

THE ROLE OF PRINCIPAL LEADERSHIP IN BUILDING AN INCLUSIVE SCHOOL CULTURE TO SUPPORT SOCIAL ROOM EDUCATION

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Abstract

The principal's leadership plays an important role in building an inclusive school culture to support social space-based education. Inclusive education emphasizes equal access, active participation, and an environment that supports student diversity. This literature review aims to analyze how principal leadership can create an inclusive school culture that encourages healthy social interactions and improves student well-being. This research uses a literature review approach with descriptive-qualitative methods to analyze inclusive educational leadership theories and best practices that have been implemented in various schools. The findings show that school principals who have an inclusive vision are able to implement strategic policies, build effective communication, and collaborate with various parties to create a friendly learning environment for all students. Case studies from various countries also reveal that a social booth-based approach can increase student engagement, reduce discrimination, and strengthen the values of tolerance in school communities. The implications of this research emphasize the importance of educational policies that support inclusive leadership training for school principals as well as strengthening regulations related to inclusive schools. In addition, school principals need to adopt a transformative and collaborative leadership model to ensure that an inclusive culture can be implemented sustainably. With the right strategy, schools can become spaces that not only provide academic education, but also shape the social character of students who are more empathetic, tolerant and ready to face life in a diverse society.

Keywords: Principal leadership, inclusive school culture, social education, inclusive education, education policy

INTRODUCTION

In the world of education, the leadership of the school principal plays a very important role in forming an inclusive school culture. School principals not only act as administrators, but also as visionary leaders who are able to create a friendly and supportive environment for all students, including those from vulnerable groups or who have special needs. Strong and inclusive leadership will enable schools to become comfortable places to learn and encourage diversity, where every student feels valued and has equal opportunities to develop (Garcia-Gracia & Valls, 2023). Therefore, the role of the principal in building an inclusive school culture is crucial to improving the quality of education for all students.

The concept of inclusive education itself aims to ensure that all students, without exception, receive fair and equal access to education. One approach that is increasingly being discussed in inclusive education is the concept of social education. Social classroom education emphasizes community-based learning and healthy social interactions, where the school environment is shaped to support students' social, emotional and academic development (Jiang, 2023). In this context, school principals have an important role in designing policies and strategies that can integrate the concept of social space into an inclusive school culture.

However, creating an inclusive school culture is not an easy task. There are still many challenges that must be faced, ranging from a lack of understanding about inclusivity among educators, limited resources, to resistance from various parties within the school environment. School principals must be able to overcome this challenge with a strategic and collaborative approach, including involving teachers, school staff, students and parents in the process of building an inclusive culture (Nurse, 2023). Apart from that, school principals must also ensure that school policies are in line with the principles of inclusivity, including in terms of curriculum, teaching methods and management of the learning environment.

Apart from internal challenges, external factors can also influence the success of building an inclusive school culture. For example, education policies at the national or regional level, government support in providing friendly facilities for students with special needs, as well as the role of society in supporting inclusive schools (YILDIZ & GÜLBAHAR, 2023). Therefore, the school principal must be able to collaborate with various parties to ensure that the values of inclusivity can be implemented well in the school. Thus, the principal's leadership is not only limited to internal school management, but

must also be able to build networks with the wider community to support the vision of inclusive education.

The urgency of this research lies in the need to understand more deeply how school principals can build an inclusive school culture to support social education. With this research, it is hoped that various effective strategies can be found that can be implemented by school principals in creating a more inclusive environment for all students (Francis & Mathew, 2022). Apart from that, this research can also provide insight into the obstacles faced in implementing an inclusive school culture, as well as how school principals can overcome them with the right leadership approach.

Apart from making a contribution to the academic world, this research also has a practical impact on stakeholders in the education sector. School principals, teachers and other related parties can use the results of this research as a guide in developing more inclusive policies and practices in their schools (Boneva, 2024). Thus, this research not only provides theoretical benefits but can also be implemented directly in the world of education.

With increasing awareness of the importance of inclusive education, research on the role of school principals in building an inclusive school culture is becoming increasingly relevant. Schools in various countries are starting to implement various policies to increase inclusiveness, but implementation is still varied and often faces complex challenges (Bernaschina, 2024). Therefore, understanding how school principal leadership can contribute to creating a more inclusive environment is an important step in efforts to achieve equitable and just education for all.

Ultimately, the success of inclusive education depends greatly on the principal's commitment and capacity in building a school culture that supports all students without discrimination. With strong leadership and an orientation towards inclusivity, it is hoped that schools can become better learning places for all students. Therefore, this research is very important to provide concrete recommendations for school principals in developing a school environment that is truly inclusive and supports social education (Kaushik, 2024).

RESEARCH METHOD

This research uses a literature review approach by analyzing various academic sources, such as scientific journals, books, research reports, and relevant educational policy documents. A literature review was conducted to understand how the principal's leadership contributes to building an inclusive school culture and how the concept of social education can be integrated into

an inclusive education system. Through literature analysis, this research will identify various concepts, theories and previous research findings that support discussions regarding the role of school principals in creating an inclusive learning environment.

In addition, this research uses descriptive-qualitative methods to examine theories and previous research findings in depth. This approach aims to describe and analyze various aspects of principal leadership in building an inclusive school culture and highlight the factors that influence its success. Data collected from literature sources will be categorized, compared and synthesized to produce comprehensive conclusions. With this method, research can provide richer insight into the leadership practices of school principals in supporting social-based inclusive education as well as recommendations that can be applied in the educational context of Indonesian students (Earley, M.A. 2014; Snyder, H. 2019).

RESULT AND DISCUSSION

The Role of the Principal in Building an Inclusive School Culture

School principals have a central role in forming and implementing policies and strategies that support an inclusive school culture. One of the main steps that can be taken is to design policies that emphasize the school's commitment to inclusivity, such as implementing a flexible curriculum, providing friendly facilities for all students, as well as training programs for teachers to better understand and be able to accommodate the needs of students with diverse backgrounds (Ashbee, 2023). Apart from that, school principals must also ensure that this inclusive policy is not only written in official documents, but is actually implemented in daily practice in the school environment.

In building an inclusive school culture, school principals also need to develop leadership strategies based on a clear vision and mission. This vision must be oriented towards establishing an environment that respects diversity and promotes the values of inclusivity among the entire school community, including students, teachers, staff and parents. Effective strategies can include strengthening a culture of tolerance, creating safe spaces for students with special needs, and increasing student participation in decision making regarding school policies (Hue & Karim, 2022). With a strong vision, the principal can more easily direct all elements of the school to work together to create an inclusive culture.

Apart from the policies and strategies implemented, collaboration-based leadership is key in supporting inclusivity in schools. School principals must be able to collaborate with various parties, including teachers, education staff, parents and communities outside the school. This collaboration is very important to ensure that all parties have the same understanding of inclusivity and are willing to contribute to creating a learning environment that supports all students (Newman & Rosenfield, 2023). One form of collaboration that can be carried out is by involving parents in planning inclusive programs and collaborating with organizations or institutions operating in the field of inclusive education to provide training for teaching staff.

Apart from that, school principals also need to build an open and democratic communication culture in the school environment. By listening to the aspirations and needs of all parties, especially students and teachers, school principals can design policies that are more targeted and responsive to existing challenges (Nacrelli, 2024). For example, school principals can hold discussion forums or regular meetings with teachers and students to evaluate the extent to which inclusive programs have been running and find solutions to problems that arise. Good communication will create a sense of togetherness and encourage every individual in the school community to feel responsible in maintaining an inclusive culture.

However, in implementing an inclusive school culture, there are various challenges that must be faced by school principals. One of them is that there is still stigma and stereotypes towards students with special needs or those from different social backgrounds. Some teachers and parents may still have negative perceptions of the concept of inclusivity, so school principals need to take a persuasive approach to change their perspective (Haynes, 2022). Apart from that, teachers' lack of understanding in managing inclusive classes is also an obstacle that needs to be overcome through ongoing training and mentoring.

Apart from social factors, challenges in aspects of resources and infrastructure are also obstacles in building an inclusive school culture. Not all schools have adequate facilities to support the needs of students with disabilities, such as physical accessibility, learning aids, or adequate psychosocial services. In situations like this, school principals must play an active role in seeking support from the government, educational organizations, or donors to improve school facilities and infrastructure to make them more inclusive. With the right strategies, resource limitations can

be gradually overcome to support a friendlier learning environment for all students (Li, 2022).

Overall, the role of the principal in building an inclusive school culture is very complex and requires a strategic and collaborative approach. By implementing the right policies, building effective communication, and overcoming existing challenges, school principals can create an educational environment that is more inclusive and supports diversity. Success in building an inclusive school culture will not only provide benefits for students with special needs, but will also improve the overall quality of education by creating an environment that is fairer, friendlier, and supports the growth of each individual (Anna & Georgia, 2023).

The Impact of Inclusive School Culture on Social Room Education

An inclusive school culture has a significant impact on increasing student participation and well-being, especially for those from vulnerable groups or who have special needs. Schools that apply the principle of inclusivity create a friendlier learning environment, where every student feels valued, supported and has equal access to education. When students feel accepted and safe, they tend to more actively participate in academic and non-academic activities, thereby increasing their self-confidence and motivation to learn (Ham et al., 2022). Apart from that, an inclusive approach also helps reduce levels of discrimination and bullying in schools, which often become obstacles for students in developing their potential optimally.

In the context of social education, an inclusive school culture provides opportunities for students to learn in an environment based on healthy and supportive social interactions. Social education emphasizes the importance of learning experiences that do not only focus on academic aspects, but also on developing social skills, empathy and cooperation between students (Dewi et al., 2024). With an inclusive culture, students from various backgrounds can interact with each other, understand each other's differences, and learn to work together to solve problems collectively. This contributes to the formation of students' characters who are more tolerant, care about others, and are ready to adapt to wider social life.

Furthermore, inclusive schools that support social education also have an impact on improving students' emotional and psychological well-being. Students who feel accepted and do not experience discrimination tend to have lower stress levels and are better able to face academic and social challenges. An inclusive school environment also provides space for students

to express themselves without fear of being judged, thereby creating an atmosphere that is conducive to their personal development (Mkama & Storbeck, 2023). In addition, an inclusive approach allows students to receive emotional support from both teachers, peers and the school community, which ultimately improves overall well-being.

In this case, the school principal plays a key role in ensuring the sustainability of social education in the school environment. As a leader, the principal must ensure that the principles of social education are not just a discourse, but are actually implemented in the learning system and school culture. This can be done by encouraging the integration of social values in the curriculum, developing learning methods based on cooperation, and creating various extracurricular programs that support healthy social interactions between students (Jiang, 2023). With this strategy, social education can develop and become an inseparable part of the school education system.

Apart from that, school principals also need to build a sustainable school ecosystem that supports inclusive education and social space. One way is to involve all school stakeholders, including teachers, education staff, parents and the surrounding community, to jointly support a more inclusive learning environment. Principals can organize regular training for teachers to increase their understanding of inclusive teaching methods and equip them with the skills necessary to support students with diverse needs. With active involvement from various parties, the implementation of social education can be more effective and sustainable (Himmah et al., 2022).

Apart from the internal aspects of the school, the principal also has the responsibility to collaborate with external parties, such as the education department, non-governmental organizations and the inclusive education community. This collaboration can help schools obtain additional resources, both in the form of policy support, funding, and training programs for teaching staff (Bernaschina, 2024). With support from various parties, schools can more easily develop inclusive programs that are oriented towards social education, thereby ensuring that all students have access to quality and equitable education.

Thus, an inclusive school culture not only creates a friendly learning environment for all students, but also strengthens the concept of social education which emphasizes social interaction and character development. School principals as educational leaders have a very important role in maintaining the sustainability of inclusive education by ensuring that every educational policy, strategy and practice is always oriented towards openness,

justice and diversity (Kaushik, 2024). With a strong commitment from the entire school community, an inclusive culture can continue to develop and have a positive impact on all students in the long term.

Case Studies and Best Practices (based on literature review)

In various previous studies, principal leadership has been identified as a key factor in building an inclusive school culture. A study conducted by Ainscow and Sandill (2010) shows that schools that successfully implement an inclusive culture are generally led by principals who have a strong vision for diversity and are able to encourage systemic change within the school community. Transformative and collaboration-based leadership allows all school elements, teachers, students, parents and the community to be actively involved in creating a friendly learning environment for all (Rentzi, 2024).

In addition, research conducted by Sharma et al. (2018) shows that the principal's commitment to providing continuous training for teachers has a major impact on the success of inclusive education. Schools that implement intensive training regarding inclusive teaching methods, diverse classroom management, and strategies for addressing the needs of students with different backgrounds tend to be more successful in creating a sustainable inclusive culture (Dewi et al., 2024). Therefore, investment in the professional development of teaching staff is an important factor in the effective implementation of inclusive education.

One example of a school that has successfully implemented inclusive, social-based education is a school in Finland that implements a community-based education model. These schools not only ensure that all students have access to an equitable education, but also build learning environments that support healthy social interactions. School principals play a key role in ensuring that every student feels part of the school community through various programs, such as peer mentoring, collaboration between students from various backgrounds, and the application of project-based learning methods that emphasize teamwork and inclusivity (Fu, 2022).

In Indonesia, several inclusive schools have begun implementing a social room-based approach with an emphasis on strengthening social relations between students and active participation in school activities. For example, in several inclusive schools in Yogyakarta and Bandung, principals implement policies that encourage closer interaction between students with special needs and regular students through peer tutoring programs and joint

extracurricular activities (Ontong, 2022). This approach not only improves students' social skills, but also builds empathy and reduces stigma towards students with special needs.

Other best practices can be found in inclusive schools in Canada, where principals develop school cultures based on the values of equality and diversity through changes to school policies and a more flexible curriculum. One of the strategies implemented is the use of an experience-based learning approach (experiential learning), where students learn through projects that involve collaboration with local communities (Sirkko et al., 2022). In this way, students not only learn academically but also understand the importance of diversity in their social life, which is in line with the concept of social education.

From these various case studies, it can be concluded that success in building an inclusive school culture is very dependent on the leadership of school principals who are oriented towards change and innovation. Schools that are successful in implementing inclusive education generally have principals who are active in encouraging a collaborative culture, providing ongoing training for teachers, and ensuring the involvement of the entire school community in creating an environment that supports all students without exception. Apart from that, support from the government and educational policies that support inclusivity also play an important role in strengthening the implementation of inclusive education in various schools.

As a recommendation, schools in Indonesia can learn from best practices that have been implemented in various countries by adapting strategies that suit the local context. With the right approach, school principals can play a key role in creating a more inclusive school culture and ensuring the sustainability of social media-based education, which will ultimately contribute to the creation of a fairer and more equitable education system for all.

CONCLUSION

Based on the literature review that has been carried out, the leadership of the school principal has a crucial role in building an inclusive school culture to support social-based education. School principals who have an inclusive vision can implement policies that encourage openness, diversity, and active participation of all elements of the school in creating a friendly learning environment for every student. Literature studies also show that collaboration-based leadership strategies, ongoing teacher training, and

school community involvement are key factors in the success of inclusive education. In addition, various case studies from within and outside the country show that a social booth-based approach can improve student welfare, strengthen social skills, and create a more supportive and equal academic environment for all students.

The implications of these findings provide insights for educational policy and school leadership practice. The government and education stakeholders need to design policies that better support the implementation of inclusive schools, including providing resources, training for teaching staff, and regulations that ensure equal access to education. For school principals, a more adaptive, innovative and participation-based leadership approach is needed in building a sustainable inclusive culture. With the right strategy, schools can become spaces that not only provide academic education but also create a social environment that supports students' holistic development in accordance with the values of inclusive education and social space.

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