Development of the Academic Supervision Model Based on Differentiated Learning in Inclusive Schools

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ABSTRACT

Objective: This study aims to develop an academic supervision model based on differentiated learning, evaluate its feasibility, and measure its effectiveness. **Method:** The research employs the ADDIE model development methodology. Data were collected through interviews, observations, and questionnaires in two inclusive senior high schools in Sidoarjo. **Results:** The findings indicate that (1) The academic supervision model based on differentiated learning includes stages that incorporate elements of differentiated learning into every supervision instrument. These elements cover the assessment preparation to evaluate student's readiness, interest, learning profiles, and the implementation of teaching processes, including content, process, and learning outcomes. (2) The academic supervision model based on differentiated learning is deemed feasible. The score obtained from subject matter experts indicates that the developed instruments and guidebooks meet the criteria for "very feasible." (3) Based on the results of the normalized gain test, the mean difference between the pre-test and post-test indicates that the developed product has a high level of effectiveness and is suitable for use as an academic supervision instrument. **Novelty:** This research emphasized the development of an academic supervision model based on differentiated learning in inclusive schools.

INTRODUCTION

Inclusive schools are one of the government's policies to ensure every citizen can enjoy educational services regardless of differences. The school provides proper and quality education for children with special needs and regular children in general for the future of their lives (Couper-Kenney & Riddell, 2021; Demchenko et al., 2021; Giangreco, 2021; Yazcayir & Gurgur, 2021). Meanwhile, there is a demand for inclusive education, namely that children with special needs must be able to study in the same class as their peers in the surrounding public schools (Liew Audrey & Loh, 2023; Lindner et al., 2023; Madhesh, 2023). The guarantee of obtaining the right to education for every citizen is based on the principles stated in "A Human Rights – Based Approach to Education for All" regarding education for all. The legislation ensures that every child has the right to education without discrimination (Bayat et al., 2023; Mujtaba, 2023; Yoshitoshi & Takahashi, 2023). The "Education for All" principle is the basis for the government to organize inclusive education.

Article 31, paragraph 1 of the 1945 Constitution emphasizes that every citizen has the right to education. This statement was then elaborated in Law number 20 of 2003, precisely in article 5, paragraph 1 concerning the National Education System, which emphasizes that every citizen has the same right to get a quality education — continued

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