Yeni Dwi Herlinawati - "A Case Study of Classroom Management in an Inclusive School: Teachers' Strategies in Overcoming Bulliying in Early Childhood Education"

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"A Case Study of Classroom Management in an Inclusive School: Teachers' Strategies in Overcoming Bulliying in Early Childhood Education"

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This study aims to describe classroom management for students with special needs and teachers' strategies in dealing with bullying in inclusive PAUD. Managing inclusive PAUD is different from regular schools in general. The presence of students with special needs in inclusive PAUD means that classroom learning must be targeted. Bullying is a serious problem for children because it can have a negative impact on its victims, including: Low self-esteem, excessive anxiety, and depression. Childhood is a fundamental period to prevent and stop bullying. The forms of bullying that occur include hitting, taking and snatching food, physical mocking, mocking nature, mocking abilities, ostracism, and incitement. Data was collected using interview, observation, and documentation This research is a type of qualitative research with a case study design. This research shows that classroom management in inclusive PAUD is quite good. This is evidenced by several strategies used by teachers: application of school rules and procedures, giving rewards and consequences, building a pleasant environment, interaction between teachers and students. In terms of structuring the physical condition of the classroom is quite good starting from the seating arrangement, room decoration, lighting and air circulation.

Keyword : classroom management, inclusive preschool , bullying

Penelitian ini bertujuan untuk mendeskripsikan pengelolaan kelas bagi siswa berkebutuhan khusus dan strategi guru dalam menghadapi bullying di PAUD inklusif. Mengelola PAUD inklusif berbeda dengan sekolah reguler pada umumnya. Sebab, kehadiran siswa berkebutuhan khusus di PAUD inklusif membuat pembelajaran di kelas harus tepat sasaran. Bullying merupakan permasalahan yang serius bagi anak karena dapat menimbulkan dampak negatif bagi korbannya, antara lain: Harga diri rendah, kecemasan berlebihan, dan depresi. Masa kanak-kanak adalah periode mendasar untuk mencegah dan menghentikan penindasan. Bentuk *bullying* yang terjadi pada anak usia dini antara lain memukul, mengambil dan merebut makanan, mengejek fisik, mengejek sifat, mengejek kemampuan, pengucilan, serta penghasutan. Penelitian ini merupakan jenis penelitian kualitatif dengan desain studi kasus. Pengumpulan data menggunakan wawancara, observasi, dan dokumentasi. Penelitian ini menunjukkan bahwa pengelolaan kelas pada PAUD inklusif sudah cukup baik. Hal ini dibuktikan dengan beberapa strategi yang digunakan oleh guru : penerapan aturan dan prosedur sekolah, pemberian rewards dan konsekuensi, membangun lingkungan yang menyenangkan, interaksi antara guru dan siswa. Dari segi penataan kondisi fisik kelas sudah cukup baik mulai dari pengaturan tempat duduk, hiasan ruangan, pencahayaan dan sirkulasi udara.

Kata kunci: manajemen kelas, PAUD inklusif, bullying

INTRODUCTION

Children with special needs have abnormal physical, mental, emotional, and social characteristics, or a combination of these characteristics, which distinguish them from normal children in general so that they need these characteristics to be used in learning [1]. Special needs schools (SLB) are places where children with special needs (ABK) can attend school, usually in accordance with their subjects [2]. Participation in learning at school requires support from parents, teachers, principals, friends, and even the community [3].

Education is every effort, influence, protection and assistance given to children [3]. Education is one of the efforts made to improve the quality of human resources in Indonesia [4]. Education is the most important human need to fulfill the needs of life and human progress [5]. Therefore, education is a mandatory need for all individuals including children with special needs, they also have the right to get education services that are in accordance with their physical conditions [4], [6] . Education aims to develop the potential of students to become human beings who are faithful and devoted, have noble character, are healthy, knowledgeable, capable, and competent [7].

Early childhood education has a very important role for the golden generation, because children at this age experience very rapid development. The importance of early childhood is that 80% of brain development occurs during early childhood (AUD), which is the period when children develop most rapidly both physically and mentally, and the brain as the center of intelligence is at a very rapid rate of development explained by various opinions that it occurs earlier achieved by adults. The age of 2 1/2 to 5 years is the most effective age for vocabulary recognition [14]. This is evidenced by children asking questions about new things they encounter or simply reacting to sounds they hear in relation to bullying incidents.

Inclusive ECD is an early childhood education program that takes a comprehensive approach in supporting children with special needs [4]. Inclusive ECD allows children with special needs to have the same learning and development opportunities as other children [5]. Inclusive ECD involves teachers, parents and other relevant professionals working together to plan, implement and evaluate an education program that is inclusive and responsive to children's needs [6]. The goal is to provide quality education to all children, improve their social and cognitive skills, and reinforce values of equality and tolerance.

The issue of bullying is common, especially among young children, and remains controversial [13]. Children are taught from an early age to establish friendly relationships with their peers [2]. When children are playing with their friends, it is not uncommon to find children who behave aggressively, including physical and verbal aggression.

Bullying is a series of deviant activities / actions carried out by an individual or group of people in an aggressive and manipulative manner towards others who feel the perpetrator is weak in a long and certain period of time and involves violence and harm so that there is an imbalance of power [7]. Bullying is a serious problem for children, because bullying can bring down a person's mentality [5]. Children who are victims of bullying have negative impacts such as low self-esteem and excessive behavioral anxiety and depression [8]. Bullying behavior in the school environment can create a detrimental environment for students' academic and social development [9]. In general, there are three factors of bullying behavior that can influence bullying including family factors, peer factors, and school factors 8. Common types of bullying include: (1) Physical, such as hitting, kicking, and tripping (2) Verbal including name calling and teasing (3) Relational/social, such as spreading rumors and leaving groups (4) Damage to the victim's property [10]. If bullying occurs and is left unchecked, it can have a negative impact on children's social, mental and physical development and is not only felt by the victim, but also the perpetrator [11] [12].

Observations in inclusive PAUD show that 12.6% of children aged 3 to 6 years are directly involved in bullying. 2.2% of children involved in bullying are classified as bullying perpetrators, and 39.1% of children who are victims of bullying are children with special needs. Therefore, children still feel anxious and uncomfortable when participating in learning activities at school. One of the troubling and unpleasant feelings is that there are still some children who have friends at school who bully, especially children with special needs [9]

Bullying is prohibited because it concerns the morality of others. The Qur'an also states that bullying behavior is shameful or immoral. Just like QS. Verse 11 of Surah al-Hujarat says: "O you who believe, do not let one group look down on another. It may be that the one you laugh at is better than you." Don't let women look down on another group. It might be better to be humiliated. I also don't like criticizing myself or calling myself derogatory names. The worst calling is a bad calling based on faith, and those who do not repent are evildoers" [15]. The Indonesian government has made various efforts to address bullying such as socialization aimed at character development and involving parents in anti-bullying efforts, teachers' influence on bullying prevention, special service management (BK), and familiarizing a peaceful and polite environment [16][17][18]. Although the Indonesian government has taken various initiatives to combat bullying, there is still a need for more in-depth research on teachers' strategies to address this issue, especially in inclusive classrooms [1].

Based on observations in inclusive PAUD, researchers found that teachers have strategies in overcoming bullying in schools. It is evident that there is a special room, the audio visual room, which is used to watch videos about "bullying" every Friday. The activity of watching bullying videos is carried out because there are still cases of bullying that occur, especially in students with special needs. Therefore, researchers are interested in taking the problem of Teacher Strategies in Overcoming Bullying in PAUD. Based on the above background, the problem raised in this study is how the teacher's strategy in managing the classroom in inclusive PAUD in overcoming bullying. The purpose of this research is to analyze classroom management problems with a focus on PAUD teachers' strategies in overcoming bullying.

Strategy is a comprehensive plan that integrates all resources and capabilities towards long-term goals to achieve competence [11]. A strategy is a set of learning decisions and actions that determine the long-term success of a school [19]. From the above definition, we can conclude that strategy is defined as the process of determining the direction an organization will take to achieve its goals. Strategy enables an

organization to develop a strong position in its field of operations.

One of the teacher's tasks that is never left out is managing the class. The teacher always manages the class when he is carrying out his duties. Classroom management is intended to create a conducive learning environment for students so that learning objectives are achieved effectively and efficiently. When the class is disrupted, the teacher tries to restore it so that it does not become an obstacle to the teaching and learning process. Classroom management is important for anyone who is involved in education to know.

Management can be defined as the process of planning, organizing, directing, and controlling the efforts of organizational members to achieve predetermined organizational goals by utilizing all the resources available in the organization [20]. Management is an activity or a series of activities carried out by, by, and for people that are complex, unique, and different from the company's objectives to achieve maximum profit [21]. Based on this definition, management is a complex and dynamic activity that involves people in managing organizational resources to achieve maximum goals and benefits [22]. In this definition, there are four important aspects of classroom management: planning, organizing, teaching and controlling. Inclusion management is an approach that aims to ensure that all students, including students with special needs, feel welcome and valued at school and have equal opportunities to learn and develop [11].

Classes can be viewed from two perspectives: Real classroom: Many students gather in a room surrounded by four walls and participate in the learning process. In a broad sense, a class is a small community within a school community, organized as a working unit and dynamically carrying out creative classroom activities to achieve goals [20]. The classroom is a place of gathering and interaction, connected to other spaces in the environment, based on the social order that prevails in the area. Classroom management is a process that involves planning, organizing, teaching and managing to achieve learning goals and a small community that works together to achieve these goals [4]. This definition of classroom management includes the understanding of the classroom as a space where students gather to participate in the learning process, and schools organized as work units that dynamically carry out creative classroom activities to achieve goals [21].

Inclusion management involves planning, organizing and managing the resources needed to support inclusive education including: Human resources, facilities, curriculum and policies [23]. The goal of inclusion management is to create an inclusive learning environment where all students feel safe, included and supported to reach their potential. Inclusion management can be implemented by school leaders, teachers and other support staff by involving all stakeholders in decision-making and ensuring the success of inclusive education in schools [6]. Developing inclusive education management in schools, including teacher capacity building in inclusive education, can be done in various ways, including: Understanding students' special needs, inclusive learning strategies, inclusive classroom management skills and promoting inclusive education through the provision of facilities and resources [11], [13], [24], [25].

This is sufficient to meet the needs of diverse students and strengthen parental involvement in supporting inclusive education. Provide regular information and communication with teachers about children's special needs and encourage a positive inclusive culture in the school so that all students feel included and valued, regardless of their background. All distinctions create comprehensive policies and procedures to ensure equal opportunities for all students to learn and develop.

To date, inclusive PAUD has been trying to find a solution to the problem of bullying. The solution is to reach out to the school community and parents. Socialization in the form of providing information about the condition of children with special needs and acceptance of their presence at school. In addition, teachers try to arrange students' places and organize learning. The aim is to allow students with special needs who are unable to ask questions to their more able peers. In addition, the seating arrangement allows students who usually bully to sit with students who are scared. By doing this, students who usually bully will become afraid and stop bullying other students.

The purpose of this study is to analyze teachers' strategies in dealing with bullying in inclusive classrooms and evaluate the effectiveness of the strategies used to create a safe and enjoyable learning environment for all students, including those with special needs. In addition, this study also aims to provide recommendations for teachers, schools and the government to develop more effective measures to address bullying in inclusive classrooms. The goal of education will not be realized if the act of bullying continues to occur, so it requires cooperation from many parties to prevent bullying behavior [7] This needs to be done as an effort to create a safe and enjoyable learning environment for all children, especially children with special needs.

METHODS

This research activity will be carried out in one of the inclusive PAUD in Candi Sidoarjo sub-district, researchers limit this research only to group B Kindergarten class teachers. This research was conducted in the odd semester of the 2023/2024 school year at the inclusive PAUD in Candi Sidoarjo District on July 17, 2023 to September 30, 2023. The qualitative research design is a case study, which focuses on a selected phenomenon in detail. This research aims to explain the impact of the environment, particularly in the context of Classroom Management in Inclusive Schools relating to Teachers' Strategies in Overcoming Bullying in Early Childhood Education. This research uses a descriptive method to examine the current state of the phenomenon. This method seeks to provide a systematic and factual description of the facts, characteristics, and relationships between the phenomena studied. The data source consists of the results of interviews and observations of the kindergarten group B class teacher. Data from interviews with kindergarten group B class teachers and observations in kindergarten group B classes. By knowing the teacher's strategy in overcoming bullying in the classroom in the odd semester. Researchers can place the position of the instrument that is the research. In addition, researchers observed how the teacher's strategy in overcoming bullying in a good class in the odd semester at inclusive PAUD Candi Sidoarjo District.

Samples in this research are called sources, participants, informants, friends and teachers. The sample used

is a theoretical sample because the purpose of this research is to produce theory. Sampling in this study is a research choice regarding what aspects, from what events, and who to focus on at a certain time and situation, because it is carried out continuously throughout the research. In this study, sampling techniques that are often used are: Purposive sampling sampling with certain considerations. In this study, it is very necessary to have a teacher strategy in managing a conducive classroom in inclusive PAUD to make it easier for researchers to explore the object or situation under study. Sampling based on the needs required. And time sampling considers the time and place in data collection in inclusive PAUD conducted with group B class teachers regarding strategies implemented by the teacher in good classroom management, which is reviewed from the learning process carried out in the classroom.

In this study, the data collection technique used 3 techniques, namely interviews, observation and documentation. Data: This study used several data collection techniques, including observation, interviews, and documentation. Primary data included interviews with six preschool teachers from inclusive schools and observations of children with disabilities in kindergarten. Secondary data included relevant journals and sources related to the research topic. Interviews in this study are useful for knowing and seeking in-depth information about research problems and objects to be researched about the teacher's strategy in managing a good class in inclusive PAUD.

The interview used in this research is an unstructured interview because the researcher wants to obtain more detailed information about the problem under study. Because observation is a data collection method that involves visual observation of the symptoms observed and interpreting the results of observations in the form of notes, the validity of the data is highly dependent on the skills of the observer. Documentation serves to complement and support data collection in this study. Observation and interview documentation or pictures/photos are needed to document this research. Data validity testing to maintain data validity is done through triangulation. There are different types of triangulation. In other words:

1. Triangulation

Efforts to verify the validity of data and research results. In this study, triangulation was carried out using two data collection techniques, namely interviews and observations.

2. Technical triangulation

In terms of collecting data from the same source using different techniques. Although the techniques used by teachers to collect data are different, the source is the same.

In this research proposal, the research was conducted using unstructured (in-depth) interviews and uninvolved observation. Therefore, in this study researchers used triangulation of sources and technology because the validity of the data collected is influenced by the technology and sources used. Teacher strategies and resources can be found in the Kindergarten Group B Class Teacher.

Data analysis can be done using qualitative analysis. Initial data analysis includes recording and coding data obtained from informants so that data sources can be traced. Second, the analysis is carried out in three stages:

1. Data reduction

Data reduction is the process of summarizing, selecting, and focusing on important things to create an overview that facilitates the researcher's work. At this stage the researcher sets conclusions or points about the research subject so that the research focus becomes more focused and the truth is easier to determine. In other words, data reduction is carried out to obtain a clearer picture of the results of interviews and observations.

2. Presentation of data

Data presentation is the process of editing and organizing data in such a way that it is easy to understand. Qualitative data is presented using brief descriptions, diagrams, relationships between categories, flowcharts, etc.

3. Drawing conclusions

After organizing and presenting the data, the final step is to draw conclusions. Closing means obtaining new facts from the action process carried out. Initial conclusions are still temporary and may change in the future if no valid supporting evidence is found.

The procedure or steps of this research begins with determining the object of research, which will be carried out at the Sidoarjo Temple District Inclusive PAUD. The location selection is based on this research: the teacher's strategy in dealing with bullying in PAUD. Therefore, it can be used as a benchmark in further data collection. After deciding on the research location or research subject, the next step is to determine the focus of the research question. The focus of this research question is on the teacher's strategy in dealing with bullying in the classroom, with the creation of research tools to support the implementation of this research.

Observations and interviews developed based on previous research were used as instruments. In previous studies, observational research methods have been the mainstream. Of course, there is a certain degree of trust in the tools that researchers use. After all the data has been collected, the next step is data analysis according to the Miles and Hubermann model. The first step is data reduction, presentation, and conclusion drawing. Based on the conclusions, information is obtained about the results of the study. However, the conclusions of this study may be able to answer or not answer the formulation of questions formulated originally. This is because the problem or problem formulation in qualitative research is still temporary and develops after the research reaches the field.

FINDINGS AND DISCUSSION

Based on the results of the analysis that has been carried out, it can be stated that inclusive PAUD in Candi Sub-district still have cases of bullying, especially for students with special needs. Bullying cases always occur at the beginning of the new school year. Bullying that occurs is physical, verbal and relational bullying [26]. The first type of bullying is physical bullying, a teacher in Kindergarten B stated that physical bullying takes the form of hitting and pushing. The action occurred between normal students and students with Down syndrome due to disputes over toys and the child's stubbornness. One of the factors causing bullying is that children with active temperaments tend to solve problems vigorously and become more aggressive [27]. Therefore, when an argument arises due to the child's active temperament, the child chooses to resolve the argument with violence. In addition

to pushing and hitting forms of bullying, kindergarten B teachers stated that ADHD students also often ask for food belonging to friends. If it is not given then it is immediately grabbed by him [28]. Asking for and stealing food is extortion, and extortion is also a form of direct physical abuse [29]. Victimized children have no power to resist. The victims have to give them the food they bring, whether they want it or not. And in this situation, the power is very unbalanced.

The second type of bullying is verbal bullying perpetrated by Kindergarten Teacher B. Verbal bullying also includes teasing [5]. Mockery can take many forms, including making fun of a friend's appearance, name, characteristics, work achievements, abilities, and many more. Physical teasing, this was mentioned by teacher B in kindergarten. The mockery was carried out on students with physical disabilities by saying '*I drool all the time; you're ugly*' and even blaming their friend's physique. Because the perpetrator uses verbal bullying, the perpetrator already has information about the victim's weaknesses.

Table 1. Interview and observation guide
Results of interviews with kindergarten group B class teachers about types of bullying, strategies in overcoming bullying and constraints in classroom management.

The third type of bullying is interpersonal bullying expressed by the kindergarten B teacher in the form of exclusion and bullying. The teacher often heard regular students saying to students with physical disabilities, Down syndrome and ADHD "*I don't want to be friends with you*".Then, during recess, another normal student reported that he had made a friend and advised him not to make friends with him, saying "*you don't need to make friends with him because he's ugly, drooling, disgusting*".A unique characteristic of young children engaging in relational bullying is that the act is done simply and directly such as by saying "I don't want to be friends with you because you drool, like to eat leaves, disgusted" [28].

Strategies used by teachers in overcoming bullying in the classroom:

Based on the reality in the field, inclusive PAUD teachers have carried out various strategies in overcoming bullying in the classroom. Bullying is not a problem to be taken lightly. Research shows that bullying has a significant impact on children's physical, mental and academic development. Therefore, efforts are needed to prevent, treat, minimize, and improve children's behavior.

1. Implementing classroom rules and procedures

Inclusive PAUD has good rules and procedures (SOP). The rules are in the form of a daily schedule of learning activities in the form of time and pictures of activities posted on the school mading from entering to leaving school. The implementation of learning in inclusive PAUD starts at 7:30 to 11:00. Before entering the class, children are invited to line up, move songs and sing songs about stop bullying. Then students enter the classroom and sit in a circle. The activity begins with prayer and then makes a class agreement with all students such as helping each other, respecting each other, not mocking each other, not hitting, being orderly and maintaining cleanliness. In the class agreement making activity, the teacher uses picture media so that regular and special needs students understand. The teacher asks: "*Children ... let's see what the teacher brings this picture (while showing a picture of children helping each other)? ". Then the students answered: "Pictures of helping each other!". Teacher: "Children, do we agree that we must help each other?". Students "Yes, teacher...". Teacher "Ok, let's put the agreement on the board...".*Classroom agreements are made to avoid cases of bullying, especially with students with special needs. Inclusive PAUD institutions apply the BCCT (Beyond Center And Circle Time) learning model and problem-based learning which aims to have regular students cooperate with students with special needs. The BCCT (Beyond Centers and Circle Time) learning model is a method or approach to implementing early childhood education that combines theory and practice and aims to increase children's potential, problem-solving abilities, and basic skill development [30]. PjBL (project-based learning) is child-centered learning that aims to help students develop thinking and problem-solving skills [31]. Rules and procedures in learning help to give students clear instructions on their behavior and provide more choices to the teacher [32].

2. The application of providing feedback to students in the form of rewards and consequences.

The first feedback is in the form of rewards such as during class learning, the teacher gives assignments to all children, both regular students and students with special needs. The tasks given to Down syndrome students are easier than regular students such as inserting the kor rope into a straw with the aim of training their gross motor skills. Down syndrome students are able to complete the tasks given by the teacher well then the teacher gives a reward by giving "*two thumbs up*" and saying "*great*" to the down syndrome child. The second provision of feedback is consequences such as what the teacher did to the down syndrome student when he took the regular student's book by force, the down syndrome student was given a consequence, namely apologizing *by "shaking hands" and saying "sorry"*.Giving rewards and consequences is not only for students with special needs but also for all students, this is done to train discipline, good behavior so that there are no cases of bullying [33]. The teacher's role is to implement policies that provide rewards and consequences related to behavior regulation, discipline, enthusiasm for learning, and group dynamics [34]. Teachers must also be able to plan and implement successful learning, provide feedback, and manage learning situations in inclusive classrooms [33]. All students are rewarded with enthusiasm for learning, discipline and good behavior, and ensure that bullying does not occur, especially for students with special needs. Providing consequences to students is one way to prevent bullying and lack of discipline by adhering to mutually agreed class agreements and staying away from harmful things [35].

3. Building a positive learning environment

Inclusive PAUD provides a safe, comfortable and fun learning environment. All students, both regular and special needs students, are excited when they enter school. This is evident when the school bell rings, students race to line up at the front and want to be leaders. During class activities, they are also enthusiastic to listen to the teacher and complete the

assigned tasks. During breaks, all students play together, whether regular students or students with special needs. While playing ADHD students are out of control by eating the leaves around them. Without realizing it, regular students said the student by saying *"like the goat..."*, immediately the teacher gave an understanding to regular students that what was said was incorrect behavior and said *"Mas A ate the"Mas A ate the leaves because his stomach was hungry, because mas A could not speak so he ate the objects he saw..."*. The learning environment plays an important role in increasing students' motivation, sense of well-being, and ability to interact, socialize, and care for others, and plays an important role in meeting their innate psychological needs [3]. Teachers must try to be creative in classroom management activities during learning [24].

4. Increasing interaction between teachers and students in the classroom

One of the obstacles faced by inclusive PAUD is the absence of GPK (Special Assistance Teacher) and teachers do not have the knowledge to handle students with special needs so that the services provided for students with special needs are still not intense and maximum. However, teachers in inclusive PAUD try to provide good services for all students. They use their instincts to help students with special needs to socialize well. During class, the teacher's interaction with students is very good such as inviting students to sing, dance, play together, complete project tasks together. In class, Down syndrome students can only shout if they want to convey something. The teacher tried to understand what was said by approaching the Down syndrome student. When approached he held his stomach and the teacher said *"hungry...want to eat...while using sign language"*.The Down syndrome student nodded and it was a sign that he was hungry and wanted to eat. Interaction is an important aspect as it relates to the regulation of student behavior, group dynamics, interest/attention, discipline, and motivation to learn. Social interaction often has a positive impact on classroom management[36] . At school, students interact with teachers, educating and adopting their teachers' attitudes, role models, actions and words. They are what students see, hear, and think is good, and they seep into their minds and sometimes have an influence beyond their parents at home. The interaction between teachers and students involves several aspects such as the ability of children with special needs to communicate, write, listen, and behave well when facing problems [35].

5. Management of the physical condition of the classroom

The inclusive preschool is a two-story building. Each classroom measures 3.5 x 2 meters, has only 2 lockers for storing playground equipment, desks for writing but no chairs for students to sit on. Students sit on the carpet that has been provided cleanly and neatly arranged. Students with special needs sit next to the teacher to facilitate supervision. Facilities and infrastructure are learning tools that help learners acquire the necessary knowledge and skills. One way to assess the effectiveness of the Universal Basic Education (UBE) program is to assess the availability of facilities and infrastructure required for its implementation [37]. Requirements that need to be considered in infrastructure planning include needs analysis, inventory of existing facilities and infrastructure, funding, and

authority to carry out the task of providing facilities and infrastructure [1], [38].

Outdoor play equipment for inclusive PAUD is minimal because the building is not large enough. Only swings, seesaws and slides are available. Due to the limited playground equipment, teachers also make traditional playground equipment, namely tapak gunung made of banners. Students with special needs are very happy with the school playground equipment. They play alternately with regular students although sometimes students with special needs do not want to take turns. The playground equipment in the classroom is easy to organize and move [25]. Students are also easy to organize by sitting in a circle [35]. A poorly organized classroom will be an obstacle for students and teachers in the learning process [27].

The inclusive PAUD does not have air conditioning so fans are used to avoid overheating. Lighting or light from outside comes into the classroom so that the classroom atmosphere becomes comfortable. The condition of the classroom does not look gloomy or dazzling because the classroom does not use TL lights but uses 5watt DOP lights. The classrooms have windows that allow air to enter and exit the room properly. Good classroom management makes it easy for each student to listen to the teacher when delivering material and doing assignments. Comfort aspects partly consist of lighting, ventilation, or air temperature and density [26]. Lighting can affect the physical, psychological, and aesthetic state of a room [19]. Adequate lighting should be ensured by using windows and ventilation mechanisms. Inadequate lighting can cause eye strain and headaches. On the other hand, excessive lighting also affects visibility.

The yard of the inclusive PAUD is decorated with flowers. The classroom is quite attractive with decorations made by students, making it look beautiful. The classroom is neatly organized and clean, before entering the classroom students take off their shoes and bags and put them on the shoe rack and bag rack. Toys in the classroom are also neatly organized in lockers. There is a waste basket in front of the class, making it easier for students to dispose of waste. Classroom organization and cleanliness are carried out by teachers and students. Every Friday inclusive PAUD conducts clean Friday activities so that the environment becomes beautiful and clean. Beauty concerns the efforts of teachers and students to organize learning in such a way that it has a positive impact on student attitudes and behavior [32]. Even with good teaching conditions, students can learn optimally[3] .

Of course, there are obstacles in managing a classroom for students with special needs in inclusive PAUD. Based on the results of the analysis, teachers still face obstacles in managing their classes. The first obstacle is caused by teachers who lack knowledge in dealing with children with special needs, but still look down on children with disabilities [39]. The second obstacle is the low awareness of parents and the community about the rights of children with special needs [40]. Parents who do not support inclusive education will have a negative impact on the formation of the behavior and attitudes of children with special needs. The third obstacle is that facilities and infrastructure must be adequate and adapted to the needs of students with special needs[10] . The fourth obstacle is the lack of special education teachers compared to the number of students with disabilities in inclusive schools [38].

Data on students with special needs in inclusive PAUD in

the 2023-2024 school year there are 8 consisting of TK A 4 children, TK B 4 children. The types of students with special needs are dominated by speech delay, down syndrome, physical disabilities and autism. However, in the previous school year, the school had graduated students with deafness, autism, low vision and physical disabilities. The inclusive PAUD collaborates with UPT ABK to assist with therapy activities for students with special needs because it does not yet have a GPK (Special Assistance Teacher). The inclusive PAUD has one auditory room that is used to watch videos about bullying every Friday.

CONCLUSIONS

Based on the results of research conducted by researchers in one of the inclusive PAUD in Candi Sidoarjo District, it can be concluded that the teacher's strategy in overcoming bullying in the classroom is providing feedback to students in the form of rewards and consequences, implementing class rules and procedures, building a positive learning environment, increasing teacher-student interaction and managing the physical condition of the classroom. In early childhood education, bullying can be prevented or stopped through strategies developed by teachers to create a safe, comfortable and fun environment.

The researcher proposed several suggestions and some input on the teacher's strategy in managing the class. These suggestions include the following:
1. For school principals to always look for and implement guidelines or rules if the tutoring program is implemented in inclusive PAUD.
2. For class teachers to further improve competence and ability in implementing strategies to overcome bullying in the classroom and to know in depth the implementation of teacher strategies in overcoming bullying in the classroom so that students are more optimal in receiving learning materials and creating a safe, comfortable and enjoyable learning environment.

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Table 1 / Interview and observation guide

No.	Aspect	Sub-aspect
1.	Types of bullying [3]	What are the types of bullying that occur?
2.	Teacher's strategy in overcoming bullying [16]	How is the teacher's strategy in overcoming bullying?
3.	Obstacles in classroom management[30]	Are there any obstacles in classroom management?

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