

# Spirituality-Based Leadership Transformation in Building Inclusive Schools: A Case Study of Efforts to Improve the Quality of Education in the Midst of Social Challenges

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**Abstract :** *This research focuses on the analysis of the application of spiritual-based leadership in building an inclusive educational environment and improving the quality of educational institutions. This study uses a qualitative approach with a case study method conducted in a school in East Java. Data was collected through in-depth interviews with principals, teachers, and students, as well as direct observation of interactions in the school environment. Documentation is also used as supporting data to enrich the information obtained. Data analysis techniques include identifying patterns and themes, interpreting the meaning of the interviews, and triangulating data to ensure the validity of the findings. The results of the study show that spiritual-based leadership contributes significantly to creating an inclusive and harmonious learning environment. Principals who apply spiritual values in their leadership are able to build an atmosphere that values differences, encourages mutual respect among students, and strengthens a commitment to integrity and ethics among staff and students. These findings also show that the application of spiritual values in leadership improves school operational efficiency, student learning motivation, and teachers' commitment to the teaching process. The implications of this study suggest that spiritual-based leadership can be an effective leadership model to improve the quality of education and create an ethical, inclusive, and conducive school environment for learning. This research makes theoretical and practical contributions to the development of educational leadership models in Indonesia.*

## INTRODUCTION

Amid increasing global attention to the importance of moral and ethical values in education, educational institutions in Indonesia face the challenge of instilling a strong spirituality among students (Ansori et al., 2023; Hasanah &

Hefniy, 2023; Sanjani, 2023). The reality shows that although there are various programs and policies designed to improve character values (Dwivedi et al., 2022; González-Pérez & Ramírez-Montoya, 2022; Vaivada et al., 2020), implementation on the ground is often not optimal. Based on data from the Ministry of Education and Culture, cases of intolerance and discrimination in school environments are still frequent, which shows that there is a gap between policy goals and practices in the field (Iarskaia-Smirnova & Goriainova, 2022; Susilawati & Astuti, 2022; Wijaya & Khoir, 2022). In this context, spiritually-based leadership has the potential to be a relevant and effective approach in shaping an inclusive, equitable, and inclusive educational environment (Bensaid, 2021; Hamidah, 2023; Khotimah et al., 2024; Vasconcelos, 2023). This approach is very important to be discussed academically because it has direct implications for the quality of education, especially in building the character of students who are not only academically competent but also have high moral integrity (Chuanchen, 2023; Gulden et al., 2020; Welsh, 2021)

In addition, research on spiritual-based leadership is very relevant in order to answer the urgent need for a leadership model that is able to balance academic demands and moral development (James & Priyadarshini, 2021; Zaini, 2023, 2024). Various studies show that the quality of education is not only determined by academic ability but also by the moral and ethical qualities possessed by students (Ansori et al., 2023; Hasanah & Hefniy, 2023; Rusdi et al., 2022). In this case, spiritually-based leadership offers a holistic perspective that places character and moral development as an integral part of the educational process (Badanta et al., 2022; Maidl et al., 2022; Rusdi et al., 2022). Thus, this research aims to make a real contribution in developing a leadership model that not only focuses on academic achievement but also on the formation of ethical and high-integrity student character.

Based on the results of initial observations in several schools in the East Java region, it was found that there was a significant difference in the quality of the learning environment between schools that implemented spiritual-based leadership and those that did not. In schools that prioritize spiritual values in leadership, students demonstrate a higher level of discipline, respect for others, and a better awareness of the importance of diversity. In contrast, in schools that lack the integration of spiritual aspects in their leadership, there are several cases of intolerance, indifference to school rules, and lack of motivation to learn among students. This phenomenon shows that spiritually-based leadership can have a significant impact in building a positive school culture and supporting the overall quality of education. With these differences, there is an urgency to further examine how leadership based on spiritual values can affect the learning environment and character of students.

A number of studies have shown the importance of spiritually-based leadership in the context of education. Badanta et al., (2022) states that spiritual leadership can create an ethical and harmonious work environment, where all members of the organization feel valued and supported emotionally. Another study by Maidl et al., (2022) found that spirituality and transparency-based leadership increased loyalty and commitment among teachers and school staff.

In addition, research by Gulden et al., (2020) highlights that trust-based leadership and openness have a positive influence on teacher motivation and performance. These findings are relevant to this study because they show that leadership based on spiritual values has great potential in improving the quality of interaction and work culture in schools. However, the studies have not highlighted how spiritually-based leadership can play a role in building an inclusive learning environment, which is the main focus of this study.

Although there has been a lot of research highlighting the benefits of spiritual leadership, there is a gap in the literature regarding its specific application in building an inclusive learning environment and respecting diversity in schools. Most of the existing research focuses more on aspects of organizational performance or staff commitment without touching on other important aspects, namely the influence of spiritual leadership on the dynamics of student interaction and the formation of ethical values in schools. This research will fill in those gaps by exploring how spiritually-based leadership can be used as a tool to create a fair, inclusive, and harmonious learning atmosphere. This gap is important to fill because it can enrich the literature on leadership in education and open up opportunities for innovative approaches in school management.

The novelty in this study lies in its unique approach to the implementation of spiritual-based leadership in building an inclusive learning environment in schools. Unlike previous studies that tend to focus on aspects of staff performance improvement, this study integrates moral and ethical aspects in the development of a learning environment among students. The study also uses a case study approach to analyze in depth how spiritual values can be integrated in school leadership policies and practices. This novelty provides added value because it is able to fill gaps in literature and offer alternative leadership models that can be implemented in other schools in order to improve the quality of education and build the character of students with high integrity.

This study aims to analyze how the application of spiritual-based leadership can contribute to creating an inclusive and quality educational environment. The main focus of this research is to understand how spiritual values can be integrated in school leadership policies and practices to address social challenges in the educational environment, such as discrimination and injustice. This goal is important because an inclusive learning environment not only improves student well-being but also contributes to achieving better academic achievement. This research is expected to make theoretical and practical contributions in the development of leadership models based on spirituality and have a positive impact on the education system in Indonesia.

## RESEARCH METHOD

This study uses a qualitative research type of case study. In this study, the researcher wants to understand individuals, one group, one organization, and one activity program and discover the phenomenon focusing on one case (Abdussamad, 2021). The research site is Paton State High School, Probolinggo, East Java. Paton State High School has an excellent academic reputation, with a

consistent record of achievement in both academic and non-academic fields. Schools with this reputation are often the focus of research to understand the leadership factors contributing to student success by implementing spiritual-based programs in the curriculum and extracurricular activities. This makes this school an exciting place to study the impact of spiritual-based religious leadership on the educational context. Data sources include the Principal and teachers. Observations will be carried out to gain more contextual insights.

This interview technique was carried out on the supporting targets in this study, namely the Principal. The researcher monitored the process of religious leadership in building the quality of high school educational institutions. This research technique uses data triangulation; this study will compare the results of interviews with the results of observations to check the truth of the information obtained; after the data is collected, there are several stages carried out by researchers, namely, the stages of observation, interviews, and studies. (Zahrudin et al., 2021).

**Table 1. Research Informants**

Position	Amount	Gender		Informant Code
		L	P	
Headmaster	1	1	-	KS
vice principal	2	2	-	M, E.L.
Teacher	2	1	1	A, AR,
Student	2	1	1	PR, HS
Total	7			

Data analysis will include identifying patterns, themes, and nuances that emerge from interviews and observations; this study describes how religious leaders' policies build educational institutions' quality. Thus, the output can provide a deep understanding of religious leadership's relationship with creating quality educational institutions. Therefore, the results of this study are expected to provide deep insight into how aspects of spiritual leadership can influence the quality of an academic institution.

## **FINDINGS AND DISCUSSION**

Based on the results of interviews, observations, and documentation carried out at the Paiton State High School Educational Institution regarding how a leader who has a religious nature can build the quality of educational institutions can be seen through several variables such as curriculum, implementation costs, evaluation systems, creating beauty and so on. However, a quality educational institution is assessed from the learning process, namely between teachers and students, so that when a teacher is qualified, the learning outcomes will be good, while what is meant by a good curriculum is seen from adequate facilities and infrastructure.

### **Building an Inclusive and Equitable Learning Environment**

An inclusive and equitable learning environment is one where every student feels accepted, valued, and supported regardless of background, ability, or other differences (Kurnaedi et al., 2023). These findings suggest that spiritually

based-religious leadership can be essential in creating an environment that values diversity and treats all students equally.

This explanation aligns with the principal's statement, "As a principal, I always emphasize the importance of respecting every student regardless of differences. A spiritual approach helps me ensure that every policy we implement is inclusive and fair. Our students are more open and respectful of each other, which positively impacts the learning climate at school." Then it is also in line with one of the teachers who said, "In my teaching, I always try to link lessons to spiritual values that encourage inclusivity. This makes students more accepting and respectful of each other, not only in the classroom but also in their daily lives." One of the students also expressed a similar opinion: feel comfortable in this school because everyone is treated equally, regardless of religion, race, or ability. I can study calmly because I don't feel any discrimination. This makes me more motivated to learn."

The results of interviews with several informants indicate that spiritual-based religious leadership has succeeded in creating an inclusive and fair environment where all students feel valued and supported. The principal and teachers have implemented spiritual values in policies and teaching, which has increased mutual respect among students. This directly contributes to the creation of a conducive and comfortable learning atmosphere.

The results of the interviews collectively illustrate the positive impact of spiritual-based religious leadership in building an inclusive and fair learning environment in schools. The principal, teachers, and students all feel the benefits of an approach emphasizing respect for diversity and applying spiritual values in daily policies and practices. The principal stressed that inclusive and fair policies create a more open and respectful learning climate. At the same time, teachers show how spiritual values can be integrated into teaching to encourage students to be more accepting of differences. From the student's perspective, the sense of comfort and freedom from discrimination increases their motivation to learn. This interpretation suggests that leadership rooted in spiritual values influences policies and creates a more harmonious and conducive school culture for all community members.



Figure 1. Learning Environment

Implementing an anti-discrimination policy is a fundamental first step in building an inclusive and equitable learning environment. This policy must be designed to regulate discriminatory behavior and provide strict sanctions for violators (Putri & Nurwati, 2021). Implementing this policy is a symbol of the educational institution's commitment to inclusivity and a basis for ensuring that



all students are treated fairly and equally, regardless of their background (Shofiyyah et al., 2023). This policy must be implemented by increasing awareness and understanding among staff and students through training and socialization (Burhan et al., 2023). Education about the importance of diversity and the dangers of discrimination must be internalized as part of the school culture so that all educational community members can appreciate differences and contribute to creating an inclusive environment (Komarudin, 2023). Furthermore, providing facilities and support for all students is essential to strengthening the inclusivity policy. Facilities that are friendly to students with special needs, as well as additional support in the teaching and learning process, demonstrate the commitment of educational institutions to ensure equal accessibility for all students (Siregar et al., 2024).

A diversity-responsive curriculum is also an essential element in creating an inclusive environment. The curriculum should be designed to reflect and value students' diversity of cultures, religions, and life experiences so that each student feels recognized and valued (Faidhoh et al., 2024). On the other hand, the active participation of all school community members in educational policy and program decision-making will strengthen the sense of ownership and involvement, ensuring that every voice is heard and considered (Nurhamdani et al., 2024). Thus, the example of school leadership determines the success of implementing all these indicators. Leaders who are consistent in implementing inclusive and fair values will encourage a school culture that values each individual, increases the sense of security and comfort for all students, and encourages the achievement of optimal educational quality.

### **Leadership Priorities Based on Spiritual Values**

The work priorities in high school institutions include various essential aspects in ensuring the education process runs effectively and efficiently. From the interview results, it can be seen that as a principal, he has a target to complete tasks correctly and quickly, according to Ahmad Sudiarto's statement that "to ensure that tasks are completed with the right quality, I always conduct a review before the task is declared complete. I often brainstorm with my team to get input and ensure no important aspects are missed."

The informant's statement above shows the importance of reviewing each task before it is done. This shows serious attention to detail and ensures the functions meet high-quality standards. This also reflects the principle of hard work and dedication, which are the characteristics of a religious person, as well as integrating spiritual values into the reflection and evaluation of the work process. Even though a leader is religious and tends to focus on his work, he still ensures that the tasks completed are fast and of the right quality. The leader reviews before completing the task to ensure that all aspects have been carefully reviewed and no errors are missed.

Also, in line with T's expression, Soeprijanto, the curriculum vice principal, said, "With his leadership style, we see a significant increase in task completion. Teachers and staff feel motivated to work more efficiently and on time. We also implement a strict supervision and monitoring system to ensure

that every task runs according to schedule.”

Therefore, religious leadership can significantly improve the completion of tasks at the school. Teachers and staff feel motivated to work more efficiently and on time. This shows that the attitudes and practices demonstrated by the leadership have influenced the entire organization to work harder and be more focused on completing their tasks. The school has implemented a strict supervision and monitoring system to ensure that each task runs according to schedule. This includes monitoring the progress of tasks periodically and regular reviews to ensure no obstacles or problems hinder the progress of tasks in the institution.

Thus, they can prevent delays or failures in achieving the goals of educational institutions. The statement highlights how religious leadership styles have positively changed work culture, operational efficiency, and quality. From the statement that a principal in leading an educational institution makes work a mandate, mandate conceptually is a human feeling to carry out everything assigned to him based on his awareness and responsibility to Allah. By the hadith narrated by Bukhari

لَا إِيمَانَ لِمَنْ لَا أَمَانَةَ لَهُ، وَلَا دِينَ لِمَنْ لَا عَهْدَ لَهُ . (رواه البخاري)

*“There is no faith for people who are not trustworthy, and there is no religion for people who do not keep their promises” (HR. Al-Bukhari).*

A leader who has a religious nature in the concept of trust always acts honestly and transparently in every decision and action (Nurlaila, 2021; Farrell et al., 2022). They ensure that all information provided to the team and other parties is true and accurate. Trustworthiness means not abusing the power or resources given (Risk et al., 2024). A trustworthy leader will always consider common interests, not interests, and will pursue personal gain (Pratiwi, 2023; O'Sullivan, 2023). A trustworthy leader is always honest and transparent in all his actions. They provide accurate information and do not cover up facts so their followers can trust the decisions. This transparency also includes openness in the decision-making process and management of resources (Nuurjannah, 2023; Karataş et al., 2024). Trustworthy leadership requires leaders to be responsible for every decision and action taken. Leaders do not run away from mistakes but admit and try to fix them. They understand that every action impacts the organization and the individuals within it (Arafah et al., 2023).

### **Implementation of Religious Values in Practice**

From the results of the interview with the principal, it is clear that the principles of spiritual-based religious leadership are applied in the school environment. He explained that every activity in the school begins with a prayer to maintain mental and spiritual balance. This is intended so that each individual can carry out their duties honestly and reasonably, not harm others, and be able to manage time for worship. He believes that “carrying out religious obligations properly will make us calmer and more focused in working. This approach shows how spiritual values can help maintain balance and increase productivity

in the educational institution environment.”

The statement from the informant, based on the results of observations and documentation of researchers in the field, is related to religious practices that lead to the achievement of educational quality with indicators of religious attitudes displayed by teachers and students. A leader who has a spiritual nature and is trustworthy always acts honestly and transparently in every decision and action.

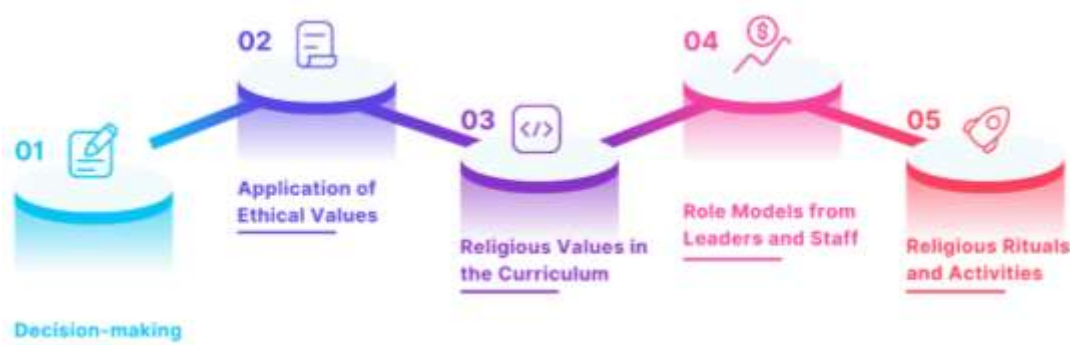
Table 1. Pemahaman Visual Mengenai Aktivitas Sehari-Hari di Sekolah		
No.	Figure	Description
1		<b>Gambar 1.</b> Siswa melaksanakan sholat berjamaah di masjid sekolah sebagai bagian dari kegiatan religius harian.
2		<b>Gambar 2.</b> Siswa melaksanakan sholat berjamaah di masjid sekolah sebagai bagian dari kegiatan religius harian.
3		<b>Gambar 3.</b> Suasana kelas saat ujian berlangsung, mencerminkan kedisiplinan dan kesiapan akademik siswa.

The documentation shows that spiritual-based religious leadership can improve the quality of educational institutions, as evidenced by the superior character of students, which is part of achieving the vision and mission of the institution. Samsuddin, vice principal for public relations, also said that “spiritual-based religious leadership is about giving full dedication to work without forgetting the spiritual and religious values that are embraced, working hard is important but must still maintain integrity, ethics, and piety in every action.” This shows that in carrying out their duties and responsibilities, they focus not only on the results of their work but also on how the work is carried out with full responsibility and spiritual awareness.

This leadership style demonstrates that integrating religious values into work routines can create a productive and harmonious environment. By starting



the day with prayer, teachers and staff feel calmer and more prepared to face challenges. Policies that support prayer times also ensure that individuals can fulfill their religious obligations, enhancing the spiritual and moral well-being of the entire school community. Leaders emphasize the importance of honesty, fairness, and non-harm as the foundation of their work ethic. In doing so, they set an excellent example for students and staff, teaching that integrity and purity should be integral to everyday life. Religious-based religious leadership demonstrates that combining dedication and work with spiritual values can achieve a balance that brings peace and focus to work and creates an ethical and harmonious environment.



**Figure 5. Spiritually Based Religious Leadership**

Some of these findings, theoretically, it can be understood that the implementation of religious values in practice is the result of human efforts and endeavors in carrying out efforts in their work by implementing existing teachings and rules that do not only run automatically or instantly but require active efforts from a leader. Spiritual-based religious leadership is a concept that combines a complete dedication to work with a solid commitment to spiritual and religious values. In this context, religious piety serves as a moral guide and a source of motivation and peace in carrying out leadership tasks (Hamali, 2004;Arafah et al., 2023). This theory is based on various disciplines, including psychology, management, and religious studies, all of which highlight the importance of balance between professional and spiritual life. Spiritual-based leadership emphasizes the importance of spiritual values in the leadership process (Mafiroh et al., 2023). This includes the application of spiritual principles such as compassion, justice, and truth in decision-making and interactions with others (Sholeh et al., 2023). Spiritually-based leaders tend to have a bigger vision than just material goals, and they strive to balance professional success and spiritual well-being (Syah, 2020;PolICASTRO, 2023). Leaders can balance work and spiritual life by carrying out religious obligations well. This helps reduce stress and increase focus and productivity (Son, 2021).

### **Quality as a Manifestation of Spiritual Values**

Quality in educational institutions led by a religious and spiritual leader is not only seen as academic achievement or operational standards but as a manifestation of the spiritual values embraced by the leader and the entire

educational community (Silalahi & Ndona, 2024). The quality reflects awareness and commitment to responsibility, hard work, and service (Alawiyah, 2023). Thus, quality is not only the end goal but also a reflection of the process and culture built through a deep spiritual approach. In the interview with Abdul Hasyim, an Arabic teacher said, “One of the main ways the school conducts a strict review of each task and program. Before the task is declared complete, we always conduct a detailed evaluation to ensure that no important aspects are missed so that we can identify areas that need to be improved”.

The informant’s statement shows that maintaining and improving the quality of educational institutions can be done through a strict review of each task and program through evaluation activities to ensure that all critical aspects are noticed before the task is declared complete. In addition, the leadership also brainstorms with various parties, including teachers and students, to get diverse input. Through involvement, it shows that the leadership carries out inclusivity in decision-making.

This is in line with the statement of Ria Yusnita, an Islamic religious education teacher who said, “The Principal is very focused on achieving quality in all aspects of school operations. By setting very high standards and always encouraging us to achieve and even exceed school standards. From teaching to administration, it is very well organized to ensure the quality of the institution.”

Judging from the statement above, setting high institutional standards is a concept that aligns with the Expectancy Theory. The Principal uses this principle to motivate staff and students to achieve outstanding results. High standards provide clear and challenging benchmarks for everyone in the school. This encourages them to improve performance and achieve ambitious goals, ultimately improving overall quality. The intrinsic and extrinsic motivation theory supports the drive to exceed the concept of standards. This can increase intrinsic (personal satisfaction) and extrinsic (external recognition and rewards) motivation. Research shows that individuals encouraged to exceed standards are more innovative and productive. By encouraging staff and students to exceed standards, the Principal creates a culture of continuous improvement. This improves output quality and builds confidence and a sense of achievement among school community members.

**Table 2. RKAS (School Activity and Budget Plan)**

<b>It</b>	<b>Source</b>	<b>Standard/Activity</b>	<b>Activity Description</b>
1	BOSS	Graduate Competency Standards	Increasing graduation scores through targeted teaching strategies.
2	BPOPP	Content Standards	Guidance and counseling services, extracurricular activities, religious programs, procurement of sports equipment.
3		Process Standards	Provision of textbooks, development of teacher competencies in literacy, character education, orientation of the school environment, Magellan exhibitions, sports and art activities.
4		Standards for Educators & Education	Student Council development, academic competitions, Scouts, PMR/UKS, classroom cleanliness competitions (Adiwiyata), retirement

	Personnel	programs, double tracks, comparative studies, greening, youth friend police, procurement of food/beverages for school activities.
5	Management Standards	Capital expenditure on office equipment, facility and infrastructure maintenance.
6	Management Standards	Purchase stationery, preparation of the school's vision, mission, and goals, socialization of the vision, mission, law and human rights, and counseling guidance.
7	Financing Standards	Improvement of teachers' educational qualifications, subscriptions to water, electricity, telephone, and multimedia services.
8	Assessment Standards	Determination of KKM, end-of-semester assessment, development of assessment model tools, making LOTS and HOTS questions.

With these findings, conceptually, quality becomes the main goal and guiding principle in every aspect of life or organization. This shows that every action, decision, and process must be directed to achieve the highest quality standards (Risk et al., 2024). This idealism emphasizes the importance of excellence, integrity, and dedication in achieving the best results. In educational institutions, commitment to quality as an idealism means starting from every element, namely through curriculum, teaching, and administration, must meet the highest quality standards (Nurdiansyah et al., 2021;Entsie et al., 2020). The idealism of quality demands the establishment of high standards and continues to strive to achieve and exceed these standards. This includes academic achievement, extracurricular activities, and the ethics and morals of students and staff (Nasir, et, 2023; Carmo, 2020).

Penelitian ini memberikan kontribusi praktis dan teoritis dalam bidang kepemimpinan pendidikan berbasis spiritual, khususnya di lingkungan sekolah. Secara praktis, penelitian ini menunjukkan bahwa kepemimpinan yang berlandaskan nilai-nilai spiritual mampu menciptakan lingkungan belajar yang inklusif dan kondusif, meningkatkan efisiensi operasional, serta membangun budaya sekolah yang menghargai keberagaman dan menjunjung tinggi integritas serta etika. Praktik-praktik ini tidak hanya meningkatkan kualitas akademik, tetapi juga membentuk karakter siswa yang kuat secara moral dan etis. Secara teoritis, penelitian ini menambahkan perspektif baru dalam kajian kepemimpinan pendidikan dengan mengintegrasikan konsep spiritualitas dan religiusitas sebagai fondasi untuk pendekatan kepemimpinan yang holistik. Pendekatan ini melampaui fokus pada pencapaian akademik dengan memperhatikan kesejahteraan emosional, spiritual, dan sosial komunitas sekolah. Temuan ini mendukung dan memperkaya teori kepemimpinan spiritual, khususnya dalam konteks pendidikan, dengan menekankan pentingnya keseimbangan antara kesuksesan profesional dan kesejahteraan spiritual, yang pada gilirannya dapat meningkatkan kualitas pendidikan secara berkelanjutan.

## CONCLUSION

Penelitian ini menunjukkan bahwa layanan interpretasi bahasa isyarat memiliki peran yang sangat penting dalam mendukung keterlibatan belajar

siswa tunarungu di kelas inklusif. Temuan utama mengungkapkan bahwa meskipun penggunaan peer dan tanda lokal memberikan bantuan dalam keterlibatan minimal, kehadiran guru bahasa isyarat profesional tetap menjadi faktor krusial untuk memastikan pemahaman yang mendalam terhadap materi pembelajaran. Selain itu, kolaborasi dengan pembicara tamu dari dinas pendidikan memberikan nilai tambah, meskipun sifatnya tidak konsisten. Hikmah yang dapat diambil dari penelitian ini adalah pentingnya penyediaan layanan interpretasi yang terstruktur dan berkelanjutan untuk menjamin hak belajar siswa tunarungu, menunjukkan bahwa strategi pendekatan campuran antara tenaga profesional, peer, dan metode visual lokal dapat saling melengkapi. Hal ini memperkuat pemahaman bahwa pendidikan inklusif yang efektif tidak hanya bergantung pada niat inklusi, tetapi juga memerlukan implementasi layanan pendukung yang profesional.

Penelitian ini menawarkan sumbangsih terhadap keilmuan dengan memperkenalkan perspektif yang lebih komprehensif tentang efektivitas metode interpretasi bahasa isyarat di kelas inklusif. Melalui pengamatan langsung terhadap peran peer, guru profesional, dan pembicara tamu, penelitian ini memperluas pemahaman tentang pendekatan interpretasi yang sebelumnya belum terintegrasi dalam literatur pendidikan inklusif. Meskipun demikian, penelitian ini memiliki beberapa keterbatasan, termasuk ruang lingkup yang terbatas pada dua sekolah inklusif serta ketidakseimbangan dalam pengambilan sampel berdasarkan gender dan usia. Oleh karena itu, penelitian lanjutan diperlukan untuk mengeksplorasi variabel tambahan, seperti perbedaan demografis atau keberagaman metode interpretasi lainnya dalam skala yang lebih luas. Harapannya, temuan dari penelitian masa depan akan memberikan dasar bagi kebijakan pendidikan inklusif yang lebih tepat guna dan sesuai dengan kebutuhan setiap siswa di lingkungan pendidikan.

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