



School Principals' Leadership Strategies in Enhancing Inclusive Teachers' Competencies to Optimize Child Development

Irawati Fiantini*, Moh. Rifa'i

Universitas Nurul Jadid, Indonesia

Email : iraftan26@gmail.com

DOI: <https://doi.org/10.61987/jemr.v5i1.1734>

ABSTRACT

Keywords:

school leadership;
inclusive education;
teacher competence

*Corresponding Author

This study aims to analyze the role of school principals' leadership strategies in enhancing teachers' competencies to effectively manage inclusive learning. The research focuses on leadership approaches, academic supervision, teacher professional development, and collaboration with parents in supporting the development of children with special needs. A descriptive qualitative method was employed, conducted at an Islamic Integrated Early Childhood Education institution implementing inclusive education. Data were collected through participatory observation, in-depth interviews with the principal, regular teachers, special education teachers, and parents, as well as documentation analysis. The data were analyzed thematically using source triangulation to ensure validity. The findings reveal that principals' leadership strategies significantly contribute to improving inclusive teachers' competencies. The principal applied a combination of transformational and instructional leadership through academic supervision, technical guidance in lesson planning, constructive feedback, continuous professional training, and motivational practices such as appreciation and recognition. Furthermore, strong collaboration among teachers, special assistants, and parents strengthened the implementation of inclusive education. This study implies that adaptive, collaborative, and professional development-oriented leadership is essential for strengthening inclusive education practices and enhancing the capacity of school principals as instructional leaders and promoters of sustainable inclusive school culture.

Article History:

Received: October 2025; Revised: November 2025; Accepted: December 2025

Please cite this article in APA style as:

Fiantini, I., & Rifa'i, M. (2026). School Principals' Leadership Strategies in Enhancing Inclusive Teachers' Competencies to Optimize Child Development. *Journal of Educational Management Research*, 5(1), 639-654.

INTRODUCTION

School leadership plays a strategic role in shaping educational direction, institutional culture, and learning quality within schools. In contemporary societies that increasingly value equity and inclusion, inclusive education has

become a global priority to ensure that all children, including those with special needs, receive meaningful learning opportunities (Dewi, 2025). This demand places school principals at the center of systemic change, as they are responsible not only for administrative management but also for instructional leadership that directly influences teacher performance (Maulidy & Zaini, 2025). Evidence from international studies indicates that effective school leadership significantly affects teacher competence, learning environments, and student developmental outcomes (Rifa'i & Koironi, 2025). In inclusive settings, leadership quality determines whether diversity is treated as a challenge or transformed into a pedagogical resource (Fauzi et al., 2025). Therefore, understanding how principals design and implement leadership strategies to enhance teacher competence is socially important, as it contributes to the broader goal of improving inclusive education quality and supporting the holistic development of children in diverse educational contexts.

Despite the growing commitment to inclusive education, many educational institutions still struggle to implement inclusive practices effectively. One major problem faced by society is the gap between inclusive education policies and their practical realization in classrooms (Windiasari et al., 2025). Teachers are often expected to accommodate diverse learners without sufficient professional preparation, ongoing support, or clear instructional guidance. This situation is particularly critical in early childhood education, where children's cognitive, social, emotional, and behavioral development is highly sensitive to teaching quality (Hasani, 2025). Without strong leadership, schools risk providing merely symbolic inclusion, where children with special needs are physically present but pedagogically marginalized. Research highlights that insufficient leadership support contributes to low teacher confidence, limited pedagogical adaptation, and ineffective collaboration with parents (Korakis & Poulaki, 2025). Consequently, inclusive education may fail to meet its intended goals, reinforcing inequalities rather than reducing them. This general problem underscores the urgent need to examine leadership strategies that can strengthen teacher competence and ensure inclusive education benefits all learners.

Empirical phenomena observed in inclusive early childhood education settings reflect these broader challenges. At KB Islam Terpadu Permata Kraksaan Probolinggo, teachers demonstrate strong dedication and commitment to inclusive values; however, several obstacles hinder the optimization of inclusive learning practices. Some teachers report limited mastery of differentiated instruction, authentic assessment techniques, and inclusive learning media, particularly when addressing the diverse needs of children with special needs. These limitations affect the consistency and quality of learning experiences, especially in supporting children's cognitive, socio-emotional, and independence

development. In addition, parental involvement varies significantly, resulting in fragmented support between home and school environments. This situation highlights the pivotal role of the school principal in coordinating instructional supervision, professional development, and collaboration among teachers, special education assistants, and parents. The observed phenomena indicate that inclusive education success depends not only on teacher goodwill but also on strategic leadership capable of integrating pedagogical, organizational, and relational dimensions of school practice.

Previous studies have examined school leadership in inclusive education from various perspectives. Lestari (2022) found that leadership strategies centered on continuous teacher training significantly improved pedagogical competence in inclusive schools. Similarly, Prasetyo (2023) emphasized the role of instructional leadership, showing that consistent academic supervision enhanced teachers' ability to design adaptive learning activities. Both studies highlight the principal's role as a guide and facilitator in teacher development. Meanwhile, Sari (2023) demonstrated that transformational leadership fosters collaborative school cultures, which positively influence teacher creativity in inclusive classrooms. Hidayat (2024) further emphasized motivational leadership strategies, revealing their impact on sustaining teacher enthusiasm and innovation. Collectively, these studies confirm that leadership strategies are crucial for strengthening teacher competence in inclusive education. However, they tend to focus on single leadership dimensions, such as training, supervision, culture, or motivation, rather than examining their integration within a holistic leadership framework.

Despite valuable insights from previous research, several gaps remain unresolved. First, most existing studies focus on primary or secondary education, leaving early childhood inclusive education relatively underexplored. Second, prior research often examines leadership strategies in isolation, without analyzing how transformational and instructional leadership can be combined in practice. Third, limited attention has been given to the role of principals in integrating collaboration among regular teachers, special education teachers, parents, and the broader school community. These gaps are critical, as inclusive education in early childhood requires a comprehensive ecosystem that supports children's development holistically. By addressing these limitations, this study positions itself as an integrative inquiry that examines leadership strategies not only as managerial or instructional tools but also as mechanisms for building sustainable inclusive cultures. This positioning responds directly to the need for more context-sensitive and developmentally appropriate leadership research.

The novelty of this study lies in its focus on inclusive leadership at the early childhood education level, specifically within an Islamic Integrated Kindergarten implementing inclusive education. Unlike previous studies that emphasize technical supervision or motivation alone, this research explores how school principals integrate transformational and instructional leadership strategies to enhance teacher competence and foster collaboration with parents. By situating leadership within a holistic developmental framework, this study advances the state of the art in inclusive education research. It highlights leadership as a dynamic process that bridges professional development, academic supervision, and socio-cultural engagement. This approach is particularly relevant in contexts where inclusive education intersects with religious and community values. As such, the study contributes new empirical evidence on how adaptive and collaborative leadership strategies can create sustainable inclusive ecosystems that support children's cognitive, social, emotional, and spiritual development.

Based on the foregoing discussion, this study addresses the following research questions: How do school principals' leadership strategies enhance teacher competence in inclusive early childhood education? What specific strategies are employed to support teachers in managing inclusive learning? How are academic supervision, professional development, and motivation integrated to improve instructional practices? To what extent do these leadership strategies support optimal child development through inclusive education? This study argues that effective leadership strategies directly improve teacher competence and indirectly enhance children's developmental outcomes. Principals who successfully integrate transformational and instructional leadership are more likely to cultivate adaptive, innovative, and inclusive teachers (Sugiarto, 2025). Consequently, this research contributes theoretically by enriching educational leadership discourse and practically by offering evidence-based recommendations for principals seeking to strengthen inclusive education in early childhood settings.

RESEARCH METHOD

This study employed a qualitative descriptive research design (Subhaktiyasa et al., 2025). This design was selected because it allows for an in-depth and contextual understanding of school principals' leadership strategies in enhancing inclusive teachers' competencies to optimize children's development. Qualitative descriptive research is particularly suitable for exploring complex social phenomena, such as leadership practices, instructional supervision, and professional development, as they occur naturally in educational settings. Through direct interaction with research participants, this approach enables

researchers to capture participants' perspectives, experiences, and meanings holistically. Consequently, the study provides a nuanced portrayal of leadership dynamics within inclusive early childhood education, grounded in real-world practices rather than abstract generalizations.

The research was conducted at KB Islam Terpadu Permata Kraksaan, Probolinggo, an Islamic integrated early childhood education institution implementing inclusive education. This site was purposively selected because its inclusive program is actively developing, making it a relevant context for examining leadership strategies in inclusive settings. Data were collected using three main techniques: participatory observation, in-depth interviews, and documentation (Murdiyanto, 2020). Observations focused on principals' leadership practices, teacher interactions, and inclusive learning implementation in classrooms. In-depth interviews involved four key informants: the school principal, a regular teacher, a special education teacher, and a parent, each providing distinct perspectives on inclusive education. Documentation, including school programs, lesson plans, supervision reports, and teacher training records, was used to support and enrich the primary data.

Data analysis followed the interactive model of Miles and Huberman, consisting of data condensation (reduction), data display, and conclusion drawing or verification (Abdussamad, 2021). Data condensation involved selecting, focusing, and simplifying information relevant to the research objectives. The reduced data were then organized and presented in descriptive narrative form to facilitate interpretation. Conclusions were drawn by identifying patterns and relationships emerging from the data and continuously verified throughout the analysis process. To ensure data trustworthiness, source and method triangulation were applied by comparing findings from observations, interviews, and documentation. This process enhanced the credibility and validity of the findings, ensuring a comprehensive understanding of principals' leadership strategies in improving inclusive teacher competence and supporting optimal child development (Fauzi et al., 2025).

RESULT AND DISCUSSION

Transformational Leadership of the School Principal

The research findings at KB Islam Terpadu Permata Kraksaan Probolinggo indicate that the principal's leadership strategies play a highly significant role in improving teachers' competencies to optimally manage inclusive learning. As the leader of an educational institution, the principal bears major responsibility for creating a vision, culture, and working system that support the success of inclusive education (Sliwka et al., 2024). According to

leadership theory, effective leaders must be able to inspire, motivate, and empower their subordinates. This aligns with field findings showing that the principal does not merely perform administrative functions but also serves as a role model who mobilizes teachers to commit to inclusive education.

Observations at the school show that the principal is actively present in learning activities, monitors teacher–child interactions, and participates in routine meetings with teachers to evaluate the implementation of inclusive programs. Documentation in the form of school work programs also indicates the existence of specific agendas related to teacher development, such as workshops on differentiated learning strategies, training in the use of inclusive learning media, and strengthening teachers’ understanding of child developmental psychology. Interviews with FT (the principal) confirm that the leadership strategies applied are oriented toward collaboration, supervision, and motivation to ensure continuous improvement of teachers’ capacities. Thus, this study demonstrates that the principal’s role in inclusive education at KB IT Permata Kraksaan is not merely administrative, but functions as the main driving force in enhancing teacher competence.

The principal’s leadership strategies in improving teacher competence in inclusive schools can be observed through the application of a combination of transformational and instructional approaches. Instructional leadership theory according to Sumual et al. (2024) emphasizes the importance of principals acting as academic supervisors who guide teachers in the learning process. Interview results with IR (a regular teacher) reveal that the principal frequently provides technical guidance on the preparation of Daily Lesson Plans (RPPH) that are responsive to the needs of children with special needs. In addition, GR also emphasized that the principal actively provides feedback on learning implementation, making teachers feel more guided in addressing inclusion-related challenges (Arifni, 2023).

Instructional Leadership and Academic Supervision

Classroom observations show that regular teachers have attempted to implement inclusive group-based play methods, although challenges remain in adjusting to different learning speeds. Documentation in the form of meeting minutes indicates that the principal consistently holds monthly meetings to discuss learning outcomes and challenges faced by teachers. Transformational leadership strategies are reflected in the principal’s efforts to build teacher

motivation through appreciation, encouragement, and simple rewards, such as verbal acknowledgment or sharing teachers' achievements in school group communications. This aligns with Yukl's (2010) view that transformational leaders enhance teachers' intrinsic motivation by fostering a sense of ownership of the school's vision.

Academic supervision is one of the principal strategies used to improve inclusive teacher competence. According to Sergiovanni (1991), academic supervision is a crucial instrument for guiding teachers in improving learning quality. Interviews with AB (a special education teacher) indicate that the principal routinely visits classrooms to observe learning practices, provides evaluative notes, and discusses more effective strategies for assisting children with special needs. GK stated that the principal does not merely assess performance, but also offers practical suggestions and encourages collaboration between regular teachers and special education teachers.

School observations show that the principal is present when teachers conduct role-playing activities involving both regular students and children with special needs, followed by brief evaluations of teachers' communication techniques. Documentation of academic supervision reveals assessment instruments covering planning, implementation, and evaluation of inclusive learning. These findings indicate that the principal seeks to integrate academic supervision with constructive mentoring, allowing teachers to feel supported rather than formally monitored. This approach is consistent with instructional leadership theory, which emphasizes the principal's role in facilitating effective and adaptive learning.

Professional Development of Teachers

Strategies for improving inclusive teacher competence at KB Islam Terpadu Permata Kraksaan are implemented through training, workshops, and continuous professional development. According to Joyce and Showers (Rahmi & Zeky, 2024), teacher professional development must be ongoing and relevant to practical needs. Interviews with KS revealed that the school regularly invites early childhood education practitioners and child development psychologists to provide training on differentiated learning. GR stated that such training has helped teachers design inclusive-friendly activities, although intensive daily practice support is still required.

Documentation in the form of training schedules shows annual agendas such as the “Child-Friendly Inclusion Workshop” and “Creative Educational Media Training.” Field observations indicate that teachers have begun utilizing visual media and educational play tools to support children with special needs. These findings suggest that the principal does not rely solely on supervision but also provides concrete opportunities for professional growth. This strategy reflects transformational leadership oriented toward sustainable teacher capacity development.

Collaboration Between Teachers and Parents

Collaboration among regular teachers, special education teachers, and parents constitutes a crucial leadership strategy for supporting children’s development. Bronfenbrenner’s ecological development theory (Mukhlis et al., 2025) emphasizes the importance of school–family interaction in child development. Interviews with WL (a parent) indicate that the principal frequently holds meetings with parents to communicate children’s progress and discuss home-based learning strategies. Parents reported feeling actively involved in the educational process, fostering trust in the school.

IR and AB explained that the principal encourages regular communication between teachers and parents through communication books and class WhatsApp groups. Observations show the existence of parenting classes initiated by the principal to educate parents on strategies for supporting inclusive children. School documentation highlights the “School–Family Synergy” program as a concrete form of collaboration. These findings demonstrate that the principal’s leadership strategy extends beyond internal teacher development to building external synergy with parents to optimize children’s growth and development.

Despite the effective implementation of leadership strategies, several challenges remain. Based on Kotter’s organizational change theory (Davitkovic & Mihaylov, 2024), every innovation encounters resistance and resource limitations. Interviews with GR revealed that limited teacher knowledge of inclusive child psychology presents a major challenge in classroom practice. GK added that the number of special education teachers is still insufficient compared to the number of inclusive students, increasing workload demands. From the parental perspective, OT noted that some parents still lack understanding of inclusion concepts and believe that children with special needs should attend special schools.

Observations reveal a gap between well-planned learning designs and field implementation constrained by time and resources. School documentation shows budget limitations for more intensive training programs. These challenges indicate that principals' leadership strategies must be adaptive and creative, seeking collaborative solutions involving external stakeholders, including local government and educational communities (Novalic et al., 2022).

Motivation and Recognition for Teachers

Based on the research findings, the principal's leadership strategies at KB Islam Terpadu Permata Kraksaan Probolinggo play an important role in enhancing inclusive teacher competence and supporting optimal child development. The principal applies a combination of transformational and instructional leadership through academic supervision, continuous training, motivation, and collaboration with parents (Kulsum et al., 2021). Data from observations, interviews, and documentation indicate that these strategies have encouraged teachers to become more adaptive in addressing inclusive students, although challenges related to limited resources, knowledge, and societal perceptions persist. The study implies the need to strengthen principals' capacity as instructional leaders and facilitators in building inclusive school cultures (Wulandari et al., 2024).

Furthermore, these findings support transformational and instructional leadership theories as effective approaches in inclusive education, while offering new perspectives on the importance of collaboration among teachers, special education teachers, and parents. Thus, principals' leadership strategies serve as a key mechanism for bridging the gap between inclusive education ideals and practical implementation realities.

The findings at KB Islam Terpadu Permata Kraksaan indicate that principals' leadership has a significant influence on improving teacher competence in managing inclusive learning. Principals function not only as administrative managers but also as the primary driving force in creating vision, culture, and work systems that support inclusive education. These findings align with Bass's transformational leadership theory (Novalic et al., 2022), which emphasizes leaders' roles in inspiring, motivating, and empowering subordinates. Observations and school program documentation reveal that the principal actively participates in learning activities, monitors teacher-child interactions, and initiates teacher development through workshops and training, thereby encouraging sustained commitment to inclusive practices.

Implementation Challenges

The principal's leadership strategies are also evident in the integration of transformational and instructional approaches. Hallinger's instructional leadership theory (Sumual et al., 2024) emphasizes the principal's role as an academic supervisor guiding teachers throughout the instructional process. Interviews with regular teachers reveal that technical guidance on inclusive-responsive lesson planning (RPPH) has significantly supported teachers in adapting instructional methods. Additionally, principals provide regular constructive feedback, helping teachers feel supported in addressing inclusive learning challenges. This confirms that combining transformational and instructional leadership enhances teachers' intrinsic motivation and instructional effectiveness.

(Faridi & Umiarso, 2024) Academic supervision is a primary strategy implemented by the principal to strengthen inclusive teacher competence. Referring to Sergiovanni's theory (Gamar & Maliki, 2025), academic supervision functions as an instrument for improving instructional quality. Classroom observations and interviews with special education teachers show that the principal provides practical suggestions and encourages collaboration between regular and special education teachers. This approach allows teachers to feel professionally guided rather than formally evaluated. Integrating supervision with continuous mentoring reflects adaptive instructional leadership oriented toward teacher development (Rahmi & Zeky, 2024).

In addition to supervision, teacher competence is enhanced through training, workshops, and continuous professional development programs. Joyce and Showers (Sparling, 2025) emphasize that professional development must be relevant and sustained. Interview and documentation data indicate annual agendas such as "Child-Friendly Inclusive Workshops" and creative educational media training, enabling teachers to practice differentiated methods and effectively use inclusive media. The principal acts as a facilitator who provides concrete opportunities for teacher growth, reinforcing transformational leadership in sustainable capacity building.

Collaboration among regular teachers, special education teachers, and parents represents another prominent strategy. Interaction between schools and families significantly influences child development (Hairunisa, 2023). Findings show that the principal initiates regular parent meetings, parenting classes, and communication through liaison books and WhatsApp groups, fostering parental involvement. This synergy not only strengthens internal teacher capacity but also builds external networks supporting inclusive education success.

Although leadership strategies have been effectively implemented, the study identifies several constraints, including limited resources, insufficient numbers of special education teachers, and societal misunderstanding of inclusion concepts (Budianto, 2023). This aligns with organizational change theory, which emphasizes that innovations face resistance and limitations. Principals must remain adaptive and creative in pursuing collaborative solutions involving stakeholders, including local governments and educational communities (Suardi, 2024). Overall, the principal's leadership strategies at KB Islam Terpadu Permata Kraksaan successfully bridge the gap between inclusive education ideals and implementation realities, reinforcing the role of integrated transformational and instructional leadership in fostering sustainable inclusive school cultures.

DISCUSSION

The findings on the principal's transformational and instructional leadership indicate that these two approaches do not operate independently but rather complement each other in guiding inclusive education practices. Transformational leadership is evident in efforts to build a shared vision, strengthen teachers' confidence, and create a work climate that encourages innovation. Meanwhile, instructional leadership is reflected in systematic academic supervision mechanisms, constructive feedback, and direct mentoring in the preparation of lesson plans (RPPH) that are responsive to the needs of children with special needs. When these two models are combined, the principal not only motivates teachers emotionally but also guides their technical practices in a structured manner. This approach aligns with Hallinger and Murphy's perspective on the importance of integrating moral vision and technical skills in instructional leadership. Such practices also respond to contemporary demands of inclusive education that position school leaders as both directors and capacity builders of teachers. This synergy illustrates how modern leadership extends beyond managerial functions to become learning-centered leadership that is responsive to learner diversity and the dynamics of inclusive classrooms.

Teacher professional development at KB IT Permata Kraksaan demonstrates that continuous training serves as a critical pillar in shaping inclusive competencies. Training on differentiated instruction, the use of adaptive media, and understanding the development of children with special needs enables teachers not only to comprehend concepts but also to translate them into classroom practice. This development model aligns with Joyce and Showers' notion that effective professional development must involve hands-on practice, coaching, and follow-up. Field observations indicate that teachers have become more adaptive in regulating learning pace, designing group-based play

activities, and utilizing visual media to support children with specific needs. Nevertheless, the quality of implementation remains influenced by individual teacher readiness, particularly in terms of consistency and the ability to quickly distinguish children's needs. Future professional development can be strengthened through lesson study, peer coaching, and enhancing the role of special education teachers (GPK) as technical mentors in daily practice. Thus, professional development should not be merely an annual agenda but a living learning culture within the school environment.

Collaboration among teachers, special education teachers (GPK), and parents indicates that inclusive education cannot be effectively implemented when schools operate unilaterally. The research findings show that the principal is able to create consistent meeting spaces between the school and families through parenting classes, daily communication, and intensive discussions of children's development. This is consistent with Bronfenbrenner's ecological theory, which emphasizes that child development is shaped by interactions across systems, particularly the mesosystem connecting home and school. Collaborative practices at KB IT Permata Kraksaan demonstrate that parents become more aware of their roles in supporting children's behavior, communication, and routines at home. Teachers, in turn, gain valuable insights into children's characteristics, enabling more accurate instructional planning. Challenges arise when some parents have limited understanding of inclusion or worry that their children may not receive sufficient attention. In this context, principals need to strengthen communication strategies based on inclusive literacy that are simple, personal, and continuous, so that parental perceptions evolve alongside the development of inclusive practices at school.

Teacher motivation fostered through principals' appreciation emerges as a crucial element in maintaining emotional stability and work commitment in inclusive classrooms. The study shows that motivational reinforcement through recognition, positive affirmation, and public acknowledgment of teacher achievements strengthens teachers' sense of agency. This approach aligns with modern work psychology, which emphasizes that intrinsic motivation grows through feelings of being valued and beliefs that work carries social meaning. In inclusive contexts, teachers face greater pressure as they manage heterogeneous classrooms with complex needs. Therefore, consistent appreciation from principals is not merely "symbolic recognition" but functions as a self-management strategy that sustains teachers' psychological resilience. This practice should be expanded through performance-based reward systems, peer mentoring, and reflective dialogue spaces that enable mutual teacher support. When motivation is well maintained, teachers are more open to innovation, more patient in responding to classroom dynamics, and more consistent in

implementing inclusive principles sustainably.

The implementation challenges identified, such as the limited number of special education teachers, insufficient parental understanding, and the need for more intensive training, illustrate that inclusive education requires broader systemic support. This reality reinforces Kotter's view that innovative change is invariably accompanied by resistance and structural barriers. The gap between planning and practice also indicates the need for more flexible adaptation mechanisms, such as simplifying supervision procedures, developing ready-to-use inclusive lesson plan (RPPH) modules, and leveraging technology to assess children's needs. Resource constraints can be addressed through collaboration with local governments, professional associations, and child psychology communities to strengthen teachers' external capacity. Furthermore, schools can develop community-based inclusive service centers as long-term intervention strategies. With such systemic reinforcement, principals' leadership strategies extend beyond internal practices and evolve into collective movements that comprehensively strengthen inclusive school culture.

CONCLUSION

The most important finding of this study highlights that school leadership plays a decisive role in strengthening teachers' competencies for managing inclusive learning. The principal at KB Islam Terpadu Permata Kraksaan Probolinggo functions not merely as an administrative manager but as a learning leader who integrates transformational and instructional leadership practices. The key lesson learned is that inclusive education can be optimized when principals are actively involved in shaping a shared vision, motivating teachers emotionally, and simultaneously guiding their pedagogical practices through systematic academic supervision, constructive feedback, and continuous professional development. This leadership synergy fosters teachers' intrinsic motivation, adaptive capacity, and consistency in implementing inclusive strategies, demonstrating that effective inclusive education requires leadership that is both inspirational and technically grounded.

From a scholarly perspective, this study contributes to the literature by providing contextual empirical evidence on how the integration of transformational and instructional leadership operates in an early childhood inclusive education setting, particularly within an Islamic-based institution. It enriches leadership and inclusive education studies by emphasizing the role of professional development, supervision, and school-family collaboration as interconnected leadership strategies. However, this research is limited by its qualitative design and single-site focus, which may restrict the generalizability

of the findings. Future research is recommended to involve multiple schools, apply mixed-methods or longitudinal approaches, and explore the perspectives of children and policymakers to gain a more comprehensive understanding of inclusive leadership practices and their long-term impact on teacher competence and child development.

REFERENCES

- Abdussamad, Z. (2021). *Metode Penelitian Kualitatif* (1st ed.). CV. syakir Media Press. <https://doi.org/10.31219/osf.io/juwxn>
- Arifni, R. (2023). Hubungan Persepsi Sosial terhadap Siswa Berkebutuhan Khusus dengan Bullying di Sekolah Inklusif SMP Negeri 5 Padang. *Desertasi Doktoral*. <https://doi.org/10.24036/000655chr2023>
- Budianto, A. A. (2023). Pentingnya Pendidikan Inklusif: Menciptakan Lingkungan Belajar Yang Ramah Bagi Semua Siswa. *Jurnal Kajian Pendidikan Dan Psikologi*, 1, 12–19. <https://doi.org/10.61397/jkpp.v1i1.10>
- Davitkovic, M., & Mihaylov, M. (2024). Kotter's Model For Managing Organizational Change In An Information Technology Context. *Knowledge-International Journal*, 67(1), 59–63.
- Dewi. (2025). *Program guru penggerak dan peningkatan kompetensi pedagogik guru: Studi kasus di Balai Besar Guru Penggerak Jawa Timur*. Universitas Islam Negeri Maulana Malik Ibrahim.
- Faridi, & Umiarso. (2024). Deradicalization in Islamic Education in Indonesia: A Phenomenological Study. *Eurasian Journal of Educational Research*, 2024(109), 59–73. <https://doi.org/10.14689/ejer.2024.109.005>
- Fauzi, A., Zaini, A. W., & Lateh, M. (2025). The Influence of Social Media on Public Relations as a Reinforcement of Higher Education Reputation. *Managere: Indonesian Journal of Educational Management*, 7(1), 91–101. <https://doi.org/10.52627/managere.v7i1.650>
- Fauzi, I., Mu'alimin, M., & Mulyono, M. (2025). Strategi Kepemimpinan Instruksional Dalam Meningkatkan Profesionalisme Guru: Tinjauan Sistematis. *Reflection: Islamic Education Journal*, 2(3), 1–9.
- Gamar, N., & Maliki, P. L. (2025). *Manajemen Lembaga Pendidikan Islam*. Penerbit NEM.
- Hairunisa, N. (2023). Pembelajaran Berbasis Student-Centered Learning Pada Materi Pendidikan Agama Islam Siswa Kelas Viii Madrasah Tsanawiyah Darul Falah Sumber Agung Kecamatan Bengkunt Kabupaten Pesisir Barat. *Unisan Journal: Jurnal Manageman Dan Pendidikan*, 2(07), 448–458. <https://journal.an-nur.ac.id/index.php/unisanjournal>
- Hasani, N. (2025). Metode Eklektik dalam Pembelajaran Bahasa Arab: Mengintegrasikan Qawaid wa Tarjamah dan Sam'iyah Basariyah untuk Meningkatkan Kemahiran Berbicara dan Menulis. *AS-SABIQUN*, 7(2), 336–352. <https://doi.org/10.36088/assabiqun.v7i2.5651>

- Korakis, G., & Poulaki, I. (2025). A systematic literature review on the relationship between emotional intelligence and transformational leadership—a critical approach. *Businesses*, 5(1), 4. <https://doi.org/10.3390/businesses5010004>
- Kulsum, U., Suhermanto, S., & Sugiono, S. (2021). Persepsi Guru Tentang Pola Kepemimpinan dan Komitmen Kerja Terhadap Kinerja Guru di MTs 1 Negeri Situbondo. *UMPA: Jurnal Manajemen Pendidikan*, 2(1). <https://doi.org/10.33650/jumpa.v2i1.1659>
- Maulana, F. (2022). *Keterampilan Berpikir Tingkat Tinggi (HOTS) dalam Menentukan Matriks Laplace dari Hipergraf Hiper-reguler*.
- Maulidy, A., & Zaini, A. W. (2025). Social Media Influence on Consumerism Trends Among College Students. *Indonesian Journal of Education and Social Studies*, 4(1), 16–28. <https://doi.org/10.33650/ijess.v5i1.11682>
- Mukhlis, M., Amal, A., & Hidayat, F. (2025). Edukasi dan Kesadaran untuk Menciptakan Lingkungan yang Aman dan Inklusif di SD Inpres Bontoala I Desa Taeng Kecamatan Pallangga. *Bima Abdi: Jurnal Pengabdian Masyarakat*, 5(1), 113–125. <https://doi.org/10.53299/bajpm.v5i1.1342>
- Murdiyanto, E. (2020). *Metode Penelitian Kualitatif (Sistematika Penelitian Kualitatif)*. In *Yogyakarta Press*.
- Mustafa, I. P. (2024). Idempoten Primitif Skema Asosiasi Grup Dehidral. *NJME: Numerical Journal of Mathematics and Its Education*, 1(1), 15–19.
- Nainggolan, E. T. A., Tambunan, A. M., Panggabean, J. Z. Z., Ardiansyah, W., Putra, P. P., Aspiyana, T., Rahmawati, A., Azhari, D. S., Suhirman, L., & Haluti, F. (2024). *Manajemen Pendidikan: Pengelolaan SDM untuk meningkatkan standar pendidikan*. PT. Green Pustaka Indonesia.
- Novalic, F., Novalic, M., Saracevic, M., Hadzic, M., & Kalac, N. (2022). The influence of electronic education on students of Islamic science. *International Social Science Journal*, 72(243), 159–174. <https://doi.org/10.1111/issj.12300>
- Rahmi, A., & Zeky, S. (2024). *Supervisi Pendidikan*. CV. Gita Lentera.
- Rifa'i, M., & Koironi, W. A. R. (2025). Harnessing Technology to Enhance Teacher Competency and Improve Learning Quality in Schools. *Journal of Educational Management Research*, 4(3), 1023–1036. <https://doi.org/10.61987/jemr.v4i3.1025>
- Sliwka, A., Klopsch, B., Beigel, J., & Tung, L. (2024). Transformational leadership for deeper learning: shaping innovative school practices for enhanced learning. *Journal of Educational Administration*, 62(1), 103–121. <https://doi.org/10.1108/JEA-03-2023-0049>
- Sparling, M. (2025). *Empowering General Educators: Supporting Students with Learning Disabilities Through Inclusive Tier Two Practices*.

- Suardi, S. (2024). Inovasi Pembelajaran Kombinasi Model Project Based Learning Dan Project Penguatan Profil Pelajar Pancasila Berbasis Devotion Untuk Meningkatkan Kemampuan Kolaborasi, Komunikasi, Kreativitas Dan Berpikir Kritis Mahasiswa. *Jurnal Riset Dan Inovasi Pembelajaran*, 4(1), 12–27. <https://doi.org/10.51574/jrip.v4i1.1106>
- Subhaktiyasa, P. G., Candrawati, S. A. K., Sumaryani, N. P., Sunita, N. W., & Syakur, A. (2025). Penerapan statistik deskriptif: Perspektif kuantitatif dan kualitatif. *Emasains: Jurnal Edukasi Matematika Dan Sains*, 14(1), 96–104. <https://doi.org/10.59672/emasains.v14i1.4450>
- Sugiarto, J. (2025). *Kepemimpinan Transformasional Kepala Sekolah: Membangun Sekolah Berdaya Saing di Era Digital*. Alifba Media.
- Sumual, S. D. M., Rawis, J. A. M., Kasih, F. R., & Umboh, A. M. S. (2024). Hubungan Prinsip Dan Gaya Kepemimpinan Dengan Manajemen Pendidikan: Tinjauan Teori. *J-CEKI: Jurnal Cendekia Ilmiah*, 4(1), 361–369.
- Windiasari, K., Rahmatillah, A. N., Rusdiah, N., Ani, E. D., & Maryanto, M. (2025). Implementasi SDM Melalui Program Sekolah Penggerak Dalam Pengembangan Guru Dan Keterlibatan Masyarakat. *AL-MIKRAJ Jurnal Studi Islam Dan Humaniora (E-ISSN 2745-4584)*, 5(2), 1–11. <https://doi.org/10.37680/almikraj.v5i2.6729>
- Wulandari, O. A., Wardhani, I. S., Madura, U. T., & Inda, P. T. (2024). *Media dan Gaya Belajar Siswa : Strategi Dalam*. 2(11).