Principal Leadership Transformation: Improving Teacher Readiness For Inclusive Education In Societi 5.0 Era

**M. Ilmil Zawawi1, Zainuddin Al Haj Zaini 2, Imron Fauzi3**

Kyai Haji Achmad Shiddiq State Islamic University Jember, Indonesia1,2,3

[kangzawa06@gmail.com](mailto:kangzawa06@gmail.com)1, [zainuddinzaini20@gmail.com](mailto:zainuddinzaini20@gmail.com)2, [fauzi220587@gmail.com](mailto:fauzi220587@gmail.com)3

**Abstract**

Principal leadership is key in steering educational institutions towards standards of excellence that are relevant to the times. Inclusive education is the main focus in the Era Society 5.0, where every student, including those with special needs, has equal opportunities. Principals need to have effective leadership, not only administrative, but also able to create an inclusive school culture and encourage collaboration between all stakeholders. Literature study became the research method for exploring information related to principal leadership, inclusive education and educational challenges in the Era of Society 5.0. The results showed that the principal's collaborative leadership positively influenced teacher performance, while the role of Islamic boarding schools was recognized as a forum for religious and social education. In facing Society 5.0, literacy skills, including data literacy, technology literacy, and human literacy, are crucial. Analysis of the results shows that school principals play an important role in facing the changing times and advancing education according to the needs of society.

**Keywords**: Education, Society 5.0, Principal Leadership, Inclusive Education, Literacy, Technology Age

|  |  |  |
| --- | --- | --- |
| **Copyright and License** | : | **Authors retain copyright and grant the journal right of first publication** with the work simultaneously licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](http://creativecommons.org/licenses/by-sa/4.0/).  Creative Commons License |

**Citation (APA)**:

Zawawi, Ilmil, M.,dkk. (2016). Principal Leadership Transformation: Improving Teacher Readiness For Inclusive Education In Societi 5.0 Era. *LINGUA: Jurnal Bahasa, Sastra, Dan Pengajarannya*, *18*(1), 65-74. https://doi.org/10.30957/lingua.v18i1.926

1. **Introduction**

Education is the main foundation in the development of society and creating a superior generation. The transformation of education is an urgent need, especially in the face of changing times and rapid technological development. In the Era of Society 5.0, technology is not just a tool to increase production efficiency or fulfill personal needs. It is more than that. This era brings a revolutionary concept of how technology can empower society to overcome complex global challenges, such as climate change, energy crisis, social inequality, and so on. Technology becomes a means to achieve greater humanitarian goals, not just economic goals (Ite, 2017:2). In addition, the Society 5.0 Era also opens the door for deeper collaboration and integration between previously separate disciplines and sectors. Technology connects science, business, government, education and culture into a more integrated whole. This gives us the opportunity to solve problems holistically and create more sustainable solutions.

In the Era of Society 5.0, technology is not only considered as a tool to achieve economic goals, but also as a means to improve the quality of life and human happiness. In the midst of this societal transformation, education is also undergoing substantial changes. Education must adapt to the needs and demands of Era Society 5.0. More than just transmitting knowledge, education must focus on developing 21st century skills, such as complex problem solving, cooperation, creativity, digital literacy, and critical thinking (Suradarna, 2018:33). Education in this era must encourage students to be adaptive, innovative, and have the ability to continue learning throughout life (Novianti et al, 2023). One of the key elements in responding to this challenge is the leadership of school principals who are able to direct educational institutions towards standards of excellence that are relevant to the times.

In the era of Societi 5.0, characterized by the integration of artificial intelligence technology, the internet of things, and digital transformation, the education paradigm is also changing. Inclusive education is the main focus, where every student has the same opportunity to develop, regardless of background, needs, or special conditions. Inclusive education is an education delivery system that provides opportunities for all students with special needs to be able to participate in education or learning in an educational environment together with students in general (Sudarto, 2016). This requires a transformation in the leadership of school principals to be able to lead and improve teacher readiness in facing the dynamics of inclusive education. Effective principal leadership not only covers administrative aspects, but is also able to bring positive changes in school culture, develop teacher professionalism and improve the quality of learning. In the context of inclusive education, principals need to be sensitive to diversity, understand the needs of students with special characteristics and design strategies that encourage collaboration between teachers, students, parents and other related parties.

The results of research conducted by Dakabesi & Wicaksono (2022) with the title "Collaborative leadership of school principals in building teacher performance teams in the era of society 5.0" state that collaborative leadership has an effect on teacher performance, starting in terms of increasing the professionalism of individual teachers, building togetherness of a solitary work team, as a problem solving and as a collective force capable of facing the era of society 5.0. and the results of research conducted by Wicaksono et al (2021) with the title "The role of Islamic boarding schools in facing the alpha generation and the challenges of the world of education in the era of society 5.0" state that the role of Islamic boarding schools is very influential as a place or place for those who study religious and social education, and the community hopes that Islamic boarding schools can make updates according to the needs of society in the current era, especially in the face of technological advances that are so sophisticated that are developing so quickly. Facing this society 5.0 era requires the ability of 6 basic literacies such as data literacy, namely the ability to read, analyze, and use information (big data) in the digital world. Then technological literacy, understanding how machines work, technology applications (coding, artificial intelligence, machine learning, engineering principles, biotech). And finally, human literacy, namely humanities, communication & design.

1. **Review of Literature**
   1. Educational Leadership

Leadership comes from the word "pimpin" which means to guide, build or guide, it can also mean showing a good or right way, but it can also mean heading work or activities. (KBBI, 2008). Kotter (in Machali & Hidayati, 2015: 84) argues that leadership is a set of processes that are primarily aimed at creating organizations or adapting them to changing circumstances.

Duryat (2016:2) explains that in English, the word leader comes from the word leader. The word leader implies the task of leading the members around him. While the meaning of lead is:

1. Loyalty: a leader must be able to arouse his coworkers and give them his loyalty in kindness.
2. Edicate: a leader is able to educate and pass on knowledge to his colleagues.
3. Advice: provide advice and counsel from existing problems.
4. Discipline: setting an example in discipline and enforcing discipline in every activity.

Principals, teachers and school personnel as a leader in an educational institution will be very visible leadership style that is carried out and the strategy that is embedded in an effort to move all citizens of education towards the socialization of educational programs and teacher-student relations that are developed. Leadership cannot be separated from the role of followers. Without the participation of high followers, the education program will not run well.

Motivation is a key element of an individual's success. When prospective educational leaders or educational actors do not have motivation they are unlikely to learn or have good performance (Rohmat, 2010: 51).

Subaidi (2021: 6) in educational leadership there are several leadership styles, namely as follows:

1. Participative Leadership Style

Participative leadership style or called democratic leadership style is a leadership style that emphasizes a leader's efforts to involve the participation of his followers in every decision making. The positive impact of the participative leadership style is that followers have a greater sense of responsibility for achieving organizational goals because of their involvement in decision making.

1. Autocratic Leadership Style

Followers' obedience to the leader is a style of autocratic leadership. In carrying out obligations in accordance with rules sourced from tradition, followers obey the leader not based on impersonal order, but become personal loyalty and get used to submitting to obligations.

1. Laissez Faire Leadership Style

The main characteristics of the laissez faire leadership style include: perception of roles, values, attitudes in relation to followers, organizational behavior and commonly used leadership styles. The laissez faire style leader positions himself as a "facilitator". This is based on the assumption that the members of the organization have been able to know and mature enough to obey all the rules of achievement that have been set. A leader of this style tends to choose a passive role and let the organization run at its own pace without much role to interfere with the direction and development of the organization.

1. Transformational Leadership Style

Transformational leadership is oriented towards the process of building commitment to organizational goals and giving trust to followers to achieve these goals. In Burns' 1978 research, he explained that transformational leadership is a process in which leaders and followers provide constructive ideas related to morality and higher motivation in organizational culture. Transformational leadership involves values, especially values that are relevant to the process of organizational empowerment such as honesty, justice, responsibility. The three components of transformational leadership include: charisma (process), intellectual stimulation, and individualized consideration.

The abilities that must be realized by the principal as a leader can be analyzed from personality, knowledge of the educational staff, the vision and mission of the principal, the ability to make decisions, and the ability to communicate." The following are details of aspects and indicators of leaders in the context of principal leadership according to Mulyasa (2013):

1. Personality: honest, confident, responsible, risk-taking and decision-making, big-hearted, emotionally stable, and exemplary.
2. Knowledge: Understanding the conditions of education personnel, understanding the conditions and characteristics of students, preparing education personnel development programs, receiving input, suggestions, and criticism from various parties to improve their abilities.
3. Understanding of the school vision and mission: Developing the school vision, developing the school mission, and implementing programs to put the school vision and mission into action.
4. Decision-making ability: Making decisions together with education personnel at school, making decisions for the internal interests of the school, and making decisions for the external interests of the school.
5. Communication skills: Communicate verbally with education personnel at school, express ideas in writing, communicate directly with students, and communicate verbally with parents and the surrounding community.

As for the indicators in its implementation according to Saimin (2009), the leadership of the principal is strongly influenced by the following things: a). Strong personality; b; Understanding educational goals; c. Extensive knowledge; and d. Professional skills. Professional skills.

* 1. Inclusive Education

Inclusive Education is an educational concept that does not discriminate against children's life backgrounds both physically and mentally. Inclusive education is an education service system that provides opportunities for all students who have abnormalities and have the potential for special intelligence or talent to attend education or learning in one educational environment together with students in general schools. (Garinda, 2015:48).

Marentek (in Fitria, 2012: 92), suggests that inclusive education is education for students who have special educational needs in regular schools (elementary, secondary, high school, and vocational schools) which are classified as extraordinary both in disorders, slow learners (slow learners) and other learning difficulties. Meanwhile, according to J. David Smith in his book, the latest term used to describe the integration of children with disabilities into school programs is inclusion education which comes from English Inclusion. (Smith, 2013).

Law Number 20 of 2003 concerning the National Education System in article 1 paragraph 19 states that the curriculum is a set of plans and arrangements regarding the objectives, content, and subject matter, assessment techniques, and methods used as guidelines for organizing learning activities to achieve educational goals. the curriculum used in the implementation of inclusive education uses the national standard curriculum that has been set by the government and applies in public schools. However, inclusive education schools are not required to use this curriculum because of the different types of students with special needs. Schools implementing inclusive education can develop a curriculum for students with special needs according to their abilities and needs.

The inclusive education curriculum development model according to the Directorate of PKLK Development of the Ministry of National Education is as follows:

1. An education unit level curriculum model that complies with national content standards. In this curriculum model, students with disabilities follow the education unit curriculum like other friends in the same class. The special service program is more directed at the process of learning guidance, motivation, and learning perseverance.
2. Accommodative curriculum model. In this curriculum model, teachers make modifications to learning strategies. The type of learning and other additional programs refer to the needs of students. (Aziz, 2015).
   1. Education in the Era of Society 5.0

The era of society 5.0 of course develops from the existence of society 1.0. the change in society 5.0 is also the development of the industrial revolution 4.0 which focuses on the development of technology that is getting faster every day. Both society 5.0 and this industrial revolution development certainly have an impact on many lines of life in society such as economy, social, culture in all parts of the world. Every change that occurs in this society of course not only has an impact on economic, social and cultural life but also has a huge impact on the world of education. How not, the resources in this case the people who are involved in the development of the industrial revolution itself must come from people who are educated.

In Indonesia itself, the realm of education in question is definitely inseparable from the levels of education such as primary, secondary, and higher education. So, it can be said that every change in the industrial revolution has an impact on education because education can be the basis that connects society towards the industrial revolution. Education helps people prepare themselves to face the industrial revolution.

Talking about education in the era of society 5.0 is of course related to changes in the learning system in that era. Where this revolutionary era is closely related to 21st century skills related to rapidly growing technological advances. This also brings a link to the learning system which certainly refers to the concept of increasingly advanced technology. Trilling and Fadel (2009) argue that 21st century skills consist of three main types of skills, namely: life and career skills, learning and innovation skills, and information media and technology skills.

These skills become guidelines for learning in the 5.0 era so that the learning system can be in line with the concept of revolution 5.0. In line with what is conceptualized by the Director General of Education and Culture of the Ministry of Education and Culture (2017), skills in the 21st century refer to four types of skills, as follows:

1. Critical thinking and problem solving skills.
2. Communication Skills
3. Creativity and innovation.
4. Collaboration.

The concept of revolution initiated in Japan is more encouraging towards the role of humans in overcoming the paradigm of the progress of the industrial revolution 4.0. This means that during society 5.0, humans are required to be able to have more ability to solve complex problems, think critically, and creativity.

1. **Methods**

The method used in this research is a literature study or literature study. Embun (in Melfoianora 2019 p. 2) explains that literature study is a research conducted based on written works, including research results. In literature studies using data from books, articles, scientific papers, or people's papers. According to Indra & Cahyaningrum (2019, p. 26) revealed "literature study is a descriptive study conducted by researchers to collect information relevant to the topic or problem to be or during research with literature as the main source". Meanwhile, according to Sudaryono (2014, p. 6) "literature study is an activity to examine the theories that underlie research, both theories related to the field of science under study and methodology. In the literature study, things that are empirical in nature are also studied, sourced from the findings of previous research."

1. **Findings and Discussion**

The position of the principal is the highest leader and must oversee, nurture all human resources in the school. In this role, the principal is responsible for the implementation of the entire educational process in schools carried out by all elements of the school community. As a leader, it is natural that the principal is required to strive for the implementation of the educational process effectively and efficiently. In carrying out its duties, a principal has several important functions or roles. In addition to being a leader, the role of the principal in relation to the achievement of institutional goals is as a manager, as an administrator, as an entrepreneur, as a supervisor, as a school climate builder, as an educator, the principal must also be able to mobilize all school members including teachers, students, parents, communities and educational facilities to achieve educational goals.

Principals in carrying out their duties need to have leadership principles. The principal's leadership principles include constructive, creative, participative, cooperative, delegative, integrative, rational and objective. The existence of school principals in every level of education is very important. With the centralization of school authority in the hands of the principal, the principal becomes the central figure as the top manager and determines the success of the school in achieving the expected goals. The existence of the principal in relation to its success in achieving educational goals is largely determined by the management of the school. Successful school management is largely determined by the leadership of the principal. The existence of the principal is closely related to his ability to manage the school.

Principals, whether in public or private schools, regular schools, special schools, or inclusive schools, as leaders and managers, must have programs and targets that must be met during their leadership period, therefore they must have a good understanding of the vision, mission and ability to analyze the work to be carried out. The analysis must be used as the basis for the implementation of the work. Analytical ability is the ability to recognize the strengths and weaknesses of himself, his subordinates and the potential and opportunities that can be developed, as well as the ability to recognize threats that may arise in his leadership need to be recognized through the sharpness of his analysis. The sharper the analytical power of a principal, the more likely it is to be able to achieve and do something better.

Principals as in Permendiknas No 13 of 2007 are also required to have five competencies, namely personality, managerial, entrepreneurial, supervisory, and social competencies. The principal as a leader must know the intricacies of the field he faces or becomes the field of work of his organization. As a principal, the technical skills possessed are the ability to create teaching programs, lesson plans, present subject matter, evaluate, guide students and master the subject matter that is his responsibility. These skills are not only to be used because the principal still has an obligation to teach, but are used to supervise teachers, which is the principal's job, one cannot supervise if one does not master it. This ability is not only in regular schools, special schools, but also in inclusive schools.

The readiness of regular school teachers in implementing inclusive education includes curriculum and learning, including learning support facilities. Facing students requires regular school teachers to have readiness to accommodate diverse learning needs, especially when dealing with students with special needs. (Myers, 2014). The readiness of regular teachers is key to the successful implementation of inclusion, including the readiness to recognize the personal, social and potential of students. Regular school teachers to be ready in this aspect need to have assessment competence, interpret assessment results, and then design learning programs with consideration of the needs of diverse learners. Including the learning needs of students with special needs, because among the diversity there must be a very significant diversity. The significant diversity is found as learners with special needs. (Kwon, Hong, & Jeon, 2017).

Inclusive education, which emphasizes the acceptance and education of all students, including those with special needs, is a central issue in the current educational context. School principals have a strategic role in determining teachers' readiness for inclusive education regulation and implementation. They must lead with a clear vision, ensure school staff have the required knowledge and skills, and create an environment that supports the development of inclusive education. However, in the turbulent context of Societi 5.0, there has not been much in-depth research on the role of school principals in this context.

In an inclusive school model, teachers use a variety of teaching methods and presentation styles to ensure all students get the most out of school. Building partnerships with parents and the community is a process that does not happen overnight. They are aware that, with special education needs, it is necessary to adjust and adapt the curriculum to individual learning plans. On the standard of facilities and infrastructure, utilizing existing technology can also help unify students' understanding. In addition, teachers in this school model strive to develop a supportive school environment in the classroom, in the school and around the school community at large. Thus, in inclusive schools, teachers always use appropriate media and learning resources in guiding a generation that is receptive and tolerant of anyone with different needs (Stubbs, 2008).

Society 5.0 is a society that is able to solve various social challenges and problems by using various innovations born in the era of the Industrial Revolution 4.0, such as the Internet of Things (Internet for all), artificial intelligence, big data (large amounts of information), and robots to improve the quality of life. Society 5.0 can also be defined as the concept of a human-centered and technology-based society.

In the era of Society 5.0, there are many challenges and changes that need to be made. Including what the training unit should do as the main gateway to prepare superior human resources. The era of super intelligent society (Society 5.0) itself was ushered in by the Japanese government in 2019, anticipating complex and ambiguous uncertainties due to the turmoil of the Industrial Revolution 4.0 (VUCA). The attack is feared to damage the values of human nature that have survived until now. In the Era of Society 5.0, education plays an important role in improving the quality of human resources. In addition to education, many factors and stakeholders such as the government, community organizations (CSOs) and the wider community also take part in welcoming the upcoming Age of Society 5.0. To face the era of Society 5.0, education units also need a paradigm shift in education. Through it, teachers minimize their role as providers of learning materials, educators become an inspiration for the growth of students' creativity. Educators act as facilitators, educators, inspirers, and true learners who encourage students to "Freedom of Learning" As educators in the era of society 5.0, teachers must have skills in the digital field and think creatively. According to Zulfikar Alimuddin, Director of HAFECS (Highly Functioning Education Consulting Services), in the era of society 5.0, teachers are required to be more innovative and dynamic in teaching in the classroom.

Based on the results of the initial preliminary study conducted by the researchers, the data obtained in the Kompas article (2023) states that the number of special assistant teachers in Indonesia is only 4,695 people, while there are 135,874 students with disabilities. This number is insufficient. The deficit of special assistant teachers is a major problem in realizing inclusive education. Efforts to fulfill the right to education for people with disabilities are hampered. Based on the Basic Education Data as of May 2023, there are 4,695 special assistant teachers in the country and 10,244 regular teachers trained to assist people with disabilities. Meanwhile, Indonesia has 40,165 inclusive schools at the primary and secondary education levels with a total of 135,874 students with disabilities. In special schools there are 2,326 schools serving 152,756 students. In fact, the Minister of National Education Regulation No. 70/2009 on Inclusive Education requires every school to have at least one special mentor teacher. This limitation is a big challenge in realizing inclusive schools.

Several studies related to inclusive education show significant variations in the competencies of educators and education personnel in inclusive schools. Research conducted by Putri (2019) indicates that in terms of pedagogical competence, teachers have difficulty understanding the characteristics of students with special needs and designing Individual Learning Programs (ILOs). While in the aspect of personality competence, some teachers still feel that self-development is not their responsibility. On the social competence side, teachers have difficulty communicating with students who have communication barriers. Finally, in terms of professional competence, the ability of teachers is highly dependent on the educational background and learning capacity of each individual (Putri, 2019). In addition, research conducted by Ismunandar and Kurnia (2023), one of the obstacles that arise includes inadequate human resources (HR) in the application of technology and the availability of facilities / learning support in schools so that it takes a long time in the process of transformation and adaptation of an educator in presenting technology in every lesson.

1. **Conclusion**

From the results and discussion, it can be concluded that the role of the principal in the context of education is crucial. The principal is not only a leader, but also a manager, administrator, entrepreneur, supervisor, school climate builder and educator. Principal leadership plays a major role in determining the success of schools in achieving educational goals. Principals need to have leadership principles that are constructive, creative, participative, cooperative, delegative, integrative, rational, and objective.

To improve the quality of principals' leadership, it is recommended that they continue to develop the required competencies, such as personality, managerial, entrepreneurial, supervisory and social. Developing an understanding of the vision, mission and in-depth job analysis are also key to the success of school principals.

In facing the Society 5.0 era, school principals are expected to lead with a clear vision in promoting inclusive education. Improving teachers' readiness for inclusive education needs to be a priority, including improving competencies in curriculum, learning and technology utilization. A paradigm shift in education, where teachers become facilitators and inspirers, must also be implemented. In addition, the deficit of special assistant teachers in inclusive education needs serious attention. Strategic steps need to be taken to increase the number of assistant teachers and provide adequate training. Support from the government, community organizations and the wider community is also needed to achieve quality inclusive education. Finally, teachers' competence in dealing with technological developments, such as the use of technology in learning, needs to be improved. Teachers' readiness to deal with these changes will help create an adaptive and innovative generation in the Society 5.0 era.

## **6. REFERENCES**

Alfian Nur Aziz, Analisis Proses Pembelajaran Matematika Pada Anak Berkebtuhan Khusus (ABK) Slow Learner Di Kelas Inklusif SMP Negeri 7 Salatiga, *Skripsi Universitas Negeri Semarang 2015 , 36.*

Alhabsyi, F., Pettalongi, S. S., & Wandi, W. (2022). Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru. *Jurnal Integrasi Manajemen Pendidikan, 1(1), 11-19.*

Awwaliyah, N. P., & Nugroho, A. S. (2023). Analisis Ideal Dan Realita Gaya Kepemimpinan Kepala Sekolah Dalam Penerapan P5 Di Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar, 8(1), 7032-7050.*

Dakabesi, E. D., & Wicaksono, L. (2022). Kepemimpinan kolaborasi kepala sekolah dalam membangun tim kinerja guru di era society 5.0. *JISIP (Jurnal Ilmu Sosial dan Pendidikan)*, *6*(4).

Departemen Pendidikan dan Kebudayaan. (1990). *Kamus Besar Bahasa Indonesia*. Jakarta: PN Balai Pustaka

Garinda, Dadang. (2015) *Pengantar Pendidikan Inklusif*. Bandung: Refika Aditama

Imam Machali, Ara Hidayati. (2015). *The Handbook of Education Management Teori dan Praktik Pengelolaan Sekolah/Madrasah di Indonesia*. Yogyakarta: Prenada Media

Ismunandar, A., & Kurnia, A. (2023). Peningkatan Kemampuan Pendidik Di Era Society 5.0. *Jurnal Review Pendidikan dan Pengajaran (JRPP), 6(2), 388-397.*

Ite, U U. (2017). “Analisis Fenomena Hoax Diberbagai Media.” *Konferensi Nasional Ilmu Sosial & Teknologi* (KNiST), no. 2013: 479–84.

J. David Smith. (2013). *Sekolah Inklusif*. Bandung: Nuasa Cendekia

Kompas. (2023). *Defisit Guru Pendamping Khusus Hambat Pendidikan Inklusi.* <https://www.kompas.id/baca/humaniora/2023/11/12/defisit-guru-khusus-menghambat-pendidikan-inklusi>. Diakses 10 Desember 2023.

Kurniawati, E., Arafat, Y., & Puspita, Y. (2020). Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan melalui Manajemen Berbasis Sekolah. *Journal of Education Research, 1(2), 134-137.*

Mawarni, F., Trisiana, A., & Widyaningrum, R. (2023). ANALISIS PEMAHAMAN GURU DALAM IMPLEMENTASI KURIKULUM MERDEKA DI SD NEGERI 1 AMPEL. *Journal of Educational Learning and Innovation (ELIa), 3(2), 380-402.*

Mulyasa, E. (2013). *Menjadi Kepala Sekolah Profesional dalam Konteks Menyukseskan MBS dan KBK*. Bandung: PT Remaja Rosdakarya.

Novianti, N., Padang, S. L., Sambolangi, O., Panan, K., & Allo, A. B. (2023). Manajemen Pendidikan Dan Kepemimpinan Kristen Di Era Society 5.0. *Jurnal Pendidikan Dan Keguruan*, *1*(6), 513-528.

Nur, D. R. (2014). Student active –learning: a curriculum innovation in indonesia. *LINGUA : Jurnal Bahasa, Sastra, Dan Pengajarannya*, *11*(1), 23-32. https://doi.org/10.30957/lingua.v11i1.17

Putri, A. A. and C. S. O. A. (2019). Gambaran Kompetensi Pengajar di yayasan Wahana Inklusif Indonesia. *Jurnal Pendidikan Inklusi, 2*(2), 59–64. https://doi.org//10. 26740/inklusi.v2n2.p59-64

Rohmat. (2010). *Kepemimpinan Pendidikan*. Purwokerto: STAIN Pers

Rona Fitria, “Proses Pembelajaran Dalam Setting Inklusi Di Sekolah Dasar”, *Jurnal Ilmiah Pendidikan Khusus, 1,no 1 , 2012*

Saimin, Muchlas. (2009). *Manajemen Sekolah Panduan Praktis Pengelolaan Sekolah*. Yogyakarta: Adicita Karya Nusa.

Saputra, D., Qawim, M. M., Hariyadi, A., & Utomo, S. (2023). Kepemimpinan Kepala Sekolah Dalam Menerapkan Konsep Merdeka Belajar. *Equity In Education Journal, 5(1), 14-22*.

Sudarto, Z. (2016). Implementasi kebijakan penyelenggaraan pendidikan inklusif. *JP (Jurnal Pendidikan): Teori dan Praktik*, *1*(1), 97-106.

Sugiyono. (2017). *MetodePenelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabet.

Suradarma, I. B. (2018). Revitalisasi nilai-nilai Moral Keagamaan di era globalisasi melalui pendidikan agama. *Dharmasmrti: Jurnal Ilmu Agama Dan Kebudayaan*, *18*(2), 50-58.

Wicaksono, D. S., Kasmantoni, K., & Walid, A. (2021). Peranan pondok pesantren dalam menghadapi generasi alfa dan tantangan dunia pendidikan era society 5.0. *JPT: Jurnal Pendidikan Tematik*, *2*(2), 181-189.

Yuliandri, J., & Kristiawan, M. (2017). Peran Kepemimpinan Kepala Sekolah Terhadap Peningkatan Kinerja Guru. *Jurnal Dosen Universitas PGRI Palembang*.