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ADVANCE ORGANIZERS AND BLENDED LEARNING FOR IMPROVING PEDAGOGICAL COMPETENCE OF ARTS AND CULTURE TEACHERS IN INDONESIAN INCLUSIVE SCHOOLS

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ABSTRACT

This research is driven by the challenges of improving the pedagogical competence of dance teachers who teach in inclusive education schools. With the complexity of inclusive education services, research is needed to identify and overcome the obstacles faced by teachers, especially in modifying the curriculum and presenting learning materials that suit the needs of diverse students. The purpose of this study is to analyze and improve teachers' pedagogical competence through Advance Organizers (AO)-based training with blended learning strategies. This research involved six dance teachers from public secondary schools in Bandung City that organize inclusive education. A qualitative approach was used through field studies, interviews and observations, while quantitative data was obtained through tests and questionnaires after the training. The results of a paired t-test between the pretest and post-test showed a significant difference (at the 99% confidence level with a margin of error of 0.21) in the improvement of the trainees' pedagogical competence, where the post-test scores were better than the pretest scores. In addition, the results of the implementation of the training model also had an impact on the social interaction of PDBK. Thus, the AO-based training with a blended learning strategy can be used as an effective alternative to improve the pedagogical competence of dance teachers in the context of inclusive education. Suggestions for future research include involving more schools and expanding the scope of the research to gain a more holistic understanding of the impact of training on inclusive learning.

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1. INTRODUCTION

Inclusive education requires teachers to have adequate pedagogical competence to teach all students, including those with special needs. This is important because teachers must be able to recognize the characteristics of their students and adapt teaching to their needs. The Advance Organizers (AO) model can be used as a solution that is able to build teachers' thinking awareness and strengthen the achievement of adequate thinking abilities (cognitive) and teaching skills (pedagogical psychomotor) for trainees (dance teachers) in the learning process which includes aspects of knowledge, understanding, and effective and efficient analysis of dance teacher training activities and learning outcomes. The learning strategy used in the AO model is Blended Learning. The Advanced Organizer learning model is very useful for sequencing curriculum or training materials and delivering material content to participants systemically (VanTassel-Baska & Wood, 2023). Step by step, important concepts and their proportions are explained and integrated, so that at the end of the teacher training learning period will gain a complete perspective on the material studied. It is also expected that an increase in pedagogical competence in dance learning services will have an impact on the development of interactions for students with special needs in inclusive schools that organize them.

Although the importance of teachers' pedagogical competence is recognized, teaching students with special needs is not easy. Some complicating factors include teachers' lack of understanding of students' needs, limitations in accommodating various needs, as well as difficulties in identifying effective teaching strategies (Ren et al., 2020). These factors lead to the teaching methods used. The pedagogical competence of teachers is crucial for effectively teaching students with special needs; however, significant challenges still exist in this field. Research shows that while a large majority of special education teachers (80%) acknowledge their understanding of students' diverse abilities (Anne & Rashid, 2024), only 40% feel confident in using technology effectively, highlighting a gap in essential skills. Additionally, teachers often face limitations in resources and inadequate training, which hinder their ability to implement inclusive practices (Bañados et al., 2024; Lonescu & Vrăşmaş, 2024). This review will explore key aspects of pedagogical competence, the challenges faced by teachers, and the importance of innovative teaching approaches. The use of the AO model in this training is expected to not only have implications for increasing the thinking insights and competencies of dance teachers, but also have implications for helping teachers guide students to stimulate cognitive and emotional abilities, and realize the achievement of social interactions for students with special needs that are seen during activities and learning outcomes in accordance with the strategies used. Seeing and understanding the phenomena that occur related to the readiness of dance teachers in providing learning services in inclusive settings, dance teachers must have the challenge to increase their knowledge and insight both theoretically and practically in dealing with regular students and students with special needs who have unique characteristics, both in terms of physical, psychological, social, moral and so on (Burridge & Nielsen, 2018; May et al., 2021). In order to improve the quality of learning, teachers have the right to obtain professional development by attending seminars, workshops, and training.

Advance Organizers (AO) and Blended Learning have emerged as effective solutions to the challenges of teaching students with special needs. AO facilitates understanding and retention by connecting new content with existing knowledge, which is highly beneficial for students with learning disabilities (Arora & Kaur, 2024). AO assists in systemically organizing curriculum and course materials, while Blended Learning allows the use of various learning methods that can be adapted to the needs of students. This research study provides teachers with the opportunity to take part in training aimed at improving pedagogical competencies, such as strengthening and developing the knowledge teachers already have, as well as providing new knowledge about teaching skills and strategies from various sources. Training and development of teachers' pedagogical competence emphasizes more on the cognitive aspect, as it focuses on retrieving, mastering, and processing information. The training and development model for training purposes tends to apply the advance organizers learning approach, this model can generally be applied to learning targets of various ages in studying individuals and society (Rothwell, 2020).This model can potentially be used to achieve goals with personal and social dimensions in addition to those with intellectual dimensions (Sagala, 2011). The training and development of pedagogical competencies for teachers emphasize the cognitive aspect, focusing on the acquisition, mastery, and processing of information, which is essential for enhancing educators' effectiveness and adaptability in diverse learning environments. Cognitive strategies such as reflectivity and attention are crucial for teachers to facilitate effective learning experiences. Furthermore, continuous training programs that integrate cognitive and metacognitive strategies can enhance teachers' abilities to reflect on their teaching practices (Brojato & Portilho, 2023). Advance organizers are designed to increase the efficiency of information processing ability and to be pedagogical to help apply principles that bridge prior knowledge and new knowledge (see: Ausubel, 2012).

The Advance Organizers Model (AOM) is a pedagogical strategy designed to enhance information processing by linking new knowledge with existing cognitive structures, serving as a preparatory tool that helps students understand complex concepts through a framework that connects prior knowledge with new learning content. Research indicates that AOM significantly improves learning outcomes across various subjects, including mathematics and physics, with studies showing enhanced understanding and retention of new material that outperforms traditional teaching methods (Arora & Kaur, 2024). In specific instances, implementing AOM in mathematics classes resulted in an increase in average test scores from 71.96 to 77.59 over two cycles (Suherun, 2024), and it has been validated as a practical and effective tool in physics education, achieving high reliability and validity ratings in developed learning materials (Putra et al., 2023). Versatile in application, AOM can be used in subjects such as reading, mathematics, and science, facilitating meaningful learning by connecting new concepts with those already known (Long, 2023; Guo, 2023), encouraging active engagement and curiosity among students, and fostering a deeper understanding of the subject matter (Arora & Kaur, 2024). However, while AOM shows

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considerable benefits, some educators argue that its effectiveness may vary based on individual learning styles and specific teaching contexts, highlighting the need for tailored approaches in diverse educational settings.

An important key in inclusive education is the pedagogical ability of teachers for all students, including students with disabilities. In carrying out their duties professionally, teachers not only have mastery of the substance of the material, but also need to be equipped with the ability to recognize the characteristics of their students. Rimm et al., (2018) in his book entitled "Education of the Gifted and Talented" presents an understanding of the AO model that needs to pay attention to the learning outcomes of children with special needs to organize the organization of each lesson in helping students target key issues to learn research reveals the success of AO model training used in online learning for teachers of children with special needs, although general accessibility often fails but students can fully access the content. Tabaldo (2023) research in his dissertation revealed substantial gains and marked improvements in self-efficacy in teacher competency training using a blended learning model. The progress was attributed to the comprehensive and experiential nature of the program. It creates educators who understand the concept of self, have high enthusiasm and intensity in teaching. This is evidenced through teaching children with special needs. Shrewsbury (2018) in her research attempted a self-reflective exploration of the development of professional competence through teaching community dance to children with special needs. As a result, the teacher remains grounded in her body, flexible teaching structures, increased intuition and improvisation. Park (2021) proposes the term 'emotional inclusion' of students with special needs as a model for thinking about diversity rather than integration or inclusion. The effectiveness of teaching depends on what the objectives are. They will also help other teachers to prepare and teach dance to classes with special needs students.

Given the high complexity of inclusive education, the results of supervision need to be followed up on readiness, because many obstacles are currently faced by dance (art) teachers, especially in terms of modifying and accommodating the curriculum. However, it was also found that teachers have not been able to provide learning services that suit the various characteristics of students, especially students with disabilities. Given the evolving global challenges, the role and responsibilities of teachers are expected to grow more complex, necessitating ongoing improvement and adaptation of their skills. Teachers need to be proactive and innovative in shaping students' learning experiences. Failure to stay updated with the fast-paced flow of information could result in professional decline. Thus, the readiness of teachers in teaching dance in inclusive classrooms is not only supported by adjusting the curriculum, learning strategies and teaching materials but also being able to identify and assess student diversity. This shows that dance teachers experience obstacles in carrying out their main task of teaching dance. The obstacles found by teachers are the problem of not understanding learning (approaches, models and methods), and implementing the learning programs they make. So that these four aspects are part of the pedagogical competencies that dance teachers absolutely must have.

Research exploring the use of AO and Blended Learning in teaching arts and culture in inclusive schools is still minimal. Based on the facts stated above, this study specifically aims to address an inquiry about the design of an effective training and coaching model, its implementation, and the results of its implementation in improving the pedagogical competence of arts and culture teachers in the Indonesian context. The results of this study are expected to be used as an alternative for dance teachers who teach students with disabilities in inclusive schools.

2. METHOD

2.1 Research design

Inclusive education is a development in education where children with special needs are in the same class as normal children and receive the same learning. In the view of (Divine, 2013; Staub & Peak in Nuraini, 2023; Smith, 2006), inclusive education is a system that places children with mild, moderate and severe disabilities fully in regular classes. Inclusive education aims to eliminate barriers between children with disabilities and those without, ensuring equal rights in education (Akhlan et al., 2024. This indicates that the regular classroom is a relevant place of learning for children with disabilities, regardless of the type of disability or its gradation. In inclusive education, children with disabilities are educated together with normal children to develop optimally according to their potential. Responding to the central government's policy, the Mayor of Bandung, on October 26th, 2015, declared Bandung as a City of Inclusive Education where all regular education units (both public and private) are required to accept children with disabilities, so that every child in Bandung has the same right to equitable education services.

This is supported by the issuance of Regional Regulation number 2 of 2018, concerning the Implementation of Education in Education Units, which is contained in article 8 which states that: "The City Government manages the City Regional National Education System to ensure the implementation of inclusive and equitable education and encourage lifelong learning opportunities for the community." This policy is a challenge for teachers in providing learning services in dealing with diverse children.

This research is a combination of two forms of research, namely qualitative and quantitative. Mixed methods research is a research approach that involves both qualitative and quantitative data collection. The type of mixed method in this research is exploratory sequential. The exploratory sequential approach/strategy is a design in which the researcher first starts by exploring qualitative data, then analyzes using the findings in the quantitative phase (Creswell, 2019). The chosen strategy is reinforced by Creswell (2019) statement that in the stages carried out by the researcher, the researcher collects and analyzes qualitative data, then collects and analyzes quantitative data in the second stage, which is based on the results of the first stage. Combination research was chosen because it contains two types of research, namely qualitative and quantitative. The process of mixing the two methods. This research is illustrated in Figure 1.

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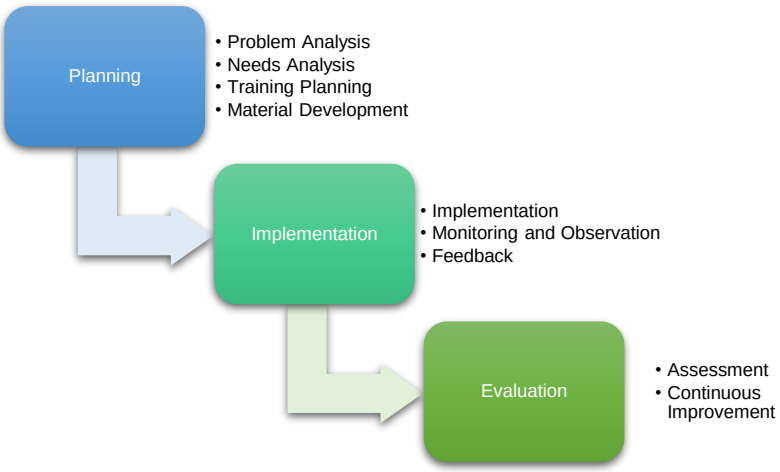

Figure 1. Training Process

Qualitative research begins with field studies or observations and interviews, where researchers see and pay attention to teachers' pedagogical competence, the condition of children with disabilities, and dance learning. In the quantitative research, the advanced organizer and blended learning models and the discipline dimension were used as inputs in designing a training model that suited the objective conditions in the field. The main quantitative data is the pedagogical competence of dance teachers obtained through research instruments (tests and questionnaires) after the training ends.

Based on the analysis and support from several relevant theories put forward by experts in the framework of thought, the author states the hypothesis: There is an increase in pedagogical skills for dance teachers who take part in pedagogical competency training and coaching. This refers to the increased social interaction of students with disabilities who receive dance teaching from teachers who have attended the training and coaching.

2.2 Participants

The research was conducted in six public junior high schools that provide inclusive education in Bandung city. The population/sample of this study selected dance teachers who teach students with disabilities (slow learners) and regular students. In Bandung city, there are 65 schools that provide inclusive education (private and public) and there are 23 teachers who have a dance education background. Then a sample of six dance teachers with S1 education qualifications, dance education backgrounds, and teaching dance was selected, namely the junior high school level in Bandung City.

2.3 Instruments and Data Collection

The collection technique in this study was carried out in two stages, namely the first stage to obtain qualitative data through in-depth interviews, documentation studies, observations/surveys and journal notes, to find out starting from the teacher's profile, teacher competence in learning dance, knowing the obstacles of dance teachers in implementing learning in inclusive classes to understanding/obtaining validation results.

The instruments used were questionnaires using a Likert scale and tests (pre-post). The instrument used in this quantitative research is one instrument (test) and an additional instrument as a complement (observation of training results as a follow-up to improving teachers' pedagogical competence) on the pedagogical competence of dance teachers which has an impact on the social interaction of students using a questionnaire instrument in the form of a checklist. The results of this measurement are used as the basis for making training modules using the following criteria in Table 1.

Table 1.
Indicators and grid of teacher competency variables

No	Teacher Core Competencies	Dance Teacher Competency Profile
1	Mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional and intellectual aspects.	1.1 Understand the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual and socio-cultural background aspects. 1.2. Identifying the potential of students in the subjects taught 1.3 Identify students' initial teaching provisions in the subjects being taught 1.4 Identify students' learning difficulties in the subjects being taught.
2	Mastering learning theories and educational learning principles.	2.1 Understand various learning theories and educational learning principles related to the subjects taught.

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		2.2 Apply various educational approaches, strategies, methods and learning techniques creatively in the subjects taught.
3	Develop a curriculum related to the subjects taught.	3.1 Understand the principles of curriculum development. 3.2 Determine the learning objectives being taught. 3.3 Determine appropriate learning experiences to achieve the learning objectives being taught. 3.4 Select taught learning materials that are related to the learning experience and learning objectives. 3.5 Organize learning materials correctly according to the chosen approach and student characteristics. 3.6 Develop indicators and assessment instruments.
4	Organizing educational learning.	4.1 Understand the principles of educational learning design. 4.2 Develop learning design components. 4.3 Develop a complete learning plan, both for activities in the classroom, laboratory and field. 4.4 Carry out educational learning in the classroom, in the laboratory and in the field by paying attention to the required safety standards. 4.5 Use learning media and learning resources that are relevant to the characteristics of students and the subjects being taught to achieve learning objectives as a whole. 4.6 Make transactional decisions in taught learning according to developing situations.
5	Utilizing information and communication technology for learning purposes.	5.1 Utilizing information and communication technology in taught learning.
6	Facilitate the development of students' potential to actualize their various potentials.	6.1 Provide various learning activities to encourage students to achieve optimal performance. 6.2 Provide various learning activities to actualize students' potential, including their creativity
7	Communicate effectively, empathetically and politely with students	7.1 Understand various effective, empathetic and polite communication strategies, verbally, in writing and/or other forms. 7.2 effectively, empathetically and politely with students using unique language in the interaction of educational activities/games.
8	Carrying out assessments and evaluations of learning processes and outcomes.	8.1 Understand the principles of assessment and evaluation of learning processes and outcomes according to the characteristics of the subjects being taught. 8.2 Determine aspects of the learning process and outcomes that are important to assess and evaluate according to the characteristics of the subjects being taught. 8.3 Determine assessment and evaluation procedures for learning processes and outcomes. 8.4 Develop assessment and evaluation instruments for learning processes and outcomes. 8.5 Administer continuous assessment of learning processes and outcomes using various instruments. 8.6 Analyze the results of process assessments and learning outcomes for various purposes. 8.7 Evaluate learning processes and outcomes.
9	Utilizing the results of assessments and evaluations for learning purposes.	9.1 Use information from assessments and evaluations to determine learning mastery 9.2 Use information from assessments and evaluations to design remedial and enrichment programs. 9.3 Communicate assessment and evaluation results to stakeholders. 9.4 Utilize information from learning assessments and evaluations to improve the quality of learning.
10	Reflective take action to improve the quality of learning.	10.1 Reflect on the learning that has been implemented. 10.2 Utilize the results of reflection to improve and develop learning in the subjects taught. 10.3 Conduct classroom action research to improve the quality of learning in the subjects taught.

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Table 2.
Sample pedagogical competency criteria rubric

No.	Criteria	Information
1	Weak	More than three respondents were unable to do so
2	Enough	Three to four respondents were able to do it
3	Strong	Five to six respondents were able to do it

The preparation of the training module emphasizes the criteria for pedagogical competence of respondents who are less capable and quite capable. Instruments in quantitative research are tools used to measure data so that the results can be generalized qualitatively.

2.4 Procedure

The instrument (pedagogical competence) used in this mixed method refers to the aspects contained in the operational variables. Instruments in qualitative research are a guide in conducting analysis related to training that has been organized, as a basis for improving training to be more effective and on target. Qualitative analysis uses structured (SI) and unstructured (UsI) interview instruments, observation (O), and documentation study (DS).

WT prepares pre-prepared questions and is delivered to respondents in a specific order. WTT was conducted more freely without using a structured question guide. The researcher asked open-ended questions and allowed the respondents to express their thoughts. Indonesian and Sundanese were used in data collection through interviews conducted for approximately 30 minutes to an hour. Through observation, the researcher actively observed and recorded what happened during the training. Comprehensive field notes were made during or after the observation. To support the results of interviews and observations, a documentation study was also conducted as a complete supporting data in the discussion of the elaboration of research findings.

2.5 Data Analysis

Qualitative analysis used instruments of structured (SI) and unstructured (UsI) interviews, observation (O), and documentation study (DS). Structured interviews were given to six dance teachers as objects and subjects in this study. Unstructured interviews (UsI) were given to the principal/deputy principal and guidance and counseling teacher as additional data that were considered to confirm the respondents' statements as a sample and did not represent all structured interview questions (SI). The author used the SI according to the indicators in operationalizing the variables for the respondents/sample (selected dance teachers) to determine a measure of pedagogical competence of all respondents.

Validity was tested through factor analysis to identify the dimensions associated with the items in the instrument, as well as through Pearson correlation to examine the relationship between the instrument and other related variables. On the other hand, reliability testing is important to determine how consistent the instrument is in providing uniform results. Reliability is done to check the consistency of results between two tests conducted at different times through Pearson correlation. By carrying out these validity and reliability test steps, researchers can ensure that the instruments used can produce reliable and valid data for further analysis in quantitative research.

3. RESULTS AND DISCUSSION

Curriculum Design for Pedagogical Competency Improvement Training Model

The training curriculum for improving the pedagogical competence of dance teachers consists of 4 (four) components, namely objectives, materials, learning strategies (methods and models) and evaluation. The goal component in the curriculum is very important to measure the extent of the participants' achievement in mastering the learning material that has been taught. Without knowing what the training objectives are, it will be difficult for the training provider and participants to evaluate the success of the training. Thus, each curriculum is required to set learning objectives regarding what the participants or the institution organizing the training/training want to achieve. The following is an explanation of the curriculum that has been established.

1) Objective
   The curriculum objective is to improve dance teachers' pedagogical competence in providing inclusive learning services. This goal includes improving teachers' understanding of the needs of students with special needs, improving teaching skills, and using learning methods that are in line with the principles of inclusion.
2) Material
   The materials include learning materials on dance, inclusive pedagogy, Advance Organizers method, and blended learning concept. The materials should be organized in such a way that they suit the needs of dance teachers in improving their competence in the context of inclusion.
3) Learning Strategy
   An effective learning strategy is the use of Advance Organizers (AO) method and blended learning. AO helps in systematically sequencing learning materials, while blended learning combines online learning and face-to-face learning to provide a holistic and diverse learning experience.
4) Evaluation
   Evaluation is carried out through various methods, such as written tests, learning observations, and reflection. The results of the evaluation are used to improve and refine the curriculum to make it more effective in achieving the goals that have been set.

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As a result of the training, participants conducted implementation in dance learning classes, and when participants conducted the teaching process, researchers analyzed by observing teachers' understanding of the treatment provided during the training through video recordings of learning implementation.

The Implementation of the Training Model for Increasing the Pedagogical Competency of Dance Teachers

This training is a briefing for dance teachers who teach in inclusive schools which was held for three days, from March 22-23th, 2021 at SMPN 34 Bandung. On the first day, referring to the training guide, it began with a pretest at 08.00 - 08.40 WIB with the aim of exploring the initial abilities of the training participants. Furthermore, at 09.00-09.40 , the trainees were given instructions regarding the introduction of Learning Management System (LMS) access, in this case the researcher designed the LMS form using the term SIMPEL (*Sistem Informasi Manajemen Pelatihan*/Training Management Information System). The content contained in Simpel consists of participant rules, training guidelines, pretests, modules, download mode for participants' assignments/invoices, upload mode for participants' assignments/invoices, online attendance, post-test.

Entering the implementation of the first model will be held on Monday, March 22th, 2021, at 10.00 - 12.00 WIB, participants are first directed to fill in manual attendance, before entering the AO-IL phase, the facilitator organizes the class and conveys / guides how to access a simple LMS. After the facilitator guides LMS access and participants are able to follow, the facilitator then enters the core phase, namely conveying the material theme and learning objectives, motivating participants, exploring learning problems from participants' experiences. Next, the facilitator delivers training materials on insights into inclusive education, identification and assessment of student characteristics. This phase uses offline mode (face-to-face), as it is the initial phase that requires an emotional connection between participants and facilitators. The AO-II-DM phase is carried out after the break (13.00 - 15.00 WIB) and is carried out online by opening the rubber.cadok zoom meeting page, the facilitator directs participants to learn independently individually and / or in groups starting from looking at reading sources / modules and simple assignment sheets, then participants are directed to form groups and conduct discussions related to working on assignments regarding basic material and concepts of inclusive education, identification and assessment, and profiling slow learner students. As long as participants learn independently and work on tasks, the facilitator provides guidance to study groups to encourage participants to collect information that is appropriate to the task and reminds them that video and audio conditions during discussions in the zoom meeting must be on. Next, each group representative presents the results of their work in solving the problem through the available zoom meeting. Other groups are given the opportunity to ask questions and provide responses / rebuttals to presentations made by other groups of participants.

The AO-III-L stage was conducted offline (face-to-face), starting at 15.30 - 17.30 WIB, participants provided an explanation of the characteristics of GDPK in the slow learner category. Furthermore, participants provided examples of social interaction concepts/methods in the slow learner category. After participants understand and master the insights of inclusive education, identification, assessment, and profiling of GDPK in the slow learner category, the facilitator then evaluates the learning outcomes related to the identification, assessment, and profiling of GDPK in the slow learner category. This stage ends by reflecting on the results of the learning activities. One reason for limited understanding of technology ethics is the unequal distribution of information technology. As a result, progress tends to be visible primarily in centralized areas, highlighting the importance of raising public awareness about the benefits and responsibilities of information technology (Wijoyo et al., 2020, in Widya et al., 2022). Proficiency in information and communication technology is crucial, as it requires everyone involved to engage actively and continually enhance their competitive skills. For many, information and communication technology has become a fundamental necessity (Rupilele et.al, 2021).

The Training Model Implementation Results

Training and coaching model in improving the competence of dance teachers dance teacher competencies implemented for slow learner students with barriers/disabilities (social interaction) in inclusive education schools in Bandung City. (social interaction) in inclusive education schools in Bandung City, implemented by cultural arts teachers in the dance sub-field after the training was training is given. The first step before implementation is for the teacher to make a teaching schedule commitment based on school conditions and adjusted with the standard learning schedule that has been running from the deputy principal for curriculum curriculum. This is done so that there is no clash of with other subjects, due to pandemic conditions. Schedule learning schedule in each school is set for cultural arts cultural arts subjects that will be carried out on Fridays online. Implementation schedule The implementation schedule agreed between teachers, students and the Deputy Head of Curriculum is that there are learning activities determined by the teacher to carry out face-to-face learning with face-to-face learning by paying attention to covid procedures (wearing masks, washing hands and paying attention to the seating distance between students). hands and paying attention to the seating distance between students).

Based on the information submitted by teachers who are the subject of this study, the implementation is scheduled for March 30th - April 18th, 2021 that they determine the learning to be carried out for three times meetings, with dance material given to students regarding understanding and application of the concept of dance movement elements and synectic-based dance creations. Previously, they perfected the lesson plans that they had made during the self-assignment in the training. self-assignment in the training. Participants consulted to ask for corrections to the revised lesson plans they had made. After the lesson plans lesson plans were declared feasible, then they compiled and refined the observation instruments to observe the development of social interaction in the aspects of cooperation and empathy as well as an assessment sheet for students' skill aspects during dance learning. during dance learning.

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In addition, the teacher also prepared a recording device learning that will be analyzed by researchers, the reason is because during this pandemic, according to the direction of the head of the this pandemic, in accordance with the principal's direction to reduce any activities at school to prevent the spread of the Pandemic situation virus. activities at school to prevent the spread of the Pandemic situation virus. Student sample students were taken from grade 7 students and were limited to 6 - 7 people, consisting of GDPK slow learners and regular (normal) students. For children with learning disabilities GDPK is adjusted to the number, circumstances and conditions of students in class 7. 7. The five respondents implemented dance learning in the classroom at their respective schools, while one respondent, Mrs. DW, implemented dance learning in the classroom at her school. while one respondent, Mrs. DW, conducts her dance learning at home because her school is dance learning at home because the school at that time was still in a lockdown period with an undetermined time limit after some time. period with an undetermined time limit after several teachers tested positive for covid. positive for covid.

The Analysis of Dance Teachers' Pedagogical Competency after Attending the Training

The implementation of the training model for improving the pedagogical competence of dance teachers aims to improve the cognitive abilities of trainees (Dance Teachers) related to pedagogical competence through the application of Advance Organizers (AO) as a model of training implementation structure by using blended learning strategies in delivering teaching materials to find solutions to problems and changes in the competence of teachers who teach in inclusive classrooms. Proponents of blended learning imply that blended learning can be considered as an opportunity to improve student experience (Mali & Lim, 2021). The competencies that teachers must master are scientific, psycho-pedagogical and social competencies to improve teachers' pedagogical competence. Tytova et al., (2020) Psycho-pedagogical training is a type of individual psychological and pedagogical education, which aims to develop the competence of educators and ensure the orientation of experts on professional development, development of creative potential, personal growth and so on. Based on the results of the research on teachers' strengths in scientific competence, it is reflected that scientific competence is the competence with the least indicators mastered by participants. Of the 10 indicators of scientific competence, only 1 indicator was a strength of the participants, namely the indicator of the teacher's ability to develop dialogical learning materials, meaning that the majority of respondents were able to develop interactive learning materials. Meanwhile, participants' strengths in psycho-pedagogic competence, the indicators of psycho-pedagogic competence that were strong in respondents amounted to 13 out of a total of 23 indicators.

This means that 46.42% have strength in psycho-pedagogic competence, while 7 indicators are weak or equivalent to 25% and the rest are sufficient or moderate. With this competency, teachers are able to respond to students who do not understand the material, are able to communicate with students, are able to manage classes in learning, are able to use tools, are able to pay attention to and receive input from students. This is a good asset because emotional relationships between teachers and students can be built if teachers have psycho-pedagogic competence. Respondents' strengths in social competence 75% of social competence indicators are respondents' (teachers) strengths. Only 1 indicator is a weakness in social competence or 25%. Of the 3 competencies, the largest percentage of teacher strengths can be sorted, namely social competence, psycho-pedagogical competence and finally scientific competence.

The Analysis of Impact of the Training Model on the Social Interaction of GDPK Slow Learners

The results of the dance teacher competency improvement training model implemented on slow learner students with barriers/disabilities (social interaction) in inclusive education provider schools in Bandung city, carried out by cultural arts teachers of dance sub-studies. This implementation is evidence of teacher learning outcomes after the training and is not part of the quantitative analysis. A slow learner is a child who has low learning disabilities (below the average of children in general) in one or all academic areas, but is not classified as having mental retardation. Their IQ test scores show values between 75 and 90 (Sleeter, 1986: 49).

Their academic skills and coordination skills (difficulty using stationery, playing sports, or putting on clothes) are slower than their peers. Their behavior tends to be quiet and shy, making it difficult to socialize with their peers. Slow learners tend to lack self-confidence, their abstract thinking ability is lower than other children. They have a short attention span and have normal physical characteristics but have difficulty capturing material, slow responses, lack of vocabulary so that when speaking it is less clear so they need special education services. A slow learner is a child with below-average abilities or potential and intellectual capabilities that are lower than typical children. A slow learner is a student who learns at a slower pace, requiring more time compared to other students with the same level of intellectual potential (Amalia et.al, 2024). Under these circumstances, slow learners need specialized educational support that aligns with their unique learning needs to help them develop their potential fully. They benefit from diverse strategies provided by both teachers (in school) and parents (at home) to enhance their academic success, enabling them to complete assigned academic tasks more effectively (Anggraeni, 2022). In accordance with the challenges of global life, as mentioned above, the role and responsibilities of teachers in the future will become increasingly complex, requiring them to continually enhance and adapt their competencies. Teachers must be more dynamic and creative in developing the learning processes for their students; if they do not keep pace with the rapid advancement of information, they will face professional decline (Al Fathoni, 2021).

From the results of the training attended by the teachers as participants, then implemented in their respective schools regarding students with disabilities and their impact on social interaction. Children with special needs often face learning difficulties caused by various underlying factors, such as neurological and psychological conditions, which impact their abilities in reading, writing, and overall academic performance. Understanding these challenges is crucial in designing effective educational strategies and interventions, as neurological disorders like dyslexia, dysgraphia, and dyscalculia can significantly hinder children's ability to perform basic academic tasks (Lazar,

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2023). Additionally, unstable psychological factors may lead to slow learning or hyperactivity, negatively affecting their academic achievement (Sarita et al., 2023), while communication barriers further exacerbate learning challenges, making it difficult for children to engage in classroom activities (Putri et al., 2023). Early intervention programs combining elements of kindergarten and special education have been developed to support holistic development (Wardhani, 2023), while tailored learning materials, such as Activity Books, have proven effective in enhancing reading skills among children with dyslexia (Hidayati et al., 2023). Although children with special needs frequently encounter challenges, with the right support and interventions, they have great potential to achieve significant academic and personal growth. To lead to active communication, awareness and acceptance are needed, which has a significant influence on improving the social interaction of slow learners in inclusive education schools sampled in this study.

The Effectiveness of the Training Model

Before conducting quantitative analysis through comparative tests, the author provides a summary of the process during the training. This training was held for three days, from March 22-24, 2021 at SMPN 34 Bandung with six participants (dance teachers) and a pattern of 32 JP (1 JP = 40 minutes). First, trainees are required to take a pretest related to basic materials and concepts of inclusive education, identification and assessment of students, compiling profiles of PDBK (slow learners), developing dance teaching materials (basic dance elements and movements, synectic-based creation dance), and compiling learning programs in the form of providing material during training. Second, the training practice starts from stage I to stage III for each training material. In the final or third stage of the training, participants were required to take a post-test with the same material.

This comparative test uses the same indicators of pedagogical competence achievement as the qualitative analysis. This test was conducted offline, both the pretest and posttest were conducted simultaneously in one room with a non-adjacent seating formation. The question sheet was provided in hardcopy form with a total of 30 questions for each test. The questions consisted of 25% easy category, 50% medium category, and 25% difficult category. Each item was given a score of 1 referring to Bloom's taxonomy (containing affective, cognitive, and psychomotor dimensions) with an emphasis on the cognitive dimension. This is based on the findings of the weak cognitive dimension of the trainees. While the affective and psychomotor dimensions are accompanying content to understand the mastery of the cognitive dimension, so that the results achieve balance and increase pedagogical competence.

The prerequisite for conducting parametric statistical analysis comparison test (t-test), namely the data normality test as mentioned in the previous Chapter, research methods. Pretest and posttest data must be normally distributed. The data normality test was conducted using the Lilliefors test, with the following results as follows.

Table 3.
Recapitulation of normality test for training participant data

Data	Shapiro-Wilk		Information
	Df	Sig.	
Pretest	6	0.070	Normal, P value >α (0,05)
Posttest	6	0.415	Normal, P value >α (0,05)

Source: Haerani, 2021 (Data processing)

Based on the table, the pretest and posttest data data are normally distributed, because the probability value is greater than the significance value (2-tailed), so H0 is accepted, so both data are suitable for statistical tests. (2-tailed) then H0 is accepted, so both data are suitable for parametric statistical tests. parametric test. In the Sig (Shapiro-Wilk) column, the probability value of the data for both samples can exceed the significance value (0.05) at a confidence level of 95% confidence level (Full results of the Lilliefors analysis can be seen in the appendix). Further recapitulation of the t-test can be seen in Table 4 below.

Table 4.
Recapt-test calculation of trainees

	Mean	Std. Dev	Std. Error Means	Q	df	Sig. (2-tailed)
Pretest-Posttest Pair	-1.5000	0.50553	0.20638	-7,268	5	,001

Based on the table above, at the 95% confidence level, the pretest and posttest data show significant differences, because the probability value (column Sig. (2-tailed)) is smaller than the real level (0.05), so H0 is accepted. (0.05), so H0 is accepted. This means that the training model training model provides effective results in improving the pedagogical competence of dance teachers. pedagogical competence of dance teachers who teach in inclusive schools (full results of the t-test can be seen in the appendix). complete results of the t-test can be seen in the appendix). This very small probability value indicates that there are no other conditions that influence the effectiveness of the pedagogical training model. This ensures that there are no similar results between the pre-test and post-test, a negative t-value indicates an increase in the positive, which means that the post-test scores for all trainees have increased compared to the pre-test results. The average increase in scores from pre-test to post-test was 1.5 units.

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After the training, the teachers (trainees) applied the results of the training which tended to focus on PDBK in each teacher's school and all PDBK were classified as slow learners. The application of the training results is not as a quantitative research variable, but more as evidence and is still a series of training although it still uses statistical analysis. At the 95% confidence level, the pre and post results data between PDBK KJS, VNS, AA, ANA, MF, and PTS showed significant differences, because the probability value was smaller than the real level (0.05), so H0 was accepted. This means that the PDBKs have experienced a significant improvement in terms of social interaction in the classroom environment. Meanwhile, the pre and post result data between PDBK RNN and RBN did not show a significant difference, as the probability value was greater than the real level (0.05), thus H1 was accepted. This means that the PDBK did not experience a significant improvement in terms of social interaction in the classroom environment (full results of the Wilcoxon paired test can be seen in the appendix). Thus, the implementation of the training results on the pedagogical improvement model for dance teachers has had a significant effect on improving the social interaction of slow learners in the inclusive education schools sampled in this study.

The AO customized by the researchers combined with the wise use of online-based digitalization through blended learning, realized in SIMPEL (*Sistem Informasi Manajemen Pelatihan*/Training Management Information System), was able to provide a solution to the learning (training) approach to the phenomenon in a pandemic situation. Participants appreciated the opportunity for further education and experienced that the program helped them to acquire professional competencies relevant for practice (Gjestvang et al., 2021). The limited sample results obtained showed an improvement in teachers' pedagogical skills in teaching students in inclusive classrooms where PDBK are in the slow learning category. An indication of the impact on improving the social interaction of PDBK is shown by better relationships/communication with peers and teachers.

4. CONCLUSION

The purpose of this study was to develop and test a training model for improving pedagogical competence for dance teachers in inclusive schools based on Advance Organizers (AO) and Blended Learning (BL) using the SIMPEL training information management system. In conclusion, the training model proved effective in improving the pedagogical competence of dance teachers, especially in terms of scientific and psycho-pedagogical abilities. The training succeeded in improving teachers' ability to develop lesson plans that are tea with the needs and characteristics of students, as well as in creating a conducive learning environment. The results of this study have a significant impact, especially for dance teachers who teach in inclusive schools and students with special needs, such as slow learners. Teachers who participated in this training can improve students' social interactions, improve their adaptation skills to students' individual needs, and improve the quality of learning in inclusive classrooms. In addition, the results of this study can also be a reference for educational institutions and the government in designing relevant and effective training programs for teachers in inclusive schools. A recommendation for future research is to conduct further studies to evaluate the long-term effectiveness of this training model in improving student learning outcomes, especially in terms of academic achievement and social-emotional development. In addition, future research could also explore the use of similar training models in inclusive education contexts at different levels of education and in different subjects, to extend the generality of the results and the applicability of the model across different educational contexts.

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