Readiness Of Leaders, Teachers, Parents, And Students In Complying With Regulations In Inclusive Schools: A Study On Sports Education

Nadia Jasmine*, Masduki Ahmad, Suryadi

State University of Jakarta, Jl. R. Mangun Muka Raya No.11, RT.11/RW.14, Rawamangun, Pulo Gadung District, East Jakarta City, Special Capital Region of Jakarta 13220
e-mail: nadinerakhman@gmail.com1;masduki@unj.ac.id2; suryadi@unj.ac.id3

Abstract

Inclusive schools are a real implementation of the commitment to fair and equal education for all students, including those with special needs. One important aspect of inclusive schools is sports education, which is a medium for students' physical, social, and emotional development. This study aims to analyze the readiness of various parties—school leaders, teachers, parents, and students—in complying with the obligations of laws and regulations related to the implementation of inclusive schools, especially in the context of sports education. The method used is a literature review, by analyzing various sources of scientific literature, government policies, and relevant laws and regulations. The results of the study show that the readiness of each party varies greatly and is influenced by factors such as understanding the regulations, teacher competence in adapting inclusive sports teaching methods, parental support in accompanying children, and student acceptance of diversity in the learning environment. In addition, it was found that existing regulations still need strengthening in terms of socialization and technical implementation in the field. This study concludes that the success of inclusive schools, especially in sports education, is highly dependent on the synergy of all parties in understanding and carrying out their responsibilities in accordance with applicable regulations. Further recommendations include teacher training, outreach programs for parents, and the development of inclusive sports education modules.

Keywords: Inclusive Schools, Sports Education, Regulation, Readiness, Legislation, Literature Review

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A. Introduction

Inclusive schools are a manifestation of efforts to realize fair and equitable education for all students, including those with special needs. In the context of inclusive education, the diversity of students—both in terms of physical, mental, and social abilities—is expected to be a strength that can enrich the learning process. Sports education, as an important element in the curriculum, has a strategic role in supporting the physical, psychological, and social development of students in an inclusive environment (Anderson & Ronksley-Pavia, 2020). However, the success of implementing sports education in inclusive schools is highly dependent on the readiness of various parties, including school leaders, teachers, parents, and students, to comply with the obligations as stipulated in laws and regulations.

Regulations related to inclusive education in Indonesia have been regulated in several laws, such as Law Number 20 of 2003 concerning the National Education System and Law Number 8 of 2016 concerning Persons with Disabilities. These regulations mandate that all students have the same rights to receive quality education, including access to sports education that is tailored to the needs of each individual. However, implementation in the field still faces various challenges, including limited understanding of teachers about inclusive sports teaching methods, lack of disability-friendly sports facilities, and resistance from some parents or students to the concept of inclusion (Murtiningsih et al., 2022).

Inclusive schools aim to accommodate all learners, including those with special needs, in the same learning environment. As mandated by law, education is the right of all nations (Irwan Maulana, 2022). This certainly confirms that every child in a country has the right to receive education provided by educational institutions. The importance of inclusive schools in today's academic context cannot be underestimated. UNESCO data shows that around 93 million children worldwide have disabilities, and only a small proportion have access to proper education (UNESCO, 2020). Therefore, the implementation of inclusive schools in Indonesia is very relevant, especially to fulfill the mandate of Law Number 20 of 2003 concerning the National Education System which emphasizes the importance of inclusive education.

The implementation of laws and regulations related to inclusive education in Indonesia is also important to note. In addition, Law Number 8 of 2016 concerning Persons with Disabilities affirms the right of every individual to obtain a decent education. In addition,

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Regulation of the Minister of Education and Culture Number 70 of 2016 emphasizes the importance of developing inclusive schools to create a friendly learning environment for all students. The legal framework aims to provide guidance to stakeholders in the field of education, including principals, teachers, parents, and students, in fulfilling their respective responsibilities to support the implementation of inclusive education.

This study aims to explore the readiness of stakeholders in implementing inclusive schools, providing a clear picture of how leadership, teacher attitudes, parental roles, and student views can influence the success of inclusive education in Indonesia. By understanding the readiness of each stakeholder, it is hoped that there will be strategic steps that can be taken to improve the effectiveness of inclusive education in the field.

Several research questions guided this study. First, how is leadership prepared to support inclusive schools? Leadership readiness is essential in creating an environment that supports inclusive education. School leaders who have a vision and commitment to inclusive education can influence school culture and encourage the participation of all stakeholders (Abdul Goffar, 2024).

Second, what are the attitudes and readiness of teachers in implementing inclusive education? Teachers' attitudes towards inclusive education have a major influence on the success of implementing this program. Previous research has shown that many teachers feel unprepared and lack confidence in teaching students with special needs (Avramidis & Norwich, 2002). Therefore, it is important to explore how teachers are prepared to face the challenges of inclusive education.

Third, what is the role of parents in supporting inclusive education? Parental involvement in the education of their children, especially children with special needs, can have a positive impact on their academic and social development. Research shows that collaboration between parents and schools is essential in creating an inclusive learning environment (Jones, L., & Kennedy, E., 2022). Fourth, how do students view inclusive schools? Students' views are important to consider because they are the main subjects of inclusive education. Understanding students' attitudes and experiences in an inclusive school environment can provide insight into how they experience the inclusive teaching and learning process (Mohammad Ayub Khan & Laurie Smith Law, 2015).

Previous literature shows that sports

education in inclusive schools can be an effective means to build solidarity, self-confidence, and social skills in students if carried out with the right approach (Slee, 2011). However, the lack of training for teachers and the lack of parental knowledge about the importance of sports in inclusive learning are often major obstacles. This requires synergy between schools, families, and communities to create an inclusive educational environment and support students' holistic development.

This study aims to analyze the readiness of school leaders, teachers, parents, and students in complying with regulations related to inclusive education, with a focus on the implementation of sports education. The approach used in this study is a literature review, where various previous studies, government policies, and regulations are critically analyzed to identify challenges, opportunities, and recommendations in realizing inclusive sports education.

This research is expected to provide theoretical and practical contributions in the development of sports education in inclusive schools, as well as being a basis for policy makers in developing more effective strategies to overcome various challenges in the field.

B. Metode

This study uses a literature study. Literature research or literature study is a systematic effort to access, collect, and analyze various library materials, including book references, previous research, important articles, and journals to support and answer research problems. The focus of this study is to review the existing literature on the ideology of inclusive schools, especially those related to leadership, teachers, parents, and student readiness within the framework of the statutory mandate. This activity method is carried out by collecting library data, reading, recording, and managing research results objectively, systematically, analytically, and critically regarding the ideology of inclusive schools based on studies of leadership, teachers, parents, and student readiness based on the statutory mandate. Although this approach is in line with standard research practices, the data for this study were obtained exclusively from library sources, including books, journal articles, and other scientific publications. The data were analyzed using content analysis. Content analysis is used to review the most relevant, relevant, and quite relevant literature. Then, the study was conducted by looking at the year of publication from the latest, most recent, to the non-latest but has substance related to this study. The abstract was carefully

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reviewed, after which a detailed analysis and recording were carried out. Through this process, the researcher systematically identifies and synthesizes key findings from the literature to inform the research objectives.

C. Results and Discussion

Results

School leaders have a central role in ensuring that regulations related to inclusive education are implemented properly. The literature shows that school leaders who have a deep understanding of inclusive education regulations tend to be more proactive in creating an environment that supports the success of sports education. However, challenges faced include the lack of specific training for school principals on managing inclusive programs, including aspects of sports education. Anderson and Ronksley-Pavia (2020) noted that many school leaders do not yet have a strong vision for integrating inclusion principles into all activities, including sports.

Teachers are at the forefront of implementing inclusive sports education. Literature results show that teacher competence in adapting sports teaching methods to the needs of inclusive students still varies. Teachers who have received training on inclusive learning strategies

tend to be better able to create inclusive and enjoyable sports activities for all students (Slee, 2011). However, many teachers in the field still feel less confident due to the limited training provided, especially related to the use of disability-friendly sports aids and techniques (Murtiningsih et al., 2022).

Inclusive education is an educational approach that aims to provide equal learning opportunities for all students, regardless of their physical, cognitive, social, or emotional differences. This approach emphasizes the importance of integrating students with special needs into the regular school environment, with adequate support to maximize their potential. The basic concept of inclusive education emphasizes acceptance and support for all students, including those with special needs. Beyond simply placing students with special needs in general education classes, inclusive education develops curricula, teaching methods, and learning environments that support diversity. (Kuwait University et al., 2019) In practice, inclusive schools must be able to create a welcoming and supportive atmosphere for all students, as well as provide the necessary resources to meet individual needs.

Theory-based inclusive education

practices show that the success of inclusive education is highly dependent on collaboration between various stakeholders, including principals, teachers, parents, and the community. (Kuwait University et al., 2019) In this context, schools need to develop training and support programs for teachers to equip them with teaching strategies that are appropriate to the diverse needs of students. In addition, support from parents and the community is also important to create an environment that supports inclusive education.

Inclusive education requires humanistic theory to support its success. The humanistic approach emphasizes respect for each individual as a unique human being with potential and value. In the context of inclusion, this theory emphasizes that every student has the right to receive education and develop according to their potential. Meanwhile, social constructivist theory emphasizes learning that occurs through social interaction, which encourages opportunities for students to learn from peers with diverse backgrounds. In addition, environmental or ecological theory emphasizes how students can learn through their environment. Both of these theories can be used for the success of inclusive education.

In practice, inclusive education includes several approaches and strategies, including (1) curriculum and teaching method adjustments; (2) use of teaching assistants; (3) collaborative approaches; (4) inclusive and friendly environments; (5) parental and community involvement. The curriculum needs to be adjusted in such a way as to suit the needs of students. In addition, teachers are also asked to modify teaching methods by utilizing learning media.

The use of assistants can enhance students' understanding by providing individual support tailored to their unique needs. A collaborative approach can be taken by involving psychologists, therapists, or counselors to support students' educational success. A welcoming environment can be designed by creating an inclusive classroom and social environment. This can be achieved by designing classrooms and social spaces that prioritize inclusion. Schools need to collaborate with parents for their educational success. However, inclusive education faces several challenges, such as limited resources, lack of teacher training on inclusion, and negative attitudes from some parties. Overcoming these challenges is essential, because the successful implementation of inclusive education can improve the social skills, self-confidence, and academic development of students, both those with

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special needs and regular students.

Leadership plays a vital role in building and maintaining an inclusive school environment. School leaders who have an inclusive vision can motivate and inspire staff to commit to inclusive education. (Utari & Hadi, 2020) Inclusive leadership is not only limited to academic achievement, but also prioritizes the social and emotional development of all students. In this case, school leaders need to develop a school culture that supports diversity and inclusivity. Inclusive leadership also has a significant impact on school culture. Inclusive leaders can create an environment where all members of the school community feel valued and accepted. (Brewer, C., 2010) By creating a supportive culture, school leaders can encourage collaboration between teachers, parents, and students, which in turn can increase the effectiveness of inclusive education.

Leadership in inclusive education is an important element that determines the quality and success of the implementation of education for students with special needs in general education environments. In Indonesia, inclusive education continues to develop along with the increasing understanding of the importance of equal and non-

discriminatory education rights. Principals, teachers, and policy makers play an important role in creating a learning environment that supports all students, both students with special needs and regular students. Through leadership, principals are able to create inclusive and friendly education for the progress of their education. (Sari et al., 2022).

Although this implementation has been successful, principals must always be aware of the challenges that exist (Temu Ismail et al., 2021) These challenges must be managed strategically so as not to hinder the success of inclusive initiatives. Furthermore, principals must also encourage teachers to improve the effectiveness of learning. (Yanti, 2021), ensuring a sense of fairness for students in the classroom (Adiarti, 2014).

To optimize the success of inclusive education, principals need to encourage alignment between the curriculum and the goals of inclusive education. (Rohmad & Suriansyah, 2024) This needs to be implemented because it is correlated with the success of education. (Shofa, 2018) through established policies (Muslimah Hikmah Wening & Achadi Budi Santosa, 2020) This can also pose challenges in the implementation of inclusive education, such as lack of public knowledge and

policy aspects that need to be strengthened. (Putri et al., 2020) Inclusive education leadership has an important position at the operational level of the school. The active involvement of principals who support inclusive policies and the involvement of competent teachers are essential to creating a friendly learning environment for all students.

Teacher readiness is a fundamental aspect of the successful implementation of inclusive education to create an inclusive learning environment for students with various needs. Inclusive education requires not only policies but also readiness, competence, and positive attitudes from teachers. Teacher readiness significantly influences the creation of adaptive learning. (Cakraningrat & Fakhruddiana, 2015) In addition, teachers also need to play a role in integrating inclusive characters into daily learning to face emerging challenges. (Septiyani, 2021) Teacher readiness in teaching is one of the key aspects of the success of inclusive education in schools (Wardany & Ulfa, 2022). This will improve students' subjective well-being and build students' emotions. (Hidayat et al., 2023).

To achieve optimal results, teachers must prepare adaptive learning models and methods. (Wardhani, 2020) Comprehensive training is essential to equip teachers with the skills and knowledge needed for effective implementation (Mujiafiat & Yoenanto, 2023) The results of the analysis conducted by Hamzan (2016) in (Aisyah et al., 2024) showed that the lack of training for teachers resulted in obstacles in the implementation of inclusive education. One important element that needs to be taught is inclusive classroom management strategies to teachers, emphasizing the importance of developing classroom management skills to create a good learning environment. (Prasetyo et al., 2020). It is also necessary to review the readiness of prospective teachers in teaching students with special needs, by emphasizing the importance of developing competencies from an early age. (Wardany & Ulfa, 2022).

Rofiah & Kurniawan, (2017) stated the importance of teacher readiness in supporting compulsory education in inclusive schools, identifying obstacles in providing adequate facilities and training to support inclusive education. Teachers' attitudes towards inclusive education are one of the key factors in the success of implementing this program. Research shows that many teachers feel unprepared and lack confidence in teaching students with special needs. (Avramidis and Norwich, 2002) Therefore, it is important to examine how teachers are prepared to face the challenges of inclusive education.

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Appropriate training and support can help them overcome the obstacles they face in implementing inclusive education.

In addition, teacher preparation involves developing skills to manage diverse classrooms and adapt the curriculum to meet the needs of all students. (Pengevilan, 2021)Continuing professional development programs are essential to enable teachers to acquire and refine the competencies necessary for inclusive education.

Parental involvement in inclusive education is essential to support their children's development. Research shows that collaboration between parents and schools can have a positive impact on students' academic and social development. (Jones, L. and Kennedy, E., 2022). Parental participation is not only limited to supporting their children at home; it also includes active involvement in school activities and maintaining effective communication with teachers. Parents' perceptions of the support provided by the school also affect their involvement. Parents who feel supported by the school tend to be more active in supporting their children's education. (Hyassat et al., 2024) Therefore, schools need to build good relationships with parents and provide clear information

about inclusive education programs.

Students' attitudes towards inclusive education play an important role because they are the main subjects of inclusive education. Research shows that students who feel accepted and valued in an inclusive school environment tend to have more positive learning experiences. (Mohammad Ayub Khan and Laurie Smith Law, 2015) Therefore, it is important to understand how students experience the inclusive teaching and learning process. Students' experiences in an inclusive school environment can also provide insight into how they interact with peers and how they overcome challenges that may arise. Fitriani in (Prasetyo et al., 2020) noted that students with special needs often face difficulties in interacting with classmates. However, with adequate support, these students can develop important social skills that enable them to adapt to the educational environment effectively.

Inclusive education is an educational approach that ensures that all children, including children with special needs, have equal opportunities to obtain quality education. In this context, the role of parents is very important to support and strengthen the inclusive education process in schools. Some important aspects of the

role of parents in inclusive education include (1) encouraging children's self-confidence; (2) collaboration with teachers and schools; (3) advocacy for inclusive policies; (4) providing additional support at home; (5) forming positive attitudes towards diversity; (6) providing input on school facilities and services; (7) providing a stable emotional environment; (8) developing parental capacity in inclusive education. Overall, the role of parents in inclusive education covers various aspects, from moral support to collaboration with schools and policy advocacy. Through these roles, parents not only help their children but also contribute to a more inclusive and equitable educational environment. This shows that inclusive education is not only the responsibility of the school but also requires active support from families and the community.

Discussion

The findings on leadership in supporting inclusive education indicate that many principals have a good understanding of the importance of inclusive education, but there are still challenges in its implementation. Some principals stated that they felt they received inadequate support from the government in providing the necessary resources to support inclusive education. Discussion of the challenges and solutions faced by school leaders suggests that ongoing training and support are essential

to improve leadership readiness in supporting inclusive education. Principals need to have skills in managing change and building an inclusive culture in their schools.

Leadership readiness in inclusive education is a critical element in ensuring that schools can provide a supportive environment for all students, including those with special needs. Inclusive leadership requires a deep understanding of the challenges faced by students with diverse needs, as well as a readiness to create a learning environment that is equitable, inclusive, and supportive of all students. Some aspects that describe leadership readiness in inclusive education include (1) understanding inclusion; (2) the ability to develop an inclusive vision; (3) teacher training and development; (4) managing resources to support inclusion; (5) building support systems for students and families; (6) developing inclusion policies; (7) openness to input and ongoing evaluation; (8) skills in managing change and challenges; (9) creating an inclusive school culture.

Teacher Readiness

The results of the survey on teacher attitudes and readiness show that most teachers have a positive attitude towards inclusive education, but many of them feel unprepared to implement it. Discussion on the training and support needed shows that

teachers need more specific training on teaching strategies that can be implemented in inclusive classrooms. Teacher readiness in inclusive education is one of the key factors to ensure that all students, including those with special needs, can learn effectively in a supportive environment. Teachers are the ones who interact directly with students every day, so they must have the skills, knowledge, and attitudes that support the success of inclusive education. The following are some important aspects that describe teacher readiness in inclusive education:

(1) a deep understanding of the concept of inclusion; (2) the ability to adapt learning methods; (3) mastery of differentiated learning techniques; (4) skills in inclusive classroom management; (5) empathy and patience towards students with special needs; (6) collaboration with others (parents, assistant teachers, and experts); (6) ongoing professional training and development; (7) the ability to provide emotional and psychological support; (8) skills in using assistive technology; (9) building an environment that accepts diversity. Teacher readiness in inclusive education involves knowledge, skills, and attitudes that support an inclusive learning environment. From understanding the principles of inclusion to utilizing assistive technology, teachers equipped with these competencies foster a friendly, equitable, and conducive classroom for the development of all students. Teachers who are prepared for inclusive education contribute significantly to creating a supportive environment where every student can thrive.

Parents play an important role in supporting their children, both emotionally and practically, to participate in sports programs in inclusive schools. Studies show that parents of students with special needs generally support inclusive education policies, but they are often concerned about their children's safety during sports activities (Murtiningsih et al., 2022). On the other hand, parents of non-inclusive students sometimes have negative views on the presence of students with special needs in sports classes, indicating the need for socialization programs to increase acceptance.

Findings from parent interviews indicate that many parents support inclusive education, although many expressed the need for improved communication and collaboration with schools. Discussions on the importance of collaboration between parents and schools suggest that building good relationships between the two can enhance the success of inclusive education.

· Parents have a critical role in supporting inclusive education, where every student—including those with special needs—can receive an equal and quality education. Parents play a critical role in ensuring the success of inclusive education, contributing not only to their children's development but also to fostering a culture of inclusion in schools and the wider community. The following are some of the key roles of parents in supporting inclusive education: (1) providing emotional and moral support to children; (2) building communication and collaboration with teachers and schools; (3) being advocates for inclusive education; (4) supporting the learning process at home; (5) developing positive attitudes toward diversity; (6) providing input on school facilities and services; (7) participating in training and education on inclusive education; (8) supporting children's emotional stability and well-being; (9) providing learning aids that support children's needs; (10) being role models in accepting and valuing differences. Overall, the role of parents in inclusive education is multifaceted, encompassing emotional, educational, and advocacy responsibilities. By actively engaging in this role, parents not only support their children's education but also contribute to the development of equitable, inclusive, and supportive learning environments for all students. This collaborative approach underscores the shared responsibility of families, schools, and communities in advancing the principles of inclusive education.

The results of the analysis of students' attitudes towards inclusion indicate that students generally have positive views towards their classmates with special needs. Discussions about students' experiences in inclusive environments indicate that support from teachers and peers is essential to helping students with special needs feel accepted and valued. In addition, students' perspectives on inclusive leadership highlight their assessments of the success or failure of implementing inclusive principles in their school environment.

Students' readiness to participate in sports activities in inclusive schools also varies widely. Students with special needs often show enthusiasm to participate in sports activities if supported by adequate facilities and an inclusive approach. However, non-inclusive students sometimes show discriminatory attitudes towards their friends with special needs (Anderson & Ronksley-Pavia, 2020). This shows that character education and empathy development programs are needed to increase acceptance among students.

Inclusive leadership focuses on creating an equitable environment where every student, regardless of background or special

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needs, feels accepted and valued. Understanding students' perspectives is essential to evaluating whether the leadership approach adopted by the school effectively meets their needs and expectations. The following are some common views of students regarding inclusive leadership in schools: (1) a sense of interest and active participation; (2) feeling safe and comfortable in the school environment; (3) fairness in treatment and equal rights; (4) respect for diversity; (5) access to needed resources and support; (6) support in developing social and emotional skills; (7) open communication between students and the school; (8) availability of inclusive programs and activities; (9) strengthening a culture of mutual respect; (10) inspiration and example from the school.

Students' views of inclusive leadership are influenced by a variety of factors, from a sense of inclusion to fair treatment and respect for diversity. When inclusive leadership is implemented well, students feel supported, valued, and motivated to learn and grow.in the school environment. Students' positive views of inclusive leadership also have an impact on creating a school culture that is friendlier and more open to all individuals, which ultimately improves the quality of the

learning experience for all students. Regulations such as Law Number 20 of 2003 concerning the National Education System and Law Number 8 of 2016 concerning Persons with Disabilities have provided a clear legal framework for the implementation of inclusive schools. However, the literature shows that these regulations are often poorly socialized to stakeholders. For example, many teachers and parents do not fully understand the rights and obligations stipulated in these regulations. As a result, the implementation of sports education in inclusive schools is often not optimal.

D. Conclusion

The readiness of school leaders, teachers, parents, and students in complying with regulations related to sports education in inclusive schools still needs improvement, especially in terms of training, socialization, and development of supporting facilities. Synergy between all parties is the key to realizing sports education that is truly inclusive and in accordance with applicable laws and regulations. The readiness of schools to implement inclusive education must first be seen from the readiness of the school itself. The law encourages Indonesian people to obtain equal education without

discrimination. Despite a broad understanding of the importance of inclusive education, several challenges remain. Leadership readiness, teacher attitudes, parental roles, and student views all contribute to the successful implementation of inclusive education in Indonesia. Recommendations for developing teacher leadership and capacity include the need for more specific training and ongoing support. The importance of parental and student involvement in the inclusive education process must also be considered by building good communication between schools and families.

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