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THE ROLE OF CLASS TEACHER SUPPORT TOWARDS SOCIAL INTERACTION OF STUDENTS WITH PHYSICAL DISABILITIES IN MIS ASY-SYFA

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Abstract

This study aims to describe the role of classroom teacher support in facilitating social interactions between students with disabilities and their peers in the inclusive school environment of MIS Asy-Syfa . The study used a qualitative approach with a descriptive design. The subject was a first-grade student with a clubfoot disability. Data collection techniques were conducted through participant observation, in-depth interviews, and documentation. The data were analyzed through data reduction, data presentation, and conclusion drawing. The results showed that classroom teachers provided social and emotional support through mentoring during group work, interpersonal communication guidance, and creating an inclusive classroom climate. Teacher support positively impacts the quality of students' social interactions, their courage to communicate, and their acceptance by peers. This study concluded that the proactive role of classroom teachers is crucial in bridging and enhancing social interactions between students with disabilities, ensuring they feel accepted and actively involved in inclusive schools.

Keywords: *inclusive education, teacher support, social interaction, students with disabilities.*

INTRODUCTION

Inclusive education is one of the form update in system education that aims realize chance equal learning for all over participant educate without look at condition physical, social, emotional, and intellectually. According to Damayanti, (2025), education inclusive present as effort for ensure that every child get right education in a way fair and quality. Concept This put all over participant educate in environment learn the same so that created atmosphere education that values diversity and encourage participation active all student.

Implementation education inclusiveness in Indonesia is strengthened through Minister of National Education Regulation Number 70 of 2009 concerning Inclusive Education for Students who have Abnormalities and Potential Intelligence or Special Talent. System This emphasize right student in need special For participate in learning together students in general at school regular. In in practice, school inclusive required provide service customized education For fulfil need individual every students, so that allows development academic and social they optimally.

wrong One group participant students who need support specific in education inclusive is student disability physique or physically disabled is a condition in which there are abnormalities in the bones, muscles, and joints can bother activity daily life and learning. According to Pangestu et

al., (2022) The word "tuna" means "less" and "daksa" means "body." Therefore that, "tuna-daksa" refers to disability or disturbance physically disabled can defined as dysfunction or deficiencies in the system muscles, nerves, joints, or framework, which results in disorders of growth, development, communication, and movement. Then strengthened with another statement from Fidienillah et al., (2024) Disability physique or physically disabled is a condition in which disease affects the bones, muscles, and joints bother activity daily life and learning. Therefore that, education for child physically disabled No only focused on achievement academic, but also on development independence, ability social and integrity personal participant educate Santi et al., (2024) Environment friendly school disabled become factor important in support comfort interaction social student physically disabled.

A number of study previously has highlight importance role educator in inclusion social, class teacher own a very important role as interacting parties direct with participant educate every day. Andini, (2024) explain that learning inclusive need notice aspect rehabilitation physical, social, and developmental independence students. According to opinion Mukti et al., (2023)the teacher plays role important in build environment inclusive learning through learning strategies that encourage interaction social between students. Relationship good social can increase confidence self student person with disabilities disability as well as support the learning process they. Therefore That Fidienillah et al., (2024) have an opinion that support from class teachers and friends class is very important For create environment inclusive and comfortable learning for student person with disabilities disability especially disability physique.

Although Thus, research that is specific dig form support practical classroom teacher to interaction social student with condition *clubfoot* at the elementary school level still very limited. Research This become important Because interaction social in phase beginning school basic (grade 1) is foundation main for development emotional and conceptual self child physically disabled. Therefore that, research This focus For study in a way deep How classroom teacher support play a role in facilitate interaction social student physically disabled in the MIS Asy-Syfa environment, Bengkulu City.

METHOD

Study This use approach qualitative with design study descriptive. according to opinion explained by Sugiyono (2021) research qualitative put researchers as instrument main For examine condition object natural. Subject study is a student with the initials K (8 years old) in class 1B MIS Asy-Syfa, Bengkulu City. The appointment of K as student physically disabled with condition *clubfoot* based on documents profile student moment registration, as well as results interview beginning with parents students, not just visual observation. In functional, K no need tool help

movement, but experience obstacle functional in the form of fatigue If stand or doing activities physique too long, which often influence his participation in activity social physical (such as play running around during break time).

Procedure data collection is carried out for 3 weeks in March 2026. Observation done as many as 3 sessions with duration of each 30 minutes, includes situation moment learning in class, work groups, as well as interaction social interaction during break and worship times. Interview deep done with the class teacher For knowing the mentoring strategy, as well as triangulation source done through interview with parents student K and two friends peers For confirm change interaction social events that occur. Documentation used as supporting data.

Data analysis includes data reduction, data presentation, and data extraction Conclusion. Data validity is tested use triangulation technique (comparing observation and interviews) and triangulation sources (teachers, parents, and friends peers).

RESULTS AND DISCUSSION

In the research this, researcher observe student Class 1B with the initials K (8 years old) who attends MIS Asy-Syfa, Bengkulu City, student K has background behind physically disabled. In physique both of student K's feet are visible curved to direction in (*clubfoot*), but in activity everyday at school He capable walk as normal as children in general. K students are also seen Enough agile moment run and can move with fast without show sign limping as well as No use tool help. Posture her body also looks normal like child his age. Besides that visually, the eyes student K looks A little No parallel and inclined leading to outside which indicates existence condition *strabismus* type amplified *exotropia* with opinion from (Mestre et al., 2023) that *Intermittent exotropia (IXT)* is in a type of strabismus in which the eyeballs turn to outside and growing in a way spontaneous. However findings the only based on observation during observation and not a medical diagnosis official.



Figure 1. Condition physique student K

Before enter level school basic, condition physical possession student K had time influence a number of activity Everyday, K students have difficulty in use shoe besides that, student K tends to Lots speak with a saying that sometimes not enough polite as well as poor intonation controlled, because condition his physical K students sometimes seldom very follow worship activities at school.

Classroom Teacher Support and Adaptation of Students with Physical Disabilities

Observation results show that the class teacher at MIS Asy-Syfa give support proactive For ensure K students involved in interaction social. Form support the seen through placement strategic seating (close together with friends who have empathy high), involvement in activity groups and guidance method communicate. K previously tend Lots speak with intonation not enough controlled in a way gradually guided by the teacher to be able interact in a way more polite and two way. in line with opinion Fauzi & Hanif, (2025) classroom teacher Already apply learning differentiation with adapt instructions, tasks, and forms mentoring based on need students. Form support the reinforced by the statement of the accompanying teacher class 1B in interview: "Initially, when K spoke intonation often tall and like cut talks friends, so that his friend sometimes away. I slowly accompany me teach method request permission if you want follow playing, and thank God now his friends already very mixed with K." (Class teacher interview, March 9, 2026). Approach This show that the teacher does not only play a role as transmitter material in class, but also as facilitator and companion in help student interact social.

Findings is also in line with with opinion Fadilah et al., (2025) that state that teachers have role important in create environment friendly learning for child in need special through flexible and adaptive learning strategies. Ramadhan & Maryani, (2024) It also states that in the room classes that implement education inclusive, necessary done adjustment to activity education and methods operational For fulfil need student in need special. In addition, Fithriyah et al., (2026) explain that the teacher in class inclusive play a role as facilitator, motivator, and mediator through learning differentiation, collaborative, and cooperative. In addition In study this, role the seen in the teacher's continuous efforts push K students for carry out worship and interaction social in class.

Teacher support provided in a way consistent impact positive to ability adaptation social K students. Based on results observation, student K is able to follow activity learning, understanding teacher's instructions, as well as participate in activity group together his friends. Students also started show trust self when involved in activity class. Condition This show that teacher support helps student feel safe, comfortable, and more easy adapt self in environment Study inclusive. This is in line with research conducted byAbasrim (2026) state that student in need special need support educator as facilitators so that they can feel safe, accepted, and become part intact from environment social at

school inclusive environment positive social become factor crucial to building K's sense of security for interact.



Figure 2. Activity social student K in class

Impact Teacher Support for Interaction Social Student K

Based on results interviews, support provided by class teachers show existence development independence and change attitudes in K. In students aspect independence, class teacher give instructions in a way gradually related to procedures use shoe to K students who have indication *clubfoot* and experiencing difficulty in use shoes. The teacher directs student For No in a hurry as well as use shoe in a way slowly, starting from One shoe moreover first. Approach gradually the give impact positive to development independence students, which is shown with ability K students use shoe in a way independent.

In addition, the class teacher also provides individual guidance to K students for help control speech and intonation moment communicate with others. Guidance the show positive results, visible from change attitude K students who are now own more speech Good compared to previously. In the aspect motivation, class teacher give support in a way direct and No direct in get used to worship activities. Support said, which was also reinforced by friends peers who stated “We like play with K, if K still feel inferior when Want to prayer, we help K to look for place comfortable for him Want to prayer ”(Interview Friend peers, March 12, 2026). Peers help K students in prepare place special For He worship, encourage previous K students seldom follow worship activities at school become more diligent and active in worship.

Development independence and change attitude the influenced by the teacher mentoring strategies implemented in a way gradually in accordance ability students. The teacher gives chance to student For try finish activity use shoe in a way independent before give assistance. In addition, teachers also provide strengthening positive when student succeed use shoe in a way independent so that student more motivated and confident self in develop his abilities.

Findings This in line with opinion Santi et al., (2024) that state that education for child physically disabled No only focus on aspects academic, but also on development independence and integrity personal participant educate. In addition, Andini, (2024) explain that customized learning with individual characteristics of students can help develop ability adaptive child in need special optimally. This seen in ability K students who started capable manage a number of need himself Alone in activity school daily.

Environment Class Inclusive

Schools that implement education inclusive must meet five criteria, one of which is is give support in matter facilities, infrastructure, and finance. In line with Sari & Saleh's (2020) opinion in Kurniastuti et al., (2024) Environment class at MIS Asy-Syfa show supportive atmosphere implementation education inclusive. Facilities school relatively friendly disabled, such as existence role class teacher assistance in give support in the form of instructions gradual, individual guidance and motivation. Conditions the help student follow activity social with more comfortable and safe environment school.

In addition to support facility mentoring from the class teacher, the atmosphere social in the class also shows attitude reception to student in need special especially K students. Friends classmates seen capable interact in a way positive with K students through activity Study group, play together, and activities school others. Attitude empathy and acceptance social the make student K feels accepted as part from group Study so that increase comfort and trust himself in interact at school.

Findings This in line with opinion Akbar & Suparmi, (2024) that state that means appropriate school can create environment safe, comfortable and supportive learning development student physically disabled. In addition, Santi et al., (2024) explain that support social from environment school can strengthen adaptation and participation student in need special in education inclusive . In study this , the environment friendly school disabilities and relationships positive social become factor important in support involvement K students in activity learning and interaction social in class

CONCLUSION AND RECOMMENDATIONS

Based on results research, classroom teacher support own a very crucial role to quality interaction social student physically disabled at MIS Asy-Syfa. Support This realized through guidance interpersonal communication , creation climate the receiving class diversity, and mediation direct moment student interact with Friend peers. The proactive role of teachers has an impact real increase in trust self K students in communicating, decreasing intonation explosive talk, and increasing acceptance and empathy from Friend classmates. Thus, the interaction social student

physically disabled can develop optimally if the teacher does not only focus on the material learning, but also acting as facilitator social.

For the parties schools and teachers, it is recommended For maintain constructive approach empathy student regular basis to create ecosystem friendly class disabled. For researchers Next, it is recommended For study more carry on influence environment family and patterns foster parents in form readiness interaction social beginning child in need special before enter environment school inclusive.

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