

A Systematic Review on Teacher Competencies and the Implementation of Inclusive Education in Indonesia

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ABSTRACT

This study explores teachers' proficiency in inclusive education, focusing on how their skills influence the academic performance of students requiring special support. By analyzing the impact of teachers' skills on student achievement, this systematic literature review (SLR) offers deeper insights into the outcomes of training programs aimed at enhancing teachers' abilities to better support inclusivity in education. Following the updated 'Preferred Reporting Items for Systematic Reviews and Meta-Analyses' (PRISMA) framework, we carefully reviewed 15 articles published over the last eight years from three major databases. Our examination focused on the 'what, who, and how' of teacher competencies, including research methods, contextual applicability, and validity and limitations of the selected literature. We discussed teachers' skills and inclusive education to examine how their expertise shapes the management of students with disabilities within public schools. This provides important insights into classroom management practices that can support inclusive education.

INTRODUCTION

Inclusive education strives to promote inclusive learning and help learners reach their full potential. This approach emphasizes the growing adoption of inclusive education as a means of ensuring equal opportunities for all students, particularly those with unique educational needs (Setiawan., et.al 2021). The Indonesian government has established regulations to facilitate the practice of inclusive education and acknowledges its significance. According to Law No. 20/2003 concerning the National Education System, all citizens are entitled to access quality and equitable education, including individuals with special needs. Nevertheless, numerous challenges persist in real-world implementation (Budijanto, et.al, 2021). Education is a human right that is protected by international and national legal instruments, as it ensures that all children without exception can get an education. The 2024 National Socio-Economic Survey by the Central Statistics Agency reported that out of 3 million children unable to attend school, 1 million had special needs (BPS, 2024). To address this issue, inclusive education is recognized as a progressive approach that broadens educational access for all children, including those with special needs. The vision promoted by inclusive education is justice, equal rights and equality, which is in line with the ideology of transformative critical education. In the ideology of transformative critical education, these three principles are highly upheld (Nisak, 2018).

Supporting inclusive education requires teachers to possess strong competencies. Nurfuadi (2019) defines competence as an individual's capacity to perform their professional duties effectively, encompassing skills in critical thinking, behavior, and continuous social interaction. The teaching profession is governed under UUSPN Law No. 20 of 2003, Article 10, which stipulates that teachers must demonstrate strong competencies, including personal, social, pedagogical, and professional skills. Setting a positive example is an integral part of a teacher's personal competence. Similarly, social competence requires teachers to develop strong communication and interaction skills with students, parents, colleagues, school leaders, and the wider school community. Hasanah (2019) highlights that Law No. 14 of 2005 on Teachers and Lecturers, Article 4, underscores the role of teachers as facilitators of learning who contribute to enhancing the overall quality of national education. To fulfill their roles effectively, teachers are expected to meet specific requirements, with professional competence being one of the primary criteria.

The results of this study are in line with the observations that researchers made in several schools that organize inclusive education in the implementation of learning, teachers do not use special media for students when teaching, for example concrete objects or only use pictures of the objects being studied. Then the class teacher does not use the right method for students when teaching, such as the teacher only uses the lecture method, asking students to read the text in the book, little question and answer. Then, the evaluation given by the teacher for students is still equalized, at the end of learning the teacher gives the contents of the same evaluation questions to students, with language that is difficult to understand. Seeing some of these

problems, researchers are interested in finding out about methods, media, approaches, presenting material that suits the needs of students and what forms of evaluation are used by classroom teachers in learning students at school (Khofiatun., et.al, 2020). Novelty of this research Focuses on aspects that are still less explored such as cultural factors, collaboration between teachers, and challenges in developing competencies in inclusive education. The urgency of this research is that inclusive education is a global concern, and teacher competencies play a crucial role in its implementation. These topics can provide insights into how to improve the effectiveness of inclusive education in a more practical way.

So the researcher used a qualitative method with a descriptive approach. Based on a literature review on several, namely teacher competence and inclusive learning models for students. The analysis reveals the importance of designing an inclusive learning framework tailored to the needs of individual students and guided by teachers' professional capabilities, which are evaluated through seven aspects of domain theory and five core dimensions of teacher competence as outlined by the Educator Standard Ohio Teacher. Teacher competence impacts the inclusive learning process in school education, as evidenced through various aspects such as attitude, skills, values, comprehension, and knowledge.

LITERATURE REVIEW

Theory Planned Behavior (TPB)

This research draws upon the Theory of Planned Behavior, which provides a framework to understand how different factors influence behavior, including the link between attitudes and normative or perceived beliefs (Ajzen, 1985). According to this theory, the main determinant of a person's behavior is their behavioral intention. The theory highlights three key determinants of intention, namely attitude toward the behavior, subjective norms, and perceived behavioral control (Ajzen, 1987). Empirical research has repeatedly shown its effectiveness in understanding behavioral determinants and designing interventions to influence behavior (Ajzen, 2011). Armitage and Conner (2001) reported that this theory accounts for 27% of the variance in actual behavior and 39% in behavioral intentions, demonstrating its effectiveness in explaining human actions.

Aligned with this theory, the development of intentions – particularly in areas such as pedagogical change or teaching practices linked to professional learning programs – is shaped by teachers' attitudes toward the behavior, the social pressure they perceive (subjective norms), and their perceived ability to perform the behavior (behavioral control), which is reflected in prior experience, prior knowledge, and newly acquired knowledge (Ajzen, 1991). A more positive attitude, supportive subjective norms, and higher perceived behavioral control significantly strengthen an individual's intention to engage in the behavior. This understanding can provide valuable insights for implementing intervention strategies to effectively change this behavior.

Competence

The Environmental Theory of Competence refers to the ability to express one's inner potential (Lawton, 1977). This remains a significant obstacle to the optimal use of competencies. Within education, the structure of society, learning culture, and environment is closely linked to teachers (Casey, 2009). The relationship between environment and behavior is highlighted in environmental psychology, as Goldhagen (2017) describes it as "the basis for building our past, present, and future identities." Leighton (2021) states that a teacher demonstrates competence through their ability to understand and express essential traits. Additionally, it outlines the defining traits of a spatially competent teacher as one who 'purposefully and thoughtfully employs specific attributes' the classroom and surrounding environment to achieve specific pedagogical goals" (Leighton, 2021, p.251).

Managing students' learning, designing and implementing learning and evaluating learning outcomes and designing learning implementation is a pedagogic competence. Every teacher needs to have the ability to manage student learning, including classroom teachers in inclusive education schools. Starting from the ability to design and implement learning that is tailored to the needs of students, evaluate student learning outcomes appropriately so that the potential of students can develop (Mulyasa., 2019). Planning before learning is an activity that needs to be carried out by classroom teachers. According to Meutia & Mursita, (2018) Classroom teachers must be able to determine the learning objectives that will be achieved by their students, and must also be able to choose what methods are appropriate for all students, and prepare what media will be used during learning so that teachers understand the abilities of their students, and learning objectives can be achieved.

Inclusive Education

As noted by Stubbs (2008), the concept of Inclusive Education defined during the Agra Seminar received approval from 55 participants representing 23 countries, primarily from the 'Global South,' in 1998. The South African White Paper on Inclusive Education later adopted this definition with minimal revisions: Agra Seminar Definition and South African Policy, Inclusive Education encompasses the following principles:1. It extends beyond formal education by incorporating learning within homes, communities, and both formal and informal systems. 2. It acknowledges that every child has the ability to learn. 3. It develops educational frameworks, systems, and methods to address the needs of all learners. 4. It values and respects diversity among children, including differences in age, gender, ethnicity, language, disabilities, and HIV/AIDS status. 5. It represents an evolving process that adapts to cultural and contextual changes. 6. It serves as part of a larger strategy to foster a more inclusive society.

Inclusion is a "philosophy" that states that classrooms and communities are incomplete without including children with all needs. Inclusion is a mindset of how to give equal opportunities to all children, one of which is to learn in the same class (Arismunandar, 2024). Inclusive education has become a topic of political debate, resulting in policies that require the government to provide

adequate services and facilities. These policies emphasize delivering quality education inclusively across all types, pathways, and levels of education, tailored to meet the specific needs and abilities of learners. Tyas Pratiwi et al. (2022) state that inclusive education has become a global priority, driven by the Sustainable Development Goals (SDGs), which emphasize ensuring that all children, without exception, have access to their social rights and quality education across all educational types, pathways, and levels, and has become a major agenda in education for all in regular education units. In Indonesia, the implementation of inclusive education has seen significant progress since 2003, with over 36,000 educational institutions now offering inclusive learning opportunities.

METHODOLOGY

According to Zawacki-Richter, (2020) a systematic literature review refers to a research methodology for synthesizing key research results that answer specific questions. Through SLR, a detailed review of selected papers can be conducted to comprehensively record and assess the state of knowledge on a particular topic, identify existing gaps, and provide recommendations for further practical and empirical/future studies. Peričić (2019) states that systematic literature reviews (SLR) utilize the 'Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework, which includes a flowchart and checklist to enhance analysis and reporting methods. Originally according to Børte, et.al, (2023) derived from the medical field and adapted for educational research reviews, PRISMA has been adapted and widely used in qualitative and quantitative reviews of studies. We adopted the updated PRISMA 2020 guidelines from the previous version and used improved technology and terminology in the systematic review. PRISMA provides comprehensive, clear, structured, transparent, and reproducible guidance, including key metrics such as 'methodology', 'source information', 'search strategy', and 'selection process' (Page, et.al, 2021).

RESEARCH RESULT

According to Moher, et.al, (2019) PRISMA 2020 starts with 'eligible criteria' for literature screening. Screening is categorized into three stages: identification, screening, and inclusion, as described in the table below.

Table 1: Criteria for Including and Excluding Articles in the Search

Criteria for Inclusion	<ul style="list-style-type: none"> • Peer-reviewed journal article • Full-text available • From the last 8 years (2018–2024) • Indonesia text • Key words: 'pedagogy in Competency and Educational Inclusive'
Exclusion Criteria	<ul style="list-style-type: none"> • Empirical and theoretical studies • Review articles and short forum/discussion papers

- Articles not set in higher education context.
- Competency theories and histories
- Articles on international students
- Comparative studies in education

Sumber: Data diolah, 2024

Identification

Inclusion criteria were used for the identification stage (Table 1). First, peer-reviewed journal articles from the last eight years (2018-2024) in three databases were searched, including publishers scient direct, Taylor and Francis, and Publish or perish. This eight-year focus was chosen to reflect current pedagogical practices and approaches in inclusive education. Further narrowing the focus to an eight-year span ensured that the data set remained manageable for comprehensive analysis. Both empirical and theoretical studies were included to cover a diverse range of approaches and theoretical frameworks, resulting in an initial total of 683 papers.

Screening and Included

Exclusion criteria were used for the screening and including stage (see Table 1), which resulted in 94 papers meeting the requirements. After removing duplicates from this collection, 59 papers remained which involved relevance assessment of titles, abstracts, subject terms and keywords. The subsequent full-text review, documented in a spreadsheet, included examination of the abstract, definition of Competencies, extensive literature on Competencies, theoretical framework, methodology, key findings, and contextual relevance.

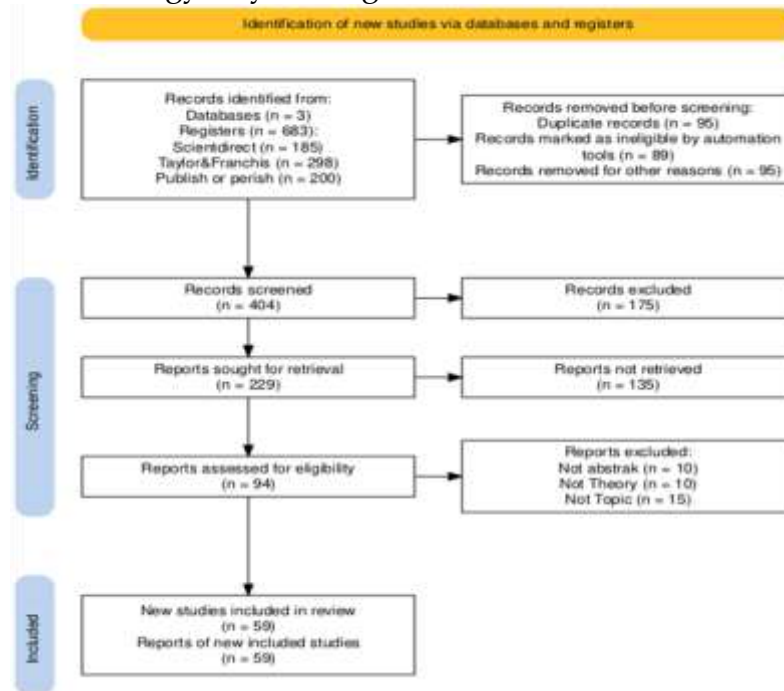


Figure 1. Flowchart new student database

DISCUSSION

How does teachers' expertise in inclusive education influence classroom management strategies to support students with disabilities in mainstream schools?

PICOS:

- a. Population: Educators working in public schools
- b. Intervention: Teachers' skills and competencies in inclusive education
- c. Comparison: Teachers with basic competencies or no specialized training in inclusive practices
- d. Outcome: Strategies for managing classrooms to address the needs of students with disabilities
- e. Study Design: A systematic review of the literature
- f. Explanation: Focusing on classroom management, this study aims to understand how teachers' competence in inclusive education affects the way they manage students with disabilities in mainstream school settings. It provides important insights into classroom management practices that can support inclusive education.

How do teachers' competencies in inclusive education impact the academic performance of students with disabilities in primary and secondary education?

PICOS:

- a. Population: Teachers in primary and secondary schools
- b. Intervention: Teacher competence in inclusive education
- c. Comparison: Teachers with no specialized training in inclusive education
- d. Outcome: Academic achievement of students with special needs
- e. Study Design: Systematic Literature Review
- f. Explanation: This study highlights the connection between teachers' inclusive education competencies and the academic outcomes of students requiring special support. By looking at the influence of teacher competencies on student academic success, this SLR will provide deeper insight into the effectiveness of teacher competency training or improvement programs in supporting inclusive students..

CONCLUSIONS AND RECOMMENDATIONS

In this article we express the need to understand how teachers' competencies in inclusive education can influence the way they manage students with disabilities in mainstream school settings. This provides important insights into classroom management practices that can support inclusive education more deeply with local knowledge and targets practice-based learning and action in relation to To increase the methodological rigor of our SLR in the field of Inclusive education, we used the RPISMA analysis tool to identify empirical gaps. This review shows the discrepancy between the abundance of theoretical and philosophical discussions on teacher competence and the scarcity of empirical studies. Nonetheless, it is important to acknowledge some of the limitations inherent in this review. First, although we followed PRISMA, the scope of our SLR was limited by the selective number of

15 papers to review. In addition, our analysis was predominantly based on English texts, reflecting a language bias. This focus not only reflects the dominance of Western perspectives in Inclusive Education research but also underscores the limitations of our review in understanding how the teacher competencies. Future research might consider conducting literature reviews in multiple languages from more databases, incorporating more diverse geographical contexts, and placing greater emphasis on empirical studies. Lastly, there is still a lack of research regarding teachers' Competence in teaching to respond to the current global crisis; therefore, we suggest further future research focus on timely change and Inclusive education implementation.

FURTHER STUDY

Future research should expand the scope of literature reviews by incorporating studies in multiple languages and accessing a broader range of databases to reduce language bias and increase geographical diversity. Additionally, there is a need for more empirical studies examining how teachers' competencies in inclusive education translate into effective classroom management strategies, particularly in diverse educational settings. Further investigations could also explore how teacher training programs can be adapted to address contemporary global challenges, such as the impact of crises on inclusive education. Lastly, research should focus on developing evidence-based frameworks that support teachers in fostering inclusive learning environments, ensuring that education systems remain adaptive and equitable for all students.

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