DEVELOPMENT OF INSTRUCTIONAL SUPERVISION MODEL AS NEEDS PRINCIPAL IN EFFORTS TO ASSURANCE THE QUALITY OF INCLUSION ELEMENTARY SCHOOL

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Abstract: The success of instructional supervision is strongly influenced optimalitation the role and insights of the principal. The role and insight into the principal to the success of the educational process including in inclusive schools. Inclusive education is not merely transfers students with special needs in regular schools, but will have an impact on the learning process which must do by teachers. This preliminary research aims to determine the level of primary school principal needs which implement an inclusive education about necessary or not the development of learning supervision model in elementary school inclusion. Quantitative descriptive research has been chosen on this preliminary study, which will underlie research stage developing will be done. The research was conducted in 2014 in Yogyakarta Special Region. Subject of this research were 30 inclusive primary school principals were selected purposively. The results showed that: 30 elementary school principals majority (90%) or 27 of the 30 principals have not been conducting inclusive learning supervision. Supervision of inclusive learning has not been performed by the principals because of the instruments used is a general learning instrument, so that the principals requires the development of supervision of inclusive learning. With the development of inclusive instructional supervision model, it will be more appropriate to the demands of the field where DIY as inclusive province which requires regular schools ready to accept students with special needs. With the development of instructional supervision model in inclusion elementary schools will contribute to the quality assurance of education services for all.

Keywords: instructional supervision, inclusion elementary schools.

1 INTRODUCTION

One of the goals of independent Indonesia are participating in educating nation's life. Therefore, it is no exaggeration when the ultimate goal of education quality assurance as in Permendiknas number 63 of 2009, article 2, clause (1) is the high intelligence of human life and of the nation as aspired by the opening of the constitution of the Republic of Indonesia. An effort for educating national life, certainly not easy and required a system of quality education and sustainable.

The process of quality education needs to be an awareness and support from various parties. In the process of education quality assurance, one of which can be done through instructional supervision. As in Permendiknas 63 of 2009 article 20 about the kind of activities of education quality assurance clause (1.q) supervision and/or oversight by the organizers of the unit or educational program. Thus the instructional supervision contribute to the education quality assurance.

Instructional supervision done with very noble goal, in both in general purpose and special purpose. The general objective of instructional supervision is to provide technical assistance and guidance to teachers and other school staff so that whom getting involved is able to improve the quality of performance, especially with regard to the learning process. Special-purpose of instructional supervision is include improving the quality of teacher performance in order to succeed in guiding and helping learners achieve learning achievement.

The specific objective of instructional supervision to improve the quality of teacher performance above, indirectly impact on increasing student performance in his role as learners who learn. As stated Alfonso (Imron, 2011) the behavior of learners is influenced by the behavior of the teacher, and the teacher's behavior is influenced by the behavior of the supervisor. Therefore, exemplary of supervisor, and teachers in the learning process in schools is very important. Supervisors must have adhered to the principle and its role according to the rules of supervision.

Instructional supervision is the professional assistance to teachers in improving the quality of the learning process. The success of instructional supervision is strongly influenced by optimalization of the role of supervisor at the school. Supervisors should have the insight and extensive learning experience in their respective sectors. A supervisor must have the prerequisite modalities before

carrying out the task of supervision. Glickman (2014: 14) modalities supervisor, namely: knowledge, interpersonal skills, and technical skills.

The headmaster as one of the executors of supervision, is a person close to the teacher and had many opportunities to discussing, directing a learning so that the quality of teaching and learning achievements of learners can be increase. To be able to directing quality learning, then the three instances stated by Glickman must be controlled by the supervisor. Supervisors must know the development of education, and strategies doing a supervision.

The role of the principal as instructional supervisor is also indispensable in school inclusion. Inclusion schools is implementer of inclusive educational programs. Inclusive education is a movement of global commitment and one mission of the Education for All (EFA), and the influences of diversity, especially multicultural and inclusive education. As for the policy of inclusive education in Indonesia is officially rolled out in 2009, with the release of regulations of education ministerial nomor 70 of 2009.

Province which vigorously campaign for inclusive education is Daerah Istimewa Yogyakarta (DIY). To expand access to educational opportunities for learners with special needs, DIY has passed a local regulation on the implementation of inclusive education number 23 of 2013. Yogyakarta Governor Regulation (Pergub DIY) about the implementation of inclusive education to clarify the implementation of article 6, local regulation number 4 of 2012 on the protection and fulfillment the rights of persons with disabilities.

Inclusive education policies in DIY have an impact on the development of inclusive schools. The number of inclusion schools continues to grow. Like the city of Yogyakarta, for example, for the primary school level in 2013 as many as 17 schools, while the year 2014 was recorded 27 schools. The number of inclusion schools in the Yogyakarta city by the decree of the Head of Education Office of Yogyakarta city number: 188/661 on the establishment of Sekolah Penyelenggara Pendidikan Inklusi (SPPI) Yogyakarta on 2014.

A lot of inclusion schools such as in the DIY province, required different learning strategies with regular schools. How supervisor role in doing the planning and counseling through learning supervision in inclusions schools. What the supervisors doing a different supervising with the regular school. What the supervisors requires the development of supervision, or the supervisor may

have doing development of instructional supervision instruments. Any questions arise and need answers.

Any questions above arising as result of various differences, and the condition of school inclusion. Inclusion school with difference of abilities and backgrounds of students are heterogeneous. The consequences of the differences of learners will have an impact on the planning of learning, learning process, learning strategies, and so on. In other words, learning in inclusion schools required and stressed differentiation learning and management of different classes with regular classes.

As a form of participation of science because loads of inclusion schools in the DIY. There is even a policy of head of department that every school should be ready to accept students with special needs. Research related need to whether or not the model development of instructional supervision in school inclusion is very important. This research can be as basic research in developing guidelines and supervision instruments. Models of instructional supervision like what is required by the school inclusion.

2 LITERATURE REVIEW
2.1 Inclusive Education

'Inclusion' a word much more used in this century than in the last. It has to do with people and society valuing diversity and overcoming barriers. Inclusive education is a relatively recent development. Salend (2011: 39) inclusion is a philosophy that brings students, families, educators and community members together to create schools based on acceptance, belonging and community. Its seeds were sown in the 1960s when the effectiveness of special classes in mainstream schools for children with moderate levels of learning difficulties was questioned by Dunn (1968).

The foundations of the inclusive education movement were laid by celebration of the United Nations International Year of Disabled Persons in 1981, which focused on bringing about full participation in society of all people with disabilities. A major milestone in the development of inclusive education was the Salamanca statement on special needs education (UNESCO, 1994) which recommended that the majority of children with disabilities should be educated in mainstream schools.

Inclusionary schools welcome, acknowledge, affirm and celebrate the value of all learners by educating them together in high-quality, age-appropriate general education classrooms in their neighborhood schools. This brought about a call for

"mainstreaming" these children, that is, placing them in mainstream classrooms rather than special classes, which eventually led to a call for educating children with SEND in mainstream schools that was referred to as "integration" and was at the core of what was termed the "regular education initiative" (Lloyd et al. 1991).

Hornby (2014: 4) This indicates that inclusive education is characterized by: (a) A philosophy of acceptance and belonging within a community; (b) A philosophy of student, family, educator, and community collaboration; (c) Celebrating the diversity and value of all learners; (d) Valuing educating learners in high-quality schools; (e) Valuing educating learners alongside their age peers; (f) Valuing educating learners in mainstream classrooms; (g) Valuing educating learners in schools in their local community.

Several foreign references have been many reviewing inclusion education. That references is mainly in psychology and education. But studies which focused on inclusion education in Indonesia is still rare. McNergney and Herbert (2001: 291-365) on Foundations of Education, the Challenge of Professional Practice, chapter 8 discusses about the influences of diversity, and chapter 9 discusses about multicultural and inclusion education. Racial and ethnic diversity, socio-emotional and physical, intellectual, cognitive, and moral become one of the issue of reform in schools.

McNergney and Herbert (2001: 331) started the discussion of multicultural of education, namely: 1) teaching the exceptional and culturally different (goal: assimilation), 2) human relations (goal: social harmony), 3) single-group studies (goal: cultural pluralism through appreciation), 4) multicultural approach (goal: cultural pluralism through education reform), 5) education that is multicultural and social reconstructionist (goal: social reform and cultural change). McNergney and Herbert (2001: 348) multicultural in the service of education students with special needs, including gifted children.

Woolfolk (2008: 164) in Educational Psychology, Active Learning Edition. Discusses the differences learners and learning needs. From ninth module to eleventh module, was peeled about individual differences: intelligence, cognitive processing, and learning styles. Tenth module discusses the integration and inclusion: to teach all the children in the class today, and the differences in ability and teaching. Woolfolk (2008: 165) started the discussion what will do, that the early of teachings had been stopped the special education

program and all the students has been included in regular classes full-time.

The next question from Woolfolk is how teachers will design a standards-based curriculum. Standards-based curriculum that allows all students to learn to their full potential. Curriculum design that is able to demonstrate proficiency leads to the applicable standards. Furthermore, what can be done to tackle these specific problems for your students who have been identified as having special needs. Woolfolk (2008: 384) discuss student-centered teaching in various content areas and in classes inclusive.

To integrate students with various difficulties, Friend and Bursuck (Woolfolk, 2008), recommends strategies INCLUDE (identify, note, check, look for, use, evaluate). Identification of the demands of the environment, learning, note the strengths and learning needs of students, check the students' potential for success, and find the source of the problem, use the information for the adaptation of learning. Teacher of classes and special guidance counselor collaborate together. Collaboration through consulting, planning, problem solving and so on are included in the utilization of the resource room.

Slavin (2009: 260) in his book Educational Psychology, Theory and Practice. Discussing inclusive education in chapter 9 and chapter 12. Accommodating instruction to meet individual needs and learners with exceptionalitie. Slavin (2009: 267) discussing a services for children with special needs, including who is gifted, and how individual learning models such as the peer tutoring, differentiated learning, the use of assistive technology. Slavin (2009: 363) discusses students with special needs with sharpening who had special needs, until inclusive.

Slavin (2009: 363) described a study of inclusive education, learning adaptation, learning strategies, early intervention and preventive measures, computers and students with special needs, peer tutor or friend system, a team of special education, and social integration with students with special needs. Slavin (2009: 390) discusses the terminology of inclusive education, full inclusive education and inclusive partially. According to Slavin, children with special needs because of the condition of their specificity so the models and forms of education need to be considered and require the preparation of a special service.

Jones and Jones (Intan Irawati, 2012) discusses increasing motivation and student learning by implementing instructional methods that meet the

academic needs of students. Meeting the needs of special needs students (2012: 290), your class will probably contain some students with special needs. You may also have students with learning differences. You also have students who are suspected of having learning problems but had not been identified as eligible for special education.

Jones and Jones (2012: 48), as well as students who are at risk is a major theme in education. Students at risk of having a variety of reasons. In addition to their unfulfillment of personal needs before entering the classroom, he also had a poor academic ability. Factors that could encourage failure risk of students such as: a school system that does not understand the socio-cultural students, has limited ability, has a real special needs, demands are too great, and students are lacking have a hope.

Inclusive education is not just an issue, but to be reality in the world of education. Inclusive education is also in line with the paradigm shift from single intelligences to multiple intelligences. Inclusive education is one alternative of education services for students with special needs in regular schools. Therefore, in order to be more inclusive educational services can be appropriate and not detrimental to all parties, so the role of instructional supervision is indispensable.

2.2. Instructional Supervision

Instructional supervision is the professional assistance to teachers in improving the quality of the learning process. According to Bernard and Goodyear (2004: 8) Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. The relationship between the senior supervision with junior has evaluative characteristic, extending from time to time and have a simultaneous goal to improve the professional function of junior members, monitoring the quality of profession services offered.

Instructional supervision emphasizes the encouragement of teacher performance revisions in the learning process. Good supervision action, can improve the performance of teachers in learning. This is in line with the opinion of Spears in supervisory training materials K 13, (2013: 5) instructional supervision is "...the process of bringing about improvement in instruction by working with people who are helping the pupils. It is a process of stimulating growth and a means of helping teachers to help themselves...."

Instructional supervision always dynamic follow the demands and challenges of education.

Dynamicization of supervision also influenced education policy including the applicable curriculum or other policies which evolve. Therefore, supervisors must also be dynamic. Glickman and Gordon, (2009:10) reminds supervisor requirements, namely:... The first is a knowledge base. Second, there is an interpersonal skills base. Third, the supervisor must have technical skills in observing, planning, assessing, and evaluating instructional improvement.

Knowledge, interpersonal skills, and technical competence are three complementary aspects of supervision as a developmental fungsion. To achieve the aims of dynamic supervision, the supervisor must follow the development of dynamic service as unity of the system and systemic inter-related. Harvey and Struzziero, (2008: 11) ...Effective supervisors consider internal and external strengths and weaknesses and then alter the structure of supervision, professional development, and service delivery.

The purpose of instructional supervision related with effort of the achievement of the applicable standards. As detailed by Horn in Zepeda, (2012: 5) at the heart of the standart-based reform, performance standarts are guidelines for education and assessment of students. Next, Van Roekel, (Zepeda, 2012: 5) states that the standard of performance, based on the assessment of student performance using assessment methods other than standard tests used to demonstrate how students meet the learning objectives have been determined.

Competence supervisor as required in Permendiknas number 12 in 2007, is an important prerequisite to be possessed. Glickman (2014: 14), knowledge, interpersonal and technical skills. Knowledge related to the dynamics of the school, development and maturity of teacher, as well as knowledge about supervision. Skills related to continuum or set of behaviors of supervision, behaviors of collaboration, and the development of supervision. Technical skills related with the skills to plan and conduct assessments, the skills of observing and skills to do an evaluation.

Implementer of the supervision are the people who have sufficient competence in the field will be supervised. A supervisor must meet academic and administration requirements as stipulated in the decree of Ministerial of Education Indonesia, number 12 and 13 in 2007. In the implementation, learning supervision can be done by school supervisors, principals or senior teachers appointed. However, in this article, a supervisor the intended is more focused or limited to the principal.

The above description shows the importance of instructional supervision in the process of achieving the quality of education. Similarly, the importance of supervisors abreast the development of get an adequate knowledge and technical skills, as stressed by Glickman. Based on the description above, the issues that will be answered in this article is how the need of the principal inclusion primary school instructional about the development of instructional supervision model, and on that components what need to be developed.

3 RESEARCH METHODS

This preliminary research included descriptive research with quantitative approach. The research subjects were the principal, organizers of inclusive education at the elementary school level in Daerah Istimewa Yogyakarta. Selection of the sample selected by purposive sampling area. The sampling procedure is done by: (a) examine the data of school which provides education inclusive of Dikpora DIY; (b) focuses on scrutiny of inclusion schools elementary level schools; (c) establishes the 30 samples of Gunung Kidul, Sleman, Bantul, Kulon Progo, and Yogyakarta; and (d) distributing questionnaires to the principal.

Samples for each city district has been set six principals. The research was conducted between August-November 2014. The instrument of collecting data in the form of a questionnaire which consisted of three main focus, namely: 1) how the conditions of implementation of inclusion elementary schools, 2) how the implementation of instructional supervise in inclusion elementary school, and 3) how the need for the development of instructional supervision in SD inclusion.

To focus one and two, deliberately not discussed in this article. For the third focus, the respondents were asked to fill level needs felt by marking a tick (√) in the column of 1-5 appropriate with requirement level of respondents. Score one means very does not need, until the number 5 means urgently need. To encompass development needs supervision of principals, there are 40 statements must be filled. Analysis of the data by calculating the average, and the percentage of the needs of both per item or overall.

4. RESEARCH RESULT

The subjects were 30 principals of inclusive education providers in level of elementary schools in Daerah Istimewa Yogyakarta. The principals was selected from the disrict of Bantul, namely: Principal SD Jolosutro, SD Lightning 2, SD Jambitan, SD

Muhammadiyah Banguntapan, SD Muhammadiyah Karangturi, and SD Kepuhan. The school principal was elected to the district of Gunungkidul namely: Principal SD Karang Mojo 2, SD Karang Mojo 3, SD Muhammadiyah Sumberjo, SD Pangkah Gedangan SD, and SD Gedangan 1.

Furthermore, the principal elected from the city of Yogyakarta, namely: Principal SD Giwangan, SD Karanganyar, SD Tumbuh, SD Taman Muda, SD Bangunrejo 2, and SD Pakel. The school principal was elected to the district of Sleman, namely: principal SDM Bayen, SD Budi Mulia Dua, SDN Gejayan, SD Sukomulyo, and SD Pojok. The school principal was elected to the district of Kulon Progo, namely: Principal SDN Gadingan, SDN Jlaban Sentolo, SDN Kaliagung, SDN Pergiwatu, SDN Kalimenur, and SD Kalikutuk.

The next elected school principals were given a questionnaire of stuffing. Dissemination of questionnaire the needs of supervision development parallel with focusing one and two. As a conclusion to the focus two that as much as 27 principals (90%) not yet doing a supervise specifically because supervise instruments used regular instructional instruments. After the questionnaires collected and conducted data inventory then done data analysis. It has been delivered that this article, focusing on the needs of the model development of inclusion school supervision.

The research results can then be described as follows.

4.1. The Needs of Developing Supervision

40 statement of the needs of supervision development, comprising supervision substance there were 25 statements, and the substance of inclusive education there are 15 statement. Statements regarding the substance of supervision, namely the statement on numbers 9 to 28 and numbers 35 and 36. The statement, among others: compile the planning a full inclusive learning supervision, technic of partial inclusive learning supervision. For a statement with regard to inclusive education include: assessment of learners, compensatory learning, assistive technology, and so on.

Based on the distribution of data, on average each respondent and on average every statement about needs almost the same. Number of the lowest score of respondents is 160, while the highest score was 182. From the 30 respondents gave an average in scores of the needs on category requires that the number 4.34. Similarly, the average of each statement, respondents gave a score 4,36 or needed.

Average the needs of development highest 4.6 from Kulon Progo, while the lowest was 4 from Bantul.

The lowest score in the statement of number 37 on analyzing the results of the reversion meeting of inclusive learning process, obtained an average score of 3.8 while the highest at statement of number 39 about the availability of guidance or supervision guide inclusive learning in primary schools. Availability of devices and instruments supervision inclusive learning also get a high score at 4.6.

On average the needs of supervision development in the category needed. The average of requirement on supervision development in of high category namely approach to supervision inclusive learning, strategies on supervision of inclusive learning, technics on supervision full inclusive learning and partial cluster models, combination cluster and pull out, and supervision of inclusive learning in special classes. The average of scores to each of these statements is 4.4 out of 5 as the maximal score.

Discussion on the data above, that of 30 school principals who are become research subjects have a tendency requires the development of an inclusive learning supervision. The development can be based on instrument of learning supervision for regular schools that had been used. Development can be by way of modification or add components and instruments of supervision that had been there. The school principal with one of the tasks of supervision and responsible for the quality of learning, reasonable if require the development of supervision for school inclusion.

The principals organizer of inclusion education requires the development of supervision and the availability of appropriate supervision guide to school inclusion. Needs principals regarding the development of supervision in accordance with the thought of Glickman (2014: 14), the supervisor should have the modalities of knowledge, interpersonal skills and technical, how the principals can do the supervise properly when there is no suitability between the demands of inclusive learning with supervision instruments has been used.

Development needs also in accordance with the demands of the policy of the Provincial Education Board from DIY that requiring the schools accept students with special needs or inclusion school. Support which toughen: 1) DIY Provincial Regulation no. 4 of 2012 on the protection and fulfillment of the rights of persons with disability. 2) DIY Governor Regulation no. 21 of 2013 on organizing education inclusive. 3) DIY Governor Regulation no. 41 of 2013 on inclusive education resource center. In addition there are policies which strengthen from regents and mayors.

4.2. Supervision Components which Developed

The focus two on a research instrument relating to the implementation of learning supervision which undertaken of the principals. From the data of supervision implementation, most principals have yet arrange programs or implement inclusive learning supervision. The principals in yet understand the aspects that must be prepared and carried out while performing inclusive learning supervision. From the two focus also obtained the data that the principal in carrying out supervision more use of clinical supervision approach.

Supervision components need to be developed for school inclusion lot to related with the contents. Content then grouped into stages of clinical supervision which is used. Stage pre observations should be identification assessment of students with special needs and learning planning that accommodates difference. Phase of implementation learning observation, there must be an instrument related to differentiation learning, individual learning programs, transition programs, and assistive technology. As for the feedback stage is not too much development of the component.

Components of supervision needs to be developed is strongly associated with the approach, supervision technics. Development supervision content more appropriate for inclusion school is a demand. Zepeda (2012: 15), professional development and teacher evaluation must be linked to instructional supervision, embedded within and troughout the workday for teacher. Thus there is a place to ask and discussions for teachers, dikala have difficulty to implement learning tasks with the conditions of complexity students.

5. CONCLUSIONS

Inclusion schools must prepare and implement the learning process as well as possible. Quality learning in an effort to maintain the quality of the school concerned, in particular the inclusion schools. To maintain quality, the principal through the task of learning supervision desperately need a guidance. The needs of guide quite reasonable because the school has organized inclusion education but the guidance and supervision instruments still available to regular schools.

Components that need to be developed should be tailored to the needs and the principles of inclusion schools but also according to the rules of learning supervision. Components that are developed should

be in accordance with the supervision approach used. The approach the most widely used is clinical approach. Therefore, the development must exist at the stage of pre-observation, observation and feedback findings.

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