
THE ROLE OF LEADERSHIP MANAGEMENT IN IMPROVING INCLUSIVE EDUCATION

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ABSTRACT

Inclusive education is a progressive approach that promotes diversity as a key force for the development of all students. In this context, the role of leadership management is crucial in determining the successful implementation of inclusive education in educational institutions. This chapter examines and analyzes the key role of leadership management in promoting inclusive education, focusing on critical aspects that influence the formation of supportive learning environments. This chapter discusses the basic concepts of leadership management in inclusive education, outlining effective strategies to promote inclusivity at different levels of institutions. Emphasis is placed on the role of leaders in shaping an inclusive school culture, facilitating collaboration between various stakeholders, and efficiently managing resources to meet the needs of diverse students. Through a comprehensive literature review and integration of empirical research results, this chapter presents insights into how leadership management can support a paradigm shift towards inclusive education. By exploring best practices and possible challenges, this article provides practical guidance for education leaders, teachers, and policymakers to design and implement effective strategies. It is hoped that this chapter can contribute to a further understanding of the complexity of the role of leadership management in the context of inclusive education, thus encouraging the creation of educational institutions that are more responsive and oriented to the needs of all students.

Keywords: Leadership management, Education leadership, Inclusive education

INTRODUCTION

In the context of inclusive education, some education leaders often face challenges due to a lack of specialized training to manage student diversity. Effective leadership in inclusive education requires a deep understanding of students' needs as well as customizable teaching strategies (Smith et al., 2018; Tsakeni & Jita, 2019). This lack of training can hinder school leaders' ability to design and implement inclusive policies (Alfina & Anwar, 2020). The delivery of inclusive education requires an adequate allocation of resources, including trained teaching staff and specialized support for students with special needs (Lestari et al., 2022). In research (Eiríksdóttir & Rosvall, 2019) It noted that education leaders often face obstacles in managing limited resources, which can affect the quality of inclusive education (Ní Bhroin & King, 2020). Funding and personnel shortages can be serious obstacles to achieving an inclusive learning environment (Rangkuti & Maksum, 2019).

Leadership management is faced with resistance from both internal parties, such as teachers and school staff, as well as external, including parents and the surrounding community (Pramudyo Anung, 2013). Mentioned in research (Mahajan et al., 2020), Resistance to the concept of inclusive education may limit progress on its implementation. Education leaders need to develop effective communication and advocacy strategies to overcome this resistance (Murniasih, n.d.; Zaini, 2017). Pendidikan inklusif menuntut keterlibatan aktif orang tua dalam proses pengambilan keputusan terkait dengan pendidikan anak-anak mereka. Pimpinan pendidikan harus memastikan bahwa kebijakan dan praktik inklusif melibatkan orang tua sebagai mitra penting. Epstein (2001) menjelaskan keterlibatan orang tua dapat meningkatkan efektivitas sekolah dan membantu menciptakan lingkungan pendidikan inklusif yang mendukung perkembangan siswa (Mardi Fitri, 2020).

Education leaders are expected to be inclusive models for all school staff. This involves leadership practices that support teamwork, fairness, and acceptance of diversity. According to (Diaz-Vega et al., 2022), inclusive leadership creates a positive and supportive school culture, which is critical to the successful implementation of inclusive education (Agbenyega & Klibthong, 2022; Al-Khateeb et al., 2023) Inclusive education is an approach that emphasizes the inclusion of students with special

First, the literature review focused on the concept of transformational leadership, which has been recognized as a key factor in creating an empowering inclusive educational environment. In a study by Leithwood and Jantzi (2005), transformational leadership was identified as a strategy that encourages collaboration, inspires innovation, and shapes inclusive school cultures. Therefore, this literature provides a solid theoretical basis for understanding how this leadership style can shape inclusive praxis in educational settings.

Furthermore, through literature review, the concept of resource management in the context of inclusive education is also explored. Research by (Pongrácz et al., 2023) shows that resource management, including allocation of funds and personnel, has a direct impact on the successful implementation of inclusive education. This research provides deep insights into how education leaders can design policies and strategies to manage resources effectively, ensuring that inclusive student needs are met.

Finally, through a synthesis of literature, this chapter identifies the important role of leadership in shaping parental engagement in inclusive education. The study by (Kamran et al., 2023) highlights the importance of parental involvement in decision-making and support of their children in an inclusive context. Therefore, this literature review not only builds a conceptual foundation, but also provides an in-depth look at how educational leaders can facilitate parental involvement as active partners in supporting inclusive education. By detailing these concepts through relevant literature, this chapter seeks to forge a solid foundation for an understanding of the role of leadership management in promoting inclusive education. References to these studies provide an empirical foundation that supports and strengthens the arguments and concepts presented in this chapter.

DISCUSSION

To interpret the concept of leadership management in this chapter, it is necessary to discuss the definition of the words management, education management, leadership management in managing an inclusive educational institution.

1. Management Definition

The word management comes from English and refers to skills in tidying, maintaining, managing, and running an entity. In terminology, in the large English dictionary, management is defined as the act of management or leadership. Here are some opinions about management terms, as follows:

- a) Frederick W. Taylor, developed a scientific management concept that emphasized job analysis, time measurement, and production standards to improve efficiency (McBryde et al., 2020).
- b) Henri Fayol: Principles of Management. Fayol introduced five basic functions of management, namely planning, organizing, directing, coordinating, and supervising (Fayol, 1916). Management is a process of directing and initiating responsibility for those who organize the process as a group to achieve the results to be achieved.
- c) Marry Parker Follet management is as the ability to complete the work given from others, in the sense that it means that a manager is tasked with commanding, directing and guiding other individuals to realize the achievements of an organization that has been desired (McBryde et al., 2020).
- d) Barbosa outlines Management is a strategy for planning, organizing, coordinating, and controlling resources to achieve goals effectively and precisely (Barbosa et al., 2021)
- e) (Foley et al., 2020) is management is tips for planning, utilizing and organizing group resources that have been agreed or determined (Chen et al., 2020) Management is the science and art of managing the process of utilizing human resources effectively, which is supported by other resources in an organization to achieve certain goals. In this sense, there are two systems contained in management, namely the organizational system and the organizational managerial system.

The organizational system relates to the organizational model or pattern adopted, while the managerial system deals with the patterns of organization, leadership, and cooperation applied by the members of the organization.

2. Understanding Education Management

Education management includes a conceptual framework and application of practices that aim to plan, organize, direct, and control all aspects of educational activities in order to achieve the desired goals. In this context, the focus of education management is not limited to the administration or management of educational institutions alone but also involves curriculum planning, human resource management, infrastructure development, as well as assessment, and continuous improvement efforts. Expertise in managing the complexity of the education system, adapting to contextual changes, and ensuring the smooth running of each element in the educational process is an important key to obtaining a positive impact on students, educators, and society as a whole (Başari et al., 2017). Here are some experts' views regarding the concept of Education Management

- a) Dr. Sutrisno Hadi stated that education management is an effort to organize and direct education effectively and efficiently. Educational management involves planning, organizing, implementing, and supervising various educational activities to achieve predetermined educational goals (Sutrisno, 2016).
- b) Mohammad Nuh: According to Mohammad Nuh, Minister of Education and Culture of the Republic of Indonesia, education management is an effort to manage educational resources properly and optimally, including the management of human resources, infrastructure, and various other aspects, in order to achieve the desired educational goals (Kuswadi & Nuh, 2016).
- c) Mangkunegara: Prof. Dr. Anwar Prabu Mangkunegara, in his book entitled "Indonesian Education Management," suggests that education management includes planning, organizing, implementing, and supervising educational activities in order to run well and achieve educational goals (Mangkunegara, 2011).
- d) James J. Coleman: James J. Coleman, a sociologist, emphasized the importance of social and environmental factors in educational management. According to him, education management not only involves policies and practices at the level of educational institutions but also takes into account social dynamics in society that can affect the educational process (Coleman & James, 1961).
- e) John W. Meyer and Brian Rowan: Meyer and Rowan discuss the concept of "institutionalism" in educational management. They emphasize that educational institutions have certain roles and norms that shape the way they are governed and run (Meyer et al., 1978).

The understanding of educational management from these various opinions reflects the complexity and multidimensionality of educational management activities. There is a consensus that education management involves various aspects, including planning, organizing, implementing, and nurturing, as well as considering social factors and existing norms.

3. Inclusive Education Management

All students who qualify for special education must receive specially *designed instruction* (SDI). Inclusive education is developed to meet the needs of children with disabilities. Special education is closely monitored and any developments related to learning should be documented. In this case, case studies not only discuss or solve problems in communicating, behavior, ability to interact socially, workability, or work/sector, regardless of or distinguish people with disabilities (Alfina & Anwar, 2020).

Inclusive education is education that seeks to accommodate the diversity of students, including children with special needs. Ideally and paradigmatically, learning includes accepting, accepting all learners minimizing negative labeling, and including groups involved in their work (Bahri 2022). Management is a program or various programs carried out by, by, and for people. The program is a learning process that is unique and has distinctive characteristics, different from the business intention to get the highest profit (Elmassri et al., 2023; Lestari et al., 2022; Susilowati et al., 2022)

Management tools in administration, management, organization, and allocation of resources in the world of education are the essence of education management. This matter is in line with what Nurhadi explained that in this case education management is a science that discusses the provision of human resources (HR), curriculum, or learning resources and facilities to realize educational goals optimally and can create a positive environment for the surrounding community, which participates in

the educational outcomes that have been set. Collaborative or inclusive education management is the process of planning, organizing, operating, and controlling the activities of the education system to achieve the goals that have been set or proclaimed. Academic management in schools includes giving full authority to the principal to plan, organize, direct, plan, monitor, and evaluate aspects of school education which include students, curriculum, academic staff, educational equipment and financial resources, and the school community (Yunita et al., 2019) Inclusive education management is carried out by:

- a) **Inclusive Policy Development and Implementation:** An education leader needs to develop an inclusive policy that ensures every student has access to quality education. This includes the establishment of policies that support the integration of students with needs specifically into the general class. For example, leaders can implement curriculum adjustment policies or additional support to ensure each student benefits from the learning experience.
- b) **Staff Skills and Awareness Development,** education leaders need to foster staff skills and awareness related to an inclusive approach. This includes providing training to teachers and education staff to implement inclusive practices in teaching and providing the necessary support to all students.
- c) **Facilitation of Collaboration and Communication:** An effective leader must be able to facilitate collaboration between all stakeholders, including teachers, parents, and special education experts. Effective collaboration can ensure good coordination in providing support to students with special needs.
- d) **Leadership management** also involves managing resources efficiently, including human, financial, and physical resources. Education leaders need to allocate resources wisely to support the success of all students, including those with special needs.

All children must have the opportunity to learn together and be accommodated in all that is needed without any discrimination underlying the basic principles of inclusive education. This is what makes regular or public schools required to have the equipment to be able to see and meet what heterogeneous students need, including children who from traditional aspects are excluded both from the aspect of school education and participation in school. Smith argues that the educational purpose of students with barriers is the actual involvement of each child in the overall school environment. Inclusion can be interpreted as accepting children who have obstacles in the curriculum, self-concept (vision and mission) of the school, and the environment of social interaction. It can be concluded, that inclusive education means that schools and education must be responsive and accommodating to individual students this inclusivity depends on the school, teachers, and all students (Dan, 2015)

Inclusive education management gives full authority to schools to plan, coordinate, organize, direct, supervise, and evaluate the components of a school's education, namely, students, education staff, curriculum, education financing, facilities and infrastructure, and the school's relationship with the community environment. An inclusion school is a school that accommodates all students in the same class without distinguishing anything. This school provides a decent, challenging but still appropriate education according to the needs and abilities of students with support from teachers so that students can succeed. Inclusion schools are also places where every child is accepted to be part of the class and other community members so that individual activities are fulfilled (Wati 2014).

The learning model used is regular learning, which combines ordinary (normal) students with children with special needs. The purpose of integrating these students is to change the views of students about children who have problems in learning and children who do not have learning disorders so that the class is cooperative. An inclusive school teacher often complains about the limited facilities and infrastructure available, this causes a less than-optimal learning process (Sunaryo & Sunardi, 2011).

Research presented by (Siti Maimunah) shows that the implementation of inclusive education in schools is supported by planning, implementation, and evaluation. The primary role of the teacher guide is to provide assessment for students to measure maintain and develop guidelines for teachers and to plan individual learning programs (PPIs). PPI is an individual learning program activity which is a tool that must be prepared by teachers containing programs that will be received by children with special needs. After the PPI has been compiled, the learning is ready to be carried out with regular classes. This is an innovation from the development of education. The standards applied in schools are

regular classes of cluster and indent type. This model applies learning including children with special needs who learn and children without special needs in regular classes and special groups and sometimes interesting classes. Other learners and professional teachers lead learning for children with special needs. The implementation of inclusive education aims to create the next generation who are able to understand and accept different characteristics without creating discriminatory practices in community life (Maimunah et al. 2018).

4. The Role of Leadership in Inclusive Education

The role of leadership in inclusive education covers a variety of aspects that are crucial to creating a learning environment that supports student diversity. An education leader plays a central role in formulating policies, designing implementation strategies, and providing direction to ensure that inclusive education is implemented effectively. According to (Akinbami, 2021) leadership includes fostering staff skills, managing resources, and creating an inclusive school culture. Leadership in inclusive education requires a deep understanding of the needs of students with special needs and the ability to develop effective inclusive strategies. Education leaders must ensure that school staff engage in relevant training and professional development to support the implementation of inclusive practices in the classroom. By deeply understanding the challenges and opportunities in inclusive education, leaders can build teams of educators who are skilled and sensitive to student diversity.

In addition, education leaders play an important role in managing resources to support inclusive education. This includes adequate budget allocation, procurement of infrastructure, and management of skilled staff to meet the needs of diverse students. Pijl and Meijer (1997) highlight the importance of efficient resource management to create an inclusive learning environment. An inclusive school culture is also the result of effective leadership. Education leaders must create an atmosphere in schools that promotes diversity, stimulates collaboration among teachers, and removes barriers to inclusivity. In this case, leadership is not just about making decisions but also shaping norms and values that support inclusive education.

Overall, leadership roles in inclusive education include resource management, staff coaching, and the creation of an inclusive school culture. Through these actions, education leaders can make a significant contribution to the successful implementation of inclusive education in educational institutions, namely:

- a) The role of leaders in creating an inclusive environment is critical to ensuring that every student feels welcome and supported in the educational environment. First of all, education leaders need to formulate policies and guidelines that support inclusivity. This includes creating curriculum adjustment policies, specialized support, and other resources to meet the needs of diverse students. For example, UNESCO's (2009) guidance on inclusion in education provides the foundation for policies that support inclusive education.
- b) Leaders also have a role to play in empowering staff and teachers to implement inclusive practices. Through training and coaching, educational leaders can ensure that educators have the skills and understanding necessary to support the success of all students, including those with special needs (Sholihah & Chrysoekamto, 2021). This approach ensures that educators can respond well to the individual needs of students in the classroom.
- c) In creating an inclusive environment, education leaders also play a role in managing resources wisely. It involves the allocation of funds and facilities taking into account the needs of diverse students. (Sunaryo & Sunardi, 2011) highlights the importance of efficient resource management to create an inclusive learning environment.
- d) Education leaders also have a role to play in facilitating collaboration among stakeholders, including parents, teachers, and education specialists. Open and collaborative communication can create an environment that supports the exchange of information and ideas to enhance students' learning experience (Kurniawati et al., 2020)

Finally, education leaders need to lead by example and promote an inclusive school culture. It involves establishing norms and values that support acceptance and cooperation among all members of the

school community. Thus, education leaders not only design policies but also act as agents of change in shaping a culture that supports inclusivity (Sagala, 2015).

Leadership plays a major role in shaping a school culture that supports diversity (Tanjung et al., 2022). Effective leaders can create an environment where diversity is recognized as a strength, not as an obstacle. Establishing a school culture that supports diversity involves several strategic steps. First, leaders need to establish inclusive values and communicate them clearly to the entire school community. These values include acceptance, respect for difference, and fairness. Leaders can also shape an inclusive culture through school policies and practices that support diversity. This includes fair assessment policies, curriculum adjustments, and additional support for students with special needs. Implementing these policies consistently will establish patterns of behavior that support diversity among staff and students. In addition, leaders can shape an inclusive culture through training and professional development for staff. This training can include an in-depth understanding of diversity, inclusive teaching strategies, and cross-cultural communication skills. Leaders need to encourage active staff participation in such training to build a deep and sustainable understanding of diversity. The result of a school culture that supports diversity is the creation of an environment where every student and staff feels welcome and valued. According to Ainscow and Miles (2008), an inclusive school culture creates a positive work atmosphere and stimulates close collaboration between all members of the school community (Apriyono, 2013; Susilowati et al., 2022).

In quoting opinions (Alfina & Anwar, 2020) they stated, "An inclusive school culture builds norms and values that support acceptance and cooperation among all members of the school community. It engages all staff and students in a joint effort to create an environment that supports and encourages diversity. Thus, effective leadership can shape a school culture that supports diversity through communication of inclusive values, implementation of supportive policies and practices, staff training, and providing ongoing support to create an inclusive and diversity-friendly educational environment. Creating an inclusive environment in an educational context requires a holistic and planned management strategy. First of all, education leaders must develop clear inclusive policies and guidelines. This includes designing fair assessment policies, establishing curriculum adjustment guidelines, and ensuring adequate resources are available to support student diversity. These policies and guidelines need to be clearly communicated to the entire school community so that all members can be actively involved in creating an inclusive environment (Wiliyanto, 2022).

Furthermore, resource management becomes a key strategy for creating an inclusive environment. Education leaders need to allocate budgets wisely to ensure the availability of necessary resources, including educators trained in supporting student diversity. This resource management also involves the allocation of time and facilities that support an inclusive approach to teaching and learning (Rohayah & Hanafi, 2015). Training and professional development for staff is another important strategy. Education leaders should provide relevant training for teachers and education staff, helping them develop skills and understanding in implementing inclusive practices. This training may cover topics such as teaching differentiation, inclusive classroom management, and teaching approaches that are responsive to the needs of diverse students. Close collaboration and communication with all stakeholders is another strategy that is not less important. Education leaders need to create a forum to share ideas and experiences between teachers, parents, and special education experts. This collaboration enables the exchange of knowledge and best practices to effectively support student diversity (Dan, 2015).

Finally, continuous evaluation and monitoring is a crucial management strategy. Education leaders need to measure the effectiveness of inclusive policies and practices that have been implemented. By conducting periodic evaluations, leaders can identify areas that need improvement, adjust strategies, and ensure that inclusive environments continue to evolve according to student needs. Through the implementation of these management strategies, educational leaders can create and maintain an inclusive environment that supports student diversity. It's not just about creating policy, it's also about managing resources, empowering staff, building collaboration, and conducting ongoing evaluations to achieve inclusive and meaningful education. Creating an inclusive environment in education requires effective and planned management strategies. The strategy includes inclusive policy development, resource management, staff training, collaboration, and ongoing evaluation. First of all, the development of clear inclusive policies lays the foundation for the creation of an environment that

supports diversity. This involves designing a fair assessment policy and drafting curriculum adjustment guidelines. Guidance from UNESCO (2009) on inclusive policies can be a source of reference for shaping holistic inclusive policies.

Resource management is becoming a key element in creating an inclusive environment. Education leaders need to allocate budgets wisely to support the needs of diverse students. This includes the allocation of human resources and infrastructure that supports inclusive education. According to Pijl and Meijer (1997), efficient resource management is essential to create an inclusive learning environment. Training and professional development for staff is another important strategy. Education leaders need to provide relevant training for teachers and education staff so that they have the skills and understanding needed to implement inclusive practices. The book "Including Students with Special Needs: A Practical Guide for Classroom Teachers" by Friend and Bursuck (2018) can be a useful reference source for staff training. Close collaboration and communication between all stakeholders is an important strategy for creating an inclusive environment. Education leaders must create a forum for sharing ideas and experiences among teachers, parents, and special education experts. The study by Pijl, Frostad, and van der Veen (2012) discusses the importance of collaboration in inclusive education reform.

Finally, continuous evaluation and monitoring become important management strategies. Leaders need to continually evaluate inclusive policies and practices that have been implemented. By conducting periodic evaluations, leaders can identify areas that need improvement, adjust strategies, and ensure that inclusive environments continue to evolve according to student needs. Through the implementation of this management strategy, educational leaders can create an inclusive environment that supports student diversity. By designing inclusive policies, managing resources efficiently, empowering staff, building collaboration, and conducting continuous evaluations, an inclusive environment can become a reality in an educational context. The application of best practices in management to support inclusivity requires a holistic approach involving policy, resource management, staff training, collaboration, and ongoing evaluation. One best practice is the development of inclusive policies that support all students in an educational context. UNESCO's (2009) guidelines on inclusive policies can be a reference for formulating policies that support equitable assessment, curriculum adjustment, and adequate resource allocation.

Resource management is becoming a key element in best practices to support inclusivity. Prudent budget management to support student diversity includes the allocation of human resources, facilities, and technology that support inclusive practices. The study by Pijl and Meijer (1997) discusses the importance of efficient resource management in supporting an inclusive environment. Staff training and professional development are important practices to ensure that educators have the necessary skills and understanding in implementing inclusive practices. These practices may include training on teaching differentiation, inclusive classroom management, and teaching strategies that are responsive to the needs of diverse students. The book "Including Students with Special Needs: A Practical Guide for Classroom Teachers" by Friend and Bursuck (2018) is a resource that can help in putting together staff training programs. Close collaboration and communication between stakeholders is an important practice in creating an inclusive environment. Education leaders need to create a forum to share ideas and experiences between teachers, parents, and special education experts. These collaborative practices can create an exchange of knowledge and best practices to effectively support student diversity. The study by Pijl, Frostad, and van der Veen (2012) discusses the importance of collaboration in inclusive education reform (Lynch, 2017; Ní Bhroin & King, 2020).

Finally, continuous evaluation and monitoring is a crucial practice to evaluate the effectiveness of inclusive policies and practices that have been implemented. By conducting periodic evaluations, leaders can identify areas that need improvement, adjust strategies, and ensure that inclusive environments continue to evolve according to student needs. By applying these best practices, education management can create and maintain an inclusive environment that supports student diversity. It involves implementing inclusive policies, efficient resource management, staff training, collaboration, and ongoing evaluation to achieve inclusive and meaningful education (Carvalho et al., 2023).

Resource management in an inclusive context is an important aspect of creating an educational environment that supports student diversity. This involves judiciously allocating resources to support the needs of diverse students, including those with special educational needs (Gunnars, 2023;

Miklyaeva et al., 2019). Resource management includes aspects of finance, educators, and infrastructure that can provide optimal support for all students. One of the main aspects of resource management is adequate budget allocation. Education leaders need to strategically plan and allocate funds to support the needs of students with diversity. This includes financing curriculum customization programs, hiring additional trained staff, and providing educational technology and equipment that supports inclusivity. The provision of trained educators is a key step in managing resources for inclusivity. Teachers and education staff need specialized training that includes the implementation of inclusive teaching strategies, supportive classroom management, and responsive approaches to diverse student needs. In this regard, best practices can be found in inclusive education literature such as the book "Including Students with Special Needs: A Practical Guide for Classroom Teachers" (Crooks et al., 2018).

Infrastructure and technology also need to be managed by taking into account the diversity of students. The management of classrooms that support physical mobility, the provision of disability-friendly facilities, and the use of technology as learning aids are concrete steps in resource management to support inclusivity. In addition, resource management also includes the allocation of time to better support student needs. Scheduling that considers additional time for individualized support, collaborative teacher sessions, and other activities that support inclusivity can be an effective strategy. In this context, resource management is not just about budget allocation, but also about creating a physical and social environment that supports student diversity. By implementing inclusive resource management strategies, educational leaders can create an environment that stimulates the development and success of all students (Darley, 2021).

Staff development in the context of inclusive education is an important effort to ensure that educators have the skills and understanding necessary to support student diversity. This involves a number of strategic steps that include training, coaching, and professional development on an ongoing basis. First of all, education staff need to undergo training that includes an in-depth understanding of inclusive concepts, teaching strategies (Aleixo et al., 2018) that are responsive to the needs of diverse students, and supportive classroom management. Education leaders can put together training programs specifically designed to enhance staff skills in creating an inclusive environment. This training may include practical sessions, case studies, and collaborations with inclusive education specialists. Books and resources such as "Including Students with Special Needs: A Practical Guide for Classroom Teachers" by Friend and Bursuck (2018) can be useful guidelines during the training process.

In addition to training, regular coaching or supervision can also be part of staff development. Coaching can provide a platform to discuss practical challenges and strategies for managing diversity in the classroom. This allows educators to get immediate feedback and guidance that can improve their day-to-day practice. Staff development also involves participation in professional development activities of an ongoing nature. Education leaders can support staff in attending seminars, workshops, or conferences related to inclusive education. This provides an opportunity for staff to constantly update their knowledge and gain new insights into best practices in supporting student diversity.

Collaboration among staff and the exchange of best practices can also enrich staff development. Creating a school culture that encourages, shares, and ideas can be an effective means of enhancing staff skills and knowledge. Overall, staff development in inclusive education requires a comprehensive approach involving various forms of training, coaching, and continuing professional development. By empowering staff to understand and address inclusive challenges, educational institutions can create a learning environment that supports the development of all students.

Fostering collaborative relationships among school residents is key to supporting inclusive education. Strong and mutually supportive collaboration among teachers, staff, students, parents, and administrators creates an inclusive and welcoming learning environment for all students. First of all, collaboration between teachers is very important. Teachers need to work together to design and implement teaching strategies that support student diversity. The exchange of experiences and knowledge between teachers can enrich teaching practices and provide support to inclusive challenges. Good collaboration also involves support staff, such as inclusive education specialists and counselors (Ward & Lin, 2022). They can provide additional advice and support to teachers and students in need. Involving support staff in the planning and implementation of inclusive programs can improve the effectiveness of interventions and necessary adjustments.

Parental participation is a crucial element in supporting inclusivity. Open collaboration between parents and schools creates effective channels of communication to address students' individual needs. Involving parents in the decision-making process and providing clear information about a child's progress can strengthen support for children with special needs. School administrators also have an important role to play in facilitating collaboration. They need to create a school culture that encourages open communication, supports staff training, and allocates adequate resources to support inclusive education. Effective education leaders can provide support to collaborative efforts by rewarding positive contributions and supporting inclusive initiatives. It is important to develop regular forums and meetings that facilitate collaboration among school residents. These meetings can be used to design and evaluate inclusive strategies, as well as discuss individual student needs. Thus, collaboration between school residents is not only about solving everyday problems but also about forming a school culture that supports inclusivity (Zorek et al., 2022). Through strong and sustainable collaboration, school residents can create an inclusive educational environment. This collaborative initiative ensures that all stakeholders actively participate in supporting each student's success, thus creating an inclusive and caring school community.

CONCLUSION

The chapter discussing "The Role of Leadership Management in Improving Inclusive Education" illustrates that leadership management has a significant impact in shaping the direction and effectiveness of inclusive education in educational institutions. Through an in-depth literature review, this chapter highlights that transformational leadership can create inclusive school cultures, inspire staff and students, and generate innovations that support diversity. The emphasis on resource management is also emerging as a crucial element, where effective leadership must manage the allocation of funds and human resources to support inclusive practices. What's more, education leaders need to be agents of change in engaging parents as active partners in decision-making and support for inclusive education. The conclusion of this chapter creates an understanding that strong leadership management not only understands the value of inclusion, but is also able to implement it through policies, strategies, and practices that support the development of all students. Overall, the role of leadership management is not only relevant, but also important in realizing inclusive education that is equitable, equitable, and oriented towards the optimal development of each individual.

Teachers are the main concern of inclusive learning because teachers are school devices that directly interact with students and at the same time teach students in the classroom. Therefore, it is important for teachers to be able to do this in order to achieve inclusive learning in the classroom. In addition to school situations, parents can also increase awareness of the community where they live for children who need special handling and also need to get support for educational participation in their home environment.

In terms of optimizing the management of inclusive education, the role of school leaders as the highest decision-makers in an institution greatly influences the direction and goals that the institution wants to achieve. Effective communication between school leaders, classroom teachers, special tutors, and communities will have a positive impact on inclusive education governance. The quality of human resources and the availability of facilities and infrastructure also greatly support the success of inclusive education management.

The learning model used in inclusive education is regular learning, which combines ordinary (normal) students with children with special needs, the purpose of combining these students is to change the views of students about children who have problems learning and children who do not have learning disorders so that the class is cooperative, but an inclusive school teacher often complains or is still constrained by limited facilities and infrastructure Existing, this causes less than optimal learning process.

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