



SYSTEMATIC LITERATURE REVIEW: AN EXPLORATION OF TEACHER COMPETENCIES IN INCLUSION EDUCATIONS

TINJAUAN PUSTAKA SISTEMATIS: EKSPLORASI KOMPETENSI GURU DALAM PENDIDIKAN INKLUSI

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ABSTRACT

This research examines the exploration of teacher competency in inclusive education which can be identified through pedagogical, professional, social and personality competencies. This research uses Systematic Literature Review (SLR) to identify, review and evaluate several studies that are relevant in answering the problem statements. Moreover, research with SLR method has several stages from formulating questions, searching for literature, determining the indicators, examining the literature, presenting, processing and drawing conclusions from the data obtained. Based on literature review, the researchers found 20 articles and reselected it into 12 articles. Then, researchers compare the findings and draw conclusions from these results. From the research result, it was found that competency becomes a media for providing the best learning quality for student's satisfaction in teaching and learning process. This proficiency is critical because it allows teachers to fulfill their roles as facilitators, motivators, inspirers, learning guides, and resources for students rather than being ordinary teaching agents that only acts as learning source for their students.

Keywords: Exploration of Teacher Competencies, Inclusive education, Teacher competency

ABSTRAK

Penelitian ini mengkaji tentang eksplorasi kompetensi guru pada pendidikan inklusi. Berfokus pada eksplorasi kompetensi guru pada pendidikan inklusi. Kompetensi guru dengan kompetensi pedagogik, profesional, sosial dan kepribadian pada pendidikan inklusi. Systematic Literature Review (SLR) digunakan dalam penelitian ini untuk mengenali, meninjau dan mengevaluasi beberapa penelitian yang relevan dalam menjawab pertanyaan yang sudah ditetapkan. Penelitian dengan SLR memiliki beberapa tahapan mulai dari perumusan pertanyaan, pencarian literature, penetapan kriteria atau indikator, penyeleksian literatur, penyajian, pengolahan dan penarikan kesimpulan data yang diperoleh. Pencarian literatur menghasilkan 20 penemuan artikel dan diseleksi berdasarkan kriteria atau indikator menjadi 12 artikel. Peneliti membandingkan hasil penemuan dan menarik kesimpulan dari hasil tersebut. Sehingga, kompetensi menjadi alat untuk memberikan pelayanan terbaik agar peserta didik mendapatkan kepuasan dalam proses belajar-mengajar. Penguasaan kompetensi ini sangat penting agar dalam melaksanakan tugasnya, Guru tidak hanya berperan sebagai sumber belajar yang menyampaikan pengetahuan kepada peserta didik, tetapi berperan sebagai fasilitator, motivator, pemberi inspirasi, pembimbing belajar, dan tempat konsultasi peserta didik.

Kata kunci: Eksplorasi Kompetensi Guru, Pendidikan inklusi, Kompetensi guru

INTRODUCTION

Inclusive education is a new perspective in Indonesian education that began to be implemented since 1990, along with the world conference on education and the statement on inclusive education in 1994 (Ni'mah, 2022). Inclusion is defined as the acceptance of students who have problems or obstacles to curriculum, environment, social interaction and self-concept or school vision and mission (Asyari et al., 2023). In the Training of Trainers module, inclusive education concerns how teachers and classmates welcome all students in the classroom and recognize that student diversity does not require the use of a single approach for all students. In addition, the future education cannot be separated from the role of teachers as the parameter of successful education. Moreover, successful education can be identified based on learning quality, which is closely related to teacher's quality since it affecting the teaching and learning process in the classroom. The process of teaching and learning itself is an effort to achieve the educational goals which requires the role of teacher in creating conducive teaching and learning interactions (Kawakip et al., 2023). In accordance with Government policy in Law No. 14 of 2005 article 9 paragraph 1 which stipulates that the competence of teacher as learning agents at primary, secondary education levels and early childhood education includes pedagogical competence, personality competence, professional competence and social competence (Arifa & Prayitno, 2019). Through these 4 competencies, a teacher is expected to understand the characteristics of teaching and learning interactions and implement it during teaching and learning process. Moreover, the teacher required to become expert in curriculum, learning theory, learning media, learning technology, evaluation techniques, and student's characteristics. These aspects is very essential for teachers in conducting their duties as facilitator, motivator, inspirer, learning guide, and place for students to consult with rather than being teachers that only acts as learning resources for their students. In addition, the regulation of Minister of National Education number 16 of 2007 states that academic qualifications of Elementary Teachers must have a minimum educational academic qualification of diploma four or bachelor's degree in Elementary education or Psychology, that obtained from A accredited study program. Furthermore, teacher's competency standards on personality competence is identified with behave in accordance with the norms of religion, law, social and Indonesian national culture; presenting themselves as honest, noble and a role model for students and their environment; presenting themselves as a steady, stable, mature, wise and authoritative person; showing work ethic, high responsibility, pride in being a teacher and self-confidence; and upholding the code of ethics of teaching profession (Peraturan Menteri Pendidikan Nasional Republik Indonesia, 2007).

The results of previous research conducted by Nada found that pedagogical competence and professional competence are essential in realizing inclusive learning (Nada, 2022). In addition, teachers' pedagogical competence in learning process for students with special needs in inclusive classes can be identified through assessment. Moreover, teacher's professional competence during the learning process for students with special needs can be assessed by their expertise of the material taught in class according to the teaching module. The research conducted by Rahman conclude that teacher competence in implementing inclusive education learning requires the training process (Rahman et al., 2023). Comprehensive training aims to increase the teacher's knowledge that resulting in direct behavioral change. Therefore, equitable training for all stakeholders in the school is really crucial, especially for teachers. The research conducted by (Ediyanto, 2021) shows that learning modifications are needed to provide more equal opportunities in inclusive classes, especially in utilizing the use of digitized and relevant learning media to facilitate the learning process

From these regulations, previous research and issues, it is necessary to improve the teacher competencies in inclusive education. Moreover, the competencies to support teacher performance in inclusive education must be implemented effectively, comprehensively and explicitly. Based on this phenomenon, this research examines the exploration of teacher competencies in inclusive education.

METHODS

Systematic Literature Review (SLR) was used in this research to identify, review and evaluate several relevant studies in answering the research problems (Fitriani & Putra, 2022). The research with SLR has several stages from formulating problems, searching for literature, determining the research indicators, examining the literature, presenting, processing and drawing conclusions from the data obtained (Yulia Anjarwati, 2021). This research focuses on exploring teacher competencies in the form of pedagogical, professional, social and personality competencies in inclusive education. In addition, the systematic literature review process is as follows:

First, formulate some research questions regarding the indicators of teacher competence in inclusive education in the form of pedagogical, professional, social and personality competencies. Second, search for literature from 2019 to 2023 on Google scholar with the keywords "Teacher Competence in Inclusive Education." Third, focus on the indicators of the concepts of pedagogical, professional, social and personality competencies in inclusive education. Based on literature review, the researchers found 20 articles and reselected it into 12 articles. Furthermore, the researcher arranged the articles into table, reviewed it, compared each finding and drew conclusions from the research results.

RESULT AND DISCUSSION

Based on 20 articles selected, the researchers found 12 articles that discussed the concept of teacher competence in inclusive education in the form of pedagogical, professional, personality and social competencies. Moreover, teacher competencies are the skills that the teachers should have with the aims to develop the educational quality while also improving the quality of teaching and learning processes. In Article 8 cited in Yuwono and Mirnawati (2021) which states that teachers must have academic qualifications, competencies, educational certificates, physical and spiritual health, along with the ability to realize national education goals It also followed by article 10 paragraph 1 quoted in Rahman which stipulates that teacher's competencies as referred to in article 8 include pedagogic competencies, personality competencies, social competencies and professional competencies that obtained through professional education (Rahman et al., 2023). Therefore, inclusion teachers must have the following competencies:

Table 1. The Research Result on Teacher Competence in Inclusive Education

| No | Authors, Publication Year and Title of Research | Similarities | Differences |
|----|---|---|---|
| 1. | Mujiafat, 2023, "Teacher Preparation in Implementing Inclusive Education" | Discussing about inclusion teacher competencies | <ul style="list-style-type: none"> a. Inclusive teacher competencies are discussed at all levels of education. b. In-depth research on teacher preparation in the implementation of inclusive education through literature review method, both readiness in personality, social and pedagogical competencies. |
| 2. | Wulandari & Hendriani, 2021, "Pedagogical Competence of Inclusive School Teachers in Indonesia" | Discussing the competencies of inclusion teachers | <ul style="list-style-type: none"> a. In-depth discussion of inclusion teachers' pedagogic competencies b. The subject of the research is more extensive with the teachers in Indonesia. |

| No | Authors, Publication Year and Title of Research | Similarities | Differences |
|-----|---|--|---|
| 3. | Ediyanto, 2021, "Improving School Teacher Competency through Structured Assistance (Planning, Action & Observation, and Reflection)" | Discussing the development of inclusive teacher competencies | In-depth improvement of inclusive teachers' competencies (pedagogical, professional, social, personality) through structured mentoring during the COVID-19 pandemic. |
| 4. | Jamiin, 2019, "Pedagogic and Social Competencies of Classroom Teachers in Inclusive Education at Balirejo Primary School, Yogyakarta" | Discussing about inclusion teacher competencies | a. Discussing about pedagogic and social competencies of classroom teacher b. The case study is located in one research site |
| 5. | Putri & Hamdan, 2021, "Teacher Attitudes and Competencies in Inclusive Education at Primary Schools" | Discusses the competencies of inclusion teachers in elementary schools. | Discusses the relationship between teacher attitudes and competencies in primary schools. |
| 6. | Rahman et al., 2023, "Principles, Implementation and Teacher Competencies in Inclusive Education" | Discussing about inclusion teacher competencies | a. More specific discussion of principles, implementation and teacher competencies in inclusive education. b. The relationship between attitudes and teacher competencies in inclusive education |
| 7. | Nada, 2022, "Study of Teacher Competency Analysis in Inclusive Classroom Learning of International Islamic School in Yogyakarta." | Discusses the inclusion teacher's competencies in implementing learning. | a. Discusses the two focuses of teacher pedagogic and professional competencies. b. Single-site and international standardized case studies |
| 8. | (Nindya Ayu, 2022), "The Implementation of Special Teacher's Duties and its Problems as a Professional Educator in Inclusive Schools in Surabaya" | Discusses the competency of GPK in inclusive schools. | Discussing more deeply the duties of the GPK in terms of the professional competencies in inclusive schools in Surabaya. |
| 9. | Gerry Olvina, 2022, "Special Education Teacher (GPK) in Palangka Raya Inclusive School" | Discussing about teacher competencies | In-depth discussion about the role and implementation of GPK at the primary school in Palangka Raya. |
| 10. | Lau, 2023, "Workshop on Inclusive Teacher Competencies to Improve Learning for Inclusive Elementary School Students in Cililin" | Discussing about inclusive teacher competencies | Discussing deeply related to human resource management (teachers) through inclusive teacher competency workshops |
| 11. | Nuraeni, 2022, "The Socialization of Inclusive Education to improve the competence of Pre-school teachers" | Discussing about teacher competence in inclusive education | Discusses on how to improve teachers' competencies through socialization in inclusive education to increase the teachers' understanding of their roles and functions, along with to adapt with student's needs and the school system. |

| No | Authors, Publication Year and Title of Research | Similarities | Differences |
|-----|--|--|--|
| 12. | Mumpuniarti, 2019, "Regular School Teachers' Preparations for the Implementation of Inclusive Education" | Discussing about Teacher competencies in inclusive education | Discusses in more depth about the teacher's preparation in inclusive education through teacher's competencies, especially in minimizing pedagogical competencies that are more prominent than the previous level of education. |

Pedagogical Competence

According to (Jamiin, 2019), pedagogic competence is the teacher's ability to manage their student during teaching and learning process, such as:

- a. Knowledge of the concept of education
Teachers are able to implement various educative and creative approaches, strategies, methods and techniques of learning according to the teacher's competency standards and the condition of the students' characteristics that able to motivate them to learn. Moreover, the teachers also provide opportunities for students to master learning materials through the organization of learning process and varied activities, ensure students' level of understanding of learning materials, explain the objective for the implementation of teaching and learning process both in accordance with the plan or different from the plan, implement various techniques to motivate students' learning, plan learning activities based on learning objectives, and pay attention to learners' perspective in understanding the learning materials.
- b. Understanding the students' characteristic
Teachers understand that students have diverse characteristics in terms of intelligence, emotions, talents and language. Then, the teacher should able to direct their students to focus on skills in a particular area and demonstrate them in an appropriate way.
- c. Curriculum or syllabus development
Teachers are able to develop syllabus and use the teaching modules based on the learning objectives
- d. The implementation of educational and dialogical learning
Educative learning practices should be oriented towards the development of students' potentials. In addition, the teachers should be able to develop and conduct the educational lesson planning in a holistic manner. Thus, teachers need to have effective, empathic and polite communication with students along with enthusiastic and positive attitude.
- e. Developing students to self-actualize their potentials
Teachers are able to analyze student's potentials and identify its development through learning programs that support their academic, personality and creativity.
- f. The use of learning media and resources
The teacher should create effective and efficient learning conditions to stimulate teaching and learning process
- g. The evaluation of learning results
The teacher conducts an evaluation of the progress and learning outcomes from the assessment results for planning enrichment or remedial programs.

Professional Competence

According to Hamalik, professional competence is the teacher ability in any subject that is related to student's activities and learning outcomes (Wahyono et al., 2020). The indicators of a teacher's professional competencies can be categorized as follows:

- a. Class management
Describes the teacher's skills in designing, organizing and managing learning resources in an effective and efficient teaching and learning process.

The professional competencies as mentioned in the Law on Teachers and Education in 2005 states that these competencies have several indicator as follows (Gerry Olvina, 2022):

- a. The learning material is knowledgeable in accordance with the content standards of the educational unit program or subject being taught
- b. Concepts and methods of scientific, technological or artistic disciplines must be relevant in a conceptual way based on the program of educational unit or subject being taught.

Social Competence

In the relationship with parents or student's guardians, teachers must be able to develop a close relationship based on mutual trust. In addition, teachers must be able to involve parents or student's guardians in various learning activities. This involvement is important in monitoring the leaning development of each student, especially in solving the learning difficulties faced by students themselves. Teachers are expected to give a good example to their environment by fulfilling their rights and obligations as part of the community. Moreover, teachers should need to be very friendly, helpful, and social-rather than being locked off and unconcerned with others (Indrianto & Rochma, 2020). In addition, social competence is the teacher's ability to communicate and associate effectively with students, other teachers, education professionals, parents/guardians of students, and the surrounding community (Wulandari & Hendriani, 2021).

The ability to communicate and interact both individually and in groups with students, other teachers, education professionals, school parents and the community in an effective manner is really necessary for teacher's social skills. Additionally, while conducting their responsibilities as a member of society and a teacher, teachers must be able to adapt to the demands of their jobs and the environment around them. Subsequently, it should be necessary for teachers to have a positive social attitude in both the school and the society.

Personality Competence

According to Kunandar (2008), personality is a personal ability that reflects a stable, mature, wise, noble and authoritative character that become the role model for students (Ekawarna & Salam, 2020). It can be concluded that teachers should have these aspects of personality competence, such as:

- a. A constantly evolving personality
- b. Monodualist personality
- c. The personality lies behind the behaviours that are characterized in a typical individual
- d. There is no individual who has two personalities
- e. Serves to adapt to the environment

Moreover, the indicators of teachers who have a personality skill are described by the following characteristics (Utamy et al., 2020):

- a. Be faithful to God Almighty with all attitudes, characteristics and practices that reflect it
- b. Enjoys getting along with children or students
- c. Have full interest, attention, passion and desire to develop their competence
- d. Have aspirations for lifelong learning for both themselves and students

In addition, the personality competencies that each teacher should have are(Sulaiman & Ismail, 2020):

- a. Personal integrity with organized, competent and creative work habits
- b. Highly responsive to innovation and reformation
- c. Alternative thinking
- e. Fair and honest
- f. Discipline in conducting the tasks
- g. Diligent and dedicated to work
- h. Attempt to obtain the best possible work results
- i. Sympathetic and attractive, flexible, wise and simple in action
- j. Open-minded
- k. Authoritative

The four competencies are very necessary for a teacher, especially in the implementation of inclusive education. Pedagogical competence is essential to help teachers in understanding the student's characteristics, along with professional competence by utilizing teaching materials based on student's needs and the facilities of the educational institution itself. Moreover, the social competence is required to communicate effectively and efficiently with the students, fellow teachers, and parents. Then, the personality competence is the ability to become a role model for students.

The four Teacher competencies in inclusive education need to be supported by competency improvement policies through training/socialization/workshop activities. Thus, dynamic inclusive education can be a relevant target to the culture or phenomena in society. Therefore, the improvement is explicitly explained in these three researches to support teachers' competencies in inclusive education. In the form of pedagogy, professional, social and personality skills.

CONCLUSION

It can be concluded that teacher competencies are knowledge, skills, and abilities that teachers need to have, respect and develop to conduct their duties or responsibilities. In addition, competence is a necessary element to provide the best teaching and learning process for the satisfaction of the students themselves. This also supported by Government regulation in Law No. 14 of 2005 article 10 paragraph 1 which states that teacher competencies as learning agents at primary, secondary education levels and early childhood education in Indonesia consist of pedagogical competencies, personality competencies, professional competencies and social competencies. Through these 4 competencies, a teacher is expected to understand the characteristics of teaching and learning interactions and implement them during teaching and learning process. In order for the teaching and learning process to run effectively according to plan, the teachers must be experts in curriculum, learning theory, learning media, learning technology, evaluation techniques, and the characteristics of their students. This proficiency is critical because it allows teachers to fulfill their roles as facilitators, motivators, inspirers, learning guides, and resources for students rather than being ordinary teaching agents that only acts as learning source for their students.

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