

Systematic literature review: Supervision of Inclusive Education in Basic Education Units (Early Childhood Education and Primary Schools)

Meyritha Trifina Sari*, Burhanuddin Burhanuddin, Achmad Supriyanto

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

*Author of correspondence, Email: meyritha.trifina.2301329@students.ac.id

Abstract

In developing countries, the treatment of children with special needs involves a holistic and interrelated approach, engaging parents, local health services, and educational institutions. However, preliminary studies reveal two major issues: (1) the absence of specific supervision guidelines for inclusive education programs, and (2) supervisors' lack of knowledge on how to assist inclusive education, despite socialization efforts. Inclusive schools, both public and private, implement these programs based on school autonomy. This research aims to identify supervisory strategies that are appropriate or adaptable to the current conditions of inclusive education in Indonesia. It employs the Systematic Literature Review (SLR), focusing on a comprehensive review and analysis of relevant literature. The study examines 26 sources from databases such as Open Knowledge, Google Scholar, and DOAJ, covering publications from 2014 to 2024. The findings indicate that the most common supervisory strategy is the adaptation of regular school supervision practices, with focus group discussions involving supervisors and teachers being the primary data collection technique. The main strategy used by supervisors is adapting practices from previous regular education programs.

Keywords: Inclusive Education, Supervision, Children with Disabilities, Schools

1. Introduction

Inclusive education and special needs services are crucial, as emphasized by the Convention on the Rights of the Child in 1989, which Indonesia ratified in 1990, incorporating these principles into Law No. 23 of 2002 on child protection, revised in . The right to education is also affirmed in the 1948 Universal Declaration of Human Rights and the 1990 World Conference on Education for All, aiming to ensure education for all, regardless of individual differences. Children with special needs must have the right to education, which includes being integrated into regular classrooms to foster understanding and respect for differences (Amka, 2020).

According to Law No. 20 of 2003 on the National Education System, children with special needs require special assistance in learning due to their physical, emotional, mental, or social conditions, or due to special intelligence or talents. This law supports the provision of inclusive education through public education facilities. Further, Regulation of the Minister of National Education No. 70 of 2009 and Law No. 8 of 2016 on Persons with Disabilities reinforce the right of children with special needs to quality education at all levels.

Despite the 2003 mandate for inclusive education, its implementation has been uneven across regions, necessitating local regulations. In East Kalimantan, this was addressed with Provincial Regulation No. 1 of 2018 on the protection and fulfillment of the rights of persons with disabilities, further detailed in Governor Regulation No. 17 of

2023 and Mayor Regulation No. 64 of 2023 on inclusive education in early childhood and basic education units.

The implementation of inclusive education requires human resources capable of understanding the needs of children with special needs, supported by Special Mentor Teachers (GPK) responsible for identifying, planning, implementing, and evaluating these children's learning outcomes. Previous research highlights the challenges GPKs face, including identifying and supporting students with mental health needs (Hsieh, 2023).

This research seeks to implement the duties of school supervisors effectively, focusing on formulating problems, collecting and processing data, assessing results, and providing guidance and cooperation with families (Jasmani Asf & Mustofa, 2017). The goal is to enhance the inclusion service program at the PAUD level, addressing the lack of specific supervision guidelines for inclusive services.

Educational supervision involves support from supervisors and school leaders to improve school management and staff performance, aiming to create better teaching and learning conditions. This research uses a qualitative approach, specifically a systematic literature review using the PRISMA model. After extracting relevant data, 30 key literatures were identified from electronic databases, providing a foundation for solving the identified problem. The steps in the SLR research include planning and conducting a thorough review of selected journal papers published between 2014 and 2024, focusing on educational supervision and inclusive education.

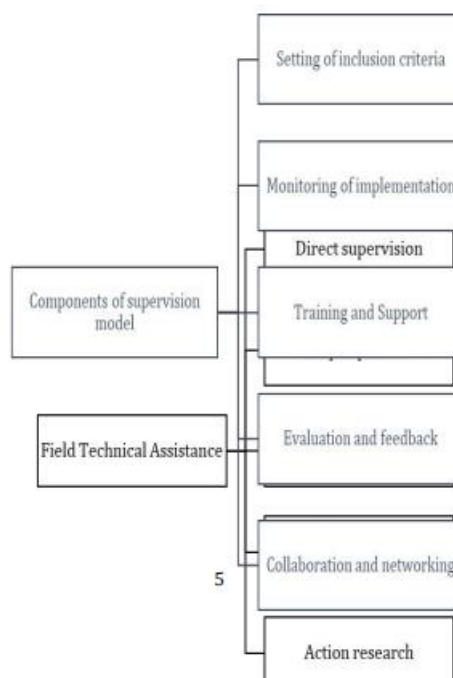
2. Method

2.1 Data Selection This research uses a qualitative approach, a type of systematic literature review. After going through the extraction process, 27 literatures were collected which became the researchers' choice to be the main reference in this study. A systematic (literatur) review is "a means of evaluating and interpreting all available research relevant to a particular research question or topic area or phenomenon of interest (Kitchenham & Brereton, 2013). The data used in this study are secondary data. Secondary data is data obtained from previous research and does not require direct observation (Church, 2002). The main source of this research is 30 literatures obtained from electronic-based indexes such as Google Scholar, Direct of Open Access Journals (DOAJ), and Open Knowledge which have gone through several stages of filtering and meet the criteria. Finally, the author chose to use articles that indexed by SCOPUS, SINTA (Indonesian/National Indexed Journals) and Internasional Books and Indonesian Books. The steps that must be taken in Systematic Literature Review research include: Planning, Conducting

2.2 Analysis Data The results of the search process and inclusion and exclusion criteria, so that 27 journal papers are taken that have met the requirements, namely journal papers published in the 2014-2024 timeframe and have discussions related to "educational supervision" and "education". The information obtained is then grouped into several types of journals. The following are the types of journals that have been successfully obtained, by way of explanation adapting the SLR research method.

No.	Title /Author/Year
1.	Inclusive Education is a Multi-Faceted Concept (Mitchell, 2015)
2.	Analisis potensi dan masalah pada fase konseptualisasi pengembangan model supervisi pembelajaran di sekolah dasar inklusi (Hermanto dkk., 2017)
3.	The Principles and Practices of Supervision That Supports the Development of Inclusive Teacherhood (Alila, Uusiautti, dkk., 2016)
4.	How Does Supervision Support Inclusive Teacherhood?(Alila, Määttä, dkk., 2016)
5.	Inclusive Supervision: Bridging the Cultural Divide (Showunmi dkk., 2024)
6.	Efficiency, Effectiveness and Equity within Inclusive Education Systems (Watkins & Ebersold, 2016).
7.	What we know and do not know about supervision in school psychology: A systematic mapping and review of the literature between 2000 and 2017 (Newman dkk., 2019)
8.	Implementation Of Supervision Through Indirect Supervision Method With Leadership 3.0 Approach In Special Schools (Best Practices)(Widianingsih & SNE, 2018)
9.	International perspectives and trends in research on inclusive education: A systematic review. <i>International Journal of Inclusive Education</i> , (Amor dkk., 2019)
10.	Inclusive supervision in student affairs: A model for professional practice. (Wilson dkk., 2019)
11.	Systematic Review on Inclusive Education, Sustainability in Engineering: An Analysis with Mixed Methods and Data Mining Techniques (Sáiz-Manzanares dkk., 2020)
12.	Initial teacher education for inclusive education: A bibliometric analysis of educational research (Cretu & Morandau, 2020)
13.	Supervision and Evaluation of Inclusive Education (Nuphanudin dkk., 2021)
14.	Supervision as a model of inclusive education retraining and professional advancement of the school community (Bondar & Shestopalova, 2020)
15.	Factors influencing teacher self-efficacy for inclusive education: A systematic literature review (Wray dkk., 2022)
16.	Manajemen Sumber Daya Pendidik Dalam Pengelolaan Kelas Inklusi Bagi Anak Difabel (Samsuni, 2022)
17.	Implementation of academic supervision management based on gender differences to improve the quality of learning in senior high school, vocational high school, and special needs school (Aras dkk., 2022)
18.	Comparative and International Inclusive Education: Trends, Dilemmas, and Future Directions (Schuelka & Lapham, 2019) Inclusive and Special Education Situation in Indonesia and the Paradox of Choice (Sujarwanto, 2023).
19.	Panduan Pelaksanaan Pendidikan Inklusif (2022). KEMDIKBUD.
20.	KSP Pelaksanan Pendidikan Inklusif (Hartoyo, 2023)
21.	Peraturan Direktur Jenderal Guru Dan Tenaga Kependidikan Kementerian Pendidikan, Kebudayaan, Riset Dan Teknologi Nomor 7328/B.B1/Hk.03.01/2023 Tentang Model Kompetensi Pengawas Sekolah (PERATURAN DIREKTUR JENDERAL GURU DAN TENAGA KEPENDIDIKAN, 2023)
22.	Buku Panduan Kerja dan Pengawas Sekolah
23.	Efektifitas kebijakan pendidikan inklusi (Junaedi, 2019)
24.	Creating Inclusive Classroom (Salend, 2016)
25.	Pengantar Pengawasan Pendidikan (Marhawati, 2018)
26.	Supporting Paraeducators in Special Education and Inclusive Settings : Book (Sobeck dkk., 2024)

Based on this analysis, a model of supervision for inclusive service programs in primary education was produced. It can be seen that in this model, researchers focus on educational supervision. As can be seen in Figure 1.



3. Results and Discussion

3.1 Result

Model in the Inclusion Service Program

Based on the Regulation of the Director General of Teachers and Education Personnel number 4831/B/HK.03.01/2023, concerning the Role of School Supervisors in Implementing the Merdeka Belajar Policy in Education Units, and through a review of 30 relevant literatures, the researcher developed a supervisory model tailored for the inclusion program in Indonesia. The model is structured as follows:

1. Introduction

- Introduce the concept of inclusive services and the necessity of a supervision model.
- Explain the purpose and scope of this supervision model.:

Figure 1. Model of supervision in inclusive service programs in primary education (by author)

2. Conceptual Framework

- Present the legal basis, including the Regulation of the Director General of Teachers and Education Personnel number 4831/B/HK.03.01/2023.
- Introduce the concept of inclusion in education as the foundation for the supervision model.

3. Components of the Supervision Model

- **Assignment Inclusion Criteria:** Define the inclusion criteria and standards that education units must meet.
- **Monitoring Implementation:** Establish mechanisms to monitor how inclusion services are integrated into the educational environment.
- **Training and Support:** Organize training and provide support to teachers and school staff for implementing inclusion services.
- **Evaluation and Feedback:** Set up a periodic evaluation system and provide feedback to schools on the quality of inclusion services.
- **Collaboration and Networking:** Promote cooperation among various stakeholders in the provision of inclusion services.

4. Implementation Steps

- **Identification of Target Schools:** Determine which schools will be targeted to improve their inclusion services.
- **Assignment of Supervision Team:** Appoint a special team responsible for supervision activities, including the school principal, school inclusion coordinator, Special Mentor Teacher (GPK), and homeroom teacher.
- **Supervision Team Training:** Provide training to the supervision team on the technical and pedagogical aspects of inclusion services.
- **Implementation of Supervisory Activities:** Conduct regular and thorough supervision of the implementation of inclusion services in schools.
- **Evaluation and Improvement:** Evaluate the results of supervision activities, identify shortcomings, and design improvements to enhance the effectiveness of inclusion services.

5. Monitoring and Evaluation

- Develop performance indicators to monitor the effectiveness of the supervision model.
- Conduct periodic evaluations of the implementation of the supervision model and its impact on improving inclusion services.
- Provide a feedback mechanism from various stakeholders to continuously improve and develop the supervision model.

6. Conclusion

- Present conclusions and recommendations to strengthen and expand the implementation of the supervision model.

Summarize the findings and suggest further research to create a supervisory guide focusing on educational supervision strategies for inclusion service programs.

3.2 Discussion

The findings from the SLR-based research highlight the need to develop supervision models for inclusive service programs in basic education to guide school supervisors. The proposed model for supervising learning in inclusive service programs is based on reviewed literature and aims to enhance educational supervision.

Educational supervision is a process that involves overseeing, guiding, and evaluating learning activities to improve the quality of education. It typically involves stages such as observation, analysis, feedback provision, follow-up planning, and evaluation. This process helps educators reflect on their teaching practices and make necessary adjustments.

Government regulations, such as Article 7 of PERMENPAN Number 21 of 2010, outline the main tasks of school supervisors, including preparing and implementing supervision programs, monitoring educational standards, and providing professional development for teachers.

While the proposed model addresses the lack of operational standards for supervising inclusive learning, it remains conceptual and requires empirical testing. Future research should focus on field needs to develop work procedures and enhance inclusion services in primary education units.

The current review underscores the importance of inclusive education for students with special needs and highlights the need for effective supervisory strategies. The most common strategies identified include adapting regular school supervision practices and conducting focus group discussions with supervisors and teachers. These findings emphasize the necessity of continuous improvement and development in inclusive education practices to ensure meaningful outcomes and full citizenship for all students, including those with disabilities.

4. Conclusion

Based on the results of the research that has been conducted, it can be concluded that the most inclusive education supervision strategy found by researchers is the regular school supervision adaptation strategy. The most common data collection technique is focus group discussion involving groups of supervisors and teachers. The strategy that is mostly carried out by supervisors is the adaptation strategy from the previous regular education program. In conclusion, the current review confirms the need for continued attention to inclusive education for students with special needs around the world and suggests a particular need for increased focus on examining and establishing practices that can be implemented in inclusive settings to promote valuable outcomes from inclusive education. Moving beyond examining strategies in non-inclusive settings, and building on the knowledge base that has been developed in relation

to theoretical frameworks and attitudinal factors, provides the means for a better approach to inclusive education worldwide, promoting meaningful outcomes and full citizenship for all, including those with disabilities.

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