

Analysis Of Teachers' Pedagogical Competence In The Planning, Implementation, And Evaluation Of Inclusive Learning At Mumtaz 1 Taman Elementary School

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Abstract: This study focuses on the importance of teachers' teaching skills in implementing inclusive learning in elementary schools. Although inclusive learning has been implemented in many places, its implementation still faces obstacles in serving the diverse needs of students. This study aims to examine teachers' teaching skills in creating, implementing, and evaluating inclusive learning processes at Mumtaz 1 Taman Elementary School, as well as identifying problems and methods used in managing inclusive education. The researcher used a qualitative approach with a problem-solving research method. The subjects of this study were three: the first was a fifth-grade teacher, the second was the principal, and the third was a fifth-grade student with disabilities. Information was collected through observation, semi-structured interviews, and notes, then analyzed using interactive analysis and through information reduction, information presentation, and drawing conclusions using triangulation of sources and methods to ensure the validity of data and information. The results of this study indicate that teachers have improved their teaching skills in inclusive education through planning that begins with familiarizing students with comparison, effective communication and understanding student needs, as well as assessment that focuses on individual progress through evaluation, revision, and module deepening.

Keywords: teacher pedagogical skills, inclusive education, inclusive learning, elementary school, learning evaluation.

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INTRODUCTION

Inclusive education is an approach to ensuring the right to learn by providing all students with equal access to educational services, regardless of differences in physical, intellectual, social, or emotional abilities. The concept of inclusive education views diversity among students as a natural part of the learning process; therefore, schools must create a learning environment that is supportive and responsive to the needs of every individual (Florian, 2015). In the context of elementary school development, the implementation of inclusive education is crucial because it lays the foundation for students' academic, social, and emotional development from an early age.

As inclusive education expands in Indonesia, many elementary schools now accommodate students with diverse learning needs within a single classroom. However, the success of inclusive learning depends not only on policies for admitting students with special needs but also on a teacher's expertise in structuring the learning process to address students' unique characteristics. In this context, a teacher's pedagogical expertise is a critical factor influencing the sustainability of inclusive education. Pedagogical expertise encompasses the ability to understand students' characteristics, design learning programs, facilitate the learning process, and conduct assessments tailored to students' learning needs (Mulyani, 2017).

Ideally, inclusive education should be implemented through well-planned preparation, the application of flexible teaching methods, and evaluations that take students' progress into account. Educators are expected to employ diverse learning principles so that every student receives equal learning opportunities tailored to their capacities and needs (Moon et al., 2020). Furthermore, inclusive education emphasizes the importance of accessibility, active participation, and respect for diversity as essential elements of a meaningful learning experience (UNESCO Library, n.d.).

However, several studies indicate that the implementation of inclusive education still faces various obstacles. (Akbar et al., 2021) notes that although many schools have admitted students with special needs, they are not yet fully capable of providing instruction that is responsive to those needs. Teachers still face challenges in adapting teaching methods, instructional materials, or assessment approaches that are appropriate for students with diverse characteristics. A study by Arianti et al. (2022) also highlights that teachers' limited understanding of inclusive education is one of the factors affecting

the quality of educational services in inclusive classrooms. This situation reflects a disconnect between the ideal concept of inclusive education and the reality of learning that occurs in schools. This phenomenon is also a central focus in the implementation of inclusive education at Mumtaz 1 Taman Elementary School. As an educational institution that accepts students with diverse personalities and learning needs, this school is expected to provide an inclusive and equitable learning experience. Based on initial observations, teachers have made efforts to conduct lessons that engage all students in a single classroom. However, the complexity of students' needs requires teachers to possess sufficient pedagogical skills to ensure that the learning process in the classroom is carried out to its fullest potential.

Furthermore, the presence of students with special needs who demonstrate significant progress and achievements in both academic and non-academic areas suggests the existence of specific teaching methods that support student development. However, discussions on how educators' teaching competencies manifest within the inclusive learning cycle remain limited, particularly at the elementary school level. Most previous studies have focused more on the concept of inclusive education or institutional readiness, whereas research specifically examining educators' teaching methods in the design, implementation, and evaluation of the inclusive learning process still requires data-driven support.

In light of the above, this study aims to analyze of teachers in designing, implementing, and evaluating the inclusive learning cycle at Mumtaz 1 Taman Elementary School. This study also seeks to identify the challenges faced by educators in managing the inclusive learning process, as well as the actions taken to address these challenges. The findings of this study are expected to contribute theoretically to the advancement of research on inclusive education and serve as a benchmark for teachers and school institutions to improve the quality of learning services that are more tailored, engaging, and focused on the needs of each student.

METHODS

This study employed a qualitative method using a case study approach to deepen understanding of the existing pedagogical competencies of teachers in planning, implementing, and assessing inclusive learning at Mumtaz 1 Taman Elementary School.

The primary subjects of this study were fifth-grade teachers, as that grade level has a diverse student population, including students categorized as students with special needs. In addition to the classroom teacher, the principal and students were also involved as additional informants to obtain more comprehensive information regarding the implementation of inclusive learning at the school.

Data collection was conducted through observation, semi-structured interviews, and document review. Observations were carried out to directly observe inclusive learning practices in the classroom. This included teacher-student interactions, different teaching methods, and the assessment methods used. Interviews were conducted with the classroom teacher, the principal, and students. The aim was to gather information about teachers' teaching abilities, existing challenges, and the approaches used to organize inclusive learning. Meanwhile, documentation was used to examine teaching materials, open-access resources, assessment instruments, evaluation records, and other relevant documents related to the research focus.

The data were analyzed using the interactive analysis model developed by Miles, Huberman, and Saldaña. This process included data reduction, data presentation, and drawing conclusions. In the data reduction phase, the researcher grouped and analyzed data from observations, interviews, and documents. All of this was based on the research topic. Afterward, the data was presented in the form of matrices and narrative descriptions. The goal was to facilitate the interpretation of the findings. The final process of drawing conclusions takes place in the concluding stage. This is carried out through continuous scrutiny. The validity of the data is ensured through triangulation of sources and methods. This is done by cross-referencing the results of observations, interviews, and documents from multiple sources. This is to produce findings that are reliable and accountable.

RESULTS

Inclusive Learning Planning

The research results show that teachers in the fifth grade at Mumtaz 1 Taman Elementary School have made efforts to apply the principles of inclusive education starting from the planning stage. This is evident in the development of open-ended materials that begin to take into account the diverse abilities of students, with adjustments

made to instructional objectives, methods, and assessment approaches. Teachers no longer view students as all the same but as individuals with different learning needs, thus requiring a more flexible approach. However, despite these efforts, the implementation of these principles in instructional planning remains in its early stages and has not yet been fully and systematically implemented.

Implementing Inclusive Learning as a Responsive Pedagogical Practice

During the implementation phase, educators demonstrate strong teaching skills in fostering an active and inclusive learning environment. Observations and interviews reveal that educators interact warmly, pay attention to each student, and strive to create a positive learning atmosphere without distinguishing between regular students and students with special needs. Educators also use group discussion methods, offer individual assistance, and provide learning support to students facing challenges during the teaching-learning process.

The findings indicate that educators strive to adapt explanations, provide additional assistance, and modify learning activities according to students' circumstances. However, the use of diverse learning media and teaching strategies has not been fully optimized due to limitations in supporting facilities and teachers' experience in managing heterogeneous classrooms.

Learning Assessment Focused on Individual Development

Research findings indicate that teachers conduct learning assessments using both test and non-test techniques. These assessments are used not only to evaluate learning outcomes but also to monitor students' learning progress. Teachers provide remedial activities for students who have not yet achieved the learning objectives and enrichment activities for students who demonstrate higher achievement.

The findings further reveal that teachers have attempted to implement equitable assessment practices by considering students' individual learning development. Nevertheless, consistency in implementing fully adaptive assessments still requires improvement, particularly in modifying assessment instruments according to students' diverse needs.

Challenges and Efforts to Strengthen Inclusive Learning

The findings show that the main challenges in implementing inclusive learning relate to technical aspects of instruction. Teachers experience difficulties in consistently applying differentiated learning, developing diverse learning materials based on students' needs, and adapting assessment practices appropriately. The diversity of student characteristics also requires teachers to continuously improve their competence in planning and implementing inclusive learning.

To address these challenges, teachers and the school have undertaken several efforts, including modifying instructional methods, providing individual assistance, utilizing available learning resources, and engaging in reflective teaching practices.

DISCUSSION

The findings demonstrate that teachers' pedagogical competence in inclusive classrooms is reflected in their efforts to accommodate student diversity through instructional planning, implementation, and assessment. In the planning stage, teachers have begun to adapt learning objectives, methods, and assessments according to students' needs. This finding is consistent with Azzahra & Darmiyanti (2024), who argue that inclusive learning planning should be based on students' characteristics and learning needs. It also supports the findings of Mutawalli et al. (2023), who emphasize that responsive planning is a fundamental prerequisite for successful inclusive education.

The implementation findings indicate that inclusive learning is characterized by teachers' responsiveness to student diversity rather than the use of specific teaching methods. Teachers provide additional support, adapt explanations, and encourage participation from all students. These findings align with the inclusive education perspectives proposed by Florian (2015) and Ainscow (2020), which emphasize that all students should participate in shared learning experiences without segregation. Furthermore, the findings support the study of Novitayanti & Tirtayani (2019), which highlights the importance of positive teacher–student interactions in promoting participation and self-confidence among students in inclusive settings.

Regarding assessment, the findings reveal a shift from outcome-oriented evaluation toward assessment that emphasizes individual student development. This approach is particularly important in inclusive education because students possess

different abilities, learning needs, and developmental trajectories. The findings are consistent with Vlachopoulos & Makri (2024), who state that inclusive assessment should be fair, contextual, and development-oriented. They also support the findings of Tai et al. (2023) and Nieminen et al. (2024), who emphasize the use of assessment outcomes as a basis for planning subsequent learning interventions.

The challenges identified in this study indicate that inclusive education remains a continuous process of professional growth. Teachers are required to strengthen their competence in differentiated instruction, adaptive assessment, and inclusive classroom management. This finding is in line with Arianti et al. (2022), who argue that inclusive teaching competence develops through ongoing reflection, adaptation, and professional learning.

Overall, this study demonstrates that teachers' pedagogical competence in inclusive education is closely interconnected across planning, implementation, and assessment processes. The success of inclusive education is determined not only by institutional policies or support services but also by teachers' ability to integrate inclusive principles into every stage of the learning process. This finding reinforces the view that pedagogical competence serves as a key factor in creating learning environments that accommodate the diverse needs of all students.

CONCLUSION

This study shows that teachers at Mumtaz 1 Elementary School in Taman have improved in teaching students with special needs. They now better plan, implement, and assess learning activities. Teachers strive to address student diversity by creating more flexible lesson plans. They also employ more engaging teaching methods tailored to students' needs. Assessment is conducted by monitoring each student's learning progress. Nevertheless, the implementation of inclusive education still faces challenges related to learning limitations, the development of more varied teaching materials, and consistency in conducting adaptive assessments. These findings address the research objectives by demonstrating that teachers' pedagogical competence is a key element in supporting the implementation of inclusive education, despite the obstacles that arise through various adjustment efforts and the learning support provided to students.

Theoretically, this study reinforces the understanding that effective inclusive education arises from a combination of planning, implementation, and evaluation that takes student diversity into account. In practice, the findings of this study can serve as food for thought for teachers and educational institutions to create more inclusive and sustainable learning approaches. This study is limited to a single class and a single school; therefore, its results cannot yet be widely applied in a more general context. Consequently, future research is recommended to be conducted at different levels, in schools with different characteristics, or in different regions to gain a deeper understanding of how teachers apply their expertise in implementing inclusive education.

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