

The Role of Humanistic Academic Supervision in Improving the Quality of Teaching and Learning in SLB At-Turmudzi 1 Malangbong

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ABSTRACT

Purpose – This study examines the role of humanistic academic supervision in improving the quality of learning at SLB At-Turmudzi 1 Malangbong, Garut. Although inclusive education is widely discussed, most supervision models are still procedural and evaluative in nature, ignoring the reflective and emotional needs of teachers. This study aims to fill this gap by exploring how humanistic supervision supports professional growth and inclusive practices.

Method – Using a descriptive qualitative approach, data were collected through in-depth observations, semi-structured interviews with the principal and ten special education teachers, and document analysis. Data were analyzed using the Miles and Huberman interactive model with triangulation to ensure validity.

Findings – The study found that humanistic supervision transformed teachers' attitudes from passive and anxious to open and reflective. Teachers designed differentiated lesson plans responsive to students' cognitive and sensory needs, utilized multisensory media (such as braille cards, tactile props, and interactive audio), and conducted functional assessments. A collaborative professional culture emerged, shown through regular reflective forums and peer learning. Student engagement also improved, marked by greater participation and communication confidence, especially among students with disabilities.

Research Implications – The study highlights the importance of adopting humanistic, reflective supervision models that position teachers as learning partners. Such approaches can strengthen inclusive practices and improve learning quality in special education contexts, offering a transformative alternative to conventional evaluative models.

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Introduction

The quality of education is the main indicator of the success of the education system. It is not only measured by the achievement of student learning outcomes but also by how effectively the learning process responds to the diversity of learners' needs (Masnawati & Darmawan, 2022). This becomes even more important in the context of special needs schools, where learners face complex and diverse challenges intellectually, emotionally, sensorially, socially and physically (Karagianni & Drigas, 2023). As a result, maintaining educational quality in this setting demands more than just regular instruction; it also calls for in-depth knowledge and adaptable tactics.

Teachers' responsibilities go well beyond simply imparting curriculum knowledge in the face of these varied and demanding educational demands. Teachers need to present themselves as sympathetic educators who can recognize the individual requirements and circumstances of every student (Aldrup et al., 2022; Cai et al., 2023). This entails creating welcoming settings that respect individual diversity and encourage individualized learning paths. They are required to be empathetic learning facilitators who are responsive to students' individual needs (Asyiah et al., 2022; Mudarris & Hasanah, 2021; Solehah et al., 2025). Tiwari (2023) mentioned that inclusive education as a student right is based on social justice values. Administrative support and teacher competencies support inclusive practices, which are better for all students, including in subject matter mastery.

Academic supervision is one of the primary tools for assisting teachers' professional growth within this framework. By providing organised feedback, pedagogical direction, and space for reflection, supervision should ideally enhance the quality of instruction (Dalgaard et al., 2022). Nonetheless, the most common kinds of supervision in use today are typically administrative and technocratic. According to Rossa et al. (2024) these models place a strong emphasis on formal performance evaluations that mainly depend on teachers' adherence to predetermined standards. Such a conventional approach is frequently typified by a top-down dynamic in which teachers are viewed as passive recipients of judgement and supervisors serve as assessors. With limited opportunity to reflect on their experiences or pedagogical development, teachers in this system often feel evaluated rather than developed. even the conventional supervision model tends to find fault without providing guidance (Salminawati et al., 2024). Conformity is prioritised over originality or self-discovery. This paradigm may also restrict the potential of supervision as a tool for development, especially in intricate educational environments like SLB.

Humanistic academic supervision, on the other hand, provides an option that places an emphasis on cooperation, compassion, and the overall growth of teachers (Effendi & Sahertian, 2023). This method acknowledges that teaching is a profoundly human process with emotional, cognitive, and ethical components rather than just being a technical

undertaking. Teachers are seen as complete individuals with the capacity for personal development, self-awareness, and deep interpersonal connections. In this instance, the supervisor serves more as a partner or mentor in the teacher's growth. One of the results of research on humanist supervision in public secondary schools has been conducted by Muslih et al. (2025) the results are the impact of supervision includes increased pedagogical competence, self-confidence, innovative learning planning skills, and a collaborative culture between teachers.

According to Farber and Krug & Schneider (in Silva & Sousa, 2022) that existential-humanistic supervision values relationships and depth of experience in a pluralistic and integrative manner, which is aligned with 21st century competency-based frameworks. These experiential and interpersonal aspects (including depth) are at the core of the humanistic approach to promote inter-individual meaning construction and appreciation of the "here and now" which in the context of supervision, helps the supervisee overcome counter-transference issues in therapy while developing personally and professionally. Warman et al. (2024) argue that supervision grounded in humanistic principles builds trust, promotes reflective dialogue, and fosters a healthy professional climate. Such an approach aligns well with the complexity of teaching in SLB settings, where emotional sensitivity and individual adaptability are essential.

The fundamental difference between the two approaches lies in the goals and relationships. Conventional supervision emphasizes procedural compliance and administrative achievement, while humanistic supervision is oriented towards the formation of professional awareness, independence of thought, and personal growth of teachers. Conventional supervision sees success from conformity to standards; humanistic supervision measures success from changes in teachers' behavior and reflective awareness in real practice (Hiatt, 2022).

Although international and national literature has begun to highlight the importance of humanistic approaches in professional mentoring (Farber, Krug & Schneider in Silva & Sousa, 2022; Hiatt, 2022), there are still significant theoretical and practical gaps. Most studies and implementations in the field are still stuck on old models that lack reflection and do not accommodate the affective-existential dimensions of teachers (Putera Perdana et al., 2024; Rafni et al., 2024; Supryady et al., 2025). This creates a gap between the need for transformative supervision and the dominance of conventional evaluative practices that tend to be inadequate to address the complexities of inclusive education.

The challenges of academic supervision at SLB At-Turmudzi 1 Malangbong, Garut are becoming increasingly apparent. Many teachers struggle to design differentiated learning plans that accommodate the diverse cognitive and emotional profiles of their students. In addition, they face obstacles in utilizing adaptive learning media and conducting functional assessments that align with each student's unique needs and

abilities. These difficulties point to a deeper issue, the absence of a supervision system that supports teachers holistically, addressing both their professional development and their emotional well-being.

Therefore, this study departs from the awareness of the urgent need to shift the supervision paradigm: from an administrative control model to a humanistic mentoring approach. This research aims to investigate the practice of academic supervision in SLB At-Turmudzi 1 with a focus on the humanistic approach, exploring how this model is implemented and its impact on improving the quality of learning in a special education environment. This research is expected to fill the gap in literature and practice by offering a more relevant, reflective and transformative model of supervision.

Methods

This research used a descriptive qualitative approach to explore in depth the implementation of academic supervision at SLB At-Turmudzi 1 Malangbong, Garut, West Java. Descriptive qualitative research emphasizes an in-depth understanding of the phenomenon under study, not the generalization of research results (Sugiyono, 2020). This approach was chosen because it enables the researcher to capture the actual dynamics of educational supervision in the field, particularly in a context that integrates humanistic values and addresses the complex needs of students with disabilities.

The research focused on a single-site case study, with purposeful sampling. Purposive sampling is chosen with consideration for a specific purpose (Sugiyono, 2020). This is used to select information-rich participants who are directly involved in or significantly affected by the supervision process. The subjects included: The principal, as the main supervisor, who is responsible for planning and implementing supervision aligned with the school's inclusive vision. The principal was selected because of their central role in shaping the culture of humanistic supervision and mentoring; Two special education supervisors, who, while not directly involved in daily school supervision, provide contextual insight into the external supervisory standards and professional guidance frameworks applied at the district level. They were selected for their expertise in inclusive education and supervision; Ten classroom teachers, representing diverse service units (students with hearing, visual, developmental, intellectual, and physical disabilities). These teachers were selected based on the following criteria: Minimum teaching experience of three years, ensuring familiarity with the school's supervisory culture; Engagement in recent supervision cycles within the last academic year; Willingness to participate in reflective interviews regarding supervision impact on instructional planning and practice. These criteria were established to ensure that participants had sufficient exposure to the humanistic supervision model and were capable of articulating how it influenced their teaching practices, particularly in planning differentiated instruction, using adaptive media, and conducting functional assessments.

Data were collected through three techniques: Direct observations during classroom supervision sessions and reflective dialogue meetings; Semi-structured interviews with principals, supervisors, and teachers, focusing on perceptions, challenges, and perceived changes in teaching practice; Document studies, which included analysis of lesson plans, individualized learning plans, supervision reports, and student assessment portfolios. As stated by Catherine Marshall, Gretchen B. ossman (in Sugiyono, 2020), states that "the fundamental methods relied on by qualitative researchers for gathering information are, participation in the setting, direct observation, in-depth interviewing, document review"

The analysis employed the Miles and Huberman interactive model, comprising data reduction, data display, and conclusion drawing (Miles, M., Huberman, M, Saldana, 2014). Data reduction was carried out by selecting and coding data relevant to the research focus. Data display was done thematically, presenting narratives aligned with the dimensions of humanistic supervision. Finally, conclusions were drawn inductively, based on field patterns and the convergence of data across multiple sources.

To ensure data validity, triangulation was conducted across data sources (teachers, supervisors, and documents) and methods (observation, interviews, and documentation) (Sugiyono, 2020). This ensured that the findings represent a credible and holistic picture of how humanistic academic supervision is practiced and its implications for improving teaching competencies and learning outcomes in the SLB context.

Result

At the beginning of the supervision process, most teachers at SLB At-Turmudzi 1 showed passivity and anxiety, because they perceived supervision as an evaluative process that assesses mistakes. This is in line with Wharne et al. (2025)'s findings that supervision often leads to relational tension and existential anxiety, However, after the implementation of a humanistic approach based on empathy and equal dialog, significant changes occurred. Teachers began to see supervision as a safe space to share experiences and reflect. They became more open to constructive criticism, showed a cooperative attitude, and actively proposed learning innovation initiatives. This aligns with the existential-humanistic theory (Silva & Sousa, 2022), which emphasizes non-judgmental, experiential learning relationships in supervision.

Teachers are gradually able to develop lesson plans that consider the individual needs of learners, including students with intellectual, sensory or motor disabilities. In conventional supervision, lesson plans tend to be uniform and normative. But in the humanistic approach, teachers are given space to design flexible and reflective approaches. One teacher stated: "I have the courage to try new methods because the principal does not judge, but accompanies me in the process". Supervision grounded in reflection and trust encouraged teachers to independently design lesson plans tailored to

students' individual profiles, be it cognitive, physical, or sensory. Instead of using standardized templates, teachers began to integrate flexible methods, thanks to the reflective space provided by supervision. This demonstrates the application of Gibbs' Reflective Cycle (1988), where structured reflection enhances metacognitive awareness and pedagogical responsiveness.

Before the humanistic supervision coaching, teachers only used standard visual media. However, after strength-based coaching, a variety of media such as braille cards, finger puppets, interactive audio, and motion-based games emerged. One teacher said: "I tried touch props for blind children after discussing with fellow teachers during the workshop." Post-supervision cycles showed that teachers began exploring a variety of multisensory media such as tactile cards, interactive audio tools, and motion-based activities. These innovations were fostered in a non-threatening supervisory climate, allowing experimentation without fear of criticism. This supports findings by Daza Gonzalez et al. (2023)) and (Gehret & Elliot, 2025), which emphasize the neurological and emotional benefits of multisensory tools in inclusive settings.

In field observations, informal reflective forums between teachers emerged post-supervision, such as weekly discussions or sharing best practices. This culture was previously invisible due to the gap between senior and junior teachers. Teachers developed informal peer learning forums following supervision activities. These included weekly reflective meetings and sharing sessions on best practices. However, the non-hierarchical and empathic approach of the principal facilitated the growth of a peer learning community. The empathetic leadership of the principal enabled the dismantling of hierarchical barriers and encouraged an andragogical culture (Knowles, 1980), making supervision a collective journey of professional growth.

Humanistic supervision indirectly enhanced student engagement, particularly for learners with disabilities. Based on in-depth interviews and observations, students showed increased interest in learning, active participation, and courage to communicate. For example, deaf students who initially responded only with limited sign language began to use adapted visual media and were able to work on group projects. This proves that supervision not only has an impact on teachers, but also significantly changes students' cognitive and emotional learning experiences. These findings reinforce Warman, Kusmiati, et al. (2024), who argued that humanistic supervision cultivates relational climates that benefit both teachers and learners holistically.

Discussion

1. Critical Analysis of Humanistic Supervision Implementation: Process and Theoretical Context

The results of this study indicate that the implementation of humanistic supervision in SLB At-Turmudzi 1 Malangbong forms a process that is not only technical but also

existential-reflective, which prioritizes empathy, openness, and teacher empowerment. This finding is in line with Silva & Sousa (2022) idea that existential humanistic supervision is based on dialogic relationships and attention to the wholeness of the teacher's experience, not just the cognitive or administrative aspects. Also in line with Vastake et al. (2021) that existential humanistic supervision is based on dialogic relationships and attention to the whole teacher experience, not just the cognitive or administrative aspects. A meaningful supervisory relationship, as expressed in the first theme of the research, is the basis for changes in reflexivity, which reflects the humanistic approach that humanizes supervision participants. In addition, the presence of supervisors and the types of interventions used reinforce the dialogic dimension of supervision, where internal transformation is not only technical, but also emotional and existential. Thus, the subjective experience of participants in the existential supervision process reflects the importance of full involvement-both thoughts, feelings, and personal values-in efforts to form reflective and authentic teachers, in accordance with the basic principles of the existential-humanistic approach in education and training.

More broadly, this approach challenges conventional supervision models that are rigid and evaluative. Farber and Krug & Schneider (in Silva & Sousa, 2022) emphasize the importance of recognizing emotions, relationships, and authentic experiences in supervision. This study provides empirical evidence that teachers' reflective experiences and emotional engagement in the supervision cycle (planning, observation, reflection, follow-up) can trigger deeper and sustained professional learning.

However, an important contribution of this study lies in its application in the context of special education. Much of the previous humanistic supervision literature has focused on regular education or counseling (Hiatt, 2022), whereas this study fills that void by examining how humanistic values are concretely implemented in the pedagogical ecosystem of special education, which is full of diversity in students' individual needs.

2. Contribution of Humanistic Supervision to Professional Culture Change

Teachers who get humanistic supervision develop a culture of group learning. Instead of one-way technical training, this model uses topical workshops and customised coaching as platforms for sharing best practices and discussing common problems. This supervision model also encourages the formation of a collective learning culture. Thematic workshops and individual coaching are not just technical training, but a forum for the exchange of good practices and joint reflection among teachers. Here, Knowles (1980) andragogical approach which emphasizes the importance of experience and reflective awareness in adult learning, functions effectively in the context of SLB teachers' professional development.

Teachers "learn instructional expertise daily and continuously from one another, directly through co-teaching practices, mentor relations... and joint reflection," according

to a research on professional learning communities (Antinluoma et al., 2021). In such collaborative settings, educators take common responsibility for all students and actively support and encourage each other's growth, planning together and sharing critique are seen as the most important forms of collaboration (Antinluoma et al., 2021). By engaging teachers as contributors to each other's learning, humanistic supervision builds trust and shared purpose. Research shows that when teachers work in a community with shared goals and iterative practice, reflection cycles, they gain autonomy and self-efficacy as professionals (Liang et al., 2024).

This approach resonates with core principles of adult learning. Experienced teachers are treated as self-directed learners who bring valuable knowledge to the table, and the supervision process deliberately leverages their experience. By validating teachers' own insights and prompting them to reflect on classroom outcomes, humanistic supervision taps into andragogy's emphasis on experience, relevance, and reflection. In practice, teachers involved in such reflective, collaborative professional development consistently show increased initiative and confidence. For instance, one investigation found that "with more participation, reflection and consultant's feedback, teachers received more professional respect and experienced a growth in autonomy and self-efficacy" (Estaiteyeh, 2024; Liang et al., 2024). In other words, guiding teachers through joint lesson planning and review helps them internalize new strategies meaningfully, transforming them from passive recipients of advice into active agents of change.

Over time, this combined emphasis on reflection and relationships produces concrete pedagogical change. Differentiation strategies and multisensory instructional media do not emerge in isolation but through the supportive, reflective culture. Indeed, a recent systematic review emphasizes that teachers' emotional competence and inclusive practice depend heavily on the school's social context: "Teachers work in a social context that is rich in relationships... [and] the organizational context of the school plays a central role" in sustaining strategies that support inclusion (Calandri et al., 2025). Under humanistic supervision, teachers learn to adapt lessons, for example, rearranging seating or materials after a debrief to meet diverse needs. Special-education instructors report that through guided reflection they become more engaged with students' individual needs and more willing to experiment with inclusive techniques. One review notes that the skills teachers develop in reflective practice "help them to use more inclusive practices during everyday practice as they become more engaged with the students, considering their various needs" (Georgiadi & Papazafiri, 2025). In sum, humanistic supervision embeds inclusive pedagogy by coupling technical guidance (like differentiation and multisensory approaches) with an empathetic, trust-based learning environment, enabling teachers to experience, understand, and internalize those principles in their own practice.

3. The impact of humanistic supervision on children with disabilities' learning

Humanistic supervision in education places emphasis on respect, empathy, collaboration, and the recognition of each individual's potential. It moves beyond traditional evaluative models by creating a more compassionate, reflective, and supportive environment for teachers. The following aspects highlight how this approach transforms teacher practices and improves learning outcomes for students with disabilities. The first, one key element is collaborative reflection, particularly using the Gibbs Reflective Cycle (Gibbs, 1988). Through guided reflection based on real teaching experiences and feedback, teachers critically evaluate and adapt their learning strategies. This continuous self-improvement leads to increased student engagement and focus, especially for learners with disabilities who benefit from strategies tailored to their needs.

Empathetic and non-hierarchical dialogue fosters psychological safety among educators. In a supervision climate that avoids judgment and authority-based pressure, teachers feel more open to experimenting and innovating. As stated by Effendi & Sahertian (2023) supervisors not only act as technical supervisors, but also as leaders who are empathetic and care about the moral, spiritual, and professional development of teachers. This freedom allows them to apply flexible instructional methods that better accommodate diverse learning needs, supporting the inclusion of students with varying abilities.

Another essential strategy is strength-based coaching. This approach helps teachers identify and build upon the unique needs, interests, and readiness levels of their students. As a result, they can design more accurate and differentiated learning plans. The coaching process enhances instructional precision and contributes significantly to the success of inclusive and adaptive teaching. In line with Maritim (2024) findings that Supervision in education has evolved from an authoritarian approach to one that is more inclusive and responsive to individual needs. This shift recognizes that each teacher has unique strengths, weaknesses and developmental requirements. Supervisors are now expected to understand and respond to these individual preferences, providing tailored support to improve performance and professional development.

Furthermore, multisensory media workshops equip teachers with practical tools to incorporate visual, auditory, tactile, and kinesthetic materials in an integrated way. These tools are especially beneficial for deaf or hard-of-hearing students, as they increase sensory engagement and promote more active participation in learning activities. For students with special needs, Daza Gonzalez et al. (2023) and Gehret & Elliot. (2025) claim that multimodal approaches are not only pedagogically acceptable but also neurologically and emotionally beneficial. They stress how crucial it is to give educators the resources and instruction they need to design inclusive, interesting, and differentiated learning opportunities.

Supervision as a co-learning process reflects a shift from top-down directives to shared professional growth. Teachers involved in this model develop deeper metacognitive and reflective skills, enabling them to better understand their own teaching processes. For students, this results in learning experiences that are not only more personalized and relational but also emotionally and cognitively enriching. As Wiyono et al. (2021) found that the results showed that the collaborative supervision approach has a significant influence on performance-based learning so that it greatly affects student learning outcomes.

Finally, the transformative approach as described by Jundi & Rabbani (2025) underscores a paradigm where supervision inspires continuous professional motivation and innovation. Teachers become agents of change within a dynamic and inclusive classroom environment. Students, in turn, benefit from this transformation by becoming more confident, participative, and empowered in their learning journey. A school culture based on empathy, respect, and growth is fostered by this method. Because of this, supervision is now viewed as a meaningful partnership that fosters the full potential of both teachers and students rather than as an evaluative control. Humanistic supervision redefines educational support by valuing collaboration, empathy, and individual potential. It promotes teacher growth and enhances learning environments that are inclusive, responsive, and centered on the holistic development of every student.

4. Reflective Supervision and Differentiated Practice: Theoretical and Empirical Relationship

This study finds that teachers' differentiated instruction improved markedly after engaging in reflective supervision. In one action-research, for example, teachers' competency in designing differentiated learning rose from 38% to 97% over two supervision cycles (Satiri et al., 2024). In other words, structured academic supervision – especially when it involves dialogue and joint reflection – can significantly enhance how teachers adapt lessons to diverse student needs (Prayogo et al., 2025). This supports prior observations (e.g. Saman & Hasanah 2024) that dialogue-based, reflective supervision boosts teachers' readiness for adaptive learning. Saman & Hasanah note that supervision should be more than evaluation; when principals use coaching and open reflection, they create space for teachers to solve problems collaboratively and build confidence.

Theoretically, these findings align with (Gibbs, 1988) reflective practice model. Gibbs's Reflective Cycle is a structured six-stage framework (description, feelings, evaluation, analysis, conclusion, action plan) that guides educators to think systematically about their experiences. By following this cycle, teachers critically analyze what happened in class, explore their emotional and pedagogical responses, and derive concrete lessons. As one analysis explains, Gibbs' model "encourages individuals to consider their own experiences in a more in-depth and analytical way, helping them to identify how they can improve their practice in the future". In practice, this means that teachers who regularly

reflect using a structured model make more informed, practical decisions – decisions that are grounded in real classroom challenges and therefore more relevant to student learning.

Importantly, this research extends the Gibbs framework into the context of special needs education (the SLB context). Here, reflective supervision not only sharpened teachers' technical skills but also bridged the gap between complex student needs and creative teaching. Reflection helped teachers recognize their strengths and weaknesses and devise better ways to meet each learner's needs (Georgiadi & Papazafiri, 2025). For instance, one study notes that when teachers reflect on classroom outcomes, they develop inclusive strategies – differentiating lesson design and choosing activities tailored to each student. In effect, reflective practice leads special-education teachers to innovate and adapt: they understand diverse learning requirements, rethink interventions, and make decisions that directly benefit students. In sum, teachers' engagement with Gibbs-style reflection enhanced their self-efficacy and creative problem-solving in the SLB setting, confirming that this theory holds true even for classrooms of students with disabilities.

A novel aspect of this study is its blend of individualized reflection and collective workshops within a humanistic supervision model. There is little prior research on combining these elements explicitly, but it appears powerful. When teachers had dedicated time for private reflection and opportunities to share in group dialogue, their professional learning deepened. Research on collaborative reflection suggests that involving colleagues "in the process of reflection" builds important social and teamwork skills (Georgiadi & Papazafiri, 2025). By comparing notes with peers, teachers anchor their insights in actual classroom cases and engage in a richer, dialogic problem-solving process. In practice, this dual approach made teacher learning more comprehensive and conversation-based: educators could process personal observations in private, then test ideas and gain feedback in a workshop setting.

5. Multisensory Media and Inclusive Environments: A Contribution to the Inclusive Supervision Literature

This study found that the humanistic supervision approach encouraged SLB teachers to explore multisensory learning media, a practice that has been perceived as technical but is in fact determined by the emotional support and psychological climate of supervision. This corroborates the findings of Warman, Kusmiati, et al. (2024) that humanistic supervision increases teachers' psychological comfort to experiment and innovate. Previous literature has discussed the importance of multisensory media (Shidqi & Budi, 2023; Sulistianingsih & Estu Harsiwi, 2025), but has not directly linked it to the dimension of supervision. The findings from this study extend our understanding that creativity in the use of adaptive media is strongly linked to a non-judgmental model of supervision that provides space for exploration and ongoing support.

Practically, this study shows that humanistic supervision is not only a teacher coaching tool, but also a strategy to build an inclusive learning ecosystem, where students with special needs feel more cared for sensorially, emotionally and cognitively.

6. Theoretical Position: Unique Contribution to the Humanistic Supervision Discourse

Compared to previous literature (Effendi & Sahertian, 2023; Jundi & Rabbani, 2025), the unique contributions of this study are: First, the contextual application of humanistic supervision in the SLB environment, which is rarely discussed in previous studies that are dominantly based on public schools; Second, the incorporation of humanistic principles (relationship, empathy, reflection) with concrete supervision practices such as media training, personal coaching, and collective workshops; Third, the integration of the humanistic approach with the principle of transformational leadership, where principals not only coach but also inspire and build a collective vision of pedagogical change. Thus, the findings of this study contribute to the development of an academic supervision model that is not only technically effective, but also affectively and ethically relevant, especially in the realm of inclusive and special needs education.

This diagram shows how a humanistic approach to supervision plays a role in shaping teachers' practices and improving the quality of learning for students with special needs.

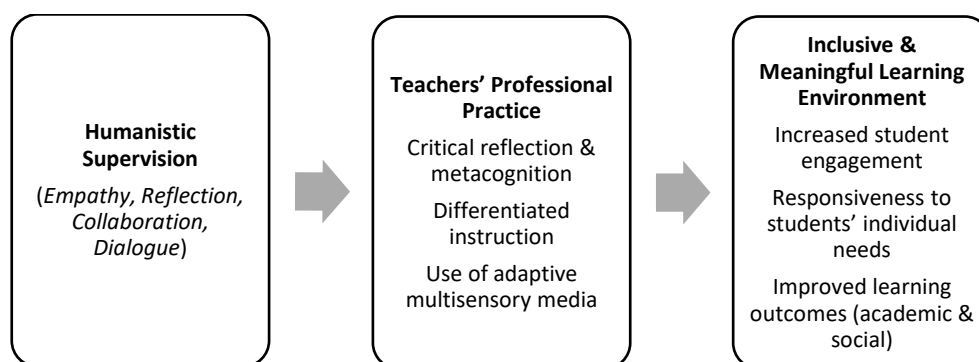


Figure 1. The Role of Humanistic Academic Supervision in Improving the Quality of Teaching and Learning

The findings of this research highlight several distinguishing aspects compared to previous studies on academic supervision. In terms of supervision context, this study was conducted in an SLB (Sekolah Luar Biasa) setting, specifically involving students with disabilities, whereas most previous studies, such as Effendi & Sahertian (2023), focused on regular school environments. This research thus fills a critical gap by exploring humanistic supervision within the unique challenges of special education.

Regarding the supervision approach, this study employed a humanistic model emphasizing reflection, empathy, and collaboration, contrasting with earlier approaches such as spiritual-humanistic or technocratic models noted by (Jundi & Rabbani, 2025). The unique contribution lies in its practical integration of humanistic and transformational

supervision in the SLB setting. In terms of supervision strategy, this research utilized collective reflection, individual coaching, and media workshops, offering a more reflective and multisensory alternative to conventional or clinical models (Asyiah et al., 2022). Finally, the impact on teachers observed in this study was a marked improvement in creativity and media differentiation, whereas previous research (Mudarris & Hasanah, 2021) tended to emphasize administrative performance and compliance. This study, therefore, advances a model of professional development rooted in self-awareness and reflective growth.

Conclusion

This research proves that the humanistic academic supervision approach is effective in improving the quality of learning at SLB ATTURMUDZI 1 Malangbong. Through a reflective, dialogic and collaborative process, teachers show improvement in designing differentiated learning, using multisensory media, and developing assessments that are functional and responsive to the needs of learners with special needs.

The findings recommend integrating humanistic approaches in teacher training and supervision policies, positioning teachers as learning partners. Theoretically, this study reinforces the importance of empathy and horizontal relationships in supervision and offers a reflective practice-based transformative supervision model that is relevant for special education in Indonesia.

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