

TRANSFORMATIONAL LEADERSHIP IN THE INCLUSIVE EDUCATION

Kuni Azizah

Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Indonesia
kuniazizah02@gmail.com

Sulistyorini

Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Indonesia
sulistyorini12@yahoo.com

ABSTRACT

This study aims to analyze the practice of transformational leadership by the school principal in managing inclusive education at SD Muhammadiyah 1 Tulungagung. Adopting a qualitative approach with a case study design, data were collected through observation, in-depth interviews, and documentation. The findings indicate that the school principal consistently demonstrates proactive, visionary, and highly transformational leadership. This is evident in their strategic decision-making, such as implementing SWOT analysis for program planning and fostering critical collaborations with external experts like the Autistic Service Center (PLA) Blitar. Furthermore, the principal's leadership is prominent in human resource management, including the appointment and continuous professional development of special accompanying teachers (GPK), and actively leading curriculum and assessment adaptations to cater to diverse student needs. The school employs flexible inclusive learning models, specifically regular classes with clusters and full special classes, adapted based on individual student requirements. While challenges such as managing tantrum behaviours in some students with special needs were identified, the principal demonstrated effective responses through dedicated GPK support, therapy recommendations, and robust collaboration with parents. This research concludes that transformational leadership is a pivotal factor in establishing and sustaining a high-quality, effective, and adaptive inclusive educational environment.

Kata Kunci: Transformational Leadership, School Principal, Inclusive Education, Students with Special Needs

ABSTRAK

Penelitian ini bertujuan menganalisis praktik kepemimpinan transformasional kepala sekolah dalam mengelola pendidikan inklusif di SD Muhammadiyah 1 Tulungagung. Mengadopsi pendekatan kualitatif dengan desain studi kasus, data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi. Temuan penelitian menunjukkan bahwa kepala sekolah secara konsisten menunjukkan kepemimpinan yang proaktif, visioner, dan sangat

transformasional. Hal ini terlihat dari pengambilan keputusan strategis, seperti implementasi analisis SWOT untuk perencanaan program, dan pengembangan kolaborasi kritis dengan pihak eksternal, contohnya Pusat Layanan Autis (PLA) Blitar. Lebih lanjut, kepemimpinan kepala sekolah juga menonjol dalam manajemen sumber daya manusia, termasuk penunjukan dan pengembangan profesional berkelanjutan bagi Guru Pendamping Khusus (GPK), serta secara aktif memimpin adaptasi kurikulum dan penilaian untuk mengakomodasi beragam kebutuhan siswa. Sekolah menerapkan model pembelajaran inklusif yang fleksibel, khususnya kelas reguler dengan klaster dan kelas khusus penuh, yang disesuaikan berdasarkan kebutuhan individual siswa. Meskipun terdapat tantangan seperti pengelolaan perilaku tantrum pada beberapa siswa berkebutuhan khusus, kepala sekolah menunjukkan respons yang efektif melalui dukungan GPK yang berdedikasi, rekomendasi terapi, dan kolaborasi yang kuat dengan orang tua. Penelitian ini menyimpulkan bahwa kepemimpinan transformasional merupakan faktor penting dalam membangun dan mempertahankan lingkungan pendidikan inklusif yang berkualitas tinggi, efektif, dan adaptif.

Key Words: *Kepemimpinan Transformasional, Kepala Sekolah, Pendidikan Inklusif, Siswa Berkebutuhan Khusus*

INTRODUCTION

Leadership plays an essential role in the sustainability and progress of an organization, especially in educational institutions. The school principal, as the top manager within the school environment, bears great responsibility in determining direction and achieving desired goals, as well as mobilizing all components of the institution to cooperate. Leadership is defined as any action taken by an individual or group to coordinate and direct other individuals or groups within a framework to achieve predetermined goals (Nur Efendi, 2015).

More than just a managerial function, leadership encompasses the ability to influence a group towards achieving a set vision or goal, providing guidance, and coordinating individuals or other groups within a framework. In the dynamic context of modern education, transformational leadership becomes highly relevant, where school principals not only manage but also inspire and motivate all school members to achieve a shared vision, encourage innovation, and continuously improve the quality of education. Effective leadership, including transformational leadership, is capable of fostering a conducive climate of cooperation and enhancing school quality and productivity.

An effective school principal needs to understand three crucial aspects: why quality education is necessary, the steps to improve school quality and productivity, and how to effectively manage the school to achieve high performance. The essential competencies of a school principal, as regulated in the Minister of National Education Regulation (Permendiknas) No. 35 of 2010, include personality and social aspects, instructional leadership, school development, resource management, entrepreneurship, and instructional supervision. All these competencies contribute to improving the quality of education and the success of leaders. The school environment is a place where all children can develop their potential through the learning process. However, in

reality, education for children with special needs (CSN) is often limited to special schools (SLB), which can actually hinder their social interaction with typically developing children, often leading to their isolation from society (Darma et al., 2015).

Traditionally, education for typically developing children is provided in regular schools, while children with special needs (CSN) receive facilities in special schools (SLB). However, the existence of SLBs often becomes an obstacle to interaction between CSN and typically developing children, which can result in CSN being isolated in social interactions and lacking familiarity among them. In response to this issue, inclusive education emerged as a form of equity and the realization of education without discrimination, where CSN and typically developing children can receive equal education without special treatment or privileges.

Inclusive education is a philosophy and pedagogical approach that aims to ensure that all students, without exception, have the same right to receive quality education in the same learning environment and without discrimination, regardless of physical, mental, social, emotional, or other characteristics. This concept challenges the educational model that separates CSN into special schools and instead fully encourages CSN to learn and interact with non-CSN peers. The concept of inclusive schools emerged as a realization of education without discrimination, where CSN and regular children can learn together and receive equal education without special treatment or privileges that separate them. This inclusive school model presents a significant challenge for school principals and teachers, who are required to be able to accept differences and the presence of CSN in their classrooms, even though some teachers may feel they are not yet competent. However, with good cooperation among a group of people in a school, the quality of education in that school can be improved. For example, the role of leadership and the efforts of a school principal to carry out their duties as a leader (Febriansyah; Lukmansyah, Dian; Hartanto, Rudi; Kurniawan, 2016).

Inclusive education is an educational service for students with special needs in regular schools. This model offers various psychological benefits for CSN, such as increased self-confidence and acceptance of their own shortcomings. SD Muhammadiyah 1 Tulungagung has a distinct characteristic in its Islamic values within the school management system. This study analyzes how the inclusive leadership practices of the school principal at SD Muhammadiyah 1 Tulungagung have implemented an inclusive school system, with various types of CSN, such as developmental disorders, intellectual disabilities, attention disorders, and even intelligence accompanied by communication difficulties.

The implementation of this inclusive school presents a challenge for the school principal and teachers. Given the important role of leadership in effective and efficient inclusive school management, this research focuses on analyzing the leadership of the school principal in inclusive schools at SD Muhammadiyah 1 Tulungagung. This study used a qualitative approach with observation, interview, and documentation methods.

Therefore, this study is focused on deeply examining how the school principal's leadership at SD Muhammadiyah 1 Tulungagung is implemented in

the context of inclusive school provision. The purpose of this study is to determine the school leadership model in managing inclusive schools and to identify supporting and inhibiting factors for the implementation of inclusive education at SD Muhammadiyah 1 Tulungagung.

METHOD

This research employed a qualitative approach with a case study design. This approach was chosen to gain an in-depth understanding of the phenomenon of school principal leadership within the context of inclusive schools at SD Muhammadiyah 1 Tulungagung, considering the unique locus and the complexity of interactions involved. A case study allows researchers to gather detailed and comprehensive information from the perspectives of the participants.

SD Muhammadiyah 1 Tulungagung is located on Jalan RA Kartini Kauman, Tulungagung District, East Java. The school is registered with the National School Registration Number (NPSN) 20557423 and holds private status under the ownership of the Regional Leadership of Muhammadiyah Tulungagung Regency Foundation. SD Muhammadiyah 1 Tulungagung has received an 'A' accreditation. This school was specifically chosen because it has implemented an inclusive education system for children with special needs (CSN). SD Muhammadiyah 1 Tulungagung provides a unique characteristic in its management and the values underlying the implementation of inclusion in its religious education environment.

Key participants in this study were determined through purposive sampling, consisting of the Head of SD Muhammadiyah 1 Tulungagung and several teachers directly involved in the learning process and management of students with special needs (CSN). The criteria for selecting participants were based on their roles and experience in the implementation of inclusive education at the school.

Data collection techniques utilized triangulation of three main techniques to ensure the richness and validity of the data. First, participatory observation was conducted to directly observe interactions in the school environment, the implementation of inclusive learning models in both regular and special classes, and the dynamics of the school principal's leadership in daily practice. This observation included how the management of students with special needs is carried out, interactions between teachers and CSN students, and the utilization of facilities and infrastructure that support inclusion. Second, in-depth interviews were conducted with the school principal and participating teachers. Both structured and unstructured interviews were used to gather information regarding the vision, policies, strategies, challenges, and solutions related to the school principal's leadership in managing inclusive schools. Third, documentation data collection included the analysis of school documents related to policies, program reports, and other relevant documents. This encompassed adapted school curricula, official policies related to inclusive education, CSN service program reports, student records, and other documents that could provide information and support the research findings. The collected qualitative data was analyzed using Miles and Huberman's (1994) interactive model, which involves a continuous flow

of activities, beginning with data reduction, data presentation in descriptive narrative form, and conclusion drawing.

RESULTS AND DISCUSSION

School Principal Leadership

The leadership of the school principal at SD Muhammadiyah 1 Tulungagung demonstrates a highly decisive role in the successful implementation of inclusive schools. The principal functions not only as an operational manager but also as a superleader and change agent who actively formulates the vision of inclusion and translates it into policies and concrete practices at school. This aligns with the view of Minsih, Rusnilawati & Mujahid (2019), who emphasize that effective school principal leadership is a fundamental key to building a quality school. The principal's competence in formulating an inclusive vision, appointing special accompanying teachers, and facilitating curriculum adaptation is a manifestation of instructional leadership and school development competencies, as regulated in the Minister of National Education Regulation (Permendiknas) No. 35 of 2010.

The leadership practices of the school principal at SD Muhammadiyah 1 Tulungagung reflect the principles of transformational leadership. The principal consistently inspires and motivates teachers beyond their traditional roles, encouraging innovation in teaching CSN and developing their self-capacity. This is evident in how the principal actively collaborates with PLA Blitar for assessment and determining appropriate services, which demonstrates the dimensions of intellectual stimulation and individualized consideration in transformational leadership. The principal's transformational role in encouraging teachers to innovate and adapt to the needs of children with special needs (CSN) is also very apparent. This is in line with the theory of transformational leadership which emphasizes the leader's ability to inspire and motivate their followers to achieve organizational goals (Bass & Riggio, 2006 in Nur Efendi, 2015).

This approach builds an adaptive and solution-oriented school culture, evident in the school's initiative to establish cooperation with the Autism Service Center (PLA) Blitar to conduct assessments and determine appropriate services for CSN.

The implementation of regular class models with clusters and full special classes at SD Muhammadiyah 1 Tulungagung reflects strategic adaptation to the diversity of types and levels of CSN needs. This model successfully balances the social interaction of CSN with regular children and their need for more intensive individual support. The flexibility of this model is highly relevant to the basic principle of inclusive education, which recognizes that a single approach will not be effective for all students, thus differentiating services becomes crucial (Rahim, 2016). The role of special accompanying teachers (GPK) in the cluster model is very important in providing personalized learning guidance, confirming the urgency of the role of classroom teachers and special accompanying teachers in guiding students with special needs as expressed by Lailiyah & Jihan (2015).

The implementation of this model affirms the school's commitment to realizing the right to education for all children, including CSN, without discrimination, in accordance with the mandate of Permendiknas RI No. 70 of 2009 concerning Inclusive Education. The effectiveness of this model is also

supported by the principal's capability in analyzing needs and planning service programs, similar to the effective use of SWOT analysis for planning service programs for students with special needs (Januariani & Fitri, 2023).

SD Muhammadiyah 1 Tulungagung provides facilities and infrastructure that are appropriate for the needs of students with special needs (PDBK), the availability of competent educators, curriculum modification and assessment systems for PDBK, and creates a pleasant learning environment (Januari, Prim Masrokan & Fuadi, 2023). This indicates transformational school principal leadership committed to providing good service to PDBK. The principal's ability to see the big picture and plan adaptive strategies is another manifestation of transformational leadership that promotes change and innovation in the school environment.

As for the obstacles found, such as the tendency of certain sensitive CSN to experience tantrums, these are common challenges in the context of inclusive education. This finding is consistent with literature showing that managing CSN behavior and emotions requires special strategies and support from professional staff (Sukandari, 2020). The school principal at SD Muhammadiyah 1 Tulungagung demonstrates proactive leadership by not only identifying problems but also implementing concrete solutions such as providing GPK and therapy recommendations. This strategy demonstrates problem-solving and innovation-oriented leadership. Aspects of idealized influence (charisma) and inspirational motivation of transformational leadership are clearly seen in how the principal builds trust and encourages staff to actively participate in finding solutions to these challenges.

Furthermore, the principal's efforts to provide GPK and encourage close communication with parents reflect the principle of collaboration in inclusive education. Strong cooperation between the school and family is vital for the success of handling CSN, as continuous support is needed both in the school environment and at home. Thus, the leadership of the school principal at SD Muhammadiyah 1 Tulungagung is not limited to internal school management but also extends to strategic partnerships with families and external professionals, creating a supportive ecosystem for inclusive education.

School Principal Leadership in Inclusive Schools at SD Muhammadiyah Tulungagung

The school principal of SD Muhammadiyah 1 Tulungagung demonstrates a proactive leadership role in managing inclusive schools. The principal's responsibilities extend beyond ordinary managerial duties; he is actively involved in every phase of school management. Starting from the planning stage, the principal systematically conducts a SWOT analysis, which allows for the identification of strengths, weaknesses, opportunities, and threats related to the provision of services for students with special needs.

The results of this SWOT analysis then become the basis for determining the most suitable type of service and educational program for the individual needs of CSN at school. Additionally, the commitment to quality assessment is evident from the established cooperation with the Autism Service Center (PLA) Blitar. This cooperation ensures that every prospective student with special needs receives appropriate placement and development of learning programs.



Figure 1. Students with Special Needs (learning disabilities) at SD Muhammadiyah 1 Tulungagung

In the aspect of human resource management, the principal demonstrates leadership centered on developing teacher capacity. In practice, the principal facilitates a team of teachers to collaborate in simplifying subject matter, modifying teaching methods (e.g., using visual aids, multisensory approaches), and developing alternative assessments such as portfolios, performance observations, or oral tests adapted to the individual learning profiles of CSN.

The principal is fully responsible for appointing special accompanying teachers (GPK) who will assist CSN in the learning process. Moreover, the principal consistently provides motivation and support to all teachers, both GPK and regular teachers, to continuously enhance their understanding and skills in addressing student diversity in the classroom. The principal ensures that teachers have the flexibility to innovate in inclusive learning design. This creates a supportive learning environment for educators, encouraging them to adapt to diverse teaching methodologies to meet the needs of every student. The principal also actively serves as a role model for all staff by demonstrating a strong personal commitment to inclusive values, fostering open communication, and being ready to face challenges directly. Furthermore, the principal also plays a central role in curriculum and learning management. The principal facilitates curriculum adjustments to be relevant to the specific needs of CSN, ensuring that learning objectives can be achieved by all students.

In practice, SD Muhammadiyah 1 Tulungagung implements two main models of inclusive education adapted based on assessment results and the level of CSN needs. The first model is a regular class with a cluster, where children with special needs are fully placed in regular classes with other students. However, to ensure adequate support, CSN are grouped into small clusters within the class and receive more intensive guidance and attention from trained GPK or classroom teachers. This model facilitates rich social interaction between CSN and their peers while ensuring access to personalized academic assistance.

The second model is a full special class, which is intended for CSN who require a higher intensity of handling and a highly structured learning environment. In this model, CSN learn in separate classes specially designed for their needs, but these classes remain within the physical environment of the

regular school. This design allows CSN to receive highly focused education on their needs without being completely isolated from the overall social environment of the school.

Obstacles and Handling in Inclusive Provision

Although the implementation of school principal leadership and inclusive learning models at SD Muhammadiyah 1 Tulungagung is running well, this study also identifies certain obstacles commonly found in the context of inclusive education. The most prominent obstacle is related to the characteristics of some CSN who have high sensitivity, making them prone to tantrums or emotional outbursts in the classroom environment. These tantrum behaviors, which can take the form of emotional explosions, activity refusal, or focus disruption, often pose significant challenges in maintaining a conducive learning atmosphere, not only for the CSN students themselves but also for regular students and the smooth running of the overall learning process. This condition often creates challenges in maintaining a conducive learning atmosphere for all students.

In response to these obstacles, the school principal has established effective and coordinated handling. One effort made is the provision of a special accompanying teacher (GPK) for each CSN who requires intensive support. The presence of GPK is key in assisting students, providing direct intervention when tantrums occur with appropriate calming techniques to help manage behavior in the classroom through an individual approach. GPK also plays a role in facilitating the adaptation of materials and the environment to suit the emotional and academic needs of CSN.

In addition, the principal is also proactive in recommending special therapy for CSN who require further clinical treatment, and intensively establishes close communication and collaboration with students' parents. These recommendations often result from ongoing assessments and GPK observations, with the aim of optimizing the development and adaptation of CSN. Equally important is the principal's intensive effort to establish strong communication and collaboration with the parents of CSN students. Through regular meetings, open discussions, and information sharing, the school and parents work together in designing individual intervention plans, ensuring consistency of approach both in the school environment and at home. This collaborative approach ensures that the handling and support for CSN can be continuous both in the school environment and at home, minimizing the negative impact of emerging obstacles and strengthening the progress of CSN.

CONCLUSION

This study aimed to deeply examine how the school principal's leadership at SD Muhammadiyah 1 Tulungagung is implemented in the context of inclusive school provision. Through a qualitative case study approach, it was found that the school principal's leadership plays a fundamental and multifaceted role that significantly influences the success of inclusive education implementation in the institution. The school principal of SD Muhammadiyah 1 Tulungagung demonstrates proactive, strategic, and transformational leadership practices. The principal's leadership also stands out in human resource management, namely through the appointment and development of competent special accompanying

teachers (GPK), continuous efforts to motivate regular teachers, and adaptive curriculum and assessment system modifications. In the provision of inclusive education, SD Muhammadiyah 1 Tulungagung implements flexible learning models, which is a combination of the regular class with cluster model and the full special class model. The selection of this model is adjusted to the individual needs of children with special needs, reflecting the school's commitment to providing personalized and non-discriminatory services, in line with the basic principles of inclusive education and the mandate of Permendiknas RI No. 70 of 2009. The success of this model is strongly supported by the principal's central role in ensuring service differentiation and relevant accommodations. It is suggested that SD Muhammadiyah 1 Tulungagung continue to maintain and strengthen the proactive, strategic, and transformational school principal leadership practices that have proven effective. It is important to consistently continue initiatives such as SWOT analysis for program planning and maintain close collaboration with the Autism Service Center (PLA) Blitar and other external parties to ensure optimal assessment and intervention for Children with Special Needs (CSN). Additionally, despite having competent special accompanying teachers (GPK), it is recommended to continuously enhance professional development programs for all teachers, both GPK and regular teachers, so that they become more skilled in implementing differentiated learning and positive behavior management techniques in inclusive classrooms. Strengthening communication and partnerships with parents is also crucial to ensure consistent support for CSN in both school and home environments. Overall, this research affirms that visionary, adaptive, and transformational school principal leadership is a key factor in creating a quality inclusive school environment. Such leadership not only overcomes operational obstacles but also successfully fosters a school culture that supports diversity, innovation, and collaboration to achieve optimal educational quality for all students. For other schools striving to implement inclusive education, the leadership practices and implementation models at SD Muhammadiyah 1 Tulungagung can serve as a relevant case study and good example.

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