classes regarding the implementation of full face-to-face learning after the lifting of restrictions on community activities.

II. METHODOLOGY

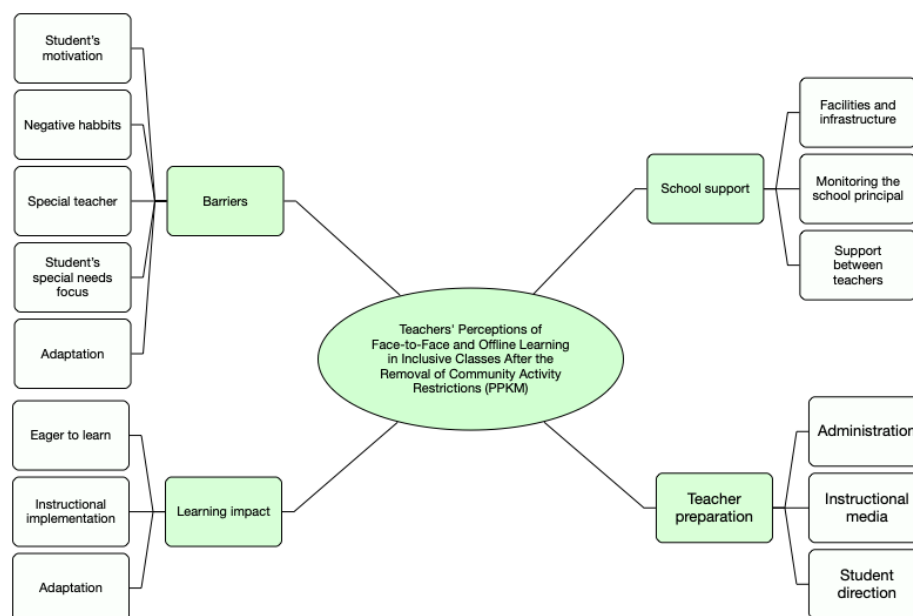
The research method used in this research is the Simple Research Design (SRD) method with a post-positivism paradigm research approach and quasi qualitative research type. Simple Research Design is a research design used to reflect findings in the field by using theory to solve problems encountered (Bungin, 2020). In this study, researchers explored the perceptions of classroom teachers regarding the implementation of full face-to-face learning after PPKM revocation. The participants involved in this study were 30 primary school classroom teachers who organized inclusive education in Bogor District (13 primary schools) and Bogor City (17 primary schools), West Java, and had implemented full face-to-face learning in the classroom after the PPKM revocation. The selection of Bogor Regency and City is based on the condition and situation of Covid-19 control which is at PPKM Level 1 or at a safe and controlled level according to the Covid-19 Task Force.

Data were collected through semi-structured interviews with 30 classroom teachers in inclusive primary schools. Data were collected using purposive sampling, especially in determining the schools involved in this study. Prior to conducting interviews with all the teachers, the researcher used a cooperative relationship that had been carried out previously in other research activities with several elementary schools in Bogor District and Bogor City. The researcher visited the schools, discussed with the principals both face-to-face and asked permission to conduct interviews related to the research topic. If the principal agreed, then the principal would appoint teachers to be involved in the interview. Interviews were conducted at school face-to-face while still applying health protocols according to government regulations. Interviews were conducted when teachers were not conducting lessons, with a duration ranging from 1 to 2 hours, January 20, 2023 to February 15, 2023. Researchers focused on the implementation of full face-to-face learning in inclusive classrooms after the PPKM revocation. Although the researcher used an interview guideline to obtain interview results that could answer the research objectives, the participants' answers continued to be developed with follow-up questions so as to explore teachers' experiences and opinions related to the research topic.

Data were analyzed by combining inductive and deductive procedures using thematic analysis to identify and generate themes in line with the research objectives set at the beginning of the study (Clarke et al., 2015). The interviews were transcribed verbatim, sorted and categorized into themes that emerged around the implementation of full face-to-face learning in inclusive classrooms post PPKM repeal. To facilitate the researcher in coding and analyzing the data, QSR Nvivo 12 was used especially in categorizing and generating accurate themes. Interview data was entered into Nodes and Cases to be grouped into data with relevant codes so as to produce relevant themes.

III. RESULTS AND DISCUSSION

The data analysis resulted in four main themes: learning impact; school support; barriers; and teacher preparation.



Main themes from data analysis (using QSR Nvivo 12)

Learning impact

Based on the opinion of the class teacher, the impact of learning consists of the sub-theme of adaptation, implementation of learning, and enthusiasm for learning. In the adaptation subtheme, the teacher argues that with this full face-to-face learning, students must adapt again after almost 2 years of implementing learning changes both fully online and PTMT with certain conditions. This adaptation is done both to learning materials and between students, both regular students and students with disabilities. This opinion was expressed by one of the teachers:

They have to adapt again because the previous class was fully online where they only had 3-4 offline meetings, now they have to go full offline to school, so at the beginning of entering school they need to adapt again with their friends who were previously only through virtual so they have to adapt again to do learning activities directly (Teacher1).

that during the implementation of full face-to-face learning after the PPKM revocation, the implementation of learning in inclusive classes is more free to convey subject matter, as it was before the Covid-19 Pandemic. Teachers can monitor the learning of all students including students with disabilities more easily, and can make improvements directly. Another finding is that students' enthusiasm for learning is also higher and more enthusiastic, because students can interact directly with other students, compared to when PTMT. This opinion was expressed by one of the teachers:

Full face-to-face activities make children enthusiastic in learning because they can again interact directly both with the teacher and with their friends. (Teacher 20)

The impact of learning during full face-to-face learning after PPKM revocation has had a positive impact on students and teachers. Students become more enthusiastic because they can emotionally interact directly which can increase student learning motivation (Saumi et al., 2021; Fatmawati et al., 2021). Teachers find it easier to convey subject matter, so that student progress can be directly monitored, including students with disabilities. Thus, learning objectives are easier to achieve than in PTMT.

School support

Teachers' opinions on the theme of school support consisted of the subthemes of support between teachers, monitoring by the principal, and facilities and infrastructure. According to teachers' opinions, support between teachers is very necessary in face-to-face learning in inclusive classrooms. With various adaptations that must be made by teachers, many conditions must be repeated from the beginning, such as the delivery of some subject matter during PTMT. Teachers must support and help each other with problems faced in the classroom, especially in handling students with disabilities who have to be handled specifically. This opinion was expressed by one teacher:

As fellow teachers we have to help and complement each other when facing problems, especially in dealing with students with disabilities. (Teacher 3)

Another teacher's opinion regarding the principal's monitoring related to the principal's involvement in the success of full face-to-face learning after PPKM. The principal provides time and gives direction to teachers to be responsible for implementing learning with enthusiasm so that students can achieve their learning objectives. Monitoring is very important for principals to ensure that learning has been carried out in accordance with the post PPKM revocation rules. This opinion was expressed by one of the teachers:

The principal always provides space to monitor learning in the classroom. He then gives direction and feedback to teachers. (Teacher 6)

Another finding related to facilities and infrastructure is that schools should be able to provide and fulfill learning needs such as teaching aids, project tools and classroom equipment. Facilities and infrastructure are very important for schools to provide because they are very helpful for academic and non-academic activities needed by students in learning. Teacher opinions related to this condition are:

The school provides facilities and infrastructure so that learning can take place well, although it was reduced due to Covid-19. (Teacher 10)

In academic aspects such as teaching aids greatly support learning for students, making it easier for students to understand the subject matter. In non-academic aspects such as prokes tools, it helps students in preventing the transmission of the Covid-19 virus so that it can hinder the implementation of learning.

School support is needed by all school members in the implementation of learning after the PPKM revocation. In inclusive schools with various student diversity and characteristics (Sholikhatun and Utama, 2021; Priyanto and Ag, 2020), physical support that helps the implementation of learning is prioritized, especially for students with disabilities, because during PTMT it is difficult to do because of the limited learning system (Rachmayanie et al., 2020).

Barriers

Teachers' opinions related to barriers consisted of the adaptation subtheme, the focus of students with disabilities, special mentor teachers (GPK), negative habits and student motivation. Students need time to adapt to learning, especially children with disabilities. The characteristics of children with disabilities who tend to be closed and difficult to interact require time and readjustment when they have to do classroom learning, especially physical activities. This opinion was conveyed by the teacher:

Maybe the obstacle is the adjustment of students who have to be active again in offline physical activities such as scouts, swimming and others. (Teacher 11)

Another obstacle found was that the children with disabilities did not focus on paying attention to the teacher's explanation, resulting in a very low understanding of the material. This is because during the PTMT at home, the children with disabilities are often assisted by their parents, so this habit at home hampers their learning. Below is the teacher's opinion regarding these findings:

Lack of focus on the teacher explaining in front, writing at will and often out of context. When they sit in class, they are always with the teacher, they don't want to be with their classmates because they are used to their parents. (Teacher 8)

For the teachers, this had an impact on the regular students as well, so that the portion for the children with disabilities became more than the regular students. Classroom teachers were of the opinion that in addition to the divided attention given to the children with disabilities, the absence of a GPK teacher meant that the assistance given to the children with disabilities was not maximized and this interfered with learning in the inclusive classroom. Teachers stated that children with disabilities should be accompanied by a GPK teacher so that they can focus on learning and handle their emotions during this offline face-to-face learning. This opinion was conveyed by the teacher:

Then the obstacle for children with disabilities is that it is difficult to handle them because there is no special inclusive teacher or GPK and a shortage of teaching staff. So it is not possible to handle children with disabilities with just one teacher, there must be another teacher who accompanies them.

In addition, some negative habits expressed by teachers during full face-to-face learning after the PPKM revocation occurred directly, such as dependence on other students, lack of facilities and infrastructure, and lack of attention from parents. These negative habits are very detrimental to students, so achieving learning objectives takes a long time because of these obstacles. In addition, student motivation must also be increased during the implementation of learning. Changes in the implementation of learning for many students are difficult to make, because during PTMT all learning activities are assisted by parents, so the quality of learning is very different after PPKM revocation.

Some of the obstacles faced by teachers in full face-to-face learning after the revocation of PPKM are still quite difficult for teachers to overcome, because they are related to the main rules that teachers

must implement in inclusive classrooms (Rasmitadila et al., 2020). Teachers are faced with different types of students - regular and special needs - who require attention and handling, especially students with disabilities. Habits that have been practised in PTMT have an impact on full face-to-face learning in the inclusive classroom (Wijayanto, 2022; Nuriah et al., 2022). Teachers must be able to handle all learning processes, especially in changing negative habits that can have an impact on the behavior of all students, including students with disabilities.

Teacher preparation

Teachers' opinions about teacher preparation during full face-to-face learning in inclusive classrooms consist of administrative subthemes, learning media, and student direction. The administration subtheme is an obligation that teachers must fulfill related to teachers' academic duties such as preparing lesson plans (RPP), syllabi, and semester programs consisting of material that students will learn, as well as the number of meetings that will be held in one semester. This opinion was expressed by one of the teachers:

Preparing lesson plans, namely lesson plans as well as syllabi and semester programs. So before teaching the teacher must explain to the children what they will learn during one semester, how much material they have to learn and also how many meetings. (Teacher 1)

In addition to administration, teachers must prepare learning media. Teachers argue that learning media is very important to use during learning after PPKM revocation, because during PTMT the use of learning media is rarely used due to the limited full face-to-face meetings held in the classroom, which has an impact on student understanding, especially students with disabilities. Students with disabilities really need learning media that can help them understand the subject matter easily. This finding relates to directing students, especially in early learning activities that can attract the learning interests of all students. Teachers should prepare questions that stimulate students' engagement and activeness in the material to be learned. Through these questions, the teacher can assess students' ability to understand the subject matter and whether or not students need to be given reinforcement or remedial material.

Preparations made by teachers for full face-to-face learning in inclusive classrooms require learning resources that can support learning success (Ramadhani et al., 2020; Mubarak, 2022). Changes in learning after the PPKM revocation require teachers to be more extra in preparing lessons that can accommodate all the needs of students including students with disabilities (Ilmi, 2022; Fitrahana and Febrianti, 2021). Teachers must be able to plan learning starting from before learning, during implementation and learning assessment as a measure of learning success (Ruzaini and Nurhalin, 2020; Saridudin and Munawiroh, 2021). Although it is not easy for teachers to carry out lesson planning due to changes in classroom rules and situations, but with careful planning, it will change back learning to be better like before the Covid-19 Pandemic.

Full face-to-face learning after PTMT has made a difference to learning in inclusive classrooms. Teachers try to accelerate the understanding process of regular students and students with disabilities who during full online learning and PTMT tend to experience a decline in learning quality (Anderson et al., 2021; Gilbert et al., 2020). According to teachers, implementing full face-to-face learning for students in inclusive classrooms provides a better opportunity than online learning and PTMT which has been going on for almost three years since the Covid-19 pandemic in Indonesia began. Limited face-to-face learning is an option for teachers and students to change the way they learn at home by getting used to learning in the classroom again like learning before the Covid-19 Pandemic (Engzell et al., 2021; Elihami, 2021). Therefore, more significant efforts are needed for teachers, especially in inclusive classrooms. The extra adjustments made by teachers are twice as large as in other regular classes in elementary schools.

IV. CONCLUSIONS AND NEWNESS

The implementation of full face-to-face learning in inclusive classes has a positive impact on teachers and students. Changes in learning from limited face-to-face learning to full face-to-face learning after PPKM revocation require adjustments in both academic and non-academic aspects. On the academic

aspect, teachers must readjust the learning objectives that must be achieved so that they can meet and accommodate the needs of all students including students with disabilities without discrimination. In non-academic aspects, teachers need enthusiasm and motivation from both school and community members to support conducive learning for all students. Teachers must be able to meet the learning targets that have been set before the Covid 19 Pandemic, which during the implementation of fully online learning, as well as PTMT because these targets only focus on basic competencies such as literacy, and numeracy. The results of this study can be the basis for the government in making adjustments in determining the direction and goals of education that have been set previously.

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TABLES AND FIGURES

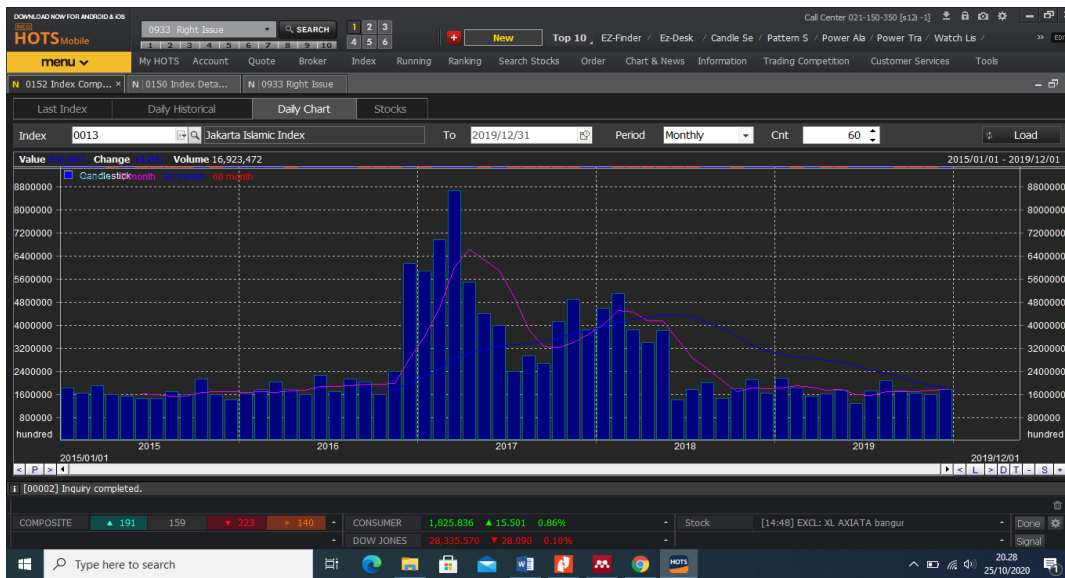
Presented in the appendix with the order of occurrence in accordance with those referred to in the contents of the article. The format for writing tables and figures in the attachment is as follows:

Table 1 Simultaneous Test

Model		Sum of Squares	Df	mean Squares	F	Sig.
1	Regression	1596,040	2	798,020	99,589	, 000 ^a
	Residual	576,946	72	8,013		
	Total	2172,987	74			

Source : SPSS 16 (2020)

Tables and Figures are written in 1 column format by including the source and year. The title of the table is placed at the top of the table. Table titles and figures are written in bold. Image title is placed at the bottom of the image.



Source: Jakarta Islamic Index (2019)

Figure 1 Trading Transaction Volume Activity Period 2015 – 2019