

Transformational Leadership of Inclusion Principals in SD Negeri Giwangan, Yogyakarta

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Abstract: Principal leadership encourages, guides, directs and moves all school staff and communities to work effectively in order to improve and manage school programs to improve and achieve achievements. With transformational leadership as a leader who has the power to influence subordinates in certain ways. Research needed, conducted research, about the leadership of inclusion principals in improving the achievement of superior schools at the elementary school level. This study aims to reveal the transformational leadership of inclusive headmasters in Giwangan Elementary School This study uses qualitative research methods with the type of case study research. Data collection techniques used were interview, observation, and documentation techniques. Data validity is done by triangulation of methods and sources. Data were analyzed qualitatively by referring to the interactive model of Miles and Huberman, which included data collection, reduction, data presentation, and drawing conclusions or verification. The results of this study indicate that the transformational leadership of inclusive school principals in SD Negeri Giwangan is able to create change and bring SD Negeri Giwangan to achieve achievements in the administration of inclusive-based schools and in other fields. (1) Idealized influence: Exemplary school principals who are respected, respected, trusted and provide opportunities for teachers and employees to develop a shared vision, mission and goals. (2) Inspirational motivation: principals are able to build a spirit of togetherness and discipline and motivate teachers and employees to work optimally. (3) Intellectual stimulation: principals dare to make changes through creative and innovative strategies. (4) Individualized consideration: the principal gives encouragement and appreciation of achievement to teachers, students and students.

Keywords: *management, principals, transformational leadership, inclusive schools, charismatic*

INTRODUCTION

In Indonesia beginning in 1990, the government has a high commitment in advancing inclusive education, namely by issuing Law Number 20 of 2003 concerning National Education System, Minister of National Education Regulation Number 70 of 2009 concerning Inclusive education for students who have abnormalities and have intelligence potential and / or special talents and government regulations Number 17 of 2010 concerning management and implementation of education. In PP No. 17 it is explicitly contained in chapter VII concerning the implementation of Special Education and Special Service Education (Kustawan & Hermawan, 2013). The implementation of inclusive schools is a challenge for schools and every school principal in Indonesia.

The principal is one component of education that has the most role in improving the quality of education. As revealed by Supriadi cited in Mulyasa's book (Mulyasa, 2007) that the relationship between the quality of the principal is closely related to various aspects of school life such as school discipline, the school's cultural climate, and the declining behavior of students. In this view the principal is responsible for the management of micro coverage education, which is directly related to the learning process in school. As stated in Article 12 paragraph 1 of PP 28 of 1990 that principals are responsible for organizing educational

activities, school administration, fostering other education personnel, and utilizing and maintaining. Based on this, the principal is the most important part in the implementation of inclusive schools. Managerial skills and strategies possessed by the principal are required to be sustainable with good quality inclusion schools. Understanding and services that are in line with inclusive schools are a hard job for the principal. Lack of understanding and management makes inclusion schools not fully implemented.

Problems that occur are found by parties who do not support and the existence of contradictions over this paradigm change (Kustawan & Hermawan, 2013). Problems occur because of the lack of understanding and awareness of school principals regarding the management and strategy of implementing inclusive schools. Facing these problems, of course efforts are needed to increase in-depth knowledge of each school principal to lead an inclusive school that is oriented towards school quality. The principal must be able to keep up with the development of science and technology in order to be able to manage inclusive schools well. As administrators and school leaders, principals should be able to run more integrated programs that need to have good knowledge about how to implement special education policies and procedures.

The leadership role of the principal is as an initiator and motivator for significant organizational change and progress. In this connection the leader needs to have broad insight into the field that is his responsibility and able to redesign his insight into the framework of the strategic agenda. So that new views, fresh ideas, and creativity in carrying out tasks and not pro status quo will be born but tend to love changes for the benefit of the organization rather than individual interests or group interests. Transformational leadership as defined has its own meaning and implications for future orientation (future oriented) (Mulyasa, 2013).

But in practice there are still various obstacles encountered by the principal in organizing inclusion schools. For example, in terms of institutional management, schools do not have written planning for inclusive education programs in the form of long-term, medium-term, or short-term programs. The school has not coordinated with relevant parties (such as teachers, employees, school committees, parents of students, experts) in the context of implementing inclusive education. Schools do not collaborate with outside parties for the implementation of inclusive education. So that transformational leadership in inclusive schools has not yet been fully implemented (Shevlin & Rose, 2017).

Based on the problems that occur in the field, researchers are interested in conducting research on transformational leadership of inclusion principals in elementary schools. Considering that in Primary Schools (SD), principals are more often in the office and more intense mingling with the school community, so the principal is very instrumental in the implementation of inclusive schools. Explicitly the researcher wants to dig in the location of the inclusive school is SD Negeri Giwangan which has a report on inclusive schools with achievements in various fields. Therefore researchers are interested in conducting research related to the transformational leadership of inclusion principals in organizing inclusive schools. This research relates to the efforts and strategies of the principal in dealing with various obstacles and strategies for managing the potential of the school so that the school can provide good and ideal inclusion.

The focus of the problem in this study is about the transformational leadership of the inclusion school principal at SD N Giwangan in the Yogyakarta region. The formulation of the problem in this study is: How is the transformational leadership of the inclusion principal ?, the researcher determined the purpose of this study to obtain an in-depth picture of the role and

activities of the principal in implementing transformational leadership in inclusive schools namely SD N Giwangan in the Yogyakarta region.

The implementation of diffable-friendly school programs in several regions is the answer to the problem of justice and the availability of close schools in each home of children with disabilities, through inclusive schools providing education that is fair and able to create tolerance among disabled students and other normal students. The success of inclusive schools is influenced by the effectiveness of management carried out by schools. Therefore, it is necessary to deal with school management or management to meet the components of the inclusive school. The principal is the most important component in the implementation of quality management of inclusive schools.

The principal is required to always innovate and be creative in implementing his leadership so that he can move every school member to be more advanced. With the development of various leadership styles that are in line with the social context and the age, transformational leadership is the answer for more inclusive schools in the future. Transformational leadership is a responsive leadership, always innovating, creative and able to transform for a better inclusion school. Then the transformational storage of inclusive principals is the answer to the problems of better inclusion schools.

The study was conducted at SD N Giwangan Yogyakarta, where the elementary school has implemented inclusive education now has gained achievements and continues to develop better inclusion school programs. This research will be held for approximately four months starting from April 2019, which is to find out in depth about the transformational leadership of inclusion principals in the implementation of inclusive schools which are used as the place for research to take place.

Concept of Transformational Leadership

The transformational leadership model was first developed by James MCGorgeor Burns who implemented in the political field and subsequently into the organizational field by Bernard Bass (Hidayat & Machali, 2012). According to Bass in Swandari defines transformational leadership as a leader who has the power to influence subordinates in certain ways. By implementing subordinate transformational leadership, they will feel valued, trusted, loyal and respectful of their leaders. So that later the subordinates will be motivated to do more than expected. In another view from O'leary transformational leadership is a type of leadership that is applied by managers in a group to widen the boundary and have performance beyond the status quo or achieve a whole new set of organizational goals. Transformational leadership in principle motivates subordinates to do better than what is done, based on this leadership spurs the confidence and confidence of subordinates so as to create improved performance. One of the leadership activities is to make changes (transformation). Principal transformation leadership demands its ability to communicate, especially persuasive communication with the community will be a supporting factor in the leadership transformation process (Danin & Suparno, 2012).

According to Yukl, transformational leaders make followers become more aware of the interests and values of work and attract followers not to put their own interests first for the sake of the organization (Danin & Suparno, 2012). Yakl also emphasized that change-oriented leadership must be able to express a clear and interesting vision, which is to explain how the vision can be achieved, act confidentially and optimistically, show confidence in followers, use dramatic and symbolic actions to emphasize important values, lead by giving examples, and giving authority to people to achieve that vision (Yukl, 2005).

Based on these opinions, it can be concluded that transformational leadership is the ability of a leader to work by making changes (transformational) by optimizing all organizational resources in achieving goals that have been set together. The meaning of change by transformational leadership becomes a substantive thing in the organization. Boldly taking risks in bringing the process of change is the main characteristic of transformational leaders, so he becomes the ideal leader for the context of the effectiveness of an organization.

Robbins & Judge also reduces aspects of formal leadership, which include the following:

- 1) Idealized influence
- 2) Inspirational motivation
- 3) Intellectual Stimulation
- 4) Individualized considerations

The four aspects of transformational leadership encourage subordinates to work hard, increase their productivity, have morale work and higher job satisfaction, increase organizational effectiveness, minimize employee turnover, reduce absenteeism, and have higher organizational adaptability.

Inclusive Education

Inclusion is a concept where students with disabilities learn with peers who are normal in the general education environment. Rose, Meyer, and Hitchcock (2011) define inclusion as a philosophy and not a place of education. This philosophy is rooted in acceptance, ownership, and community. In addition, proponents of inclusion recognize that all students can benefit from an appropriate curriculum delivered in general education classes through the use of different instructions (Young & Courtad, 2016).

The broader context of inclusive education is education which is interpreted as a form of educational reform that emphasizes an anti-discrimination attitude, as a way of equating rights and opportunities, expanding access to education, improving quality, strategic efforts for 9-year compulsory education, and as a way to make people aware of the child with special needed. So compulsory inclusion education is held in all schools, with new spirit inclusion education emerging from children with special needs for school driven. In addition, with inclusive education normal students can interact without limits which will later be born with tolerance and empathy to join hands in mutual interconnection towards quality education. Inclusion education here is an education that allows disabled people to go to school in one place with normal students, but still under the supervision of educators who have the appropriate teaching competencies.

In inclusive schools, it is very important that principals identify and articulate philosophies, visions, reflecting the belief that all children can learn, that all children have the right to be educated with their peers in regular classes that are appropriate for their age, and meeting educational needs all children are the responsibility of the school system and staff. Not only is it important to identify and articulate philosophy, but building consensus among philosophical school staff is equally important (Milton, 2017).

Teaching students with disabilities in inclusive settings depends not only on the commitment of each teacher, but also on the commitment of the team. Inclusion is a multi-faceted task that requires mutual support of many players. Collaborative relationships between school staff, who encourage sharing of expertise when planning for the educational needs of all students, are key. Collaboration promotes joint ownership of problem definition, development of creative solutions, and encourages willingness to work together. Because each "included" student has a unique set of defects and presents a unique problem that must be solved, there is no recipe book

that, if followed, causes effective instruction for each student. Collaborative problem solving can lead to superior solutions to unique problems. (Ingram, 2006)

Inclusive school leaders must surround themselves with professional development activities related to their leadership skills, their constituents' knowledge and skills, and meaningful discourse with students with the NES as an advisory group that provides critical feedback on what it's like to be included. Leaders can develop their awareness of "otherness" such as how people become stigmatized or stereotyped on the basis of abilities / disabilities. Such awareness may be an important factor in inclusive education leadership given the reluctance of most people to talk about individual differences (Devecchi & Nevin, 2010).

Principal

Every organization has a leader to direct and guide including schools, in a school institution a leader is called the principal. The school has its own character that each school has a difference, the character of the school where the learning process takes place, where the civilization of human life is carried out. Because of its complex and unique nature, the school as an organization requires a high level of coordination. School success is the success of a school principal who can understand the existence of the school as a complex and unique organization, and is able to carry out the role of the school principal as someone who is given the responsibility to lead the school (Wahjosumidjo, 2005). The principal has a vital function, especially in the areas of negotiation, accommodation, protecting and bridging various policies, and able to cope with various reactions to the values and vision of education that is applied (Moorex, 2002)

Based on these understandings, it can be interpreted that the headmaster is the driver of the success of the school. Therefore a successful headmaster must have a clear vision, which shows how all school components will operate at a certain point or level in the future. Have a clear picture of schools that are led and can manage administrative work that is unnecessary and too time consuming (Stronge, Richard, & Catano, 2013).

Transformational Leadership Principal of Inclusion

Inclusive leadership is part of the social justice leadership family. Power is shared, history, experience, and knowledge of all individuals are valued while they work to question and challenge the status quo and exclusive practices and marginalization. Ryan claims that social justice can be achieved in schools if all participants are truly included in the school. Educating members of the school community so that they develop their critical awareness is an important component of inclusive leadership. Including parents, students and staff members at school is very important to be involved. Parents learn about practices and processes at school and how they affect students. In addition, parents also learn how to access resources and support services (Ryan, 2006).

Thad Dugan said transformational leadership coupled with a professional learning model creates equitable social practices for disabled students (Dugan, 2015). Transformational leadership requires inclusion principals to be able to work with teachers and administrators. A recent research review concluded that "more than anything, commitment to a set of core values by teachers and administrators is part of what makes inclusive schools successful" This commitment then gives teachers and other professionals the motivation to work collaboratively to design reset. organization to support inclusive education. This includes changes in various

practices, including curriculum, teaching practices, teacher and administrator beliefs, and the teacher's role (McLeskey, Billingsley, & Wald, 2015).

(Theoharis, 2007) found that principals face many obstacles when they try to promote social justice in their schools. Some of these obstacles include the rejection and desire of staff members to maintain the status quo, the failure of the bureaucratic system to support justice and social justice, lack of resources and support from parents, and inadequate leadership training. There are also facilitators who can facilitate the way for inclusion in schools. Inclusion becomes the norm; needed, "joint efforts of various stakeholders".

METHODS

This study uses a qualitative approach, also called naturalistic, namely research that is based on research field situations that are "natural" or reasonable, as they are, without manipulation, arranged by experiment or test (Nasution, 2003). The method used in this study is a case study or study related to a case in real life through detailed and in-depth data collection involving various sources of information (Creswell, 2015). The presentation of data using descriptive qualitative, the reason for choosing the method with a case study in research is because researchers want to gain a deeper understanding of transformational leadership of inclusion principals at SD N Giwangan.

Sources of research data are all those involved and related to the object of research in SD N Giwangan, namely the Principal, teachers, education staff (administration), as well as some randomly selected students. Writing this research with a network sample called the snowball sample is by determining the sample by using other participation to complete information from previous participants who took part in feeling. This study uses a purposive sampling method so that it can draw from information-rich sources. The technique by determining data sources or data sources is based on certain considerations, for example relating to in-depth knowledge related to things to be explored, so as to provide the information needed (Sugiyono, 2014: 300).

Data collection techniques used in this study include in-depth interviews, participatory observation, and documentation. The interview aims to get information about the principal's transformational leadership at SD N Giwangan. In addition, researchers also conducted interviews with other sources consisting of teachers, education staff, as well as several students who were randomly selected to obtain in-depth and integrated information about the transformational leadership of inclusion principals in SD N Giwangan. Participant observations were conducted to find out how The researcher observes the principal as a leader in providing the latest "transformational" breakthroughs in every activity and behavior of the principal in the process of implementing transformational leadership in inclusive schools. What is done in the documentation is to analyze research documents related to the inclusive school program, especially about the principal's leadership. These documents can be in the form of RAPS school reports in inclusive school programs, syllabi, lesson plans, work programs, intracurricular, or extracurricular, along with other supporting documents. Information obtained from this documentation can be used as information that supports information and data from interviews and observations.

The researcher uses the data validity technique to be used is credibility and confirmability. Both are the main criteria in ensuring the validity of research results. 1) credibility with the extension of observation if the data is deemed lacking, the researcher conducts an interview again until the required data can be fulfilled. Improving perseverance is to make observations carefully and continuously by re-checking the data obtained after observations and interviews.

Triangulation in this research is in the form of data checking activities from various sources in various ways, time and techniques that have been determined by researchers to be used as resource persons or informants, namely the Principal, 4 class teachers, education staff (administrative staff) and several students. Researchers also use triangulation techniques, namely by using various techniques such as observation and interviews at the same source as well as using time triangulation, namely by checking interviews and observations in different times; 2) Confirmability related to the level of objectivity of research data. Research can be said to be objective if the research results have been agreed upon by several people.

Qualitative data analysis is done interactively Interactive Analysis Model of Miles and Huberman 2014: 17 and is carried out continuously until it is completed with three interactive model stages, namely data collection, data reduction, data display, and conclusion drawing.

RESULTS AND DISCUSSION

Based on the results of interviews, observations and studies of transformational leadership documentation of inclusion principals according to Robbins & Judge are related to aspects of formal leadership, which include the following:

- 1) Idealized influence
- 2) Inspirational motivation
- 3) Intellectual Stimulation
- 4) Individualized considerations

Research at the Giwangan Public Elementary School, Yogyakarta produced several important findings. First, the principal as a transformational leader in an inclusive school who had an idealized influence was divided into two, namely: (1) Attributed charisma, (a) Principal of the SD Negeri Giwangan Elementary School have noble values among religious, discipline, honesty, independence, care for the environment, social care, patience, devotion, compassion and tolerance implanted by the school principal implemented to all school members (2) idealized influence behavior. (a) The headmaster creates mutual trust with his life's example, gives the opportunity for direct opinion in the preparation of the vision, mission, goals and programs of the school and assigns tasks based on responsibility. (b) Able to describe the vision, mission and goals of the school into the school's annual program, by developing a quality inclusive curriculum, an environment-loving program or commonly called Adiwiyata school, and having a strategy of preparing infrastructure and learning media, mapping students' abilities through assessment, preparing learning tools, providing special assistant teachers, collaborating with student guardians to prepare Special Assistant Teachers, regular meetings, encouraging teacher development programs by sending for provision of inclusive knowledge, Adiwiyata, extra-curricular activities and several other programs.

Second, inspirational motivation: (1) the principal of Giwangan Elementary School builds motivation in teachers and employees, and makes the principal an inspiration through his exemplary nature and strives to work together in implementing child-friendly school programs, by dedicating and serving students who are enthusiastic and optimally high, (2) in improving the quality of kinship the principal develops an informal, relaxed, mutual trust, discipline, transparency, and accountable work environment, using special words or messages and giving examples directly to the students teachers, staff and school residents and full care as a foundation for improving quality, (3) in creating a healthy climate between school members developing solid, committed and quality team work.

Third, intellectual stimulus (intellectual stimulation): (1) The principal of the Giwangan Public Elementary School stimulates to be innovative and creative, the principal divides each teacher into a team that handles several school programs, such as the adiwiyata team, student team and other teams so that each teacher can be focused to develop their creativity, (2) showing technical competence in managing learning, the principal regularly sends teachers in turns in training or seminars to develop the knowledge ability of each teacher, (3) encourages commitment and enthusiasm to be more advanced and quality by providing challenging tasks for school teachers and staff.

Fourth, individualized considerations: (1) The principal of Giwangan State Elementary School shows the exception to the individual needs of the school community, namely by providing facilities in every school activity and concern in various aspects, namely, religious, honest, tolerance, discipline, work hard, creative, independent, democracy, curiosity, nationalism, love for the motherland, respect for achievement, friendship and communication, love for peace, love to read, care for the environment, care for the social and responsible, (2) Provide opportunities for expression of the creativity of school citizens, (3) always provide a sense of concern for the career development needs of staff by encouraging teachers and staff to prepare files and exercises for the promotion test and to find tutors to learn.

CONCLUSIONS

In general, the findings of this study indicate that the leadership behavior of inclusive principals in SD N Giwangan, Yogyakarta that educates normal students and students with special needs in the regular class shows that principals are highly transformational. Principals have a greater impact on students and teachers' motivation to carry out big expectations, provide ideal influence, inspire motivation, behave in an intellectual manner, and forge themselves to always give individualized consideration, and have inherent charismatic traits.

Inclusion is a recent and emerging trend, and as such, presents unresolved challenges and controversies. Limited attention has been focused on leadership behavior in inclusive education settings. The results presented in this study serve as a stepping stone for further research that discusses the impact of the principal's leadership behavior in schools that educate students with disabilities in regular education classes, as well as other related issues.

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