

The Comparative Study of Inclusive Leadership of School Principals in Accommodating Student Diversity between Indonesia and Malaysia

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ABSTRACT

This research aims to determine whether inclusive leadership can help schools accommodate the diversity of students with special needs in Indonesia and Malaysia; find out how inclusive leadership practices can strengthen the growing sense of trust in students from various backgrounds in Indonesia and Malaysia; find out how inclusive leadership can improve learning outcomes and acceptance of students from different groups in Indonesia and Malaysia; understand the challenges and obstacles in developing inclusive leadership in accommodating the diversity of students in Indonesia and Malaysia, and the differences in inclusive leadership practices in accommodating the diversity of students between Indonesia and Malaysia.

The research method used is a mixed research approach, namely quantitative descriptive and narrative review. For the quantitative descriptive approach, the subjects or samples in this research were elementary school principals who were selected using nonrandom sampling or nonprobability sampling with purposive sampling techniques. The data collection instrument is in the form of a questionnaire, and the data analysis technique uses the t test. As for the narrative review. Relevant article data sources obtained from Google Scholar, PubMed, Scopus, Elsevier, and others. With inclusion criteria: is an explanation of the factors chosen by the author to include articles for review. For exclusion criteria: is an explanation of the author's factors for deciding that the article in the search is not included in the articles to be reviewed.

The principal's inclusive leadership mapping includes efforts to create an environment that supports all students, including those with diverse backgrounds, needs and abilities. Inclusive leadership includes aspects such as handling cultural differences, religion, and special needs of students. The research results show that the percentage level of inclusive leadership mapping in Indonesia which focuses on the Yogyakarta Special Region Province is at a percentage above 80%, which is dominated by Bantul Regency with the highest percentage of 93.70% and Kulon Progo Regency with the lowest percentage, namely 82.51%. Inclusive leadership can help schools accommodate the diversity of students with special needs in Indonesia and Malaysia; find out how inclusive leadership practices can strengthen the growing sense of trust in students from various backgrounds in Indonesia and Malaysia; find out how inclusive leadership can improve learning outcomes and acceptance of students from different groups in Indonesia and Malaysia; understand the challenges and obstacles in developing inclusive leadership in accommodating the diversity of students in Indonesia and Malaysia, and the differences in inclusive leadership practices in accommodating the diversity of students between Indonesia and Malaysia. Inclusive leadership plays a very important role in accommodating the diversity of students, including those with special needs, in schools in Indonesia. Inclusive leadership includes a variety of strategies and practices to create a welcoming and supportive learning environment for all students.

Kata Kunci: inclusive leadership, student diversity, Indonesia, Malaysia