

LEADERSHIP IN INCLUSIVE EDUCATION: IMPROVING PEDAGOGIC COMPETENCE GUIDANCE OF SPECIAL SUPERVISORY TEACHERS

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Abstract:

This research was conducted to dissect the role of school principals in improving the pedagogic competence of special assistant teachers (GPK) in implementing an inclusive education system. Inclusive education is part of the education system that provides access to equal education, especially for children with limitations and special needs. The increasing number of schools that implement inclusive education simultaneously provides a big challenge, especially related to the pedagogical ability of special assistant teachers to provide learning for children with special needs in the kindergarten environment. This research was conducted using a qualitative approach and a type of case study research to explore the role of school principals in providing pedagogical briefings to special assistant teachers. The data used in the study was collected through several sources, including interviews, observations, and documentation. The results captured from this study show that school principals have a central role in guiding special assistant teachers through coaching to improve their teaching competence and, at the same time, the quality of educational services. Through the research carried out, as well as providing implications related to the importance of schools in ensuring that the learning process with an inclusive education system can run effectively and contribute to further activities and development related to inclusive education, especially at the kindergarten education level.

Abstrak:

KATA KUNCI

Kepemimpinan Kepala Sekolah, PAUD Inklusif, Profesionalisme Guru

Penelitian ini dilakukan untuk membedah peran kepala sekolah dalam meningkatkan kompetensi pedagogik asisten guru khusus (GPK) dalam menerapkan sistem pendidikan yang inklusif. Pendidikan inklusif merupakan bagian dari sistem pendidikan yang memberikan akses pendidikan yang setara, terutama bagi anak-anak dengan keterbatasan dan berkebutuhan khusus. Semakin banyaknya sekolah yang menerapkan pendidikan inklusif secara serentak memberikan tantangan besar, terutama terkait kemampuan pedagogis asisten guru khusus untuk memberikan pembelajaran bagi anak-anak berkebutuhan khusus di lingkungan TK. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif dan jenis penelitian studi kasus untuk menggali peran kepala sekolah dalam memberikan pembekalan pedagogis kepada asisten guru khusus. Data yang digunakan dalam penelitian dikumpulkan melalui beberapa sumber, termasuk wawancara, observasi, dan dokumentasi. Hasil yang ditangkap dari penelitian ini menunjukkan bahwa kepala sekolah memiliki peran sentral dalam membimbing asisten guru khusus melalui pembinaan untuk meningkatkan kompetensi mengajar mereka dan, pada saat yang sama, kualitas layanan pendidikan. Melalui penelitian yang dilakukan, serta memberikan implikasi terkait pentingnya sekolah dalam memastikan bahwa proses pembelajaran dengan sistem pendidikan

inklusif dapat berjalan efektif dan berkontribusi pada kegiatan dan pengembangan lebih lanjut terkait pendidikan inklusif, khususnya di jenjang pendidikan TK.

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INTRODUCTION

Inclusive education is an interesting topic that creates a sense of equity and equality. The existence of inclusive education currently reports that inclusive education has been widely applied in various schools, but in reality, there are still many schools that implement inclusive education that have not maximized optimal educational services to students (Lindner & Schwab, 2020; Paseka & Schwab, 2020; Woodcock et al., 2022). One of the reasons is that inclusive education is still equated with regular education. Inclusive education requires schools to be a place for students with limitations and special needs with adaptive education and teaching patterns and to understand the characteristics of students (Page et al., 2023; Shutaleva et al., 2023; Weiss et al., 2021). Moreover, the current phenomenon shows that many schools make inclusive education a program to improve the image and competitiveness of institutions even without a truly mature readiness to implement an inclusive education system (Thomas & Loxley, 2022; Traver-Martí et al., 2023; Wildemeersch & Koulaouzides, 2023). Departing from this narrative, this research was conducted to delve deeper into the role of school principals who implement an inclusive education system and their readiness to maximize the learning process as a provision for children with special needs.

Discussions related to inclusive education have been extensively researched, and most explain the importance of the role of school principals in supporting inclusive education. One of the research conducted by Sliwka et al. (2024) explained that transformational leadership from school principals can provide encouragement, motivation, and positive changes in implementing the learning process in inclusive schools. Meanwhile, another study by Fernandes et al. (2023) presented that continuous professional development, such as training and workshops for teachers, has improved teachers' pedagogic competence. Furthermore, the research conducted by Tołwińska (2021) explained that the principal does not only function as a mentor or a school administrator, but the principal should also be able to build a collaborative environment and be able to support the development of teachers' pedagogic competencies. Departing from the exposure of the results of previous research studies related to the role of school principals in inclusive education. However, the existence of literature that examines explicitly the leadership pattern of school principals in improving teachers' pedagogic abilities through training programs and workshops, especially in the nuances of kindergarten schools, is still poorly presented. So, this will be the focus of the research conducted. Therefore, this research was carried out to fill this gap by exploring the central role of school principals through training programs and workshops for special assistant teachers (GPK) to improve their pedagogic abilities while being able to improve the quality of services within the framework of inclusive education.

Although many studies have addressed the role of principals in inclusive education (Ainscow, 2020; Finkelstein et al., 2021; Saloviita, 2020), there are

research gaps that specifically explore how principals contribute to improving the pedagogic competence of special assistant teachers in kindergarten. This is a significant problem because special assistant teachers are responsible for designing learning that suits the individual needs of students with special needs. Therefore, this study aims to identify the role of school principals in supporting the pedagogic competency development of special assistant teachers and how such coaching contributes to the quality of inclusive education services. This research is expected to fill the existing literature gap and provide new insights into effective coaching strategies in the context of early childhood education.

This research offers a new contribution focusing on the relationship between principal leadership and the improvement of pedagogic competence of special assistant teachers in the context of inclusive education in kindergarten. While previous research has focused more on aspects of inclusive education policy or the general role of principals, this study explicitly explores coaching strategies implemented by school principals to improve the teaching skills of special assistant teachers. This research also introduces an in-depth qualitative approach, which allows for a more contextual understanding of the dynamics of coaching in inclusive schools. Thus, this study provides a new perspective on how the leadership of school principals can affect the success of inclusive education at the kindergarten level and how effective coaching can improve teachers' competence in facing the challenges of inclusive education.

This study explores the role of school principals in improving the pedagogic competence of special assistant teachers at Tiara Madani Kindergarten, Madiun, in the context of inclusive education. The primary focus of the study was to analyze how principals facilitate structured and ongoing coaching to improve teachers' teaching skills, as well as how this contributes to the quality of inclusive education services for children with special needs. Through a qualitative approach of case studies, this research is expected to provide new insights into effective principal leadership practices in supporting the implementation of inclusive education and the development of teachers' pedagogic competencies at the kindergarten level.

RESEARCH METHODS

This research was conducted at Tiara Madani Kindergarten, Madiun. The research location was chosen because an educational institution is known to implement inclusive education for children with special needs. The choice of this context is very relevant to the research purpose that seeks to explore the role of school principals in supporting the implementation of inclusive education in schools. In addition, the location was chosen because it was able to face the challenges of creating an environment that can meet the needs of students with limitations, making it an ideal space to explore leadership dynamics in the context of inclusive education. This research uses a qualitative approach with a case study type (Priya, 2021; Renjith et al., 2021; Tomaszewski et al., 2020). The selection of this approach is based on the main objective of the research, which is to deeply understand the process and impact of transformational leadership of school principals in fostering the pedagogic competence of special assistant teachers (GPK). Case studies are considered the most appropriate because they allow researchers to contextualize phenomena in real life. In addition, qualitative methods allow for flexibility in data collection and adjustment to the social realities in the ever-evolving field (Bryda & Costa, 2023; Kozinets & Gretzel, 2024; Lim, 2023).

The data collection techniques included in-depth interviews, participatory observations, and documentation. Interviews were conducted with the principal, special assistant teachers, and regular class teachers of students to obtain comprehensive data. This research was conducted at Tiara Madani Kindergarten, Madiun, an inclusive school with a total headmaster and 6 teachers, including two special assistant teachers. The informants are selected purposively, with specific criteria, namely those directly involved in developing pedagogic competencies. The number of primary informants is five people. The informants selected and used in this study are shown in Table 1.

Table 1. Research Informant Codes and Specifications

Informant Code	Position/Name of Informant	Information
KS-01	Principal/Head Master	The main informant, the main actor in the leadership
GPK-01	Special Assistant Teacher 1	Have been working for >3 years, active in construction
GPK-02	Special Assistant Teacher 2	Just joined 1 year ago
GK-01	Regular Classroom Teacher	GPK collaboration partners in inclusive classrooms

In addition to interviews, the researcher observed learning activities, interactions between principals and teachers, and informal coaching situations in schools. Dokumentasi diambil dari kegiatan workshop dan pelatihan yang dilakukan untuk menunjang kompetensi pedagogic guru.

After the data was collected, the last step was a thematic analysis using data analysis techniques from Milles and Huberman (Karmina et al., 2021; Soemitra et al., 2022; Uygur et al., 2020). This data analysis technique is carried out by identifying the collected data. Then, data reduction is carried out to sort the data presented in the research findings. The last step is displaying data so that the data successfully collected and reduced can be appropriately displayed in the research results section. To increase accuracy, this study also uses data triangulation that is carried out to validate the results of research findings obtained from interviews with selected informants, the results of direct observations and observations made by researchers, and documentation that researchers have successfully obtained (Al-Sabahi et al., 2022; Borona et al., 2021; Ticau et al., 2023). The three results from the source were then analyzed using data triangulation techniques to ensure the accuracy of the data from the research results. In addition, through the data analysis technique, researchers can dig deeper into findings and data and ensure that the resulting interpretations are accurate and reflect reality in the field.

RESULT AND DISCUSSION

Result

The central leadership role of the principal

Principals' leadership in the context of inclusive education includes the key role school principals play in directing, managing, and fostering teachers, especially special assistant teachers (GPKs), to provide learning appropriate to children with special needs. The principal's responsibilities are not only limited to the administrative aspect but also include a pedagogic dimension that is very important in creating a school climate that supports the success of inclusive education. In the context of this study, the theme of principals' leadership is very relevant because it

focuses on how principals at Tiara Madani Kindergarten form and strengthen the pedagogic competencies of special assistant teachers and create a collaborative culture that supports the implementation of inclusive education.

To dig deeper into how school principals play a role in inclusive education, interviews were conducted with several informants who provided their views on the role of school principals. The Principal (KS-01) stated that their role is crucial in providing direction and evaluation to the accompanying teachers on an ongoing basis:

"I always try to give clear directions to the accompanying teachers and regularly conduct evaluations. I think this is important so that every step we take in inclusive education is always relevant and by the development of children (KS-01)."

This statement illustrates that school principals play a very central role in providing clear and consistent direction, as well as conducting structured evaluations to ensure the implementation of inclusive education runs according to the needs of children. This aligns with the opinion (GK-01), which emphasizes the importance of effective communication and collaboration in supporting inclusive teaching. Where on one occasion, he stated that,

"The principal not only gives directions but also listens to our complaints and needs as accompanying teachers. Whenever we had a difficulty, he was always there to provide support." (GK-01)

The statement further clarified the role of the principal in providing ongoing support through clear direction, structured evaluation, and open communication with special assistant teachers. The principal functions as an active manager, not only providing direction but also conducting evaluations that allow the accompanying teacher to adapt learning to the needs of each child. Regular evaluation processes and effective communication play a crucial role in improving the quality of teaching, creating a collaborative work climate, and strengthening an inclusive education system. In addition, the statements delivered by the two informants above confirm that the principal plays the role of a mentor who provides instructions, acts as an active listener, and proactively supports the teaching profession. This reinforces the argument that communicative and responsive leadership is essential in supporting accompanying teachers in their duties.

Exposure to the findings described earlier strengthened this research with direct practice data in the field. In practice, almost all special assistant teachers report regular meetings with school principals to discuss children's progress and teaching strategies implemented. Principals are often directly involved in group discussions, providing constructive feedback, and introducing new teaching techniques relevant to developing children with special needs. This shows that the principal not only focuses on the administrative aspect but also actively accompanies the teacher in the day-to-day teaching process, ensuring that every step taken is in harmony with the needs of the children.

Structured and Sustainable Coaching

Structured and continuous coaching refers to a learning process carried out consistently and well-planned, aiming to improve special assistant teachers' pedagogic competence (GPK). This coaching includes regular training, workshops, and collaborative discussions between principals and teachers, ensuring that teachers continue to develop and implement teaching strategies appropriate to

children with special needs. This structured coaching is limited to one-time training and an ongoing commitment to strengthen teachers' capabilities professionally and practically. This theme is particularly relevant to this study as it aims to explore how well-designed coaching can support teacher competency improvement in inclusive education and deliver sustainable outcomes. Interviews with (GPK-01) and (KS-01) provide insight into how ongoing coaching plays a role in improving the quality of teaching. GPK-01 emphasized the importance of coaching carried out in a structured manner by school principals,

"The coaching carried out by the principal through internal training and regular discussions helps me to continue to improve the way I teach, especially in designing learning that suits the needs of children." (GPK-01)

This is also strengthened by the statement delivered by one of the informants where he stated that,

"The training carried out is not only a matter of theory, but rather direct practice that can be directly applied in the classroom. With continuous coaching, we can continue to improve and adapt learning to the needs of students." (KS-01)

The results of interviews with GPK-01 and KS-01 show that structured and continuous coaching significantly improves teachers' pedagogic competence. Coaching that involves internal training and regular discussions provides an opportunity for teachers to continue to adapt and improve their teaching methods according to the development of children with special needs. This emphasizes that coaching is not only about theoretical knowledge but also practical application directly in the classroom, which positively impacts the teaching and learning process. With structured coaching, teachers do not feel isolated in their professional development process but instead receive ongoing support from principals and other fellow teachers. Departing from the statement above, the impact of structured and sustainable coaching carried out by school principals is also known, as shown in Figure 1.

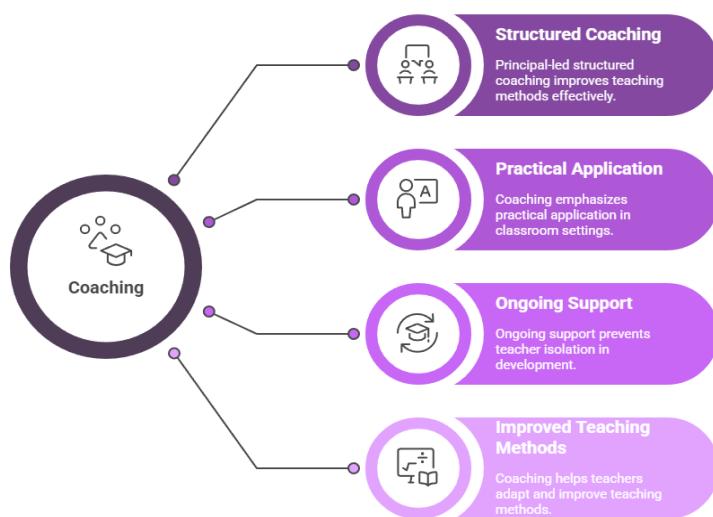


Figure 1. Unveiling the Impact of Coaching on Teaching Quality

Figure 1. It gives the idea that structured and continuous coaching provided by school principals to teachers has an integral role in improving the pedagogic competence of teachers, especially special assistant teachers (GPK). Through

consistent training and debriefing programs such as workshops for teachers, it is hoped that they can continue to improve their skills, especially their teaching skills, in designing and implementing practical learning activities, especially for children who have limitations and need special treatment. With continuous training for children with special needs, it is important to ensure the success of implementing inclusive education in the school environment.

Improving Teachers' Pedagogic Competence After Coaching

Improving the pedagogic competence of special assistant teachers (GPK) is related to how teachers can design, prepare, and implement inclusive and adaptive learning activities for students who have limitations and need special treatment. Pedagogic competence is the ability and skill of teachers to have a deep understanding of the characteristics of each student; then, teachers can develop appropriate learning methods to provide in-depth evaluations to evaluate in depth related to the competencies possessed by students. The sub-findings of this study are very relevant because they aim to explore more deeply the impact of structured and continuous coaching to improve the pedagogic competence of special assistant teachers (GPK). In addition, with continuous training, it is hoped that teachers can design learning plans and implement good and inclusive learning activities for students with special needs.

Improvement of teachers' pedagogic competence after coaching through workshop activities observed by researchers in research activities. It is known that the special assistant teacher (GPK) participated in the workshop held by the Tiara Madani Kindergarten school and initiated by the principal. It was found that teachers have been able to adapt learning modules, which can be used for students who have limitations and need special treatment. In addition, departing from the observations made, it was found that special assistant teachers (GPK) found it easier to carry out learning activities and apply the proper learning methods for children with special needs. In addition, the coaching carried out by the principal also provides quite noticeable changes related to the teacher's perspective in dealing with children with underdeveloped and special needs. This is reflected in the evidence related to the training conducted by teachers at Tiara Madani Kindergarten, which can be seen through the distribution of the brochure "Independent Curriculum Implementation Workshop," as shown in Figure 2.



Figure 2. Independent Curriculum Implementation Workshop

From the above findings, it can be concluded that structured and continuous coaching directly contributes to improving the pedagogic competence of special assistant teachers. Consistent coaching allows teachers to design more adaptive and responsive learning for children with special needs. With the improvement of pedagogic competence, teachers become more confident and able to pay more holistic attention to children's development, both in academic and social-emotional aspects. These findings show that developing pedagogic competencies is an important element in ensuring the success of inclusive education at Tiara Madani Kindergarten.

The Impact of Improving Teachers' Pedagogic Competence on the Quality of Inclusive Education Services

The impact of improving pedagogic competence on the quality of inclusive education services refers to how special assistant teachers' ability to design and implement inclusive learning can affect the quality of education received by children with special needs. This theme is directly related to teaching abilities tailored to students' individual needs and how it affects children's social, emotional, and academic development. Improving teachers' pedagogic competence significantly impacts achieving the goal of inclusive education, where every child receives a more appropriate and practical approach. This theme is very relevant to this study because it aims to explore the direct influence of improving pedagogic competence on the quality of inclusive education services at Tiara Madani Kindergarten.

In the interview conducted by (KS-01), he explained that one of the most visible results of improving teacher competence is the quality of learning that is more responsive to the needs of children with special needs,

"After the accompanying teachers participated in continuous coaching, we saw that the quality of inclusive education services in this school improved. Children are better served with an approach that suits their academic and social needs." (KS-01)

The statement conveyed above is also strengthened from what was conveyed by (GPK-01) where he said that,

"Children started to show significant progress after we changed our approach to learning. They are more engaged, more confident, and their social development also improves." (GPK-01)

Another statement was also delivered by (GPK-02) regarding how improving teacher competence affects the overall development of children, where on one occasion he said that,

"With the improvement of pedagogic competence, I can better adapt the material to the pace and learning style of the children, which makes them more comfortable in following lessons and easier to develop." (GPK-02)

A series of interviews conducted with several informants showed that improving the pedagogic competence of special assistant teachers directly affects the quality of inclusive education services. Continuous coaching allows teachers to design learning more responsive to children's individual academic and social needs. This underlines that the quality of inclusive education is greatly influenced by teachers' ability to understand children's characteristics and adapt their teaching methods in a personal and targeted manner. For example, progress in children's involvement, social development, and comfort in learning are direct indicators of

improving the quality of inclusive education services provided by competent teachers. Table 2. It summarizes findings related to the impact of improving teachers' pedagogic competence on the quality of inclusive services.

Table 2. The Impact of Improving Teachers' Pedagogic Competence on the Quality of Inclusive Services

Findings	Impact Felt	Affected Dimensions	Examples of Practice in the Field
Improved Service Quality	Improving teachers' pedagogic competence improves the quality of inclusive education services at Tiara Madani Kindergarten.	Quality of Educational Services	Children are more involved in learning activities and more easily interact with friends and teachers.
Children's Academic Progress	Children show progress in academic aspects and the development of social skills.	Academic and Social Progress	Children are more active in group discussions, showing a better understanding of the teaching material.
A More Adaptive Approach	Learning becomes more adaptive, increasing children's comfort in learning.	Inclusive and Adaptive Teaching	Teachers can tailor the lesson plan to the child's learning style, making learning more inclusive.
Increased Child Involvement	Improving pedagogic competence affects children's involvement in the learning process.	Children's Involvement in Learning	Children participate more actively in classroom activities, improving interaction with friends and teachers.
Increased Social Development	Structured coaching improves teachers' ability to manage children's social dynamics in the classroom.	Children's Social Development	Children get along more easily with classmates, improving social relationships and empathy between children.

Table 2. The main findings obtained in the research are related to how pedagogic competence possessed by teachers is crucial in influencing inclusion education services at Tiara Madani Kindergarten. Through these findings, it is known that there is a significant increase in the improvement of teachers' pedagogic competence, which is known to improve the quality of educational services and students' cognitive and social development. One of the main impacts revealed was to increase social interaction and student engagement. Improving teachers' competencies makes them more effective in meeting students' academic and social needs. This table also emphasizes that adjusting teaching strategies according to students' speed and learning style plays a role in creating a more comfortable and inclusive learning environment. In particular, more flexible teaching methods seem to impact students' academic performance and social skills positively. Broadly speaking, the results of this study show that the expected professional development for teachers can play an important role in improving educational outcomes and changing classes, which encourages the creation of a more inclusive learning environment.

Based on the results of the presentation above, a common thread can be drawn that improving teachers' pedagogic competence directly affects the quality of inclusive services provided to children with special needs. With continuous coaching, teachers can organize and implement learning that is more responsive to the needs of each child, both in social and academic aspects. In addition, the

existence of good pedagogic competence and teaching from teachers allows the involvement of children so that they have good social development and increased cognitive and psychomotor skills. Departing from this presentation, this finding confirms that improving the pedagogic competence of teachers is an important element in ensuring that inclusive education is of good quality and to the characteristics and needs of children.

Discussion

Through the results of the research presented above, it is known that the role of the principal at Tiara Madani Kindergarten is to make a substantial contribution related to education development, improving the pedagogic competence of special assistant teachers (GPK), and improving services in inclusive education schemes. The research provides an understanding of the role of school principals as a central figure in guiding special assistant teachers (GPK) to improve their teaching competence for children with special needs. The above understanding is carried out to support the implementation of inclusive education, which has increasingly developed over time. Departing from this, this research is in line with the research conducted by Kwan (2020), where his literature review shows that continuing education reform must be supported by strong and transformative leadership.

The study's results also found that the principal of Tiara Madani Kindergarten functions as an education manager, administrator, and mentor. This is in line with the research conducted by Wright et al. (2022), where research explains the importance of administrative leadership patterns, as well as how leaders also need to foster a collaborative culture so that they are able to provide strong synergy, especially in the nuances of education. In addition, the results of the study also found that professional and pedagogical development of teachers is also needed to improve the quality of learning. One of the ways to support this is through training and workshops that are carried out to teachers consistently so that they can improve the pedagogic competence of teachers, especially for special assistant teachers (GPK), and have an impact on improving the quality of educational services provided to students. Departing from the statement delivered earlier, this research is supported by another research conducted by Fernández-Batanero et al. (2022) where in his research, it is presented that the professional development of teachers can increase the competence and effectiveness of the learning activities carried out as well as provide understanding to teachers to understand the character and abilities of students.

In addition, this research is also strengthened by several previous studies that examined and discussed similar topics, namely related to the leadership role of school principals in improving the quality of services in the framework of inclusive education (Alves et al., 2020; Finkelstein et al., 2021; Wang & Zhang, 2021). In addition, several related research also explains that the effectiveness of leadership from a leader is needed to provide a learning environment that is able to accommodate all the needs of students (Chiu, 2023; Leithwood et al., 2020; Óskarsdóttir et al., 2020), especially for students who have limitations and need special education. Departing from this, the results of this study provide an interesting perspective, especially in displaying the direct practice of Tiara Madani Kindergarten. The study results show that the principal does not support teachers in instructions but, at the same time, provides training and debriefing of teachers to improve pedagogic competence as a provision in carrying out the teaching process.

The results of this study also highlight the importance of the leadership role of the principal at Tiara Madani Kindergarten, which, in practice, the principal also provides space for teachers to communicate honestly and accommodate the obstacles faced by teachers, especially special assistant teachers (GPK) as a provision to improve teaching and maximize the learning process for students who have limitations and need special treatment. Departing from this assumption, this research is strengthened by Ainscow (2020), which produced findings related to leadership from successful leaders who must be able to accommodate input and listen to the obstacles faced by subordinates. Therefore, this study provides a new color to the pattern of relational leadership by school principals in an inclusive education environment that has not been studied in previous research.

This research has filled the gaps in existing literature references by providing a more detailed picture of how school principals can provide continuous training to improve teaching competence and provide quality educational services. Most of the previous research only examined leadership in general and did not do enough to examine the leadership pattern of school principals in providing briefings to special assistant teachers (GPK) in improving pedagogic competence and maximizing learning activities. This gap has not been covered much by previous research, so this research is here to contribute to the literature review. Other literature-related contributions introduced through the results of this research are in the context of educational institutions at Tiara Madani Kindergarten, where this research can provide a treasure that inclusive education is not only limited to the policies of the education system but also becomes a strong foundation and philosophy in providing equal educational services for all students.

This research provides a common thread where it emphasizes the importance of the role of school principals in supporting the success of inclusive education. The principal serves as an administrative leader and a key mover in facilitating structured and ongoing professional development for teachers. Departing from the narrative presented, it is explained that the practice of leadership carried out by school principals in developing pedagogic competencies of teachers through continuous training is able to create the achievement of an effective inclusive education program. Through the findings presented in this study, it is known that school principals, as one of the central figures, have a strong influence in building a supportive environment for the development of teachers' competencies and teaching skills and can ensure that all children can reach education without being limited by their physical and abilities.

CONCLUSION

This research examined how the principal leadership at Tiara Madani Kindergarten supports and implements inclusive education. Through the resulting research, it was found that the principal at Tiara Madani Kindergarten not only functions as an administrative figure but also provides debriefing through continuous training to teachers, especially to special assistant teachers (GPK) in improving pedagogic abilities to improve the quality of their teaching. Continuous training is provided to special assistant teachers (GPK) through workshops to equip teachers to improve pedagogic skills and the quality of services to students who experience limitations and special needs. Through this narrative, this research substantially impacts the crucial role of school principals in improving the pedagogic quality of special assistant teachers (GPK) through continuous training to

improve the quality of services and teaching.

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