

IMPROVING TEACHERS' PEDAGOGICAL COMPETENCE IN INSTRUCTIONAL PLANNING THROUGH PROJECT-BASED ACADEMIC SUPERVISION IN AN INCLUSIVE ELEMENTARY SCHOOL

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ABSTRACT

This study aimed to improve teachers' pedagogical competence in instructional planning through project-based academic supervision in an inclusive elementary school. The study addressed teachers' limited ability to develop adaptive, differentiated, and inclusive instructional plans that responded to diverse student needs. A School Action Research design based on the Kemmis and McTaggart model was conducted in two cycles, each comprising planning, action, observation, and reflection. The study involved six teachers at an inclusive elementary school. The intervention was implemented through academic supervision in which teachers were guided to identify students' learning needs, develop and revise teaching modules, participate in professional discussions and consultations, and reflect on feedback from the supervision process. Data were collected through observation, document analysis, interviews, and field notes using observation sheets, a pedagogical competence assessment rubric, a teaching-module review sheet, an interview guide, and field notes. The data were analyzed using descriptive quantitative and qualitative techniques. The results showed a progressive improvement in teachers' pedagogical competence in instructional planning. The mean score increased from 63.17 in the pre-cycle, categorized as fair, to 78.50 in Cycle I, categorized as good, and 89.83 in Cycle II, categorized as very good. Improvements were also observed in teachers' ability to incorporate student characteristics, differentiated instruction, accommodations and modifications, learning media, and assessment into their instructional plans. These findings indicate that project-based academic supervision can provide a practical and collaborative approach to strengthening teachers' pedagogical competence and supporting inclusive instructional planning.

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INTRODUCTION

The quality of primary education provides an important foundation for students' academic development, social skills, and character formation (Aditama & Stiawa, 2025). Achieving this quality depends substantially on teachers' capacity to design and implement instruction that responds to students' learning needs. Among the competencies required for effective

teaching, pedagogical competence is particularly important because it involves understanding students' characteristics, designing learning activities, implementing instruction, and conducting appropriate assessment (Faridah et al., 2020; Kemendikbud, 2007; Mumpuniarti et al., 2020). Strong pedagogical competence enables teachers to organize instruction systematically while adapting learning processes to differences among students (Nurtanto, 2016).

The need for such competence is particularly pronounced in inclusive elementary schools, where teachers work with students who have diverse abilities, characteristics, and educational needs. Teachers are required to provide learning opportunities for students with and without disabilities within the same educational setting, which requires instructional practices that are flexible and responsive to learner diversity (Damayanti et al., 2017; Florian & Black-Hawkins, 2011; Friend & Bursuck, 2019; Mumpuniarti et al., 2020). In this context, instructional planning becomes a critical component of pedagogical competence because it determines how learning objectives, instructional strategies, resources, and assessment procedures are aligned with students' characteristics and needs. Planning that adequately anticipates learner diversity can provide a stronger basis for meaningful participation and more equitable learning opportunities (Auliyah et al., 2024; UNESCO, 2020).

Instructional planning in the context of the Kurikulum Merdeka should therefore extend beyond the preparation of administrative documents (Bararah, 2017). Teaching modules need to reflect learning objectives, instructional strategies, learning resources, and assessment procedures while allowing teachers to respond to differences in students' learning needs (Alfath et al., 2022; Anggraeni, 2018; Supriatna et al., 2025). In inclusive classrooms, this includes the integration of differentiated instruction as well as appropriate accommodations and modifications for students with special educational needs (Tomlinson, 2011). Teacher competence in developing such instructional plans is consequently important not only for the quality of teaching documents but also for the implementation of inclusive learning in the classroom.

The initial condition at SD Negeri 11 Malinau Kota revealed a substantive problem in this area. The average score of teachers' pedagogical competence in instructional planning was 63.17, which was categorized as fair. More importantly, the initial assessment indicated that teachers experienced difficulties in several specific components of instructional planning. These included analyzing students' characteristics, formulating learning objectives according to learner needs, selecting appropriate instructional strategies, developing diagnostic assessments, preparing inclusive learning media, and integrating differentiated instruction, accommodations, and modifications for students with special educational needs. Thus, the problem was not merely the completeness of teaching documents but the limited capacity to translate students' diverse characteristics into appropriate instructional decisions.

These conditions suggest that improving instructional planning requires professional support that goes beyond administrative supervision. Academic supervision can provide a mechanism through which school principals assist teachers in examining their instructional practices, receiving feedback, reflecting on difficulties, and improving their professional competence. In this regard, the principal has an important role in facilitating teachers' professional development. Previous studies have demonstrated the relevance of academic supervision to the development of teachers' pedagogical competence, including in the context of implementing curriculum changes (Asyauqiya et al., 2025; Surahmi et al., 2022). However, supervision that primarily emphasizes the inspection of instructional documents may provide limited opportunities for teachers to actively develop, test, and refine their instructional planning.

This limitation points to an important gap in the existing research. Previous studies have addressed academic supervision as a means of improving teachers' competence and supporting curriculum implementation, but the use of project-based academic supervision in which teachers develop and refine concrete instructional products within an inclusive elementary school context remains insufficiently explored. The distinction is important because project-based supervision does not position teachers merely as recipients of supervisory feedback. Instead, teachers are actively involved in identifying instructional needs, analyzing learner characteristics, developing teaching modules, receiving feedback, revising their work, and reflecting on the resulting instructional products. In the present study, the concrete product is an adaptive, differentiated, and inclusive teaching module. This approach therefore connects professional supervision directly with a practical product that can be used to support classroom instruction.

Based on this gap and the identified school-level problem, this study implemented project-based academic supervision led by the school principal to improve teachers' pedagogical competence in instructional planning at SD Negeri

11 Malinau Kota. The study specifically examined teachers' ability to develop instructional plans that respond to learner diversity through differentiated instruction, appropriate accommodations and modifications, relevant learning resources, and responsive assessment. The novelty of the study lies in integrating a project-based, product-oriented approach into academic supervision within an inclusive elementary school, thereby positioning supervision as a collaborative professional learning process rather than solely an administrative evaluation activity. Through this approach, the study seeks to provide empirical evidence on how project-based academic supervision can strengthen teachers' instructional planning while supporting the broader implementation of inclusive education.

METHOD

This study employed a School Action Research (SAR) design based on the Kemmis and McTaggart model, consisting of four stages: planning, acting, observing, and reflecting. The study was conducted in two cycles, with the results of each reflection used to refine the subsequent action. The research was conducted at SD Negeri 11 Malinau Kota, Malinau Regency, North Kalimantan, Indonesia, an inclusive elementary school. Six teachers were purposively selected as participants based on the initial assessment indicating the need for support in developing adaptive, differentiated, and inclusive instructional plans.

The intervention involved project-based academic supervision led by the school principal. Academic supervision was implemented as a form of professional support through guidance, feedback, and continuous assistance to improve teachers' instructional competence (Surahmi et al., 2022). The project-based approach positioned teachers as active participants in developing and refining authentic instructional products. The activities included identifying instructional planning needs, analyzing students' characteristics and learning needs, developing and revising teaching modules, professional discussions, individual consultation, document review, feedback, and reflection. The principal acted as a facilitator, mentor, and collaborator throughout the process. This approach was intended to move academic supervision beyond administrative evaluation toward a more collaborative and practice-oriented professional development process (Asyauqiya et al., 2025; Mailani et al., 2023).

Data were collected through observation, document analysis, interviews, and field notes. Observation was used to assess teachers' pedagogical competence in instructional planning, while document analysis was conducted to examine the teaching modules developed during each cycle. Interviews and field notes provided supporting information regarding teachers' experiences, difficulties, reflections, and responses to the supervision process. The instruments consisted of an observation sheet, a pedagogical competence assessment rubric, a teaching-module review sheet, an interview guide, and field notes. The assessment focused on teachers' ability to analyze students' characteristics, formulate learning objectives, develop instructional materials, select instructional strategies, apply differentiated instruction, design accommodations and modifications, select learning media and resources, develop assessment procedures, and produce teaching modules based on inclusive education principles.

Before data collection, the research instruments were reviewed through expert judgment to examine the relevance and clarity of their content and indicators. The current research documentation records the use of expert review but does not provide the number or specific qualifications of the validators or a statistical validation coefficient. Therefore, no additional validation or reliability figures are reported beyond the information available in the research documentation.

The data were analyzed using descriptive quantitative and qualitative techniques. Quantitative data were analyzed by calculating the mean pedagogical competence score of the six teachers at the pre-cycle, Cycle I, and Cycle II stages and comparing the scores across the three stages. The scores were interpreted using four categories: very good (86–100), good (75–85), fair (60–74), and poor (<60). Qualitative data obtained from observations, interviews, document analysis, and field notes were analyzed through data reduction, data display, and conclusion drawing and verification. The quantitative and qualitative findings were considered together to describe changes in teachers' instructional planning throughout the action cycles.

The intervention was considered successful when teachers' pedagogical competence showed improvement and reached at least the good category, accompanied by improvement in the quality of the teaching modules developed through the supervision process. The quality of the instructional products was examined through the teaching-module review process,

particularly with regard to their alignment with students' characteristics, differentiated instruction, accommodations and modifications, learning resources, assessment, and inclusive education principles. This criterion was used to determine whether further improvement was required after Cycle I or whether the intended improvement had been achieved in Cycle II.

RESULT AND DISCUSSION

Results

Initial Condition (Pre-Cycle)

The initial observation indicated that teachers' pedagogical competence in instructional planning was still in the fair category. Most teachers had not yet developed teaching modules that fully incorporated the components of the Kurikulum Merdeka. Their instructional planning tended to emphasize administrative completeness rather than systematic consideration of students' characteristics and learning needs. The mean pedagogical competence score at the pre-cycle stage was 63.17, indicating the need for more systematic professional support.

The initial assessment also identified several areas that required improvement. Teachers experienced difficulties in formulating learning objectives according to students' characteristics, selecting appropriate instructional strategies, developing diagnostic assessments, and preparing inclusive learning media. The integration of differentiated instruction, accommodations, and modifications for students with special educational needs was also limited. These findings provided the basis for implementing project-based academic supervision in the subsequent cycles.

Cycle I

In Cycle I, the principal implemented project-based academic supervision through teacher needs identification, supervision planning, assistance in developing teaching modules, professional discussions, consultation, observation, and feedback. Teachers developed instructional modules based on actual classroom conditions while attempting to integrate differentiated instruction and the learning needs of students with special educational needs. The principal functioned as a facilitator by providing guidance on analyzing students' characteristics, formulating learning objectives, selecting instructional strategies and media, and developing assessment procedures.

The observation results showed an improvement in teachers' pedagogical competence compared with the initial condition. Teachers began to develop more systematic teaching modules, formulate clearer learning objectives, and incorporate differentiated instruction into their instructional planning. Nevertheless, several aspects still required further improvement, particularly the design of appropriate accommodations and modifications for students with special educational needs and the development of more flexible assessment procedures.

Reflection and Cycle II

The findings from Cycle I were used to refine the supervision process in Cycle II. The principal increased the intensity of individual consultation, document review, guidance in developing teaching modules, and reflective discussion. Teachers were encouraged to revise their instructional plans based on the feedback obtained during the previous cycle. The project-based process also provided opportunities for teachers to discuss difficulties with the principal and their colleagues, creating a more collaborative professional learning environment.

Following the intervention in Cycle II, most teachers were able to develop teaching modules that more consistently incorporated adaptive, differentiated, and inclusive learning principles. Improvements were also observed in teachers' ability to design assessments that were more responsive to students' characteristics, select more varied learning media, and formulate more student-centred instructional strategies.

Improvement in Teachers' Pedagogical Competence

The comparison of the pre-cycle, Cycle I, and Cycle II results demonstrated a gradual improvement in teachers' pedagogical competence in instructional planning. The mean score increased from 63.17 in the pre-cycle to 78.50 in Cycle I and 89.83 in Cycle II. The scores consequently moved from the fair category to good and subsequently to very good.

Table 1. Improvement in Teachers' Pedagogical Competence in Instructional Planning

Stage	Mean Score	Category
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Pre-Cycle	63.17	Fair
Cycle I	78.50	Good
Cycle II	89.83	Very Good

Source: Authors' analysis based on research data (2026)

The improvement was observed across the assessed competency areas, including analyzing students' characteristics, formulating learning objectives, developing instructional materials, selecting instructional strategies, applying differentiated instruction, designing accommodations and modifications, selecting learning media, developing assessment procedures, and producing teaching modules based on inclusive education principles.

In addition to the increase in competency scores, qualitative observations indicated changes in teachers' professional practices. Teachers demonstrated greater capacity for reflection, collaboration, creativity, and independence in developing instructional plans. Overall, the findings indicate that project-based academic supervision was accompanied by improvements in the quality of teachers' instructional planning and stronger integration of adaptive, differentiated, and inclusive principles.

Discussion

The findings indicate that the implementation of project-based academic supervision was accompanied by progressive improvement in teachers' pedagogical competence in instructional planning. The pattern of improvement across the research cycles is important not simply because teachers achieved higher scores, but because the supervision process addressed aspects of planning that initially remained difficult for them to translate into instructional documents. The observed development suggests that teachers benefited from a supervision process that moved beyond checking the completeness of teaching documents toward guided examination and improvement of the instructional decisions contained in those documents. This interpretation is consistent with the view of academic supervision as a professional development process in which guidance, feedback, reflection, and follow-up are used to support teachers' improvement (Surahmi et al., 2022).

A possible explanation for this improvement lies in the iterative structure of the supervision process. Teachers were involved in identifying instructional needs, developing teaching modules, receiving feedback, and revising their work rather than completing the documents only once for administrative purposes. This sequence created repeated opportunities to examine the relationship between the planned learning activities, the characteristics of the students, the learning objectives, and the assessment procedures. In this sense, the improvement appears to have been supported by the opportunity to work directly with authentic instructional tasks. The collaborative and continuous character of the process is in line with previous studies suggesting that academic supervision is more supportive of teacher competence when it is implemented systematically and collaboratively rather than treated as a one-time evaluation activity (Asyauqiya et al., 2025; Mailani et al., 2023).

The project-based element is particularly relevant to understanding why the supervision process could support this development. In conventional administrative supervision, teachers may be primarily concerned with whether required documents have been prepared and whether their components conform to predetermined requirements. Such a process can confirm document compliance without necessarily creating sufficient space for teachers to reconsider the pedagogical reasoning underlying the documents. In the present study, the development of teaching modules provided a concrete task through which teachers had to apply the principles discussed during supervision. Feedback could therefore be directed toward an actual instructional product, while revision required teachers to respond to that feedback through changes in their own work. The learning process was consequently embedded in the teachers' professional task rather than separated from it. This may explain why the supervision was associated not only with improvement in the quality of the documents but also with greater reflection, collaboration, creativity, and independence in instructional planning.

The improvement was particularly meaningful in relation to teachers' capacity to plan for learner diversity. At the beginning of the intervention, teachers faced difficulties in analyzing students' characteristics and incorporating differentiated instruction, accommodations, and modifications into their instructional plans. These elements require teachers to move from a uniform conception of instruction toward planning that anticipates differences in students' abilities, learning needs, and participation. Through the supervision and revision process, these considerations became more explicitly incorporated into the teaching modules. In an inclusive elementary school, such development is pedagogically important because instructional planning needs to accommodate diversity from the outset rather than treating individual differences as issues to be addressed only after difficulties emerge during classroom instruction. The finding is therefore consistent with the argument that

differentiated learning and appropriate accommodations can support more responsive learning environments for diverse learners, including students with special educational needs (Wahyudi & Darmawan, 2024; Zahra & Muttaqin, 2025).

The role of the principal also helps explain how the intervention operated in practice. The principal was not positioned solely as an evaluator who determined whether teachers' documents met the expected standards. Instead, the supervision process involved guidance, discussion, feedback, and follow-up during the development of the teaching modules. This positioning may have reduced the distance between supervision and professional learning, allowing teachers to use the supervisory process as an opportunity to clarify difficulties and reconsider their instructional decisions. Such a role is consistent with the conception of principal supervision as part of teachers' continuous professional development (Yusuf & Jamali, 2019). The findings therefore suggest that the contribution of the principal was closely related to the quality of interaction established during supervision, particularly when feedback was connected to teachers' actual instructional products and followed by opportunities for revision.

The findings also have implications for the implementation of inclusive education. Improvement in instructional planning was reflected in a more coherent consideration of student characteristics, differentiated strategies, learning media, assessment, and accommodations within the teaching modules. These elements are not independent administrative components; they need to be connected so that instructional plans provide realistic opportunities for different learners to participate in the same learning process. From this perspective, project-based academic supervision supported teachers in considering inclusivity as part of instructional design rather than as an additional requirement attached to an otherwise uniform lesson plan. This interpretation is consistent with research emphasizing the importance of teacher competence and differentiated practices in developing responsive learning environments in inclusive elementary schools (Yusnita et al., 2025; Zahra & Muttaqin, 2025).

Taken together, the findings suggest that the value of project-based academic supervision in this study was associated with the way professional guidance was connected to authentic instructional work. Guidance, product development, feedback, reflection, and revision formed an iterative process through which teachers could examine and improve their planning. The contribution of the present study therefore lies in examining this project-oriented form of academic supervision within an inclusive elementary school context, where teachers are required to prepare instruction that responds to learner diversity. Rather than positioning the approach as universally more effective than administrative supervision, the findings support its potential as a practical and collaborative form of supervision that can support teachers' professional learning and improvement in instructional planning.

This interpretation should nevertheless be considered in light of the characteristics of the study. The research involved six teachers in a school action research design and did not employ a comparison group. Therefore, the observed improvement should not be interpreted as definitive evidence that project-based academic supervision alone caused the changes in teachers' competence. The findings are more appropriately understood as evidence that the implementation of the supervision process was associated with improvement within the participating teachers and the specific school context. The iterative development across cycles provides a basis for understanding how the intervention supported professional learning, while broader claims regarding comparative effectiveness would require further research involving larger samples, comparison groups, or other research designs. Within these limitations, the study provides empirical support for considering project-based academic supervision as an alternative approach to strengthening teachers' instructional planning, particularly in inclusive elementary school settings.

CONCLUSION

This study concludes that project-based academic supervision supported the improvement of teachers' pedagogical competence in instructional planning at the inclusive elementary school examined in this study. The findings indicate that the improvement was supported by a supervision process that connected professional guidance with the development of authentic teaching modules through mentoring, discussion, feedback, reflection, and revision. Rather than functioning primarily as a mechanism for checking the completeness of instructional documents, the supervision process provided teachers with opportunities to examine and improve the pedagogical decisions underlying their instructional plans.

The contribution of the study lies in demonstrating how a project-oriented supervision process can be integrated into academic supervision to support teachers' professional learning in an inclusive school context. The improvement was particularly evident in teachers' ability to incorporate student characteristics, differentiated instruction, learning media, assessment, and appropriate accommodations and modifications into their instructional planning. These developments suggest that project-based academic supervision has practical potential for supporting more responsive instructional planning where teachers are required to address diverse learner needs.

Practically, school principals in inclusive elementary schools may consider project-based academic supervision as an alternative approach to continuous teacher development, particularly when teachers require sustained assistance in translating inclusive education principles into concrete instructional plans. The approach is most appropriately considered within contexts with instructional planning needs comparable to those examined in this study, rather than as a universally applicable supervision model.

The interpretation of these findings is subject to the limitations of the study. The research involved six teachers in a school action research design and did not include a comparison group. Therefore, the findings indicate improvement associated with the implementation of the supervision process within the participating school, but do not establish a causal or universally generalizable effect. Future research could examine the approach with larger and more diverse groups of teachers, across different inclusive school contexts, and using comparative or longer-term designs to further examine its applicability and sustainability.

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