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Improving Teachers' Pedagogical Competence in Planning Accommodative Learning for Students with Special Needs through the Principal's Academic Supervision in an Inclusive Kindergarten

Dewi Susanthi
Universitas Negeri Yogyakarta, Indonesia
Nurtanio Agus Purwanto
Universitas Negeri Yogyakarta, Indonesia

Corresponding Author: dewi474.2025@student.uny.ac.id

Abstract

This study aims to improve teachers' pedagogical competence in designing accommodative learning plans for students with special needs through the principal's academic supervision. The study is based on the need to strengthen teachers' ability to develop inclusive lesson plans that accommodate the diverse learning needs of children with special needs in an inclusive kindergarten setting. Academic supervision is expected to provide systematic guidance that enhances teachers' competence in planning effective and inclusive instruction. This study employed School Action Research (SAR) based on the Kemmis and McTaggart model, consisting of the stages of planning, action, observation, and reflection. The participants were two teachers at TK Negeri Handayani Pulau Sapi who were responsible for planning accommodative learning for students with special needs. Data were collected through observation, academic supervision, documentation, and field notes. The data were analyzed using descriptive quantitative and qualitative techniques to evaluate improvements in teachers' pedagogical competence throughout the intervention. The findings indicate that systematic and continuous academic supervision improves teachers' pedagogical competence in planning accommodative learning for students with special needs. In the pre-cycle stage, the average academic supervision score is 63.5, while the average pedagogical competence score is 65.5, indicating that teachers' competence is at a fair level and requires further professional support. Following the implementation of academic supervision in Cycle I, both scores increase to 83, reflecting a good level of competence. Through classroom observations, professional discussions, mentoring, and constructive feedback on instructional planning, teachers

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demonstrate a better understanding of formulating learning objectives, selecting appropriate teaching methods, utilizing instructional media, and developing assessments that accommodate the characteristics of students with special needs. In Cycle II, more intensive mentoring, reflective supervision, and continuous revision of instructional plans further enhance teachers' competence. The average academic supervision score increases to 97.5, while the average pedagogical competence score reaches 96.5, both classified as very good. These findings demonstrate that the principal's academic supervision is an effective strategy for improving teachers' pedagogical competence in planning accommodative learning within an inclusive kindergarten.

Keywords: Teachers' Pedagogical Competence, Accommodative Learning, Students With Special Needs, Principal's Academic Supervision, Inclusive Education

INTRODUCTION

Inclusive kindergarten is an early childhood education institution that provides learning for normal children and children with special needs in one single learning space. In its implementation, teachers play a very important role in designing and carrying out learning that can accommodate the various needs of students. Teachers are not only required to understand the developmental characteristics of early childhood but must also be able to design adaptive and flexible learning according to the learning needs of children with special needs. Therefore, teachers' pedagogical skills become an important factor in the successful implementation of inclusive education in kindergartens. With good pedagogical competence, teachers can create a learning process that is more inclusive, child-friendly, and supports the optimal development of all students (Faizin et al., 2024; Elliani et al., 2024).

However, many research results indicate that teachers' pedagogical abilities in the context of inclusive education are still not maximal. Many inclusive kindergarten educators do not yet fully understand the characteristics of children with special needs and how to accommodate these needs in lesson planning. The study by Normayani and Ishartiwi (2025) shows that some teachers still experience difficulties in implementing the principles of differentiated learning and are not yet optimal in modifying the curriculum according to the individual needs of students. Teachers tend to use general learning approaches without considering the variations in students' abilities and learning styles. In reality, there are still many teachers who design lesson plans in general without adjusting them to the needs of children with special needs (Tomlinson, 2017).

One of the efforts that can be made to improve teachers' pedagogical competence is

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through the principal's supervision. As a learning leader, the principal plays an important role in fostering and assisting teachers to be able to improve the quality of learning implemented (Natalia, 2023; Haryati et al., 2025). Through planned and continuous supervision, teachers can get help in improving and developing the ability to prepare more accommodative lesson plans for students with special needs (Khotimah & Purwanta, 2024; Nabila et al., 2025). However, in reality, the implementation of supervision in several educational institutions has not been carried out maximally. Various studies show that supervision programs have not been designed structurally and have not been carried out routinely, so they have not provided a significant effect on improving teacher competence (Marzuki et al., 2023).

Based on the diagnosis results in inclusive kindergartens, there are problems that hinder the optimization of inclusive learning. The main problems found among the teachers of TK Negeri Handayani are that teachers' pedagogical competence is not yet optimal in preparing daily lesson plans, which are still made generally without adjustments to objectives, materials, strategies, media, and assessments for students with special needs. Teachers' understanding of the characteristics of students with special needs is still limited, so curriculum adjustments have not been made continuously. Furthermore, the principal's supervision is still administrative, focusing on documents rather than on the professional development of teachers in designing accommodative learning.

Therefore, a structured development effort is needed through planned, continuous principal supervision focused on improving teachers' pedagogical competence in designing inclusive learning. This study aims to improve teachers' pedagogical competence in preparing accommodative lesson plans for students with special needs through the implementation of the principal's academic supervision in an inclusive kindergarten.

RESEARCH METHODOLOGY

This research applied a School Action Research approach using the Kemmis and McTaggart cycle model, which consists of planning, action, observation, and reflection stages. The research was conducted at TK Negeri Handayani Pulau Sapi, Mentarang District, during the even semester of the 2025/2026 academic year, specifically from February to May 2026. The subjects of this research focused on two classroom teachers teaching in inclusive classes, selected based on the initial observation results regarding their pedagogical competence in planning accommodative learning for students with special needs.

Data collection techniques utilized in this study included observation, interviews, and

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documentation. Observations were conducted to examine the academic supervision process and the teachers' ability to formulate accommodative daily lesson plans (RPPH). Interviews were carried out with the teachers to obtain information regarding the implementation of the supervision and the constraints faced in inclusive learning, while documentation was used to collect data in the form of RPPH documents, activity photos, and supervision schedules.

The collected data were analyzed using quantitative and qualitative descriptive techniques. Quantitative analysis was employed to calculate the teachers' pedagogical competence scores in preparing the accommodative RPPH by dividing the obtained score by the maximum score and multiplying it by 100. The final scores were categorized into very good (86-100), good (76-85), fair (60-75), and poor (< 60). Meanwhile, qualitative data obtained from observations, interviews, documentation, and field notes were analyzed through interactive analysis models encompassing data reduction, data display, and conclusion drawing or verification to determine the improvement of teachers' pedagogical competence after the academic supervision actions.

The action research is declared successful if it meets several established criteria. These criteria include a minimum of 80% of teachers achieving the "good" category (score ≥ 75) in the preparation of accommodative RPPH, an increase in teachers' pedagogical competence from Cycle I to Cycle II, the teachers' ability to arrange RPPH in accordance with inclusive learning principles, and the implementation of the principal's academic supervision in a structured, collaborative, and continuous manner.

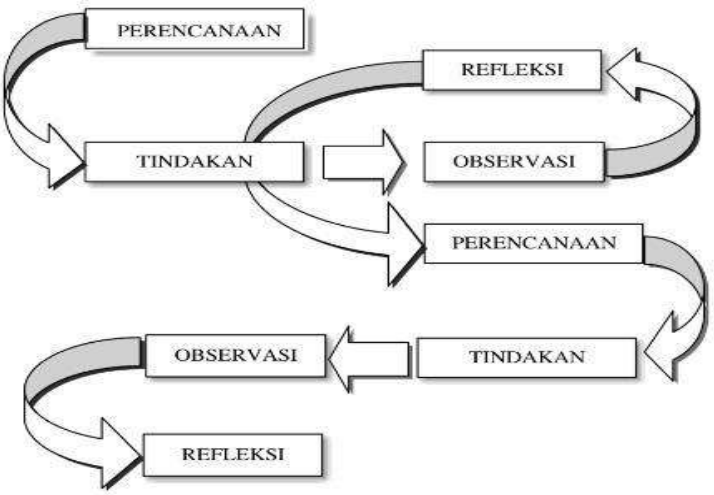


Figure 1. Cycle Model of Kemmis and McTaggart

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RESEARCH RESULTS

This School Action Research was conducted at TK Negeri Handayani Pulau Sapi with two classroom teachers teaching in inclusive classes as the research subjects. The intervention provided was the principal's academic supervision aimed at improving teachers' pedagogical competence in preparing accommodative lesson plans for students with special needs.

The research implementation was carried out in two cycles. Each cycle consisted of planning, action, observation, and reflection stages. Research results were obtained through observation, accommodative RPPH assessment, interviews, and documentation.

Pre-Cycle

Before the intervention was given, the principal conducted academic supervision to determine the initial condition of the teachers' ability in implementing learning.

Table 1. Pre-Cycle Academic Supervision Results

Teacher	Obtained Score	Maximum Score	Final Score	Category
Teacher A	57	88	65	Fair
Teacher B	55	88	62	Fair
(Average Pre-Cycle Score = 63.5)				

The supervision results showed that Teacher A obtained a score of 65, while Teacher B obtained a score of 62. The average score for both teachers was 63.5, falling into the fair category. These results indicate that the teachers' abilities in implementing learning and preparing learning tools are still not optimal. Coaching through academic supervision is required so that teacher competence can improve.

Based on the assessment results in the pre-cycle stage, the teachers' pedagogical competence was also in the fair category with an average score of 65.5. Teacher A obtained a score of 69, while Teacher B obtained a score of 62.

Table 2. Pre-Cycle Teachers' Pedagogical Competence

Teacher	Obtained Score	Maximum Score	Final Score	Category
Teacher A	55	80	69	Fair
Teacher B	50	80	62	Fair
(Average Pre-Cycle Score = 65.5)				

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These results indicate that teachers still experienced obstacles in formulating learning objectives, selecting learning strategies suited to the characteristics of students with special needs, determining learning media, and designing appropriate assessments.

Cycle I

In Cycle I, the principal implemented academic supervision through classroom observation, discussions, feedback provision, and mentoring in the preparation of learning tools.

Table 3. Cycle I Academic Supervision Results

Teacher	Obtained Score	Maximum Score	Final Score	Category
Teacher A	74	88	84	Good
Teacher B	72	88	82	Good
(Average Cycle I Score = 83)				

The supervision results displayed an increase compared to the initial condition. Teacher A obtained a score of 84 and Teacher B obtained a score of 82, with an average of 83, which falls into the good category. When compared to the pre-cycle, there was an increase of 19.5 points. This result shows that teachers began to understand and apply the input provided during the supervision process.

After receiving coaching through academic supervision, the teachers' pedagogical competence experienced an increase. Teacher A obtained a score of 81 and Teacher B obtained a score of 85, with an average of 83, which falls into the good category.

Table 4. Cycle I Teachers' Pedagogical Competence

Teacher	Obtained Score	Maximum Score	Final Score	Category
Teacher A	65	80	81	Good
Teacher B	68	80	85	Good
(Average Cycle I Score = 83)				

When compared to the initial condition, there was an increase of 17.5 points. This indicates that teachers began to be capable of compiling more systematic learning tools suited to the students' needs.

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Cycle II

The implementation of Cycle II was a follow-up to the reflection results from Cycle I. The principal provided more intensive mentoring, conducted individual mentoring, and gave feedback on the improvement of learning tools.

Table 5. Cycle II Academic Supervision Results

Teacher	Obtained Score	Maximum Score	Final Score	Category
Teacher A	85	88	97	Very Good
Teacher B	86	88	98	Very Good
(Average Cycle II Score = 97.5)				

The supervision results in Cycle II showed an excellent improvement. Teacher A obtained a score of 97 and Teacher B obtained a score of 98, with an average of 97.5, which falls into the very good category. This result shows that teachers have been able to implement learning according to the expected standards.

In Cycle II, the teachers' pedagogical competence experienced a more optimal increase. Teacher A obtained a score of 96 and Teacher B obtained a score of 97, with an average of 96.5, which falls into the very good category.

Table 6. Cycle II Teachers' Pedagogical Competence

Teacher	Obtained Score	Maximum Score	Final Score	Category
Teacher A	77	80	96	Very Good
Teacher B	78	80	97	Very Good
(Average Cycle II Score = 96.5)				

These results demonstrate that teachers have been able to arrange lesson plans tailored to the characteristics of students with special needs, determine appropriate learning strategies, select suitable media, and compile assessments that support the achievement of learning objectives.

Recapitulation of Research Results

Table 7. Recapitulation of Academic Supervision Results

Cycle	Teacher A	Teacher B	Average	Category
Pre-cycle	65	62	63.5	Fair

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Cycle I	84	82	83	Good
Cycle II	97	98	97.5	Very Good

Table 8. Recapitulation of Teachers' Pedagogical Competence

Cycle	Teacher A	Teacher B	Average	Category
Pre-cycle	69	62	65.5	Fair
Cycle I	81	85	83	Good
Cycle II	96	97	96.5	Very Good

Based on the academic supervision results and the assessment of teachers' pedagogical competence in each cycle, a consistent improvement is visible. The academic supervision score increased from an average of 63.5 in the pre-cycle to 83 in Cycle I, then increased again to 97.5 in Cycle II. Similarly, the teachers' pedagogical competence experienced an increase from an average of 65.5 in the pre-cycle to 83 in Cycle I, and reached 96.5 in Cycle II. This increase shows that continuous academic supervision provides a positive impact on improving teachers' competence in planning learning for students with special needs.

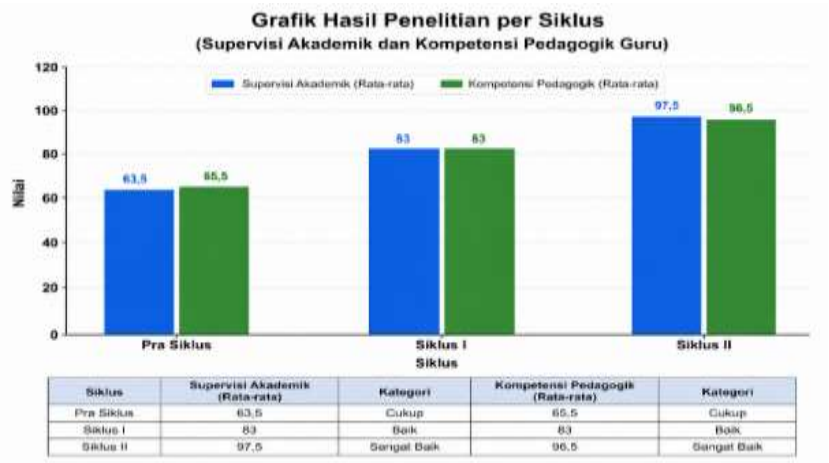


Figure 2. Graph of Research Results per Cycle (Academic Supervision and Teachers' Pedagogical Competence)

DISCUSSION

The research results indicate that the implementation of academic supervision by the principal is capable of improving teachers' pedagogical competence in preparing lesson plans for students with special needs. In the pre-cycle stage, the teachers' abilities were still in the fair

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category. This condition was evident from the average academic supervision score of 63.5 and pedagogical competence of 65.5. These results indicate that teachers still require mentoring to be able to prepare learning that aligns with the students' needs.

The implementation of academic supervision in Cycle I provided quite good changes. Classroom observation activities, discussions, mentoring, and the provision of feedback assisted teachers in understanding how to formulate learning objectives, select appropriate methods and media, and design more accurate assessments for students with special needs. The impact was that the average academic supervision score increased to 83, and the pedagogical competence also increased to 83, falling into the good category.

The improvements made in Cycle II further strengthened the results achieved in the previous cycle. More intensive mentoring along with the evaluation of weaknesses that were still found made teachers increasingly skilled in arranging accommodative learning tools. This was evident from the increase in the average academic supervision score to 97.5 and pedagogical competence to 96.5, which falls into the very good category.

The increased results in each cycle show that academic supervision functions not only as an assessment activity but also as a means of professional coaching for teachers. Through systematic and continuous supervision, teachers gain the opportunity to rectify deficiencies, improve the quality of lesson planning, and adapt the learning process to the characteristics of students with special needs.

Thus, it can be concluded that the implementation of academic supervision by the principal is proven effective in improving teachers' pedagogical competence in preparing lesson plans for students with special needs. The success of the action is visible from the increase in scores in each cycle until reaching the very good category, meaning the research success indicators have been fulfilled.

CONCLUSION

The implementation of the school action research demonstrates that academic supervision effectively improves teachers' pedagogical competence in formulating lesson plans for students with special needs. In the initial pre-cycle stage, the teachers' abilities were not yet optimal, indicated by an average academic supervision score of 63.5 (Fair) and a pedagogical competence average of 66 (Fair), highlighting the distinct need for further professional coaching. Following the intervention in Cycle I, the teachers' abilities improved significantly, with the average supervision score increasing to 83 (Good) and pedagogical competence rising to 90 (Very

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Good). The implementation of Cycle II yielded even more optimal outcomes, as the average supervision score reached 97.5 (Very Good) and pedagogical competence achieved 96.5 (Very Good). These progressions indicate that the teachers successfully applied the coaching outcomes to systematically arrange lesson plans and adjust learning strategies according to the specific needs of students with special needs.

Overall, the data confirms that academic supervision is proven effective in gradually enhancing teachers' pedagogical competence across each research cycle. The continuous coaching, mentoring, and feedback provided during the supervision process directly impacted the quality of accommodative learning planning. The average academic supervision score consistently increased from 63.5 in the pre-cycle to 83 in Cycle I, culminating at 97.5 in Cycle II, while the average pedagogical competence rose from 66 in the pre-cycle to 90 in Cycle I, and ultimately reached 96.5 in Cycle II. Therefore, academic supervision executed in a planned, systematic, and continuous manner is capable of elevating teachers' pedagogical competence to the very good category.

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