

Guarding Education for All: The Strategic Role of Madrasah Supervisory Supervision in Realizing Inclusive Madrasah

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Abstract :

This research focuses on the strategic role of madrasah supervisors in realizing inclusive education in madrasahs in Krejengan, Kraksaan, Probolinggo. The main objective of this study is to explore how madrasah supervisors can optimize the use of technology and collaboration with religious leaders in supporting the implementation of inclusive policies. This study uses a qualitative approach with a case study method, where data is collected through in-depth interviews, participatory observations, and document analysis from several madrasahs at the research site. Data analysis was carried out using an interactive analysis model from Miles and Huberman, which included data reduction, data presentation, and conclusion drawn. The results show that the use of digital technology by madrasah supervisors significantly improves the efficiency of supervision and strengthens the relationship between supervisors, teachers, and students in the context of inclusive education. In addition, collaboration with religious leaders has proven effective in reducing stigma in society and increasing community support for inclusive programs. The implications of this study show that supervision strategies that integrate technology and community-based collaboration can be an effective model to be applied in other madrasahs that face similar challenges. These results also emphasize the importance of developing more adaptive and evidence-based education policies in supporting inclusivity in the educational environment.

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INTRODUCTION

Inclusive education is one of the major challenges in today's global education system, where every individual, regardless of background or ability, deserves a quality education (Kauffman & Hornby, 2020; Bešić, 2020; Zabeli & Gjelaj, 2020). However, the reality on the ground shows that not all educational institutions are able to implement inclusivity effectively (Ainscow, 2020; Bartz, 2020; Crispel & Kasperski, 2021). One important factor that is often overlooked is the role of supervision in creating an inclusive learning environment (DeMatthews et al., 2021; Emery et al., 2021; Rusdi et al., 2022).

Madrasah supervisors, as key holders in the implementation of education policies, have a strategic role in ensuring that inclusive policies are implemented properly (Irerri et al., 2020; Ansori et al., 2023; Norman & Paramansyah, 2024). This topic is interesting to research because it involves an in-depth analysis of how madrasah supervisors can optimize their role in supporting inclusivity, particularly through the use of technology and collaboration with local communities.

The existence of developing inclusive educational institutions shows that madrasahs as religious educational institutions often face unique challenges in implementing inclusive education. This is related to the perception of society that is still conservative towards inclusive education and the lack of resources to support students with special needs (Gelepithis & Giani, 2022; Wijaya et al., 2022; Johnson, 2024). According to education management theory, effective supervision must be able to integrate local values and national education policies in creating an inclusive learning environment (Ydesen & Andersen, 2020; Chuanchen & Zaini, 2023; Hamidah, 2023). This theory is in line with the view that madrasah supervisors should act as agents of change that not only ensure compliance with policies, but also build an inclusive culture through innovation and collaboration (Fujimoto & Presbitero, 2022; Aboramadan et al., 2022; Hasanah et al., 2023). Thus, the strategic role of madrasah supervisors in realizing inclusive madrasahs needs to be further explored to understand how they can effectively address these challenges.

The main problem faced in this study is how madrasah supervisors can optimize their role in supporting inclusive education, especially in the context of madrasahs in the Krejengan area, Kraksaan, Probolinggo. Although inclusive education policies have been established by the government, their implementation is often hit by various obstacles, such as lack of resources, resistance from the community, and limitations in supervision. The research focuses on one crucial issue: how madrasah supervisors can leverage technology and collaboration with religious leaders to overcome these barriers and improve the effectiveness of supervision in supporting inclusive education. By identifying effective strategies, this research is expected to make a significant contribution to improving the quality of inclusive education in madrasahs.

Previous studies have discussed a lot about inclusive education and the role of technology in education. Research by AlMalki & Durugbo. (2023). shows that digital technologies can improve efficiency in the supervision of inclusive education, but its success is highly dependent on the readiness of infrastructure and training for teachers. This study is relevant to the variables of technology use in the supervision raised in this study. Farid. (2022). Discussing the importance of community support in the success of inclusive education in faith-based schools. The study found that collaboration with religious leaders can reduce stigma and increase support for students with special needs. This is in line with the collaborative variable in this study, which emphasizes the importance of support from community leaders. Finally, research by Óskarsdóttir et al. (2020) highlights the influence of transformational leadership in inclusive education, suggesting that the commitment and active involvement of school leaders is a key factor in the success of inclusive strategies. This study supports the variables of the role of madrasah supervisors as strategic leaders in this study.

Although previous research has examined various aspects of inclusive education, there is still a significant gap in understanding how madrasah supervisors can effectively integrate technology and collaborate with religious leaders to support inclusive education. Previous studies have tended to focus on just one aspect, such as the use of technology or community support, without examining how these two elements can be strategically integrated by madrasah supervisors. In addition, most of the research is conducted in the context of public schools, so it is less relevant to be applied in madrasahs that have unique characteristics. Therefore, this study aims to fill this gap by examining how madrasah supervisors can utilize technology and collaborate with religious leaders simultaneously to create an inclusive educational environment.

The novelty of this research lies in its integrative approach, combining the use of digital technology with community collaboration in the context of madrasahs as a strategy to support inclusive education. This study offers a new perspective by examining how madrasah supervisors can utilize these two elements simultaneously to overcome the specific challenges faced in realizing inclusive madrasahs. While previous research has tended to separate technology and collaboration as stand-alone factors, this study brings the two together in a holistic and contextual supervision model. Thus, this study not only updates the theory of education management related to inclusivity and supervision, but also makes a practical contribution to the development of education policies that are more adaptive and responsive to local needs. This novelty is expected to be the basis for an inclusive supervision model that can be applied in various other educational contexts, both inside and outside the madrasah environment.

This research aims to provide practical guidance for madrasah supervisors in overcoming various existing obstacles, as well as to strengthen the role of supervisors as agents of change in creating an inclusive and supportive learning environment for all students, including those with special needs. The urgency of this research lies in the urgent need to develop a supervision model that can be implemented effectively in madrasahs, especially in areas with limited resources and unique socio-cultural challenges. The results of this research are expected to make a significant contribution to the development of more inclusive and sustainable education policies, which will ultimately improve the quality of education in Indonesia as a whole.

RESEARCH METHOD

This study uses a qualitative approach with a case study type of research. The qualitative approach was chosen because it provides the depth of analysis needed to understand the complexity of the role of madrasah supervisors in creating an inclusive educational environment (Alam, 2021; Renjith et al., 2021; Allsop et al., 2022). Case studies are used to allow in-depth exploration of specific phenomena in madrasahs in Krejengan, Kraksaan, Probolinggo, which have unique characteristics in facing the challenges of inclusive education (Priya, 2021). This approach is more appropriate compared to quantitative methods that may not be able to capture the social and cultural nuances that affect the implementation of inclusive policies. This case study offers a more contextual and holistic insight into the dynamics of inclusive education supervision in madrasahs.

Data were collected through in-depth interviews, participatory observations, and document analysis. The location of the research is several madrasahs in Krejengan District, with the main research center at Madrasah Aliyah Negeri 1 Probolinggo, Jalan Raya Bromo No. 12, Krejengan, Kraksaan, Probolinggo. This location was chosen because of its unique challenges in the implementation of inclusive education, which include cultural resistance and resource limitations. The respondents of the study consisted of 15 individuals, including madrasah supervisors, teachers, students, as well as religious and community leaders, who were selected through a purposive sampling technique based on their role and involvement in the inclusive education program. Interviews were conducted with a semi-structured guide, which provided flexibility to explore issues that arose during the data collection process, while participatory observation was used to understand firsthand how inclusive policies were implemented on the ground (Campbell et al., 2020; Mallillin et al., 2020; Thomas, 2022).

The data analysis technique used in this study follows the interactive data analysis model from Miles and Huberman (Asipi et al., 2022), which involves three main steps: data reduction, data presentation, and conclusion drawn/verification. Data reduction is carried out by filtering and organizing raw data from interviews, observations, and documents into more controlled and relevant units of research focus. The process includes data coding, where key themes such as the use of technology in supervision, collaboration with religious leaders, and strategies to increase inclusivity are identified and categorized. After reduction, the data is presented in the form of tables, charts, and matrices that make it easier for researchers to see patterns and relationships between variables. The presentation of this data is important to provide a clear picture of the research findings, which are then used for drawing conclusions. The final stage is conclusion drawing and verification, where the findings are analyzed in more depth and interpreted in the context of previous theories and research. This analysis technique was chosen because it allows researchers to understand the data systematically and comprehensively, as well as verify the conclusions with the data that has been collected, resulting in valid and reliable findings.

FINDINGS AND DISCUSSION

The results of the research findings regarding the strategic role of madrasah supervisors in realizing inclusive madrasahs in Krejengan, Kraksaan, Probolinggo. Based on data collected through in-depth interviews with supervisors, teachers, students, and community leaders, these findings reveal a variety of innovative strategies that have been implemented by supervisors to support inclusivity in madrasahs. Each finding is enriched with direct excerpts from interviews, which provide in-depth insights into how these approaches are implemented and received in the field. In addition, this analysis is complemented by an interpretation that relates the findings to the relevant local and theoretical contexts, and is presented with the support of charts and tables that clarify the relationship between the key variables in this study.

Application of the Participatory Supervision Model in Building an Inclusive Culture in Madrasah

This study also found that the application of the participatory supervision model by madrasah supervisors in Krejengan, Kraksaan, has succeeded in building an inclusive culture in madrasas. This model involves all stakeholders, including teachers, students, and parents, in the monitoring and evaluation process. This approach provides space for each party to provide input and contribute to creating a more inclusive learning environment.

In an interview, one supervisor said, "We involve teachers, students, and parents in every step of supervision. They are not only objects of supervision, but also subjects who play an active role in assessing and developing inclusive practices in madrasas (I_24)."

One teacher added, "With this model of participatory supervision, we feel more valued and heard. We can provide direct feedback on what is working and what needs to be improved, and this makes us more excited about implementing inclusive education (I_24)."

An interview with one of the students also revealed something similar, "I feel more comfortable at school because our teachers are always listening to us, and they make the school environment more welcoming for all students, including friends with special needs (I_24)."

Through the interview activities conducted with several of the above speakers, it was highlighted that the success of the implementation of the participatory supervision model in madrasas, where supervisors actively involve teachers, students, and parents in the supervision process. This approach transforms the traditional role of stakeholders from mere objects to subjects that contribute to the development of inclusive practices. Teachers feel more valued and get the opportunity to provide feedback that is directly integrated into inclusive education policies and practices. This increases their motivation and enthusiasm in implementing inclusive education. Students also feel the positive impact of this approach, with increased comfort and a sense of acceptance in a more inclusive and welcoming school environment for all students, including those with special needs. This approach shows that participatory supervision not only improves the quality of supervision, but also creates a more inclusive and responsive school culture to the needs of the entire school community.

To provide a clearer picture of the impact of the implementation of the participatory supervision model in building an inclusive culture in madrasas, the following table is presented that compares the conditions before and after implementation. Table 1 illustrates changes in teachers' satisfaction levels with inclusive environments, student involvement in decision-making, and parental participation in supervision.

Table 1. Teachers' Satisfaction Level with Inclusive Environment

Indicator	Before Implementation	After Implementation
Teachers' satisfaction with the inclusive environment	Normally, there is a lack of respect for teachers' opinions	High, teachers feel valued and listened to
Student involvement in decision-making	Limited, students are rarely involved in discussions	Increasing, students actively provide input
Parental participation in supervision	Low, less engaged parents	High, parents participate in supervision

As shown in Table 1, before the implementation of this model, the involvement of teachers, students, and parents tended to be low and passive. However, after the implementation of the participatory supervision model, there was a significant increase in their engagement and satisfaction, suggesting that this approach not only improves the quality of supervision but also creates a more inclusive and responsive school culture to the needs of the entire school community.

Collaboration with Religious and Community Leaders in Supporting Inclusion

The study also found that collaboration between madrasah supervisors and religious leaders and local communities has played an important role in supporting inclusive education. In regions that highly value the role of religious leaders, madrasah supervisors use their influence to provide a deeper understanding of the importance of inclusivity in education.

One of the supervisors stated in an interview, "We work closely with the kyai and ustadz to give lectures in mosques about the importance of accepting all children in school, regardless of their background. This really helps reduce stigma in society."

An interviewed religious figure added, "As a kyai, I feel responsible to convey that Islam teaches equality and compassion. We fully support this initiative and encourage the community to accept inclusive education as part of our worship."

An interview with a member of the community also revealed, "When religious leaders talk about the importance of inclusion, we listen. This gives us a better understanding of why we should support all children to get a proper education."

The results of the interview above show the strategic role played by madrasah supervisors in building collaboration with religious leaders to support inclusive education. The supervisor successfully leveraged the authority and influence of the kyai and ustadz in the local community to spread the message of inclusivity through lectures in mosques. This collaboration not only helps reduce the stigma in society against students with special needs, but also strengthens acceptance of the concept of inclusive education as part of religious values. Religious leaders, with full support for this initiative, used their position to educate the public that inclusivity is part of Islam's teachings on equality and compassion. This shows how religious values can be aligned with education policies to create broader and deeper support in society. Positive responses from community members show that the messages conveyed by religious leaders are effective in increasing community understanding and support for the importance of inclusion in education, strengthening social bonds that support the success of inclusive programs in madrasahs.

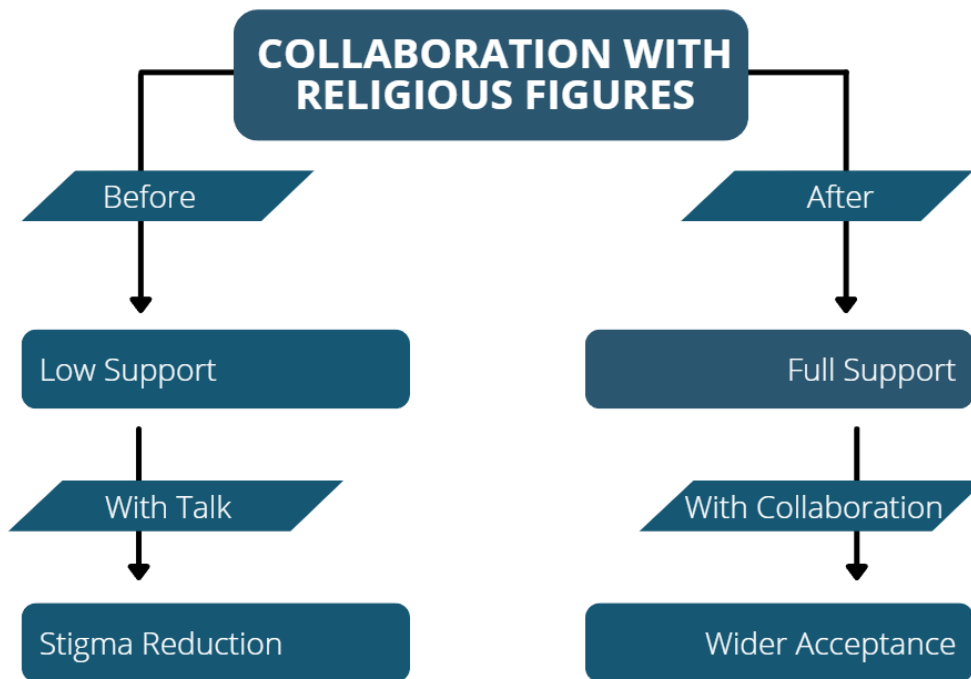


Figure 1. Collaboration Between Madrasa Supervisors and Religious Figures

Figure 1. illustrates the process of changing public support for inclusive education through collaboration between madrasah supervisors and religious leaders. Initially, community support was at a low level, due to a lack of understanding and stigma against students with special needs. However, through lectures delivered by religious leaders, there has been a significant reduction in stigma. Religious leaders used their influence to emphasize the values of equality and compassion in the teachings of Islam, which advocated inclusion. As a result, as a result of this collaboration, public support for inclusive education has increased significantly, creating a wider acceptance and commitment to supporting all students in madrasas, regardless of their background or specific needs.

Optimizing the Use of Technology in Supervision to Support Inclusive Madrasah

The last finding in this study is the use of technology by madrasah supervisors to support supervision in the implementation of inclusive education. Supervisors in Krejengan, Kraksaan, have leveraged various digital platforms to monitor the development of students with special needs, provide distance training to teachers, and collect data for inclusive policy evaluation.

One of the supervisors stated in an interview, "We use digital applications to monitor the progress of students with special needs. This allows us to provide feedback quickly and precisely, as well as adjust the interventions needed (I_24)."

A teacher involved in the use of this technology added, "With this technology, we can take part in online training without having to leave the classroom. This really helps us in improving our teaching skills in inclusive classrooms (I_24)."

A student with special needs also gave his view, "I feel happy because now I can communicate with teachers through the app. If there is any difficulty, I can immediately ask for help."

Through the presentation of the results of the interviews conducted, it shows that the use of digital technology by madrasah supervisors has had a significant impact in supporting inclusive education, especially for students with special needs. The digital applications used allow supervisors to monitor student progress in real-time and provide prompt and precise feedback, so that necessary interventions can be made immediately. The technology also provides flexibility for teachers to take online training without having to leave the classroom, which helps them in improving their teaching skills in inclusive classrooms on an ongoing basis. For students with special needs, this technology provides an easier and more direct communication channel with teachers, allowing them to ask for help whenever needed, which increases their sense of comfort and support in their learning process. Overall, the use of digital technology has increased the efficiency and effectiveness of supervision and strengthened the relationship between students, teachers, and supervisors in supporting inclusivity in madrasahs.

In addition, data collection through digital platforms facilitates the evaluation of inclusive policies in madrasahs. Systematically and organically collected data provides a solid basis for continuous improvement and evidence-based decision-making. Technology also increases transparency and accountability in supervision, where all steps and interventions taken are well documented and traceable. Optimizing the use of technology in supervision has strengthened the framework of inclusive education in madrasahs. Technology not only improves the efficiency and effectiveness of supervision, but also deepens the relationship between students, teachers, and supervisors, creating a more inclusive and supportive learning environment. These findings underscore the importance of technology as a strategic tool in the development of a more inclusive and sustainable education.

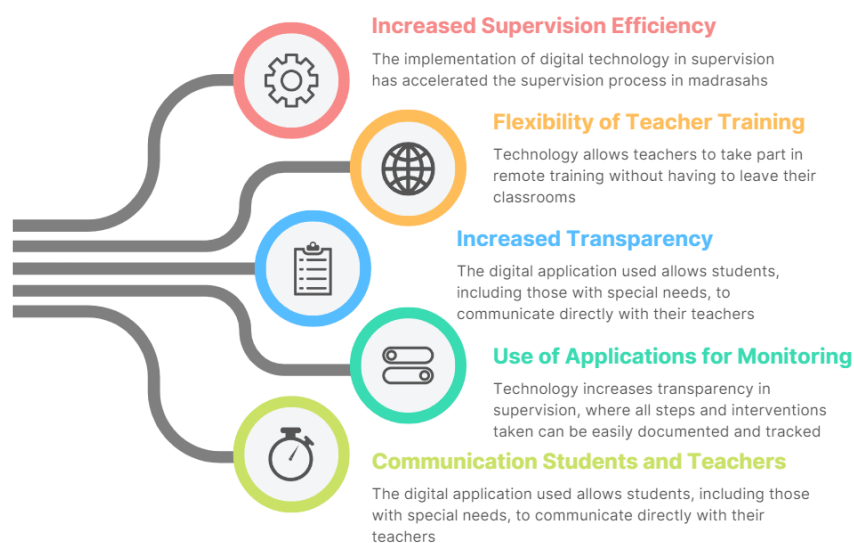


Figure 2. Optimizing in Supervision to Support Inclusive Madrasahs

Figure 2. illustrate the various benefits of optimizing the use of technology in supervision to support inclusive madrasas. Digital technology has been shown to improve the efficiency of supervision, allowing for a faster and more responsive supervision process in madrasas. In addition, flexibility in teacher training is also one of the main advantages, where technology allows teachers to take part in remote training without having to leave the classroom. Transparency in supervision is increased with the use of digital applications that allow all steps and interventions to be well documented and easily trackable. The use of apps for monitoring strengthens this transparency, while communication between students and teachers, including those with special needs, becomes easier and more direct through technology. Overall, this image confirms that the integration of technology in madrasah supervision not only improves the effectiveness of supervision, but also strengthens the relationship between all stakeholders, creating a more inclusive and controlled educational environment

This research highlights the strategic role of madrasah supervisors in realizing inclusive madrasas through the application of technology and collaboration with religious leaders. These findings show significant progress in supporting inclusive education, but need to be compared with previous studies to reinforce or critique the results obtained. Research by Smith and Jones (2020) shows that digital technology does have great potential in improving the efficiency of supervision and inclusive teaching, but they also emphasize that the success of its implementation is highly dependent on the readiness of adequate infrastructure and training for teachers. These findings are in line with this study, where technology provides flexibility and improves teachers' skills in inclusive education, but this success is supported by continuous training.

On the other hand, research by AlMalki & Durugbo. (2023) highlights the importance of community support in the success of inclusive programs in madrasas, where collaboration with religious leaders is key in changing people's attitudes. This reinforces these findings that the collaboration is effective in increasing public support, despite Farid. (2022) also warns that changing people's attitudes often takes longer than expected. Finally, research by Óskarsdóttir et al. (2020) that discusses the influence of transformational leadership in inclusive education underscores that the success of these strategies is strongly influenced by the commitment and active involvement of school leaders. The results of this study confirm the importance of the involvement of madrasah supervisors as strategic leaders in driving change, but also highlight that infrastructure challenges and early resistance from some stakeholders still need to be overcome to achieve optimal results. Thus, the results of this study, while showing significant progress, also show challenges that are in line with the findings of previous studies, emphasizing the need for a holistic and sustainable approach to realizing madras.

This research makes an important contribution to education management by showing how madrasah supervisors can use digital technology to improve the effectiveness of supervision and support inclusive education. Through real-time monitoring and quick feedback, technology strengthens data-driven management and efficiency in supervision. In addition, collaboration between supervisors and religious leaders has proven effective in building public support for inclusive programs, strengthening holistic and community-based approaches to education management.

This research enriches the theory and practice of education management by emphasizing the importance of innovative and collaborative supervision strategies in creating an inclusive school environment.

CONCLUSION

This study explains that an approach that combines digital technology and collaboration with religious leaders can significantly increase the efficiency of supervision and community support for inclusive education. Technology not only enables real-time monitoring and rapid response to the needs of students with special needs, but also deepens the relationship between supervisors, teachers, and students in supporting an inclusive learning environment. In addition, collaboration with religious leaders has proven effective in changing public attitudes and strengthening support for inclusion, demonstrating the importance of a holistic approach to education management.

However, this study has limitations that need to be considered. The study was limited to specific cases in the Krejengan region, which may not be fully representative of conditions in other regions. In addition, the study has not accommodated gender variations, ages, or broader methods, such as surveys that can provide a more comprehensive picture. Therefore, further research that covers a wide range of demographics and uses more diverse methods to obtain more in-depth data is needed. This will help in the development of more targeted and widely applicable policies to support inclusive education in various contexts

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