



The Role of Inclusive Leadership at Mutiara Bunda Elementary School

Fitri Meliani¹✉, Ahmad Zuhdi²

¹Universitas Islam Bunga Bangsa Cirebon, Indonesia

²Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia

Email : fithinker1453@gmail.com

Received: 2025-10-28; Accepted: 2026-1-30; Published: 2026-3-12

ABSTRACT

Inclusive school leadership is a specific type of school leadership. While a 'school leader' is any person holding a key formal leadership role in a school or learning community, an 'inclusive school leader' can be someone in a formal position or anyone who demonstrates leadership through their daily actions. This research aims to document, analyze, and validate a replicable model of good inclusive leadership practice. Employing a descriptive qualitative approach, this study was conducted at SD Mutiara Bunda, Bandung, utilizing technique triangulation to test data credibility. The results show that inclusive leadership is strongly implemented at SD Mutiara Bunda through the cultivation of the 5 Written School Culture Pillars (Grateful, Acceptance, Caring and Sharing, Continuous Improvement, Persistence), which establish a collaborative and accountable culture. Leadership implementation is carried out effectively at the individual level (learner-centered practice), the school level (flexible curriculum management and resource allocation based on equity), and the community level (active family involvement). This model successfully aligns Transformational and Instructional Leadership, ensuring that individual support (such as curriculum modification and adaptive assessment) is integrated with social inclusion. Overall, this research validates inclusive leadership practice as a vital foundation for realizing a fair and high-quality educational environment for all learners, providing valuable empirical reference for policy development and school leader training.

Keywords: *Role, Leadership, Inclusive Schools.*

INTRODUCTION

Inclusive education has generally focused on special education to ensure that children with disabilities have the support they need to learn and thrive

while including them in regular classroom settings. However, in recent years, the understanding of inclusive education has expanded to encompass a broader definition that commits to addressing all forms of exclusion and marginalization, disparities, and inequalities in access, participation, and learning outcomes (Er Rida et al., 2024). Forms of exclusion and social marginalization that directly impact participation and learning outcomes include restrictive responses to diversity in race, social class, ethnicity, geographic location, residential status, religion, gender, and ability (Adigun, 2021).

When examining inclusive education, it is also important to understand the importance of equity. "Equity" and "equality" are distinct and produce very different outcomes related to access, participation, and learning outcomes. Equality refers to treating everyone exactly the same, while equity demands ensuring every child has the appropriate support they need to grow and learn. Equity in education requires leaders to understand the unique challenges and barriers faced by individuals and families and to find solutions to overcome these barriers (Agarwal et al., 2025).

An inclusive leadership approach values diversity, invites and welcomes each person's individual contributions, and encourages full engagement in decision-making and reality-shaping processes. The goal of inclusive leadership is to create, transform, and innovate while balancing the needs of everyone. Inclusive leaders value people, recognize fundamental human rights, and recognize the perspectives of others and the complex systemic interconnectedness of their roles and responsibilities. They also recognize the roles and responsibilities inherent in leadership structures and have the courage to collaborate and be accountable for outcomes (Perlusz, 2025).

Change and innovation leading to inclusive education require leaders who are trustworthy, able to listen, communicate vision, and build consensus among diverse stakeholders. Communities need to be empowered through inclusive leaders to develop policies, curricula, and interventions that benefit all children. Bringing together an adaptive and responsive team with a shared vision enables leaders to develop the policies, processes, curriculum approaches, and interventions needed for their school community (Abualrish & Khasawneh, 2024).

Inclusive leadership is a collaborative and intentional process for school improvement that considers all stakeholders, brings together people with diverse skills and knowledge, and accesses a variety of resources. Ryan explains that inclusive practices include advocating for inclusion, educating participants, developing critical awareness, nurturing dialogue, emphasizing student learning and classroom practices, adopting inclusive decision-making and policy-making

strategies, and incorporating a whole-school approach (Adams et al., 2023). The educational aspect of the community is crucial to ensure that all stakeholders understand each other and recognize the truths and harms of exclusionary practices. Listening to the voices of students and children is also essential for inclusive leadership. Children's backgrounds, opinions, and feelings must be considered in decision-making (Agus Santoso et al., 2023).

The inclusive education implemented at Mutiara Bunda Elementary School includes flexible and responsive curriculum management and adaptive assessment for students with special needs (ABK), in line with the principle of providing differentiated support for equitable outcomes. Inclusive leadership is effectively implemented at the individual, school, and community levels. The urgency of this research lies in the need to examine and demonstrate how this expanded concept of inclusion can be implemented effectively at the school level.

This study aims to present findings from Mutiara Bunda Elementary School that demonstrate a successful implementation model (flexible curriculum, adaptive assessment, and community engagement). The urgency of this research is to document, analyze, and validate this model of inclusive leadership best practices that can be replicated or used as a reference for other schools striving to achieve comprehensive inclusion goals.

METHOD

This research uses a qualitative approach with a descriptive method, intended to explore and understand the implementation of inclusive leadership at Mutiara Bunda Elementary School, Bandung. Qualitative research with a descriptive method systematically explains or describes facts, data, and research objects in a natural setting (Moleong, 2018). Regarding the research topic, the research results emphasize meaning rather than results. The results are non-binding and subject to change depending on the conditions encountered in the field. They are interpreted and written in verbal or descriptive form based on the facts on the ground. Qualitative methods are appropriate for answering the research objective, which is to understand the implementation of inclusive leadership at Mutiara Bunda Elementary School, Bandung.

The data sources used in this study are primary and secondary data. The data validity technique used by the researcher in this study is triangulation, a technique used to test the credibility of the data. This is done by checking data with the same source in different ways. For example, the researcher has conducted interviews, then checked the data obtained through direct observation, and then documented.

RESULTS AND DISCUSSION

1. Inclusive Leadership

Inclusion is a continuous process of seeking the best ways to respond to the diversity of children and their learning needs. An inclusive leader needs to ensure that stakeholders and community members understand the importance of inclusion and how the school leadership team plans to address the changing needs of the community. Operating a school is always complex (Almalky & Alrabiah, 2024). It is important to remind staff that inclusion is an essential and constant goal that will be prominently displayed in every aspect of the school. Professional development opportunities should be provided to support staff in dialogue and learning about how to create a more inclusive school environment. The Inclusive Leadership Handbook identifies four key development areas for inclusive leadership (Adams et al., 2023):

- a. Practicing self-awareness. Self-aware leaders admit mistakes and demonstrate vulnerability, practice self-reflection and mindfulness, and challenge stereotypes.
- b. Living a shared vision. Inclusive leaders co-create and live a shared vision with other stakeholders.
- c. Building relationships with colleagues and community members. Building relationships requires creating a sense of belonging and purpose in a safe environment while avoiding deficit-focused thinking.
- d. Creating and managing change. Leaders share responsibility, empower individuals, and develop strategies to address the complexities of various projects.

It is important to remember that every school and system has unique challenges and diverse community needs. There is no single model for an ideal inclusive school. However, an inclusive leader understands the importance of remaining curious, flexible, and committed to improving the learning outcomes and achievement of all their students. Applying a variety of strategies and collaborating to address issues and challenges will lay the foundation for sustained success in building inclusive schools (Azzopardi, 2023).

At the individual level, this includes influencing learner-centered practices/listening to learners, personalization (centering), ensuring that teachers take responsibility for all learners, supporting innovative and flexible evidence-based pedagogy/practices in the classroom, monitoring classroom practices to ensure high-quality education for all, developing a culture of collaboration – positive and trusting relationships – and using data as a basis for teacher reflection and continuous improvement (Biro-Gautron et al., 2025).

At the school level, the rules implemented guide and influence the school's organization and resources according to equity principles, engaging the learning community in self-review and reflecting on data to inform continuous school improvement, providing professional development opportunities, ensuring continued support for all stakeholders, committing to an "everyone-person" ethic, ensuring curriculum and assessment are fit for purpose and meet the needs of all learners, and actively engaging all families (Azzopardi, 2023).

At the community level, policies include building partnerships with supporting institutions, other schools/institutions at the system level, and businesses in the community; building school capacity for diversity through research engagement and collaborative professional development activities, for example with universities; managing human resources, securing commitment to a shared vision of inclusion; and managing financial resources to meet the needs of the entire school community (Azzopardi, 2023).

At the national level, policies include influencing the development of national policies on equity and inclusive education through consultation and communication, translating and implementing policies in ways that are appropriate to their school's context and values; and managing school-level changes regarding curriculum and assessment frameworks, professional development, funding and resource allocation, and quality analysis and accountability (Astri Hanjarwati et al., 2014).

School leaders need autonomy to make evidence-based decisions regarding the strategic direction, development, and organization of the school, including decisions about (Garrison-Wade et al., 2007):

- a. Adapting curricula, assessment frameworks, and accreditation to ensure they set high expectations and meet the needs of the local community and learners;
- b. Appointment and development of teachers and staff;
- c. Proactive collaboration with other institutions and the local community;
- d. Equitable funding and resource allocation.

Regarding accountability, school leaders must be able to:

- a. Establish the vision, values, and outcomes for which they (and other stakeholders) are accountable (e.g., equity, non-discrimination, and meeting all students' personal, social, and academic needs);
- b. Be held accountable (to students, families, and the local community) through mechanisms aligned with other policy areas, ensuring support for inclusive education policies and practices;
- c. Play a leading role in monitoring, self-review, and evaluation, in collaboration with key stakeholders, to provide information on student outcomes and reflect on data to inform continuous improvement.

It is crucial that policies support the development and implementation of effective and inclusive school leadership that can enhance equity, equality, and well-being in education. To achieve this, it is necessary to identify the gap between the standards to which school leaders are held accountable and the supporting policy measures available to them.

2. Developing a Policy Framework to Support Inclusive Leadership

The Policy Framework helps countries support school leadership in their efforts to enable the full participation of all learners, improve their achievement, and support their well-being and sense of belonging. This aligns with the efforts of the Agency and its member countries to promote long-term inclusion in the broader society. The Policy Framework can be used for collaboration, exchange, or decision-making (Devecchi & Nevin, 2010). Its purpose may be to guide a more detailed set of policies, ongoing maintenance or monitoring, or to further develop existing policies to achieve broader inclusive education goals. The Policy Framework is useful in:

- a. Contributing to and offering a basis for developing new policies: The Framework offers a blueprint of key elements to be included in policies focused on supporting inclusive school leadership or to address the role of school leadership within a broader inclusive education policy framework.
- b. Support the review and further development of existing policies and policy frameworks: The Policy Framework recognizes that support for inclusive school leadership can take the form of individual policies or be cross-sectoral across multiple policies and at various policy levels. Where policies for inclusive school leadership or school leadership in general already exist, the Policy Framework can help to review and enhance existing policies that support inclusive school leadership, and develop existing general school leadership policies to ensure an inclusive approach.
- c. Stimulate self-reflection (particularly on the concept of inclusive school leadership, the role of school leaders in inclusive education, and leadership training): Regardless of policy development or review, the key elements of the Policy Framework offer a framework for discussion and self-reflection on inclusive school leadership practices and the role of school leaders.

The inclusion policy framework (Demirel & Erkiş, 2025) includes:

- a. A broader policy mandate to contextualize policies that focus on and influence school leadership. The mandate draws on several international and European-level guiding principles documents. This can be expanded with policies and legislation that provide a country's unique context, history, and development trajectory.
- b. A policy vision outlining the ideals the policy aims to achieve.

- c. Guiding principles underlying the strategy or framework for supporting inclusive school leadership. A policy for supporting inclusive school leadership may not be a stand-alone document, but rather interwoven with many other documents. In many country contexts, goals, objectives, and strategies are embedded within education policies and actions.

The vision of a policy framework for supporting inclusive school leadership is that existing and developing policies support school leadership in building a culture and implementing practices in which all learners are provided with a meaningful and high-quality education, high expectations for their achievement, well-being, and a sense of belonging in an equitable school environment. The Policy Framework respects differences across countries. This is an open-source tool, freely adaptable by each country to suit its own context.

3. The Impact of Inclusive Leadership on Students

There is very limited research addressing the role and impact of leaders (or educational leadership) on inclusive education. The existing literature tends to be in English and uses qualitative research methodologies. Our literature review found no significant studies demonstrating a clear link between effective leadership and well-being outcomes. This is perhaps best described not as a "shortcoming" but as a sign of the diversity of potentially successful approaches.

There are very limited large-scale studies providing measurable evidence regarding the effectiveness of interventions that can support the role and influence of educational leaders in promoting inclusive education. Most research on the impact of inclusive leaders on academic success and student well-being borrows from past research on effective leadership in general (Izzah et al., 2023). This study leverages previously developed models and then investigates whether leaders apply components of these models in inclusive education.

Two models that appear promising are transformational leadership and instructional leadership (Labrechet et al., 2022). Transformational leadership emphasizes relationships. These leaders believe that collaboration is key. Instructional leadership focuses on learning objectives and how teacher practices ensure these objectives are achieved. Research in the field of inclusive education shows that principals who utilize instructional leadership are associated with better implementation of Individual Education Plans (IEPs) (Lambrecht et al., 2022). Óskarsdóttir et al. (2020) report on the work of the European Agency for Special Needs and Inclusive Education on school leadership and emphasize that the best way to improve student achievement is to improve teachers' instructional practices. Principals can do this by focusing their efforts on ensuring there are ample opportunities for teachers to learn instructional strategies to improve student performance.

4. Preparing Inclusive Leaders

Literature addressing the preparation of educational leaders to support inclusive education is limited (DeMatthews et al., 2020). Many articles identify the need for enhanced professional learning to support school leaders' competencies in inclusive education (FitzGerald et al., 2022; Mngo & Mngo, 2018; Óskarsdóttir et al., 2020; Rodl et al., 2018).

There is literature suggesting that personal circumstances, such as being a parent of a child with a disability or having previous work experience in an inclusive environment, can provide significant framing experiences in school leaders' efforts to support inclusive education (DeMatthews et al., 2021; Sider et al., 2017; Tracy-Bronson, 2024). We were also unable to identify any peer-reviewed literature that specifically addresses the experiences of new educational leaders and their experiences in promoting inclusive schools. However, the Organisation for Economic Co-operation and Development (OECD) has conducted substantial research on the training and competencies of school leaders, although not specifically on inclusive school leaders. Extrapolating from their research, and because the research focuses on leadership for diversity, it is assumed that school leaders (and leadership teams) need competencies in administration, management and pedagogy (OECD, 2017).

Although continuing professional development appears to be key to ensuring success, the impact of school leader training is not well documented. Furthermore, there is a broad spectrum of training methods and content globally. However, there are commonalities that may be relevant when designing training for inclusive leadership: first, in more than two-thirds of the countries reviewed, principals are qualified teachers; second, continuing professional development is mandatory in half of the countries and often includes management and leadership skills.

Despite the fact that the CRC (Convention on the Rights of the Child), CRPD (Convention on the Rights of Persons with Disabilities), SDG4 (Sustainable Development Goal 4), and other frameworks call for the active involvement of parents, families, and civil society representatives in education, we could not identify significant literature addressing the role of civil society and disability rights organizations in fostering educational leadership for inclusive education. A Global Partnership for Education video describes civil society as "the unsung heroes of inclusive education," but the academic literature does not validate this.

Furthermore, research studies generally do not include data from students and families on the role and influence of educational leaders. Some literature does suggest a greater focus on professional learning for educational leaders related to family engagement (MacCormack et al., 2022; Whitley et al., 2021).

However, inclusive leadership (a leadership model comprised of individuals who represent the diversity of a particular school population, even if it does not result in inclusive education, as in the United States) and leadership for inclusive education (a leadership model comprised of individuals who represent the diversity of a particular school population and are intentional about pursuing inclusive education, as in Portugal) must both include parents, families, and civil society representatives. Leadership must be representative and democratic (Machado & Formosinho, 2019). We explored the Salamanca Statement's recommendation that local administrators and principals "develop close relationships with parents and the community" and found numerous examples in the grey literature (non-academic literature) and in testimonies from families with disabilities and organizations about their roles as leaders, but found no evaluations of these strategies (Stonemeier et al., 2013; Towell, 2021).

5. Inclusive Leadership at Mutiara Bunda Elementary School

Mutiara Bunda Elementary School has five pillars that form the school's written culture. Grateful: always being grateful and making piety a part of one's identity. Acceptance: seeing differences as a wealth that should be appreciated. Caring and Sharing: sharing with others as a form of concern. Continuous Improvement: being a lifelong learner who remains humble. Persistence: being responsible, resilient, and possessing self-control.

The human resources managing education, facilitators, and school management exemplify the implementation of the five pillars for students, for example, greeting everyone they meet on the street, using two languages (Indonesian and English), and using positive language. Policies established by the school are implemented by all staff, such as the zero plastic zone policy and student involvement in student-led conferences. Foundation and school activities also include leadership days, market days, ozone day commemorations, and other important holidays.

The scope of inclusive school management at Mutiara Bunda Elementary School includes:

- a. Student management focuses on the education of children with disabilities or unique characteristics.
- b. Curriculum management uses a modified regular school curriculum to accommodate the strengths and weaknesses of each child with special needs, taking into account their characteristics and level of specialization. Therefore, the curriculum must be designed in a flexible, responsive, and integrated manner.
- c. Curriculum development involves modifying the curriculum to ensure flexibility in the curriculum, evaluation system, and learning design.

- d. Assessment management: Inclusive education assessments are conducted to assess whether all activities have achieved the stated objectives.
- e. Management of educators and education personnel, including professional staff in the fields of teaching, educating, guiding, directing, training, and evaluating students who implement inclusive programs. Educators include teachers, parents, guardians/caregivers, and special education assistants. Educational personnel include therapists, medical personnel, doctors, psychologists, and laboratory personnel.
- f. Management of facilities and infrastructure. Inclusive education infrastructure is the hardware/software used to support the successful implementation of inclusive education in specific educational settings.
- g. Management of funding obtained from the School Operational Assistance Program (BOS), private funds, and tuition fees (SPP).
- h. Management of community resources. As the longest level of formal education, Mutiara Bunda Elementary School prioritizes the personality development that children need at each stage. In the first stage, grades 1 and 2, children develop various good habits that demonstrate their readiness to learn. Furthermore, in a broader and more diverse environment, children learn to develop good manners, facilitated through lessons on religion, Pancasila, and personality development. In the middle stage, grades 3 and 4, children become more aware of themselves and their environment, enabling them to perform with confidence and creativity in more diverse and group activities. Children are increasingly open to expressing their opinions and submitting suggestions in various typical school activities, such as choosing dishes in the cookery activity, which is one of the implementations of STEAM (Science, Technology, Engineering, Art, Mathematics) at school.
- i. In the final phase, grades 5 and 6, children are heavily involved in various co-curricular activities that accommodate students to develop self-regulation and resilience.

Monitoring and evaluation reports are also submitted verbally through monthly meetings with school management. Teacher and coordinator evaluations each semester use Key Performance Indicators (KPIs). Annual evaluations are conducted through school work meetings. The principal, assisted by four vice principals, monitors and evaluates the facilitators and the learning process weekly. The vice principals forward the evaluation results to the principal.

The foundation's management monitors the implementation of the educational program monthly through meetings with school management. Monitoring and evaluation of students with special needs (ABK) is carried out

through weekly, monthly, mid-semester, and final semester assessments. The monitoring and evaluation mechanisms for students with special needs (ABK) are the same as for regular students, but are more flexible and adapt to the student's development. The reporting mechanism for monitoring and evaluation of the Mutiara Bunda Elementary School education program is developed by the school management and then reported annually to the Mutiara Bunda Group of Schools.

The reporting mechanism for student monitoring and evaluation results is carried out through narrative and semester report cards. Narrative report cards describe student learning progress and midterm exam scores, which are reported mid-semester to parents with the approval of the principal. Semester report cards contain student learning achievements during the semester and are reported each semester to parents with the approval of the principal. The implementation of the five pillars (Grateful, Acceptance, Caring and Sharing, Continuous Improvement, and Persistence) has an impact on the achievement of school goals. The impact of the implementation of the five pillars is evident in the attitudes of students who demonstrate Islamic morals and the achievements of the school and students. Awards received by the school include Adiwiyata School, Character School, and Inclusive Education School.

At Mutiara Bunda Elementary School, the implementation is integrated but separate in some practical aspects. The monitoring and evaluation authority for the school's education program rests with the principal. The principal, as supervisor, is responsible for monitoring, fostering, and improving the educational process at the school. The principal's authority is supported by the vice principal, who monitors and evaluates the facilitators and the learning process.

The principal's authority is also supported by the facilitator, who monitors and evaluates the student learning process. The foundation has a quality assurance management department to conduct audits of the school's quality management processes. Monitoring and evaluation of facilitators and educational programs are carried out by the principal on a regular basis, monthly, semesterly, and annually. Monthly evaluations are conducted through a large-scale briefing.

The various evaluations conducted at Mutiara Bunda Elementary School, in addition to PTS (Private and Special Education), are as follows:

- a. Project Week, a monthly project assignment given to students, integrating several subjects. Each student is required to complete an assignment according to the teacher's instructions, integrating their perceptions from

- several subjects and then presenting them in an artwork, which can be written, drawn, and/or musically.
- b. Cookery, a monthly cooking activity. Students are divided into several groups, and each group is given the right to determine the menu they will prepare. Assessment is based on teamwork, cooperation, taste, cooking courage, and ingredient preparation.
 - c. Assembly, a class performance event held in the second semester, features artistic performances. Each class divides students into several groups. Each group will present a different performance, including group vocals, solo vocals, dance, poetry, playing musical instruments, and/or drama. In this activity, students learn to be more confident, reactive, and showcase their creativity and talents. Each class performs in turns, watched by students from other classes and their parents. Students with special needs are also actively involved in the performances.
 - d. Festival and Exhibition, a large annual event featuring various musical dramas with various themes. This event usually involves collaboration between two classes. Every student is involved and plays a vital role, including students with special needs. Some played characters in the drama, others wrote the script, choreographed the choreography, prepared the stage and costumes, and others prepared the exhibition.

The principal engaged directly with the teachers. On Saturdays, when students were participating in extracurricular activities, the principal communicated and listened directly to the teachers' challenges during the five-day teaching period. This aligns with Mulyasa's (2011) statement that the principal's role in ensuring the success of character education is to periodically evaluate the implementation of character education in the school, involving teachers and related staff. This allows for the identification of any obstacles encountered by those involved and the refinement of the program design that has not yet been implemented.

6. Discussion

Inclusive leadership is identified as a key approach that "values diversity, invites and welcomes everyone's individual contributions, and encourages full engagement in the decision-making process and shaping reality." The implementation of Inclusive Leadership at Mutiara Bunda Elementary School can be robustly analyzed through findings regarding the 5 Pillars of Written School Culture and Inclusive School Management Mechanisms.

School Pillars	Elements of Inclusive Leadership Fulfilled	Evidence of Implementation
Acceptance:	Valuing diversity, avoiding deficit thinking.	Seeing differences as richness, not obstacles.
Caring and Sharing:	Creating a sense of belonging and purpose, building relationships.	Sharing with others as a form of caring.
Continuous Improvement:	Remaining curious, flexible, and committed to improving learning outcomes.	Lifelong learners, regular evaluations (semesterly KPIs, monthly meetings).
Persistence:	Sharing responsibility, individual empowerment, accountability.	Responsible, resilient, and having a structured monitoring and evaluation mechanism by the principal and vice principal.

In accordance with the inclusive leadership theory by Devecchi & Nevin (2010), Mutiara Bunda Elementary School has successfully implemented inclusive leadership in various levels:

- a. Individual Level (Student): A focus on learner-centered practice/listening to learners is realized through Assemblies, Festivals, and Exhibitions that involve children with special needs and provide space for the expression of talents and self-confidence.
- b. School Level: Flexible and responsive curriculum management (modified to suit the needs of children with special needs), adaptive assessment management, and the presence of Special Assistant Teachers (although not mentioned in the detailed findings regarding their availability, this is part of the management of Educators and Education Personnel).
- c. Community Level: Family and community involvement is realized through Student-Led Conferences and monitoring and evaluation reports to parents (narrative and semester reports), which aligns with recommendations in the literature.

The principal also engages directly with teachers every Saturday, which is a form of professional development and support crucial for creating an inclusive culture, in line with one of the instructional leadership practices. The results indicate that at Mutiara Bunda Elementary School, the inclusion program is

implemented in an integrated manner, yet separated in several practical aspects, in accordance with the theory stated by (Perlusz, 2025). This reflects the school's efforts to achieve the goal of full inclusion while still providing the individual support needed by children with special needs.

- a. Integrated Aspect (Social Inclusion): The implementation of the school's five pillars, activities such as Project Week, Cookery, Assembly, and Festival and Exhibition that involve all students, including special needs children, ensures they have equal experiences and are recognized as part of the school community.
- b. Separate Aspect (Individual Support): Student management focused on each child's unique characteristics, a modified curriculum, and the role of special support teachers demonstrate the school's commitment to the principle of equity – providing differentiated support to achieve equal learning outcomes.
- c. This success is validated by the school's awards, such as the Adiwiyata School, Character School, and Inclusive Education School, demonstrating that inclusive leadership policies have had a tangible impact on school culture and goal achievement.

CONCLUSION

There is limited literature discussing the role and influence of educational leaders on inclusive education. Similarly, there is no literature addressing how outdated leadership models and practices hinder the realization of inclusive education. There is a clear need for various types of research, but particularly quantitative research that addresses school leaders' beliefs, attitudes, and efficacy toward inclusive education. Inclusive leadership is a key approach successfully implemented at Mutiara Bunda Elementary School through the instillation of the 5 Pillars of School Culture (Acceptance, Caring and Sharing, Continuous Improvement, and Persistence). These pillars strongly reflect inclusive leadership principles such as valuing diversity, building relationships, and accountability. Overall, Inclusive Leadership has had a tangible impact on school culture and the success of the inclusion program, validated by the school's achievements as an inclusive education provider and various other awards.

REFERENCES

- Abualrish, A., & Khasawneh, M. A. S. (2024). Using Social Media as a Platform of Communication Between School Administration and the Local Communities to Promote Inclusive Education for Children with Special

- Needs Maryam. *Studies in Media and Communication*, 12(2), 79–87. Scopus. <https://doi.org/10.11114/smc.v12i2.6560>
- Adams, D., Hussain, S., & Tan, K. L. (2023). Inclusive Leadership for Schools: Practices, Challenges, and Future Directions. In D. Adams (Ed.), *Educational Leadership: Contemporary Theories, Principles, and Practices* (pp. 85–99). Springer Nature. https://doi.org/10.1007/978-981-99-8494-7_6
- Adigun, O. T. (2021). Inclusive education among pre-service teachers from Nigeria and South Africa: A comparative cross-sectional study. *Cogent Education*, 8(1), 1930491. <https://doi.org/10.1080/2331186X.2021.1930491>
- Agarwal, J., Parajuli, R. R., Xanthou, M. G., & Sextos, A. G. (2025). Inclusive resilience: A participatory methodology for self-improving seismic resilience of school communities in Nepal. *International Journal of Disaster Risk Reduction*, 129, 105759. <https://doi.org/10.1016/j.ijdrr.2025.105759>
- Agus Santoso, Sapardiyono Sapardiyono, & Prasasti Utami. (2023). Implementasi Kebijakan Penyelenggaraan Program Pembangunan Bidang Pendidikan Inklusi di Kabupaten Purworejo. *Jurnal Hukum*. <https://doi.org/10.37729/eksaminasi.v3i1.1726>
- Almalky, H. A., & Alrabiah, A. H. (2024). Predictors of teachers' intention to implement inclusive education. *Children and Youth Services Review*, 158. Scopus. <https://doi.org/10.1016/j.childyouth.2024.107457>
- Astri Hanjarwati, Hanjarwati, A., Siti Aminah, Aminah, S., & Aminah, S. (2014). Evaluasi Implementasi Kebijakan Pemerintah Kota Yogyakarta Mengenai Pendidikan Inklusi. 1(2), 221–248. <https://doi.org/10.14421/ijds.010206>
- Azzopardi, A. (2023). Building inclusive communities. In R. J. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International Encyclopedia of Education* (Fourth Edition) (pp. 183–190). Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.12069-X>
- Biro-Gautron, K., Kohout-Diaz, M., & Deyrich, M.-C. (2025). Inclusive professional practices of primary school teachers in multigrade classes in France catering for pupils with special educational needs. *International Journal of Educational Research*, 131, 102598. <https://doi.org/10.1016/j.ijer.2025.102598>
- Demirel, A. E., & Erkiılıç, M. (2025). Mapping the inclusive design literature in the built environment: Towards an expanded experiential definition of

- inclusivity. *Design Studies*, 101, 101354.
<https://doi.org/10.1016/j.destud.2025.101354>
- Devecchi, C., & Nevin, A. (2010). Leadership for inclusive schools and inclusive school leadership. In A. H. Normore (Ed.), *Advances in Educational Administration* (Vol. 11, pp. 211-241). Emerald Group Publishing Limited. [https://doi.org/10.1108/S1479-3660\(2010\)0000011014](https://doi.org/10.1108/S1479-3660(2010)0000011014)
- Er Rida, S., Zaidouni, A., & Mafhoum, M. (2024). Inclusive Education: Exploring Parental Aspirations for Children with Down Syndrome in Regular Schools. *The Open Psychology Journal*, 17. <https://doi.org/10.2174/0118743501311174240906104333>
- Garrison-Wade, D., Sobel, D., & Fulmer, C. L. (2007). Preparing Principals for the Role that Awaits Them. *Inclusive Leadership*, 19.
- Indrayani, K., Meliani, F. M., Aryani, D. F., Suniah, S., Purnamasari, D., & Intan, S. (2025). Enhancing Early Childhood Creativity Through Augmented Reality-Assisted Drawing Pattern Development at Nurul Qolbi Kindergarten. *Hadlonah: Jurnal Pendidikan dan Pengasuhan Anak*, 6(2), 70-79.
- Izzah, N., Setianti, Y., & Tiara, O. (2023). Peran Kepemimpinan Kepala Sekolah dalam Mewujudkan Sekolah Ramah Anak di Sekolah Inklusi. *Murhum : Jurnal Pendidikan Anak Usia Dini*, 4(2), 272-284. <https://doi.org/10.37985/murhum.v4i2.236>
- Kartika, I., Ginanjar, T. F., Gofur, H. A., Meliani, F., Paramansyah, A., & Saepudin, S. (2025). Social Intelligence And Professional Competence In Enhancing Learning Creativity In Islamic Religious Education At Ibnu Chaldun University Jakarta. *Edukasi Islami: Jurnal Pendidikan Islam*, 14(02), 471-490.
- Moleong, L. J. (2018). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- OECD. (2017). *Health at a Glance 2017: OECD Indicators*. OECD Publishing: Paris. https://doi.org/10.1787/health_glance-2017-en
- Perlusz, A. (2025). Inclusive School Leadership. *Hungarian Journal of Disability Studies & Special Education*, 12(3). <https://doi.org/10.31287/FT.en.2021.2.4>
- Suzana, S., Julaeha, J., & Supriyatun, S. (2025, October). Developing an Interaction-Based Digital Puzzle Game To Foster Critical Thinking in Children. In *Proceedings International Conference of Bunga Bangsa* (Vol. 3, No. 2, pp. 22-59).