

## School Management in Managing Inclusive Education at Buduran 2 and 6 Junior High School Sidoarjo, Indonesia

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### ABSTRACT

**Objective:** This study aims to describe and analyze school management in inclusive education management through a multi-site study at Buduran 2 and 6 Junior High School Sidoarjo. Inclusive education provides opportunities for all students, including Students with Disabilities, to obtain quality educational services without discrimination. **Method:** This research employed a qualitative approach with a multi-site study design. Data were collected through observation, in-depth interviews, and documentation studies involving principals, teachers, education staff, and parents. Data analysis was conducted using the Miles, Huberman, and Saldana model, which includes data condensation, data presentation, and conclusion drawing. **Results:** The research results show that school management in inclusive education is implemented through planning, organizing, implementing, and evaluating. This includes internalizing an inclusive vision, establishing an inclusive team, developing an adaptive curriculum, implementing differentiated learning, and providing accessible facilities. **Novelty:** The novelty of this research lies in the disclosure of inclusive school management practices through a multi-site study approach which shows that the professional leadership of the principal plays an important role in integrating school management functions with inclusive values to create an educational environment that is adaptive, tolerant, and supports student diversity.

## INTRODUCTION

Inclusive school management is the process of systematically organizing educational resources to ensure all students, including students with disabilities, have equal access to learning in a shared environment (Boatright et al., 2023; Broskowski et al., 2025; Okanezi & Loveday, 2025; Masrukhi et al., 2026). Theoretically, this management is based on the concept of strategic educational management, which emphasizes that schools must be able to adapt to diverse student input. According to Arif et al. 2023, inclusive organizational theory, inclusive school management Buduran 2 and 6 Junior High School Sidoarjo requires a shift from mechanistic bureaucracy to an "adhocratic" organization, where the school structure becomes more flexible and responsive to the individual needs of each student without exception. The success of inclusive management is largely determined by the principal's professional competence in translating policies into operational actions (Melloy et al., 2022; Islam, 2024; Nicolaou et al., 2024; Rivana et al., 2024). The principal acts as both a manager and an instructional leader who must ensure the availability of an adaptive curriculum, competent teaching staff, and accessible facilities and infrastructure. In the context of inclusive education, school principals play a role not only in administrative decision-making, but also in establishing school governance that supports student diversity. School principals need to ensure that inclusive policies are translated into organizational structures, role divisions, teacher capacity building, and the provision of adequate institutional support (Çelik et al., 2024). Thus, the success of inclusive education is greatly influenced by how schools manage

leadership, governance, policy implementation, and institutional support mechanisms in an integrated manner.

The development of inclusive learning systems cannot be separated from the strategic role of school management in integrating learning innovations and the use of digital technology to accommodate the diversity of student characteristics. In this case, schools have a responsibility to ensure that learning innovations can run effectively through adaptive curriculum management, teacher competency improvement, and the provision of adequate learning facilities. Various innovative approaches such as STEAM-based learning have been reported to improve students' 21st-century competencies, particularly in critical thinking, creativity, collaboration, and problem-solving skills, which are highly relevant in the context of inclusive education (Alhusni, Ramadani, & Sunarti, 2025; Laili & Nisa', 2025; Mazayu et al., 2025).

In addition, the use of technology-based learning models such as simulation-based learning and inquiry-based learning also demonstrates the importance of school support in implementing differentiated learning according to the diverse needs of students (Alhusni et al., 2025; Dayu et al., 2025; Laili & Nisa', 2025). Well-managed digital learning environment support enables teachers to develop more flexible and responsive learning strategies to students' different abilities. Bibliometric study findings also show an increase in the use of virtual simulation and inquiry-based learning in improving student engagement and critical thinking skills, which also confirms the importance of school institutional readiness in supporting learning innovation within the framework of inclusive education (Alhusni et al., 2025; Lintangesukmanjaya et al., 2025; Rizaldi et al., 2025). In line with Hallinger's instructional leadership theory (Bashir Ahmad & Dr. Iqbal Ahmad, 2024), inclusive school management, effective inclusive management requires the leader's ability to define the school's mission, manage instructional programs, and promote a positive learning climate. In this context, management is not merely an administrative matter, but rather an effort to create an educational ecosystem that embraces diversity.

In addition to internal managerial aspects, inclusive school management also encompasses public relations management and cross-sector collaboration (Stratan, 2022; Rasmitadila et al., 2023; Morelle & Morelle, 2024). Bronfenbrenner's developmental ecology theory provides the basis for the development of inclusive students being influenced by the synergy between the school environment, families, and professional service providers such as the Resource Center or psychologists (Stanley & Kuo, 2022; Thu et al., 2022; Amali et al., 2023; Joubert & Jacobs, 2024; Mbelu & Maguvhe, 2024; Kadriu et al., 2026). Therefore, professional inclusive school management must be able to build strong collaborative networks to support student assessment, placement, and mentoring. Through integrated management, inclusive schools function not only as places of academic learning but also as social laboratories for fostering tolerance and empathy in the community (Racu & Munteanu, 2021; Alshahrani, 2022; Adiba et al., 2023). The implementation of inclusive education is a concrete step towards changing the public's perception of children with special needs. Many communities still hold negative views, regarding children with special needs as individuals experiencing limitations or obstacles in physical, emotional, social, and even psychological development (Hepperlen et al., 2021; Kwok & Kwok Lai Yuk Ching, 2022; Röhm et al., 2022; Billah et al., 2025). Consequently, they are considered to lack potential and talent, unable to socialize, and

unable to pursue an education. This view often leads to discrimination against children with special needs, such as being ostracized and lacking support from their surroundings. As a result, the psychological and mental well-being of children with special needs is disrupted, making it seem as if they have no better future, one that is equal to that of normal individuals in general. According to Utari (2023), negative societal views of children with special needs are due to the culture that is still embedded in society. Therefore, inclusive education services are needed that prioritize the values of tolerance and diversity among individuals.

Inclusive schools are institutional services that incorporate students with disabilities into the learning process alongside regular students (Suja & Elamaran, 2024). In Indonesia, there are three types of educational institutions: 1) regular schools, which are educational institutions for regular students with normal physical and mental conditions; 2) segregated schools, which are educational institutions for students with special needs or disabilities, also known as Special Needs Schools in Indonesia; 3) inclusive schools, which are educational institutions where regular students and students with disabilities are gathered in the same school (Andriana & Evans, 2021; Karya et al., 2021; Aryal & Aryal, 2022; Efendi et al., 2022; Abdussamad et al., 2023; Novrizal & Manaf, 2024). The main principle of inclusive schools emphasizes that all students have the right to learn together regardless of their differences, with the goal of creating an educational environment that respects diversity and is free from discrimination. This principle can be effectively implemented if inclusive schools are supported by a structured learning system, adequate facilities and infrastructure, and the role of human resources, including support from the principal, education staff, and teaching staff in providing inclusive education services (Prathama et al., 2022; Safrizal et al., 2022; D. Lecitivo & Manuel C. Paita, 2024; Elvira et al., 2024; Santi et al., 2025). Inclusive education is an educational system that provides opportunities for all students with disabilities and potential intelligence and/or special talents to participate in education or learning in a single educational environment alongside students in general. This is emphasized in Ministerial Regulation No. 70 of 2009 as an effort to fulfill the human right to quality, non-discriminatory education. To fulfill the right to education based on democratic, equitable, and non-discriminatory principles, inclusive education can be provided to students with disabilities through educational institutions, namely inclusive schools. Although various studies have discussed the implementation of inclusive education from the perspectives of policy, teacher readiness, and learning practices, research that specifically examines how school management functions are systematically integrated to support inclusive education at the school organization level is still relatively limited, especially in the context of schools in developing countries (Neves et al., 2023). In addition, studies that use a multi-site qualitative approach to compare inclusive education management practices between schools are also still rare.

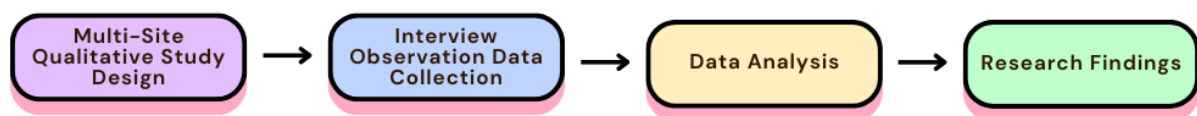
Therefore, this study aims to describe and analyze school management practices in the management of inclusive education through a multi-site study at Buduran 2 and 6 Junior High School Sidoarjo. Specifically, this study examines how the functions of planning, organizing, implementing, and evaluating are applied to support the implementation of inclusive education in both schools. This study also aims to answer the following research questions: (1) how are school management practices in inclusive education management applied in both schools; and (2) how can a multi-site approach

identify similarities and differences in inclusive education management practices between schools. This study also specifically aims to identify patterns of inclusive school management practices that can serve as conceptual models for the management of inclusive education in secondary schools. Thus, this study not only focuses on describing practices, but also on understanding how the integration of school management functions can support the successful implementation of inclusive education in a sustainable manner.

The contribution of this study lies in the use of a multi-site qualitative approach that allows for a more in-depth comparative analysis than a single-site study. The findings of this study enrich the literature on inclusive education management by showing how principal leadership, organizational structure, collaboration with stakeholders, and adaptive curriculum policies are integrated in building an inclusive school ecosystem, particularly in the context of the education system in developing countries such as Indonesia.

## RESEARCH METHOD

This research began with the determination of a qualitative research design with a multi-site study to understand school management practices in the management of inclusive education, as shown in Figure 1 (Thohirin et al., 2024). Next, data collection was carried out through interviews, observations, and documentation studies involving school principals, teachers, education staff, and parents of students. The data obtained were then analyzed using qualitative data analysis, which included data condensation, data presentation, and drawing conclusions (Mustadi et al., 2024). Through this process, research findings were obtained regarding school management practices in the management of inclusive education at the two research sites. Further explanations for all stages are explained in more detail in the paragraphs below.



**Figure 1.** Diagram Method of this research

### *Research design*

This research employed a descriptive qualitative design with a multi-site study, with two schools as the research sites. According to Tuckerman et al. (2020), research using a qualitative approach aims to comprehensively understand various phenomena experienced by research subjects, such as behavior, perceptions, motivations, and other actions. These phenomena are presented descriptively using words and language in a natural context, utilizing nature-based methods (Molina-González et al., 2024). This approach was chosen because the research aimed to gain an in-depth understanding of school management practices in managing inclusive education within the school environment. Through a multi-site study design, researchers were able to compare and identify similarities and differences in inclusive school management practices implemented at the two research sites. A multi-site approach was chosen because inclusive education management is a contextual phenomenon that is greatly influenced

by school policies, principal leadership, organizational culture, and resource support, which can vary between schools. Therefore, using only one research location has the potential to produce findings that are highly contextual and do not provide an overview of the variations in inclusive school management practices.

By using a multi-site design, this study allows for a comparison of inclusive education management practices between two schools to identify patterns of similarity (cross-site similarities) and the unique characteristics of each school (cross-site differences) (Spooner et al., 2021). This approach is important for increasing the depth of analysis because it allows researchers to understand how organizational context influences the implementation of inclusive education management. In addition, the multi-site design also increases the credibility of the research findings because the data obtained does not only come from one institutional context, but is validated through a comparison of findings between research locations. Thus, the research results are conceptually stronger because they show consistent patterns of management practices as well as variations in implementation influenced by the school context.

### ***Research objects***

The objects of this study were SMP Negeri 2 Buduran and SMP Negeri 6 Sidoarjo. The informants consisted of school principals, teachers, educational staff, and parents. Supporting documents included photos of activities, school activity reports, official school documents, and direct observation results. Informants were selected using purposive sampling techniques, considering their direct involvement in inclusive education management. Thus, the data obtained is expected to provide a comprehensive picture of school management practices in supporting inclusive education services. The number of informants in this study consisted of two principals, ten teachers (comprising eight subject teachers and two special assistant teachers), four educational staff, and six parents of students who were directly involved in the implementation of inclusive education. The selection of informants was based on several criteria, namely: (1) having direct involvement in the management of inclusive education, (2) having at least one year of experience in implementing inclusion programs at school, and (3) being willing to provide in-depth information related to inclusive school management practices.

In addition, the professional characteristics of the informants were also taken into consideration, such as teaching experience, role in the school's inclusion team, and involvement in the decision-making process (Josiam et al., 2024). The principal was selected because of his role as the main policy maker, teachers because of their direct involvement in the implementation of inclusive learning, educational staff because of their role in administrative support, and parents because of their involvement in educational collaboration between the school and the family. Data from these various groups of informants were then compared through source triangulation to increase the validity and credibility of the research findings (Vivek et al., 2023). The selection of these two schools was based on the consideration that both are public schools that have implemented inclusive education and have relatively similar institutional characteristics. However, the two schools also show differences in their strategies for implementing inclusive education, making them relevant for use in a multi-site research design.

### ***Research techniques***

This study employed three data collection techniques: participant observation, in-depth interviews, and document study. Participant observation was conducted to obtain a direct overview of the implementation of inclusive education in the school environment.

In-depth interviews were conducted with research informants to gather information regarding the experiences, policies, and strategies implemented by schools in managing inclusive education (Chand, 2025). Meanwhile, a document study was conducted by reviewing various school documents, such as School Work Plans, activity reports, and other supporting documents related to the implementation of inclusive education. Tuckerman et al. (2020) stated that a qualitative approach is used to understand the holistic experiences of research subjects, encompassing observation, interviews, and documentation.

### *Data analysis techniques*

This study employed descriptive analysis techniques, with more detailed descriptions and results from interviews and document study. The data obtained will be analyzed qualitatively and described in descriptive form to obtain data related to the Principal's competence in managing inclusive schools. According to Miles et al. (2013), there are three qualitative data analysis techniques: data condensation, data presentation, and conclusion drawing. The data condensation process is carried out by selecting and simplifying data relevant to the research focus. Next, the data is presented in the form of a narrative description to facilitate researchers in understanding the patterns that emerge from the research results. The final stage is drawing conclusions, which is carried out continuously throughout the research process to obtain valid and scientifically accountable findings. The data analysis process in this study also involved coding the data obtained from interviews, observations, and documentation. Coding was carried out by grouping the data into initial categories such as inclusive school planning, organizing inclusion teams, implementing adaptive learning, and evaluating inclusion programs. This process was carried out inductively by identifying themes that emerged from the field data, which were then linked to the theoretical framework of inclusive education management.

Next, the researchers carried out a categorization process by grouping codes with similar meanings into larger themes such as school leadership, organizational governance, stakeholder collaboration, and institutional support. This process aims to facilitate the researcher in identifying patterns of inclusive school management practices. In this multi-site study, analysis was also conducted using cross-site analysis techniques by comparing findings from both schools to identify similarities in management patterns (cross-site similarities) and the unique characteristics of each school (cross-site differences). This comparison was made by comparing the main themes that emerged at each research location.

To increase the credibility of the analysis results, the researchers also used data triangulation by comparing the results of interviews, observations, and documentation. In addition, data verification was also carried out through discussions of the findings with key informants to ensure that the interpretation of the data was in line with the empirical conditions in the field.

## **RESULTS AND DISCUSSION**

### **Results**

This research focuses on school management in inclusive schools. The results of the study can be explained for each competency as follows. The results were obtained through observation, in-depth interviews, and document analysis conducted at two research locations. The research findings indicate that school management practices in inclusive education are carried out systematically through various managerial stages involving

planning, organizing, implementing, and evaluating inclusive education programs within the school environment.

### ***Inclusive school planning***

Inclusive school planning begins with the routine internalization of an inclusive vision and mission into the School Work Plan. This process involves formulating strategic objectives to create a diversity-friendly and discrimination-free educational environment for all students (Abdussamad et al., 2023; Novrizal & Manaf, 2024). At this stage, schools also map needs through data collection and identification of Students with Special Needs starting from the New Student Admissions stage to ensure resource readiness (Efendi et al., 2022; Safrizal et al., 2022). This data collection activity is carried out systematically, involving teachers, education personnel, and parents to obtain comprehensive information regarding students' learning conditions and needs. In addition to administrative planning, the principal designs a systematic organizational structure by establishing an Inclusive Quality Assurance Team and a dedicated development team. This planning is based on data-driven management, which includes the results of initial diagnostic assessments as a basis for policymaking. This aims to ensure that all work programs have a strong legal basis and a clear direction in accommodating various student characteristics, from intellectual disabilities to physical disabilities. Through careful planning, schools can integrate inclusive education policies into various school programs so that educational services for students with special needs can run sustainably (Masrukhi et al., 2026).

### ***Organizing inclusive schools***

Organization is carried out by establishing a governance structure involving various parties, such as the inclusion coordinator, Special Guidance Teacher, subject teachers, and guidance counselors. The principal issues an official Decree to legitimize work teams, such as the "TIFA friends" team Sidoarjo 6 Junior High School, to ensure effective coordination. Each work unit has a specific role to ensure educational services for Students with Special Needs run formally and structured in accordance with applicable regulations. This organizational structure allows for a clear division of tasks, allowing for a more effective and focused inclusive education management process. In terms of human resources, organization includes increasing teacher capacity through specialized training and individual coaching by the Special Guidance Teacher (Rasmitadila et al., 2023). The school also establishes strategic partnerships with external parties such as community health centers, psychologists, and local disability organizations to support assessment processes and expert services. This collaboration is strengthened by the active involvement of parents through regular communication forums to align educational support at school and at home. The involvement of these various parties demonstrates that managing inclusive education is not solely the responsibility of the school but also involves support from the broader social environment (Trang Thu et al., 2022).

### ***Implementation of inclusive schools***

The implementation of inclusive education is realized through adaptive and flexible curriculum transformation, one of which is the development of an Individual Learning Program (PPI). Teachers implement differentiated learning that adapts materials, methods, and learning media to suit each student's unique potential. In addition to academics, schools implement special programs such as "Self-development" and

vocational skills to equip students with independence and practical life skills. These programs are designed to enable students with special needs to develop both academic and social skills in a balanced manner. Environmentally, implementation includes the provision of accessible physical facilities such as ramps, special restrooms, and Braille labels. An inclusive culture is fostered psychosocially through the "Sahabat Inklusi" or "System Buddy" program, where regular students accompany students with special needs to foster empathy and prevent bullying. Extracurricular activities and other school activities are also modified to accommodate the participation of all students without exception. This demonstrates the school's efforts to create an inclusive learning environment and support the active participation of all students in various school activities.

### ***Inclusive school evaluation***

Inclusive school evaluations are conducted periodically through progressive monitoring of learning outcomes, referring to the targets in each student's Individual Learning Program (Efendi et al., 2022; Prathama et al., 2022). Assessment of learning outcomes is personalized and accommodating, with assessment methods modified, like oral tests and a focus on personal progress rather than general standards (Safrizal et al., 2022). Learning outcome reports present not only academic scores but also qualitative descriptions of students' social, emotional, and independence development. This evaluation approach allows schools to understand student progress more comprehensively. Principals conduct data-driven oversight by utilizing the results of semester evaluations with teachers and parents to identify areas for improvement (Adanne, 2024). This evaluation also includes an assessment of the effectiveness of budget allocations and the use of special infrastructure to ensure the sustainability of services. The results of this evaluation cycle then inform planning for the next period, including facilitating students' transition to higher levels of education.

### **Discussion**

This research focuses on school management in inclusive schools. The results of the study can be explained for each competency as follows. The results were obtained through observation, in-depth interviews, and document analysis conducted at two research locations. The research findings indicate that school management practices in inclusive education are carried out systematically through various managerial stages involving planning, organizing, implementing, and evaluating inclusive education programs within the school environment.

### ***Inclusive school planning***

Inclusive school planning, carried out through the internalization of an inclusive vision and mission in the School Work Plan, demonstrates that inclusive education has become part of the school's strategic policy (Abdussamad et al., 2023; Novrizal & Manaf, 2024). Integrating an inclusive vision into school planning documents signifies the school's institutional commitment to providing equal educational services to all students, regardless of their physical, intellectual, or social conditions (Efendi et al., 2022; Karya et al., 2021). Planning based on these values of inclusivity enables schools to develop educational policies that are more responsive to the needs of students with special needs. Furthermore, the process of mapping student needs through the identification of students with special needs from the admission stage demonstrates that schools have

engaged in anticipatory planning. By conducting early identification, schools can prepare human resources, curricula, and facilities and infrastructure that meet student needs. This approach demonstrates that inclusive education planning is not solely oriented toward learning programs but also encompasses the readiness of the school system as a whole.

Planning based on diagnostic assessment results also demonstrates that school policies are formulated based on objective data regarding student conditions. Thus, the designed educational programs are not merely administrative in nature but also oriented toward the students' actual needs. This data-driven planning approach enables schools to design more effective and adaptive learning strategies tailored to the diverse characteristics of their students (Rasmitadila et al., 2023). Furthermore, the establishment of an Inclusion Quality Assurance Team demonstrates the school's commitment to ensuring the sustainability of inclusive education through a structured management system. This team plays a role in coordinating various programs related to inclusive education services and monitoring their implementation. With a clear organizational structure in place during the planning stage, schools can ensure that inclusive education policies are implemented consistently and sustainably. These findings show that inclusive school planning is not only an administrative activity, but also a strategic mechanism for integrating the value of inclusivity into the school organizational system. This reinforces the strategic school management perspective, which emphasizes that the success of inclusive education is highly dependent on the school's ability to link policy with operational implementation. In addition, these results also show that a data-driven planning approach is a key factor in improving the readiness of inclusive schools, as it allows schools to design interventions based on the real needs of students. Theoretically, these findings reinforce the argument that effective inclusive management requires the integration of instructional leadership and strategic planning, rather than merely complying with administrative regulations. These findings are also in line with previous studies showing that the success of inclusive education is greatly influenced by the school's ability to integrate an inclusive vision into its strategic policies (Efendi et al., 2022; Novrizal & Manaf, 2024). These results reinforce previous findings that data-based planning and identification of student needs are key factors in the successful implementation of inclusive schools. However, this study makes an additional contribution by showing that the systematic integration of school management functions is an important factor in maintaining the sustainability of inclusive education services.

### *Organizing inclusive schools*

Organizing inclusive education through the formation of a special team demonstrates that the school strives to build a collaborative work system in providing educational services to students with special needs. An organizational structure involving Special Guidance Teachers, subject teachers, and guidance and counseling teachers allows for a clear division of tasks in the learning process and student support. With a clear division of roles, each party involved can optimally carry out their responsibilities in supporting the inclusive education process. As an educational leader, the principal plays a crucial role in coordinating all elements of the school organization so that they work synergistically in managing inclusive education (Rivana et al., 2024). By issuing a Decree that legitimizes the work team, the principal ensures that all inclusive education programs have a strong institutional foundation. This is crucial for ensuring the

sustainability of program implementation and strengthening coordination between the parties involved.

In addition to internal school organization, the involvement of external parties is also crucial in managing inclusive education. Collaboration with health institutions, psychologists, and local disability organizations demonstrates that educational services for students with special needs require multidisciplinary support (Stanley & Kuo, 2022). This collaboration allows the school to obtain professional assistance in the assessment process, support, and addressing students' special needs. Parental involvement is also a crucial part of the inclusive education organization process. Through regular communication forums, schools and parents can exchange information about student development and formulate appropriate strategies to support their children's learning. A strong collaborative relationship between schools and families will provide optimal support for the academic and social development of students with special needs (Joubert & Jacobs, 2024). Analytically, these findings show that the organization of inclusive education is not only related to the formal division of tasks, but also reflects a collaborative governance approach in education management. The involvement of various factors such as teachers, parents, professionals, and external institutions shows that inclusive education is a complex social system that cannot be managed hierarchically alone. These findings reinforce Bronfenbrenner's ecological theory of education, which emphasizes the importance of interactions between systems in supporting student development. In addition, the results of this study also show that schools that are able to build collaborative networks tend to have more adaptive and sustainable inclusive service systems than schools that rely solely on internal structures. The results of this study also reinforce previous research showing that collaboration between schools, families, and professionals is an important factor in the success of inclusive education (Stanley & Kuo, 2022; Joubert & Jacobs, 2024). The similarity of these findings indicates that a collaborative approach is a common characteristic of effective inclusive schools. However, this study shows that the existence of an inclusive organizational structure at the school level is an additional factor that strengthens the effectiveness of inclusive service coordination.

### *Implementation of inclusive schools*

The implementation of inclusive education in schools is realized through the implementation of an adaptive curriculum and differentiated learning. This approach allows teachers to tailor materials, methods, and learning strategies to suit the abilities and needs of each student. With flexible learning, students with special needs can participate more optimally in the learning process without feeling pressured to meet the same standards as regular students (Alshahrani, 2022). Developing an Individual Learning Program is one form of adaptive curriculum implementation that aims to provide learning services tailored to the characteristics of students. This program is designed based on assessment results of students' abilities and learning needs, allowing the learning process to be more personalized. Through this approach, students with special needs have the opportunity to develop their full potential (Andriana & Evans, 2021).

In addition to academic aspects, the implementation of inclusive education also includes the development of life skills through various development programs such as self-development programs and vocational skills training. These programs aim to equip students with practical skills that can help them navigate their daily lives independently.

Thus, inclusive education focuses not only on academic achievement but also on the development of social skills and student independence. An accessible school environment is also a crucial part of implementing inclusive education. Providing facilities such as ramps, special restrooms, and Braille labels demonstrates a school's commitment to creating a welcoming physical environment for students with special needs. Furthermore, developing an inclusive school culture through social support programs like the buddy system demonstrates that the school also prioritizes social interaction among students (Röhm et al., 2022). These findings indicate that the effective implementation of inclusive education depends not only on curriculum modification, but also on school culture transformation. This shows that the success of inclusive education is greatly influenced by an inclusive school culture that encourages social acceptance, empathy, and active participation of all students. From the perspective of inclusive education theory, this condition shows that the whole-school approach is an important factor in the successful implementation of inclusive education. In addition, the results of this study also show that the integration of academic adaptation and social support is key to creating a truly inclusive learning environment, not just administrative inclusion. These findings are consistent with previous studies showing that adaptive learning and inclusive learning environments are important factors in the successful implementation of inclusive education (Andriana & Evans, 2021; Alshahrani, 2022). This similarity indicates that differentiated learning strategies are a common practice in inclusive schools. However, this study also shows that the success of implementation is not only determined by learning strategies, but also by the support of an inclusive school culture and the integration of academic and social programs.

### *Inclusive school evaluation*

Evaluation of inclusive education is a crucial step in ensuring that all designed programs are running effectively (Safrizal et al., 2022). The evaluation process is carried out by monitoring student learning progress against the targets set in the Individual Learning Program. By conducting regular monitoring, schools can determine the extent to which the implemented learning program is supporting student development. A personalized and accommodating assessment system demonstrates that schools assess student development based on each individual's abilities and potential (Mbelu & Maguvhe, 2024). This approach allows schools to provide a fairer and more realistic assessment of the development of students with special needs. Thus, the evaluation process not only assesses learning outcomes quantitatively but also takes into account the development of students' social, emotional, and independence aspects.

In addition to evaluating student development, schools also evaluate the effectiveness of the inclusive education program as a whole. This evaluation is conducted through joint discussions between the principal, teachers, and parents to identify any obstacles encountered during program implementation. The evaluation results are then used as a basis for improvements to the ongoing inclusive education program. Through a continuous evaluation process, schools can ensure that the management of inclusive education continues to improve (Okanezi & Loveday, 2025). Evaluation not only functions as a monitoring tool, but also as a reflection mechanism for schools to develop more effective strategies in providing educational services for students with special needs. Conceptually, these findings indicate that evaluation in inclusive education functions as a mechanism for organizational learning, whereby schools not only assess student learning outcomes but also reflect on the effectiveness of the service system that

has been implemented. This shows that effective inclusive schools tend to apply the principle of continuous improvement in their management. In addition, an evaluation approach oriented towards individual student development also shows a paradigm shift from standardized assessment to personalized assessment in inclusive education. These findings reinforce the view that the success of inclusive education is not measured by uniformity of results, but by the ability of schools to facilitate the optimal development of each student according to their characteristics. These findings are also in line with previous studies that state that continuous evaluation is an important component in improving the quality of inclusive education services (Safrizal et al., 2022; Okanezi & Loveday, 2025). This similarity shows that effective inclusive schools generally implement evaluations based on the individual development of students. This study also shows that evaluation not only functions as a monitoring tool, but also as an organizational learning mechanism to continuously improve the quality of inclusive services.

The findings of this study also show that school principal leadership is a key factor influencing all functions of inclusive school management. In the planning stage, the principal plays a role in establishing an inclusive vision and ensuring that school policies accommodate student diversity. In the organizational stage, leadership is evident in the principal's ability to build an inclusive organizational structure, divide team roles, and encourage collaboration among stakeholders. In the implementation stage, the principal plays a role in encouraging the application of adaptive learning, improving teacher competence, and strengthening an inclusive school culture. Meanwhile, in the evaluation stage, the principal's leadership is reflected in data-based monitoring practices and program-based reflective decision-making. Theoretically, these findings reinforce the instructional leadership perspective, which emphasizes that school effectiveness is greatly influenced by the leader's ability to direct the learning process, build a positive school climate, and ensure the sustainability of educational innovation. Thus, this study shows that inclusive leadership is not only administrative in nature but also acts as the main driver in the integration of inclusive school management functions.

## CONCLUSION

**Fundamental Finding:** This study shows that inclusive education management is implemented through four main functions, namely planning, organizing, implementing, and evaluating. The multi-site results show similarities in inclusive management patterns in both schools, especially in the integration of an inclusive vision, strengthening of the inclusion team, and implementation of adaptive learning. **Implication:** The success of inclusive education is influenced by the school's ability to integrate inclusive values into policy, organizational structure, leadership, collaboration, and learning practices. This study also contributes to the development of the inclusive education management literature by emphasizing the importance of integrating instructional leadership and strategic management in supporting the success of inclusive schools. **Limitation:** This study is limited to two schools, so the results cannot be generalized broadly. **Future Research:** Future research could expand the research location or use quantitative or mixed methods approaches to gain a more comprehensive understanding of inclusive school management.

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