

The Impact of Teacher Training Programs on Teaching Competency in Inclusive Schools

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Abstract

This study aims to analyze the impact of teacher training programs on improving teaching competency in inclusive schools based on a literature review over the past ten years. The research method used library research with a literature review approach. Data sources came from articles from reputable international journals and accredited national journals for the 2015–2025 period that discussed teacher training in inclusive education. Data collection techniques were carried out through a Google Scholar search using keywords such as teacher training, inclusive education, and competency, then selected using inclusion and exclusion criteria to obtain 10 relevant articles. Data analysis techniques used thematic synthesis to identify patterns, themes, and main conclusions from various studies. The results showed that teacher training programs have a significant effect on improving pedagogical competency, learning differentiation skills, identification skills for Children with Special Needs (ABK), and the preparation of Individual Learning Programs (PPI/IEP). The most effective training model is ongoing training based on real practice through coaching, mentoring, and lesson study. Conversely, short, theory-oriented training tends to have a limited impact. The success of training is also influenced by the support of school leadership, collaboration between teachers, and the availability of infrastructure. In conclusion, teacher training is a crucial strategy for improving the quality of learning in inclusive schools. Consequently, teacher professional development policies need to be geared toward contextual, sustainable, practice-based training models supported by the school system to ensure optimal inclusive education services for all students.

Keywords

Education, Inclusive Teacher Training, Teaching Competency.



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INTRODUCTION

Inclusive education has been recognized globally as a key principle in ensuring the right of every learner, including Children with Special Needs (ABK), to access quality education in the same environment as their peers (Kimhi & Bar Nir, 2025a). The presence of inclusive education has the potential to be able to make a meaningful contribution to every child with all its diversity, especially children with special needs. Inclusive education schools are the spearhead of the implementation of this policy. However, the effectiveness of the implementation of inclusive education is highly dependent on the pedagogical and professional competence of teachers (Nketsia dkk., 2024). Although the concept of inclusive education is increasingly recognized, challenges in its implementation are still encountered, especially related to the readiness of educators in schools in managing student diversity. The readiness of educators is very important in realizing inclusive and equitable education. In this case, educators must have competence in understanding the differences in cultural, social, economic, language, and special needs of each student (Hardianti, 2024). What teachers do in the classroom depends on their training, experience, beliefs, and attitudes, as well as on the situation in the classroom, the school, and factors outside the school (local and regional provisions, policies, funding, and so on). However, it is the teacher who must implement inclusion into the practice of daily life and therefore he is the determining factor (Triviño-Amigo dkk., 2022a).

The importance of training and professional development for teachers cannot be overlooked. Teachers must be provided with adequate training to understand and apply the principles of inclusive education. This training should include different teaching strategies, as well as an understanding of student diversity. With the right training, teachers can be better prepared to face the challenges of implementing inclusive education. The competency profile of teachers in the inclusive education system, in addition to having general competencies, must also have specific competencies in the learning of children with special needs. Understanding the figure of children with special needs, curriculum review and assessment of children with special needs, learning strategies and evaluations, and reporting learning outcomes, are specific competencies that must be possessed by teachers of children with special needs. In its implementation, the training is designed to enrich teachers' understanding of the characteristics of children with special needs, adaptive learning techniques, and pedagogical approaches that are able to accommodate differences in abilities in one class. Good teacher competence will determine the success of inclusive programs, because teachers are the main actors who are in direct contact with children in the teaching and

learning process(Fauziyah dkk., 2025).

According to Mudjito, teachers' inclusive competencies must consist of three basic competencies, apart from the four main competencies. First, general competencies include a person's physical and religious nature, attitudes and skills as a good citizen, and the ability to understand and appreciate the diversity of children with special needs. Second, basic competencies include understanding and the ability to identify and differentiate different types of children with special needs, understand concepts, plan, implement, direct, create appropriate learning modules, and assess children with special needs. Third, specific competencies include the ability to change the behavior, concepts, and learning skills of children with limb, vision, hearing, or communication impairments(Sinta Yuni Susilawati dkk., 2025).

Another urgency arises because there are still various obstacles in inclusive learning practices, especially in the form of negative attitudes, biases, and low teacher confidence in dealing with students who are considered to have learning difficulties. Teachers often have a less positive view of students who are expected to experience academic barriers, such as children with special needs, students from minority groups, students with lower cognitive abilities, and students from families with low socioeconomic status (Schwarzer dkk., 2025). This kind of perception is dangerous because it can lower teachers' expectations, reduce learning attention, and even give rise to indirect discriminatory treatment. In the context of inclusive education, these conditions are clearly contrary to the principles of justice and equality. The teacher training program is expected to not only improve technical knowledge, but also form a professional attitude, empathy, and the ability to understand the diversity of students. However, not all training provides the same results. Some of the training is only theoretical and short so that it has less impact on changes in practice in the classroom. Therefore, this research is important to identify the most effective training model in building competencies while changing teachers' mindsets to be more inclusive, adaptive, and responsive to the needs of all students.

In addition, this research is also very important because inclusive education has been proven to provide wide benefits for all students, not just for children with special needs. Inclusive schools can foster a culture of mutual respect, tolerance, empathy, cooperation, and readiness to live in a multicultural society. A learning environment that accepts differences will help students develop into democratic and civilized citizens. However, these benefits can only be achieved if the learning process is managed by competent teachers and supported by appropriate professional training.

Therefore, researching the impact of teacher training programs is important as a basis for the formulation of education policies, both by the government, schools, and educational institutions for education personnel. The results of the research can provide recommendations on the design of training that is sustainable, based on real practices, accompanied by mentoring, and according to the needs of inclusive schools. Thus, this research is not only academically relevant, but also has strategic value in improving the quality of education services, strengthening the implementation of inclusion policies, and ensuring the fulfillment of the learning rights of all students equally.

The effective implementation of inclusive education is highly dependent on the professional competence of teachers on the front lines. While policy frameworks and school resource support play an important role, the actual success of inclusive education implementation occurs in the classroom through teacher-led interactions and instructional practices. Teacher competencies in the context of inclusive education implementation go beyond subject expertise, encompassing a broad spectrum involving the knowledge, skills, and attitudes necessary to effectively teach diverse students.

A key aspect of this competency is the self-efficacy of teachers in inclusion, which is their belief in their own ability to manage an inclusive learning environment. Low self-efficacy has proven to be a major barrier to the implementation of inclusion, often leading to increased stress and a tendency for teachers to undertake exclusive placements (Nel dkk., 2016). Conversely, high self-efficacy, which is usually improved through positive training and experiences, encourages teachers to adopt more positive attitudes and more innovative and supportive teaching strategies. Therefore, investment in teacher professional development, through structured and evidence-based training programs, is an inevitable strategic step to ensure the quality and sustainability of inclusive education implementation.

Although the principles of inclusive education have been widely accepted, their implementation in the field is often overshadowed by a range of practical and systemic challenges that directly affect teachers' ability to teach effectively. Regular teachers in inclusive host schools often feel unprepared to deal with the diversity of needs of students, especially those with significant disabilities, due to a lack of adequate initial and ongoing training (Kurniawati dkk., 2017). These challenges not only affect teachers' teaching practices, but can also trigger emotional burnout and negative attitudes toward inclusion, which can ultimately reduce the quality of educational services for students. Therefore, a systematic review of the effectiveness of existing teacher training

interventions is needed to identify which models are most successful in addressing readiness gaps and improving competencies amid the complexity of an inclusive environment.

Training programs will have a good impact if influenced by contextual factors such as school culture, leadership support, and external support systems. Models that work in one geographic context or education system (e.g., developed countries) may not work in another context (e.g., developing countries), which further reinforces the need for context- and methodologically sensitive synthesis of findings.

Some studies measure effectiveness based solely on changes in teachers' attitudes or self-efficacy, while others focus on changes in teaching practices or, most rarely, direct impacts on student learning outcomes. This inconsistency makes it difficult to make direct comparisons between studies and to draw general conclusions about which programs are actually successful in transferring theory to quality inclusive practice.

Given the inherent inconsistencies in the research findings on the effectiveness of teacher training programs in the context of inclusive education (as discussed earlier), a crucial first step to building a coherent understanding is to map and classify the most dominant and most frequently investigated training models in the highly reputable literature. This mapping is necessary because the design and duration of training fundamentally affect the level of knowledge and skills transfer to classroom practice. In the last ten years, research published in reputable international journals and accredited journals has tended to shift from focusing on traditional training, i.e. one-shot seminar or workshop model, to a more integrated and sustainable model (Holmqvist & Lelinge, 2021). Models that are increasingly researched and proven to be tentatively effective include (1) Coaching and mentoring in the workplace; (2) Professional Learning Communities (PLCs) based on collaboration between teachers; and (3) Competency-Based Training that emphasizes simulation and field practice with immediate feedback.

This study aims to analyze the impact of teacher training programs on improving teaching competence in inclusive schools based on literature reviews from reputable international journals and accredited national journals in the past decade. The analysis focused on the extent to which the training program contributes to aspects of teacher competence, including knowledge, pedagogical skills, and attitudes in managing inclusive learning. The results of this study are expected to provide an evidence-based synthesis of the effectiveness of teacher training programs, as well as a reference in the development of policies and training designs that are more adaptive and responsive to the

needs of inclusive education.

METHOD

This study uses a library research approach to comprehensively identify, evaluate, and synthesize relevant empirical evidence regarding the impact of teacher training programs in improving teaching competence in inclusive education schools over the past ten years (2015-2025). This approach is used to construct a more general picture of teacher training programs, which is different from the systematic literature review approach.

The data collection process is carried out by screening articles published in reputable international journals and accredited national journals (Wasliman dkk., 2025). The focus of this research is on articles published in the last ten years related to teacher training programs for inclusive education.

The search process is carried out through a global indexed database through academic search engines such as Google Scholar. Keywords used in the search include combinations of keywords such as teacher training "AND" inclusive education "AND" competency.

1. Inclusion Criteria: Only articles published between 2015 to 2025 focused on evaluating the effectiveness of teacher training programs for inclusive education.
2. Exclusion Criteria: Studies that are conceptual, narrative reviews, and articles that do not focus on teachers implementing inclusive education.

After removing duplicates, the remaining articles are filtered by inclusion criteria. A number of relevant articles that have a strong methodology are then included for further data analysis. Data analysis was carried out through a thematic synthesis process, in which the findings of the selected articles were compared to identify patterns, recurring themes, and shared conclusions about the characteristics of the most effective training.

FINDINGS AND DISCUSSION

Findings

As a result of the literature study through the process of identification, screening, and fulfillment of eligibility criteria, as many as 10 articles were identified and included in the analysis with the following findings:

Table 1. Teacher Training Research Data (in the Last 10 Years)

No	Article Title	Journals and Rankings	Author and Year	Research Results
1.	Early Childhood Teachers' Dispositions, Knowledge, and Skills Related to Diversity, Inclusion, Equity, and Justice (Lang dkk., 2024).	<i>Early Childhood Research Quarterly (Q1)</i>	Lang et al. (2024)	This study analyzes how early childhood education (PAUD) teachers understand and apply the principles of Diversity, Inclusion, Equality, and Justice (DIEJ) in the field. Key findings show that teachers who have a deep conceptual understanding of DIEJ are more active and effective in building an inclusive learning environment. In addition, teachers from minority groups or who teach in very diverse classrooms show a more critical and in-depth application of DIEJ principles.
2.	Inclusive Education in Primary and Secondary School: Perception of Teacher Training (Triviño-Amigo dkk., 2022b).	<i>International Journal of Environmental Research and Public Health (IJERPH (Q1))</i>	Natalia Triviño-Amigo, et al. (2022)	This research shows that most teachers do not feel adequately prepared for inclusive education from the initial training they receive. However, continuous training has been shown to help improve their competence. In general, teachers have a positive attitude towards inclusive education, with primary school teachers showing better readiness and perception than secondary school teachers. Therefore, it is necessary to improve the quality of teacher training, both initial and continuous, to support the optimal implementation of inclusive education.
3.	A comparative study of pre-service teachers' knowledge, perceptions, and attitudes toward inclusive education (Jacob & Pillay, 2022).	<i>Frontiers in Education (Q1)</i>	Udeme Samuel Jacob and Jace Pillay (2022)	This study shows that the main difference in prospective teachers in inclusive education lies in the aspect of knowledge influenced by the study program, while perceptions and attitudes are relatively not significantly different. In general, the readiness of prospective teachers in inclusive education is largely determined by the quality of the training and curriculum they receive.
4.	Educational innovations for an inclusive learning environment: insights from the teachers' collaboration through lesson study (Basister dkk., 2025).	<i>Frontiers in Education (Q1)</i>	Michel P. Basister, Jöran Petersson, Rowena D. T. Baconguis (2025)	This research shows that teacher collaboration through Lesson Study (LS) plays an important role in producing learning innovations that support inclusive education. These innovations include student-centered learning, technology integration, and learning environment adjustments, which have been proven to increase student engagement, motivation, and understanding.

5.	Developing Teachers' Competency for Inclusive Education in Ethiopia (Kebede & Phasha, 2024).	<i>African Journal of Disability (Q2)</i>	Aschalew T. Kebede, Tlakale N. Phasha (2024)	Teacher training programs in Ethiopia have not been fully effective in developing teacher competencies to support the implementation of inclusive education. Although there are efforts through teacher education programs, the reality is that there are still various fundamental deficiencies in the aspects of knowledge, attitudes, and practical skills of teachers.
6.	The Effectiveness of Special Needs Child Identification Training for Inclusive School Teachers(Satwika dkk., 2019).	PSIKOSAINS (Journal of Psychological Research and Thought) (S5)	Yohana Wuri Satwika, et al. (2019)	This ABK identification training is effective for teachers in inclusive schools. The ability of inclusion school teachers to identify ABK has increased after the training.
7.	Compensatory Learning Training to Improve the Professionalism of Inclusive School Teachers (Efendi dkk., 2021).	Journal of Orthopedagogy: Journal of Extraordinary Education (S3)	Mohammad Efendi, et al. (2021)	The effectiveness of training on the implementation of compensatory service programs for children with special needs using a combination of online and offline was able to increase the capabilities of Inclusive School teachers in Treanggalek district by 5.35%. More than that, they seem to show an attitude of activeness, enthusiasm, and creativity in producing innovative compensatory learning programs for students with special needs.
8.	Training on the Development of Accommodative Learning Programs for Teachers in Inclusive Schools in Madiun City(Wagino dkk., 2023).	Transformation and Innovation: Journal of Community Service (S6)	Wagino, et al. (2023)	The training program (Bimtek) has proven to be effective in improving teachers' pedagogic competence, especially in designing and implementing accommodative learning, but continuous assistance is still needed so that implementation in the classroom is more optimal.
9.	Improving the Knowledge and Skills of Teachers of SD Muhammadiyah 4 Batu in Managing ABK Learning through Lesson Study(Poerwanti dkk., 2015).	JINoP (Journal of Learning Innovation) (S3)	Endang Poerwanti, et al (2015)	Lesson Studies have proven to be effective as a teacher training model because they are able to improve teachers' pedagogic, professional, and collaborative competencies, as well as support the successful implementation of inclusive education, although there are still structural obstacles that need to be overcome.

10.	Strengthening the Competence of Non-PLB Teachers for Handling Students with Special Needs in Inclusive Elementary Schools (Aziz dkk., 2025).	ABSYARA: Journal of Community Service (S5)	of	Abdul Aziz, et al (2025)	The results of this community service show that the workshop activities effectively improve the competence of non-PLB teachers in handling students with special needs in inclusive schools. Through this training, teachers have succeeded in improving their understanding of the concept of inclusive education and have practical skills in compiling simple identification and assessment instruments. In addition, participants are now able to develop individual lesson plans and implement various guidance strategies that suit the specific needs of students. The positive response and high enthusiasm from the school indicated that this training provided valuable experience that strategically strengthened the quality of inclusive education services at the primary school level.
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Based on the results of the description in Table 1. Teacher Training Research Data in the Last 10 Years, it can be analyzed that the success of inclusive education policies is not only determined by government regulations, but also depends on the capacity of teachers as the main implementers in the classroom. Policies that guarantee the right of every child to an education without discrimination have basically provided a strong legal basis for the implementation of inclusive schools. However, research data shows that the implementation of the policy still faces serious challenges when teachers' competencies have not developed optimally. Teachers are a key factor because they are the ones who directly interact with students, design learning, conduct assessments, and create a classroom climate that accepts diversity. Thus, the quality of inclusive education is highly determined by the quality of the teachers who manage it.

The results of the research listed in the table show that there are still many teachers who feel that they are not ready to carry out inclusive education. The study of Triviño-Amigo et al. (2022) shows that most teachers consider the initial training they receive to be insufficient to equip them with the ability to deal with the diverse needs of students. These findings indicate a gap between inclusion policies and the readiness of human resources in schools. Similarly, Kebede and Phasha (2024) found that teacher education programs in Ethiopia have not been fully effective in building knowledge, attitudes, and practical skills to support inclusion. From these two findings, it can be understood that inclusive education policies will be difficult to run if teachers do not have basic

competencies about learning differentiation, inclusive classroom management, and strategies for assisting students with special needs. This means that the existence of a policy alone does not automatically guarantee the quality of implementation in the field.

On the other hand, the table data also shows that appropriately designed teacher training can be a strategic solution to increase teacher capacity. Research by Satwika et al. (2019) proves that the training on the identification of Children with Special Needs is effective in improving the ability of inclusion school teachers to recognize the characteristics and needs of students. Efendi et al. (2021) also found an increase in teacher capability by 5.35% after participating in compensatory learning training based on a combination of online and offline. Meanwhile, Wagino et al. (2023) show that training in the development of accommodative learning programs is able to improve teachers' pedagogic competence in designing learning that adapts to the needs of students. Analysis of these findings confirms that when teachers receive relevant and applicable training, they are better equipped to translate inclusion policies into real learning practices.

Furthermore, collaborative training models have also been proven to have a wider impact on teacher professionalism. Basister explain emphasized that lesson study encourages learning innovation, collaboration between teachers, and continuous improvement of pedagogic and professional competence. This model is important because inclusive education cannot be imposed on one teacher alone, but requires cooperation between teachers, principals, and education staff. Thus, the capacity of teachers is not only measured by individual abilities, but also by their ability to work in a professional team to solve diverse student learning problems.

Analytically, the data in the Table. 1 shows that teacher capacity is a mediating variable between policy and the success of inclusive education. Government policies provide direction and legitimacy, but teachers determine the quality of their implementation at the grade level. If the teacher's capacity is low, the policy will stop as an administrative document. On the other hand, if teachers are equipped through continuous training, policies can be realized into fair, adaptive, and quality educational services. Therefore, the biggest investment in inclusive education should be directed at strengthening teacher competencies through systematic, contextual, and practice-oriented training programs.

Dimensions of Teacher Competency Improvement

Lifelong learning is a well-known concept in teacher training, endorsed in all educational institutions. However, there is no policy that specifies the scope necessary to promote this learning,

and many institutions do not have the controls or actions to enforce professional development, nor can they assess whether professional development and learning are being carried out (Kimhi & Bar Nir, 2025b). The dimensions of improving teacher competence in inclusive education include pedagogic, professional, social, emotional, and collaborative aspects. Literature studies from the last ten years confirm that teacher training is effective in improving teaching skills, attitudes towards diversity, and learning differentiation skills.

Real-world practice-based training has proven to be more effective than training that is only theory-oriented. Teachers who take part in inclusive classroom simulations are able to develop adaptation skills in dealing with the diversity of students, including children with special needs (ABK). Through hands-on practice, teachers not only understand the concept of inclusion in the abstract, but also learn to manage classroom dynamics, develop differentiated learning strategies, and anticipate challenges that arise in real situations (Yulaichah dkk., 2024). This makes them more prepared and confident in applying the principle of inclusion in the classroom.

In addition, the effectiveness of training is highly dependent on the sustainability of supportive policies. Training that is carried out systematically and repeatedly provides an opportunity for teachers to deepen their knowledge, improve weaknesses, and adjust skills to the development of student needs. One-time training often only produces short-term impacts, while ongoing training allows teachers to build stronger and more consistent competencies. With policies that support continuous training, teachers can continue to improve their professional capacity in line with changes in curriculum and student characteristics.

Another dimension that is no less important is the integration of emotional competence. Teachers who have high emotional intelligence are better able to create a friendly classroom climate for children. They can manage personal emotions, show empathy, and build positive relationships with students with diverse needs (Redhana, 2024). This emotional competence is an important foundation in creating an inclusive learning atmosphere, where every student feels accepted, appreciated, and supported to develop to their potential.

Cross-role collaboration is a determining factor for the success of teacher training in the context of inclusion. The effectiveness of training increases when it involves regular teachers, special assistant teachers, and other education personnel. This collaboration allows for the exchange of experiences, the development of joint strategies, and the sharing of responsibilities in support of inclusive learning. By working as a team, teachers can present a more comprehensive and responsive

approach to student needs, so that inclusive education can run optimally.

Determinants of Training Success

The effectiveness of an inclusive teacher training program is largely determined by the design, focus of the material, and the impact it produces on teacher competence. The first determining factor is the design of the training itself. Training should be designed systematically, contextually, and oriented to real practice to support the successful implementation of inclusive education, especially at the early childhood education level. The methods used, such as Contextual Learning, have been proven to be effective in addressing specific learning problems in inclusive education schools.

Successful implementation also requires cooperation and policy alignment between ministries, education offices, schools, and LPTK. The second determining factor is the focus of the training material. Training with specific objectives, such as training on the preparation of Individual Learning Programs (PPI), is very effective in improving collaboration skills between classroom teachers and Special Education Teachers (GPK) in compiling PPIs, with an increase in skills reaching 0.879. Similarly, special training on the Identification of Children with Special Needs (ABK) has been shown to be very effective in improving the ability of inclusion school teachers to identify after training.

The third determining factor is internal impact and performance. Training makes a significant contribution to improving self-efficacy, pedagogical competence, and teacher readiness in dealing with the diversity of students. Although the implementation of training may have weaknesses (such as incomplete material and the absence of a final evaluation), competency training still has a fairly high influence (by 39.5%) on teachers' performance in organizing inclusive education, which can be seen from the teacher's ability to provide assessment and motivation to ABK students.

Implementation Challenges and Limitations of Effectiveness

The policy practice gap is an obstacle to implementation. Many studies have found that although inclusion policy frameworks are becoming clearer at the national and regional levels, teacher training is often not followed by concrete changes in school organization (e.g., curriculum adaptation, time allocation, access facilities). As a result, teachers are again faced with classroom conditions that do not support the application of the practices learned during the training, a gap that reduces the potential for learning transfer from training to classroom practice. These findings are

consistent with policy studies and systematic reviews that emphasize that training alone is not enough without structural and managerial support of schools (Novrizal & Manaf, 2024).

Limited resources and infrastructure constrained the effectiveness of training. Empirical studies in Indonesia show that the limitations of facilities (adaptive classrooms, differentiated teaching materials, learning aids) and teachers' workload reduce teachers' capacity to implement the inclusive strategies learned. In such contexts, training often results in an increase in declarative knowledge but little meaningful change in practice due to logistical and financial barriers at the school level. This emphasizes that the evaluation of program effectiveness needs to include aspects of infrastructure readiness (Soeharto dkk., 2024).

Evidence suggests that many training programs are short workshops (one off) that emphasize general knowledge or theory rather than repetitive practice and coaching in the field. Without elements of continuous practice (coaching, mentoring, lesson study) and without adaptation to the specific needs of inclusive education implementation (e.g., collaboration with accompanying teachers, differentiation techniques for diverse needs), short-term effects are difficult to sustain. International review studies have also shown that programs that combine school-based training, observation, and feedback have a stronger effect than training alone (Herrera-Seda & Walton, 2025).

Not all programs are implemented by facilitators who have adequate inclusive pedagogic competence. Differences in training curriculum, facilitator backgrounds, and lack of national standards for training materials lead to inconsistent results between regions/schools. Studies highlight the need for certification or training quality standards so that outputs can be standardized and replicated.

To overcome several existing challenges, there is a training model that can be implemented, namely (a) designed school-based with field coaching and mentoring, (b) accompanied by organizational changes (schedule, facilities, workload), (c) containing modules to strengthen affective aspects (attitude, self-efficacy), and (d) using multi-method evaluations including student outcome measurement. Standardization of training materials and the development of facilitator competencies are also important to minimize quality variability.

CONCLUSION

Based on the results of a systematic review of research in the last ten years, it can be concluded that teacher training programs play a significant role in improving teaching competence

in inclusive schools. These improvements include pedagogic aspects, differentiation skills, and the ability to prepare Individual Learning Programs (PPI/IEP). The most effective program is continuous training based on real practice, complemented by mentoring (coaching and mentoring), as well as adequate policy and school structure support. In contrast, short theory-based training tends to produce limited and unsustainable impact. The effectiveness of training is also influenced by external factors such as leadership support, collaboration between teachers, and the availability of infrastructure. Therefore, the development of teacher training policies needs to be directed towards a contextual, sustainable, and responsive model to real needs in inclusive schools, so that the quality of educational services for all students can be guaranteed.

The results of this study provide important implications for policymakers and education practitioners in designing teacher training programs for inclusive schools. First, training needs to be designed in an ongoing manner with a real-world practice-based approach, complemented by mentoring and mentoring to make the transfer of skills to the classroom more effective. Second, training policies must be integrated with the school structure, including curriculum adjustments, teacher workloads, and leadership support from school principals, so that the results of the training can be applied optimally. Third, the training program must be adjusted to the local context, paying attention to the availability of infrastructure, school culture, and student characteristics, so that it is relevant to the real needs in the field. Fourth, training needs to involve cross-role collaboration between regular teachers, Special Assistant Teachers (GPKs), and other education personnel to build a solid team in supporting inclusive learning. In addition, the aspect of teachers' emotional competence must also be strengthened, because emotional intelligence plays a big role in creating a friendly and supportive classroom climate for Children with Special Needs (ABK). Finally, the evaluation of the effectiveness of training should be carried out in a multi-dimensional manner, measuring not only the improvement of teacher knowledge, but also changes in teaching practices and their impact on student learning outcomes. Thus, inclusive teacher training policies can be more applicable, responsive, and sustainable in improving the quality of educational services for all students.

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