

## Principals Role in Inclusive Education: A Literature Review

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**ABSTRACT:** The research objective of this article is to determine (1) what leadership style does the principal apply? (2) What strategy did the principal use? (3) What affects the leadership style and strategy of the principal in carrying out inclusive education? Using the search and review method of articles, the review process begins with the search engine, Google scholar and DOAJ, to search for articles with keywords. The results of the review show that (1) principals adopt different leadership styles and (2) principals implement various strategies. (3) The factors that influence the various styles and strategies are diverse resources, government policies, and local values.

**KEYWORDS:** education inclusive in the world, principalship

### INTRODUCTION

In line with changes in the orientation of education delivery, at the global level there is a growing need for equal educational opportunities for all human beings, regardless of physical abilities (normal or disabled), social strata, gender, and ethnic, cultural and religious backgrounds. This global demand has given birth to a world declaration known as Education for All (UNESCO, 1990). The declaration raised awareness of 'Inclusive Education' as explicitly stated in the Salamanca Statement and Framework for Action, a product of the World Conference on Special Needs Education (Unesco, 1994b)

The World Conference and Special Needs Education: Access and Equality, June 1994 in Salamanca, Spain which states: `` that all nations must include education for children with special needs into their education policies to become the basis for implementing inclusive education for children with special needs.

So far, children with special needs have not received service and attention proportionally and professionally by public schools. According to Law No. 20 of 2003 Article 1 paragraph 1 Inclusive Education is a form of education that unites children with special needs with normal children in general for learning. The term inclusion is used to describe a program model that places students with disabilities and special conditions in regular classes, by providing support facilities, at the level of reach that is most likely (Armstrong, 2006).

Based on the concept and definition of inclusion made several propositions which he believed to be an inclusive paradigm, namely: 1) All students can learn, 2) All students are part of the school community, 3) All teachers can teach at all levels of students, 4) Teachers are responsible for teaching, and 5) The principal believes that they are responsible for educating all children in an effort to build the education system (Armstrong, 2006). Inclusive leadership is not a term that indicates the position of a person or individual who carries out a predetermined task but as a collective process that exists in each person or who represents them (Ryan, 2006a). Then in his writing that inclusive leadership in inclusive education consists of several activities, which include supporting the implementation of inclusion, participating in education, building with full awareness, developing dialogue, prioritizing learning by doing, supporting inclusiveness as a decision-making strategy and policy, and building togetherness (Ryan, 2006a).

In accordance with the results of research on leadership transformation in inclusive education which is mostly carried out in developed countries, such as research conducted by (Ryan, 2006) to reveal problems that occur in developing countries, especially in Indonesia, is very rarely carried out by researchers. The main factor influencing student participation in developing inclusive education is culture or what can be called norms, values and ways of acceptance in implementing inclusive practices. The main focus for implementing sustainable inclusive education is leadership and is a commitment to implementing the principle of inclusion in education, both in the position and in the function of a leader. Developing an inclusive approach does not arise from the pupil as a mechanical process, or from the organization, at a certain level of participation, but rather an encouragement to develop an inclusive culture and as a commitment from all officials to carry out the process of increasing participation among teachers, parents and students

(Kugelmass, 2003). Thus the application of inclusive leadership in schools has greater potential compared to other public institutions, as stated by (Ryan, , 2006a) that one of the values contained in inclusive leadership is the value of democracy. That is, inclusive schools are willing to accept children with special needs to get educators in these public schools, giving them the same right to learn without differentiating from other students. Schools should also have adequate facilities for the education of children with special needs, including the presence of special education teachers at these schools.

Reasonable collaboration on an inclusive school culture has clear implications for basic leadership and decision making. The strength of school leadership is a commitment to inclusive values and essential to collaborative development and support. The position of the leader is to build collaborative practice in their interactions with staff, both formal and informal. The importance of the collaborative process is to distribute leadership to participate in decision making. The realization of the goals of inclusive education is very dependent on the skills and leadership policies of the principal who is one of the education leaders because the principal is a professional official in the school organization. Based on the description above, this article aims to find out more about answering the questions:

1. What leadership styles do the principals adopt?
2. What strategies do the principals use?
3. What influences the leadership style and strategy of the principal in implementing inclusive education?

## LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

### 2.1 Principal Leadership

Leadership is the ability to influence a group towards the achievement of goals (Robbins, , 2002). Gibson et al (, 1997) states that apart from leadership as influence, leadership is also an agent of change capable of influencing the behavior and performance of followers to achieve goals. To influence follower behavior and performance, this is where mobilization efforts are needed because each follower has different desires and expectations which lead to different behavior and performance, in line with this, the notion of leadership is the art of mobilizing other people as an effort to achieve common desires (Kouzes & Posner, 2006)

From several definitions of leadership, there are several variations that differ from one another. However, the essence of this definition is a consistent ability (ability) to influence people, motivate to achieve common goals, and carry out functions that are important to achieve group success (Rosenbloom, , 2014). Leadership is different from management. Leadership is doing the right thing, whereas management is doing the right thing (leadership is doing something right, on the other hand management is doing something right (Bennis, Nanus, & Purba, , 1990).

Finally, from all these definitions there are two important parts: What are the qualities of leadership and how to carry out leadership. There are a number of traits, qualities and skills of an effective leader, namely: 1) Believing in everything that can make success, 2) Having the skills and ability to communicate, 3) Psychologically being able to feel what other people feel or the ability to understand what followers want, 4) Having a strong energy to work or also known as a workaholic, 5) Able to provide careful assessment and consideration, 6) Have a firm stand, and 7) Able to empower subordinates to help carry out leadership tasks (Bennis & Townsend, 1998).

Educational leadership involves an area that includes skills for managing processes such as curriculum, teaching-learning methods, classroom management, tutoring services, teacher monitoring and evaluation, educational settings, extra-curricular activities, and special education related to education and teaching. The knowledge base, the first field of proficiency for, school administration, promotes a theoretical basis for educational leadership. However, a fundamental difference between school administration and other administrations is expressed as educational leadership is defined as a separate ability of fields including skills to apply theoretical knowledge in schools (Marzano, Waters, & McNulty, 2001).

The principal is the person who has the highest power in the school because the principal is responsible for all school activities and plays an important role in improving the quality of education and plays an important role in supporting the academic and social success of all students, especially students who have traditionally been marginalized because of race, ethnicity, language, ability, socioeconomic status, gender, and religion (Brooks & Brooks, 2019). Principals play a key role in this domain by shaping the school environment, motivating and supporting continuous learning in school staff (Li, Hallinger, & Ko, 2016).

The role of the principal is very important in transforming the educational process, student performance and learning outcomes because the quality of school leaders is related to student academic success; therefore, schools should invest in leadership training

and development of school principals (Jones et al., 2015; Tingle, Corrales, & Peters, 2019). Principal leadership is very important for the success of school organizations because leaders create positive change in education by encouraging school staff to take initiative and change (Quin, Deris, Bischoff, & Johnson, , 2015). School leadership has a significant effect on the features of the school organ, which positively affects the quality of teaching and learning. The function of leadership is to build organizational conditions that foster high quality teaching and produce improvements in learning outcomes (Leithwood, Harris, & Hopkins, , 2020).

## 2.2 Inclusive Education

Inclusive education is a process that focuses on and responds to the diverse needs of all learners through participation in learning, culture and community, and reduces exclusion in and from education (UNESCO, 2003). Inclusive education accommodates all learners regardless of their physical, intellectual, social, emotional, linguistic conditions and other conditions. This means including children with disabilities and talents, street and working children, children from remote and nomadic (nomadic) populations, children from linguistic, ethnic or cultural minorities, and children from other marginalized groups or areas.

Regular schools with an inclusive orientation are a very effective means of eradicating discrimination, creating warm societies, building an inclusive society, and making education successful for all (UNESCO, 1994a, 2003). Inclusive education aims to enable teachers and students to feel comfortable in diversity, and see diversity not as a problem, but as a challenge and enrichment for the learning environment (UNESCO, 2003). The basic principle of inclusion is to respect differences in human society. Through inclusion we seek and nurture the gift that is in everyone. In this way it can be believed that students in inclusive schools will be freed from tyranny by getting their rights (Kunc, 1992). Inclusive education is the integration of children with disabilities (with disabilities) into school programs (Smith, 2009).

Inclusive education is 'an increasingly contentious term that challenges educators and the education system' (Maclean, 2017). According to Law No. 20 of 2003, what is meant by children with special needs are children who have physical, emotional, mental, intellectual and / or social disabilities so that they are entitled to special education. In addition, children in remote or underdeveloped areas as well as remote indigenous communities have the right to receive special service education. And children who have the potential for intelligence and special talents are entitled to special education (Indonesia, 2003).

In line with this understanding, (Iswari, 2007) argues that children with special needs are children who experience physical, mental, emotional and social disabilities or a combination of these things in such a way that they are either permanent or temporary in nature so that they need educational services. From some of the opinions above, inclusion can mean the acceptance of children who have obstacles into the curriculum, environment, social interaction and self-concept (vision-mission) of the school. Inclusion means different things for each person. It is hoped that children with disabilities or special needs can be educated together with other normal children through this inclusive education, so that there is no gap between children with special needs and other normal children. In addition, children with special needs are also expected to maximize their potential.

Thus inclusive education is a special education service system that requires all children with special needs to be served in the closest school in the normal class together with their peers. For this reason, there is a need for good principal leadership that is able to facilitate the need for inclusion into the school system, as well as the need for collaboration with all parties involved in implementing inclusion in schools so that schools can become institutions that support meeting the special needs of each child. In addition, inclusive education is also expected to involve parents and the community in various educational activities.

## 3. RESEARCH METHODOLOGY

### 3.1 Search and Review Methods

The focus of this literature review is "Principal Leadership and Inclusive Education." The process of reviewing this literature begins with a search engine, Google scholar, to search for articles with the keywords "Leadership, Principal, inclusive. The criteria included in this study are as follows: The qualitative results of the principal's leadership in the implementation of Inclusive Education, Research conducted in the world, this study uses English. The number of related articles was taken from literature searches; there were 7310 articles from Google scholars, 32 articles related to leadership of the principle in the world and 302 articles related to inclusive education in the world from searching the Directory of Open Access Journals (DOAJ). A total of 60 articles were reviewed by researchers with similarities about leadership, school principal, and inclusive education. From the articles reviewed, 15 articles were selected as in the literature review process flow chart shown in Figure 1.

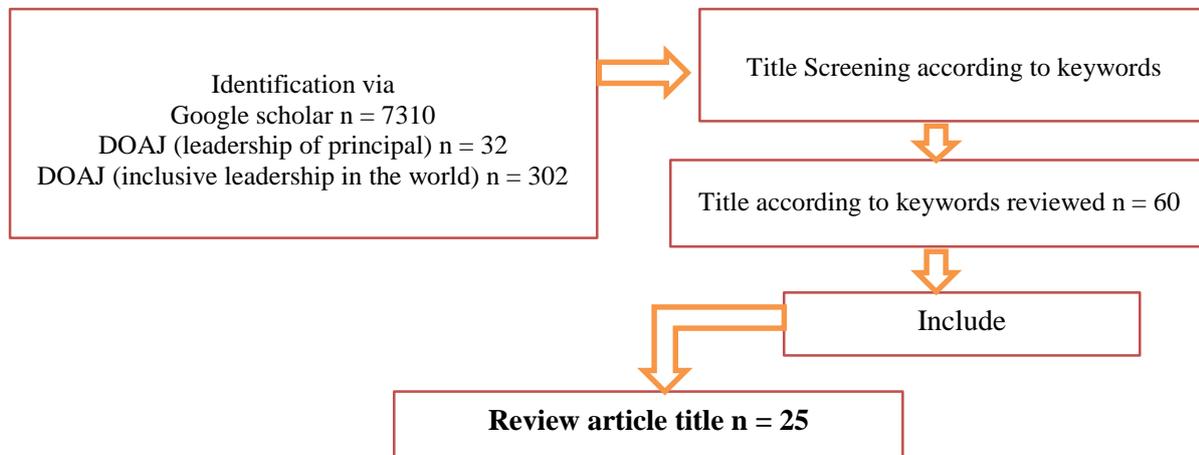


Figure 1. Flow of study selection systematic literature review

The following are the twenty-five journal articles reviewed as in table 1.

Table 1: Leadership of the Principal in the Implementation of Inclusive Education

Author and Year	Title	Country	Method	Sample	Research result
Cam Cobba, (2015)	Principals play many parts: a review of the research on school principals as special education leaders 2001–2011	Canada	Qualitative	187 articles, a collection of 19 studies established	Principals take on seven key roles as they work as special education leaders: visionary, partner, trainer, conflict resolver, advocate, interpreter, and organizer (Cobb, 2015)
Suzanne Carrington, Donna Tangen & Denise Beutel (2019)	Inclusive education in the Asia Indo-Pacific region	Asia Indo-Pacific: Banglades, Sri Lanka, Bhutan, Kiribati, Pacific Islands and Macau	Review of research papers	7 research papers	Illustrates how various relationships and shared mitigation between individuals and communities can support work in individual countries in promoting and sustaining inclusive education (Carrington, Tangen, & Beutel, 2019)
Markku Jahnukainen (2015)	Inclusion, integration, or what? A comparative study of the school principals' perceptions of inclusive and special education in Finland and in Alberta, Canada	Finland and in Alberta, Canada	Objectives, procedures, interviews, comparative study	6 schools in Alberta, Canada, 6 schools in Finland	It is evident that the true meaning of 'inclusion' is always related to the study of participants' own understanding and significant changes in the student population with special needs, students who currently come from various foundation backgrounds with a wide spectrum of new types of special needs (Jahnukainen, 2015)

Susan Carter and Lindy Abawi (2018)	Leadership, Inclusion, and Quality Education for All *	Australia	Qualitative study	Australian primary school with 650 students of diverse cultural backgrounds and 25 different languages	School leadership for inclusion involves making difficult decisions. It is a complex and multifaceted course of action that requires conscious targeted effort, advocacy and a certain way of leading. Inclusive practices need to be strengthened with hope, support, and recognition that for all stakeholders, towards a common vision (Carter & Abawi, 2018)
Michelle Jones, Donnie Adams, Mabel Tan Hwee Joo, Vasu Muniandy, Corinne Jacqueline Perera & Alma Harris (2015)	Contemporary challenges and changes: principals' leadership practices in Malaysia	Malaysia	Quantitative		Principals in Malaysia increasingly view their leadership practices as transformational and distributed (Jones et al., 2015)
David de Matthews (2015)	Making Sense of Social Justice Leadership: A Case Study of a Principal's Experiences to Create a More Inclusive School	Texas	Qualitative case study method	Robinson Elementary School (ES), with about 450 students	Principals in this study are well-oriented towards social justice, but lack some of the skills and experience needed to drive sustainable change (DeMatthews, 2015).
Brigitte smit, Vanessa Scherman (2016)	A case for relational leadership and an ethics of care for counteracting bullying at schools	South Africa	Qualitative ethnographic case study.		This theoretical exposition does not draw empirical data, but rather exposes the concepts of relational leadership and care ethics to the complementary leadership approaches proposed in combating and reducing school oppression. This discussion is expected to add to the atmosphere for further empirical questions (Smit & Scherman, 2016)



Peder Haug (2017)	Understanding inclusive education: ideals and reality	Norway	Qualitative			This article has discussed the understanding and practice of inclusive education, and the main challenges of developing inclusive education. It only deals with issues of broader relevance revealed in the research literature. The content has included elements related to the definition of inclusive education in relation to both the horizontal and vertical dimensions, the practice of inclusive education, the benefits of inclusive education and the competence of teachers for inclusive education (Haug, 2017).
Thang Dinh Truong, Philip Hallinger and Kabini Sanga (2017)	Confucian Values and School Leadership in Vietnam: Exploring the Influence of Culture on Principal Decision Making	Vietnam	Qualitative	3 schools		The results of the study discuss school leadership which imitates the values of an 'indigenous perspective' (Truong, Hallinger, & Sanga, 2017).
Melanie C. Brooks & Jeffrey S. Brooks (2019)	Culturally (ir) relevant school leadership: Ethnoreligious conflict and school administration in the Philippines	Philippines	Qualitative	42 Principals		Some students receive the opportunity to get a quality education while others do not, because the principal in Northern Mindanao is a leader who perpetuates the status quo of marginalization of students from various backgrounds (Brooks & Brooks, 2019).
Ibrahim Karatas (2016)	Professional standards for school principals in Turkey	Turkey	The sequential exploration method is a combination of qualitative and quantitative methods	A total of 483 participants filled out the scale; however, 155 of them were filled in incorrectly, so only 328 were subjected to statistical analysis.		Determining required professional standards: School administration requires a total of 98 professional competencies under 8 areas of proficiency. According to the research results, the areas of the ability of school administrators are defined, respectively, as: (1) knowledge base (16 competencies), (2) organizational management (18 competencies), (3) effective communication (11 competencies), (4) technology leadership (13 competencies), (5) change

							leadership (12) competencies), (6) educational leadership (11 competencies), (7) school-community relations (10 competencies), and (8) society and life (7 competencies) . (Karatas, 2016)
Eric Tingle, Antonio Corrales & Michelle L. Peters (2017)	Leadership development programs: investing in school principals	United States	Quantitative	59 Principals			Principals consider training activities related to human resources, executive leadership, school culture and strategic operations to have a "high" influence on their effectiveness as school leaders.(Tingle et al., 2019)
Salleh Hairon, Jonathan Pin Goh (2017)	Teacher Leadership in Singapore and its potential	Singapore	Quantitative	28 SD, submitted to participate in a study of 190 that involved 28 principals, 30 deputy principals, 225 middle leaders (for example, department heads), 468 teachers, 93 Mathematics teachers, and 1778 elementary students.			The results show: that (1) distributed leadership does exist in Singapore schools, and that it does have the potential to influence student learning. (2) collective leadership involvement in which school leaders encourage staff members to work in collaboration with one another working together three collective learning practices: knowledge reflection, applying knowledge and knowledge innovation. In other words, school leaders efforts in supporting teachers to work collaboratively with each other's work in teaching and learning. (Hairon & Goh, 2017)
Eve Eisensch mid, Elina Kuusisto, Katrin Poom-Valickis & Kirsi Tirri (2019)	Virtues that create purpose for ethical leadership: Exemplary principals from Estonia and Finland	Australia	Qualitative	-			Principals demonstrate the virtue of wisdom and knowledge in creating long-term provisions for their schools and building schools for future generations. (Eisenschmidt, Kuusisto, Poom-Valickis, & Tirri, 2019)
Angela Urick, (2015)	Examining US Principal perception Of Leadership styles Used To	United States of America	Quantitative	8,524 school principals			The appropriate increase in leadership style practice by shared instructional leadership may not be

	Practice Shared instructional Leadership				defined by categorized needs. (Urlick, 2016)
Stefan Brauckmann, Alexandra Schwarz (2015)	No time to manage? The trade-off between relevant tasks and actual priorities of school leaders in Germany	Germany	Quantitative, regression model, empirical analysis using data collected in the German SHaRP study	Sample of 153 school leaders from six federal states	Management and organizational and personnel development are stated to be most important for leadership activities. This priority is at least not reflected in the distribution of workloads observed over areas of activity. Rather, a lot of time - as long as it is not absorbed by lessons - is spent on administrative tasks (Brauckmann, Thiel, Kuper, Tarkian, & Schwarz, 2015).
Diya Dou, Geert Devos, and Martin Valcke (2017)	The relationships between school autonomy gaps, principal leadership, teachers' job satisfaction, and organizational commitment	China	Quantitative	48 Principals	Significant instructional and transformational leadership on teacher job satisfaction, and organizational commitment, which is mediated by the indirect impact of school climate and teacher self-efficacy (Dou, Devos, & Valcke, 2017)
Emma Claire Pearson Jennifer Tan (2015)	Should inclusive education be made compulsory in schools?: a study of self-efficacy and attitudes regarding inclusive education among a diverse group of SNA (special needs assistance) teachers	Brunei Darussalam	Data collection methods	76 people attended workshop and completing a shortened version of the self-efficacy questionnaire	The real relationship between self-efficacy and negative responses to items. Based on data from this sample of SENA teachers, it appears that high self-efficacy is likely not, as is widely assumed, to result in a positive outlook on inclusive education. (Pearson & Tan, 2015)
Joanna Anderson and Christopher Boyle (2015)	Inclusive education in Australia: rhetoric, reality and the road ahead	Australia	Qualitative (Extensive review of literature)	-	This paper discusses the need for a national approach to Inclusive Education the sustainable development of effective schools for all students across Australia. Much has been learned since Australia adopted the philosophy of Inclusive Education nearly two decades ago. Research shows that current practice has not fulfilled the original intent of the Inclusive Education movement (Anderson & Boyle, 2015)
Sailajah Sukumara, Judith	Inclusion in Malaysian integrated preschools	Malaysia	Quantitative	113 preschool	This study shows that despite the government's mandate and comprehensive guidelines on

<p>Loveridge b * and Vanessa A. Greenb (2015)</p>					<p>implementing inclusion there is ongoing debate on various issues regarding inclusion and whether children with special needs should be fully educated in ordinary classrooms or if separated special class-rooms are still relevant. Therefore, government support and legislation alone cannot guarantee antee inclusion; Conversely, successful inclusion must be supported by positive attitudes, significant processes and research evidence on how inclusive education can effectively meet the individual needs of children with special needs (Sukumaran, Loveridge, &amp; Green, 2015)</p>
<p>Lucy Baileya, Alefiya Nomanbh oya &amp; Tida Tubpuna (2015)</p>	<p>Inclusive education: teacher perspectives from Malaysia</p>	<p>Malaysia</p>	<p>Quantitative</p>	<p>300 Malaysian primary school teachers were involved</p>	<p>Demonstrates that Malaysian teachers continue to have generally positive attitudes toward the principle of inclusion. However, they also continue to believe that those children with special educational needs benefit academically from spending time in designated classrooms. Moreover - and this is an important finding - despite the intervening period and commitment of the Malaysian government to inclusion, the view appears to be more assertive because Malaysian teachers do not have adequate training and skills to support children with special educational needs (Bailey, Nomanbhoy, &amp; Tubpun, 2015)</p>
<p>Olufemi Aremu Fakolad, Samuel Olufemi Adeniyi, Adeyinka Tella (2017)</p>	<p>Attitude of teachers towards the inclusion of special needs children in general education classroom: the case of teachers in some selected schools in Nigeria</p>	<p>Norway</p>	<p>Descriptiv; survey research design</p>	<p>60 teachers as participants from selected secondary schools in Oyo State, Nigeria</p>	<p>Female teachers have a more positive attitude towards the inclusion of special needs students than boys, there is a significant difference between married and single teachers in their attitudes towards students with special needs. And that teachers who are professionally qualified tend to have attitudes that are more</p>



supportive of the inclusion of students with special needs than teachers with non-professional qualifications. It used to recommend that teachers should attend seminars and conferences to increase their ability to know how to practice and accept inclusion for a better tomorrow for children with special needs in Nigeria (Fakolade, Adeniyi, & Tella, 2017)

Petra Engelbrecht, Mirna Nel, Suegnet Smit & Marichelle van Deventer (2016)	The idealism of education policies and the realities in schools: the implementation of inclusive education in South Africa	South Africa	Constant comparative analysis	Constructivist research paradigm in 2 schools	The constructivist research paradigm in 2 full-service schools in rural cities revealed interesting results that illustrate the complexity of implementing inclusive education and the challenges and opportunities in bridging the gap between policy idealism and reality in schools (Engelbrecht, Nel, Smit, & Van Deventer, 2016)
Ting Wang (2016)	School leadership and professional learning community: a case study of two senior high schools in Northeast China	China	Qualitative and interpretive	The 20 participants consisted of two school principals, four deputy principals, and 14 teachers at various levels with teaching experience ranging from two to 35 years.	School leaders demonstrate their strength, instructional leadership, and visionary supervision for sustainable school improvement. They play an important role in developing and communicating various visions, forming a culture of belief, supporting and monitoring collegial learning (Wang, 2016)

**4. RESULTS AND DISCUSSIONS**

From this study literature review through several articles that the author has read, analysis of research on principal leadership in the implementation of inclusive education in various countries in the world, there are various ways of collecting data related to principal leadership and the implementation of inclusive education in the world. The most commonly used are interviews and observations. Research on principal leadership and the implementation of inclusive education in the world has been carried out in various countries. Table 1 shows that research has been carried out in schools and universities from various countries (America, Canada, Texas, South Africa, Finland, Malaysia, China, Turkey, Singapore, Australia, Norway, Germany, Brunei Darussalam, Philippines, Vietnam, and other countries; Asia Indo-Pacific, namely Bangladesh, Sri Lanka, Bhutan, Kiribati, Pacific Islands, and Macau). The results of the research mostly indicate that the true meaning of 'inclusion' is always related to the study participants' own understanding and significant changes in the student population with the special needs of students who currently come from various basic backgrounds with a wide spectrum of new types of special needs (Jahnukainen, 2015)



Understanding and practicing of inclusive education, and the main challenges in developing inclusive education, It only deals with issues of broader relevance revealed in the research literature. The content has included elements related to the definition of inclusive education in terms of horizontal and vertical dimensions, inclusive education practices, benefits of inclusive education, and teacher competence for inclusive education (Haug, 2017). Describes how various relationships and mitigation sharing between individuals and communities can support work in individual countries in promoting and sustaining inclusive education (Carrington et al., 2019). Research shows that students with special learning needs are frequently harassed in classrooms and in public schools, or teased and bullied, which negatively impacts their self-image; reported, 70% of children from different cultures experience some form of racism in school, especially when English is not the first language (Mansouri & Jenkins, 2010).

For schools to be truly inclusive, inclusion must be a way of thinking, a philosophy of how educators remove barriers to learning and value all members of the school community (J. L. McLeskey, Rosenberg, & Westling, 2017). Inculcating the practice of inclusive education requires a way of leading a different school culture that prioritizes building and maintaining positive relationships is the basis for the establishment of inclusive schools (Zollers, Ramanathan, & Yu, 1999).

With this in mind, leadership styles and practices facilitate the creation of inclusive school culture. Both help creates basic norms and assumptions that are taken for granted by all those in the school community (Schein, 2010).

Operationally, at the school level as a whole, this involves adjusting policies and practices, funding support, using support structures, and access to equitable learning opportunities. The level of inclusion of support in the classroom involves understanding individual learning needs and developing an appropriate individual learning plan. This level of support usually involves different curricula, sometimes providing alternative curricula, leveraging appropriate pedagogy for student engagement such as universal design, and providing appropriate access to alternative resources (Sharma, Forlin, & Loreman, 2008).

This lesson, therefore, concentrates on the role of appointed leaders in building a culture of inclusion, rather than exploring all aspects of leadership practice that emerge from the data. Social justice leadership can be seen to be based on the formation of meaningful relationships that encourage socially just teaching practices and policies, promote inclusion, and seek equity for all students (Shields, 2004). Principals take on seven key roles as they work as special education leaders: visionary, partner, trainer, conflict resolver, advocate, interpreter, and organizer (Cobb, 2015). It is also recognized that the position of school leaders must have a philosophy and mind-set that seeks to build a distributed leadership capacity throughout their school, empowering others to lead (Morgan, 2008).

School leaders demonstrate their strength, instructional leadership, and visionary supervision for sustainable school improvement. They play an important role in developing and communicating various visions, forming a culture of belief, supporting, and monitoring collegial learning (Wang, 2016). Principals demonstrate the virtue of wisdom and knowledge in creating long-term provisions for their schools and building schools for future generation (Eisenschmidt et al., 2019). School leadership for inclusion involves making difficult decisions. It is a complex and multifaceted course of action that requires conscious targeted effort, advocacy, and a certain way of leading. Inclusive practices need to be strengthened with hope, support, and recognition that for all stakeholders, towards a common vision (Carter & Abawi, 2018).

The leadership skills, action, and persistence involved in creating more socially just schools are important and often paralyze school principals because social justice leadership can create many dilemmas and challenges (DeMatthews & Mawhinney, 2014). Measuring the success of, or not, Inclusive Education is complex and challenging (Forlin, Chambers, Loreman, Deppler, & Sharma, 2013). To see the success of Inclusive Education through the lens of its results: student participation, student achievement, and post-school outcomes (Loreman, 2014).

## 5. CONCLUSION

From the journal that the authors have successfully reviewed about principals' role and the implementation of inclusive education carried out in various countries in the world, the authors conclude that (1) principals apply different leadership styles and (2) principals apply different leadership styles and strategies. (3) The factors that influence different styles and strategies are diverse resources, government policies, and local values.

## LIMITATION AND STUDY FORWARD

This review study has limitations: First, the articles reviewed were in English only so other studies were not reviewed due to limitations. Second, the number and scope of articles reviewed are limited. In Indonesia, the articles identified covered principal

leadership and implementation of inclusive education. The term full inclusion was first applied in the field of special education to describe how all students with disabilities should be included in the general classroom throughout the school day (J. McLeskey & Waldron, 2011). School leadership for inclusion involves difficult decision making. It is a complex and multifaceted act that requires deliberate effort, advocacy and a certain way of leading. Inclusive practices need to be strengthened with hope, support and recognition which, for all stakeholders, lead to a common vision (Carter & Abawi, 2018). There are hopes that schools will engage students through inclusive practices, but the term 'inclusion' has created ideological divisions, especially with regard to special education, with some theorists advocating for full inclusion and others for a more needs-based approach (Florian, 2015).

The authors suggest that to remove barriers to education and deliver high-quality outcomes, schools need inclusive practices that embrace all students as valued affiliates of the school community, with inclusion as a vision, operationalized at the school community, the whole school, and the individual level. Inclusion refers to an individual's right to participate actively and achieve equality through involvement in all aspects of everyday life (Hyde, Carpenter, & Conway, 2013).

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