

SPECIAL SUPERVISORY TEACHER MANAGEMENT TO IMPROVE THE QUALITY OF LEARNING IN INCLUSIVE JUNIOR HIGH SCHOOLS IN BANDUNG DISTRICT

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ABSTRACT

Education services for students with special needs/PDBK are not yet in line with the provision of teachers who have competence in serving GDPK, because there is a lack of special guidance/GPK teachers placed in inclusive schools, so this has an impact on GDPK learning achievement. This research aims to obtain an overview of GPK management to improve the quality of learning at the inclusive Ibnu Sina Junior High School, Bandung Regency, which is reviewed in real time through Edward Deming's quality management approach, namely planning, implementation, evaluation and follow-up. This research uses a qualitative approach with a case study method. The results of this research show that in the planning stage the provision of GPK in inclusive schools is fundamental in improving the quality of GDPK learning. GPK is tasked with guiding, teaching, assessing and evaluating PDBK. At the implementation stage, the GPK must be able to adapt the curriculum to suit the GDPK's needs. Supervision carried out by the leadership periodically is part of the evaluation stage in GPK management at Ibnu Sina Junior High School. The obstacle faced in managing the GPK is that competence is not evenly distributed in providing services to the GDPK, so the solution that can be taken is to provide assistance and training for the GPK. Thus, the conclusion of this research shows that GPK management in Inclusion Middle Schools seen from planning, implementation, evaluation and follow-up to improve the quality of GDPK learning has run according to concepts and theory.

Keywords: Management, Special Guidance Teachers, Learning Quality of Inclusive Junior High School

A. INTRODUCTION

Special supervising teachers (GPK) are teachers who have academic qualifications from special education whose job is to assist the learning process of students with special needs (PDBK). This is in line with Yuwono, et all (2021:17) and PP No.17 of 2010. GPK is a teacher who has a Bachelor's qualification in Special Education/Special Education whose job is to guide, teach, assess and evaluate GDPK in general education units, vocational education unit, and/or religious education unit.

GPK management steps through the quality management approach expressed by W. Edward Deming - PDCA, namely Plan (planning), Do (implementation), Check (evaluation), Action (No Follow-up) into a continuous cycle that can improve quality continuously (continuous improvement) which helps in quality improvement and continuous learning. This step is an important way to improve the quality of the entire series on the organizational agenda (Salis, 2012: 38). From this explanation it can be concluded that the quality management approach can be applied in inclusive schools.

An inclusive school is a school that provides education by providing opportunities for all students, both regular and those with special needs, to be together in one environment. Education that respects children's differences and provides services to every child, without exception regardless of their physical, mental, intellectual, social, emotional, gender, ethnicity, culture, place of residence, language and so on. All children learn together, both in formal and non-formal classes/schools where they live, which are adapted to the conditions and needs of each child.

The implementation of inclusive education in Indonesia continues to increase at the Primary and Secondary Education levels, developing in a better direction, both quantitatively and qualitatively. However, based on empirical data in the field, the increase in the number of educational services for GDPK has not been in line with the provision of teachers who have competence in serving GDPK, especially in public schools. The 2017 general overview report of inclusive schools in Indonesia, especially junior high schools, states that in Indonesia there are 2,465 state inclusive schools but only have 728 GPK. The situation in the field is increasingly far from government regulations because in fact every school is required to have at least one GPK that suits the type of school's needs (Permendiknas no. 70 of 2009).

Another problem in the field is that there is no civil servant recruitment scheme for GPK. Even though GPK is an absolute requirement that must exist in an inclusive education system. The training program for teachers regarding understanding the handling of PDBK is considered not optimal in overcoming the shortcomings of GPK. Apart from that, regular teachers have limited understanding of the concept of inclusive education.

These problems have an impact on achieving less than optimal quality of learning in inclusive schools, so that GDPK cannot be accommodated for its learning services. Lismaya's research (2008); Suhendar (2018), that in inclusive schools there is still a problem of limited understanding of inclusive programs, because not all teachers and school principals have received the correct training or information about inclusive education and the implementation of special education service programs in the school environment is still not optimal. organizing inclusive education.

The results of the researcher's initial research show that several junior high schools in Bandung Regency, which have implemented inclusive schools, are not yet ready to provide GPK. This causes the inclusive education service program for GDPK to not be optimally accommodated. GPK has not been able to collaborate with regular teachers in preparing individual programs for students with special needs, which has resulted in the quality of learning not being optimal. The quality of learning is not yet optimal, so the learning achievement of students with special needs in inclusive schools is not optimal either. Based on the explanation above, it is necessary to carry out further research and studies which encouraged the author to conduct a study with the theme "Management of Special Supervising Teachers to Improve the Quality of Learning in Inclusive Junior High Schools in Cimenyan District, Bandung Regency".

B. RESEARCH METHODS

This research uses a qualitative approach with a case study method. The subjects in this research were the principal, class teacher, special guidance teacher (GPK) and child support teacher. The research location is at the Ibnu Sina inclusive Junior High School. Data were collected by conducting observations, interviews and documentation studies using purposive sampling data collection techniques.

C. RESULTS AND DISCUSSION

Education is factually a person's lifelong learning experience. As stated in the official statement of the "United Nations of Educations, Scientific, and Cultural Organization" (UNESCO) regarding education for all "Education for All" in 1990. This statement implies that everyone in this world has the right to receive education. Education can be done by anyone, anywhere, and at any time. This means that education can be carried out without knowing the limits of age, space and time.

Inclusive education is not just about placing GDPK in regular classes/schools and it is not just about including as many GDPK as possible in the learning environment of normal students. More than that, inclusive education is also related to teachers being able to recognize the values of student diversity. Teachers are one of the important figures in the practice of inclusive education in schools, because teachers interact directly with students, both students with special and regular needs. In line with this, in improving the quality of learning, the professionalism of a teacher is one of the fundamental criteria for achieving the learning nuances that students desire (Hasanah, 2020; Ma'arif & Kartiko, 2018). In this way it will improve the expected quality of learning.

The implementation of learning in inclusive junior high schools whose students join PDBK, apart from class teachers and subject teachers, needs to be supported by educators with special expertise in the learning process and PDBK assistance, namely Special Guidance Teachers (GPK). GPK is a teacher with a special education degree who is tasked with supporting the learning process of students with special needs.

Ibnu Sina Junior High School is a pilot project school for implementing inclusive schools in Bandung Regency because it has been successful in managing GPK with a quality management approach, starting from planning (plan), implementation (do), evaluation (check), and follow-up (Act). With good school management, good programs will be produced to support student learning services (Matwaya & Zaro, 2020; Ridwan 2018), especially students with special needs.

Based on information from the management of Ibnu Sina Junior High School, the Principal, assisted by the deputy principal, stated that the implementation of inclusive education is supported by teaching staff and education staff, consisting of 6 class teachers, 3 subject teachers, 1 GPK as coordinator, and 11 GDPK accompanying teachers with a total of 25 PDBK people. In supporting teacher professionalism, the average academic qualification of GPK and its assistants is that most of them are pursuing a Bachelor's degree with special education, psychology and communication skills. The above is in line with the Minister of National Education Regulation Number 32 of 2008 concerning Academic Qualification and Competency Standards for Special Education Teachers in Article 2 paragraph (1) which states "Special education providers are required to employ teachers who meet the applicable academic qualification and competency standards for special education teachers. nationally. Apart from this, the implementation of inclusive education at Ibnu Sina Junior High School is supported by a special inclusion unit called "Ibnu Sina Stimulation Center" which is a form of service that can facilitate the interests, potential and talents of GDPK by providing effective stimulation which is expected to provide basic provisions for their lives. later.

At the planning stage, GPK recruitment is carried out by institutions whose main job desk is providing assistance to PDBK. The basic requirements for becoming a GPK are that there are no special qualifications such as having to be a bachelor's degree academic graduate or a special education graduate, but the school looks at applicants who are emotionally interested in children, have a stable emotional level, have high patience and are interested and have a desire to learn about services. Special education and working with children. Apart from that, micro teaching is carried out to see class management qualifications in accordance with Standard Operating Procedures (SOP) and to see the special abilities possessed by GPK.

This is in line with the Guidebook for the Development of PSLB Director Staff (2007) which states that GPK Competency, apart from being based on four main competencies (pedagogical, personality, professional and social), is also specifically oriented towards three main abilities, namely: (1) general abilities (general abilities are the abilities needed to educate students in general (normal children), (2) basic abilities are the abilities needed to educate students with special needs, and (3) specific abilities are the abilities needed to educate students with certain types of special needs (specialists). Meanwhile, according to Hari (2015) in Yusuf (2015), the competency of special supervising teachers consists of pedagogical, personal, professional and social, as well as special competencies. Specific competencies include: (1) inclusion; (2) managerial; (3) administration; (4) compensatory; (5) assessment and IP; (6) terapat.

Based on the description above, GPK in providing services at inclusive schools must be competent, so that at Ibnu Sina Junior High School, at the planning stage, working meetings (Raker) are always held for two weeks. This Raker activity aims to; (1) identify GDPK needs. All accompanying teachers need to understand exactly what PDBK needs. GPK collaborates with parents, so that parents can provide clear and honest information about their child's whereabouts. Appropriate information will be very helpful in ensuring the accuracy of educational services for GDPK; (2) identify supporting sources. After the PDBK is identified, then the GPK makes a list of all things that can support the success of services in accordance with the PDBK's needs; (3) Selecting a class for PDBK. After correctly identifying the needs of the PDBK and the existing supporting facilities, the GPK can then determine the class according to the PDBK; (4) prepare a learning program. The material provided must be in accordance with the needs of the PDBK and existing facilities; (5) make an activity schedule. The daily activity schedule includes; learning objectives, learning materials, assessments and needed resources.

When examining the planning stages that have been carried out by the Ibnu Sina Junior High School, this is in accordance with Terry's theory (in Sukarna, 2011: 10) defining, 'Planning is the selecting and relating of facts and the making and using of assumptions regarding the future in the visualization and formulation to proposed of proposed activation believed necessary to achieve desired result', planning is selecting and connecting facts and making and using assumptions for the future by describing and formulating the activities needed to achieve the expected results. Meanwhile, Koontz and O'Donnell (in Hasibuan, 2017: 92) say: 'Planning is the function of a manager which involves the selection of alternative objectives, policies, procedures, and programs'. Planning is the function of managers to select goals, policies, procedures, programs from various alternatives.

Next, at the implementation stage, efforts are made to increase GPK competency to support improvement quality of learning carries out all activity processes together in the field of learning which includes the utilization of existing resources, both human resources and other resources in the form of materials in order to facilitate higher quality learning services for GDPK. GPK at Ibnu Sina Junior High School collaborates both with class teachers and subject teachers as well as with other GPK, in the form of several activities such as case study discussions, forum group discussions (FGD), peer sharing (educative sharing) regarding the handling of PDBK, getting to know the various characteristics of PDBK, team teaching and in house training.

The role of GPK at Ibnu Sina Junior High School in improving the quality of learning for PDBK has administrative duties, namely carrying out assessments, creating Individual Learning Programs (PPI), creating lesson plans, and PDBK portfolios. This is in line with what was conveyed Yuwono, et al (2021:17) in the pocket book on inclusive education practices, states that

the GPK has the main task of compiling GDPK assessment instruments, compiling PPI, and compiling compensatory service programs for PDBK.

As a learning reference, GPK must understand the curriculum. The curriculum in inclusive junior high schools is the educational unit curriculum that applies in that educational unit. For students with special needs, curriculum accommodations are required. Curriculum accommodation according to Lerner and Kline (2006) in the pocket book on the implementation of inclusive education (2021:35) is adaptation/adjustment and modification of the curriculum/educational program to meet GDPK needs. Torey (2004) defines accommodation as changes made so that students with special needs can study in regular/inclusive classrooms. So from these two meanings it can be interpreted that accommodation is a change in the form of adjustments and modifications provided to students with special needs according to their conditions and needs. The curriculum model implemented at Ibnu Sina Junior High School includes adaptation, integration and modification models. Of the 25 GDPK people, 14 people used the adaptation model, nine people used the integration model, and two people used the modified model.

These curriculum models serve as a reference for GPK and the creation of PPI for each PDBK. Individual education programs (PPI) are programs created based on assessment results. In essence, every individual has a PPI because every individual is different. However, students who do not need PPI generally only need to use the applicable program/curriculum. PPI is designed for students with special needs or who have special intelligence.

PPI for PDBK contains development, academic and special needs programs. PPI in aspects of child development contains developmental conditions such as behavior, social interaction, motor skills and independence. Meanwhile, PPI is in the academic aspect, including reading, writing and arithmetic.

In making PPI, it is important to pay attention to the following basic principles; (1) made based on the results of the assessment; (2) student-oriented; (3) according to the child's potential and needs; (4) pay attention to each other's learning speed; (5) catching up and optimizing capabilities; (6) pay attention to the resources available at the school and the family's capabilities.

Some components can contain; (1) identity; (2) type of specialty (preliminary suspicion of Autism, learning difficulties or other type); (3) necessary adjustments. Adjustments can be made to media, material/content, process and assessment, and so on; (4) individual learning program, which can contain current abilities, long-term goals, short-term goals, methods and evaluation; (5) known to the assessor or the designated teacher (the person carrying out the assessment) and the school principal.

If we examine the results of the research findings above, this is in line with one of the theories of learning implementation, which is the implementation of the RPP that has been planned by the teacher, including preliminary, core and closing activities. The implementation of individual learning programs given to PDBK includes 3 main activities, namely: preliminary, core and closing activities in accordance with Minister of Education and Culture Regulation Number 103 (2014:10) concerning learning for Primary and Secondary Education levels that learning activities are:

The activities carried out to achieve students' basic competencies involve two-way interactions between students, students and educators, as well as learning resources that support certain environments and situations.

The evaluation stage is a stage to identify problems or failures in the process, which can become the basis for further action.

Evaluation in the "Deming cycle" according to Tuala (2016: 48) is: "checking: measuring how effective testing of previous solutions is and analyzing whether these steps can be improved". The Check stage is the stage of checking and reviewing as well as studying the results of the implementation in the Do stage. Make comparisons between the actual results that have been achieved with the targets set and also the accuracy of the schedule that has been determined.

GPK carries out evaluation designs that are strongly influenced by the differentiation and modification of the curriculum used so that it can accommodate the learning needs of each student with various special needs. In Permendikbudristek number 48 of 2023 concerning appropriate accommodation for students with special needs, flexibility is given in evaluating and assessing competencies in accordance with recommendations from the results of student needs assessments.

Evaluation in order to improve the quality of learning is not only carried out by the GPK for its GDPK but also carried out by the leadership of the GPK through observation and supervision activities. Supervision is an activity to monitor GPK performance and provide assistance carried out by the leadership. As explained by Purwanto in repository raden intan.ac.id by R. Mida Hayati, the meaning of supervision is supervision in the form of a coaching activity, which is planned to help teachers and other school employees carry out their work effectively.

Based on the above understanding, Ibnu Sina **Junior High School** collaborates with the ISSC unit to always observe and supervise the GPK with the aim of always accompanying and ensuring the GPK works according to the established standards. Apart from that, in maintaining the quality of learning services, leaders carry out appraisals of GPK in the form of performance assessments. The first form of performance assessment is performance appraisal which includes personal assessment and peer assessment, observation and portfolio which is carried out once a semester.

At this follow-up stage, there are two different outcomes: (1) if the expected results are achieved, this can become a reference for other processes and departments, or other units; (2) if the results are below estimates, they must be analyzed to find a new solution.

The act stage is the stage for taking the necessary actions towards the results of the check stage, by following up or implementing solutions that have been thoroughly improved. According to Tuala (2016: 59) there are two types of actions that must be carried out based on the results achieved, including: (1) Corrective Action and (2) Standardization Action. This cycle will return to the Plan stage for carry out further process improvements so that there is a continuous process cycle improvement (Continuous Process Improvement).

GPK in carrying out the follow-up stages, if there are students who after carrying out learning activities get results according to expectations, they can continue with the next activity and even if they exceed, they can be given enrichment. However, on the other hand, if the learning outcomes do not meet expectations, then students with special needs undergo remediation or repetition or are even referred back for consultation with a psychologist..

Ibnu Sina **Junior High School** in providing inclusive education does not always meet expectations. There are several obstacle factors that still exist, namely the unequal distribution of GPK's abilities or competencies in providing learning services. Apart from that, GPK's turnover was unexpected. Therefore, collaboration with parents, foundations and school leaders is very necessary.

In order to ensure equal distribution of GPK's ability to provide learning services, Ibnu Sina **Junior High School** leaders collaborate with the ISSC department to always provide assistance by mapping GPK, based on academic qualifications and years of service, **namely** beginner class, skilled class and advanced class. The GPK included in the beginner class are special supervising

teachers who have just joined and are not special education graduates, while those included in the skilled and advanced classes are on average special education graduates, but the difference is their work experience.

D. CONCLUSION

The success of implementing inclusive education is very dependent on GPK management, starting from planning, implementation, evaluation and follow-up which is centered on the Special Supervising Teacher. GPK procurement planning from recruitment to acceptance as a GPK. GPK is tasked with not only accompanying, but also collaborating with other class teachers, subject teachers in implementing learning services for PDBK starting from determining curriculum models, assessments, creating Individual Learning Programs (PPI) and preparing lesson plans. In order for the GPK's duties to run smoothly, the leadership carries out an evaluation of the GPK, through supervision techniques. From the evaluation results, a follow-up plan is determined by mapping the GPK. There are several GPKs who still need help in understanding learning services for PDBK so as a follow-up the leadership holds FGDs (Forum Group Discussions), sharing sessions and mentoring attached to beginner class GPKs.

Based on the research results, GPK management to improve the quality of PDBK learning at Ibnu Sina Junior High School has been implemented objectively and measurably. In this case, the principles of quality management starting from planning (plan), implementation (do), evaluation (check), follow-up (act) in the field have been carried out according to theory, although in its implementation there are still several obstacles which form the basis for continuous improvement. continuous (continuous improvement).

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Legislation

- Minister of National Education Regulation No. 70 of 2009 concerning Inclusive Education for Students Who Have Disabilities and Have Potential Intelligence and/or Special Talents
- Permendikbudristek number 48 of 2023 concerning appropriate accommodation for students with special needs**
- PP No. 17 of 2010 concerning the management and administration of education article 171
- Dapodik 2022