

# The Role of In-House Training in Strengthening Teacher Professionalism in Inclusive Learning at Coastal Elementary Schools in Ketapang Regency

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## ABSTRACT

This study analyzes the role of In-House Training (IHT) in strengthening teacher professionalism in inclusive learning at coastal elementary schools in Ketapang Regency. The study employed a qualitative approach with a multi-site case study design at SD Negeri 01 Matan Hilir Selatan and SD Negeri 09 Matan Hilir Selatan. Data were collected through in-depth interviews, classroom observations, school environment observations, and document studies involving two principals and eight classroom teachers. Data were analyzed using the Miles, Huberman, and Saldana model through data condensation, data display, conclusion drawing, and verification. Data trustworthiness was strengthened through source triangulation, technique triangulation, member checking, and document auditing. The findings indicate that IHT plays a role in improving teachers' understanding of student characteristics, differentiated instruction, adaptive strategies, and teacher collaboration. SD Negeri 01 Matan Hilir Selatan, which had implemented IHT, demonstrated stronger pedagogical readiness than SD Negeri 09 Matan Hilir Selatan, which had not conducted IHT. However, inclusive learning implementation still faces limited facilities, the absence of permanent special assistant teachers, unequal access to professional development, and geographical challenges in coastal areas. The study confirms that school-based IHT should be strengthened through principals' academic supervision and local government policy support.

## Article Information

### Keywords:

In-House Training;  
kawasan pesisir;  
pembelajaran berdiferensiasi;  
pembelajaran inklusif;  
profesionalisme guru

## ABSTRACT

Penelitian ini menganalisis peran In-House Training (IHT) dalam penguatan profesionalisme guru pada pembelajaran inklusif di sekolah dasar kawasan pesisir Kabupaten Ketapang. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus multi situs di SD Negeri 01 Matan Hilir Selatan dan SD Negeri 09 Matan Hilir Selatan. Data dikumpulkan melalui wawancara mendalam, observasi pembelajaran, observasi lingkungan sekolah, dan studi dokumentasi terhadap dua kepala sekolah dan delapan guru kelas. Analisis data menggunakan model Miles, Huberman, dan Saldana melalui kondensasi data, penyajian data, penarikan kesimpulan, dan verifikasi. Keabsahan data diperkuat melalui triangulasi sumber, triangulasi teknik, member check, dan audit dokumen. Hasil penelitian menunjukkan bahwa IHT berperan dalam meningkatkan pemahaman guru tentang karakteristik peserta didik, pembelajaran berdiferensiasi, strategi adaptif, dan kolaborasi antarguru. SD Negeri 01 Matan Hilir Selatan yang telah melaksanakan IHT menunjukkan kesiapan pedagogik yang lebih baik dibandingkan SD Negeri 09 Matan Hilir Selatan yang belum melaksanakan IHT. Meskipun demikian, implementasi pembelajaran inklusif masih menghadapi kendala fasilitas, keterbatasan Guru Pembimbing Khusus, akses pelatihan yang belum merata, dan hambatan geografis kawasan pesisir. Penelitian ini menegaskan bahwa IHT berbasis kebutuhan sekolah perlu diperkuat melalui supervisi akademik kepala sekolah dan dukungan kebijakan pemerintah daerah.

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## 1. Introduction

Inclusive education places learner diversity at the center of instructional management. Schools are not only required to accept students with different backgrounds and learning needs; they must also provide pedagogical, social, and learning-environment support that enables every student to participate meaningfully. In Indonesia, this principle is consistent with [1] on Inclusive Education, [2] on Persons with Disabilities, and [3] on Reasonable Accommodation for Students with Disabilities. These regulations affirm that access to education must be accompanied by service adjustments according to students' needs.

In practice, the implementation of inclusive education depends heavily on teacher professionalism. Teachers need to understand student characteristics, design flexible instruction, select adaptive strategies, and conduct assessments that accommodate differences in readiness, interests, and learning profiles. In the Merdeka Curriculum, these principles are closely related to differentiated instruction because teachers are expected to adjust content, process, product, and the learning environment to students' conditions. Therefore, teacher professionalism in an inclusive context is not only understood as mastery of subject matter, but also as the ability to manage classroom diversity fairly and meaningfully.

This need is increasingly urgent in coastal areas. Coastal schools often face limited access to training, learning facilities, mentoring networks, and support personnel. Geographic conditions can slow the distribution of teacher competency development programs. At the same time, teachers must meet the same service demands as schools in areas that are easier to reach. This inequality makes coastal schools require professional development strategies that are contextual, affordable, close to teachers' needs, and feasible to implement within the school.

One strategy that schools can use is In-House Training (IHT). IHT provides space for principals and teachers to develop competencies through internal training based on real problems in the school unit. In the context of inclusive learning, IHT can be directed toward strengthening teachers' understanding of identifying learning needs, differentiated instruction, preparing adaptive teaching modules, using simple media, and collaborating among teachers. Training that is close to the school situation has the potential to be more relevant than general training that does not always fit the classroom problems teachers face.

Previous studies have shown that teacher professional development contributes to improving instructional quality when training is continuous, practice-based, collaborative, and supported by school leadership [4], [5], [6]. Studies on inclusive education also emphasize the importance of inclusive pedagogy, positive teacher attitudes, and school-system support [7], [8], [9]. However, studies that specifically position IHT as a strategy for strengthening teacher professionalism in inclusive learning at coastal elementary schools remain limited. This limitation is important to examine because coastal areas have geographic barriers and educational resources that differ from those of urban schools.

Based on this gap, this study aims to analyze the role of IHT in strengthening teacher professionalism in inclusive learning at coastal elementary schools in Ketapang Regency. The research

focuses on the process of using IHT, changes in teachers' understanding and pedagogical practice, supporting and inhibiting factors, and the principal's role in supporting the implementation of inclusive learning. This study is expected to provide empirical contributions to the development of teacher competency improvement programs that are more appropriate to the characteristics of coastal schools.

## 2. Research Method

This study used a qualitative approach with a multi-site case study design. This design was chosen because the study sought to understand in depth the role of IHT in strengthening teacher professionalism in two elementary schools with different characteristics. According to [10], qualitative research is a method used to examine natural object conditions, with the researcher serving as the main instrument. A case study enables researchers to examine a phenomenon contextually through various data sources, while a multi-site approach enables comparison of finding patterns between a school that has implemented IHT and a school that has not.

The study was conducted at SD Negeri 01 Matan Hilir Selatan and SD Negeri 09 Matan Hilir Selatan, Matan Hilir Selatan District, Ketapang Regency. Field research was carried out from March to May 2026. The two schools were selected purposively. SD Negeri 01 Matan Hilir Selatan was selected because it had implemented IHT on inclusive learning and differentiated instruction. SD Negeri 09 Matan Hilir Selatan was selected because it had not conducted specific IHT on inclusive learning. These different conditions provided an opportunity to understand the role of IHT in teacher readiness and inclusive learning practice.

The research informants consisted of ten people: two principals and eight classroom teachers. Each school involved one principal and four classroom teachers. Informants were selected purposively by considering teaching experience, involvement in classroom instruction, knowledge of teacher professional development programs, and experience in handling students with diverse learning needs. The teachers' length of service ranged from 6 to 22 years. To maintain data confidentiality, informants were coded as KS-01 for the principal of SD Negeri 01 Matan Hilir Selatan, G1-01 to G4-01 for teachers at SD Negeri 01 Matan Hilir Selatan, KS-09 for the principal of SD Negeri 09 Matan Hilir Selatan, and G1-09 to G4-09 for teachers at SD Negeri 09 Matan Hilir Selatan.

Data were collected through in-depth interviews, classroom observations, school environment observations, and document studies. Interviews were conducted semi-structurally with principals and teachers. The interviews explored teachers' understanding of inclusive education, their experiences of participating or not participating in IHT, learning strategies used, challenges in inclusive learning, and principal support. Classroom observations were conducted in lower and upper grades in both schools. Observations focused on teacher-student interaction, variations in teaching strategies, task adjustment, media use, individual attention, and teachers' responses to students who experienced learning difficulties. Document studies were conducted on teaching modules, IHT documents, IHT attendance lists, activity photos, academic supervision notes, school profiles, teacher data, and student data.

IHT at SD Negeri 01 Matan Hilir Selatan was conducted over two days at the beginning of the even semester of the 2025/2026 academic year. The activity was attended by the principal and all classroom teachers. The IHT materials included the concept of inclusive education, identification of students' learning needs, differentiated instruction, preparation of adaptive teaching modules, use of simple learning media, and communication strategies with parents. The resource persons came from school supervisors and teachers who had previously attended district-level inclusive education training. Follow-up to the IHT was carried out through teacher discussions, revision of teaching modules, and the principal's academic supervision.

Data analysis used the model of [11], namely data condensation, data display, conclusion drawing, and verification. Data condensation was conducted by selecting, simplifying, and grouping data according to the research focus. Data display was carried out in the form of thematic descriptions, interview quotations, observation results, and cross-site comparison tables. Conclusions were drawn by identifying patterns of similarities, differences, supporting factors, inhibiting factors, and the implications of IHT for teacher professionalism.

Data trustworthiness was strengthened through source triangulation, technique triangulation, member checking, and document auditing. Source triangulation was conducted by comparing information from principals and teachers. Technique triangulation was carried out by comparing interview, observation, and documentation results. Member checking was conducted by confirming summaries of interview results with informants. Document auditing was carried out to ensure consistency between informant statements and school administrative evidence. Before data collection, the researcher obtained permission from the school principals. Informants received an explanation of the research purpose and expressed their willingness to participate. Informant identities were disguised using codes to maintain data confidentiality.

**Table 1. Profile of Research Informants**

Informant code	School origin	Position	Length of service	Description
KS-01	SD Negeri 01 Matan Hilir Selatan	Principal	18 years	Initiated IHT and academic supervision
G1-01	SD Negeri 01 Matan Hilir Selatan	Lower-grade teacher	12 years	IHT participant
G2-01	SD Negeri 01 Matan Hilir Selatan	Upper-grade teacher	15 years	IHT participant
G3-01	SD Negeri 01 Matan Hilir Selatan	Lower-grade teacher	9 years	IHT participant
G4-01	SD Negeri 01 Matan Hilir Selatan	Upper-grade teacher	21 years	IHT participant

Informant code	School origin	Position	Length of service	Description
Selatan				
KS-09	SD Negeri 09 Matan Hilir Selatan	Principal	16 years	Has not implemented inclusive IHT
G1-09	SD Negeri 09 Matan Hilir Selatan	Lower-grade teacher	8 years	Has not participated in inclusive IHT
G2-09	SD Negeri 09 Matan Hilir Selatan	Upper-grade teacher	14 years	Has not participated in inclusive IHT
G3-09	SD Negeri 09 Matan Hilir Selatan	Lower-grade teacher	6 years	Has not participated in inclusive IHT
G4-09	SD Negeri 09 Matan Hilir Selatan	Upper-grade teacher	22 years	Has not participated in inclusive IHT

**Table 2. Research Focus, Data Sources, and Data Collection Techniques**

Research focus	Data indicators	Data sources	Technique
Teacher professionalism	Understanding students, adaptive strategies, differentiated instruction	Principal, teachers	Interviews, observations
IHT implementation	Materials, process, follow-up, teacher involvement	Principal, teachers, IHT documents	Interviews, documentation
Inclusive learning	Classroom interaction, task variation, media use, individual attention	Teachers, students, teaching documents	Observation, documentation
Principal leadership	Academic supervision, program support, collaborative culture	Principal, teachers, supervision documents	Interviews, documentation
Coastal school constraints	Facilities, special assistant teachers, training access, geographic conditions	Principal, teachers, school profile	Interviews, observations

### 3. Results and Discussion

#### Results

##### 3.1 Context of the Two Research Schools

The findings show that both schools are located in coastal contexts with challenges related to access and educational resources. Both schools serve students from diverse socioeconomic backgrounds, with some parents working as fishers, daily laborers, and small business owners. Coastal geographic conditions affect teachers' access to training, mentoring, and learning facilities. Although located in the same district, the two schools have different professional development experiences.

SD Negeri 01 Matan Hilir Selatan had implemented IHT on inclusive learning and differentiated instruction. School documents showed IHT attendance lists, activity schedules, training materials, activity photos, and follow-up notes in the form of teaching module revisions. In contrast, SD Negeri 09 Matan Hilir Selatan did not yet have documents showing the implementation of IHT specifically on inclusive education. Teacher development documents at that school were more related to routine meetings, learning administration, and teacher working group activities that did not specifically discuss inclusive learning.

The principal of SD Negeri 01 Matan Hilir Selatan stated, "We conducted IHT because teachers increasingly faced students with different learning abilities. Teachers need ways to ensure that learning does not follow only one pattern" (KS-01). This statement indicates that IHT emerged from the school's real needs. Meanwhile, the principal of SD Negeri 09 Matan Hilir Selatan said, "We realize the importance of inclusive learning, but the school has never organized specific IHT. So far, teachers have learned from their own experiences" (KS-09). This difference became the main basis for comparing teachers' pedagogical readiness in the two schools.

**Table 3. Comparison of Context and Readiness for Inclusive Learning at the Two Sites**

Aspect	SD Negeri 01 Matan Hilir Selatan	SD Negeri 09 Matan Hilir Selatan
IHT experience	Has implemented IHT on inclusive learning and differentiated instruction	Has not implemented specific IHT on inclusive learning
Supporting documents	IHT schedule, attendance list, IHT materials, activity photos, supervision notes	Routine meeting documents and general learning administration
Teacher understanding	Beginning to understand diverse learning needs and the importance of differentiation	Understanding remains limited and relies heavily on personal experience
Learning strategies	Beginning to use individual approaches, task variation, and simple media	Still tends to be uniform and centered on material delivery
Teacher collaboration	Teacher discussions on handling students have begun to emerge	Collaboration remains limited and not yet programmed

Aspect	SD Negeri 01 Matan Hilir Selatan	SD Negeri 09 Matan Hilir Selatan
Principal support	Encourages IHT and academic supervision	Does not yet have a specific inclusive IHT program
Main constraints	Facilities are limited and permanent special assistant teachers are not yet available	Training access is limited and teacher understanding is uneven

##### 3.2 The Role of IHT in Strengthening Teachers' Understanding

The main finding of the study indicates that IHT plays a role in strengthening teachers' understanding of inclusive learning. Teachers at SD Negeri 01 Matan Hilir Selatan began to understand that students do not always have the same learning needs. This understanding encouraged teachers to no longer treat uniform assignments as the only learning option.

One teacher stated, "After participating in IHT, we began to understand that every student has different learning needs. Learning cannot be made the same for all children" (G1-01). Another teacher added, "Previously I more often gave the same assignment. After IHT, I began to differentiate the level of tasks, especially for students who were not yet fluent in reading" (G2-01). These quotations show that IHT helped teachers change their perspective on student diversity.

In the school that had not implemented IHT, teachers still had difficulty designing instructional adjustments. One teacher said, "We have never attended training or IHT on inclusive learning. So, if a student is slow to understand a lesson, we usually just repeat the explanation" (G1-09). Another teacher stated, "We know students have different abilities, but we do not yet know how to create different assignments without making the class difficult to manage" (G3-09). These statements show that teachers were aware of student diversity but did not yet have sufficient pedagogical strategies.

Interview results also show that IHT strengthened teachers' understanding of differentiated instruction. Teachers at SD Negeri 01 Matan Hilir Selatan began to understand that differentiation does not always mean creating complicated instructional documents. Differentiation can be carried out through task variation, concrete media, flexible grouping, and gradual assistance. This is reflected in a teacher's statement: "We just realized that differentiation can begin with simple things, such as giving word cards to children who still have difficulty reading and giving summary-writing tasks to children who are already able" (G3-01).

##### 3.3 Changes in Learning Practice after IHT

Classroom observations showed that teachers at SD Negeri 01 Matan Hilir Selatan began to implement more flexible learning strategies. In lower-grade observations, teachers used letter cards, pictures, and tiered worksheets to help students understand reading material. Students who were already fluent in reading were given tasks to compose simple sentences, while students who still experienced reading difficulties were supported through word cards. Teachers also provided individual guidance to students who needed additional assistance.

In upper-grade observations, teachers divided students into small groups based on their level of learning readiness. Groups that already understood the material were given simple problem-solving tasks, while groups that still needed help were given

concrete examples and guiding questions. This practice shows that teachers began to apply the principles of differentiated instruction in the process and product aspects of learning.

Teacher G4-01 stated, "We are not yet perfect in implementing inclusive learning, but now we are more willing to try varied activities. We no longer immediately regard slow learners as lazy; instead, we first look at their learning barriers." This statement reflects a change in teachers' professional attitudes. Such change is important because inclusive education requires not only instructional techniques but also a perspective that values student diversity.

Conversely, observations at SD Negeri 09 Matan Hilir Selatan showed that instruction still tended to be uniform. Teachers explained material in front of the class, then all students completed the same task. When some students did not understand the material, teachers repeated the explanation generally. Individual assistance was provided, but it had not been designed as part of a differentiated instruction strategy. Learning media were also still limited to textbooks and the blackboard.

Teacher G2-09 stated, "If a student falls behind, we usually ask them to repeat the exercise. We are not yet accustomed to creating different assignments because we worry that other students will consider it unfair." This finding indicates the need for training that not only explains the concept of inclusion but also provides technical examples of how to apply differentiation in the classroom.

#### 3.4 Teacher Collaboration and Principal Supervision

IHT at SD Negeri 01 Matan Hilir Selatan also encouraged the emergence of teacher collaboration. After IHT, teachers began discussing students who experienced learning difficulties, sharing simple media, and giving each other feedback on teaching modules. School documentation showed records of teacher discussions and revisions of teaching modules after the IHT activities. The principal also conducted academic supervision with a focus on adjusting learning strategies.

The principal stated, "After IHT, I asked teachers to try at least one form of differentiation in learning. During supervision, we discussed what worked and what was still difficult" (KS-01). This statement shows that IHT did not stop at training but was followed by monitoring and reflection. Teacher G2-01 also said, "We discuss more often with fellow teachers. If a student has difficulty following a lesson, we ask each other what approaches can be tried."

At SD Negeri 09 Matan Hilir Selatan, teacher collaboration already existed in the form of meetings and informal discussions, but it had not been specifically directed toward inclusive learning. The principal stated, "We do not yet have a special program to discuss students who need different handling. Usually teachers share problems during meetings, but there has not been any specific training" (KS-09). This condition shows that collaboration requires program direction to have a stronger impact on learning practice.

#### 3.5 Supporting and Inhibiting Factors

Supporting factors for the implementation of inclusive learning at SD Negeri 01 Matan Hilir Selatan included the principal's commitment, the implementation of IHT, teachers' willingness to try new strategies, and the emerging formation of teacher discussions. Principal support was an important factor because teachers felt they had space to learn and improve their instruction. Supervision documents showed that the principal provided improvement notes related to media use, task variation,

and attention to students who experienced learning difficulties.

Inhibiting factors in both schools included limited learning facilities, the absence of permanent special assistant teachers, limited access to training, and the geographic conditions of coastal areas. Teachers in both schools stated that they did not yet have a special room for individual services, adaptive learning media were still limited, and there was no special assistant who routinely helped classroom teachers handle students with particular learning needs.

Teacher G1-01 stated, "We have tried to adjust instruction, but media are still limited. Sometimes we make our own from cardboard or used pictures." Teacher G4-09 stated, "Our obstacles are not only the lack of training but also the absence of special assistant teachers. Therefore, everything is handled by classroom teachers." These statements show that teacher professionalism still requires support in the form of facilities and support personnel.

Geographic conditions also affect teachers' access to external training. Several teachers explained that district-level training activities are often constrained by distance, transportation costs, and limited time. Therefore, IHT is viewed as a more realistic option for coastal schools. IHT can be conducted at school, use teachers' real problems, and does not require large costs.

#### 3.6 Cross-Site Findings

Cross-site analysis shows that IHT is an important differentiator in teachers' pedagogical readiness. SD Negeri 01 Matan Hilir Selatan showed changes in the aspects of understanding, learning strategies, collaboration, and supervision. SD Negeri 09 Matan Hilir Selatan showed awareness of student diversity but did not yet have sufficient professional development programs to change learning practice systematically.

**Table 4. Cross-Site Findings on the Role of IHT**

Finding theme	SD Negeri 01 Matan Hilir Selatan	SD Negeri 09 Matan Hilir Selatan	Meaning of findings
Understanding of inclusion	Teachers understand diverse learning needs after IHT	Teachers recognize student differences but do not yet understand inclusive strategies	IHT strengthens teachers' conceptual understanding
Differentiated instruction	Teachers begin giving tiered tasks, simple media, and individual assistance	Tasks remain uniform and assistance is spontaneous	IHT helps teachers translate concepts into practice
Teacher collaboration	Teacher discussions begin to focus on inclusive learning issues	Discussions remain general and not yet programmed	IHT encourages a teacher learning culture
Principal supervision	Supervision follows up IHT results	Supervision has not yet focused on inclusive learning	Instructional leadership strengthens the impact of IHT

Finding theme	SD Negeri 01 Matan Hilir Selatan	SD Negeri 09 Matan Hilir Selatan	Meaning of findings
Barriers	Facilities and special assistant teachers remain limited	Training, facilities, and special assistant teachers are limited	Systemic support from local government is needed

**Discussion**

The findings indicate that IHT functions as a professional development mechanism relevant to coastal elementary schools. This role is visible in three main aspects. First, IHT strengthens teachers' understanding of student diversity. Second, IHT encourages teachers to begin implementing differentiated instruction. Third, IHT opens space for teacher collaboration in solving inclusive learning problems. These findings are more evident at SD Negeri 01 Matan Hilir Selatan, which had implemented IHT, than at SD Negeri 09 Matan Hilir Selatan, which had not implemented IHT.

From the perspective of teacher professional development, IHT proved to provide learning space close to school needs. Teachers did not merely receive material, but also discussed real problems they faced in the classroom. This is in line with the concept of effective professional development, which emphasizes content focus, active learning, coherence, adequate duration, and collective participation [5]. IHT at SD Negeri 01 Matan Hilir Selatan fulfilled some of these characteristics because teachers attended training, revised teaching modules, tried simple strategies, and received supervision from the principal.

These findings also support the views of [4], [12] that teacher professional development becomes more effective when it provides opportunities for teachers to learn actively, collaborate, practice new strategies, and receive feedback. In this study, teachers who participated in IHT began to change their perspectives on students. Students who were slow to understand material were no longer immediately viewed as lazy, but as learners who needed different learning strategies. This shift in perspective is an important foundation for inclusive learning.

From the perspective of inclusive pedagogy, changes in practice at SD Negeri 01 Matan Hilir Selatan show a shift from a uniform approach toward a more responsive approach. [8] emphasizes that inclusive pedagogy aims to expand learning options for all students without separating them based on certain labels. Teachers' practices of adjusting tasks, using word cards, forming flexible groups, and providing individual support show an initial step toward this principle. These practices remain simple, but they are relevant to the conditions of coastal schools with limited facilities.

Differentiated instruction also serves as a bridge between the concept of inclusive education and classroom practice. [13] explains that differentiation can be implemented in the aspects of content, process, product, and learning environment. Observation data show that teachers at SD Negeri 01 Matan Hilir Selatan began applying differentiation in the process and product aspects through tiered tasks, simple media, and gradual assistance. In contrast, teachers at SD Negeri 09 Matan Hilir Selatan still tended to use a uniform learning pattern. This difference shows that teachers' technical understanding is an

important factor in the implementation of inclusive education.

The role of the principal became a factor that strengthened the impact of IHT. The principal of SD Negeri 01 Matan Hilir Selatan not only facilitated IHT but also followed it up through academic supervision and teacher discussions. This finding confirms that instructional leadership plays a role in maintaining the sustainability of training outcomes. IHT that is not followed by supervision risks stopping as an administrative activity. In contrast, IHT followed by reflection, revision of teaching modules, and classroom observation has a greater opportunity to change learning practice.

However, this study also shows that IHT is not sufficient to address all inclusive learning problems. Facility constraints, the absence of special assistant teachers, limited adaptive media, and access to external training remain structural problems. [3] emphasizes the importance of reasonable accommodation for students with disabilities. In the context of coastal schools, fulfilling such accommodation requires support across levels. Schools can begin through IHT, but local governments need to strengthen facilities, technical assistance, and training distribution.

The coastal-area context gives special meaning to the research findings. Distance, transportation costs, and limited access to training make IHT a realistic strategy. Schools can develop internal training based on classroom problems without waiting for external training. This model is relevant for schools with limited resources because it utilizes principals, teachers, supervisors, and learning communities as sources of professional development. Thus, IHT can become an entry point for building an inclusive learning ecosystem in coastal schools.

Theoretically, this study strengthens the relationship among teacher professional development, inclusive pedagogy, differentiated instruction, and instructional leadership. Practically, this study shows that IHT needs to be designed as a continuous program, not a one-time activity. IHT materials should include identification of learning needs, preparation of adaptive teaching modules, formative assessment, differentiation strategies, use of simple media, communication with parents, and teacher collaboration. From a policy perspective, education offices need to develop coastal-area-based training schemes so that schools with limited access can still receive competency improvement support.

**4. Conclusion**

This study concludes that IHT plays a role in strengthening teacher professionalism in inclusive learning at coastal elementary schools in Ketapang Regency. This role is evident in improved teacher understanding of student diversity, initial implementation of differentiated instruction, use of adaptive strategies, and strengthening of teacher collaboration. Teachers at SD Negeri 01 Matan Hilir Selatan who had participated in IHT demonstrated better pedagogical readiness than teachers at SD Negeri 09 Matan Hilir Selatan who had not received similar training.

Interview, observation, and documentation data show that IHT encouraged teachers to begin adjusting tasks, providing individual guidance, using simple media, forming flexible groups, and revising teaching modules. IHT also became more meaningful when supported by the principal's academic supervision and teacher discussions. Therefore, strengthening

teacher professionalism does not depend only on training, but also on the school's follow-up after training.

Nevertheless, the implementation of inclusive learning still faces constraints related to facilities, limited availability of special assistant teachers, minimal adaptive media, unequal access to training, and the geographic conditions of coastal areas. These obstacles indicate that IHT needs support from local government policy, strengthened academic supervision, provision of learning facilities, and continuous technical assistance.

This study recommends that coastal schools develop IHT in a planned, continuous, and classroom-needs-based manner. Education offices need to provide region-based inclusive training, strengthen the role of school supervisors, facilitate teacher learning communities, and seek support for special assistant teachers. The limitation of this study lies in its scope of two schools, so the results are not intended for statistical generalization. Future research may involve more coastal schools and examine the longitudinal impact of IHT on teachers' learning practice.

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