

Training Program on Identification and Development of Individualized Learning Programs (PPI) to Improve The Competence of Inclusive Primary School Teachers

Hanrezi Dhanian¹, Rasmitadila², Annissa Mawardini³, Syahara Putri Kholifah⁴, Nabila Kamaliah⁵

¹, University of Djuanda, Indonesia ;

², University of Djuanda , Indonesia ;

³, University of Djuanda , Indonesia ;

⁴, University of Djuanda , Indonesia ;

⁵, University of Djuanda , Indonesia ;

1; 2; 3; 4; 5;

Abstract

Background - Education is an important pillar in shaping a quality generation, including in providing attention to students with special needs. The implementation of inclusive education in Indonesia still faces many challenges. One of the main problems is the lack of teacher competence in identifying the needs of learners with special needs and designing appropriate Individualized Education Programs (IEPs). Many teachers do not have a deep understanding of the characteristics of learners with special needs, appropriate identification methods and effective teaching strategies to support their needs and potential. This problem is also evident at SD Negeri Rangga Mekar, where most teachers do not have the ability to identify learners' special needs or design an effective Individualized Education Program (IEP). This situation is exacerbated by limited information from parents, many of whom do not fully understand their children's characteristics and needs.

Purpose - This Community Service Program (PKM) aims to improve the competence of teachers at SDN Rangga Mekar, foster the ability to identify students with special needs, and develop appropriate PPI.

methodology - This Community Service Program (PKM) aims to improve the competence of teachers at SDN Rangga Mekar, foster the ability to identify students with special needs, and develop appropriate PPI. The PKM implementation method uses a psychoeducation and training approach consisting of several stages, namely: (a) preparation stage, (b) implementation stage, (c) evaluation stage.

Findings - Based on the results of the activities, this program succeeded in having a positive impact on teachers' understanding and skills. The pre-test showed that the majority of teachers had limited understanding of the concept and benefits of IEPs and faced challenges in managing an inclusive classroom. However, through training and mentoring, teachers made significant improvements in their ability to identify children with disabilities and develop more structured and appropriate IEPs. In addition, the use of digital applications made it easier for teachers to document identification results and design more effective learning.

Originality - This community service program (PKM) uses an innovative approach to improve teacher competence through a combination of psychoeducation, training, and the use of digital applications to facilitate the identification of students with special needs and the development of Individual Learning Programs (IBP). The uniqueness of this program lies in the integration of technology with hands-on practice, enabling teachers to document student needs more accurately and design more effective learning. In addition, the program also involves collaboration with parents to strengthen support in the school and home environment. Significant results show improvements in teachers' understanding and skills, making this program a model that can be applied more widely to support inclusive education in a sustainable way.

Keywords: teacher competence, individualized learning program, inclusive education
