



## **Management Of Inclusive Education Services In Enhancing School Competitiveness**

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**Abstract:** *This study examines the management of inclusive education services as a strategic approach to enhancing school competitiveness in primary schools and madrasah ibtdaiyah in Tulungagung, Indonesia. Employing a qualitative multi-case study design, the research was conducted at SD Muhammadiyah 1 Tulungagung, SDI Al Azhaar Tulungagung, and MI Modern SAKTI Permatahati Ibu Tulungagung. Data were collected through in-depth interviews, participant observation, and document analysis involving school leaders, inclusion coordinators, Special Assistant Teachers, classroom teachers, and parents. Data analysis followed an interactive model consisting of reduction, display, and cross-case thematic verification. The findings reveal a coherent managerial cycle comprising needs analysis, integrated planning, consistent implementation, and continuous evaluation. Early identification and institutional readiness assessment ensure precise service alignment. Planning integrates individualized education programs, teacher professional development, and structured parental collaboration. Implementation operationalizes curriculum adaptation, therapeutic support, and inclusive participation in flagship programs. Evaluation mechanisms generate feedback loops that sustain service innovation and organizational learning. The study proposes a conceptual framework linking inclusive service management to student achievement, public trust, and institutional differentiation. Inclusive education management emerges not only as a rights-based obligation but also as a strategic driver of sustainable school competitiveness grounded in service quality and reputational capital.*

**Keywords:** *Inclusive Education Management, School Competitiveness, Service Innovation, Individualized Education Program*

### **INTRODUCTION**

Contemporary educational institutions operate within a rapidly evolving global environment shaped by social transformation, technological acceleration, demographic shifts, and heightened public expectations regarding quality and accountability. Schools are no longer evaluated solely on academic performance indicators but are increasingly assessed on their responsiveness to diversity, inclusivity, innovation, and community engagement. Institutional sustainability depends on the ability to adapt strategically while maintaining educational integrity and social responsibility (OECD, 2019; UNESCO, 2020). Competitiveness in the education sector, particularly at the primary and Islamic schooling levels, reflects multidimensional performance



encompassing academic outcomes, institutional differentiation, service quality, and stakeholder trust.

Inclusive education represents one of the most significant educational reforms of the past three decades. Rooted in principles of equity, human rights, and social justice, inclusive education promotes the participation of all learners, including children with disabilities and special educational needs, within mainstream learning environments (United Nations, 2006; Ainscow, 2020). This approach challenges traditional segregation models and redefines schooling as a shared social space where diversity is recognized as a resource rather than a limitation. The global commitment to Sustainable Development Goal 4 reinforces this direction by emphasizing inclusive and equitable quality education as a universal priority (United Nations, 2015).

Within this framework, inclusive education functions not only as a moral and legal obligation but also as an institutional differentiator. Families increasingly seek educational settings that demonstrate commitment to diversity, individualized support, and social responsibility. Schools capable of delivering structured inclusive services often experience enhanced public credibility and reputational strength (Cheng, 2020). Institutional identity becomes closely associated with the ability to accommodate varied learner profiles while preserving academic standards and organizational coherence.

Effective inclusive education requires structured management processes. Service delivery must be grounded in systematic needs assessment, strategic planning, coordinated implementation, and continuous evaluation. Educational leadership theory underscores the importance of aligning vision, resources, and professional development to achieve sustainable institutional outcomes (Bush, 2011; Hallinger, 2011). Inclusive initiatives lacking managerial coherence risk remaining symbolic, fragmented, or administratively procedural rather than transformative.

Needs analysis constitutes the foundational stage of inclusive service management. Schools must identify students requiring specialized support through diagnostic screening, collaborative consultation, and professional assessment. Institutional readiness must also be examined in terms of human resources, infrastructure, and instructional capacity (Loreman et al., 2014). Accurate identification enables schools to design individualized education programs aligned with cognitive,



emotional, and behavioral characteristics of learners. Precision in this stage strengthens both educational effectiveness and stakeholder confidence.

Planning processes extend beyond curriculum adaptation. Individualized Education Programs provide operational guidance detailing learning objectives, accommodation strategies, evaluation criteria, and support mechanisms (Mitchell, 2015). Teacher capacity building is equally essential, as inclusive classrooms demand differentiated instruction, collaborative pedagogical models, and adaptive assessment practices (Florian, 2014). Structured parental engagement reinforces consistency between school-based interventions and home environments, strengthening holistic support systems (Epstein, 2018).

Implementation translates inclusive policy into daily pedagogical practice. Instructional leadership plays a central role in sustaining shared commitment and professional collaboration (Hallinger & Murphy, 2013). Schools demonstrating collective vision and distributed leadership structures are more likely to achieve meaningful inclusion outcomes (Ainscow et al., 2006). Practical components may include classroom accommodation, therapeutic support, assistive technologies, and enrichment programs designed to integrate learners socially and academically (Hehir et al., 2016). Institutional innovation in inclusive services enhances educational quality while strengthening distinctiveness in competitive educational landscapes.

Evaluation mechanisms sustain accountability and organizational learning. Internal monitoring systems provide regular performance review, while external evaluation ensures compliance with broader educational standards (OECD, 2013). Evidence-based reporting of student progress, participation rates, and institutional improvements contributes to reputational capital and public trust. Transparent evaluation strengthens community perception that inclusive education operates as a structured and professionally managed service rather than an ad hoc accommodation.

School competitiveness emerges from the interaction between service quality, stakeholder satisfaction, and institutional identity. Inclusive education management can function as a strategic driver of competitive advantage when embedded within coherent organizational systems. Differentiation arises from sustained innovation, documented student achievement, and visible



commitment to equity. Schools that demonstrate successful inclusion of learners with special educational needs reinforce their social legitimacy while expanding their enrollment appeal.

This study analyzes the management of inclusive education services and examines its contribution to school competitiveness. By exploring structured managerial stages—needs analysis, planning, implementation, and evaluation—the research seeks to develop a conceptual understanding of inclusive education as both a rights-based framework and a strategic institutional asset. The analysis positions inclusive service management within broader discussions on educational sustainability, leadership effectiveness, and organizational differentiation in contemporary schooling contexts.

## **METHOD**

### **Research Design**

This study employed a qualitative research approach using a multi-case study design to explore the management of inclusive education services and its contribution to school competitiveness. A qualitative approach was selected because it allows for in-depth exploration of complex social phenomena within their natural settings and facilitates contextualized understanding of institutional practices (Creswell & Poth, 2018).

The multi-case study design enabled comparative analysis across institutions while preserving the uniqueness of each setting (Yin, 2018). This design is particularly appropriate when investigating managerial processes embedded in organizational contexts and when seeking to generate analytical rather than statistical generalization (Stake, 1995).

### **Research Sites**

The research was conducted in three primary-level institutions in Tulungagung, Indonesia:

1. SD Muhammadiyah 1 Tulungagung
2. SDI Al Azhaar Tulungagung
3. MI Modern SAKTI Permatahati Ibu Tulungagung

These schools were selected purposively based on the following criteria: (1) formal implementation of inclusive education programs; (2) enrollment of students with special educational needs; (3) institutional recognition within the local education system.



Purposive sampling is suitable in qualitative inquiry when participants are selected based on their relevance to the research objectives (Patton, 2015).

### **Participants**

Participants consisted of school principals, inclusion coordinators, Special Assistant Teachers (GPK), classroom teachers, and parents of students with special educational needs. This selection enabled triangulation of leadership, pedagogical, and stakeholder perspectives.

### **Data Collection**

Data were collected using three primary techniques:

1. **In-depth Semi-Structured Interviews:** Interviews explored institutional policies, management strategies, teacher development, and evaluation mechanisms.
2. **Participant Observation:** Observations focused on classroom practices, resource room activities, coordination meetings, and parenting programs.
3. **Document Analysis:** Documents analyzed included Individualized Education Programs (PPI/IEP), strategic plans, evaluation reports, and training documentation.

Triangulation across multiple data sources enhanced the credibility of findings (Lincoln & Guba, 1985).

### **Data Analysis**

Data analysis followed an interactive model involving data reduction, data display, and conclusion drawing (Miles et al., 2014). Thematic coding was conducted based on four managerial dimensions:

- Needs analysis
- Planning
- Implementation
- Evaluation

Cross-case analysis was then performed to identify patterns and develop conceptual propositions linking inclusive education management with school competitiveness.



## **Trustworthiness**

To ensure research rigor, the study applied the criteria of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). Member checking, peer debriefing, and audit trail documentation were conducted to strengthen the validity of interpretations.

## **RESULT AND DISCUSSION**

### **Needs Analysis of Inclusive Education Services**

The findings demonstrate that systematic needs analysis constitutes the foundational stage of inclusive education management across the three institutions studied: SD Muhammadiyah 1 Tulungagung, SDI Al Azhaar Tulungagung, and MI Modern SAKTI Permatahati Ibu Tulungagung. Inclusive service management in these schools begins during the student admission process (PPDB/PSB), where early screening procedures are conducted to identify prospective students with special educational needs. Screening mechanisms include structured interviews with parents, direct behavioral observation, and preliminary academic assessments. When early indicators of learning, behavioral, or developmental differences emerge, schools proceed with more detailed diagnostic processes to construct comprehensive learner profiles. These profiles serve as the empirical basis for educational decision-making.

Early identification reflects a proactive orientation consistent with inclusive education principles. Inclusive schooling emphasizes the removal of barriers to participation rather than post-facto accommodation. Florian (2014) argues that evidence-based identification strengthens inclusive pedagogy by aligning instructional practices with learner variability. Ainscow (2020) further explains that inclusion requires systematic identification of obstacles affecting student participation and achievement. The three institutions examined operationalize these principles through structured documentation that captures cognitive characteristics, socio-emotional conditions, and adaptive functioning. Such multidimensional assessment enables educators to anticipate instructional challenges and tailor support mechanisms accordingly.

Needs analysis extends beyond individual student profiling. Each institution evaluates organizational readiness prior to confirming enrollment. Human resource capacity is mapped through the recruitment of Special Assistant Teachers (Guru Pendamping Khusus/GPK) who



possess relevant training in special education. Physical infrastructure is reviewed through the allocation of resource rooms, therapy spaces, and adaptive learning materials. Instructional capacity is assessed through coordination meetings among principals, classroom teachers, and inclusion coordinators. Loreman, Deppeler, and Harvey (2014) describe this alignment between values, structures, and practices as a hallmark of inclusive school readiness. The institutions in this study exhibit this systemic alignment by ensuring that service provision corresponds to documented needs.

The managerial dimension of needs analysis is equally significant. Detailed learner documentation creates clarity regarding instructional targets and support mechanisms. Mitchell (2015) emphasizes that individualized planning requires precise assessment data to avoid generalized or ineffective interventions. Accurate identification supports differentiated instruction and strengthens teacher confidence in implementing inclusive strategies. Leadership structures also benefit from systematic assessment, as clearly defined learner needs facilitate distributed responsibilities among school personnel (Hallinger, 2011). Structured coordination reduces ambiguity and strengthens accountability within the organization.

Needs analysis also shapes institutional reputation. Parents increasingly seek schools capable of demonstrating preparedness in handling diverse learning profiles. Structured screening procedures communicate professionalism and transparency. OECD (2019) reports that parental trust is closely linked to perceptions of service quality and institutional responsiveness. The cross-case findings show that parents interpret thorough admission assessments as indicators of commitment rather than selectivity. Public perception shifts from viewing inclusion as a symbolic label toward recognizing it as a professionally managed service.

The dynamic character of needs analysis contributes to organizational learning. Schools refine their assessment instruments based on reflection and evaluation outcomes. Documentation from previous cohorts informs subsequent screening improvements. OECD (2013) highlights the importance of evidence-informed evaluation systems in sustaining institutional improvement. Within the three institutions studied, screening processes evolve through iterative reflection, strengthening adaptive capacity in competitive educational contexts.



The findings confirm that accurate early identification strengthens instructional alignment and reduces service mismatch. Institutional readiness assessment ensures that inclusive services are implemented strategically rather than reactively. Professional screening procedures enhance parental confidence and contribute to institutional differentiation. Inclusive education management, therefore, begins with rigorous and data-informed needs analysis that integrates pedagogical precision, organizational coordination, and reputational awareness within a competitive schooling environment.

### **Planning of Inclusive Education Services**

Planning of inclusive education services across the three institutions is organized into three interconnected domains: student-level planning, teacher development planning, and parental engagement planning. This structured configuration reflects a systemic orientation in which inclusive education is positioned as an institutional priority rather than a supplementary program. Planning is anchored in documented assessment results and embedded within formal strategic documents such as the School Work Plan (RKS) and Medium-Term School Development Plan (RKJM), indicating alignment between inclusive values and institutional governance.

At the student level, comprehensive assessment outcomes are translated into Individualized Education Programs (PPI). These documents articulate curriculum accommodations, differentiated instructional strategies, behavioral intervention techniques, and measurable learning targets. The PPI functions as an operational blueprint guiding daily classroom practice. It specifies learning adaptations without lowering essential competency standards, thereby preserving academic integrity while addressing learner variability. Research on inclusive planning emphasizes that individualized programming enhances instructional coherence and ensures that pedagogical decisions are data-informed (Mitchell et al., 2017). Clear goal formulation also facilitates progress monitoring and accountability. When learning objectives are measurable and context-sensitive, teachers can evaluate growth systematically and adjust strategies based on documented evidence.

Planning at the teacher level focuses on professional capacity development. Schools organize workshops, in-house training sessions, peer collaboration forums, and participation in external professional development programs. Inclusive competence is cultivated not only among Special Assistant Teachers (GPK) but also among regular classroom teachers to foster collective



responsibility. Collaborative professionalism strengthens inclusive practice because it reduces instructional isolation and builds shared pedagogical language (Hargreaves & O'Connor, 2018). Professional learning communities encourage reflective dialogue and joint problem-solving, which are essential in managing classroom diversity. Empirical studies demonstrate that teacher efficacy increases when professional development is sustained, context-specific, and embedded in institutional culture (Desimone & Garet, 2015). Schools that invest in structured teacher planning create stable foundations for long-term inclusive practice.

Parental engagement constitutes the third dimension of inclusive planning. Structured parenting programs, consultation sessions, and periodic coordination meetings establish communication channels between school and family. Parents receive guidance regarding learning strategies, behavioral reinforcement methods, and progress monitoring tools. This partnership model aligns with research indicating that family engagement strengthens student achievement and socio-emotional development (Jeynes, 2018). When parents understand intervention strategies applied at school, consistency between home and classroom environments increases. Such alignment supports behavioral regulation and cognitive reinforcement, especially for students requiring individualized support. Parental planning also enhances transparency and mutual trust, positioning families as active stakeholders rather than passive recipients of educational services.

Integrated planning across these three domains reflects systemic management rather than fragmented programming. Inclusive education is incorporated into formal policy frameworks, annual budgeting processes, and institutional performance indicators. Strategic alignment ensures that inclusive initiatives are supported by resource allocation and leadership oversight. Spillane (2012) emphasizes that distributed leadership structures enable coherent planning because decision-making is shared among actors with complementary expertise. In the three institutions studied, coordination between principals, inclusion coordinators, and teaching staff illustrates distributed planning practices that sustain institutional coherence.

This integrated planning contributes directly to school competitiveness. Schools that coordinate student programming, teacher development, and parental collaboration demonstrate organizational consistency and service reliability. Organizational coherence reduces operational gaps and prevents duplication of efforts. Cheng (2020) notes that school effectiveness and



competitiveness are strengthened when strategic planning aligns service innovation with stakeholder expectations. Structured inclusive planning enhances institutional identity by signaling long-term commitment rather than symbolic compliance. Competitiveness, in this sense, emerges from strategic foresight and coordinated implementation capacity.

The findings indicate that planning in inclusive education extends beyond administrative scheduling. It represents a deliberate managerial process that integrates pedagogical precision, professional development, and stakeholder engagement within a unified institutional framework. Schools that sustain this systemic planning approach cultivate stable inclusive cultures, reinforce public confidence, and strengthen their positioning within competitive educational environments.

### **Implementation of Inclusive Education Services**

Implementation represents the operational phase in which inclusive education planning is translated into daily pedagogical practice. Across the three institutions, inclusive service implementation encompasses classroom instruction aligned with Individualized Education Programs (PPI), curriculum modification, differentiated assessment strategies, direct assistance from Special Assistant Teachers (GPK), therapeutic interventions, and structured participation in flagship institutional programs. The implementation process reflects the institutional commitment to integrating students with special educational needs into the mainstream academic and social environment.

Classroom instruction is structured according to documented PPI targets. Teachers adjust pacing, instructional methods, and assessment formats to accommodate learner variability while maintaining core competency standards. Differentiated instruction is applied through flexible grouping, multimodal teaching strategies, and alternative evaluation mechanisms. Tomlinson (2014) explains that differentiation enhances equity by aligning instruction with readiness levels, learning profiles, and student interests. When curriculum modification is guided by systematic planning, instructional coherence is preserved and learning objectives remain attainable.

Direct assistance from GPK personnel strengthens inclusive classroom dynamics. GPK teachers provide individualized scaffolding, behavioral regulation support, and instructional clarification during learning sessions. This collaborative approach reflects inclusive co-teaching principles in which responsibility for student learning is shared rather than segregated. Empirical



research indicates that collaborative instructional models improve engagement and reduce academic isolation for students with special educational needs (Friend et al., 2010). Shared responsibility fosters a culture of inclusion within the classroom community.

Therapeutic interventions form another integral component of implementation. Speech therapy, motor skill therapy, and behavioral support programs are delivered either within school facilities or through coordinated external partnerships. These interventions address developmental dimensions that influence academic participation. Hehir et al. (2016) demonstrate that structured inclusive practices contribute to improved academic performance and long-term social outcomes when support services are integrated within mainstream schooling. The institutions examined operationalize this integration by aligning therapeutic goals with classroom objectives.

Inclusive implementation also extends to participation in flagship institutional programs such as tahfidz, literacy initiatives, innovation-based learning projects, and extracurricular activities. Students with special educational needs are not separated from high-visibility programs. Their participation reinforces the institutional principle that inclusion signifies integration rather than parallel programming. Slee (2011) argues that authentic inclusion is characterized by the removal of structural segregation and the normalization of diversity within mainstream settings. Active involvement in religious, academic, and character-building activities strengthens social belonging and peer interaction.

Documentation of student achievement constitutes a significant managerial element of implementation. Academic progress, behavioral improvement, and participation milestones are recorded systematically. Schools communicate these achievements through internal reports, parent meetings, and public platforms. Transparent documentation enhances accountability and demonstrates tangible outcomes of inclusive practice. Hattie (2009) emphasizes that visible learning, supported by evidence of progress, strengthens stakeholder confidence and institutional credibility.

Consistent implementation produces measurable academic progress and socio-emotional development. Students demonstrate increased engagement, improved communication skills, and enhanced self-regulation. Classroom peers also benefit from exposure to diverse learning profiles,



fostering empathy and collaborative competence. Inclusive practice reshapes classroom culture into a shared learning community where diversity is normalized.

From a strategic standpoint, publication of achievements functions as reputational capital. Public recognition of inclusive success strengthens institutional differentiation within competitive educational contexts. Schools that present documented evidence of inclusive achievement position themselves as professionally managed and socially responsible institutions. Cheng (2005) links school effectiveness to strategic visibility and stakeholder perception, emphasizing that institutional reputation influences enrollment decisions. Inclusive implementation therefore operates simultaneously as pedagogical intervention and competitive strategy.

The findings indicate that effective implementation requires coherence between instructional adaptation, professional collaboration, therapeutic integration, and strategic communication. Inclusive education becomes sustainable when daily practice aligns with documented planning and institutional vision. Structured implementation strengthens both educational outcomes and organizational competitiveness within the primary and madrasah educational landscape.

### **Evaluation of Inclusive Education Services**

Evaluation of inclusive education services across the three institutions operates through dual mechanisms: internal evaluation and external evaluation. This dual structure reflects a layered accountability model in which schools combine reflective self-monitoring with formal supervision from external authorities. Evaluation is embedded within institutional routines rather than positioned as an occasional administrative requirement. It functions as a continuous process aligned with quality assurance principles and strategic management.

Internal evaluation is conducted through weekly coordination meetings led by school principals and attended by inclusion coordinators, Special Assistant Teachers (GPK), and classroom teachers. These meetings review instructional challenges, student academic progress, behavioral development, therapy outcomes, and teacher performance. Documentation from Individualized Education Programs (PPI) serves as the primary evidence base for discussion. Student progress data, therapy notes, and classroom observations are analyzed collectively. This reflective forum allows educators to adjust instructional strategies, refine intervention techniques, and reallocate responsibilities when necessary.



Research on school evaluation emphasizes that internal monitoring systems strengthen professional learning communities and enhance collective efficacy (Schildkamp, 2019). Data-informed dialogue supports adaptive instruction and fosters shared accountability. When evaluation discussions are structured and evidence-based, they promote what Earl and Timperley (2009) describe as inquiry-oriented school cultures. In the three institutions examined, evaluation meetings generate iterative adjustments that maintain alignment between planning and implementation.

External evaluation complements internal reflection. Supervision is conducted by educational authorities, including the Ministry of Religious Affairs and other regulatory bodies, as well as institutional partners operating under formal agreements. External supervisors review documentation, observe classroom practices, and assess compliance with national inclusive education standards. Evaluation reports provide formal feedback that informs institutional refinement and strategic planning. External oversight enhances transparency and signals adherence to broader policy frameworks.

Quality assurance literature underscores that balanced accountability systems combine self-evaluation with external review to sustain credibility and public trust (OECD, 2013). Transparent reporting strengthens stakeholder confidence and reinforces institutional legitimacy. Schools that demonstrate measurable progress in inclusive practices are more likely to gain recognition within competitive educational environments.

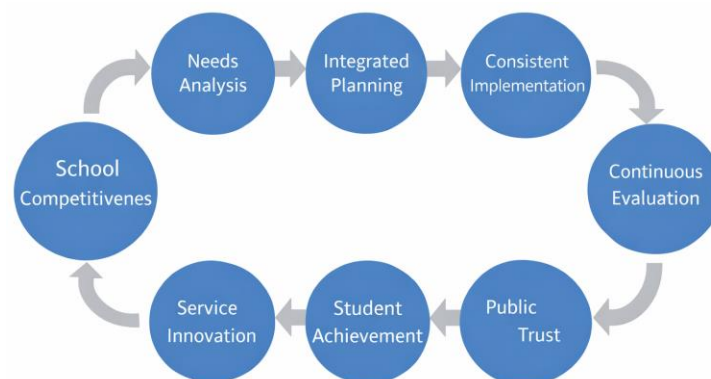
Continuous evaluation establishes a quality assurance cycle linking monitoring, reflection, and innovation. Evaluation findings are translated into program adjustments, teacher training priorities, facility improvements, and revised performance indicators. Rather than functioning solely as performance measurement, evaluation generates institutional learning. Datnow and Park (2018) argue that systematic feedback loops enable schools to build adaptive capacity in dynamic contexts. Within the three institutions studied, evaluation data inform service innovation, including refinement of screening tools, development of new therapy collaborations, and enhancement of inclusive flagship programs.

Transparent evaluation practices strengthen stakeholder confidence. Parents are informed about student progress through structured reporting mechanisms. Public communication of



institutional improvement reinforces perceptions of professionalism. Hallinger (2011) links effective leadership with the capacity to sustain monitoring systems that promote continuous improvement. When evaluation processes are embedded within leadership routines, inclusive education becomes structurally sustainable rather than dependent on individual initiative.

Evaluation, functions simultaneously as accountability, professional learning, and strategic positioning. Schools that institutionalize evaluation practices demonstrate resilience and responsiveness. Such adaptive capacity contributes directly to competitiveness, as institutional credibility is grounded in documented performance and ongoing refinement.



*Figure 1. Conceptual Model*

This conceptual model illustrates a dynamic system rather than a linear procedure. Needs analysis establishes diagnostic clarity. Planning translates diagnostic data into structured intervention. Implementation operationalizes instructional adaptation and support services. Evaluation generates reflective feedback and program refinement. Service innovation emerges from continuous adjustment. Student achievement becomes visible evidence of effectiveness. Public trust develops through transparent communication of results. School competitiveness is constructed through sustained service quality and reputational capital.



The model demonstrates that competitiveness is grounded in organizational coherence rather than enrollment volume. Institutional differentiation arises from the integration of inclusive values within managerial systems. Ainscow et al. (2006) emphasize that sustainable inclusion depends on systemic alignment between policy, leadership, and classroom practice. Cheng (2005) links school competitiveness to strategic quality management and stakeholder perception. When inclusive education is embedded within coherent organizational cycles, it becomes a strategic driver of institutional identity.

Inclusive education management, therefore, functions as a comprehensive governance framework. It aligns pedagogical precision with accountability mechanisms and strategic communication. The conceptual model developed from this study positions inclusive service management as both an ethical commitment and a competitive advantage within contemporary primary and madrasah educational contexts.

## **CONCLUSION**

This study confirms that structured management of inclusive education services significantly contributes to strengthening school competitiveness in primary schools and madrasah ibtidaiyah in Tulungagung. The findings demonstrate that competitiveness is not constructed solely through enrollment growth or promotional visibility, but through systematic service quality embedded within coherent managerial cycles. Needs analysis ensures diagnostic precision and institutional readiness. Integrated planning aligns individualized student programming, teacher professional development, and parental engagement within formal strategic frameworks. Consistent implementation translates documented plans into adaptive instructional practices, therapeutic integration, and inclusive participation in flagship institutional programs. Continuous evaluation sustains reflective improvement and reinforces accountability. The interaction among these stages forms a dynamic governance system that produces service innovation, measurable student achievement, and strengthened public trust. Inclusive education management thus functions as an institutional differentiator, positioning schools as professionally prepared and socially responsible organizations.



The cross-case conceptual model developed in this research highlights a strategic pathway linking inclusive service management to reputational capital and competitive advantage. When inclusive values are embedded within leadership structures, resource allocation, instructional adaptation, and quality assurance mechanisms, schools cultivate organizational coherence and adaptive capacity. Student achievements—both academic and character-based—become visible indicators of institutional effectiveness. Transparent communication of these outcomes reinforces stakeholder confidence and enhances institutional identity within a competitive educational environment. Inclusive education therefore extends beyond compliance with policy mandates or moral commitments. It represents a managerial strategy grounded in systematic planning, collaborative professionalism, and evidence-based refinement. Schools that institutionalize this approach strengthen sustainability, maintain public legitimacy, and secure long-term competitiveness through service excellence rather than symbolic positioning.

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