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DEVELOPMENT OF TEACHER COMPETENCE IN INCLUSIVE EDUCATION IN PRIMARY SCHOOLS

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Abstract

This study aims to describe teacher competence development in inclusive education through Lesson Study, coaching, and Professional Learning Community (PLC) at SD Negeri Jajar, Surakarta. A qualitative case study design was employed. Data were collected through in-depth interviews with six teachers, observabtions of classroom learning and professional development activities, and documentation including lesson plans, syllabi, and activity records. The data were analyzed thematically to identify patterns of competence development and relationships across data sources. The findings indicate that Lesson Study provided a space for reflection on lesson planning and classroom practice; coaching offered individualized support for adapting teaching strategies to students' needs; and PLC strengthened collaboration and the exchange of professional practices among teachers. These three activities complemented one another in supporting the development of pedagogical, reflective, adaptive, and collaborative practices. However, the findings are limited to the context of one school and do not measure effects on student achievement or character development. The study provides a contextual account of teacher professional learning to support inclusive education practices.

Keywords: *teacher competence; inclusive education; lesson study; coaching; professional learning community*

INTRODUCTION

Inclusive education is not merely about admitting a diverse range of students into schools; it also concerns fulfilling every student's right to an education that is equitable, accessible, and tailored to their individual needs. Law of the Republic of Indonesia Number 8 of 2016 affirms the rights of persons with disabilities in the realm of education, as well as the government's obligation to facilitate the provision of reasonable accommodations. This mandate is further reinforced by the Regulation of the Minister of Education, Culture, Research, and Technology Number 48 of 2023, which governs the provision of reasonable accommodations, support from educators and educational staff, infrastructure, and curricula for students with disabilities. Consequently, the preparedness and competence of teachers serve as a crucial element in ensuring that the principles of inclusion are effectively realized within educational practice.

At the primary school level, teachers encounter a diverse range of student characteristics, abilities, learning needs, and modes of participation. Consequently, teacher competence in the

context of inclusion cannot be defined merely as the ability to deliver instructional material; rather, it encompasses the capacity to recognize student diversity, select appropriate pedagogical approaches, collaborate with others, and engage in continuous reflection and professional development. The *Profile of Inclusive Teachers* developed by the European Agency identifies valuing student diversity, supporting all learners, collaborating with others, and pursuing ongoing professional development as essential values and areas of competence for inclusive educators. This framework emphasizes that competence comprises the attitudes, knowledge, and skills applied within the real-world context of inclusive education.

n this study, the term "teacher competence" is not used as a replacement for the four categories of teacher competence stipulated in Law Number 14 of 2005. The four categories employed in the analysis—pedagogical, reflective, individual-adaptive, and collaborative-social serve as operational analytical categories, developed based on the research focus and patterns observed in the field data. These categories are used to examine how teachers develop their instructional practices, engage in reflection, tailor their strategies to the needs of their students, and foster professional collaboration. Consequently, these research categories are not presented as a new national competency framework; rather, they function as analytical themes used to explain the process of competency development within the context of the schools under study.

Professional development for teachers can be pursued through various forms of professional learning. Lesson Study provides a space for teachers to collaboratively plan lessons, observe the implementation of instruction, and engage in reflection based on evidence from classroom practice. Research by Rini (2021) indicates that "Lesson Study for Learning Community" can serve as a means for professional development through collaborative activities. Findings by Astuti et al. (2026) further suggest that Lesson Study can be utilized to enhance the pedagogical competence of elementary school teachers. Regarding reflection, Jatmiko and Putra (2022) highlight the importance of teacher self-reflection within an instructional approach that responds to the diversity of learners

In addition to Lesson Study, coaching offers a more personalized form of support. It enables teachers to identify practical challenges, receive feedback, and consider alternative approaches that can be applied in their instruction. Tanggulungan and Sihotang (2023) discuss coaching as a component of academic supervision aimed at enhancing the quality of teaching and learning, while Nurhidayat et al. (2024) highlight the application of the TIRTA coaching model in improving school quality. Meanwhile, a Professional Learning Community (PLC) provides a space for collective professional learning. Ardhi et al. (2024) as well as Mulyani and Supendi (2024)

demonstrate that a PLC can serve as a forum for sharing practices, engaging in discussions, and fostering professional development in teaching.

Although these three approaches have been widely discussed, research examining the interconnections between Lesson Study, coaching, and Professional Learning Communities (PLCs) specifically within the context of teacher competency development in inclusive primary schools remains limited. Previous studies have tended to address each approach in isolation or have focused on only one form of professional development. Consequently, this study aims to describe how these three activities manifest in the practice of teacher professional development and how they relate to the themes of competency that emerge from the data. The novelty of this research lies in its integrative analysis of these three professional learning spaces within the context of a single inclusive primary school, rather than in any claim that these approaches constitute a universally validated model.

The research was conducted at SD Negeri Jajar, Surakarta City. To ensure an adequate understanding of the school context, information regarding its status as a provider of inclusive education including the year the program began, the number and range of students with special needs, and the availability of special education teachers is explicitly presented based on school documentation. SD Negeri Jajar: year inclusive education began; number of students with special needs; range of special needs; number/roles of special education teachers or support staff; and the specific classes observed.] This contextual information is essential, as the nature of teacher competencies and professional development strategies is significantly influenced by the characteristics of the students and the resources available at the school.

Based on the preceding discussion, the research questions are explicitly formulated as follows: (1) how do Lesson Study, coaching, and Professional Learning Community (PLC) contribute to the development of teachers' competencies in inclusive educational practices at SD Negeri Jajar, Surakarta City? and (2) how are these three activities linked to the teachers' pedagogical, reflective, adaptive, and collaborative practices within the context of the school under study? These questions serve as the basis for determining the focus of data collection, thematic analysis, and the presentation of research findings.

METHOD

This study employs a qualitative approach with a case study design to gain a contextual understanding of teacher competency development within the context of inclusive education at SD Negeri Jajar, Surakarta City. A case study was chosen because the research focuses on teachers' professional development practices within a specific school setting. The research participants

consist of six teachers involved in inclusive education practices and the professional development activities under examination. Participants were selected purposively based on their direct involvement in the activities that form the focus of this research.

The programs examined include Lesson Study, coaching, and Professional Learning Community (PLC). Detailed descriptions of these programs must be based on implementation documents and accounts from informants. This information is necessary to explain how the three activities are integrated operationally and to avoid claims of synergy that are not supported by process data.

Data collection was conducted through in-depth interviews, observations, and documentation. The interviews focused on teachers' experiences participating in Lesson Study, coaching, and Professional Learning Communities (PLC), as well as any changes or adjustments they made to their practices. Observations were used to examine instructional practices and professional interactions relevant to the research focus. Documentation included teaching modules, syllabi, activity logs, and other available materials pertinent to the research focus.

Table 1. Teacher data

Kode	Classes Taught	Role	Length of service	Lesson Study	Coaching/PLC
Guru A	1	Classroom teacher	5	follow	Classroom observation
Guru B	2	Classroom teacher	20	follow	Classroom observation
Guru C	3	Classroom teacher	5	follow	Classroom observation
Guru D	4	Classroom teacher	25	follow	Classroom observation
Guru E	5	Classroom teacher	15	follow	Classroom observation
Guru F	6	Classroom teacher	25	follow	Classroom observation

The data were analyzed using thematic analysis, following the stages outlined by Braun and Clarke: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. This approach was chosen to ensure that the process of theme development could be traced back to the data, rather than being determined solely by the type of activity. During the analysis, for instance, a statement regarding the adjustment of methods to meet students' needs might be coded as "strategy adaptation," then grouped into a broader category and re-examined to determine whether it constitutes a pedagogical or an adaptive theme.

Data validity is maintained through source and technique triangulation by comparing information from teachers, observational findings, and documents. Where feasible, member checking is employed, allowing informants to review summaries or interpretations of interview results. An audit trail is kept through records of the data collection process, coding decisions, and any category adjustments made during analysis.

RESULTS AND DISCUSSION

The research findings are presented based on themes that emerged from an analysis across interviews, observations, and documentation. Accordingly, Lesson Study, coaching, and Professional Learning Communities (PLC) are understood as sources of professional development experience, while pedagogical, reflective, individual-adaptive, and collaborative-social competencies are treated as analytical themes. The following presentation avoids the term "significant," as this study does not employ statistical testing or a pre-post comparative design.

a. Development of Teachers' Pedagogical Practices

Observational data in the text indicate the implementation of instructional practices tailored to the diversity of the students. Examples include grouping students, assigning supplementary tasks, utilizing visual media and kinesthetic activities, and providing more intensive guidance to students experiencing learning difficulties. Interview data further reveal that teachers view *Lesson Study* as a space for obtaining feedback from peers regarding the planning and execution of instruction. These findings suggest that the development of pedagogical practices occurs through a cycle of planning, observation, and reflection. However, to provide robust evidence of change over time, the manuscript needs to present comparative data such as instructional modules or observation notes from more than one cycle.

Observations of Lesson Study activities showed that teachers were actively involved in collaborative lesson planning, observing classroom implementation, and reflecting on practices. Collaborative discussions allowed teachers to compare methods used, assess the effectiveness of teaching strategies, and design improvements for the next meeting. One teacher stated,

> "Through Lesson Study, I am able to identify the shortcomings in my teaching methods and receive suggestions from colleagues, which helps me tailor my instruction to better meet the needs of all students."

Another teacher added,

"Collaborative reflection has made me realize that the way material is presented must be flexible, especially for students who require extra attention."

The results of interviews with teachers reveal consistency in their experiences. Teacher A stated,

"Lesson Study helps me understand how to make the material accessible to all students without making them feel left behind."

Teacher B says,

"I learned from colleagues how to shift from a lecture-based approach to practical activities that are easier to understand."

Teacher C adds,

"Observing colleagues while they teach provides a fresh perspective, allowing me to adjust the pace of student learning more effectively."

Teacher D mentioned,

"Discussions following classroom observations provide many creative ideas for making inclusive learning more enjoyable."

The results of these observations and interviews indicate that teachers' pedagogical competence develops through a process of reflection, collaboration, and the implementation of instructional strategies tailored to student diversity. This transformation is evident not only in the ability to design and deliver course material but also in the teachers' commitment to facilitating the active participation of all students, ensuring that every child can engage with the learning process optimally. Lesson Study, in particular, emphasizes reflective practice, which encourages teachers to continuously adapt their teaching strategies to the actual needs of students in the classroom.

b. Development of Teachers' Reflective Competence

The research findings indicate that teachers at SD Negeri Jajar have undergone a significant transformation in their reflective competence within the context of inclusive education. Observations of instructional activities and Lesson Study reveal that teachers consistently evaluate their own teaching practices. They review the strategies employed, observe student responses, and adjust their methods to ensure that all students including those with special needs are able to participate in the learning process. In reading instruction, for instance, teachers shifted from a lecture-based approach to utilizing group discussions and visual aids, thereby accommodating the diverse learning abilities of their students. These adjustments are made iteratively, demonstrating an ongoing cycle of reflection and improvement.

Lesson Study fosters a habit of recurring reflection, in which teachers not only evaluate their own practices but also engage in discussions with colleagues to exchange feedback. Observations of Lesson Study sessions show teachers actively noting the strengths and weaknesses of their instructional strategies, analyzing the effectiveness of their methods, and devising improvements for future sessions. Teachers compare various approaches and adjust their teaching strategies to be more inclusive for instance, by incorporating kinesthetic activities for students who struggle to follow verbal instructions, or by providing supplementary tasks for students who require additional stimulation.

The findings obtained from the observation process were reinforced by the educators' own accounts during the interview sessions. The first educator (Teacher A) acknowledged a shift in awareness following discussions with colleagues, explaining that:

" Upon reviewing the evaluation notes from a fellow teacher who observed my class, I realized that my teaching pace that day had been too fast for some of the students. Consequently, I immediately adjusted my speaking speed and modified how I presented the material."

A similar sentiment was expressed by Teacher B, who experienced the positive impact of these collaborative evaluation sessions:

"The collective reflection sessions within the 'Lesson Study' framework opened my eyes to ways of incorporating inclusive practices into every teaching and learning activity in the classroom."

Meanwhile, Teacher C highlighted the importance of input from professional peers in broadening their perspective:

"Exchanging ideas and receiving feedback from fellow teachers provided me with a fresh perspective, helping me refine my lesson plans for individualized learning.

From the perspective of self-regulation, Teacher D explains their efforts to document the evolution of their teaching practice:

"I have now made it a habit to write down every modification I make to my teaching strategies. This allows me to map out which approaches succeed and which ones fail, making the learning environment in the classroom much more flexible."

Finally, Teacher E highlights that this evaluation process has helped them become more attuned to the unique qualities of each child:

"Having this space for reflection has made me realize how crucial it is to gauge the limits of each student's capabilities, which enables me to craft teaching methods that are well-suited to their individual circumstances."

Teacher F asserts,

"Lesson Study turns reflection into a habit; I no longer teach in a mechanical way—instead, I am constantly considering how every student can be actively involved."

Observations and interviews indicate that teachers' reflective competence develops through the practice of structured reflection. Teachers become more attuned to student responses, gain the ability to evaluate the strengths and weaknesses of their teaching methods, and continuously adjust their strategies. Lesson Study serves as a primary framework that fosters collective reflection and iterative improvement; consequently, the transformation of teachers' reflective competence directly enhances the effectiveness of inclusive instruction and strengthens their capacity to provide individualized guidance to students.

c. Development of Individual and Adaptive Competence

The research findings indicate that the individual and adaptive competencies of teachers at SD Negeri Jajar develop through a personalized and continuous coaching process. Observations of these coaching activities reveal that teachers are given the opportunity to evaluate their own teaching practices, receive direct feedback from a coach, and experiment with new strategies in real classroom settings. During coaching sessions, teachers identify emerging challenges—such as variations in student learning abilities, specific needs, and classroom dynamics—and subsequently tailor their teaching methods to suit each group of students. For instance, teachers incorporate diverse kinesthetic activities for students with visual learning styles and provide additional guidance to those who struggle to grasp abstract concepts.

The results of in-depth interviews with six teachers reinforced the observation findings. Teacher A stated,

"Coaching helps me understand my strengths and weaknesses as a teacher, allowing me to try new methods that are better suited to my students' characters."

Teacher B adds,

"Personalized guidance has made me more confident when working with students who have diverse needs; I am now able to adapt my strategies more quickly and effectively."

Teacher C mentions,

"I have learned to map out each student's abilities and adjust activities so that they can all remain actively involved."

Teacher D reveals,

"Through coaching, I have become more creative in designing activities that integrate academic learning with the development of inclusive character."

Teacher E states,

"Coaching has made me more reflective regarding my own practice, especially when working with students who require special attention."

Teacher F asserts,

"I am able to try new strategies, receive feedback, and make immediate adjustments in the classroom; this has made me more adaptive and responsive."

Based on these observations and interviews, it is evident that teachers' individual competencies evolve through self-awareness and the application of adaptive strategies. Teachers not only learn to tailor their instructional methods to the characteristics of their students but also cultivate creativity in designing inclusive learning activities. Coaching serves as a vital form of personalized support, facilitating individual reflection, more informed decision-making, and the ability to adjust teaching strategies to the specific conditions of the classroom. This transformation in individual and adaptive competencies has a direct impact on teachers' self-confidence, their responsiveness to the needs of students with special requirements, and the overall effectiveness of implementing inclusive education in the classroom.

d. Development of Collaborative and Social Competencies

The research findings indicate that the collaborative and social competencies of teachers at SD Negeri Jajar have developed significantly through their active participation in a Professional Learning Community (PLC). Observations of PLC meetings show that teachers regularly gather to engage in discussions, share experiences, and collaboratively develop inclusive teaching strategies. During each meeting, teachers present case studies from their own classrooms, discuss the challenges they encounter, and work together to formulate adaptive solutions for various learning situations. This process fosters a strong collaborative culture, in which teachers feel engaged in collective professional learning and provide mutual support to one another.

The results of in-depth interviews with six teachers reinforced the observation findings. Teacher A stated,

"In the PLC, I can learn from my peers' experiences in dealing with students who have diverse needs, so I don't feel alone in facing classroom challenges."

Teacher B adds,

"Regular discussions make me more open to new ideas and different approaches from my peers; this helps me try out more effective strategies,

> "Sharing best practices has made me realize that every teacher has a unique way of facilitating inclusive learning, and I can adapt these approaches for my own classroom,
> "PLC helps me build collective solutions; together, we devise strategies for issues that arise in the classroom."

Teacher E adds,

> "Through discussion and collective reflection, I am able to strengthen inclusive practices in my own classroom."

Teacher F asserted,

> "Involvement in a PLC has made me more confident, more collaborative, and prepared to adapt instructional strategies to meet students' needs."

Observations and interviews reveal that teachers' collaborative and social competencies are cultivated through ongoing interaction, collective reflection, and the sharing of best practices. A Professional Learning Community (PLC) serves not merely as a forum for discussion, but as a space for professional learning that enables teachers to build a shared perspective, address challenges collaboratively, and develop more effective inclusive teaching strategies. This transformation in competence has a direct impact on inclusive practices within the classroom, fostering a learning environment that is more supportive, adaptive, and collaborative for all students.

e. The Relationship between Lesson Study, Coaching, and Professional Learning Community (PLC)

The research findings indicate that the integration of Lesson Study, coaching, and a Professional Learning Community (PLC) creates a comprehensive ecosystem for teacher professional development at SD Negeri Jajar. Observations of classroom activities and teacher meetings reveal that these three strategies complement one another in fostering pedagogical, reflective, individual, and collaborative competencies. Lesson Study encourages teachers to engage in regular pedagogical reflection, observe teaching practices, and develop improvements for instructional strategies. Coaching provides personalized guidance, enabling teachers to explore their individual capabilities, identify their strengths and weaknesses, and tailor teaching methods to the specific characteristics of their students. The PLC fosters a collaborative culture, facilitating the sharing of best practices, discussions regarding classroom challenges, and the collective formulation of solutions. Observations show that these synergistic activities lead to greater teacher engagement in ongoing reflection, collaboration, and planning, ultimately making inclusive classroom practices more adaptive and responsive.

The results of interviews with six teachers reinforce the findings from the observations. Teacher A stated,

> "Lesson Study, coaching, and PLCs support one another; I am able to reflect on my teaching methods, receive personalized advice, and learn from the experiences of my colleagues all at the same time."

Guru B adds,

> "The synergy of the three gives me greater confidence to try new methods and adapt them to the needs of my students."

Teacher C reveals,

> "Through a combination of these three strategies, I am able to share experiences, learn effective strategies, and tailor learning activities to the individual abilities of each student."

Teacher D states,

> "PLC provides me with new perspectives from fellow teachers, coaching helps me understand my own strengths, and Lesson Study guides me in conducting pedagogical reflection; all of these work together."

Teacher E adds,

> "The three form a continuous process; I become more responsive to students and am able to implement adaptive, inclusive strategies."

Teacher F asserted,

> "The results are visible in the classroom: students are more active, the learning environment is more inclusive, and interactions between teachers and students have become more empathetic."

Observations and interviews indicate that the synergy between Lesson Study, coaching, and Professional Learning Communities (PLCs) fosters a holistic transformation of teacher competencies. Teachers not only grow at an individual level but also internalize collaborative practices and a professional culture within the school. This transformation leads to classrooms that are more adaptive, empathetic, and inclusive, simultaneously supporting both student character development and academic achievement. The combination of these three strategies creates a professional development process that is integrated, sustainable, and relevant to the requirements of inclusive education at SD Negeri Jajar.

The three activities serve distinct functions yet can be interconnected within the process of professional development. Lesson Study provides a space for the observation of and reflection on classroom practice; coaching offers individualized support; and a PLC (Professional Learning Community) provides a space for collective collaboration. In the context of this

research, these interconnections should be understood as a sequence of professional learning experiences, rather than as evidence that the three have formed an experimentally validated model. Consequently, any claims regarding the effectiveness or sustainability of the model are limited to the experiences and practices of the teachers at the school under study.

Table 2. Summary of Data Source Findings

Theme	Observation Evidence	Interview Evidence	Documentary Evidence
Pedagogical	Adjustment of methods, small groups, visual/kinesthetic media	Teacher reports strategy adjustments for diverse needs	Findings from teaching modules
Reflective	Evaluation of practice and student responses	Teacher describes reflection and peer feedback	Reflection notes
Individual-adaptive	Adjustment of activities based on student needs	Teacher explains the benefits of personalized support	Coaching notes
Collaborative-social	Discussion and problem-solving within a PLC	Teacher reports the exchange of practices and solutions	Notulen

Discussion

The research findings indicate that the development of teacher competence in inclusive education occurs through an interplay of practical experience, reflection, individual mentoring, and collaborative professional learning. This pattern aligns with the Profile of Inclusive Teachers, which identifies valuing diversity, supporting all learners, collaborating with others, and engaging in professional development as key areas of competence for inclusive educators. In this study, these four areas are not used as direct outcome categories; rather, they serve as a conceptual framework for interpreting teachers' practices.

Regarding the pedagogical and reflective aspects, Lesson Study functions as a mechanism that bridges planning, observation, and reflection. While this is consistent with existing research on Lesson Study and professional reflection, the specific contribution of this study lies in its focus on inclusive primary school settings—specifically, how reflection is directed toward adapting instruction to accommodate learner diversity. However, as the manuscript does not yet present evidence of changes across cycles, the study cannot draw conclusions regarding the extent of the development in teacher competence.

In terms of the individual-adaptive aspect, coaching offers a space distinct from group collaboration, allowing teachers to address specific challenges and link them to instructional decision-making. This reinforces research findings that position coaching as a form of professional support. Nevertheless, teachers' experiences should not be generalized; the effectiveness of coaching depends on the specific coaching model, the mentor's competence, the frequency of sessions, and the opportunities available to apply the insights gained. Consequently, the study

should provide details about the program structure so that readers can properly contextualize the findings.

Regarding the collaborative-social aspect, the Professional Learning Community (PLC) serves as a space for collective professional learning—a finding consistent with studies that frame PLCs as forums for sharing practices and problem-solving. The unique context of this study is its orientation toward the requirements of inclusive education. That said, the discussion should also incorporate less positive data if available as factors such as time constraints, attendance issues, or varying levels of teacher readiness can influence the quality of collaboration. Integratively, Lesson Study, coaching, and Professional Learning Communities (PLCs) can be understood as three distinct spaces for professional learning, each with its own mechanism: practice-based reflection, individual mentoring, and collective learning. While these findings offer a contextual understanding of how the three might be interconnected, they are not yet sufficient to establish them as an effective and sustainable model for primary schools in general. The primary contribution of this research lies in its in-depth description of how teachers experience and utilize these three forms of professional development within an inclusive school setting.

CONCLUSION AND RECOMMENDATIONS

Conclusion

This study indicates that the development of teacher competencies in inclusive education at SD Negeri Jajar occurs through experiences gained via Lesson Study, coaching, and Professional Learning Communities (PLCs). Lesson Study primarily provides a space for observing and reflecting on instructional practices; coaching offers individual guidance for considering strategic adjustments; and PLCs facilitate the exchange of experiences and collective problem-solving. Data analysis revealed four themes: pedagogical, reflective, individual-adaptive, and collaborative-social practices. These themes serve as analytical categories for this study and are not intended to replace the teacher competency frameworks established by national regulations. The study’s conclusions are limited to the experiences of teachers within the context of a single school; it does not measure the impact on student achievement, character, or engagement, nor does it establish the universal effectiveness of this model.

Recommendation

Based on the findings, schools can strengthen teachers' professional development by systematically integrating Lesson Study reflections, coaching, and Professional Learning Community (PLC) discussions. This process should be supported by documentation that allows

teachers to track specific challenges, improvement measures, and the outcomes of those interventions. School administrators should ensure that professional development schedules do not interfere with teachers' core responsibilities and must provide support tailored to the requirements of inclusive classrooms. Future research could involve a larger number of schools or employ a longitudinal design to track changes in teacher competence over time. These recommendations should be adapted to address the specific obstacles encountered in the field, once further supporting data has been gathered.

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