

Teachers' Perspectives on Students with Disabilities' Sense of School Belonging in a Development Class in a Mainstream School

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Abstract.

Special education classrooms in mainstream schools create students with disabilities feeling excluded, which counters the purpose of inclusive education. Teachers' perspectives on students' sense of school belonging is explored to understand how students with disabilities feel accepted, valued, and included in a school that conducted special education class called development class. This research uses a qualitative instrumental case study approach which allows the researcher to explore an issue on one bounded case. A thematic analysis is used to analyze the interview results. This study reports results under three themes: (1) forms of school belonging (2) factors promoting a sense of school belonging, and (3) barriers of a sense of school belonging. The findings implicate that teachers are the primary support in creating an inclusive learning environment and students' sense of belonging in this school setting.

Keywords: *inclusive education, students with disabilities, school belonging, teachers' perspective*

Abstrak.

Kelas pendidikan khusus di sekolah umum membuat siswa penyandang disabilitas merasa dikucilkan, dan hal ini bertentangan dengan tujuan pendidikan inklusif. Perspektif guru terhadap *Sense of school belonging* dieksplorasi untuk memahami bagaimana siswa penyandang disabilitas merasa diterima, dihargai, dan dilibatkan di sekolah yang menyelenggarakan kelas pendidikan khusus yang disebut *development class*. Penelitian ini menggunakan pendekatan studi kasus instrumental kualitatif yang memungkinkan peneliti mengeksplorasi suatu permasalahan pada satu kasus yang dibatasi.. Analisis tematik digunakan untuk menganalisis hasil wawancara. Penelitian ini menemukan tiga tema: (1) bentuk *sense of school belonging* (2) faktor yang mendorong *sense of school belonging*, (3) hambatan *sense of school belonging*. Temuan ini mengimplikasikan bahwa guru adalah pendukung utama dalam menciptakan lingkungan pembelajaran inklusif dan *sense of belonging* siswa terhadap tipe lingkungan sekolah ini.

Keywords: *pendidikan inklusif, siswa penyandang disabilitas, school belonging, perspektif guru*