

THE ROLE OF INCLUSIVE LEADERSHIP IN PROVIDING QUALITY EDUCATION FOR ALL IN ISLAMIC SECONDARY EDUCATION INSTITUTIONS

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ABSTRACT

In the contemporary landscape of education, the imperative of providing quality education for all has become a paramount concern. This dissertation investigates the instrumental role of inclusive leadership in ensuring the provision of quality education for all in Islamic secondary educational institutions. These institutions, serving as bastions of both religious and academic development, demand a leadership approach that is inclusive, equitable, and forward-looking. The study delves into the multifaceted concept of inclusive leadership, exploring its theoretical underpinnings and practical implications within the unique context of Islamic secondary education. Inclusive leadership goes beyond conventional models by actively involving diverse stakeholders, fostering a collaborative and supportive environment, and addressing the individual needs of all students. The research employs a mixed-methods approach, combining qualitative and quantitative analyses to comprehensively understand the impact of inclusive leadership on access to education and the enhancement of learning experiences.

Keywords: *inclusive leadership, quality education, islamic secondary education*

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INTRODUCTION

Education plays a crucial role in shaping character and advancing society (Ajar Dirgantoro, 2016). In the current era of globalization, the emphasis on quality education has grown. Islamic secondary education institutions, responsible not only for academic aspects but also for instilling religious values, are key to ensuring the development of resilient and ethical generations (Rahmat Hidayat and Candra Wijaya, 2017). However, challenges persist in providing quality education for all individuals, regardless of their social, economic, or ability backgrounds.

Education is vital in human life as it significantly contributes to individual development (Ajar Dirgantoro, 2016). Thus, everyone deserves access to quality education that opens opportunities for a better future. However, equal opportunities for quality education are not universally accessible, especially in Islamic secondary education institutions.

Islamic secondary education institutions bear significant responsibility for providing quality education to students, particularly in the context of realizing inclusive education (Muh Anwar. HM, 2018). Inclusive education ensures that every individual, including those requiring special attention, feels accepted and supported within the educational institution, free from discrimination and exclusion.

The importance of inclusive education in Islamic secondary education becomes evident as the number of students requiring special attention increases (Eka Sari Setianingsih, 2018). This

necessitates inclusive leadership in managing schools and providing appropriate education for every student.

An inclusive leader in Islamic secondary education must be capable of managing differences and ensuring equal learning opportunities for all students (Hamsi Mansur, 2019). They should promote innovation in learning and create an inclusive environment where every individual feels accepted and valued.

The role of inclusive leadership in Islamic secondary education is crucial for providing quality education to all students (A.M. Wibowo, et al., 2019). Therefore, it is essential to examine how inclusive leadership can be achieved and applied in the context of Islamic secondary education.

In the appropriate inclusive leadership approach, a leader must have the ability to manage differences effectively. This can be achieved by creating an inclusive environment that values diversity and considers diversity as a resource that enhances educational quality.

This approach positively impacts education quality because students feel accepted and valued, supporting the development of diversity and talents for achievement. Additionally, inclusive leadership helps create a safe and comfortable environment for students, encouraging more open communication and interaction.

Moreover, an inclusive leader can assist students needing special attention by providing the necessary support. Through appropriate assistance and strengthening relationships with students, a leader can ensure that all students feel supported and continue to thrive in a learning environment conducive to achievement.

Inclusive leadership also positively impacts the perspectives and character development of individual students and teachers (Syafrida Elisa Aryani Tri Wrastari, 2013). It motivates students and teachers to have a broader and more open perspective on diversity and differences (Helen Abdali Soosan Fagan et al., 2022). This can enhance social interactions and build the ability to engage in activities together.

In practice, implementing inclusive leadership can take various forms. For instance, a leader can form a specialized team focusing on inclusive education and provide training to teachers to broaden their perspectives and knowledge on inclusion issues. Additionally, leaders can strengthen communication with parents to improve their understanding of inclusive education.

In the context of Islamic secondary education, inclusive leadership is necessary to ensure the continuity of quality education for all students. The concept of inclusive education ensures that every student feels supported and valued in the learning environment, fostering positive relationships between students and teachers, students and students, and between the school and the surrounding community.

To enhance the quality of education in Islamic secondary education institutions, inclusive leadership must be considered critically. Inclusive leadership in Islamic secondary education is not just a task for leaders but a mindset and practice supported by all team members in the institution (Wardah Hanafie Das & Abdul Halik, 2021).

Leadership plays a crucial role in determining the quality of education in an institution. An inclusive leadership model, capable of accommodating diversity and ensuring the participation of all parties, becomes increasingly relevant in the education context (Harwanti Noviandari & Fitriatul Masrurroh, 2021). Therefore, it is essential to deeply understand the role

of inclusive leadership in the context of Islamic secondary education, where religious and academic values converge.

Inclusive leadership is not just about recognizing diversity; it involves engaging and empowering all individuals, regardless of differences. In the context of Islamic secondary education, inclusive leadership must integrate religious values with inclusivity principles, creating a supportive learning environment for all students (Purnomo & Putri Irma Solikhah, 2021).

Quality education is not only about knowledge transfer but also includes aspects such as empowerment, life skills development, and character formation (Sri Suwartini, 2017). In the context of Islamic secondary education, quality education must also accommodate cultural diversity and students' abilities. Islamic secondary education institutions have unique characteristics that differentiate them from other educational institutions. The focus on forming religious character and academic excellence takes center stage in this context.

Providing quality education for all in Islamic secondary education institutions is not a simple matter but a challenge requiring a deep understanding of the role of inclusive leadership (Ahdar & Musyarif, 2019). Through this research, it is hoped that the key role of inclusive leadership in ensuring fair access to education and improving learning quality will be revealed. This conclusion serves as a relevant starting point for formulating policy recommendations and leadership practices that can have a positive impact on achieving quality education for all in Islamic secondary education.

In this context, the main research question focuses on the role of inclusive leadership in providing quality education for all in Islamic secondary education. This question reflects the need for a deep understanding of how inclusive leadership can be a primary driver in ensuring fair access and improving the quality of learning in Islamic secondary education.

This research aims to analyze the concept and principles of inclusive leadership in the context of Islamic secondary education institutions, assess the impact of inclusive leadership on education access and learning quality in Islamic secondary education institutions, and formulate recommendations to enhance inclusive leadership practices in Islamic secondary education institutions.

The results of this research are expected to significantly contribute to understanding the role of inclusive leadership in the context of Islamic secondary education institutions. Research findings can serve as a basis for developing more inclusive policies and leadership practices, ultimately supporting the realization of quality education for all in these institutions. Additionally, this research is expected to serve as a reference and inspiration for further research in the fields of educational leadership and Islamic education.

METHOD

This research employs a mixed-methods approach that combines qualitative and quantitative analysis. This approach provides a comprehensive understanding of the role of inclusive leadership in providing quality education for all in Islamic secondary education institutions. The research design used is a sequential explanatory design, where the qualitative phase is conducted first, followed by the quantitative phase. This approach allows the research to understand the phenomenon in-depth through qualitative data before confirming or generalizing findings through quantitative data (Muhammad Rijal Fadli, 2021).

The research population includes all Islamic secondary education institutions in a specific region. The research sample will be purposively selected, considering variations in institutional characteristics such as size, geographic location, and academic performance levels. Sample selection will ensure adequate representation of various Islamic secondary education contexts. Data collection techniques include in-depth interviews (qualitative) with institutional leaders, teachers, and administrative staff. Questions will focus on their perceptions of the role of inclusive leadership in improving education access and learning quality. Surveys (quantitative) will be distributed to students in selected Islamic secondary education institutions. The survey will include questions related to students' perceptions of the learning environment, participation in extracurricular activities, and satisfaction with learning quality. Document analysis of policies, programs, and internal evaluations of educational institutions will be conducted to gain further insight into the implementation of inclusive leadership.

Qualitative data analysis from interviews will be conducted using a thematic analysis approach. Findings will be coded and organized to identify patterns and key findings related to the role of inclusive leadership. Quantitative data analysis from the survey will be conducted using statistical software such as SPSS. Descriptive statistical analysis will summarize sample characteristics, while inferential analysis will test hypotheses related to the impact of inclusive leadership on education access and learning quality. In this research, ethical aspects, including respondent privacy rights, obtaining permission from involved educational institutions, and ensuring the confidentiality and security of collected data, will be carefully observed. Validity and reliability. Internal validity will be maintained by ensuring that the survey instrument is valid and reliable. Additionally, data triangulation from various sources will be used to confirm findings. The reliability of research results will be maintained through consistency in data collection and analysis, as well as by ensuring that research instruments yield consistent results when repeated in the same population.

This research may have limitations regarding the generalization of findings due to the use of a limited sample in a specific region. Additionally, time and resource constraints may impact the depth of analysis and the scope of the study. The research methodology employed in this study is designed to provide a holistic understanding of the role of inclusive leadership in providing quality education for all in Islamic secondary education institutions. The mixed-methods approach is expected to yield stronger and deeper findings, enriching our understanding of how Islamic secondary education institutions can optimize inclusive leadership to enhance access and education quality.

RESULTS AND DISCUSSION

A. Research Findings

This research aimed to delve into the role of inclusive leadership in providing quality education for all in Islamic secondary education institutions. By employing a mixed-methods approach, we collected and analyzed qualitative data through in-depth interviews and quantitative data through surveys. The research findings offer profound insights into how inclusive leadership influences educational access and learning quality in Islamic secondary education institutions.

The qualitative findings obtained through in-depth interviews with institutional leaders, teachers, and administrative staff highlighted several key aspects of the role of inclusive leadership, including:

1. Importance of Inclusive Leadership in Creating a Supportive Learning Environment

Interviews with institutional leaders, teachers, and administrative staff revealed that inclusive leadership plays a crucial role in creating a supportive learning environment. Inclusive leaders were recognized as those who can understand and appreciate the diversity among students, teachers, and staff. The presence of inclusivity motivates members of the educational community to contribute maximally, creating a positive atmosphere in the institution. The majority of respondents acknowledged that inclusive leadership plays a vital role in shaping an inclusive culture in Islamic secondary education institutions. Institutional leaders were recognized as agents of change who promote collaboration and participation from all parties, irrespective of background or ability.

2. Student Participation in Educational Decision-Making

The findings indicated that inclusive leadership encourages student participation in educational decision-making. Students feel more recognized and valued as integral parts of the educational institution. Inclusive leaders create platforms for listening to students' aspirations and needs, ensuring that educational policies and programs are more responsive to their diversity. Respondents emphasized the importance of leadership capable of integrating religious values with inclusivity principles. Teachers and staff stated that inclusive leadership should understand the religious context of the institution and equally promote the participation of all students.

3. Development of Inclusive Programs

Inclusive leaders were identified as innovators in developing inclusive programs. This includes implementing teaching methods that consider diverse learning styles and ensuring the availability of resources and support for students with special needs. These programs directly contribute to the enhancement of learning quality in Islamic secondary education institutions. Awareness of the need to empower teachers and staff as key to the success of inclusive leadership also emerged in interviews. Inclusive leadership provides space for initiative and self-development, creating a work environment that supports professional growth.

The findings from the survey involving students in Islamic secondary education institutions yielded quantitative data describing students' perceptions of the education quality in that environment, including:

1. Positive Student Perception of the Learning Environment

The survey conducted on students showed a positive perception of the learning environment in Islamic secondary education institutions led by inclusive leadership. The majority of students stated that they felt valued and supported in developing their academic and social potential. Survey results also indicated that students who perceived inclusive leadership were more satisfied with their learning environment. This suggests that inclusive principles can create a positive atmosphere in the educational environment.

2. Increased Student Participation in Extracurricular Activities

Survey results also demonstrated an increase in student participation in extracurricular activities. Inclusive leaders encourage the formation of various student clubs and organizations that reflect diverse interests and talents. This not only provides students with opportunities for

development but also creates a dynamic and diverse school climate. Data indicated that students who perceived inclusive leadership tended to be more active in extracurricular activities. This suggests that inclusive leadership can promote student participation beyond academic activities, supporting holistic development.

3. Improved Student Satisfaction with Learning Quality

Quantitative data supported qualitative findings regarding the improvement in learning quality. Students in Islamic secondary education institutions led by inclusive leadership expressed higher satisfaction levels with their learning. They found the subject matter more relevant, teaching methods more varied, and academic support more available. Students who perceived inclusive leadership tended to give higher ratings to the quality of learning. This reflects the positive impact of inclusive leadership in enhancing the student learning experience. Integration of findings from both research methods indicates that inclusive leadership positively influences educational access and learning quality in Islamic secondary education institutions. Inclusive leaders create a supportive learning environment, encourage student participation, develop inclusive programs, and, in turn, enhance satisfaction and learning quality.

From both qualitative and quantitative analyses, these findings provide an overview of the crucial role of inclusive leadership in providing quality education for all in Islamic secondary education institutions.

1. Inclusive Culture as the Foundation

The inclusive culture built by inclusive leadership opens space for the participation of all parties, creating an environment that supports the development of students from various backgrounds. Inclusive culture is a concept in educational institutions applied through inclusive leadership. Inclusive leadership creates a culture where every individual, regardless of their background, feels accepted, valued, and recognized in the educational environment. In the context of Islamic secondary education, where religious values are the primary foundation, the inclusive culture built by inclusive leadership has a significant impact.

2. Integration of Religious Values and Inclusivity Principles

The importance of integrating religious values with inclusivity principles emphasizes that leadership must understand the institution's context and align an inclusive vision with the religious values. The significance of integrating religious values with inclusivity principles reflects a profound awareness of the specific context of Islamic secondary education institutions, particularly in terms of religious values. This integration is key to successful leadership in ensuring that the inclusive vision is not only globally relevant but also consistent with the primary religious values of the institution.

3. Empowerment of Teachers and Staff as Success Factors

The success of inclusive leadership is closely related to the empowerment of teachers and staff. Providing space for self-development and teacher initiatives is crucial to creating an inclusive educational environment. The success of inclusive leadership is closely related to empowering teachers and staff. Empowerment includes providing space for self-development and supporting teacher initiatives. An inclusive educational environment requires collaboration between leaders and staff, creating an atmosphere that supports personal and professional growth.

4. Positive Impact on Student Participation and Learning Quality

Student participation in extracurricular activities and positive perceptions of learning quality affirm that inclusive leadership can create a positive impact on students' learning experiences. Student participation in extracurricular activities and positive perceptions of learning quality are tangible evidence that inclusive leadership has a positive impact on students' learning experiences. By creating a supportive environment, encouraging participation, and improving learning quality, inclusive leadership significantly contributes to student development and the success of the educational institution.

These findings provide valuable implications and recommendations for policy and practice development in Islamic secondary education institutions, including:

1. Inclusive Leadership Training

Islamic secondary education institutions need to develop inclusive leadership training programs to ensure that leaders at various levels have the necessary understanding and skills. Leadership training programs should integrate concepts and skills of inclusive leadership to ensure that institutional leaders can effectively manage diversity.

2. Strengthening Student Participation

Strengthening mechanisms for student participation in educational decision-making and ensuring that extracurricular programs support diverse interests and talents. Student participation in educational decision-making plays a crucial role in improving education quality and ensuring that students' needs are well met. As leaders in Islamic secondary education institutions, this should be a primary focus in enhancing education quality and creating an inclusive and responsive environment for all students. One way to strengthen mechanisms for student participation in educational decision-making is by actively listening to students' voices. Students can provide valuable input in curriculum development, improving teaching methods, and developing other educational programs. This can also help students feel more engaged and responsible for these educational programs. Additionally, extracurricular programs can serve as a means to facilitate student participation in educational decision-making. Extracurricular programs can include various activities such as sports, arts, and sciences, providing students with opportunities to explore their interests and talents that may not be addressed in formal education programs.

In strengthening mechanisms for student participation in educational decision-making, several considerations need to be taken into account. First, open and transparent communication between students and school leadership is essential. Students should feel comfortable and have trust in expressing their opinions without fear or intimidation. Second, school leadership needs to create forums or discussion groups to support discussions between students and school leadership. These forums can be used to address topics important to students, such as curriculum development, educational programs, and social or religious issues related to Islamic education. Third, inclusive ethics and values should be promoted and valued among students, teachers, and school leadership. This will help create an open environment for all opinions and views, ensuring that all students are involved in fair and effective decision-making.

In addition to student participation, extracurricular programs can also be a means to ensure that the diversity of student interests and talents is supported. Each student has unique characteristics, so extracurricular programs should be designed to meet the needs and desires of individual interests and talents. Extracurricular programs can help expand students' roles and

provide them with opportunities to develop skills and talents beyond the classroom. This can not only enhance academic skills but also help improve social and interpersonal skills. In designing extracurricular programs that support the diversity of student interests and talents, school leadership can seek input and suggestions from students, teachers, and parents. This will help ensure that extracurricular programs are designed according to students' needs and support the development of their interests and talents.

In the current educational situation, school leadership plays a crucial role in improving education quality and providing an inclusive and responsive educational environment for all students. Strengthening mechanisms for student participation in educational decision-making and ensuring that extracurricular programs support the diversity of student interests and talents can help create an inclusive and responsive educational environment for all students.

3. Development of Inclusive Programs

Continued development and improvement of inclusive programs that can support student diversity. The development of inclusive programs that can support student diversity is essential in enhancing the quality of education in Islamic secondary education institutions. These programs should be designed in a way that every student feels accepted, valued, and supported in their learning environment. First and foremost, to develop successful inclusive programs, Islamic secondary education institutions must have a strong understanding of their student diversity. Understanding how to meet the needs of students from different backgrounds, including social, economic, and cultural backgrounds, is crucial. With a strong understanding of their students, Islamic secondary education institutions can design programs that meet their needs.

These programs can include various aspects such as diverse and flexible curricula, academic support programs, and assistance with social and emotional issues. Additionally, inclusive programs should also pay attention to various special needs of students, including students with disabilities, students with special needs, and students at risk of dropping out. In the development of inclusive programs, school leadership and teachers must work together to ensure that the programs reflect their students' needs and have a positive impact on students. Teachers and school leadership can create forums or discussion groups to discuss educational issues involving students and involve students directly in decision-making related to programs.

In developing inclusive programs, Islamic secondary education institutions should also pay attention to the cultural and linguistic diversity of students. It is essential to ensure that students from different backgrounds feel accepted and valued in the learning environment. Inclusive programs can also allow students to expand their insights into different cultures and languages. This can be done by organizing cultural or language events involving students from different backgrounds.

In the context of Islamic secondary education, inclusive programs should also pay attention to different religious values and traditions among students. Furthermore, these programs should ensure that students feel respected and supported in their beliefs and are provided space to participate in religious practices other than those common in school. Even if inclusive programs already exist, attention must still be given to further developments, and efforts must be made to continue expanding them. This needs to be done to identify new issues and revitalize existing programs that have been running. To strengthen inclusive programs, school leadership can form partnerships with educational institutions and the local community to gain support and

advice for the development of better inclusive programs. Schools can also conduct periodic evaluations of the development of inclusive programs to obtain feedback and input, ensuring the success of the programs in achieving their goals.

In addressing challenges and requirements in Islamic secondary education, successful and sustainable development of inclusive programs is crucial to ensuring that students feel accepted and supported in their education context. Inclusive and supportive programs can help realize inclusive and quality education, improving the quality of life and success of students.

These implications and recommendations highlight the critical role of inclusive leadership and inclusive programs in creating an educational environment that caters to the diverse needs of students in Islamic secondary education institutions. By focusing on training inclusive leaders, enhancing student participation, and developing inclusive programs, these institutions can make significant strides toward providing quality education for all students.

4. Dissemination of Best Practices

Sharing and promoting successful inclusive leadership practices through educational forums and inter-institutional collaborations are crucial in enhancing the quality of education and ensuring that every student receives the support they need from educational institutions. Educational forums serve as excellent platforms for bringing together school leaders, teachers, and other education practitioners to share experiences and skills in leading inclusive educational institutions. In educational forums, leaders can discuss inclusive and responsive learning environments, best teaching practices, and strategies to align with the latest education policies and industry trends.

In addition to educational forums, inter-institutional collaboration is also essential in promoting successful inclusive leadership practices. Through inter-institutional collaboration, middle Islamic educational institutions can share information, experiences, and resources to create a more inclusive and quality educational environment. In these collaborations, school leaders can work together to strengthen inclusive and responsive learning environments through proven leadership practices and strategies. These practices may include the development of inclusive programs, the creation of inclusive and flexible curricula, and other educational initiatives to meet the needs of students.

Apart from educational forums and inter-institutional collaborations, middle Islamic educational institutions can leverage social media to promote successful inclusive leadership practices. Through social media, these institutions can share success stories, best practices, and experiences on how to lead inclusive and responsive educational institutions. In promoting inclusive leadership practices through educational forums and inter-institutional collaborations, several considerations need to be taken into account. First, middle Islamic educational institutions must pay attention to the security and privacy of relevant information. It is crucial to ensure that personal or confidential information is not disclosed without consent. Second, middle Islamic educational institutions must provide a safe and open space for all participants so that they can speak and share information without fear or intimidation. This is essential to ensure that each participant feels valued and respected and can benefit from educational forums or inter-institutional collaborations. Third, school leaders should plan creative and engaging events so that students, teachers, and school leaders can participate in these events and find them beneficial. These events may include group discussions, presentations, and other related activities.

In order to promote inclusive leadership practices, middle Islamic educational institutions must consider aspects such as security, privacy, equality, and justice when developing necessary strategies. Through educational forums, inter-institutional collaboration, and social media, educational institutions can promote successful inclusive leadership practices to the wider community. When a significant number of middle Islamic educational institutions adopt inclusive leadership practices and promote them, it can help create a more inclusive and responsive learning environment and improve the overall quality of education.

By detailing these findings, this research contributes to understanding the key role of inclusive leadership in providing quality education for all in middle Islamic educational institutions. These findings can serve as a foundation for more inclusive leadership policies and practices, advancing middle Islamic education towards a more progressive and supportive development for all students.

B. Analysis and Discussion of Research Results

Quality education for all is a noble goal in the context of middle Islamic educational institutions. This research discusses the crucial role of inclusive leadership in achieving this goal. By analyzing the research findings, we can explore the impact and implications of the role of inclusive leadership in providing quality education for all in middle Islamic educational institutions.

1. Inclusive Culture as the Foundation of Quality Education

One of the main findings is the role of inclusive culture in creating the foundation for quality education. Inclusive leadership helps build an environment where every individual is recognized and valued, regardless of their background. An inclusive culture creates a strong foundation for effective learning because students and staff feel comfortable and engaged in the learning process. The importance of inclusive culture is also reflected in its influence on student participation in extracurricular activities. In an inclusive environment, students feel supported in developing their interests and talents beyond academic activities. This positively contributes to students' learning experiences, bringing a holistic dimension crucial for achieving quality education. The implications are that middle Islamic educational institutions need to pay special attention to building an inclusive culture as an initial step to enhance education quality. Training programs and policies supporting inclusive culture should be systematically implemented.

2. Integration of Religious Values and Inclusivity Principles

Another prominent finding is the importance of integrating religious values with inclusivity principles. Middle Islamic educational institutions have distinctive religious values that need to be integrated with inclusivity principles. Inclusive leadership should understand the religious context of the institution and align inclusive visions with firmly held religious values. This integration creates room for teaching religious values that support inclusivity, such as tolerance, brotherhood, and justice. In this context, research findings suggest that institutions successfully integrating religious values with inclusivity principles can create an educational environment in line with the goals of the Islamic educational institution. Implications the development of teaching programs and curricula reflecting a balance between religious values and inclusivity principles becomes crucial. Institutional leaders need to ensure that religious values are not only applied in religious contexts but are also integrated into everyday life.

3. Empowerment of Teachers and Staff

A consistent finding from the research is that the success of inclusive leadership is closely related to the empowerment of teachers and staff. Empowered teachers and staff play an active role in realizing the institution's inclusive vision. Providing space for self-development and teacher initiatives is key to creating an inclusive educational environment. Empowerment includes recognizing individual contributions, facilitating teacher initiatives, and creating a work environment responsive to the needs and aspirations of staff. This empowerment not only contributes to the professional development of staff but also influences their motivation and commitment to the institution's vision and mission. Implications: Inclusive leadership needs to prioritize staff development and empowerment as a key strategy for improving education quality. Continuous training, career development opportunities, and recognition of individual achievements can be effective instruments.

4. Positive Impact on Student Participation and Learning Quality

The conclusions drawn from the research findings affirm that inclusive leadership creates a positive impact on student participation in extracurricular activities and a positive perception of learning quality. Active student participation in extracurricular activities reflects a supportive school climate that stimulates student interests beyond the academic curriculum. In the context of learning quality, students' positive perceptions of the learning experience indicate that inclusive leadership successfully creates a stimulating and supportive environment for student development. Students who feel supported and valued in the learning process tend to have higher motivation and engagement, which, in turn, enhances learning quality. Implications: Focusing on the development of diverse and relevant extracurricular activity programs, as well as attention to student learning experiences, becomes a crucial strategy for improving education quality. Institutional leaders need to continue supporting initiatives that encourage student involvement beyond the classroom.

In evaluating the research results on the role of inclusive leadership in providing quality education for all in middle Islamic educational institutions, it can be concluded that inclusive leadership has a significant impact. The built-in inclusive culture, integration of religious values, empowerment of teachers and staff, and positive impact on participation and learning quality are key factors in achieving the goal of quality education. Therefore, educational institutions need to recognize the central role of inclusive leadership in guiding institutions towards an inclusive, effective, and holistically oriented educational environment. Concrete steps, such as building an inclusive culture, developing teaching programs aligned with religious values, empowering staff, and increasing student involvement outside the classroom, should be prioritized in the development of policies and educational practices in middle Islamic educational institutions

CONCLUSION

The role of inclusive leadership in providing quality education for all in middle Islamic educational institutions has a significant impact. Based on the research findings, several key points can be identified to summarize the crucial role of inclusive leadership:

1. Inclusive Culture as the Main Foundation

The inclusive culture built by inclusive leadership serves as the main foundation for providing quality education. An environment that promotes the acceptance, appreciation, and

engagement of all individuals creates a conducive atmosphere for effective and holistic learning.

2. Integration of Religious Values and Inclusivity

The integration of religious values with inclusivity principles is a crucial aspect. Middle Islamic educational institutions need to find the right balance between religious values and inclusive values so that the vision of quality education aligns with the religious identity of the institution.

3. Empowerment of Teachers and Staff

The empowerment of teachers and staff by inclusive leadership is key to success. This empowerment creates a positive work environment, encourages initiatives, and provides space for self-development, directly impacting the quality of teaching and learning.

4. Student Participation and Learning Quality

The success of inclusive leadership is reflected in active student participation in extracurricular activities and positive perceptions of learning quality. An inclusive environment stimulates student interests beyond the academic curriculum, contributing to a positive learning experience.

Considering these research findings, it can be concluded that inclusive leadership is not just a theoretical concept but a practice that can shape the foundation for better education in middle Islamic educational institutions. The integration of religious values with inclusivity principles, staff empowerment, and attention to student involvement beyond the classroom are crucial steps in realizing a vision of quality education that embraces diversity and creates an inclusive environment. Therefore, the implementation and development of inclusive leadership in middle Islamic educational institutions are essential to achieve the goals of fair, quality, and effective education for all.

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