

Implementation of the Merdeka Curriculum in Learning Supervision for Inclusion Programs in Primary Education

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Abstract

This community service aims to socialize the implementation of the Merdeka Curriculum for learning supervision in inclusion service programs in education units. The activity involved 2,500 participants, including education supervisors, principals, and teachers in Jombang district. Conducted on April 3, 2024, via Zoom and YouTube Live, the session lasted 90 minutes from 09.00 to 10.30 WIB. The event utilized an interactive dialogue approach, engaging policymakers from the Jombang District Education Office and related agencies. This initiative yielded significant outcomes. First, it enhanced participants' understanding of the importance of learning supervision in inclusion programs, which is crucial for ensuring the optimal implementation of these programs in schools. Second, it initiated plans for subsequent interactive dialogues on supervisory themes in inclusion programs, fostering continued collaboration and knowledge sharing among stakeholders. Moreover, the activity provided actionable recommendations for policy enhancements to strengthen the supervision process, enabling more structured and effective practices in inclusive education. These policy recommendations are expected to address challenges in the field, such as resource allocation, training for educators, and monitoring mechanisms. This community service highlights the critical role of collaboration between policymakers, educators, and schools in advancing inclusive education, thereby supporting the broader goals of equitable access and quality education for all students in the Jombang district.

Keywords: Supervision of learning; Inclusion programs; Independent Curriculum; Child with Disabilities.

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Introduction

The rationale for implementing this activity is based on the results of observations and field data reports from the Jombang district education office regarding the inclusive service program in schools. Learning supervision has been put forward by a well-known education expert, one of whom is Michael J. Sergiovanni (Marmoah, 2016). Sergiovanni is an educational expert who has made significant contributions to the field of educational leadership (TJ Sergiovanni, 1982). Although his work is better known in the context of educational leadership rather than direct instructional supervision, he provides valuable insights into how the concepts of leadership and supervision can be applied in the context of instruction (Walid, 2015).

In perspective Sergiovanni (1992), educational leadership has a broader focus than just administration or management. It emphasizes the importance of building an inclusive learning community among all stakeholders in the school, including teachers, students, parents, and other school staff (Astuti, 2022; Mayasari et al., 2023; Muktamar et al., 2023). Learning supervision is an integral part of efforts to build a school culture that is centered on learning (Aseltine et al., 2006; DiPaola & Wagner, 2018; Gordon, 2023; Subagio et al., 2024; Usman et al., 2023). Sergiovanni emphasized that effective educational leadership must focus on empowering individuals within the school to achieve shared learning goals (Harris, 2003; T. Sergiovanni, 2005; TJ Sergiovanni, 1998, 2000, 2015). This includes providing support and guidance to teachers in planning, implementing, and evaluating learning. In this context, learning supervision is not just about supervision or control, but more about collaboration, empowerment, and professional development. Sergiovanni also highlights the importance of building strong interpersonal relationships and mutual trust between school leaders and members of the school community. This creates an environment in which learning supervision can take place effectively, where teachers feel supported and motivated to improve their learning practices, especially in inclusive service programs in educational units.

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Supervision of learning has a very important role in supporting the success of inclusive service programs, especially in the context of inclusive education which aims to provide equal and meaningful education for all students, including those with special needs (Artiles & Kozleski, 2007; Lalli et al., 2023; Mastropieri & Scruggs, 2010). Through proper supervision, accessibility and affordability of education can be ensured so that all students, including those with special needs, receive facilities, materials and learning methods that suit their needs (Nugroho & Mareza, 2016; Sukadari, 2020). In addition, supervision allows for the identification and provision of appropriate support through regular monitoring of students' learning progress, so that learning strategies can be adjusted to meet their individual needs (Abas, 2020; Aceh et al., 2022). Thus, this supervision also plays a role in reducing the risk of discrimination, creating an inclusive learning environment, and ensuring that all students are treated fairly (B, 2023; Nisak, 2018). Furthermore, continuous evaluation and monitoring helps improve the quality of education through the development of more effective learning strategies. Learning supervision also encourages collaboration between teachers, parents, and other professionals, thus creating a supportive and inclusive learning environment (Fitri, 2020; Nadhiroh & Ahmadi, 2024; Sab'na, 2020; Sari, 2020). However, a field survey showed that 67.3% of the 371 participants were not ready to become inclusive schools due to various obstacles, such as limited facilities and infrastructure, the absence of special teachers, and the lack of training on managing inclusive education. Therefore, strengthening learning supervision is a strategic step to overcome these challenges and ensure the successful implementation of inclusive service programs in schools (Fitriani et al., 2022, 2023; Munajah et al., 2021; Sidabutar, 2024).

Various regulations in Indonesia show the government's commitment to supporting inclusive education and fulfilling the rights of students with special needs. Law Number 20 of 2003 concerning the National Education System, through Article 5 Paragraph 1 and Paragraph 2, emphasizes that every citizen has the right to receive quality education, including special education for those with physical, emotional, mental, intellectual, and/or social disabilities (Ministry of Education and Culture, 2003). This is supported by Government Regulation Number 17 of 2010 concerning the Management and Implementation of Education, especially Article 129, which states that inclusive education aims to provide services to students with special needs together with other students in educational units (Ministry of Education and Culture, 2010). Furthermore, the Minister of National Education Regulation Number 70 of 2009 regulates the implementation of inclusive education at the elementary and secondary education levels, including the requirements, implementation, and evaluation (Pedia, 2009). In the context of the curriculum, Permendikbud Number 157 of 2014 explains the 2013 curriculum which is specifically designed for students with special needs, including in inclusive schools (Ministry of Education and Culture, 2014). In addition, Law Number 8 of 2016 concerning Persons with Disabilities affirms the rights of persons with disabilities to receive quality inclusive education at all levels of education, complete with adequate accommodation (Ndaumanu, 2020; Sumiyati, 2023). Permendikbud Number 111 of 2014 is also relevant to inclusive education through the regulation of guidance and counseling services for students with special needs (Badaruddin, 2015). Finally, the 2023 Permendikbudristek strengthens this effort by regulating appropriate accommodation for students with disabilities at all levels of education, from PAUD to tertiary institutions. All of these regulations are an important foundation in encouraging the implementation of inclusive education in Indonesia.

Supporting facilities and infrastructure for inclusive programs in schools are generally not yet available, or if they are available, their conditions are inadequate to meet the needs of students as a whole. Second, there are limited human resources that are in accordance with the needs of inclusive schools, such as the absence of Special Assistant Teachers (GPK) who have a background in Special Schools (SLB) or teachers who have expertise certification in inclusive services. Third, there are no technical instructions (juknis), standard procedures (protap), or clear policies from policy makers regarding supervision of learning in inclusive service programs, especially at the elementary education unit level (PAUD to SMP).

This problem requires special attention to ensure that the inclusive service program in each educational unit runs optimally as part of the realization of Child-Friendly Schools (SRA) and the fulfillment of Human Rights. Although supporting regulations have been established, such as policies related to the implementation of inclusive schools, data in the field shows that its implementation has not yet achieved basic needs optimally, with a success rate of only around 70%. Therefore, ongoing monitoring and evaluation efforts are needed for the implementation of this program, not the development of new regulations, but rather the optimization of existing regulations.

Method

This study uses a mentoring approach involving a combination of online and offline methods to accommodate the involvement of participants and resource persons. Activities are carried out with a scope of discussion related to inclusive education policies and implementation, learning supervision, and strategies for preventing violence in schools. The object of the study includes interactions between resource persons and participants in a series of interactive discussion activities.

This research was conducted in the interactive discussion room of the Jombang Regency Education Office, with online and offline modes. The resource person was present offline at the location, while some participants participated online using the Zoom platform. The activity lasted for 90 minutes, from 09.00 to 10.30 WIB, on Wednesday, April 3, 2024. The research population consisted of education supervisors, principals, and teachers, with a total of $\pm 2,500$ participants. The sample or main informants involved resource persons consisting of the Head of the Jombang Regency Education Office, Secretary of the Jombang Regency Education Office, Head of the UPTD for the Protection of Women and Children, Director of the Woman Crisis Center (WCC), representatives of PAUD, SD, and SMP supervisors in Jombang Regency, and other speakers who are competent in the field of inclusive education.

The main research materials include presentation materials, interactive discussion results, and participant responses. The main tools used are software for online conferencing (Zoom), documents related to inclusive education regulations, and discussion support devices such as projectors and microphones. Data collection techniques are carried out through direct observation during the activity, documentation of the material presented, and recording questions and responses from participants in the question and answer session. Data analysis uses a descriptive-qualitative approach to identify the main themes of the material presented, participant responses, and the relevance of activities to improving understanding and practice of inclusive education.

The main difference between this activity and previous community service is the material presented, which has never been implemented in other schools. In addition, this activity involves a large number of participants, namely $\pm 2,500$ people, as well as speakers from various related agencies, such as the Jombang Regency Education Office, Woman Crisis Center, and Women and Children Protection.

Results and Discussion

The results of the study indicate that the main problems faced in Jombang Regency related to educational supervision in inclusive service programs in elementary education units were successfully identified and responded to with strategic steps by the local Education Office. The initial steps taken were initial socialization and mentoring, which aimed to provide understanding to teachers, inclusion coordinators, and principals while collecting observation data on the actual conditions of the inclusive service program in participating schools. This mentoring was supported by experienced psychologists in mentoring inclusive schools and supervisory experts from the Educational Management Study Program, State University of Malang. Furthermore, direct mentoring was provided to school supervisors, inspectors, principals, and teachers both in their respective education units and classically at the Jombang Regency Education Office. The results of this activity also included the achievement of equality and common perception between policy makers in the Education Office, participants, and presenters, who agreed to carry out further mentoring with the main focus on the readiness of teachers and principals in managing the inclusive program optimally.

Educational supervision according to Thomas Sergiovanni in Amirova (2021), has a very important role in improving the quality of education in schools. Sergiovanni emphasized that supervision should focus on improving the quality of teaching and learning, by helping teachers develop effective teaching strategies and adapting learning methods to students' needs (TJ Sergiovanni et al., 1993). Good supervision also encourages ongoing professional development for teachers, through training, workshops, and mentoring to improve pedagogical competence and content knowledge (Suryanto, 2020; Yusuf & Jamali, 2019). In addition, supervisors must act as supporters and motivators for teachers, build open and collaborative relationships, and create a supportive work climate (Fitrawati et al., 2024; Hasibuan & Hadijaya, 2024). Supervision can strengthen a positive school culture and increase the involvement of all stakeholders, including teachers, students, parents, and staff, to ensure that shared interests are prioritized (Cikong, 2024). In terms of accountability, supervision plays an important role in setting clear standards and continuous evaluation of teacher

performance and student learning outcomes, and serves as a tool for continuous improvement (Fahri & Zainuri, 2020; Hartanto & Purwanto, 2019). Lastly, Sergiovanni in Blaze & Blaze (2001), argues for the importance of teacher empowerment, by providing autonomy and support so that teachers can become effective instructional leaders in their classrooms, and focusing on building teacher capacity to make decisions and meet challenges.



Figure 1. Presentation of material on supervision in the inclusion service program by a psychologist

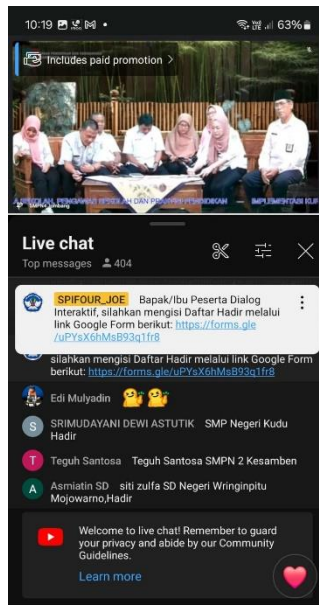


Figure 2. Onsite resource persons: Head of DISDIK, Jombang Regency, Director of WCC, Head of UPTD PPA and others.

Conclusions

Educational supervision plays a very important role in improving the quality of teaching and learning, supporting and motivating teachers, building strong school communities, increasing accountability, and empowering teachers. An effective supervision approach should focus on professional development, open communication, collaboration, and empowerment, and aim to create a positive and supportive school culture. The inclusion service program is present in Indonesia to fulfill children's rights as planned by the government. The obstacles in the field related to the absence of permanent work guidance for school supervisors and inclusive school supervisors, became the basis for the implementation of this community service program. Some of the achievements made in this activity are:

1. The achievement of the target of this activity is the socialization of the implementation of the independent curriculum for educational supervision strategies in inclusive service programs in educational units;
2. The creation of inclusive school supervision standards can be made immediately;

3. Stakeholder needs can be met, namely knowing about the standards of inclusive service programs in each educational unit;
4. Stakeholders need to provide direct assistance to education supervisors regarding the implementation of inclusive service programs so that they can run optimally and achieve the rights of children with disabilities.

Based on the results of the online forum that has been implemented, it has a positive impact on stakeholders and the community and it is very good if this is a program that continues and becomes a flagship program of the Jombang district education office. The results of each mentoring are part of the assessment of the problems that occur and the report is directly from the community and is an opportunity to evaluate the program to find out the shortcomings and advantages and the impact can increase the value of public services from the education office.

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Contribution: Dian Yunitasari: as a director and conceptualization. Meyritha: as a source as psychologist, drafting manuscript. Achmad Supriyanto: supervisor. Feri: Technical support, floor-man.

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