

**ANALYSIS OF TEACHERS PEDAGOGICAL COMPETENCE IN
SUPPORTING INCLUSIVE STUDENTS IN GRADE V AT STATE
ELEMENTARY SCHOOL CIKAMPEK UTARA III: A CASE
STUDY**

PENELITIAN NONSKRIPSI



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**PROGRAM STUDI PENDIDIKAN GURU SEKOLAH DASAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Diajukan Kepada Universitas Buana Perjuangan Karawang
Untuk Memenuhi Salah Satu Persyaratan Dalam
Menyelesaikan Program Sarjana Pendidikan



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Karawang, 20 Agustus 2026
Yang Membuat Pernyataan



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MOTTO DAN PERSEMBAHAN

MOTTO:

1. “Allah tidak akan membebani hamba-Nya di luar batas kemampuannya” (Qs. Al – Baqarah : 286).
2. “Sebagian penggalan lirik lagu dalam proses pencarian makna yang bermanfaat bagi sekitar. Untuk sebuah lagu yang komprehensif, dengan menikmati setiap prosesnya”.
3. “Tidak ada kekayaan yang lebih utama daripada akal, tidak ada keadaan yang paling menyedihkan daripada kebodohan, dan tidak ada warisan yang lebih baik dari pendidikan” (Ali bin Abi Thalib).

PERSEMBAHAN:

“Dengan penuh rasa syukur, tugas akhir ini saya persembahkan kepada keluarga tercinta yang sangat berarti dalam hidup saya, almarhum ayahanda, ibunda, adik, paman, tante, dan keluarga saya yang tidak bisa saya sebutkan satu per satu tanpa mengurangi rasa cinta saya kepada kalian yang sudah memberikan kasih sayang, doa, serta dukungan tanpa henti kepada saya hingga tugas akhir ini terselesaikan. Serta kepada pasangan terkasih yang selalu setia menemani saya, mendukung, dan menjadi salah satu sumber semangat dalam langkah perjuangan ini”.

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Peneliti

Analysis of Teachers Pedagogical Competence in Supporting Inclusive Students in Grade V at State Elementary School Cikampek Utara III: A Case Study

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ABSTRACT

Inclusive education requires teachers to possess pedagogical competence in understanding the diverse characteristics, abilities, and learning needs of students so that learning can be implemented according to individual conditions. This study aimed to analyze teachers' pedagogical competence in supporting inclusive students in Grade V at State Elementary School Cikampek Utara III, focusing on understanding student characteristics, adaptive learning, assessment, and learning follow-up. This study employed a qualitative approach with a case study design. Data were collected through observation, interviews, and documentation, then analyzed using the Miles and Huberman model through data reduction, data display, and conclusion drawing. Data trustworthiness was established technique triangulation. The findings showed that teachers conducted cognitive and non-cognitive diagnostic assessments, implemented differentiated learning, and adapted teaching methods, media, assignments, learning time, and classroom environments to students' needs. Assessment results were used to determine remedial activities, enrichment, individual assistance, and learning adjustments. The findings indicate that teachers' pedagogical competence contributes to creating learning that is responsive to student diversity. These practices need to be strengthened through continuous teacher professional development and sustained school support

Keywords: Pedagogical Competence, Inclusive Education, Inclusive Students, Adaptive Learning, Elementary School Teachers.

INTRODUCTION

Education is a fundamental right for every student to receive learning services that are appropriate to their talents, interests, abilities, and learning needs. This principle underlies the implementation of inclusive education, which recognizes student diversity as an integral part of the actual conditions within schools. Inclusive education is not merely concerned with accepting students with special educational needs into regular classrooms but also requires learning environments that provide equitable opportunities for learning and participation. Inclusive education is positioned as an effort to promote equality and prevent discrimination in educational services [1]. It is also viewed as a process that responds to learner diversity and addresses various barriers that may restrict students' access, participation, and development in education [2]. In elementary schools, this need becomes increasingly important because teachers directly encounter diversity in students' academic, social, emotional, communication, and learning characteristics.

The success of inclusive education is strongly influenced by teachers' ability to translate the principles of inclusion into classroom practices. Pedagogical competence is essential because it encompasses teachers' ability to understand students' characteristics, design learning activities, implement instruction, conduct assessment, and determine appropriate follow-up actions. Pedagogical competence represents a fundamental teacher capability in managing the learning process [3]. Pedagogy is not merely concerned with the delivery of subject matter but also involves guiding and developing students according to their developmental stages [4]. Pedagogical competence is similarly identified as an important component in supporting elementary school teachers' instructional practices [5]. In inclusive settings, these competencies need to be implemented flexibly because students within the same classroom may demonstrate different characteristics and learning needs.

Such diversity requires teachers to identify individual student conditions before determining appropriate learning services. Student identification is necessary to obtain information regarding their abilities, potential, needs, barriers, and learning patterns. Teachers' pedagogical competence in inclusive education is associated with their ability to understand student characteristics, implement learning, and conduct assessment [6]. Teachers in Indonesian inclusive schools continue to face difficulties in understanding student characteristics, identifying learning needs, selecting appropriate instructional strategies, and conducting learning evaluations [7]. Teacher competence is also an important component in the implementation of inclusive education at the elementary school level [8]. These findings indicate that the existence of inclusive education policies does not automatically ensure teachers' pedagogical readiness to address student diversity.

These challenges are closely related to teachers' ability to transform information about student characteristics into appropriate instructional decisions. Student identification is required to obtain a comprehensive understanding of their abilities, potential, needs, barriers, and learning patterns. The identification of students with special educational needs should involve information obtained from multiple sources to provide teachers with a more objective understanding of individual conditions [9]. Identification also serves as an initial stage in recognizing students with special educational needs in inclusive schools [10]. Early identification and assessment are important for supporting inclusive educational services [11]. Such information provides a basis for teachers to determine appropriate forms of assistance and instructional adjustments.

An understanding of student characteristics needs to be translated into adaptive learning practices. Uniform instructional practices may overlook differences in students' abilities and learning needs. Differentiated instruction can be used to accommodate diverse learning needs in elementary schools [12]. It also represents one form of teachers' response to learner diversity [13]. Differentiation and grouping practices can further respond to student heterogeneity in inclusive classrooms [14]. In the Indonesian context, the implementation of inclusive learning in elementary schools requires adjustments to instructional strategies to accommodate students' diverse needs [15]. These practices

demonstrate that adaptive learning requires teachers to make instructional decisions based on the characteristics and conditions of individual learners.

Adaptive learning does not end with the selection of instructional methods and media. Teachers also need to use assessment as a basis for understanding student development and determining subsequent instructional decisions. Diagnostic assessment can provide information regarding students initial learning conditions [16]. Assessment is an important component of learning for students with special educational needs because assessment information can be used to determine appropriate educational services [17]. Authentic assessment can provide more comprehensive information about student development [18]. The relationship between assessment information and differentiated instruction is further illustrated through the concept of assessment-informed differentiation [19]. Therefore, assessment in inclusive education needs to be positioned as an integral part of the learning process rather than merely as a means of measuring learning outcomes.

Assessment results also need to be translated into follow-up actions that correspond to students conditions. Remedial and enrichment activities constitute forms of follow-up to learning evaluation [20]. The use of educational data is important for supporting decision-making in inclusive education [21]. Identification and assessment services involving multiple parties are also important in supporting students with special educational needs [22]. Collaboration between classroom teachers and support teachers contributes to improving the quality of inclusive learning [23]. These practices indicate that teachers pedagogical competence is not only reflected in classroom instruction but also in their ability to use assessment information to determine appropriate subsequent learning actions.

Previous studies have examined teacher competence and the implementation of inclusive education, but many have focused on teachers competence in general, teacher readiness and attitudes, or the broader implementation of inclusive education. A systematic literature review reported that teacher competence is associated with the ability to understand student characteristics, select appropriate instructional strategies, create supportive learning environments, and provide services according to students needs [24]. Research on teachers' pedagogical competence in inclusive learning has also identified teachers' ability to manage diverse learning needs and adapt learning activities, while noting challenges related to varied teaching methods and instructional modification [25]. However, there remains a need to understand how teachers pedagogical competence is concretely manifested in supporting inclusive students within a specific Grade V classroom context at an elementary school, particularly when understanding student characteristics, adaptive learning, assessment, and learning follow-up are examined as an integrated pedagogical process. This gap is also reflected in the present study, which addresses the limited research specifically examining teachers' pedagogical practices in supporting inclusive students within a particular Grade V elementary school context.

Based on this context, this study addresses three research questions: (1) How do teachers demonstrate pedagogical competence in understanding the characteristics,

abilities, and learning needs of inclusive students in Grade V at State Elementary School Cikampek Utara III? (2) How do teachers demonstrate pedagogical competence in planning and implementing adaptive learning according to the diverse needs of inclusive students? and (3) How do teachers demonstrate pedagogical competence in conducting assessment and determining learning follow-up according to the individual development and needs of inclusive students?

This study aims to analyze teachers pedagogical competence in supporting inclusive students in Grade V at State Elementary School Cikampek Utara III, particularly in understanding student characteristics, planning and implementing adaptive learning, conducting assessment, and determining appropriate learning follow-up. The study contributes to the field by providing an empirical account of pedagogical competence as an integrated practice, beginning with teachers understanding of students and continuing through instructional adaptation, assessment, and the use of assessment results to determine subsequent learning actions. The findings are expected to enrich the discussion of teachers' pedagogical competence in inclusive elementary education and provide practical insights for teachers and schools in developing adaptive, responsive, and needs-oriented learning services.

METHOD

This study employed a qualitative approach with a case study design to obtain an in-depth understanding of teachers pedagogical competence in supporting inclusive students in Grade V. The study was conducted at State Elementary School Cikampek Utara III, Karawang Regency, West Java. The research subjects were selected using purposive sampling based on their direct involvement in teaching inclusive students. The subjects consisted of two Grade V homeroom teachers from two classes, namely Class VA and Class VB. The object of the study was teachers pedagogical competence in supporting inclusive students, including their understanding of student characteristics, planning and implementation of adaptive learning, assessment, and learning follow-up.

Data were collected through observation, interviews, and documentation. Observations were conducted directly during the learning process to examine teachers pedagogical practices in supporting inclusive students. Interviews were conducted with the two Grade V homeroom teachers to explore their experiences, considerations, and actions in planning and implementing learning. Documentation was used to complement the data through learning documents and supporting documents related to students and the implementation of inclusive learning. The use of observation, interviews, and documentation as data collection techniques is consistent with the qualitative research data collection techniques described in [26].

The data were analyzed using the Miles and Huberman model, consisting of data reduction, data display, and conclusion drawing. Data obtained from observations, interviews, and documentation were examined, categorized according to the research focus, displayed to identify patterns and relationships among findings, and interpreted to draw conclusions regarding teachers' pedagogical competence.

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RESULTS AND DISCUSSION

The findings show that teachers pedagogical competence in supporting inclusive students in Grade V at State Elementary School Cikampek Utara III is reflected in the interconnected practices of understanding student characteristics, adapting instruction, developing students potential, conducting assessment, and determining follow-up actions. Data obtained through observation, interviews, and documentation indicate that teachers do not implement learning in a uniform manner. Adjustments are made according to students conditions and needs. These findings suggest that pedagogical competence in an inclusive context is not limited to the ability to prepare learning activities but also involves teachers ability to understand students conditions and translate this information into appropriate instructional decisions.

3.1. Understanding Student Characteristics as the Basis for Learning

Teachers demonstrated the ability to recognize students' conditions through observation and initial assessment. This understanding covered various aspects of students' learning and development, including their academic abilities and learning progress, social and emotional characteristics, communication skills and behavior, interests and potential, difficulties encountered during the learning process, and needs for particular forms of support. Teachers also identified students' learning styles and patterns to provide learning experiences that were better aligned with their individual characteristics and needs.

Observation findings showed that teachers paid attention to students individual conditions throughout the learning process and used this information as a consideration when providing support. Understanding student characteristics also helped teachers determine task difficulty, forms of assistance, and appropriate ways of presenting learning materials.

These findings indicate that understanding student characteristics has a practical function in determining instructional decisions. Teachers did not merely recognize differences in students' abilities but also responded to these differences through instructional practices. This finding is consistent with the importance of teachers' ability to understand student characteristics and learning needs in inclusive schools [7]. A systematic review of teacher

competencies for inclusive education similarly emphasizes that teachers need specific competencies to recognize and respond appropriately to the diverse educational needs of students with special educational needs [28].

The important meaning of this finding lies in the transformation of information about students into pedagogical action. Understanding student characteristics does not stop at identifying individual differences but becomes a basis for determining how learning should be delivered. Pedagogical competence is demonstrated when teachers are able to connect students' individual conditions with instructional decisions implemented in the classroom.

3.2. Adapting Learning to Students' Needs

Instructional adaptation was one of the most visible findings in teachers practices. Based on observations and interviews, the forms of instructional adjustment included:

Table 1. Forms of Instructional Adaptation Implemented
by Teachers for Inclusive Students

Form of adaptation	Practices identified
Learning methods	Use of varied methods according to students' conditions
Learning media	Pictures, videos, concrete objects, games, and practical activities
Learning materials	Simplification or adjustment of materials according to students' abilities
Instructions	Simple and clear instructions delivered gradually
Tasks	Adjustment of task difficulty and format
Learning time	Flexible time for students who required additional time
Individual support	Individual assistance when students experienced difficulties
Learning environment	Classroom arrangements that enabled students to participate

Observation findings showed that teachers used varied methods, media, instructions, tasks, and individual support during the learning process. Interviews also revealed the use of pictures, videos, concrete objects, games, practical activities, step-by-step instructions, and flexibility in tasks and learning time.

These practices indicate that differentiated learning implemented by teachers does not simply involve assigning different tasks to students. Differentiation is reflected in how students access learning materials, participate in the learning process, complete tasks, receive additional learning time, and obtain support. This understanding is consistent with research showing that inclusive teaching commonly involves differentiation and individualized approaches that allow teachers to respond to students' heterogeneous learning needs rather than applying a uniform instructional approach [29].

This finding aligns with the view that differentiated learning can accommodate students' diverse learning needs [12]. Differentiation also reflects teachers' efforts to

respond to differences among students [13]. In inclusive classrooms, instructional adjustments provide a practical way for teachers to address student diversity [14]. Further, research on inclusive teaching practices indicates that differentiation, modification of instruction and learning materials, and individualized student support are important dimensions of inclusive classroom practice [30].

Therefore, instructional adaptation in this study can be interpreted as a concrete manifestation of teachers' pedagogical competence in translating students' individual needs into classroom practices. Adjustments in methods, media, materials, tasks, time, and support indicate that teachers do not simply implement their initial instructional plans but adjust them according to students' responses throughout the learning process.

3.3. Developing Students Potential and Participation

Teachers did not only provide support to students experiencing learning difficulties but also created opportunities for them to develop their abilities and potential. The forms of development included identifying students' interests and abilities, providing varied learning experiences, offering opportunities for students to demonstrate both academic and non-academic abilities, providing positive reinforcement, and offering individual support according to their needs. Teachers also involved students in group activities and encouraged them to actively participate in the learning process by asking and answering questions, engaging in discussions, and expressing their opinions.

The findings indicate that teachers attempted to maintain students' involvement in classroom activities without providing treatment that could make them feel different. The development of potential was not limited to academic achievement but also involved opportunities for students to participate and demonstrate their abilities.

Communication was an important part of this process. Teachers used simple and clear language, provided opportunities for students to express difficulties, and used visual aids, direct examples, gestures, and written explanations when necessary. Communication with parents was also conducted to obtain information concerning students' conditions.

These findings demonstrate that inclusiveness in learning is not achieved merely through adjustments to learning materials. A sense of safety, opportunities for participation, and acceptance of diversity are also important aspects of teachers' pedagogical practices. Teachers attempted to position students as active participants in learning rather than merely recipients of support. This demonstrates that pedagogical competence in inclusive classrooms also involves the ability to establish interactions that allow students to develop according to their potential and individual conditions.

3.4. Assessment as the Basis for Learning Follow-Up

The findings show that teachers conducted assessment continuously through observation, questioning, assignments, students' work, performance-based activities, and written assessments adjusted to students' abilities. Diagnostic assessment was used to identify students' initial abilities and served as a basis for planning instruction. Teachers

also conducted formative assessment throughout the learning process and adjusted assessment practices according to the needs of inclusive students.

Assessment results were not merely used as information about students' achievement. Teachers used them to determine remedial activities, enrichment, individual support, adjustments to task difficulty, changes in learning media or methods, and flexibility in learning time. Students' development was monitored periodically and communicated to parents and relevant parties.

This finding is important because it shows that assessment functions as an integral part of the instructional decision-making cycle. Teachers use assessment information to understand students conditions and adjust subsequent instructional actions accordingly. This pattern is consistent with the concept of *assessment-informed differentiation*, which emphasizes the use of assessment information as a basis for adapting instruction to students needs [19]. The finding also supports the view that assessment plays an important role in determining appropriate educational services for students with special educational needs [17].

Therefore, teachers pedagogical competence in this study is not reflected solely in their ability to conduct assessment. It is more strongly demonstrated through their ability to use assessment results to make instructional decisions. Remedial activities, enrichment, individual support, instructional modification, and flexible learning time represent concrete forms of using assessment information in learning. This demonstrates that assessment has a strategic position in ensuring that learning continues to respond to each student's development.

3.5. The Integration of Pedagogical Competence in Inclusive Learning Practices

When the findings are viewed as a whole, a pattern emerges showing the connection between understanding students, adapting instruction, conducting assessment, and determining follow-up actions. Teachers first identified students' characteristics and needs, then adjusted strategies, media, materials, tasks, learning time, and support. The learning process was monitored through assessment, while assessment results were used to determine subsequent instructional actions. This pattern demonstrates a relationship between teachers' understanding of students and the decisions made throughout the learning process.

This pattern suggests that pedagogical competence in inclusive education is cyclical and contextual. Teachers do not simply plan learning and implement it according to the initial plan; they continuously observe students' conditions and make adjustments. This finding broadens the understanding of pedagogical competence because teachers' competence cannot be adequately assessed solely through instructional planning. More importantly, competence is reflected in how teachers use information about students to respond to needs that emerge during the learning process.

Academically, this study contributes to the discussion of teachers' pedagogical competence in inclusive education by demonstrating that such competence operates as a series of pedagogical decision-making processes, rather than as a collection of separate

abilities. Understanding student characteristics becomes the basis for instructional adaptation; adaptation creates more appropriate learning experiences; assessment provides information about student development; and assessment results become the basis for follow-up actions. This relationship indicates that the quality of inclusive learning depends greatly on teachers' ability to connect these stages consistently.

The findings also demonstrate that inclusive learning at the classroom level is not determined solely by the presence of students with diverse needs or by school policies. The meaningful implementation of inclusion is reflected in teachers' actions to provide access to learning, create opportunities for participation, adjust instruction, respect individual development, and use assessment results to determine subsequent support. Thus, pedagogical competence becomes an important mechanism through which the principles of inclusive education are translated into everyday classroom practices. Overall, this study demonstrates that teachers' pedagogical competence in an inclusive context is adaptive, continuous, and needs-based. The success of learning is therefore determined not only by initial planning but also by teachers' ability to respond to students' development throughout the learning process.

CONCLUSION

This study shows that teachers' pedagogical competence in supporting inclusive students in Grade V at State Elementary School Cikampek Utara III is reflected in their ability to understand students' characteristics and needs, adapt instruction, develop students' potential and participation, conduct assessment, and determine appropriate learning follow-up. Teachers made adjustments to learning methods, media, materials, instructions, tasks, learning time, and individual support according to students' conditions. Assessment was not used solely to determine students' achievement but also served as a basis for remedial activities, enrichment, individual support, and instructional adjustments.

These findings address the research objective by demonstrating that teachers' pedagogical competence in an inclusive learning context is manifested through a series of instructional decisions that begin with understanding students' conditions and continue through instructional adaptation and the use of assessment results. Theoretically, this study reinforces the understanding that pedagogical competence in inclusive education is adaptive, continuous, and needs-based. Practically, the findings provide an illustration for teachers in developing learning practices that are more responsive to the diverse abilities and needs of inclusive students.

This study is limited by its scope, which involved only two Grade V homeroom teachers from Classes VA and VB at one school. Therefore, the findings do not represent pedagogical practices across broader school contexts or grade levels. Future research may involve more teachers, classes, or schools with different characteristics to obtain a broader understanding of the implementation of teachers' pedagogical competence in inclusive learning.

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