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Teachers' Strategies for Managing Discussions in Social Studies Lessons in Inclusive Elementary School Classrooms

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ABSTRACT

Objective: *This study aims to describe teachers' strategies for managing discussions in social studies lessons in inclusive elementary school classrooms, the conduct of discussions involving both regular students and students with special needs, as well as the challenges teachers face and the efforts they make to overcome these challenges during the learning process.* ***Method:*** *This study employed a qualitative approach using the case study method. The research was conducted in Class III-A at SDN Kandangan 1 in Surabaya. Data were collected through semi-structured interviews, non-participant observation on four occasions May 5, 12, 19, and 26, 2026 and documentation. The data were analyzed using the Miles and Huberman model through data condensation, data presentation, and the drawing and verification of conclusions. Data validity was ensured through methodological triangulation, source triangulation, and member checking.* ***Result:*** *The research findings indicate that teachers employ flexible and situational strategies in managing discussions. Teachers provide the same material to both regular students and students with special needs, but adjust the format and scope of assignments based on the students' abilities. Teachers also use inclusive grouping, visual and concrete media, simple prompt questions, individual support, and repeated instructions. Students with special needs continued to participate in group activities and presentations alongside regular students, although the level and form of their participation varied. Challenges identified included differences in the ability to understand the material, easily distracted attention, fluctuating emotional states, and limited participation by students with special needs. Teachers addressed these challenges by adjusting tasks, media, instructions, and support, as well as by utilizing peer assistance.* ***Novelty:*** *The uniqueness of this study lies in its focus on the management of discussions in social studies lessons in inclusive classrooms, specifically how teachers adapt tasks, groupings, media, prompt questions, and support so that students with special needs remain engaged in learning activities alongside regular students. This study shows that managing inclusive discussions does not require standardizing the form and level of student participation but rather provides opportunities for every student to participate in ways that align with their abilities and needs.*

INTRODUCTION

Social Studies (IPS) instruction in elementary school is not only focused on mastering knowledge but also plays a role in developing students' abilities to interact, collaborate, communicate, and understand the social world around them. Therefore, Social Studies instruction must provide opportunities for students to actively engage in the learning process. One activity that can be used to encourage such engagement is discussion. Through discussion, students have the opportunity to express their opinions, respond to their peers' views, collaborate, and learn to respect differences. In social studies instruction, activities that actively engage students are also important so that learning does not occur solely through the transmission of information from the teacher to the students. Research on social studies instruction shows that active student

engagement can be fostered through teaching methods that provide space for students to participate and connect the material to their own learning experiences.

The need to create active learning experiences is becoming increasingly important in inclusive classrooms. Inclusive classrooms consist of students with diverse characteristics and learning needs, including students with special needs. This diversity means that teachers cannot always use the same teaching methods for all students. Research by [1] shows that inclusive learning requires adaptive strategies to accommodate the needs of students with special needs. The challenges faced by teachers are not only related to students' academic abilities but also to differences in characteristics, support needs, and teachers' limitations in giving attention to all students.

During discussion activities, these challenges can be observed in the differences among students' abilities to understand questions, express opinions, engage in discussions, and work in groups with peers. Research by [2] indicates that in social learning within inclusive classrooms, there are still instances where discussions are not communicative, and only some students actively participate in the learning process. This situation suggests that the presence of students with special needs in the classroom does not automatically guarantee their engagement in learning activities. Therefore, teachers need to develop strategies that enable every student to remain engaged according to their abilities and characteristics.

Teacher strategies play a crucial role in creating learning experiences that accommodate this diversity. One relevant strategy is differentiated instruction, which involves adapting the learning process to meet students' needs. Research by [3] shows that in social studies instruction at the elementary school level, teachers can differentiate content, process, and products based on students' needs. What is interesting is that differentiated instruction does not mean teachers treat students unfairly, but rather provide forms of learning that align with each student's individual characteristics. In line with this, [4] demonstrate that differentiated instruction in social studies can accommodate the diversity of student characteristics, making the learning experience more comfortable and better suited to their learning needs.

This is further supported by research by [5] on the perspectives of teachers in inclusive elementary schools regarding differentiated instructional modules for students with special needs. The study shows that adapting instructional materials and methods based on students' individual needs can help teachers create a more inclusive learning environment for all students. Thus, teachers' strategies in inclusive classrooms are not only related to the selection of instructional methods but also encompass how teachers adapt assignments, media, student grouping, provision of support, and opportunities for participation so that students with varying abilities can still participate in shared learning activities.

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RESEARCH METHOD

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The research data were obtained from primary and secondary sources. Primary data were collected through interviews and observations of the learning process, while secondary data were obtained from documentation related to learning activities. In this article, the analyzed data focused on information directly related to teachers' strategies for managing discussions, the involvement of students with special needs, challenges encountered during learning, and teachers' efforts to overcome these challenges. This

positions teachers as the primary agents in managing discussions and students as supporting informants to examine their experiences and participation.

Data collection was conducted through interviews, non-participant observation, and documentation. Interviews were conducted in a semi-structured manner with research informants using a prepared set of questions, while still allowing the researcher to explore further information based on the informants' responses. An interview with the third-grade Class A teacher was conducted on May 5, 2026, to gather information regarding strategies for managing discussions, grouping students, assigning tasks, involving students with special needs, using media, and the challenges faced by the teacher. During the interview, the teacher explained that the learning material was provided equally to both regular students and students with special needs, but the format and volume of assignments were adjusted according to the students' abilities. The semi-structured interview is also consistent with the characteristics of case study research, which allows the researcher to obtain in-depth information while maintaining the focus of the study [8].

Observations were conducted directly during learning activities in Class III-A four times over the course of one month, specifically on May 5, 12, 19, and 26, 2026. The observations focused on the teacher's strategies for managing discussion activities, the forms of engagement among students with special needs, interactions between regular students and students with special needs, the use of media, student grouping, and classroom conditions during the learning process. The observation results showed that the teacher provided the same material to all students but adapted the task formats. Regular students worked on questions provided by the teacher, while students with special needs received image-based tasks that included cutting and pasting activities. The observations also showed that students with special needs remained seated with regular students, participated in group activities and presentations, and had the opportunity to provide answers or express their opinions during the activities.

Documentation is used to supplement and corroborate data from interviews and observations. Documentation in this study includes lesson plans used by teachers, learning materials prepared for students with special needs, and records of classroom discussions. The research proposal identifies specialized lesson plans, teacher-prepared materials, and photographs of discussion activities as secondary data used to support the research findings. The use of documents as supporting data sources is crucial in case studies because they can be used to supplement information from interviews and observations and help assess the alignment between instructional planning and implementation [9].

Data analysis was conducted using the Miles and Huberman model, which includes data condensation, data presentation, and the drawing and verification of conclusions. During the data condensation stage, the researcher selected and focused the data from interviews, observations, and documentation in accordance with the research focus. The data were then grouped by theme, such as task adaptation, group management, media use, student engagement, constraints, and teacher efforts. The next stage involved

presenting the data in the form of narrative descriptions, tables, or matrices so that the relationships among the findings could be clearly seen. Next, the researcher drew conclusions based on the identified patterns and verified them by comparing the conclusions with the field data. These stages were outlined in the research proposal using the model of data condensation, data display, and drawing and verifying conclusions.

Data validity was ensured through methodological triangulation and source triangulation. Methodological triangulation is conducted by comparing information obtained through interviews, observations, and documentation. For example, teachers' accounts of assigning different tasks to regular students and students with special needs are compared with the results of direct observations of classroom instruction. Meanwhile, source triangulation is conducted by comparing information from teachers with information from other relevant data sources. The use of multiple techniques and data sources helps researchers obtain a more comprehensive picture and reduces reliance on a single source of information. Qualitative case study research also considers triangulation to be one of the key strategies for enhancing the credibility of findings.

In addition to triangulation, the study also employed member checking by confirming information with informants to ensure consistency between the data collected by the researcher and the actual conditions. The research proposal has established triangulation and member checking as part of the data credibility strategy. The application of triangulation, member checking, documentation of the research process, and a detailed description of the context are strategies that can strengthen qualitative research, particularly regarding credibility, transferability, dependability, and confirmability [10].

RESULTS AND DISCUSSION

Results

Teacher Strategies for Managing Discussions

Based on the research findings, the teacher of Class III-A at SDN Kandangan 1 in Surabaya employs adaptive strategies to manage discussions during Social Studies/Integrated Social Studies lessons in an inclusive classroom. These strategies involve adapting learning activities to the abilities of students with special needs while still including them in learning activities alongside regular students. The teacher's strategies are evident in the adaptation of materials and assignments, student grouping, the involvement of students with special needs, the use of media and prompt questions, as well as guidance throughout the learning process.

The primary strategy employed by the teacher is to provide the same content but with different formats and volumes of assignments. The teacher does not separate students with special needs from the learning material being studied by the entire class. In an interview, the teacher explained that both regular students and students with special needs receive the same content, but "the portions and volumes differ." The teacher also emphasized that assignments are given according to the students' abilities.

These findings were evident during observations of lessons on natural phenomena. Regular students were given several questions via dictation, while inclusion students were given tasks involving pictures that they had to match, cut out, and paste. Thus, inclusion students continued to follow the same material even though they completed the tasks in a different way.

The teacher also used group activities as a way to facilitate classroom discussions. Based on interview results, students typically formed groups based on their own choices, rather than always following the teacher's assignments. These groups were then rotated or reshuffled once a week. The teacher continued to consider students' abilities during the grouping process.

In group activities, students with special needs were placed alongside regular students and were not separated into special groups. Observations show that students with special needs participate in group activities alongside their peers, including when the entire group gives a presentation in front of the class. Teachers strive to involve students with special needs in discussion activities, even though the level and form of their participation differ from those of regular students. Based on interview results, students with special needs do participate in group discussions, but in some situations, they tend to follow along with the activities led by their group members.

The observations showed that during presentation activities, the entire group came to the front of the classroom, and students with disabilities were still given the opportunity to provide answers or share their opinions. The teacher did not exclude them from the presentation activities, even though their answers sometimes did not align with the topic. Their peers also appeared to help and encourage students with disabilities to participate in the activities. No instances of teasing or discriminating against students with disabilities were observed during these activities.

The teacher used visual and concrete materials to help students with special needs understand the lesson content. During the lesson on natural features, the teacher used posters displaying the names and images of various natural features, such as mountains and beaches. The teacher also prepared printed images for students with special needs to use in cutting and pasting activities. The use of these materials was combined with simple prompt questions. The teacher asked questions such as "Which one is the mountain?" or "What color is it?" so that students were guided to look at the pictures, identify the objects, and then provide answers. Based on the observation results, students with disabilities were able to respond to questions about colors or objects based on what they recognized from their real-world environment.

Teachers also take students' characteristics into account when selecting media. In interviews, teachers explained that using laptops or LCD projectors at the beginning of a lesson can actually distract one of the inclusive students, as their attention is easily drawn to visuals they find interesting. Teachers therefore prioritize media that help students stay focused and align with their individual characteristics. Teachers provide support flexibly, tailored to each student's needs. Based on observations, at the beginning of the lesson, the teacher provides more personalized support to students with special needs to

help them understand the activities to be carried out. The teacher continues to pay attention to regular students so that this support does not disrupt the learning process for the other students.

Teachers also adjust the intensity of support based on each student's individual needs. According to interviews, one student with special needs is still able to follow instructions and participate in lessons, while another requires more intensive support because they are easily distracted. The teacher explained that when this student is given a task to complete first such as a collage activity they become calmer and do not disrupt their classmates.

Conducting Discussions in an Inclusive Classroom

The conduct of discussions during lessons in Class III-A at SDN Kandangan 1 in Surabaya demonstrated interaction between regular students and students with special needs within a single learning activity. Based on the results of observations conducted four times on May 5, 12, 19, and 26, 2026, there were two students with special needs—one with autism and one with ADHD—who participated in lessons alongside regular students. The teacher did not separate these two students from the class group but kept them with the other students. The two students sat at the front so the teacher could more easily manage them, yet they remained in the same learning environment as the regular students.

Interaction between regular students and students with special needs was particularly evident during group learning activities. The teacher explained that groups were formed based on student choice and were rotated on a weekly basis. Students with special needs were also placed in groups with regular students so they could participate in the same activities as their peers. During these activities, regular students not only served as group members but also provided assistance to students with special needs. The results of the observation showed that regular students actively encouraged and helped both inclusion students, and no teasing or discriminatory behavior was observed. In fact, the more active students sometimes helped the inclusion students even when the teacher was not in the classroom.

In terms of participation, the research findings show that regular students tend to be more active in contributing during discussion activities, while inclusion students continue to participate but their level of contribution is more limited. The teacher explained that this does not mean inclusion students are unwilling to participate in discussions, but their contributions in answering questions or taking quizzes are still less than those of other students. To address this situation, the teacher implemented a rotation system so that students would not rely solely on active group members. Teachers also encouraged support from other group members so that the activity remained a shared responsibility.

The participation of students with special needs was also evident when each group gave a presentation in front of the class. Based on observations, all groups came forward to present the results of their activities, including students with special needs. These students were given the opportunity to stand with their group, showcase their work, and

answer questions or share their opinions when given the chance. Although the answers given sometimes did not directly address the question or the material being discussed, the teacher still provided them with this opportunity. During discussion activities, most students appeared confident in expressing their opinions or answers. Some students spontaneously raised their hands, and students were also able to offer responses in the form of agreement, additional information, or other answers still relevant to the discussion. Group cooperation was also evident through activities such as sharing tasks, discussing, and listening to peers' opinions.

Challenges in Conducting Discussions

Conducting discussions in inclusive classrooms faces several challenges related to differences in students' abilities, attention spans, and emotional states. One notable challenge is the variation in students' ability to understand the material. The teacher explained that although students can participate in the same lessons, the abilities of each inclusive student differ. These differences are also evident in the speed at which students process information. In interviews, teachers explained that there are students who are actually capable of reading and writing but take longer to understand the material and require explanations and repetition several times.

Another challenge is that students with special needs are easily distracted by their surroundings or objects they perceive as new. Teachers explained that some students—particularly those with autism may experience shifts in attention when encountering new people or objects. The presence of new people or changes in objects around the classroom can divert the students' attention. This situation is also evident in the use of educational technology. When the teacher uses an LCD projector or laptop with visual and audio media, these students perceive the presentation as something related to a movie and become more interested in the device than in the learning material. As a result, the classroom becomes noisier and less conducive to learning. For this reason, the teacher limits the use of the projector at certain times.

Another challenge that significantly affects the atmosphere of the discussion is the fluctuating emotional state of students with special needs. Teachers reported that when one of these students is in a poor emotional state, it can be difficult to manage the learning activities. In certain situations, students with special needs may have tantrums, and these episodes not only affect them but also cause other students to lose focus. The limited participation of students with special needs also poses a challenge in itself. Interview results showed that students with special needs continued to participate in discussion activities but did not always contribute actively. One student, for example, would sometimes simply follow his peers—such as standing up, showing a product, and participating in group activities but did not fully understand what was being discussed or asked unless the lesson or teaching aids were presented directly to him.

Teachers' Efforts to Overcome Challenges

To overcome these various challenges, teachers adapt instruction based on each student's individual circumstances and abilities. The most obvious form of adaptation is providing the same content with different assignments. In a lesson on natural

phenomena, regular students answer several questions, while students with disabilities are given pictures they can use to identify the objects being studied. Teachers also provide individual support, especially when students with special needs require further explanation. Based on observations, teachers provide one-on-one support to students with special needs at the start of the lesson and when explaining the material. This support is provided without neglecting the regular students, as the teacher continues to manage the overall classroom activities.

In interviews, teachers also explained that support is provided based on the situation in the classroom. Teachers assess which groups need assistance and which groups are already able to work independently. If students with special needs are ready to work on their own, teachers can shift their attention to assisting other groups. The use of teaching aids is also tailored to the students' characteristics. Teachers use visual aids such as posters and pictures that students with special needs can engage with through cutting and pasting activities. Teachers then pose simple prompt questions, such as asking students to point to a picture of a mountain or name its color.

Repeating instructions is also a form of support provided by the teacher. Students who need more time to understand the material are given repeated explanations until they can grasp the assigned task. The teacher explained that these students are actually capable of understanding the material but simply require more time and repetition. Therefore, after completing activities with the regular students, the teacher gives individual attention to students who need more support. In addition to direct support from the teacher, peers also play a vital role in helping students with special needs participate in learning. Observations showed that regular students encouraged and assisted students with special needs in carrying out learning activities and did not exhibit any teasing or discriminatory behavior.

Discussion

Conducting Discussions in Inclusive Classrooms

The research findings indicate that discussions in Class III-A were conducted by involving both regular students and students with disabilities in the same learning activities. Inclusive students were not separated from the class group but continued to participate in activities alongside regular students. During group activities, regular students also provided assistance to inclusive students when completing tasks or participating in presentations. These conditions indicate that discussions in inclusive classrooms serve not only as academic activities but also as a space for students to interact and learn together despite their diverse abilities.

These findings align with the research by [11] which shows that the implementation of inclusive education can support the social-emotional development of students with special needs through the cultivation of empathy, support for students' potential, habituation, and collaboration within the school environment. In the context of this study, interactions between regular students and students with special needs were observed through group activities, the provision of assistance, and the involvement of students with special needs in shared activities. This demonstrates that a classroom

environment that does not segregate students can play a crucial role in supporting the social engagement of students with special needs.

In terms of participation, regular students appeared to contribute more verbally, while inclusion students continued to participate in activities but their contributions were more limited. Inclusive students are more involved by participating in group activities, presenting their work, answering simple questions, and following along during presentations. Thus, student participation in inclusive classrooms is not always demonstrated through the same types of activities. These findings align with the research by [12] on the learning processes of students with disabilities in inclusive schools.

That study showed that learning for students with disabilities can be facilitated through specialized support, additional time, and individualized approaches. This reinforces the research finding that the engagement of students in inclusive settings can still be fostered within shared learning activities, but the forms of support and methods of engagement need to be tailored to the students' characteristics.

Adjusting Instruction Based on Student Abilities

Research findings indicate that teachers provide the same instructional material to both regular and inclusion students, but the format and volume of assignments are tailored to the students' abilities. In the unit on natural phenomena, for example, regular students answer several questions, while inclusion students are given pictures to help them identify the objects being studied. Adjustments were also made through activities such as cutting, pasting, matching, and answering simple questions.

This strategy aligns with the research by [13] , which shows that differentiated instruction in elementary school social studies can be used to accommodate the learning needs of students with diverse characteristics. The study also indicates that differentiated instruction can be applied in social studies by structuring the learning process to suit students' needs. Thus, the assignment of different tasks in this study can be understood as a form of instructional adaptation, ensuring students can still learn the same material through methods suited to their individual abilities.

Based on these two studies, the teachers' strategies in this study did not indicate any separation of material between regular students and students with disabilities. Teachers maintained the same learning material but adjusted how students accessed and worked on that material. Thus, differences in assignments are more accurately understood as a form of instructional accommodation rather than a differentiation of learning opportunities.

Classroom Management and Individual Support

Research findings indicate that teachers provide support flexibly based on students' needs. Teachers do not continuously assist a single student but instead observe which groups require help and move on once students are able to work independently. Individual support is also provided when students with disabilities need additional explanations or repeated instructions.

Furthermore, a study by [14] on Universal Design for Learning (UDL)-based instructional management in inclusive elementary schools indicates that inclusive

instruction can be implemented through the diversification of instructional media, the use of adaptive communication, and the creation of a classroom environment that fosters a sense of safety for students. The study also emphasizes the importance of instructional modifications to reduce learning barriers and enhance student participation.

These findings align with the conditions in Class III-A, where the teacher not only organized group activities but also adapted instructions, media, and the intensity of support. Thus, managing discussions in an inclusive classroom requires more than simply organizing group assignments; it also demands that the teacher respond to students' individual needs throughout the learning process.

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Challenges in Conducting Discussions

The research findings indicate that conducting discussions in inclusive classrooms faces challenges related to the diversity of students' abilities and learning needs. These challenges are evident in differences in students' ability to understand the material, the need for repeated instructions, easily distracted attention, fluctuations in emotional states, and limited participation by students with special needs in discussion activities. These differences prevent teachers from providing the same level and intensity of support to all students. Teachers must divide their attention between regular students and students with disabilities, while ensuring that the discussion continues and that every student has the opportunity to participate.

These findings are consistent with those of [16] who found that inclusive elementary schools still face various challenges in providing services to students with special needs. These challenges include teacher readiness, a shortage of special education teachers, inadequate learning facilities, and suboptimal learning outcomes for students with special needs. These findings reinforce the results of this study, which indicate that the diversity of students' needs requires teachers to provide more flexible attention and

support during the learning process. During group discussions, these needs became apparent when teachers had to repeat instructions, provide individualized assistance, and adapt activities to students' abilities.

Challenges in this study also relate to teachers' ability to implement instruction that is responsive to student diversity. A study by [17] showed that differentiated instruction for children with autism spectrum disorder in inclusive elementary schools requires a process of identifying student needs, adapting objectives and the curriculum, differentiating instruction, modifying the learning environment, and conducting ongoing evaluation. This indicates that the diversity of student characteristics requires teachers to make continuous adjustments, not only during the planning stage but also as instruction unfolds. These findings align with the conditions observed in this study, where teachers had to adapt their instructional methods, teaching materials, assignment formats, and student support based on students' needs during discussion activities.

In addition to students' learning abilities, teachers' circumstances also influence how inclusive strategies are implemented in the classroom. Consistent with the research by [17] which shows that inclusive educational practices are influenced not only by teachers' understanding of the concept of inclusion but also by their confidence in their ability to implement inclusive instruction. Teachers with stronger beliefs in their teaching abilities tend to implement strategies that are more flexible and responsive to students' needs, whereas teachers with weaker beliefs focus more on behavior management or grouping students by ability. These findings suggest that managing an inclusive classroom requires teachers to be prepared to adapt their strategies when faced with differences in students' abilities, behaviors, and needs.

Thus, the challenges in conducting inclusive classroom discussions are not only related to students' academic abilities but also encompass attention, behavior, emotional state, teacher readiness, and the need for support. These challenges are interrelated because when a student has difficulty understanding instructions or experiences a change in emotional state, the teacher must provide additional attention, which may simultaneously reduce the time available to support other students. Therefore, managing discussions in an inclusive classroom requires teachers to observe students' conditions and make immediate adjustments so that individual challenges do not prevent students from participating in shared learning activities.

Teachers' Strategies for Overcoming Challenges

To overcome these various challenges, teachers implement strategies tailored to each student's abilities and circumstances. Strategies identified in the study include assigning tasks of varying difficulty and volume, using visual aids, providing individual support, repeating instructions, asking simple questions as prompts, and utilizing peer support. Teachers also manage the timing of support flexibly. When students with special needs require more intensive assistance, teachers can give regular students the opportunity to work on tasks independently first. These strategies demonstrate that teachers make situational decisions based on needs that arise during learning activities.

These findings are consistent with the study by [18] which shows that differentiated instruction for students with autism spectrum disorder can be implemented through the identification of student needs, curriculum adaptation, differentiated instruction, variation in learning products, modification of the learning environment, and ongoing evaluation. The study also showed that learning accommodations can support students' social skills, including their engagement in learning activities and group activities. This reinforces the findings of this study that adjusting tasks, instruction, media, and support can be ways for teachers to maintain the engagement of students with special needs in shared activities.

The teachers' strategies in this study also indicate efforts to provide support without separating students with special needs from classroom learning activities. This is consistent with the research by [19] which shows that the implementation of differentiated instruction for students with special needs in regular classrooms involves modifying the curriculum and instruction based on students' needs. The study also indicates that the implementation of differentiation is influenced by classroom conditions, curriculum demands, and the limitations of the learning context. Thus, instructional adjustments must be made realistically in accordance with classroom conditions, rather than solely based on pre-established lesson plans.

Overall, the research findings indicate that teachers' strategies for managing discussions in inclusive classrooms are flexible and situational. Teachers do not attempt to standardize the learning approaches of all students but rather tailor their support so that students with different abilities can still participate in the same learning experience. Managing inclusive discussions, therefore, does not mean that all students must contribute in the same form or to the same extent. What is more important is providing every student with the opportunity to participate in a way that suits their abilities and needs. These strategies demonstrate that inclusive practices can be implemented by keeping students engaged in shared learning activities, while the types of tasks, instructions, media, and support are flexibly adapted.

CONCLUSION

Fundamental Finding: This study shows that the teacher's strategies for managing discussions in social studies lessons in Class III-A at SDN Kandangan 1 in Surabaya were implemented flexibly and situationally, ensuring that both regular students and students special needs participated in the same learning experience. Teachers provided the same material to all students but adjusted the format and scope of assignments based on each student's abilities. Discussion management also involved forming fixed groups that mixed regular students and students with special needs, using visual and concrete media, posing simple prompt questions, providing individual support, and repeating instructions. Students with special needs remain involved in group activities and presentations, even though the form and level of their participation are not yet the same as those of regular students. These findings confirm that managing discussions in an inclusive classroom does not mean standardizing the learning methods and forms of

participation for all students, but rather adjusting the support so that every student continues to have the opportunity to engage in collaborative learning. **Implication:** The research findings suggest that managing discussions in inclusive classrooms requires teachers to make responsive decisions throughout the learning process. It is not enough for teachers to simply design general discussion activities; they must also take into account the circumstances, abilities, attention levels, and needs of each student as the activity unfolds. Adjusting tasks, selecting media, providing instructions, scheduling support time, and utilizing peer assistance can be part of a strategy to maintain the engagement of students with special needs without separating them from the shared learning environment. Thus, inclusive learning practices can be directed toward providing equal learning opportunities through appropriate forms of support, rather than by treating all students the same. **Limitation:** This study has limitations because it was conducted in a single class—Class III-A at SDN Kandangan 1 in Surabaya—with specific student characteristics and learning conditions. Observations were also conducted over a limited period—four times over the course of one month—so the research findings cannot yet reflect the full range of discussion management strategies over the long term. Furthermore, the study primarily describes teachers' strategies and student engagement based on conditions observed during the learning process; consequently, the experiences of students and parents have not been examined in depth in this study. Therefore, the research results should be interpreted within the context of the specific class and the characteristics of the school where the study was conducted. **Future Research:** Future research could expand the study by involving several inclusive classes or schools with students who have different special needs, thereby providing a more diverse picture of strategies for managing classroom discussions. Future research could also examine the experiences of typical students, students with special needs, parent, special education teachers, and school principals to gain a more comprehensive understanding of how discussions are conducted in inclusive classrooms. Additionally, future research could be conducted over a longer observation period to track changes in student participation and the evolution of teachers' strategies over time.

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