

Survey on the Need for Inclusive Leadership Models to Improve School Climate

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ABSTRACT

Regular schools are currently being prepared to become educational institutions that provide meaning for all students to be appreciated and develop their individual potential. Developing one's potential can be done by setting a positive school climate. Setting the school climate is planned by the principal as a leader in carrying out the tasks of planning, implementation and supervision, which is known as inclusive leadership. Inclusive leadership includes attitudes, values and behavior that support diversity and inclusion, while school climate is the atmosphere and culture that reflects the experiences of students and staff at school. Creating a positive school climate requires inclusive leaders who prioritize diversity and inclusion in their actions. Achieving school climate depends on leadership that is focused on inclusivity and diversity, as well as measuring and monitoring school climate regularly to ensure that all school members feel safe, heard and respected.

The current fact is that there are still students who experience difficulties in finding an inclusive school that suits their environment. Teachers in regular schools experience confusion in managing learning which can have a positive academic and non-academic impact on all students. The school does not yet have a collaborative program between class teachers, subject teachers, parents and students. The relationship between each school member is one indicator of the realization of a positive school climate. The difficulties experienced by schools can be caused by a lack of implementation of inclusive leadership among school principals. The requirements for becoming a school principal do not yet stipulate inclusive leadership abilities and training from the government still focuses a lot on teachers. The implementation of principal leadership in public schools that facilitates students with special needs is currently carried out using learning by doing.

This research aims to measure the level of inclusive leadership of school principals in regular schools that provide services for students with special needs as a consideration in designing school leadership models for the following year. The type of research used was a survey of 50 elementary schools in the Special Region of Yogyakarta. The research subjects who will be involved are 100 people, with details of 50 school principals and 50 teachers selected proportionally. Data collection techniques used questionnaires, interviews and Focus Group Discussions. Data analysis uses descriptive statistics by calculating the mean and standard deviation supported by interview results presented narratively. Interpreting the research results was carried out using an inductive paradigm. The research results show that the percentage level of inclusive leadership mapping in Yogyakarta Province is above 80%, which is dominated by Bantul Regency with the highest percentage of 93.70% and Kulon Progo Regency with the lowest percentage, namely 82.51%. Another hope is to be able to reveal collaborative potential and opportunities between school members so that it can be used as a model of inclusive leadership in shaping school climate. The output of this research is submitted articles in the Scopus Q3 journal and accepted articles in the Sinta 2 indexed national journal.

Kata Kunci: *inclusive leadership, school climate, students with special needs*