CHAPTER VI

CLOSING

A. Conclusion

Based on the findings of the study, it can be concluded that the head teacher of SMA Riyadlul Jannah, as the manager, administrator, and educator, is managing the teacher professional development to support inclusive learning practices in Islamic education. The study concludes the following:

1. Head Teachers' Strategies in Managing Teacher Professional Development

   The study concluded that the head teacher effectively manages teacher professional development by providing training, workshops, mentoring, supervision, adapting the curriculum, offering language support programs, and meet the varied academic, language, and religious needs of their students and assist in creating a more inclusive learning environment in Islamic Education.

2. Monitoring and Evaluation of Teacher Professional Development

   The study concluded that the head teacher regularly conducted monitoring and evaluation activities of the teacher professional development through weekly and monthly monitoring activities, classroom supervision, and evaluation meetings. At the end of each semester, the head teacher assessed the progress and performance of both teachers and students to ensure that the professional development initiatives effectively supported inclusive learning practices in Islamic education.

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3. Challenges of the Head Teacher

The study found that the head teacher faced several challenges in managing teacher professional development to support inclusive learning practices. These challenges included differences in students' learning ability, low motivation of students, limited time for implementation and monitoring of professional development activities, and lack of facilities for religious practices. Although there were challenges the head teacher still provided support and guidance to teachers to ensure the effective implementation of inclusive learning in Islamic education.

This study has some weaknesses that should be acknowledged. First, the study focused mainly on the head teacher's strategies in managing teacher professional development, while the perspectives of students and parents were not explored extensively. Second, the research was conducted in only one pesantren-based senior high school, SMA Riyadlul Jannah, which may limit the applicability of the findings to other educational settings. Third, the study was conducted within a limited period, so it could not fully examine the long-term effects of teacher professional development on inclusive learning practices.

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B. Implication

1. Theoretical Implication

The researcher only focuses on the head teacher's strategies in managing teacher professional development to support inclusive learning practices in Islamic education at SMA Riyadlul Jannah Pacet, Mojokerto.

Therefore, the results of this study contribute to the existing literature by illustrating how head teacher actively facilitate inclusive learning practices within their institutions. The study aligns with and expands upon the perspective that robust school leadership, alongside ongoing professional development and an inclusive environment, is essential to the successful implementation and advancement of inclusive education.

2. Practical Implication

The findings highlight the importance of continuous support from the head teacher in helping teachers improve their professional competencies. Through training opportunities, mentoring, supervision, and regular feedback, teachers are better equipped to address the diverse needs of learners. In addition, regular monitoring and evaluation can help identify areas for improvement and enhance the effective implementation of inclusive learning practices in Islamic education.

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3. Institutional Implication

The findings highlight the importance of institutional support is sustaining teacher professional development and strengthening inclusive learning practices. Schools can enhance these efforts by providing adequate resources, continuous training opportunities, and effective monitoring and evaluation systems. Encouraging collaboration among teachers and ensuring the availability of learning environment. Through these initiatives, educational institutions can better support the implementation of inclusive

learning practiced while promoting students' academic and religious development.

C. Recommendation

1. For Head Teacher

   The head teacher should continue supporting teacher professional development through training, workshops, mentoring, and supervision. These activities can help teachers improve their knowledge, skills, and competencies in implementing inclusive learning practices. Regular monitoring and evaluation are also important in identifying areas for improvement and providing continuous support to teachers. In addition, collaboration among teachers should be encouraged to allow them to share experiences and effective strategies in handling diverse learners.

2. For Teachers

   Teachers should continue participating in professional development programs to enhance their knowledge and skills in inclusive learning practices. They are encouraged to use different teaching strategies that respond to the diverse needs and abilities of students. Furthermore, collaboration among teachers and guidance from the head teacher can help improve instructional practices and support the creation of a more inclusive learning environment.

3. For School

   The school should continue providing support for teacher professional development through adequate resources, facilities, and

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training opportunities. Regular monitoring and evaluation, together with collaborative activities among teachers, can help strengthen the implementation of inclusive learning practices. In addition, a supportive school environment can contribute to the academic and religious development of students while helping teachers carry out their responsibilities more effectively.

4. For Future Researchers

Future researchers may conduct similar studies in different educational settings to further explore teacher professional development and inclusive learning practices. They may also investigate other factors that contribute to the successful implementation of inclusive learning, including parental involvement, school culture, leadership, and students' experiences. In addition, future studies may use different research designs or include more participants to obtain richer and more comprehensive findings.

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