



Optimizing Educational Supervision to Create an Inclusive Learning Environment

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Abstrak

Supervisi pendidikan memiliki peran strategis dalam menciptakan lingkungan belajar yang inklusif, yaitu lingkungan yang menghargai keragaman dan mendukung perkembangan semua siswa tanpa diskriminasi. Artikel ini bertujuan untuk mengidentifikasi strategi optimalisasi supervisi pendidikan guna mendukung terciptanya lingkungan belajar yang inklusif. Dengan menggunakan pendekatan kajian literatur, artikel ini menguraikan konsep supervisi pendidikan, tantangan yang dihadapi dalam konteks sekolah inklusif, serta solusi untuk mengatasinya. Hasil kajian menunjukkan bahwa supervisi pendidikan dapat dioptimalkan melalui peningkatan kompetensi guru dan supervisor, penerapan pendekatan kolaboratif, serta penguatan fasilitas pendukung. Supervisi yang efektif tidak hanya meningkatkan kualitas pengajaran tetapi juga memastikan bahwa kebutuhan unik setiap siswa terpenuhi. Dengan demikian, supervisi pendidikan menjadi instrumen kunci dalam mewujudkan lingkungan belajar yang inklusif, setara, dan berkeadilan.

Kata Kunci: Supervisi Pendidikan, Lingkungan Belajar Inklusif, Pendidikan Inklusif, Optimalisasi

Abstract

Educational supervision plays a strategic role in creating an inclusive learning environment, which values diversity and supports the development of all students without discrimination. This article aims to identify strategies for optimizing educational supervision to support the establishment of an inclusive learning environment. Using a literature review approach, this article outlines the concept of educational supervision, challenges faced in the context of inclusive schools, and solutions to address them. The findings indicate that educational supervision can be optimized through enhancing the competencies of teachers and supervisors, implementing collaborative approaches, and strengthening supportive facilities. Effective supervision not only improves the quality of teaching but also ensures that the unique needs of every student are met. Thus, educational supervision becomes a key instrument in realizing an inclusive, equitable, and fair learning environment.

Keywords: *Educational Supervision, Inclusive Learning Environment, Inclusive Education, Optimization*

Introduction

Educational supervision has a very important role in improving the quality of learning in schools. As one of the managerial functions in the education

system, supervision aims to ensure that the learning process takes place effectively, efficiently, and in accordance with the educational standards that have been set. Supervision not only focuses on

administrative supervision, but also includes guidance and mentoring to teachers to improve their professional competence and optimize student learning outcomes. Through supervision, teachers are given the opportunity to receive constructive feedback regarding their teaching methods. This allows teachers to improve their teaching practices and adopt more innovative and relevant learning strategies. In addition, supervision also helps teachers adjust to the ever-changing curriculum and educational policies. This process includes in-depth discussions of teaching techniques, performance evaluations, and the preparation of a targeted professional development program (Kalalo & Merentek, 2023).

Supervision also plays a role in building a collaborative work culture among teachers. With intensive interaction between supervisors and teachers, a work environment is created that supports the exchange of ideas and experiences. This not only increases teachers' motivation but also encourages them to continue to develop in their profession. Effective supervision can even create a conducive learning environment for students, where their individual needs can be optimally met. Supervision contributes to the holistic development of learning. In addition to the academic aspect, supervision also includes the formation of students' character, social skills, and critical thinking skills. With guidance from supervisors, teachers can design learning methods that are not only oriented to academic outcomes but also to the development of students' potential as a whole. Thus, educational supervision is a key element in efforts to improve the quality of learning. Through a systematic and collaborative approach, supervision is able to create an educational ecosystem that supports teachers' professional growth while ensuring the best learning outcomes for students (Sastratmadja et al., 2024).

An inclusive learning environment is an educational concept that provides equal opportunities for all students, regardless of their background, abilities, or special needs.

In this environment, each student is valued as a unique individual and provided with the necessary support to reach their maximum potential. An inclusive learning environment focuses not only on physical access to educational facilities, but also on the application of learning methods that are responsive to the diverse needs of students, both academically and socially. In the context of modern education, the relevance of an inclusive learning environment is increasingly significant. Education is currently required to reflect the values of equality and diversity in society. By creating an inclusive learning environment, students are not only taught to respect and accept differences, but also trained to develop social skills such as empathy, tolerance, and cooperation. This is important in forming a generation that is able to live in an increasingly pluralistic global society. In addition, inclusive education provides great benefits for all parties. Students with special needs can feel welcome and supported in a regular environment, thus increasing their confidence and achievement. On the other hand, regular students also get the opportunity to learn to appreciate diversity and develop better interpersonal skills through interaction with friends who have different backgrounds (Windayani et al., 2024).

From a pedagogical perspective, an inclusive learning environment encourages innovation in teaching methods. Teachers are required to adopt flexible and creative learning approaches, such as curriculum differentiation and the use of educational technology. This not only increases the effectiveness of learning but also ensures that each student's unique needs can be met. Thus, an inclusive learning environment is an important foundation in modern education. Not only does it create a fair and supportive learning atmosphere for all students, but it also builds the foundation for a more inclusive and tolerant society in the future. The implementation of inclusive education requires collaboration from various teachers, parents, school administrators, and the community to ensure

that every individual has equal access and opportunities in education (Ali et al., 2024).

The strategy of optimizing educational supervision is an important step in creating an inclusive learning environment, where every student, regardless of background or special needs, can learn comfortably and get equal opportunities. In this context, educational supervision not only serves as a monitoring tool, but also as a means of coaching and professional development for teachers to ensure that the teaching methods applied are responsive to the diverse needs of students. One of the main strategies is the implementation of a collaborative supervision approach. This approach involves close collaboration between supervisors, teachers, parents, and other stakeholders in designing and evaluating inclusive learning strategies. This collaboration allows for an open dialogue to share ideas, challenges, and solutions, resulting in more relevant and effective teaching practices. In addition, continuous training for teachers and supervisors is a key element to improve competence in dealing with student diversity. This training can include differentiated teaching techniques, the use of educational technology, and inclusive classroom management. Another strategy is to strengthen supporting facilities in schools. This includes the provision of disability-friendly physical facilities, such as wheelchair lanes and learning aids, as well as additional human resources such as special tutors. With adequate facilities, students with special needs can more easily participate in the learning process. (Lisyawati et al., 2024)

Educational supervision should also focus on evaluating teaching methods to ensure their suitability with student needs. Supervisors need to provide constructive feedback to teachers based on the results of observations in class. This process not only helps to improve the quality of teaching but also encourages teachers to continue to innovate in creating an inclusive learning environment. By systematically integrating

these strategies, educational supervision can be an effective instrument in supporting the creation of an inclusive learning environment that is adaptive to the needs of all students. This not only improves the quality of learning but also promotes the values of equality and diversity in modern education (Soro et al., 2023).

Research Methods

This study uses a literature review method to outline the optimization strategy of educational supervision in creating an inclusive learning environment. Literature studies are chosen because they allow researchers to analyze and synthesize various relevant scientific sources without making direct observations in the field. This method aims to explore theoretical and empirical insights from previous research, so that it can provide a strong foundation in understanding the relationship between educational supervision and inclusive learning environments.

The first step in this research is to identify and collect relevant data sources. The main sources of data are scientific articles, journals, books, and other documents related to education supervision and inclusive education. Literature searches are conducted through platforms such as Google Scholar, Scopus, ProQuest, and other academic databases. Keywords used include "educational supervision," "inclusive education," "inclusive learning environment," and "supervision strategy." To maintain the relevance of the research, the literature collected is limited to publications between 2018 and 2024. Once the literature has been collected, the next step is content analysis. The analysis was carried out by in-depth reading each source to identify key concepts, key findings, and the relationship between educational supervision and an inclusive learning environment. The data obtained are then systematically compiled to map various supervision strategies that have been implemented in the context of inclusive education. Some of the aspects analyzed include the role of supervisors, supervision

methods, challenges in the implementation of supervision in inclusive schools, and their impact on the quality of learning.

Furthermore, data synthesis is carried out by comparing findings from various sources to find common patterns or significant differences. This process aims to integrate information from various perspectives so as to produce a comprehensive understanding of education supervision optimization strategies. As a final step, the results of the analysis and synthesis are summarized into conclusions that answer the research objectives. These conclusions include practical recommendations to improve the effectiveness of educational supervision in creating an inclusive learning environment. With this literature study approach, the research is expected to make theoretical and practical contributions to the development of inclusive education in Indonesia.

Results and Discussion

A. Concept of Educational Supervision

Educational supervision is a coaching process designed to assist teachers and school staff in improving the quality of learning. Semantically, the word "supervision" comes from the English super meaning "more" and vision meaning "seeing". In the context of education, supervision not only functions as supervision, but also as guidance to improve the teaching and learning process (PBM) as a whole. According to Purwanto, supervision is a coaching activity that is planned to help teachers carry out their work effectively. Meanwhile, according to Kimball Wiles, modern supervision is an aid in the development of a better teaching and learning situation. Supervision aims to create a conducive learning environment, improve teacher competence, and ensure that educational goals are optimally achieved (Addini et al., 2022).

The main goal of educational supervision is to improve and develop the teaching and learning process as a whole. Supervision aims to help teachers understand educational goals, improve teaching skills, and create a learning

atmosphere that supports student development. In addition, supervision also aims to improve the quality of education through evaluation of teaching methods and the provision of constructive feedback to teachers. With effective supervision, teachers can improve their teaching practices so that student learning outcomes improve. Supervision also helps create a cooperative relationship between supervisors and teachers in designing innovative learning strategies. (Fathih, 2022)

Educational supervision has different types with different focuses and approaches. One type is academic supervision, which focuses on improving the quality of learning through direct observation of teaching and learning activities in the classroom. Academic supervision aims to help teachers develop their professional abilities in managing learning (Musyadad et al., 2022). Another type is administrative supervision, which focuses on administrative aspects such as the provision of learning support facilities and infrastructure. Administrative supervision ensures that school facilities are adequate to support the teaching and learning process (Alfarizi et al., 2023). In addition, there is clinical supervision, which is carried out based on the teacher's specific complaints or needs in facing certain challenges in the classroom. Clinical supervision aims to provide systematic solutions to learning problems with a collaborative approach between supervisors and teachers (Anridzo et al., 2022).

Another type is artistic supervision, which emphasizes interpersonal communication between supervisors and teachers. In this approach, supervisors listen more than talk to create a harmonious work atmosphere. The main function of educational supervision is to provide technical assistance to teachers so that they can improve their professional competence and better understand the needs of students. Supervision also serves as an evaluation tool to assess the effectiveness of the teaching and learning process in schools. Other functions include research on the educational situation, improvement of

teaching methods, and leadership competency development for teachers and principals (Ramadina, 2021).

In its implementation, educational supervision must be carried out in a planned and sustainable manner. Supervisors need to conduct a needs analysis of the school before designing a supervision program. This process involves direct observation in the classroom, interviews with teachers, and group discussions to evaluate the teaching methods used. The results of the supervision are then analyzed to determine the necessary improvement steps. Supervisors also need to provide constructive feedback to teachers based on findings during the supervision process. The implementation of educational supervision has a significant impact on the quality of learning in schools. With guidance from supervisors, teachers can improve their teaching methods so that they are more responsive to student needs. In addition, supervision also helps create a conducive learning environment for students with various backgrounds of abilities (Lastini et al., 2024).

However, the implementation of education supervision cannot be separated from challenges. One of the main challenges is the lack of training for supervisors in dealing with the diversity of students in inclusive classrooms. In addition, the limitations of supporting facilities such as learning aids and additional human resources are also obstacles in the implementation of effective supervision. Thus, educational supervision is an important instrument in improving the quality of learning in schools. Through a systematic and collaborative approach, supervision can help create a conducive learning environment while supporting the achievement of national education goals. The implementation of effective supervision not only has an impact on improving teachers' professional competence but also on overall student learning outcomes. This shows that education supervision has a great contribution in realizing a high-quality and

inclusive education system for all parties involved (Bestari et al., 2023).

B. Inclusive Learning Environment

Inclusive education is an educational approach that ensures all students, regardless of differences in background, ability, or special needs, can learn together in the same environment. This concept emphasizes the importance of creating learning spaces that respect diversity and provide equal opportunities for all learners. In inclusive education, schools are not only a place of learning for regular students but also for students with special needs, by providing appropriate support so that they can reach their maximum potential. This includes changes in the curriculum, teaching methods, and physical environment to ensure that all students feel welcome and supported in their learning process. An inclusive learning environment has several key characteristics. First, diversity is valued as a force that enriches the learning experience of all students. Individual differences, both in terms of ability, culture, language, and learning style, are considered a valuable source of learning. Second, the learning environment is designed flexibly to meet the diverse needs of students. This includes adaptation in the curriculum, teaching methods, and assessments to suit individual needs.

Third, inclusive education adopts a student-centered learning approach, where learning is designed based on the interests and abilities of each individual. In addition, collaboration between regular teachers, special education teachers, parents, and other professionals is an important element in providing comprehensive support to students (Riyadi et al., 2023). The benefits of an inclusive learning environment are broad and cover a wide range of aspects. For students with special needs, inclusive education provides a sense of acceptance and value, thereby increasing their confidence. They also get the opportunity to interact with peers from different backgrounds enriching their social experience. Meanwhile, for regular students,

an inclusive environment helps foster empathy, tolerance, and appreciation for differences. Inclusive education also encourages the development of social skills that are essential for daily life and prepares students to live in diverse societies. In addition, the benefits are also felt by teachers because they can develop innovative teaching methods through interaction with the diversity of students (B, 2023).

However, the implementation of inclusive education faces various challenges of supervision. One of the main challenges is the lack of training for teachers and supervisors in dealing with the diversity of students in inclusive classrooms. Teachers often do not have the specific skills or knowledge to manage the individual needs of students well. In addition, the limitations of physical facilities such as wheelchair paths or learning aids are also an obstacle in creating a truly inclusive learning environment. Communication barriers between supervisors and teachers related to the implementation of learning strategies also often reduce the effectiveness of supervision in inclusive schools. To overcome this challenge, a systematic approach is needed in the supervision of education in inclusive schools. Intensive training for teachers and supervisors on differentiated learning strategies as well as the use of assistive technology can help improve their competence.

A collaborative approach is also very important to build effective communication between all parties involved. In addition, strengthening supporting facilities such as the provision of learning aids and adaptation to the physical environment must be a priority so that all students can fully participate in the learning process. Thus, the basic concept of inclusive education is not only about bringing together students with special needs in regular classes but also creating a learning environment that supports diversity and provides equal opportunities for all learners to develop to their potential. Educational supervision plays an important role in ensuring that this

goal is achieved through effective guidance to teachers as well as the provision of adequate support facilities. (Muhammad & Murtafiah, 2023)

C. Optimization Strategy for Educational Supervision

Educational supervision has an important role in creating an inclusive learning environment. To optimize this role, a systematic and adaptive strategy is needed to meet the needs of inclusive education. One of the main strategies is the implementation of a collaborative supervision approach. This approach emphasizes cooperation between supervisors, teachers, principals, and other stakeholders, including students and parents. This collaboration allows all parties to share ideas, experiences, and challenges faced in the inclusive learning process. By creating an open dialogue space, supervision becomes more effective in designing and evaluating learning strategies that are responsive to student diversity (Bestari et al., 2023).

In addition, the development of teachers' professional competencies through continuous training is also a key element in optimizing educational supervision. The training includes differentiated teaching techniques, the use of educational technology, as well as inclusive classroom management strategies. Trained teachers can be better prepared to face the challenges of student diversity in an inclusive classroom and are able to adapt teaching methods according to the individual needs of students. Another strategy is to strengthen supporting facilities in schools, such as the provision of disability-friendly physical facilities (wheelchair paths, learning aids) and additional human resources such as special accompanying teachers or counselors. Data-based supervision is also an important part of optimization. Supervisors can use classroom observations, student learning outcome data, and teacher performance evaluations to design relevant and evidence-based interventions. This approach ensures that each step of

supervision is based on real needs in the field and is oriented towards improving the overall quality of learning (Maisaroh et al., 2024).

The implementation of educational supervision in the context of inclusive schools requires systematic steps. The process begins with supervision planning which involves an analysis of the needs of students and schools. Supervisors need to understand the characteristics of students with special needs and the challenges teachers face in managing inclusive classrooms. This planning includes the preparation of a supervision program with clear success indicators to monitor its effectiveness. Furthermore, the implementation of supervision is carried out through direct observation in the classroom, interviews with teachers, and group discussions. Observation aims to evaluate the teaching methods used by teachers and ensure that the approach is in accordance with the needs of students with special needs and regular needs. The supervisor also provides constructive feedback to the teacher based on the findings during the observation process. This feedback not only helps teachers improve their teaching methods but also encourages innovation in learning (Ferdinan et al., 2024).

Evaluation is the final stage of supervision implementation. The results of the evaluation are used to determine the follow-up steps needed to increase the effectiveness of inclusive learning. Supervisors work closely with teachers to develop improvement plans based on evaluation data. For example, if it is found that certain teaching methods are less effective for students with special needs, supervisors may recommend additional training for teachers or changes in teaching strategies. As an example of good practice, the implementation of collaborative supervision in several inclusive schools in Indonesia has shown positive results. Through intensive training for teachers and the use of educational technology, these schools have succeeded in increasing the

participation of students with special needs in the learning process and creating a more inclusive and collaborative classroom atmosphere. This shows that with the right supervision strategy and systematic implementation, the goal of inclusive education can be optimally achieved. Thus, educational supervision not only functions as an evaluation tool but also as a means of empowerment for teachers and schools in creating an inclusive learning environment. Through a collaborative approach, ongoing training, and strengthening of support facilities, supervision can help improve the quality of learning while ensuring that every student has equal learning opportunities without discrimination (Syofian et al., 2024).

Conclusion

Educational supervision has a strategic role in creating an inclusive learning environment, where every student, regardless of background or special needs, can learn optimally. Supervision not only functions as an evaluation tool but also as a means of coaching and empowerment for teachers to improve the quality of learning. In the context of inclusive education, supervision is becoming increasingly important as it must ensure that students' diversity is valued and their individual needs are met. Through optimization strategies such as collaborative approaches, ongoing training, and strengthening of support facilities, supervision can help create a learning environment that is responsive to the diversity of students. To improve the effectiveness of educational supervision, several recommendations may be proposed. First, collaboration between supervisors, teachers, principals, parents, and the community must be strengthened. A collaborative approach allows all parties to share ideas and solutions to address challenges in inclusive education. Second, continuous training for teachers and supervisors needs to be carried out to improve their competence in dealing with the diversity of students. This training can include differentiated teaching techniques,

the use of educational technology, and inclusive classroom management. Third, the provision of supporting facilities such as wheelchair paths, learning aids, and additional human resources such as special accompanying teachers should be a priority to ensure that all students can fully participate in learning. With the consistent and integrated implementation of these recommendations, education supervision can be an effective instrument in supporting the achievement of inclusive education goals and building a more inclusive society.

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