Collaborative Supervision Model in Strengthening Adaptive and Inclusive School Culture At Sma Negeri 1 Sangatta Utara

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Abstract: A collaborative supervision model that seeks to improve an inclusive and flexible school culture is discussed in this article. In the field of education, it is recognized that cooperation between teachers and other stakeholders is essential to building a supportive learning environment for every student. This model places great emphasis on the active involvement of everyone in the supervision process, which should raise educational standards and foster a more student-centered school culture. It is hoped that by taking this approach, schools will be able to create more effective plans to address current issues, such as student diversity and the pace of societal change. The study also shows how collaborative supervision models can improve public-school relations and increase teacher and student engagement. As a result, this model emphasizes not only academics but also the moral growth and social values of students.

Keywords: Collaborative Supervision Model, School Culture, Inclusive Education, Stakeholder Engagement, Learning Environment.

INTRODUCTION

The purpose of the implementation of the National Education Standards is to improve the quality of education throughout the country with the aim of improving the quality of people's lives, creating the character and civilization of the nation, and fulfilling the right of every citizen to get quality education. In accordance with changes in life at the local, national, and global levels, the achievement of high-quality education is organized in a gradual, planned, directed and sustainable manner. To meet these quality standards, metrics and goals are needed to track the improvement process and to produce quality products that can be realized. Pasaribu Asbin Implementation of school-based management in achieving national education goals in madrasas (Edu Tech, 2017).

National education standards are set by Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (SNP) and Government Regulation of the Republic of Indonesia Number 32 of 2013, which is an amendment to Government Regulation of the Republic of Indonesia Number 19 of 2005 Number Law Year 2003 on the National Education System. Dit Junior High School Development–Directorate General of Primary and Secondary Education. These standards include graduation competency standards, content standards, process standards, educator and education personnel standards, infrastructure standards, management standards, and education assessment and financing standards. These standards serve as standards and references to determine how well the implementation of education is successful in educational institutions.

Quality control is required to ensure that national education standard number 8 is applied correctly. To improve the quality of education, including process standards, it is necessary to improve the professional of teachers. This professional maturity will allow teachers to deal with problems that arise in the world of education. School principals and teachers are individuals who are directly related to the responsibility of carrying out the quality of education, including the quality of processes within the educational unit. School principals and teachers are individuals who are formally responsible for improving the quality of human resources in the education sector (Asep, J. 2013).

Teachers are the key to educational success. A teacher can be seen from his competence as a teacher, which includes pedagogical, professional, social, and personality competencies. The capacity of the principal in carrying out his duties, especially in academic supervision, is essential for the professional performance of teachers. The principal, as a supervisor and person in charge of school activities, must be able to formulate programs, implement, and continue academic supervision. The principal must create an academic supervision program as a guideline to carry out his academic supervision. The program should include three components: drafting the program, implementing the program, evaluating, and following up on results. Academic supervision programs can also help teachers manage learning well. (Wakhidatun, N. 2020).

One of the main functions of education administration is to supervise education. Other

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functions intended are planning, organizing, staff coordination, financing, and assessment. Each part of the education administration must run well according to its duties. Supervision is one of the most important tasks and cannot be separated from other tasks. It is called important because supervision is required for every educational program. Therefore, policy issues related to educational supervision are very interesting to study, especially policies related to supervision at the school level. Thus, the intended supervision is educational supervision carried out by the principal or senior teacher with assistance.

In their roles as administrators, motivators, innovators, and supervisors, school principals are important figures in school policy-making. (Husnayain, Muhammad Faizul. The Role of Principal Leadership in Developing the Quality of Teacher Resources in Islamic Education Institutions: A Multi-Case Study at Surya Buana Islamic Elementary School and Saleh Children's Elementary School *Malang*. (Faizul, H. M. 2015). The person who is fully responsible for the success of education in the school is the principal. The reality on the ground shows that many educators still feel that the supervision and supervision of school principals and external supervisors has not been effective. His research as a whole came to the conclusion that supervisors and principals still see very low teaching supervision in terms of frequency and quality. Supervisors and principals never attempt to implement an effective supervisory approach to improve teachers' professional competence in the field. teaching, including directive, collaborative, and non-directive supervision approaches. It does not consider the quality of teacher learning when creating various innovative learning models and the level of professional maturity of teachers when fostering teachers.

The purpose of this article is to study and discuss collaborative supervision models in the context of strengthening an adaptive and inclusive school culture. By understanding how collaborative supervision and school culture are related, authors, policymakers, and other stakeholders can gain new understanding. Another purpose of this paper is to provide practical advice on how to implement a collaborative supervision model in Indonesian schools. Readers will gain an understanding of the importance of an adaptive and inclusive school culture, as well as how collaborative supervision models can help develop it. This paper is expected to be a useful reference for future educational research and practice, supported by relevant data and case examples.

Collaborative supervision involves cooperation between various parties involved in the supervision process. Collaborative supervision, creating an environment where school leaders and teachers can work together to analyze learning practices and find solutions to problems that arise. Supervision in this situation involves cooperation between teachers, principals, and other stakeholders. Found that teachers and students were more satisfied with schools that implemented collaborative supervision. All parties communicate openly and support each other, which results in this. Therefore, it is crucial to understand how collaborative supervision can be used well in schools to achieve the best results.

By providing space for all voices to be heard, collaborative supervision models can help improve adaptive and inclusive school cultures, that schools with cooperative cultures tend to better meet student needs. By involving all stakeholders in the supervision process, schools can more easily find current problems and opportunities (Abdul, R. 2020).

In this situation, teachers receive comments from superiors and peers. This can increase teachers' confidence and encourage them to continue to learn. So, collaborative supervision not only serves as a control tool but also helps build a more friendly and flexible school culture. So, collaborative supervision not only serves as a control tool but also helps build a more welcoming and flexible school culture.

METHODS

This study uses a qualitative method with a descriptive approach. Qualitative research is a type of systematic research that studies or researches something in a natural setting. This study did not manipulate the subject, did not test hypotheses, and the results did not emphasize generalizations based on quantity measurements but emphasized the existing meanings of the observed phenomena. (Zakariah, M. *et al.,* 2020). The data of this study comes from two sources: primary data and secondary data. Primary data comes from primary sources, such as teachers, heads, and employees of SMAN 1 Sangatta Utara. Secondary data is collected as support from primary data from literature materials. This data can come from research references or school documents. Researchers can collect data using methods such as

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research site documentation, interviews, and observations. The researcher conducts data analysis after collecting itb (Nyoman, S. N. & MBA S. S). Data analysis consists of data collection, data reduction, data delivery, and conclusion drawn.

RESULTS AND DISCUSSION

Definition of Educational Supervision
"Supervision" comes from English, which means "to supervise" or "to supervise". According to MerriamWebster's Colligate Dictionary, supervision means "A critical watching and directing". Some other sources say that supervision comes from "superior" and "vision". The results of the analysis show that the principal is considered an "expert" and a "superior", while the teacher is considered a person who needs a principal. Supervision is a form of training designed to help teachers and other school staff do their job well. Supervision is the process of implementing work, assessing it, and correcting it to ensure that the work is done according to the original plan. Supervision is intended to help teachers become more professional in taking care of students. (Liliana. L. 2023. Educational supervision is an effort to help parties involved in education, especially teachers, both individually and in groups, to improve the learning process and outcomes. Supervision is different from inspection; Inspection is a supervision that occurs suddenly and unexpectedly that aims to identify various violations committed by employees against the implementation of applicable regulations or instructions. Inspection is not the same as directing or construction. However, educational supervision encompasses much more than that. This includes identifying violations and training and supervising teachers and the entire school staff to gain new knowledge and develop education.

Supervision is the process of assessing, correcting, and adjusting the work that has been done. Supervision can also be defined as a service provided to teachers so that they become professionals and can carry out and do their duties well to their students. Educational supervision can be carried out by many people, such as internal supervision from the school supervisory or management team, external supervision from government agencies or accreditation bodies, and supervision between peers. All of these types of supervision are designed to improve the quality of education and enable students to reach their best

potential during the learning process. (Yoshi, A. 2024)

Educational Supervision
A very important process to ensure that the education system provides a good and effective learning experience for every student, educational supervision is responsible for improving the quality of teaching. During the supervision process, teachers receive helpful feedback on how they are performing in the classroom. They can figure out their strengths and areas that need improvement. Supervision helps teachers improve their teaching skills, adopt the latest methods, and refine the way they convey information to students. Therefore, educational supervision improves the overall quality of education. Educational supervision is very important for the development of teacher professionalism, and must be carried out and regulated so that it can improve the professionalism of teachers when carrying out their duties as educators. Supervisors serve more as advocates for the continuous professional development of teachers. Supervision must achieve two goals, namely teacher improvement and improving the quality of education (Eko, W. 2022).

Teachers encounter many challenges in the learning process, so they need help to improve their professionalism. One way to overcome this challenge is through educational supervision, which is carried out by the principal or school superintendent. The government inserts education supervision as an affirmation and legal basis. The government instructs the implementation of this supervision through decrees, one of the latest of which is Permendiknas Number 12 of 2007 concerning Standards for School/Madrasah Supervisors which includes academic qualifications and competencies, school supervisors must have an educator certificate, this shows that a school supervisor will not carry out his duties and functions properly if he does not master the competence of teachers (Risa, Friday 2017).

Purpose of educational supervision
Supervision must achieve the dual objectives of improving teachers-students and improving the quality of education. Objectives of Educational Supervision: 1. The implementation of teaching and learning activities includes: a. Preparation of teaching programs, b. Implementation of the teaching and learning process, c. Implementation of assessment programs, d. Analysis of the results

of the assessment, e. Implementation of follow-up programs. 2. Things that support the implementation of teaching and learning activities include: classroom management, school management, administrative management, implementation of BK, cleanliness, order (Fitri, Y. R. 2021).

Development of Educational Supervision
Principals and leaders from outside the school system fought over school authority in the 1700s in Europe and America (Ahmad, S. 2013). In the end, the school agreed to allow leaders from outside the system in, provided the school's authority was still recognized. As a result, the outside controller continues to play a role in the structure of the school, with the principal serving as the primary controller.

With the introduction of professionalism in the 1st century, the supervision of education increased. His ability to learn became the basis for his appointment as a supervisor. However, supervisory supervision results in more inspections than helping teachers. 2 Thus, supervision of learning has become more professional since the 19th century, when the term inspection was used in the wider education system. Teacher supervision now includes more than just providing authority and control in the classroom; It also affects administrative tasks.

The implementation of supervision is a significant concern when the curriculum is implemented at the Education Unit Level (KTSP). Regulation of the Minister of National Education of the Republic of Indonesia Number 12 of 2007 concerning Competency Standards for School/Madrasah Supervisors, which regulates supervision practices, was introduced even after the KTSP was enforced. In addition, Permendiknas Number 13 of 2007 concerning Standards for Principals/Madrasah reaffirms that academic supervision is the responsibility of school principals (Risa, Friday 2017).

The practice of educational supervision is not new. Originally referring to the role of a supervisor, educational supervision will ultimately result in professional assistance. Beginning in 1984, the curriculum emphasized more on academic learning supervision than administrative supervision. Principals or other school leaders are now more responsible for supervising learning because school supervisors meet with teachers almost every day. Despite this, school administrators continue to supervise teachers, either directly or through the principal.

Models of Educational Supervision
What is meant by the supervision model here is a pattern, example, reference of supervision that can be applied in schools. According to (Pasha, A. & Azzam, F. 2022) that there are four models of supervision that have developed, namely: a. Conventional (traditional) supervision modelThis model is a reflection of the condition of society at a certain time. In times of authoritarian and feudal power, it will affect the attitude and behavior of an autocratic and corrective leader. Leaders tend to find fault. Supervisory behaviour always conducts inspections to look for faults and find faults. It states that such behaviour is called snoopervision. It is often also called corrective supervision.

In the implementation of supervision, it is very easy if you only correct or look for mistakes that exist in the teacher in carrying out learning, but it is even more difficult when you see the positive aspects in relation to good things. 1 . If such behavior of the leader is always maintained for the reason of maintaining his power or authority in an organization, in this case the school, then as a result the teachers will feel dissatisfied with the treatment. In fact, it is not impossible that teachers will no longer care (stupid period) and cause a challenging attitude towards the leadership. This kind of practice is still often carried out by supervisors who enter the classroom without informing in advance and asking for the learning implementation plan (RPP). This means that they are still doing conventional supervision, not that they should not be blamed, but that they must be able to communicate well to the teacher. 2. b. The supervision model is scientific In scientific supervision, it has the following characteristics: It is carried out in a planned and continuous manner Systematic and uses certain procedures and techniques

Using instruments as data collectors the existence of objective data in accordance with real circumstances Using merit ratings, assessment scales or checklists, then supervisors or students assess the process of teachers' teaching and learning activities in the classroom. The results of this research or supervision are given to teachers as feedback on the teacher's teaching performance. This data does not speak to the teacher and the teacher will make improvements on their own. The use of data recording devices such as cameras and the like is closely related to this study as tangible

evidence in the field. However, the results of scientific data recording are not a guarantee to carry out more humane supervision, because through the taking of these recordings will affect the teacher's behavior in teaching and the student's learning situation. c. Clinical supervision model 3. According to R. Willem in Archeson and Gall, 1980: 1) the translation of S.L.L.Sulo 1985 quoted states that clinical supervision is a form of supervision that is focused on improving teaching through a systematic cycle, in planning, observation and intensive and careful analysis of the real appearance of teaching, and aiming to make changes in a rational way. Clinical supervision is to help teachers narrow the gap between real teaching behaviors and ideal behaviors. Based on the above opinion, clinical supervision is a guidance process that aims to help the professional development of teachers in teaching introduction through objective, thorough observation and data analysis as a basis for efforts to change teachers' teaching behavior. 4. d. Artistic supervision model Teaching is a knowledge, teaching is a skill, but teaching is also an art. In line with the teaching task, that supervision is also an educational activity, it can be said that supervision is a knowledge, a skill and also a tip supervision concerns working for the others, working with others, working through others.

In working relationships with others, a chain of human relationships is the main element. Human relationships can be created when there is a willingness to accept others as they are. 5. According to Sergiovanni in saying that some of the characteristics of the artistic supervision model include: (1) Artistic supervision requires attention to listen more than to talk a lot. requires a sufficient level of knowledge/special skills, to understand what a person needs that matches his or her expectations. (2) Artistic supervision prioritizes the unique contribution of teachers in order to develop education for the younger generation. (3) The artistic model of supervision requires more attention to the process of class life and the process of being observed over a certain period of time, so that significant events are obtained and can be placed in a certain time context. (4) An artistic model of supervision requires a report showing that the dialogue between the supervisor and the supervised is carried out on the basis of leadership carried out by both parties. (5) The artistic model of supervision requires a linguistic ability in the way of expressing what is possessed by others that can

enable others to clearly grasp the expression expressed. (6) The artistic model of supervision requires the ability to interpret the meaning of the events expressed, so that others gain experience and make them appreciate what they have learned. (7) The artistic model of supervision shows the fact that supervision which is individual with its peculiarities of sensitivity and experience is the main instrument used, where the educational situation is acceptable and meaningful to the person being supervised.

Collaborative Supervision Approach Model
Supervision is carried out by the principal for a specific purpose. Improving the quality of learning and assisting instructors in carrying out their professional duties effectively and efficiently are two objectives of this supervision. Observing the school's learning process in detail and then making more observations is one example of a principal's supervisory task claims that supervision has five main functions direction, training, assessment, research and inspection (Habit, W. 2022).

Inspections provide insight into the condition and situation of the institution. The purpose of this research is to find a solution to this problem. This research is carried out scientifically, which entails defining the problem, collecting and processing data, and then conducting an analysis to make conclusions about the developments that occurred while proposing a solution. Training principals is one way to improve their skills in a particular field. New and more efficient learning techniques are taught to those monitored during the training. Teaching demonstrations, seminars, workshops, observations, conferences for individuals and groups, and supervised visits are some of the forms of training that can be used. Those in charge are the experts.

When carrying out its function, it applies scientific concepts to improve educational standards. Working as a supervisor requires the advantage of being able to see the issue of raising educational standards clearly and sensitively, not just with the naked eye. Educational supervision, according to the experts mentioned above, is when a school administrator or supervisor provides training to instructors to improve the school's operations and achievements. Divide the supervisory approach into three groups, namely First, Direct method (directive): With this method, the supervisor supervises the monitored individual by giving them clear instructions on how to react to the stimulus. Explanations, presentations, directions,

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setting examples, benchmarking, and reinforcement activities can all help achieve this. Indirect (non-directive) techniques are second. By indirectly directing the person being supervised to react to the stimulus, this method gives the person being supervised a free opportunity to voice any concerns. This strategy can be achieved by listening, repeating, explaining, and presenting problems and solving them.

Collaborative approach

A way of approach that combines directive and non-directive approaches becomes a new way of approach. In this approach, both supervisors and teachers together, agree to establish a structure, process and criteria, in carrying out the conversation process to the problems faced by teachers. This approach is based on cognitive psychology. Cognitive psychology assumes that learning is the result of a combination of individual activities and the environment which in turn will have an effect on the formation of personal activities. Thus, the approach in supervision is related in two directions. The supervisor's behavior used was: Presenting: 6 trying to match his perception with the teacher about the areas of learning that need to be improved, Clarifying: the supervisor asked the teacher about the problems faced; Listening: supervisors listen carefully to the teacher's perception, Problem solving: give each other input on alternative actions that can be taken to improve learning, Negotiating: supervisors and teachers discuss and choose alternative actions until an agreement is reached.

The implementation of these three approaches to academic supervision depends on the teacher prototype. 7 This states that there is a paradigm for sorting teachers into four teacher prototypes. Every teacher has two basic abilities, namely abstract thinking and having commitment and care. The four types are: 8 1.Teachers who have this prototype are indifferent and include teachers who are not qualified. The implementation of the approach uses directives. 2. Unfocused Worker teachers, have the characteristics of high commitment, namely: enthusiastic, energetic, full of good ideals and desires, hardworking, not hesitating to do homework. However, it has abstractions of rendan, namely: confused about facing problems, discouraged, often handling unrealistic tasks, less able to find and analyze problems, less able to act realistically. Sahertian said that the prototype teacher was a teacher who was too busy. The approach is with a collaborative

approach. 3. Analytical Observer teachers, have low commitment, namely: good ideas are often not realized, reluctant to devote time and energy to implement their ideas. Abstract tnggi, namely: being able to see problems from various perspectives, being able to develop various alternative solutions, being able to choose the best alternative and thinking step by step. '

Teachers with prototypes like this are called Sahertian as critic teachers. The implementation of the academic supervision approach with a collaborative approach. 4 Professional Teacher, highly committed, namely: enthusiastic, energetic, full of good ideals and desires, hardworking, not reluctant to do school work at home Energetic. Professional teachers have a high abstraction, namely: they can see problems from various points of view, they can develop various alternative solutions, they can choose the best alternatives and they think step *by step.* The implementation of the academic supervision approach uses a non-directive approach.

Adaptive and Inclusive School Culture

In Permendiknas No. 70 of 2009, it is stated that inclusive education is an education delivery system that provides opportunities for all students who have abnormalities and have the potential for intelligence and/or special talents to participate in education or learning in an educational environment together with students in general. (Khoiruman, K. 2023). An adaptive school culture is one that is open to change and can adapt to the needs of students, new technologies, and changing societal needs. Responsive to curriculum, technology, and social changes. Encourage innovation in learning. Be open to input and criticism. Be flexible in how you manage and teach. Focus on developing each student's full potential. An inclusive school culture is a culture that accepts and respects the diversity of backgrounds, needs, abilities, and identities of all school residents without discrimination. Characteristics: Respect differences (religion, ethnicity, race, gender, ability). Provide equal learning opportunities for all students. Meet special needs (physical, intellectual, and emotional). A friendly, safe and supportive environment for everyone. Eliminate exclusivity and discrimination.

The main components in the Adaptive and Inclusive Culture *First,* the vision and mission of progressive schools, upholding human values and providing education that responds to the changing

times. *Second* School Leadership Principals and teachers as agents of change that encourage collaboration, innovation and lifelong learning. *Third*, a contextual and flexible curriculum that accommodates the needs of various students and socio-technological changes. *Fourth,* the Involvement of the School Community, Parents, the community, and other agencies work together to create a positive learning environment. *Fifth,* Differentiated Learning and Universal *Design for Learning* (*UDL)* Learning that is tailored to individual student needs. Using *the principles of UDL* so that all students can get the material. *Sixth,* the school environment is physical and social that is helpful. Friendly facilities for everyone, including students with disabilities.

Benefits of Adaptive and Inclusive School Culture Improve students' academic achievement and sense of belonging to form students who are tolerant, empathetic, and open to differences. Increase the level of participation and school spirit among all students. Improve the ability to think critically and innovate. Describe how you feel about the school. Strategies for Building Adaptive and Inclusive Schools 2 *First,* Teacher Training Periodically Improving teachers' abilities in teaching, technology, and inclusive education. *Second*, the Application of Pancasila Values and Pancasila Student Profiles empowering students as tolerant, creative, and cooperative individuals. *Third,* Diverse and engaging extracurricular activities that provide opportunities for all students to express their feelings and thoughts. *Fourth,* Implementing an award and appreciation system that fairly and appropriately rewards the achievements and progress of each student. *Fifth*, Observation and Assessment of School Activities

An inclusive culture is one that values diversity and makes everyone feel welcome and valued. An inclusive school not only provides access to education for all students, but also creates an environment that supports the active participation of each student. This is especially important in Indonesia, which has a lot of social and cultural diversity. School policies that support diversity, teacher-student cooperation, and open communication are some of the important components of an adaptive and inclusive school culture.

Schools with this component tend to have better results in creating a positive and productive learning environment therefore, to create a better culture. *3 First,* schools must develop and strengthen these components. *Second,* Management Policies and Practices that Uphold the Inclusive Leadership Equation Principals who succeed in creating an inclusive school culture are examples of inclusive leadership. Through personal example, fair policies, and open communication with all members of the school community, they support the principles of inclusion. In making decisions about school rules, principals, students, and parents are also involved**.**

The Relationship between Collaborative Supervision Models and School Culture

Successful collaborative supervision depends on communication and openness between team members. Principals and supervisors, as facilitators, must create a safe and supportive climate, where teachers feel accompanied, rather than repressively supervised, in improving the quality of learning. Lesson study and peer observation are examples of collaborative approaches that are easily adapted in schools. (Risqi, F. F. N. *et al.,* 2025) Building solid cooperation between teachers and stakeholders is one of the main goals of collaborative supervision. Good cooperation can increase teachers' motivation and involvement in the learning process. By involving all parties in decision-making and planning, schools can create a more inclusive and adaptive culture, where every individual feels valued and has a role in the development of Education.

Implementation of Collaborative Supervision Model in an Adaptive and Inclusive School Culture

The results of a literature review on the development of collaborative learning models in educational supervision show that there are four important findings related to the implementation of the supervision model. First, the supervision process gives rise to close cooperation between supervisors and teachers, where the relationship is based on professional equality and intensive interaction. This indicates the need for an interactive and intimate professional dialogue in the supervision process. Second, there is a self-learning process for teachers and supervisors which also increases the democratic spirit. Third, the implementation of supervision is carried out in accordance with existing needs. And fourth, there is an increase in teachers' initiative and responsibility, which describes the empowerment of teachers in giving opinions, making decisions together, and increasing their commitment to the learning process. (Yohana, S. R. *et al.,* 2023).

CONCLUSION

The collaborative supervision model has a lot of potential to improve inclusive and flexible school cultures, according to the analysis conducted. Schools can foster a more joyful environment for students from diverse backgrounds by involving all stakeholders in the proctoring process. In addition to raising teaching standards, it fosters a sense of togetherness and shared accountability among all students.

In addition, everyone involved in the community, school administrators, and the government must be fully committed to and support the implementation of the model. The school's ability to adapt to current changes and challenges will be critical to the successful implementation of the collaborative supervision model. To best meet the needs of students, it is essential for schools to continuously assess and improve the supervision techniques they use.

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