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Strategies for Improving Tutor Competence in the Implementation of Inclusive Education at Al-Ghozali Community Learning Center, Ogan Komering Ulu Regency

Siti Afiyah[1]*, Yudan Hermawan[2], Entoh Tohani[3]
[1, 2, 3] Universitas Negeri Yogyakarta, Indonesia

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ABSTRACT

This study aimed to analyze the tutor competency improvement strategy in implementing inclusive education at the Al-Ghozali Community Learning Center (PKBM) in Lubuk Banjar Village, Lubuk Raja District, Ogan Komering Ulu Regency. This study used a qualitative approach with descriptive methods. Data were obtained through interviews, observations, and documentation related to the implementation of the tutor competency improvement program and the inclusive learning process. The analysis was conducted descriptively by considering the stages of the competency development strategy and their impact on learning implementation. The results showed that the tutor competency improvement strategy was implemented through training, workshops, coaching, supervision, discussions between tutors, and independent learning. These strategies support the development of four aspects of tutor competency: pedagogical, personality, professional, and social. Improved pedagogical competency is seen in the tutor's ability to adapt learning methods and media to the diverse characteristics of students. Personal competency is reflected in patience, empathy, and responsibility, while professional competency develops through mastery of material and understanding of inclusive education. Social competency is also strengthened through communication and collaboration with students, fellow tutors, and PKBM managers. However, its implementation still faces obstacles such as limited facilities and infrastructure, a lack of specialized training in inclusive education, and differences in student abilities. This study concluded that improving tutor competency requires a systematic and sustainable approach through institutional support, mentoring, and regular evaluation to achieve inclusive, adaptive, and high-quality non-formal education services.

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Corresponding Author:

Siti Afiyah
Universitas Negeri Yogyakarta, Indonesia
E-mail:sitiafiyah.2025@student.uny.ac.id

1. INTRODUCTION

Inclusive education is a global and national commitment to ensuring that all individuals, regardless of physical, intellectual, social, or emotional condition, have equal access to quality education. Inclusive education is an education system that provides opportunities for all students with

disabilities and possessing potential intelligence and/or special talents to participate in education or learning in an educational environment together with students in general [1]. The success of implementing inclusive education depends heavily on the quality of the human resources involved, particularly teaching staff and learning support staff [2]. In addition to class or subject teachers, the role of tutors or learning assistants is very strategic. Tutors are often at the forefront of providing individualized services, facilitating the adaptation of teaching materials to suit the characteristics of students in the school environment [3]. Therefore, tutors are not only required to possess general teaching skills but also specific competencies, including understanding how to use appropriate methods, curriculum modification techniques, differentiated learning strategies, and inclusive classroom management skills.

Inclusive education aims to provide equal opportunities for all children, regardless of background, physical condition, or ability, to learn together in the same environment [4]. Inclusive education provides equal access, recognizes and respects diversity in terms of age and economic differences, and eliminates discrimination and bullying, creating a friendly, fair, comfortable, interactive and enjoyable education, creating a welcoming environment, providing opportunities for students to develop their talents, and motivating students to be able to socialize within the school environment and within the community [5]. The reality on the ground shows that many inclusive education tutors still lack the competency they possess. Some frequently encountered problems include a lack of understanding of the characteristics and learning needs of students with specific disabilities, limited ability to design and implement appropriate learning methods, and limited skills in using learning aids or specialized learning media. Furthermore, limited access to training, workshops, or ongoing professional development programs also hinders tutors' capacity building. This lack of competency can lead to suboptimal educational services. As a result, students' potential cannot develop to its full potential, the learning process becomes less effective, and it can even lead to stress and workload for the tutors themselves. Competent tutors are key to truly implementing the principles of Education for All in regular classrooms, while also ensuring they receive meaningful and high-quality learning experiences.

Tutors, as educators, still play a central role in opening students' minds to a rapidly evolving and dynamic world. Tutors not only open a window to the world, but also select, filter, and provide the best information to their students. This role differs from other sources of information, such as television, radio, and the internet, which are value-free and lack proper guidance, direction, and filtering. According to Indah Pratiwi, educators must possess strong pedagogical skills to design and implement effective learning processes, as well as technological skills to utilize technology in the teaching and learning process [6]. In addition, teachers must have good social skills to work together with students, parents, and the community.

Tutors play a significant role in shaping students' personalities, transforming them into whole, faithful, and knowledgeable individuals. Tutors transform everything into something valuable and useful for the greater good. Tutors empower students, from those unable to read and write to those who master various useful disciplines. However, it's undeniable that, in the teaching and learning process, students often lack responsiveness to lessons due to teachers' lack of capability and competence in presenting the material. This is usually due to teachers' lack of preparation. Ironically, tutors sometimes refuse to learn and develop their own competencies. This is truly a matter that needs to be considered and addressed, and the best solutions must be sought to address it, in order to save the younger generation and challenge the era of progress.

The equality of education and the right of every citizen to receive education is not in accordance with what is proclaimed. The facts in the field show that there are still children who drop out of school or adults who do not have a diploma. They will have difficulty if they want to work in PT, CV, or offices that require the legality of a diploma so they do not have the opportunity and are disqualified, with this problem the solution is non-formal education. Non-formal education is in accordance with the National Education Syndicate Law No. 20 of 2003 concerning National Education, especially Article 26 which legally defines the function of non-formal education as a substitute, addition, or complement to formal education in order to support lifelong learning [7].

Non-formal education is any organized, systematic educational activity, outside the framework of the existing formal system, which is carried out independently or as an important part of a wider

activity, to serve specific learning subgroups and specific learning objectives [8]. Non-formal education is education that is held outside the formal school system, whether tiered or non-tiered, institutionalized or not institutionalized [9]. To ensure equal education, the Community Learning Center (PKBM) is an alternative solution for those who are not accommodated in formal education due to economic constraints, age, time, or lack of opportunities in formal schooling due to working while studying [10]. The contribution of non-formal education to community empowerment can be seen more clearly from the definition and nature of the role of non-formal education itself.

The Al-Ghozali Community Learning Center (PKBM), located in Lubuk Banjar Village, Lubuk Raja District, Ogan Komering Ulu Regency, South Sumatra Province, is a non-formal educational institution that plays a role in supporting the government's efforts to expand access and equalize education for the community. Established in 2009 based on Notarial Deed Number 27 dated September 7, 2009, PKBM Al-Ghozali has a vision of realizing an intelligent, independent, skilled, productive, and prosperous society. This institution organizes various educational programs, including equivalency education Package A, Package B, and Package C, functional literacy, life skills, and entrepreneurship. In its implementation, PKBM Al-Ghozali establishes partnerships with the village government, the business and industrial world, MSMEs, course institutions, and various educational institutions in the surrounding area. The existence of this PKBM is important because it provides opportunities for people from various social, economic, age, and educational experience backgrounds to obtain learning services. The heterogeneous characteristics of learners, ranging from school dropouts, workers, housewives, to older learners, demand flexible, adaptive, and inclusive education. Therefore, tutors are required not only to master the learning material but also to possess pedagogical, social, and professional skills to understand the diverse needs, abilities, and characteristics of learners.

The diverse characteristics of learners present unique challenges in implementing learning at the Al-Ghozali Community Learning Center (PKBM). Differences in age, educational background, motivation, ability to understand material, and concentration levels can influence participation and learning outcomes. Some learners are highly enthusiastic, while others have difficulty concentrating, lack self-confidence, or view learning solely as a means to obtain a diploma. According to Hambali [11], learning success is influenced by internal factors, external factors, and the learning approach used. This situation indicates that tutor competence is a crucial aspect in creating effective, enjoyable, and responsive learning that meets the needs of each learner. Tutors need to develop varied learning strategies, adapt methods and materials, provide motivation, and conduct ongoing evaluations. However, implementing inclusive education cannot simply rely on teaching experience; it requires planned tutor competency development that aligns with the needs of both the institution and the learners. Based on these conditions, this study focuses on strategies to improve tutor competency in implementing inclusive education at PKBM Al-Ghozali, Ogan Komering Ulu Regency, in the 2025/2026 academic year, by examining efforts to develop tutor competency, supporting and inhibiting factors for its implementation, and strategies that can be implemented to realize inclusive, adaptive, and quality non-formal education services.

The relevant research in this study encompasses five main focuses. First, Puspito explains that non-formal education plays a role in developing the knowledge, skills, attitudes, and values of learners, enabling them to face change and improve their standard of living [12]. Second, Mustopa emphasized that the success of managing the Community Learning Center (PKBM) is influenced by the ability of human resources, the availability of facilities and infrastructure, funding, and the ability of managers to plan, implement, and evaluate educational programs [13]. Third, Genius, states that non-formal education plays a role in empowering communities by increasing access to resources, independence, self-confidence, and critical thinking skills [14]. Fourth, Asri's research concluded that tutors play a role as facilitators, organizers, motivators, directors, and evaluators in increasing the learning motivation of students, although some roles still need to be optimized [15]. Fifth, Bhennita's study emphasized that tutor competency in inclusive education emphasizes the importance of tutors' abilities in understanding the diverse needs of learners, implementing adaptive learning strategies, building positive interactions, and conducting continuous learning evaluations [16].

The research gap in this study lies in previous studies that tend to discuss the function of non-formal education, PKBM management, community empowerment, and the role of tutors in increasing learning motivation, but have not specifically examined strategies for improving tutor competency tailored to the needs of implementing inclusive education in PKBM, especially in PKBM Al-Ghozali, Ogan Komering Ulu Regency. Meanwhile, the novelty of this study lies in the formulation of a contextual and integrated tutor competency improvement strategy through identifying competency needs, developing tutor pedagogical and social skills, implementing adaptive learning, and continuous evaluation by considering the characteristics and needs of diverse learners. This research is expected to produce strategic recommendations that can be the basis for developing tutor competency in realizing inclusive, responsive, and equitable non-formal education services.

This study aims to analyze strategies for improving tutor competency in implementing inclusive education at Al-Ghozali Community Learning Center (PKBM) in Ogan Komering Ulu Regency, specifically in identifying tutor competency needs, developing tutors' abilities in planning and implementing learning that is appropriate to the diverse characteristics of learners, and evaluating the effectiveness of strategies implemented in improving tutor competency. Theoretically, this study is expected to enrich the study of Educational Management, especially in human resource development in non-formal educational institutions. Practically, this study is expected to be a consideration for PKBM Al-Ghozali managers in developing tutor competency improvement programs through training, mentoring, professional discussions, and continuous learning evaluation. For tutors, this study is expected to encourage improvements in pedagogical, professional, social, and personality skills in implementing inclusive education, thereby being able to create a learning process that is adaptive, effective, and appropriate to the needs of diverse learners.

2. METHOD

The qualitative method used is a logic model approach that focuses on four main components, namely input, process, output, and outcome. This approach was chosen to obtain a comprehensive picture of the condition of tutor competency and competency improvement strategies in the implementation of inclusive education at the Al-Ghozali Community Learning Center (PKBM), Lubuk Banjar Village, Lubuk Raja District, Ogan Komering Ulu Regency in the 2025/2026 Academic Year. PKBM managers, tutors, and related parties are the research subjects involved in the implementation of inclusive education. Research data were collected through in-depth interviews, participatory observation, and documentation studies. Interviews were conducted to obtain information about the condition of tutor competency and strategies applied to improve these competencies. Observations were used to directly observe the inclusive learning process and the implementation of tutor competency improvement strategies. Meanwhile, documentation was used to supplement the data in the form of work programs, activity reports, and other supporting documents.

The data reduction stage is carried out through interactive analysis, data presentation, and conclusion drawing. Data validity is maintained through triangulation techniques of sources, techniques, and time. Within the logic model framework, input components include human resources, training programs, and supporting policies; process components include the implementation of training, mentoring, and professional development of tutors; output components include improving the pedagogical, personality, professional, and social competencies of tutors; while the outcome component is indicated by the increasing effectiveness of the implementation of inclusive education and the reduction of obstacles faced in the learning process at PKBM Al-Ghozali. The informal interviewees are capable of representing various lines, namely managers, lecturers, education staff, and students, drawn from representatives of young students and adult students.

Table 1. Informant data information

No.	**Informant Name**	**Position/Role**
1	NL	Chairman
2	AP	Tutor
3	AY	Tutor
4	SJ	Tutor

5	RF	Operator
6	RN	TU
7	ICE	Learners
8	WH	Learners

The selection of informants in this study was based on the theory and principles of qualitative research methodology, with the aim of obtaining rich and in-depth information regarding strategies for improving tutor competence in implementing inclusive education. The head of the PKBM, NL., was selected based on purposive sampling theory, as outlined by Sugiyono [17], involves selecting informants based on specific criteria relevant to the research objectives. This method involves selecting informants who meet specific criteria, ensuring that the selected individuals can provide valuable insights into the research topic. The rationale behind using purposive sampling is to ensure that the sample includes individuals who can provide unique, different, or important perspectives on the phenomenon being studied. By selecting informants with key and diverse roles, this study can gain a comprehensive perspective on strategies for improving tutor competency in implementing inclusive education at PKBM Al-Ghozali.

3. RESULTS AND DISCUSSION

Tutor Competency Improvement Strategy

Based on the results of research conducted at PKBM Al-Ghozali, Ogan Komering Ulu Regency, it was found that the strategy for improving speech competence in the implementation of inclusive education still requires PKBM institutions to make improvements in all areas. PKBM is a non-formal education that plays an important role in providing opportunities to continue education to individuals outside the formal education system. The Al-Ghozali Community Learning Center (PKBM) is one of the institutions that implements inclusive education programs, which focus on high school equivalency/Package C, junior high school equivalency/Package B, elementary school equivalency/Package A, and life skills education. It is said that inclusive education at PKBM Al-Ghozali is because the background of students who come from different backgrounds in terms of age and the jobs that students have. Tutor competency strategies need to be improved in non-formal education where learning is flexible, unlike formal education where the schedule and material delivered are not monotonous with textbooks but use teaching modules that require tutors to be able to deliver in a different form from formal delivery using learning models that can be understood by students who come from different backgrounds and ages, a tutor must be able to deliver learning with adjustments so that the learning material can be accepted by students.

The tutor competency at the Al-Ghozali Community Learning Center (PKBM) generally meets the basic standards for non-formal education. However, several limitations remain in the implementation of inclusive education, particularly regarding the understanding of diverse student characteristics and learning strategies that accommodate each student's learning needs. Interviews with administrators and tutors revealed that some tutors have considerable teaching experience, but not all have received specific training in inclusive education. This situation makes it difficult for tutors to adapt learning methods, manage heterogeneous classes, and provide services tailored to individual student needs. PKBM Al-Ghozali is strongly committed to providing educational services to the entire community without discrimination. Management support is demonstrated through the provision of tutor capacity-building programs, discussion forums, and mentoring during learning. These conditions serve as important initial capital in developing tutor competency towards a more effective implementation of inclusive education.

The tutor competency improvement strategy is implemented through several planned and ongoing activities. These strategies include training, mentoring, academic supervision, and experience sharing between tutors and colleagues. The training focuses on improving understanding of the concept of inclusive education, student characteristics, the development of adaptive learning tools, and the use of learner-centered learning methods. Through this training, tutors acquire new knowledge and skills that support the implementation of inclusive learning. PKBM sends tutors to participate in training held both at the institution itself and through tutor forums, and sends tutors to

participate in in-depth education training so they can apply the training within the institution and disseminate it to other tutors. PKBM managers also provide regular mentoring and supervision. Mentoring is provided to help tutors overcome various obstacles that arise in the learning process. These activities provide opportunities for tutors to reflect on and improve their learning practices. Discussion forums and experience sharing are also part of the competency improvement strategy. Through these activities, tutors can exchange information, experiences, and solutions to address various challenges in implementing inclusive education. This strategy has been proven to strengthen collaboration and increase the professional capacity of tutors.

The form of competency improvement is reinforced by the results of an interview with Mr. NL who stated that in general the tutor's competency is quite good but still needs to be improved, especially in the implementation of inclusive education, tutors are not only required to master the learning material but also must be able to understand the characteristics of students who have different backgrounds and ages. This statement shows that to improve tutor competency, support from various parties is needed and is a priority in the Al-Ghozali PKBM work plan which is discussed together in determining the school budget, to support the implementation of tutor competency improvement activities carried out in the form of training, education and training, workshops, and collaborative activities in the Farum PKBM community of Ogan Komering Ulu Regency.

An interview with tutor Mr. AP stated that teaching in inclusive education requires greater patience and perseverance because students' abilities vary. As tutors, we must be able to serve as role models and provide motivation so that students have a strong awareness and desire to learn the material. The interview results can be concluded that tutors must be able to provide motivation so that students are not merely passive objects but active subjects in the learning process. Learning is not merely providing information like in a banking style, but rather problem-solving learning.

An interview with Ms. AR, a Package B Mathematics and Natural Sciences tutor, stated that a tutor can utilize learning media, provide examples related to everyday life, conduct group discussions, and practice simple exercises to help students understand the concepts more easily. The interview findings suggest that a tutor must be able to choose appropriate and enjoyable learning methods to ensure students are enthusiastic and understand the lessons presented by the tutor. The teaching and learning process in the classroom must be built on togetherness as conveyed by the tutor, Mrs. SJ, as an Indonesian language tutor, being able to establish good communication is very important because the success of inclusive education is not only the responsibility of the tutor, but also requires support from the family and PKBM managers.

Based on the interview results, school-age student ES said that the tutors at PKBM Al-Ghozali taught well and paid attention to all students during the learning process. Sometimes we learned through group discussions, working on assignments together, and looking at examples around us. So learning was not boring. The results of the interview with an adult student WH stated that he had stopped school and had not participated in learning activities for a long time. This condition made it difficult for him when he returned to learning at PKBM Al-Ghozali, the tutor always encouraged me and explained the material slowly. If I didn't understand, the tutor didn't get angry and was willing to repeat the explanation.

Improving Tutor Competence in Implementing Inclusive Education (Output)

The results of the study indicate that the implemented strategy had a positive impact on improving tutor competency in four main aspects: pedagogical, personality, professional, and social competency. Improved pedagogical competency was evident in tutors' ability to understand the characteristics and needs of diverse students, develop flexible learning plans, and select appropriate learning methods and media. Tutors were also increasingly able to create a participatory learning atmosphere and respect differences. In terms of personality, improvements were marked by the development of patience, empathy, responsibility, and commitment to providing equal educational services. Tutors also demonstrated a more open attitude towards diversity and were able to serve as role models in building an inclusive culture within the Al-Ghozali PKBM environment.

In terms of professional competence, improvements were evident in tutors' increased understanding of inclusive education, mastery of learning materials, and ability to manage classes with heterogeneous student characteristics. Tutors also became more confident in implementing

learning and developing strategies tailored to student needs. Meanwhile, improvements in social competence were demonstrated through the ability to communicate and collaborate with students, fellow tutors, PKBM managers, and the surrounding community. Improvements in these four competencies support the implementation of inclusive education by creating a more adaptive, participatory, and responsive learning process to the diverse needs of students. Thus, the strategy for improving tutor competence has the potential to strengthen the quality of educational services at PKBM Al-Ghozali, although the sustainability of its impact still requires support from mentoring, regular evaluations, and ongoing tutor professional development.

Improving tutor competency has a positive impact on the implementation of inclusive education at PKBM Al-Ghozali. Tutors are better prepared to face the diversity of students and are able to provide fairer, more flexible, and more student-centered learning services. Obstacles in the implementation of inclusive education can be minimized. These include limited understanding of tutors regarding inclusive education, difficulties in adapting learning methods, and understanding different characteristics. Through continuous competency improvement, tutors are able to find more effective solutions to overcome these various problems. The success of this study shows that the implementation of inclusive education is greatly influenced by tutor competency. The better the pedagogical, personal, professional, and social competencies of the tutor, the more effective the inclusive learning process will be. Tutor competency improvement programs need to be carried out continuously as an effort to improve the quality of inclusive education services at PKBM Al-Ghozali, Lubuk Banjar Village, Lubuk Raja District, Ogan Komering Ulu Regency.

Discussion

Research results at the Al-Ghozali Community Learning Center (PKBM) in Ogan Komering Ulu Regency indicate that improving tutor competency in implementing inclusive education requires a planned and sustainable approach through training, mentoring, academic supervision, and sharing experiences between tutors. These findings suggest that teaching experience and mastery of the material alone are insufficient to address the challenges of learning involving learners with diverse age, occupation, ability, and educational backgrounds. This condition aligns with the theory of teacher competency, which encompasses pedagogical, personality, professional, and social competencies, as stipulated in Law Number 14 of 2005 concerning Teachers and Lecturers [18]. Although non-formal education tutors have a different work context than teachers in formal education, these four competency aspects can serve as an analytical framework for understanding tutors' skill development needs. In the context of the Al-Ghozali Community Learning Center (PKBM), pedagogical competency is needed to adapt learning methods to the needs of learners, personality competency supports patience and empathy, professional competency strengthens mastery of material and understanding of inclusive education, while social competency supports communication and collaboration with various parties. Thus, the results of the study show that strategies for improving tutor competency need to be directed at developing complementary skills so that learning is more adaptive and centered on the needs of learners.

The training, mentoring, and supervision strategies implemented at the Al-Ghozali Community Learning Center (PKBM) also align with the principle of continuous professional development, which emphasizes that competency improvement must be achieved through a continuous learning process, not just through short-term training activities. This finding aligns with research by Hasanah et al [19] entitled "Implementation of Competency-Based Tiered Tutor Training at PKBM Al Insan." The research shows that tutor competency development can be achieved through needs analysis, competency mapping, tiered training, group discussions, teaching practice (microteaching), and post-training mentoring.

The similarity between these two findings lies in the importance of a tutor development program planned according to the institution's needs and supported by PKBM management. The difference is that Hasanah et al.'s research focuses on competency-based tutor training in equal education, while the research at PKBM Al-Ghozali places competency improvement within the context of implementing inclusive education for learners with diverse characteristics. Therefore, strategies for improving tutor competency need to integrate technical training with learning practices

tailored to the individual needs of learners, so that training outcomes can be effectively applied in the learning process.

Another prominent aspect of the research findings is the importance of patience, empathy, motivation, and the tutor's ability to build positive communication with students. Interviews showed that tutors attempted to explain things slowly, repeated material when students didn't understand, and used group discussions and examples relevant to everyday life. These findings align with Manurung's research [20], which states that the learning approach is student-centered, which places the needs, experiences, and involvement of students as the primary considerations in the learning process. This approach is also in line with the thinking of Paulo Freire [21]. Regarding dialogic education, learning that encourages students to actively participate in the process of building understanding, rather than simply passively receiving information. In the context of the Al-Ghozali Community Learning Center (PKBM), this approach is relevant because students have varying educational experiences, ages, occupations, and levels of readiness to learn. Therefore, improving tutor competency is not only about mastering the material, but also needs to include the ability to motivate, listen, provide feedback, and choose flexible learning methods. These skills can help build students' self-confidence and increase their participation in the learning process.

Based on these overall findings, the success of the tutor competency improvement strategy at Al-Ghozali Community Learning Center (PKBM) is also influenced by institutional support, particularly the management's commitment to providing a budget, involving tutors in training and education and training, and encouraging collaboration through the PKBM tutor forum. This is in line with Law Number 14 of 2005 concerning Teachers and Lecturers, which emphasizes the importance of planned and sustainable competency development, although the provisions for teacher competency in the law do not automatically become specific standards for non-formal education tutors. This institutional support indicates that improving tutor competency is not solely an individual responsibility, but requires planning, facilitation, and evaluation from the institution's management. Overall, this study confirms that the tutor competency improvement strategy needs to integrate training, mentoring, supervision, collaboration, and ongoing evaluation with the needs of implementing inclusive education. The contribution of this study lies in emphasizing the relationship between the development of pedagogical, personality, professional, and social competencies with the characteristics of learners at PKBM. However, because these findings focus on one institution, the effectiveness of this strategy still needs to be studied further through ongoing evaluation so that its impact on teaching practices and student learning outcomes can be known in a more measurable way.

4. CONCLUSION

The results of the study indicate that the strategy for improving tutor competency at the Al-Ghozali Community Learning Center (PKBM) in Lubuk Banjar Village, Lubuk Raja District, Ogan Komering Ulu Regency, is implemented through training, workshops, coaching, supervision, discussions between tutors, and independent learning. This strategy supports the improvement of tutors' pedagogical, personal, professional, and social competencies in understanding the diversity of student characteristics and implementing adaptive and inclusive learning. Based on the Logic Model approach, resource and institutional support as input, implementation of development programs as process, and improvement of tutor competency as output contribute to the creation of more inclusive learning, increased student participation and self-confidence, and the formation of a learning environment that values diversity as outcome. This study concludes that systematic and sustainable improvement of tutor competency is an important factor in improving the quality of inclusive education implementation, although there are still obstacles such as limited facilities and infrastructure, lack of special training, and diverse student abilities. Therefore, it is recommended that the Al-Ghozali PKBM management strengthen the tutor competency development program, increase the availability of supporting facilities, expand cooperation with various parties, and carry out periodic mentoring and evaluation to realize inclusive, quality, and equitable non-formal education services.

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