CHAPTER I

INTRODUCTION

A. Background of the study

In the era of globalization, education plays a significant role in shaping society. Regardless of students' backgrounds, abilities, or learning styles, all learners should receive equal educational opportunities. In recent years, inclusive education has increasingly been adopted in many schools. It emphasizes the importance of every school creating an environment where all students can enjoy and participate in meaningful activities, enabling them to achieve their full potential.

International organizations, such as UNESCO, have strongly supported inclusive education, which has become a crucial component of education. Nevertheless, UNICEF also stated that all students in the same classrooms at the same schools are part of inclusive education. It means genuine educational opportunities for historically marginalized groups, including minority languages and learning styles. Baidowi, A. et al., stated that, as the cornerstone of character education that promotes tolerance and empathy, the curriculum must be adapted to the traits of students with special needs through individualized approaches, a variety of teaching techniques, and the incorporation of Islamic values like ta'awun (mutual aid) and adab (ethics).[1]

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[1] A. Baidowi, A. H. Dzulhasnan, A. Kusmawati, and A. Athiyallah, "Islamic-Based Inclusive School Management Strategies," *Al Irsyad Jurnal Studi Islam* 4, no. 2 (2025): 107–122, https://doi.org/10.54150/alirsyad.v4i2.786.

All students who may differ in terms of culture, language, previous educational experiences, socioeconomic status, and learning readiness are included in inclusive education, not only those with disabilities. From this perspective, educational institutions are urged to establish arrangements in which every student can receive the best possible education and realize their full potential. As leaders in educational institutions, head teachers need effective and efficient strategies to manage inclusive education.

Head teachers play a central role in formulating educational policies within their schools, especially in leading professional development. Professional development is an important process for improving teachers' skills, knowledge, and instructional techniques. They are the one who manage resources, set priorities, and champion training initiatives designed to equip teachers within the skills to meet the diverse linguistic, cultural, and academic needs of students. Furthermore, head teacher must understand how their beliefs, values, and experiences influence their approaches to cultural diversity and inclusive education. There is a strong relationship between inclusive education and the head teachers' strategies. The implementation of inclusive policies, the preparation of teachers, the management of resources, and the support of diverse learners in the school environment are all made possible by effective leadership. It is impossible to maintain or fully realize inclusive education without the strategic leadership of the head teacher.

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Muhajir, A., Adiyono, A., and Patimah, L. emphasize that the use of Arabic and Indonesian as communication languages, along with the incorporation of religious values as a unifying factor, are natural ways to implement multiculturalism

in Islamic boarding schools. Through a daily approach based on Islamic values, Islamic boarding schools can create an inclusive and harmonious environment despite obstacles like limited facilities and differences in the character of santri (Islamic boarding school students).[2]

Indonesia's Law Number 20 of 2003, Article 5, paragraph 1, emphasizes the right of every citizen to obtain quality education, contributing to the advancements of inclusive education nationwide. This legal foundation supports institutions in developing inclusive environments through curriculum adaptations, classroom managements strategies, and continuous teacher professional development.[3] In addition, the implementations is aligned with the educational policies promoted by the Ministry of Religious Affairs of the Republic of Indonesia (Kementerian Agama Republic Indonesia). In madrasah and Islamic schools, the ministry places a strong emphasis on enhancing teacher professionalism, bolstering educational leadership, creating inclusive educational services. Regardless of student's social, physical, or educational circumstances, inclusive education is seen as a component of improving educational quality that guarantees equitable learning opportunities for everyone. In order to facilitate successful inclusive learning practices in Islamic educational contexts, head teachers strategically oversee teacher professional development.[4]

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[2] A. Muhajir, A. Adiyono, and L. Patimah, "Management of Multicultural Education in Islamic Boarding Schools: A Case Study of the Implementation of Inclusivity Values in the Diversity of Santri," *Journal of Educational Research and Practice* 3, no. 3 (2025): 390, https://doi.org/10.70376/jerp.v3i3.365.

[3] *Indonesia, Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, Database Peraturan JDIH BPK, accessed May 5, 2026, https://peraturan.bpk.go.id/Details/43928/uu-no-20-tahun-2003*

[4] Sumarni, "Pengelolaan Pendidikan Inklusif di Madrasah," *EDUKASI: Jurnal Penelitian Pendidikan Agama dan Keagamaan*, Ministry of Religious Affairs of the Republic of Indonesia, accessed April 2026, https://jurnaledukasi.kemenag.go.id/edukasi/article/view/631

Additionally, the Ministry of Religious Affairs has continued to support inclusive education by providing madrasah institutions with teacher development programs and technical instructions. In establishing inclusive learning environments, these policies emphasize the significance of teacher competency, curriculum adaptability, and institutional preparations[5]. As a results, this study on the methods used by the head teacher at SMS Riyadlul Jannah to oversee teacher professional development advances the larger goals of enhancing inclusive Islamic education in Indonesia. Managing teacher professional development well is a key way to make sure that teachers have the skills, knowledge, and confidence they need to help all kinds of students. Although inclusive education is becoming more common in Indonesia, there aren't many studies that look how head teachers manage teacher professional development to support inclusive learning in Islamic school. Previous research predominantly focuses on inclusive curricula and students' requirements. In contrast, strategic role of head teacher in enhancing teachers' competencies for inclusive learning in Islamic senior high schools has been insufficiently examined. This study aims to investigate the strategies utilized by head teacher at SMA Riyadlul Jannah Pacet, Mojokerto, in managing teacher professional development to support inclusive learning practices in Islamic education.

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[5] Ministry of Religious Affairs of the Republic of Indonesia, "Kemenag Selesaikan Enam Pedoman Teknis Layanan Pendidikan Inklusif," https://riau.kemenag.go.id/berita/594033/Kemenag-Selesaikan-Enam-Pedoman-Teknis-Layanan-Pendidikan-Inklusif-Apa-saja

B. Research Focus

This study aimed to analyze the Head Teacher's Strategies in Managing Teacher Professional Development to Support Inclusive Learning Practices in Islamic Education at SMA Riyadlul Jannah Pacet, Mojokerto.

1. What are the strategies of the head teacher in managing their teacher professional development that support inclusive learners at SMA Riyadlul Jannah Pacet, Mojokerto?
2. How does the head teacher monitor and evaluate the effectiveness of teacher professional development for inclusive learning practices at SMA Riyadlul Jannah Pacet, Mojokerto?
3. What are the challenges of a head teacher in managing professional development to support inclusive learning practices in Islamic education at SMA Riyadlul Jannah Pacet, Mojokerto?

C. Research Objectives

1. To analyze the strategies of the head teacher in managing their teacher professional development to support inclusive learning at SMA Riyadlul Jannah Pacet, Mojokerto.
2. To analyze how the head teacher monitors and evaluates the effectiveness of teacher professional development for inclusive learning practices at SMA Riyadlul Jannah Pacet, Mojokerto.
3. To analyze the challenges of head teachers in managing professional development to support inclusive learning practices in Islamic education at SMA Riyadlul Jannah Pacet, Mojokerto.

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D. Research Benefits

This study aims to elucidate the head teachers' strategies in managing their teacher professional development to support their inclusive learning practices in Islamic Education at SMA Riyadlul Jannah. Additionally, it seeks to explore the specific strategies for managing the teacher professional development to enhance their teaching skills for their inclusive learners, which is beneficial to the following:

1. Theoretical benefits

   He knowledge gained from research that comes from confirming, supporting, challenging, and developing new theories is known as theoretical benefits. The theoretical advantages of this research are as follows:

   a. As a study material in the field of Islamic Education Management (MPI) to develop a theory on the Head Teachers' Strategies in Managing Teacher Professional Development to Support Inclusive Learning Practices.

   b. As a reference for students and other researchers in exploring theories about the Head Teachers' Strategies in Managing Teacher Professional Development to Support Inclusive Learning Practices in Islamic Education.

2. Practical Benefits

   Research objects that meet similar criteria can experience practical benefits, which are the values derived from the research process. The following are beneficial benefits achieved:

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a. For Researchers

This research contributes to the understanding of how head teachers oversee teacher professional development within the framework of inclusive education. It is a resource for upcoming research on inclusive learning, leadership techniques, and educational management, especially in comparable school environments.

b. For SMA Riyadlul Jannah

The school can use this insight to improve its policies and programs that strengthen its inclusive education in the future.

c. For the Community

It is anticipated that this study will contribute to the public's understanding of the Head Teachers' Strategies in Managing Professional Development to Support Inclusive Learning in Islamic Education at SMA Riyadlul Jannah Pacet, Mojokerto, in addition to boosting public confidence in educational institutions' ability to produce students who meet expectations.

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3. Benefits of Institutions

a. As contextual empirical data material for educational institutions, especially SMA Riyadlul Jannah, in carrying out Teacher Professional development to Support Inclusive Learning.

b. As information material for the management of educational institutions, so that through the observations carried out the results, strengths, opportunities, and weaknesses in planning the management of Teacher

Professional Development to support Inclusive in Islamic Education can be known.

E. Previous Research and Research Originality

Based on the previous research literature, the researcher found several studies that are relevant to this study. Referring to the study of the Head Teachers' Strategies in Managing Professional Development to Support Inclusive Learning Practices in Islamic Education at SMA Riyadlul Jannah Pacet, Mojokerto. The researcher refers to the found data to become the basis of the study, including:

Realitawati, thesis 2024. "The Head Teachers' Strategies as Instructional Leader in Improving 21st Century Teacher Skills in Elementary Schools, using a case study in Serang City and Serang Regency." This study uses a qualitative metod. Data were collected through in-depth interviews with Head Teachers and teachers, observations, and documentation. The results of this study are expected to guide other schools in addressing the challenges of 21st sentury education, ultimately improving the quality of teaching and the effectiveness of learning in the 21st century.[6]

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Dedi Ahmad Yani, thesis 2023. "The Head Teachers' Strategies in Improving the Quality of Education at Mts Negeri 4 Langkat." This type of research is qualitative, using a descriptive approach and based on a case study theory. Data collection was carried out using interviews, observation, and document techniques. The conclusion obtained is that the improvement of education quality at Mts Negeri

[6] Realitawati, *Strategi Kepala Sekolah sebagai Instructional Leader dalam Meningkatkan Keterampilan Guru Abad 21 di Sekolah Dasar Kota dan Kabupaten Serang* (Thesis, Universitas Pendidikan Indonesia, 2024).

4 Langkat begins with the Head Teacher commitment to enhancing educational quality, followed by restricting the school's organizational structure and committee, improving the competence of teachers and education personnel, fulfilling facilities and infrastructure, building networks, and creating excellent service programs.[7]

Suntama Putra, thesis 2023. "Head Teachers' Strategic Management in Improving the Educational Institutions Quality at At-Taubah Batam Wakaf Foundation". This research used a descriptive qualitative method. The data sources of this research were head teachers, vice principal, teachers, foundation administrators, and school committees. Observation, interviews, and documentation techniques were used for collecting data. The data were analyzed by using 1. Collection, 2. Reduction, 3. Presentation and 4. Concluding. The findings of this research showed that 1. The implementation of the head teacher strategic management in improving the educational institutions quality was conducted by including several activities that were conducted by the head teacher involving foundation administrators, vice principals, teachers, and school committees, starting from the formulation of the school vision, mission and goals based on the results of observing and scrutinizing the school environment conditions using SWOT analysis. Then, they determine the superior strategies by making strategic planning, implementing the strategy, monitoring and evaluating the implementation of the strategy. However, it was not yet showing maximum results. 2. The obstructing factors of strategic management were not properly addressed, thus

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[7] D. A. Yani, *Strategi Kepala Sekolah dalam Meningkatkan Mutu Pendidikan di MTs Negeri 4 Langkat* (Thesis, Universitas Muhammadiyah Sumatera Utara, 2023).

hindering the implementation of the school head teacher strategic management in improving the educational institutions quality at At- Taubah Wakaf Foundation Batam. The obstructing factors were human resources that have not met the teacher qi-qualification standards required by schools and limited facilities and infrastructures in supporting students learning process.[8]

Suneriyo, thesis 2022. "The Head Teachers' Management Strategies in Implementation of School- Based Management at SMA Negeri 3 Tebing Tinggi". This research is qualitative research that is specifically directed toward the use of a case study method. According to Lincoln and Guba, the qualitative approach may also be referred to as a case study or qualitative study, which is an in-depth and detailed investigation of everything related to the research subject. The results of the study show that the one role of the head teachers' in implementing School-Based Management at SMA Negeri 3 Tebing Tinggi is the role of the head teacher as an administrator, in which school administration is manage transparently. Through meetings, administrative results are presents, and input from school members is accepted. In the recruitment of educational personnel, decisions are made through deliberation with school members and the community, in this case, the school committee. Regarding students' management, during the admission of new students, banners are posted and announcements are made. Financial and funding management is prepared through the School Income and Expenditure Budget Plan (RAPBS) by the school together with the school committee. To

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[8] S. Putra, *Manajemen Strategi Kepala Sekolah dalam Meningkatkan Mutu Lembaga Pendidikan di Yayasan Wakaf At-Taubah Batam*, by Muhammad Fitriyadi and Zamsiswaya (2023).

improve the quality of learning at SMA Negeri 3 Tebing Tinggi, the head teacher allocated funds in the School Activity and Budget Plan (RKAS) related to the provisions of relevant books, teaching aids, and learning media. The head teacher also invites the parents' association and the school committee for discussions aimed at developing the school.[9]

Ratna Ernawati, thesis 2024. "Strategic Management of the Head Teachers' in Improving School Performance (A Case Study at Karangjati 03 Public Elementary School and Karangjati 04 Public Elementary School, Sampang District, Cilacap Regency)," the research method used in preparing this thesis is descriptive with a qualitative approach. Data collection techniques were carried out through interviews, observation, and documentation studies. The informants in this study included the school head teacher, teachers, supervisors and the committee. The results of the study show that, 1. The strategic management of the head teacher in improving school performance at SD Negeri Karangjati 03 and SD Negeri Karangjati 04, Sampang District, Cilacap regency, has been implemented quite well. However, there are weak aspects: the head teacher has not been optimal in formulating and socializing the school's vision, mission, and goals, as well as in conducting a SWOT analysis. 2. The obstacles faced by the head teacher are as follows: a) Internal factors: The head teacher is not yet optimal in mastering managerial competence. b) External factors: (1) Teachers and education personnel do not fully meet the expected qualification and competencies; (2) Community

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[9] Suneriyo, *Strategi Manajemen Kepala Sekolah dalam Pelaksanaan Manajemen Berbasis Sekolah di SMA Negeri 3 Tebing Tinggi* (Thesis, Universitas Muhammadiyah Sumatera Utara Medan, 2021).

support for the school is not optimal; (3) School programs are prepared without fully involving teachers and education staff; (4) Limited understanding among school members regarding the essence of School-Based Management (SBM). 3. Efforts made by the head teacher are as follows: a) Internal factors: Head Teacher joins the School Principal Working Group (KKKS); performs management functions; and collaborates and communicates intensively with stakeholders. b) External factors: (1) Motivating teachers and education personnel to pursue further education, attend training, actively conduct research/academic writing, create a learning organization culture, and promote the "Teachers Reading Movements (G2M0", (2) The head teacher engages in positive communication; (3) when preparing school programs, the involvement of school personnel/teachers is required; (4) There is a need for training/coaching on School-Based Management (SBM) and its socialization.[10]

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Table 1. 1 previous Research and Its Novetly

Yes	Researcher Name, Year, and Source	Research Title	Equation	Difference	Research Originality
1	Realitawati, 2024 Thesis	"The Head Teachers' Strategies as an Instructional Leader in improving 21st-century teacher skills in elementary schools, using a case study in Serang City and	Both studies examine the principal or head teacher's strategies and focus on teacher developme nt	The previous study focuses on 21st-century teacher skills, not on inclusive and Islamic Education	Focus on Head Teachers' Strategies in Managing Teacher Professional Development to Support Inclusive Learning in Islamic Education

[10] Ratna Ernawati, *Manajemen Strategik Kepala Sekolah dalam Meningkatkan Kinerja Sekolah: Studi Kasus di SD Negeri Karangjati 03 dan SD Negeri Karangjati 04 Kecamatan Sampang Kabupaten Cilacap* (MA thesis, Universitas Galuh, 2024).

		Serang Regency.”			
2	Dedi Ahmad Yani 2023 Thesis	“The Head Teachers’ Strategies in Improving the Quality of Education at MTs Negeri 4 Langkat”.	Both discussed head teacher strategies and involve Islamic Education	Focus on improving the Quality of Education, not in Teacher Professional Development or Inclusive learning	Examine Head Teachers' Strategies in Managing Teacher Professional Development, especially for Inclusive Learning
3	Suntama Putra, 2023 Thesis	Head Teachers’ Strategic Management in Improving the Educational Institutions' Quality at At-Taubah Batam Wakaf Foundation	Both explore strategic Management of the Head Teacher or Principal	Focus on institutional quality management issues like HR and Facilities, not in Teacher Development, nor inclusive learning	Focus on Head Teachers’ strategic management of Teacher Professional Development to support inclusive Learning
4	Suneriyo, 2022 Thesis	The Head Teachers’ Management Strategies in the Implementation of School-Based Management at SMA Negeri 3 Tebing Tinggi.	Both manage the implementation of the strategies of the principal	Concerned with school-based management, not teacher development or inclusive practices	Focus on teacher professional development to gain a deeper understanding of inclusive leadership practices.
5	Ratna Ernawati, 2024 Thesis	Strategic Management of Head Teachers’ in Improving School Performance (A Case Study at Karangjati 03 Public Elementary	Both explore the strategic management of the principal	Focus on the school performance, not in Teacher Professional Development for	Focus on managing the Teacher Professional Development for inclusive learning

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		School and Karangjati 04 Public Elementary School, Sampang District, Cilacap Regency).		inclusive learning	

Based on **Table 1.1**, the study stated above about Head Teachers' Strategies in Managing Teacher Professional Development to Support Inclusive Learning Practices in Islamic Education is different from the previous study, even though it is relevant to the current study. Previous research generally focused on how Head Teachers' leadership affects administrative management, school planning, supervision, and teachers' overall professional development. Although these studies also discussed strategic management for professional development is operationalized, they support inclusive learning; instead, their discussion were too general.

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However, in the previous research, no study has focused on the Head Teacher, who works with the teacher every day, instructional practices, and support in shaping an inclusive learning environment. According to Realitawati 2024, it is expected to guide other school in addressing the challenges of 21st century education, ultimately improving the quality of teaching and the effectiveness of learning in the 21st century.

Dedi Ahmad Yani 2023, stated that improving and enhancing quality education by following the school reforms, like organizational structure and committee, competence of teachers and educational personnel, facilities, and infrastructure, building networks, and creating excellence in program services.

Suntama Putra 2023, according to the study's outcomes, the head teacher of the school has used strategic management to raise the caliber of the educational establishment, the creation of the school's vision, mission, and goals, strategic planning, execution, monitoring, and evaluation. Teachers, the school committee, vice principal, and foundation administrators were among the important parties involved in these initiatives. The implementation hasn't yet yielded the best outcomes, though. The impact of the strategies on raising education quality at At-Taubah Wakaf Foundation Batam was diminished by a number of challenges that hindered the effectiveness of the strategic management process, most notably the inadequate qualifications of human resources and the lack of infrastructure and facilities in schools.

As stated by Suneriyo 2022, the head teachers of SMA Negeri 3 Teabing Tinggi have a major administrative role in putting School- Based Management (SBM) into practice. Transparent school administration, teacher and school committee participation in decision making, and cooperative hiring of teaching staff are examples of this. Along with efficiently overseeing student admissions, the head teacher works with stakeholders to create financial plans like the RAPBS and RKAS. By providing funding for educational materials are actively including parents and the school committee in conversations about school development, the head teacher also promotes learning quality. All things considered, the head teachers' methodical and cooperative approach enhances the application of SBM and advances better school administration.

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KH. ABDUL CHALIM

Ratna Ernawati 2024, stated that while strategic management at SD Negeri Karangjati 03 and 04 is implemented reasonably well, it is still lacking in terms of creating and conveying the school's vision, mission, and goals as well as performing SWOT analysis. Lack of staff involvement in planning, low community support, inadequate teacher qualifications, limited managerial competence, and a poor grasp of school-based management (SBM) are the primary barriers. In order to address these problems, the head teacher uses KKKS to increase professional capacity, enhance teamwork and communication, encourage teachers to seek additional training, cultivate a culture of learning, incorporate staff planning, and encourage SBM training and socialization.

Therefore, the study of Head Teachers' Strategies in Managing Teacher Professional Development to Support Inclusive Learning Practices in Islamic Education at SMA Riyadhul Jannah Pacet, Mojokerto, is basically unique and relatively new. This study emphasizes strategic, school- based professional development management, grounded in head teachers' actual practices.

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F. Definition of terms

1. Head Teacher

   A head teacher is an instructional leader in a school who manages the teaching and learning processes, supports the performance of teachers, and organizes academic programs. The head teacher is crucial in directing educators, encouraging teamwork, and making sure that teaching methods support inclusive education objectives.

2. Strategies

This study refers to the strategic plan to be used by the head teacher to improve the teaching skills of an educator. These include strategies like mentoring, coaching, and offering training opportunities to enhance the teaching skills for their inclusive classroom

3. Managing

   managing refers to the process undertaken by the head teacher to plan, implement, organize, and evaluate their professional development initiatives. This includes determining the teacher's needs, resources, organizing training sessions, and to make sure that their professional development initiatives are successful to promote inclusive learning.

4. Professional Development

   refers to continuing progress of education opportunities and capacity-building exercises intended to enhance the knowledge, abilities, attitudes, and learning methods of the educators. This study focuses on professional development that improves teachers' capability to design an inclusive classroom and meet the specific needs of the students.

5. Support

   refers to the guidance, assistance, and resources provided by the head teachers that help to improve the teachers' implementation inclusive learning.

6. Inclusive Learning

   refers to an educational approach that guarantees fair access to high-quality learning experiences to all students, including those with a variety of

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backgrounds, skills, and learning needs. This study focuses on teaching strategies, classroom practices, and support systems that allow each student to fully and meaningfully participate in the learning process.

7. Practices

   refers to the school's methods for how they implement classroom routines, behaviors, and teaching approaches used by teachers.

8. Islamic Education

   The educational system based on Islamic principles, teachings, and values is referred to as Islamic education. It encompasses both intellectual education and spiritual development. The learning environment and methods at SMA Riyadlul Jannah, which incorporate Islamic teachings with general education while fostering values of inclusivity and community, are referred to as Islamic education in this study.

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