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INCLUSIVE AND SPECIAL EDUCATION | RESEARCH ARTICLE

Leadership evaluation and effective learning in an inclusive high school in Padang, Indonesia

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Abstract: Effective learning in schools can only be realized through the intervention of the principals since they are the leader. The principals with effective and efficient leadership present excellent contributions to school quality. This study assesses the principal's leadership in an inclusive high school in Padang, Indonesia. In addition to that, this study investigates the leadership of the school principal and effective learning. This study used a quantitative method and collected data through a questionnaire survey. From August to September 2018, the study lasted three to two months. This study included 100 students from 10 study groups at an inclusive state high school. In addition to the survey, we also collected data through interviews and documentation. Using the Stepwise method, multiple linear regression results were obtained; three of the four independent variables had a substantial effect on the successful learning practiced in school. From our findings, we concluded a connection between both the leadership of the school principal and the effective learning process. We also discovered a strong relationship involving both independent and dependent variables. Meanwhile, the effective learning process is

ABOUT THE AUTHOR

Damri Damri is a lecturer at Universitas Negeri Padang. He has a research interest in the field of special education in both special schools and inclusive schools. His research also focuses on teachers, such as studies on learning strategies, educational technology, seminar and workshop programs, and leadership. He is active in research and social activities with outputs in the form of articles and reference books and textbooks. One of the latest books that has been published is Curriculum Development and Learning in Schools with Diverse Learners in 2021. Together with other researchers, the current study focuses on raising issues about leadership and learning effectiveness in inclusive schools. The essential role of school principals in encouraging effective learning in inclusive school settings. Principals function as central figures who guide and organise the work of school personnel in order to ensure that the learning process meets the needs of all students.

Damri Damri

PUBLIC INTEREST STATEMENT

This study aimed to evaluate, identify, and analyze the relationship of the school principal's leadership with the implementation of effective learning in inclusive setting. The essential role of school principals in encouraging effective learning in inclusive school settings. Principals function as central figures who guide and organise the work of school personnel in order to ensure that the learning process meets the needs of all students. With its emphasis on equitable opportunity for students with various abilities, inclusive education necessitates strong leadership that prioritises the well-being and success of every learner. Inclusive education is a collaborative effort including all stakeholders, including principals, teachers, staff, students, parents, and the broader community. Schools should develop and implement rules that safeguard students' rights and promote inclusion of all students, particularly those with special needs. To protect the rights and dignity of human subjects, all acts and decisions should be guided by ethical concerns.

determined substantially by the teachers' behavior during the learning process in the classroom at 83.40%.

Subjects: Education Policy; Leadership Strategy; School Effectiveness & Improvement; School Leaders & Managers; Sustainability Education, Training & Leadership; Inclusion and Special Educational Needs

Keywords: evaluation; effective learning; inclusion; school leadership

1. Introduction

1.1. Inclusive education

Inclusive education offers equal educational opportunities for regular and special needs students (Damri, 2019). As described in the Indonesia Ministry of National Education's Regulation, Number 70 of 2009, stated that inclusive education provides opportunities for all children, including those with physical and psychological barriers, potential intelligence, or special talents, to attend education in the same environment together with regular children. Inclusive education focuses on equality, equity, human rights, and respect for humans (Kefallinou et al., 2020). Furthermore, inclusive education practice in Indonesia is also regulated in the Indonesia 1945 Constitution Article 31, paragraphs 1 and 2 concerning the right and obligations of Indonesian citizens, Law No 23 of 2002 on children's rights, Law No 20 of 2003 about the national's education, Law No 8 of 2016 on Persons with Disabilities, Government's Regulation Number 19 of 2005 regulating standards of national education, as well as Government Regulation Number 13 of 2020 on Reasonable Accommodation for Students with Disabilities. In inclusive schools, children with special needs are expected to have equal opportunities to interact and communicate with their peers (Junaidi et al., 2022; Mamadjanovna et al., 2022; Rofiah, 2022). Inclusive education is education that incorporates all members of society, including people with special needs who have long-term or short-term educational demands (Fauzan et al., 2021).

As a result of the provision of outstanding inclusive classroom design and management, inclusive education has a favorable effect on academic and social learning outcomes of special-needs children (Dyson et al., 2002; Waldron & McLeskey, 2010). Previous studies also highlighted the efficiency of inclusive education in improving the learning outcomes of students with disabilities (Dyssegaard & Larsen, 2013; Hehir et al., 2016; Oh-Young & Filler, 2015). Further, inclusive education carries no adverse effects on regular students' academic and social learning outcomes (Dyssegaard & Larsen, 2013; Farrell et al., 2007; Ruijs & Peetsma, 2009). Inclusive education providing high-quality education in the school learning process is required at the moderate to high school level, as well as in the workplaces and communal activities (Kefallinou et al., 2020). The more effective learning process generates excellent learning results from students with disabilities. Therefore, an effective learning process is required, primarily within the inclusive education process in schools.

1.2. Effective learning and school leadership

Effective learning focuses on the processes that follow the learning procedures (Diana & Rofiki, 2020). This process involves students' effective participation and appreciation (Suwarno, 2006). It allows students to learn in a fun and easy way to achieve learning goals (Sutikno, 2007). Meanwhile, success in achieving educational goals depends on effective learning management (Anwar, 2019). The factors influencing an effective learning process include the roles of teachers, students, infrastructures, facilities, and the environment (Sanjaya, 2006). Within the learning process, teachers act as facilitators and manage stakeholders, thus, effective learning relies heavily on the teachers' quality. Meanwhile, students carry the role of active learners, focusing on the mastery of science and skills within and outside of the classroom learning. The learning infrastructure and facilities are the supporting agents for improving students' passion and motivation, aiding the realisation of a smooth learning process. It includes learning media, tools,

equipment, roads, and buildings. Lastly, the environment acts as a supporting factor for the learning atmosphere.

The intervention of the school principal as the leader in the school is inseparable from the successful implementation of effective learning in schools. Furthermore, leadership is referred to as the action of persuading and directing others to perform specific tasks in order to attain an organization's goals (Julaiha, 2019). The school principal is a teacher assigned to lead the school in advancing and achieving school goals (Kadarsih et al., 2020). Furthermore, the school principal oversees school activities and serves as an observer and solution provider for any school difficulties (Wahyosumidjo, 2010). Essentially, the principal's central duty is to direct all school members to work together to realize the school's goals. Consequently, effective principal leadership behavior influences teacher performance (Kadarsih et al., 2020). The principle of effective and efficient leadership contributes substantially to improving school quality (Julaiha, 2019). In order to maintain the performance of school principals, their periodic leadership assessment is required for the optimum realisation of the school's purposes.

Previous studies have reported the importance of school principals' leadership evaluation. A study conducted by Supriadi et al. (2022) discovered various hurdles that impede the school managerial process, including the role of the school principal in increasing teacher performance. These obstacles result in the ineffective and inefficient process of planning, organizing, implementing, and evaluating. Riyanto and Nurfuadi (2022) discussed the importance of the school principal's position, particularly in the one-roof school programme. In this school program, the principal has served in management and leadership positions, as well as in the development process, beginning with the conception, implementation, and evaluation of the programme. Furthermore, the excellent leadership of the school principals of Yuliana et al. (2023) promotes comparatively great teacher performance, which conforms to good principal leadership in accordance with the core notions, although several issues were still observed. The teacher's self-actualisation process for the schools' programmemes remains an obstacle.

1.3. State of art

The school principal possesses a significant role in directing all school personnel in achieving the school goals. As a result, educational experts have discovered that unprofessional principals and teachers are caused by a lack of competence, while teachers are increasingly disengaged in fulfilling school responsibilities. These obstacles are primarily induced by the lack of assessment during the implementation of various school programs. Thus, school principal leadership must be evaluated as necessary to enable a positive, inclusive school environment, focusing on advancing and achieving school goals, as well as increasing learning effectiveness. Inclusive schools require a more in-depth leadership evaluation because they accommodate students with special needs needing more attention to secure their appropriate education rights. Therefore, the goal of this study is to evaluate and also identify the school principal's leadership in an inclusive high school in Padang, Indonesia. In addition, this study also analyses its relationship to the implementation of effective learning.

2. Literature review

2.1. Inclusive education

Inclusive education is a type of educational system that has been applied in a number of nations, including Indonesia. Inclusive education includes all members of society, including those with special needs who have short- or long-term educational needs (Fauzan et al., 2021; Riswari et al., 2022). Inclusive education also necessitates that all students with special needs be served at the closest school and attend conventional schools with peers their own age, with facilities that meet their needs (Ediyanto & Kawai, 2023; Triutari, 2014). Philosophically, inclusive education involves more than just a shift in methods and strategies for educating children with special needs; it also

requires a shift in teachers' mindsets and a shift in the school environment to emphasize the importance of Education for All (Efendi et al., 2022).

In Indonesia, inclusive education has long been practiced; the success or failure of inclusive education programmes in engaging in educational activities at school is determined by the management of inclusive education policies in schools. As a result, capable and motivated leaders and implementers of the inclusive education programme policy are necessary. There will be an implementation gap in the field if the policy is not fully implemented, suggesting a gap between the declared law and policy practice in the field or school (Munajah et al., 2021). Gaps in implementation may arise as a result of both supportive and hindering factors in the administration of inclusive education policies in elementary schools. To close the implementation gap, techniques and efforts that prioritise policy quality in line with field practices and the needs of the target population are required.

Meanwhile, a number of problems, both internal and external, have been observed in the implementation of inclusive education in schools (Efendi et al., 2022). According to Gusti's (2021) research, the barriers to the implementation of inclusive education include policy mistakes and institutional policies that do not recognize disability (Gusti, 2021). The study by Wijaya & Supena (2023) then observes that the investigated agency has a policy in place to assist with the implementation of inclusive education in primary schools through regional and municipal guidelines. However, these policies have not been completely implemented at the education unit level in the development of curricula and inclusive educational services (Wijaya & Supena 2023).

The implementation gap is, of course, the product of a regulatory system that has not maximised its protection. To benefit from the implementation of inclusive education, policies are set not only by the government, but also by schools. Schools must have and develop rules that protect the rights of all students, including those with special needs. Schools must adopt and implement policies that protect all members of the school community's rights, including those with special needs (Kozleski, 2020). This requires the assistance of many people, including the principal, instructors, employees, students, parents, and citizens of the community surrounding them (Engelbrecht & Muthukrishna, 2019). Successful implementation of inclusive education will require a collaborative approach on all sides.

2.2. Effective learning in schools

Effective learning, as defined in this study, is also a component of an effective education system. The theory of effective schools has been proposed by Komariah and Triatna (2006), Edmonds (1979), Mortimore (1993), and Sammons (1995). According to Mortimore (1993), an effective school has 11 characteristics, including competent leadership, a common vision and mission of the school, a pleasant school climate, and genuine learning; high expectations on student achievement, ongoing assessment, student rights and responsibilities, school cooperation with the community, as well as schools' performance as organizations.

In addition, Mortimore (1993) specified four characteristics of schools with effective learning processes, namely (1) teachers who are committed to helping students learn; (2) teachers who are concerned about their students' education; (3) teachers' high expectations for the students' achievement; and (4) assess student's cognitive, emotional, and psychomotor behaviour regularly. Therefore, teachers directly influence the excellent learning process. Additionally, there are several other components that affect an effective learning process through the intermediating variables, including students' learning motivation.

For the school principal's leadership, there are also several influencing factors, including the school's vision and mission, a conducive school environment, a harmonious work climate, and school-community cooperation. Besides, these factors also influence the teachers' performance during the learning process.

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School principal's leadership has also been reported as the central influencing factor for an effective learning process, while their characteristics also affect the learning process through the intermediating variables (Bossert et al., 1982; Glasman, 1986; Leithwood & Montgomery, 1986; Schmitt & Niedermayer, 1979). The available framework has illustrated the causal relationship between the school's professional skills and their characteristics which further affect effective learning, bridged by the intermediate variable.

2.3. Leadership in schools

As a leader, a school principal has to encourage the teacher board, administrative staff and employees, students, parents, and all school stakeholders to collaborate in achieving various school goals efficiently and effectively. Therefore, to realise this, the school principal must be an honest and open-minded person. In his book, Leaming (1998) described seven crucial factors for a school principal, including (1) having certain targets; (2) endeavouring to comprehend the interests and desires of educators, students, and other school stakeholders; (3) ability to be a driver of change; (4) ability to appreciate the performance and achievements of staff; and (5) ability to understand and appreciate performance. However, Kouzes and Posner (2006) defined a successful school principal as someone with excellent services for all school teachers and staff, establishing fun working environments that facilitate the fulfillment of their work and obligations. In addition, Kouzes and Posner (2006) specified five essential attitudes of a school principal, including (1) setting a good example, (2) encouraging the same goals, (3) challenging the innovative process, (4) inspiring others to take action, and (5) encouraging enthusiasm.

According to Mortimore and Mortimore (1998), there are multiple influential components of professional leadership, such as a firm attitude and resolve to achieve the school's position as an agent of change, employing a participative method in formulating various school policies, and supervising classroom instruction. Consequently, professional leaders can be measured in several ways, namely the ability to be (1) wise in solving the school problems; (2) firm in supervising the learning process's implementation; (3) enhance the learning quality; (4) informal discussions with instructors ways to increase learning quality; and (5) knowledgeable and skilled in assessing effective learning tools.

The personality theory further explains that the success of a leader is highly dependent on their physical and psychological characteristics. Wahab (2008) mentioned the features of an excellent organizational leader, including (1) the ability to speak fluently, (2) the ability to solve problems, (3) perspective on problems related to groups or organizations, (4) flexibility, (5) intelligence, (6) readiness to assume responsibility, (7) social skills, and (8) awareness of oneself and one's environment.

Yukl (1999) asserted the features of a successful leader include having (1) self-confidence and optimism; (3) talents and knowledge; (4) decent behavior; (5) integrity and ethics; and (6) influence methods.

Meanwhile, Robbins and Judge (2003) articulated six distinct characteristics of a leader, namely (1) enthusiasm and passion; (2) the urge to be in charge; (3) sincerity and integrity; (4) confidence; and (5) knowledge and intelligence relevant to work. With these traits, the leader attracts the respect of their organization's members. Thus, someone with these specific traits can be excellent leaders.

3. Method

3.1. Type of research

A quantitative approach was applied in this study. Sugiyono (2016) defines the quantitative approach as an applicable method to research a population or sample. Quantitative is a research approach based on objective measurement and statistical analysis of data obtained from variables that can be assessed with numbers. Therefore, a quantitative research is suitable

for use in this study which aims to evaluate, identify, and analyze the relationship of the school principal's leadership with the implementation of effective learning in inclusive setting. Furthermore, this study also adopted a survey method for collecting data. According to Creswell (2002), survey research enables direct data collection from the research participants, then generates generalizations for the population. The procedure that used in this study was problem finding, hypothesis determination, instrument preparation, validation, sampling, data collection, data analysis, and data interpretation (Nardi, 2018). The hypothesis that arranged in this study were:

- H1 There is a correlation between principal leadership (X1), principal character (X2), conducive school climate (X3) and student learning motivation (X4) with effective learning (X5).
- H2 There is a correlation between principal leadership (X1), principal character (X2), conducive school climate (X3) and student learning motivation (X4) through effective learning (X5) with student satisfaction level (Y).
- H3 There is a correlation between effective learning (X5) and the level of student satisfaction (Y).
- H4 There is a significant influence between each variable of principal leadership (X1), principal character (X2), conducive school climate (X3) and student learning motivation (X4) with to effective learning (X5).
- H6 There is a significant influence between each variable of principal leadership (X1), principal character (X2), conducive school climate (X3) and student learning motivation (X34) through effective learning (X5) on the level of student satisfaction (Y).
- H8 There is a significant influence of each variable (X5.1), (X5.2), (X5.3), and (X5.4) on (X5)

3.2. Research participants
The sampling method that used in this study is purposive sampling technique. Purposive sampling is a strategy used in research to pick individuals or groups of persons who satisfy particular criteria relevant to the study question or purpose (Guarte & Barrios, 2006). The research was conducted for two months, from August to September 2018, in Padang Senior High School 6, Indonesia. This study's population consisted of students of Padang Senior High School 6, Indonesia, with a total of 889 people. Meanwhile, the research sample was 100 people from 10 study groups. In detail, three groups from the tenth grade, three groups from the eleventh grade, and three groups from the twelfth grade. The selection of participants was proportional to the number of study groups. All participants informed themselves that they had consented to participate in the study, and the school approved the study proportionately allowed.

3.3. Data collection technique
Surveys, interviews, and documentation were used to collect data. The survey was conducted by distributing questionnaires to the research participants at Padang Senior High School 6, Indonesia. For the research instrument, questionnaires were used to collect data of leadership evaluation models and the characteristics of successful principals, as well as evaluations for effective learning at Padang Senior High School 6, Indonesia. Interviews were conducted to garner supporting data. Documentation was carried out to gather concrete evidence.

Ethical considerations are the first priority in the data collection process to ensure the well-being and rights of all participants. The cooperative approach of the school includes stakeholders in protecting the rights of students with special needs and promoting social inclusion within the school community.

3.4. Research instruments
For the research instrument, questionnaires were used to collect data of leadership evaluation models and the characteristics of successful principals, as well as evaluations for effective learning at Padang Senior High School 6, Indonesia. The leadership evaluation model and attributes of successful school principals were divided into two variables, they are, the professionalism of leadership and successful school principals' characteristics. For the assessment of effective

learning, four indicators were used as the dependent variable, namely: (1) the teacher's concentration on learning; (2) teachers' seriousness in facilitating the learning; (3) consistency of the evaluation provided by teachers; (4) and teachers' high expectations for students. Then, the variables used in the study were included in the interview guide to ensure that the collected data were in line with the research objectives.

The 5 Likert scale was employed to quantify participants' agreement with each instrument item, ranging from always, often, sometimes, rarely, and newer, along with highly agree, agree, less agree, disagree, and highly disagree.

3.5. Data validity test

In general, the research instrument consisted of 48 elements, which were divided into 25 elements, each of them representing four independent variables, including (1) the professional leadership (X1) by seven items; (2) the character of a successful school principal (X2) by seven items; (3) the conducive school climate (X3) by six items; (4) the motivation of the student to learn (X4) by five items. While the 18 instrument items represent the intermediate variable of effective school learning (X5), which was measured by four indicators, namely, (1) teachers' concentration on the learning; (2) teachers' seriousness in facilitating the learning; (3) consistency of assessment provided by teachers; (4) teachers' high expectations of students. The level of student satisfaction (Y), measured by five items, was the dependent variable.

In the initial stage, we conducted an instrument tryout involving 30 students (10-12 grades) at Padang Senior High School 6, Indonesia, in October 2018. The *Cronbach Alpha* value was used in this trial to measure the instrument's reliability and validity (Konting, 1990). If the correlation value with the overall score (r) was greater than 0.30, the instrument item was considered valid. The instrument was considered reliable if the value of the *Alpha* coefficient was larger than 0.60. The lower *Alpha value* represents a better reliability index of the instrument (Konting, 1990).

The results of the analysis performed using the SPSS 20 show the estimated reliability and validity of each variable within the instrument.

(a) First, the variables of principal leadership (7 instrument items) obtained item correlation values with a total score (r) greater than 0.30, a range of 0.593-0.780, Cronbach Alpha coefficient of 0.893.

(b) Second, the characteristics of successful principal variables represented with seven instrument items obtained a range of item correlation score of (r) greater than 0.30, a range of 0.336-.630, Cronbach Alpha coefficient of 0.792.

(c) Third, the conducive school climate variable (6 items) achieved a range of item correlation values between 0.506-0.728 items with a total score (r) greater than 0.30 and a Cronbach Alpha coefficient of 0.848.

(d) Fourth, the variable of student learning motivation represented by five instrument items obtained a range of item correlation values between 0.386-0.636 with a total score (r) greater than 0.30 and Cronbach Alpha coefficient of 0.764.

(e) Fifth, the intermediate variable of school effectiveness in learning was represented by 18 items. These items have item correlation values ranging from 0.441-0.630, with total score (r) greater than 0.30, along with Cronbach Alpha coefficient of 0.768. Meanwhile, the seriousness of the learning indicator secured item correlation values between 0.515-0.733 with a total score (r) greater than 0.30 and a Cronbach Alpha coefficient of 0.838. For the continuity of the assessment variable, we observed a correlation score between 0.515-0.733, with a total correlation score of (r) greater than 0.30 and Cronbach's Alpha of 0.786. The indicator of high teacher expectation achieved item correlation values between 0.464-0.590 with a total score (r) greater than 0.30 and a Cronbach Alpha coefficient of 0.716.

(f) Sixth, the dependent variable of student satisfaction was represented by five instruments that had item correlation values ranging from 0.670 to 0.810, with a total score (r) greater than 0.30 and a Cronbach Alpha coefficient of 0.898. On average, we obtained a correlation value greater than 0.30 items.

Consequently, our instrument items can be classified as high-validity items. Then, the obtained *Cronbach Alpha value* for all variables exceeds 0.60, indicating their excellent reliability. According to (Cresswell, 2005), the acceptable Cronbach's Alpha is ranging from 0.60 to 0.80, and the *value exceeding* 0.80 is classified as good. Meanwhile, Konting (1990) explained that higher than 0.60 *Cronbach Alpha* values are often adopted as the level of confidence in research.

The validity and reliability test findings were also analyzed using *Exploratory Factor Analysis*, and the KMO value ≥ 0.05 was obtained, along with the *Anti-Image Correlation value* greater than 0.05 for each construct item. The results indicated that the *Measure of Sampling Adequacy* (MSA) values, the *Anti-Image Correlation values*, and *the matrix compo-nents* with a factor loading greater than 0.5 and a rotational matrix value more than 0.5 were obtained for each instrument element. As a result, the instrument was determined to be valid and capable of producing specific factors based on four independent variables and one dependent variable along with the four indications. Meanwhile, the *Bartlett test* and KMO both returned values greater than 0.5, indicating that the KMO could be continued.

Table 1. Confirmatory factor Analysis				
Effective school variables		**Instrument items**	**Matrix Components**	**Dropped items**
X1	Leadership of Principal	7	0.728–0.853	0
X2	Character of Principal	7	0.618–0.764	1
X3	Conducive school climate	6	0.637–0.836	0
X4	Student learning motivation	5	0.563–0.804	0
X5	Effective Learning	18	0.531–0.802	0
Y	Satisfaction level	5	0.782–0.887	0
	Total	48		1

(Note: The dropped item refers to the one item removed during the analysis.)

Table 2. Score Interpretation	
Average Score	**Interpretation**
1.00 to 1.89	Very Low
1.90 to 2.69	Low
2.70 to 3.49	Simple
3.50 to 4.29	Height
4.30 to 5.00	Very High

Table 3. Relationship between two variables (Jackson, 2006)		
No.	**Multiple correlation (r)**	**Relationship Strength**
1	±0.70–1.00	High
2	±0.30–0.69	Moderate
3	±0.00–0.29	Low/weak

No	Relationship both variables	Teacher Perception		
		r	**Sig.**	**Stage**
1	School principal's leadership with effective learning	0.684	0.000	High
2	School principal's characteristics with effective learning	0.666	0.000	High
3	Conducive school climate with effective learning	0.617	0.000	High
4	Student learning motivation with effective learning	0.636	0.000	High
5	Principal leadership with student satisfaction levels	0.647	0.000	High
6	School principal's characteristics with student satisfaction levels	0.583	0.000	Moderate
7	Conduction of a school climate with the level of satisfied student	0.642	0.000	High
8	Student motivation with the level of satisfied student	0.625	0.000	High
9	Effective learning with the level of satisfied student	0.734	0.000	High

Table 4. Correlation of the four independent variables toward the dependent variable

For the variable of effective school in the learning process (X5) consisting of 18 items, we conducted a further analysis utilizing *Confirmatory Factor Analysis* to identify the ability of each item to maintain as a single factor from each indicator (Table 1). The analysis suggested that each indicator has formed a single element by establishing all valid items. Therefore, following the *Confirmatory Factor Analysis*, we concluded that the 18 elements can actually form a single factor for the four indicators of effective school learning. It can be concluded that 18 items can represent constructs of: (1) teachers' concentration on learning; (2) teachers' seriousness in the learning; (3) continuity of assessment provided by teachers; (4) teachers' high expectations of students.

This indicates that each element contributes to the validity of the construct and provides a basis for further explanations and implications for educational leadership in inclusive environments. Ethics considerations, especially with regard to human subjects, have been addressed by obtaining informed consent and following ethical guidelines throughout the research process.

3.6. Data analysis

The data were analyzed utilizing descriptive statistics, inference, and regression in the SPSS 20. The min score and standard deviation were utilized in descriptive analysis to examine the implementation of each variable's achievement. The mean score and standard deviation were calculated using Ahmad's (2002) scale (Table 2).

Furthermore, to examine the research hypothesis, specifically to determine the strength of the correlation between variables, Pearson's correlation was utilised. The results show that the

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No	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.618	1	15.618	86.382	0.000[b]
	Residual	17.719	98	0.181		
	Total	33.337	99			
2	Regression	18.714	2	9.357	62.072	0.000[c]
	Residual	14.623	97	0.151		
	Total	33.337	99			
3	Regression	20.373	3	6.791	50.285	0.000[d]
	Residual	12.965	96	0.135		
	Total	33.337	99			

Table 5. A Variance of the independent variables on the dependent variable (ANOVA result)

a. Dependent variable: Y
b. Predictors: (Constant), X1
c. Predictors: (Constant), X1, X4
d. Predictors: (Constant), X1, X4, X2

relationship between variables with the value of (r) can be divided into three stages: low, simple, and high (Table 3).

The instrument's validity and reliability were investigated using corrected item-total correlation analysis, Cronbach Alpha, and Exploratory Factor Analysis. The instrument was used to evaluate leadership and the characteristics of successful principals in the realisation of effective learning at Padang Senior High School 6, Indonesia. To determine the ability of the instrument items to establish the single factor of this study variable, Confirmatory Factor Analysis was used. Further, to examine the impact of three independent factors to effective learning as the dependent variable, the Stepwise Regression Method Analysis was used.

4. Results

Pearson's correlation analysis revealed significant relationships between the four independent variables and effective learning based on student perceptions (Table 4). Specifically:

- Principal leadership and effective learning ($r = 0.684$, sig. $= 0.000$) had a high correlation.
- Principal characteristics and effective learning ($r = 0.666$, sig. $= 0.000$) also exhibited a high correlation.
- The conducive school climate and effective learning ($r = 0.617$, sig. $= 0.000$) had a high correlation.
- Student learning motivation and effective learning ($r = 0.636$, sig. $= 0.000$) showed a high correlation.
- Principal leadership and student satisfaction levels ($r = 0.647$, sig. $= 0.000$) had a high correlation.
- Principal characteristics and student satisfaction levels ($r = 0.583$, sig. $= 0.000$) exhibited a moderate correlation.
- Conducive school climate and student satisfaction levels ($r = 0.642$, sig. $= 0.000$) had a high correlation.
- Student motivation and student satisfaction levels ($r = 0.625$, sig. $= 0.000$) showed a high correlation.
- Effective learning and student satisfaction levels ($r = 0.734$, sig. $= 0.000$) exhibited a high correlation.

Then, to see how much influence the leadership of a principal, the character of a principal, a conducive school climate, and student motivation in learning have on the effective learning process at SMA Negeri 6 Padang, multiple linear regression analysis with the stepwise method is used. This stepwise method will exclude variables that do not significantly affect the implementation of an effective learning process. Multiple linear regression results using the Stepwise technique demonstrated that three of the four independent

Table 6. Multiple regression

| No	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R Square Change	Effects
		B	Std. Error	Beta				
1	(Constant)	1.096	0.294		3.727	0.000		
	X1	0.681	0.073	0.684	9.294	0.000	0.468	46.8 %
2	(Constant)	0.796	0.276		2.880	0.005		
	X1	0.476	0.081	0.478	5.887	0.000		
	X4	0.299	0.066	0.368	4.532	0.000	0.093	9.3 %
3	(Constant)	0.027	0.342		0.078	0.938		
	X1	0.310	0.090	0.311	3.438	0.001		
	X4	0.250	0.064	0.308	3.904	0.000		
	X2	0.391	0.112	0.304	3.504	0.001	0.050	5.0 %

a. Dependent variable: Y.

X1: the professional leadership.

X2: the character of a successful school principal.

X4: the motivation of the student to learn.

Table 7. Effects of indicators on effective learning		
No.	**Indicator**	**Effect**
1	Teachers who prioritize learning (Y-1)	1.80 %
2	Teachers who carry out serious learning (Y-2)	83.40 %
3	Teachers who perform the continuous assessment (Y-3)	5.20 %
4	Teacher expectations are high for student achievement (Y-4)	9.60 %
	Total	**100 %**

Graph 1. Multiple regression (Effects of variables).
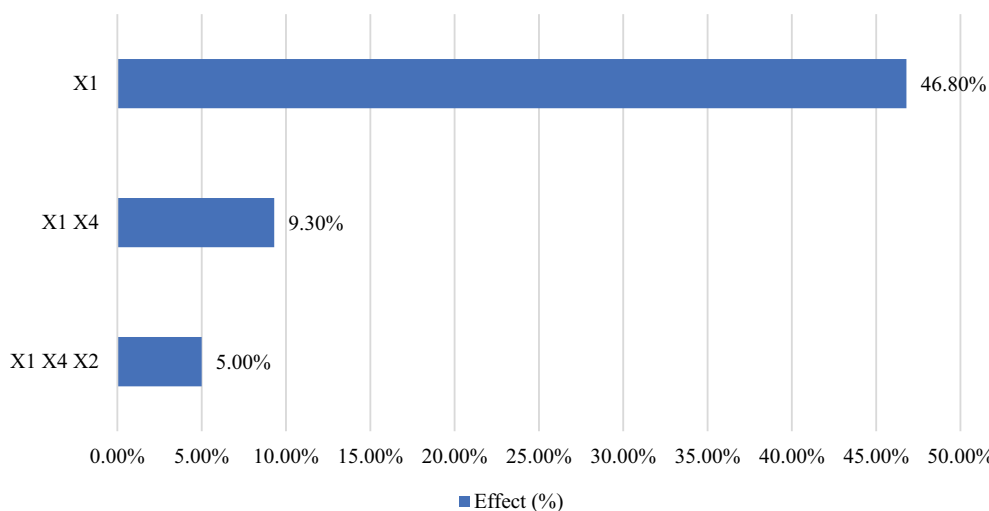
factors have a significant impact on the implementation of effective learning at Padang Senior High School 6 (Table 5).

Based on Table 6, among the three independent variables, the F-test variance analysis indicates significant effects of the three variables. Total influence was 61.1%, with the highest influence observed from the principal's leadership variable (46.8%). Then, the variable of student motivation in learning carries a 9.3% effect, while the variable of successful principal characteristic presents a 5.0% effect (Graph 1).

Meanwhile, to measure and see the formative relationship between effective learning implementation variables (Y), four indicators are used: (1) teachers who prioritize learning (Y-1); (2) teachers who carry out serious learning (Y-2); (3) teachers who carry out continuous assessment (Y-3); and (4) high teacher expectations of student achievement (Y-4). The results of the data analysis suggest great effects from each indicator toward effective learning (Table 7).

The practical learning process at Padang Senior High School 6, Indonesia, is mainly determined by the indicator of teachers' seriousness in facilitating learning (83.40%). Meanwhile, the indicator of teachers' focus on learning determines the effective learning process by only 1.8%. The third variable of the teacher's continuous assessment determines the effective learning process by 5.20%. On the fourth indicator, the teacher's high expectations of students determine the effective learning process by 9.60% (Graph 2 and Table 8).

Table 8. Results of the regression analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R Square Change	Effect
		B	Std. Error	Beta				
1	(Constant)	1.103	0.124		8.900	0.000		
	Y-2	0.736	0.033	0.913	22.184	0.000	0.834	83.4%
2	(Constant)	0.785	0.086		9.180	0.000		
	Y-2	0.483	0.031	0.600	15.661	0.000		
	Y-4	0.350	0.030	0.441	11.510	0.000	0.096	9.6%
3	(Constant)	0.155	0.058		2.660	0.009		
	Y-2	0.374	0.017	0.465	21.750	0.000		
	Y-4	0.298	0.016	0.375	18.675	0.000		
	Y-3	0.283	0.017	0.295	16.433	0.000	0.052	5.2%
4	(Constant)	0.003	0.002		1.528	0.130		
	Y-2	0.251	0.001	0.311	332.178	0.000		
	Y-4	0.250	0.001	0.315	423.975	0.000		
	Y-3	0.250	0.001	0.260	402.634	0.000		
	Y-1	0.249	0.001	0.262	277.115	0.000	0.018	1.8%

a. Dependent variable: Y.

Graph 2. Effects of indicators on effective learning.
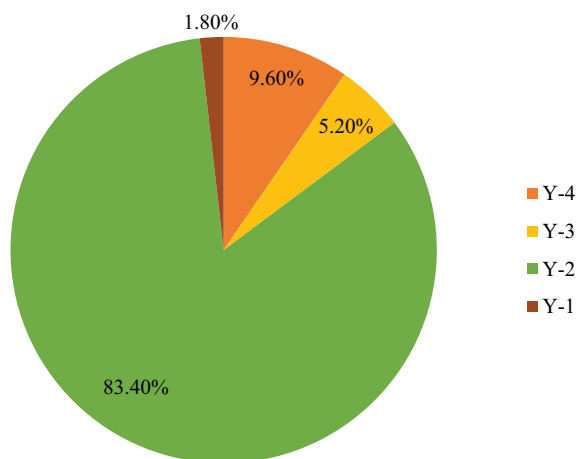
5. Discussion

Inclusive education refers to an educational system that grants equal educational opportunities to all children, regardless of their disability status, ensuring that every child is included in the learning process. Inclusive education improves academic and social learning results, especially for students with disabilities, and is aided by outstanding inclusive classroom design and management systems (Dyson et al., 2002; Waldron & McLeskey, 2010). Inclusive education is a type of educational system that has been applied in a number of nations, including Indonesia. Inclusive education includes all members of society, including those with special needs who have short- or long-term educational needs (Fauzan et al., 2021; Riswari et al., 2022). Inclusive education also necessitates that all students with special needs be served at the closest school and attend conventional schools with peers their own age, with facilities that meet their needs (Ediyanto & Kawai, 2023; Triutari, 2014). Philosophically, inclusive education involves more than just a shift in methods and strategies for educating children with special needs; it also requires a shift in teachers' mindsets and a shift in the school environment to emphasize the importance of Education for All (Efendi et al., 2022).

The available research confirms the efficiency of inclusive education in improving the learning outcomes of students with disabilities (Dyssegaard & Larsen, 2013; Hehir et al., 2016; Oh-Young & Filler, 2015). Then, inclusive education also carries no adverse effects that hinder academic and social learning outcomes for regular students (Dyssegaard & Larsen, 2013; Farrell et al., 2007; Ruijs & Peetsma, 2009). Inclusive education extends beyond simply providing high-quality education to all students at the school. This is also necessary to promote social inclusion in secondary and higher education, jobs, and community participation (Kefallinou et al., 2020). More effective learning ensures an excellent learning experience for students with impairments in inclusive schools. Therefore, an effective learning process is essential for the implementation of inclusive education in schools.

To benefit from the implementation of inclusive education, policies are set not only by the government, but also by schools. Schools must have and develop rules that protect the rights of all students, including those with special needs. Schools must adopt and implement policies that protect all members of the school community's rights, including those with special needs (Kozleski, 2020). This requires the assistance of many people, including the principal, instructors, employees, students, parents, and citizens of the community surrounding them (Engelbrecht & Muthukrishna, 2019). Successful implementation of inclusive education will require a collaborative approach on all sides.

Effective learning focuses on the learning processes that follow specific procedures (Diana & Rofiki, 2020). This process involves effective participation and appreciation of students (Suwarno, 2006). With effective learning, students can learn in a way that allows them to learn in a pleasant and simple way (Sutikno, 2007). Furthermore, success in achieving

educational goals depends on effective learning management (Anwar, 2019). Meanwhile, the roles of teacher, students, infrastructure, and environment all have an impact on effective learning (Sanjaya, 2006).

Effective learning in schools is also inextricably linked to the school principal's involvement as a leader. The principal also assumes the role of overseeing and coordinating the school staff, as well as being the observer and problem solver in addressing issues arising within the school environment (Wahyosumidjo, 2010). Also, the principal is in charge of directing all school personnel to work together to achieve school goals. Besides, effective principal leadership behavior also influences teacher performance (Kadarsih et al., 2020). Principals who can effectively and efficiently fulfill their roles significantly contribute to achieving greater school quality (Julaiha, 2019). Furthermore, in order to evaluate school principals' performance, a monthly evaluation of their leadership is required to meet the school's goals optimally.

According to our findings, the four independent factors show a strong relationship with the dependent variable (Table 4). The first variable is principal professional leadership, which contains six indicators, namely being (1) responsible in school problem solving; (2) commited in regulating classroom learning; (3) contributive to improving the learning quality; (4) eager to have informal discussions with teachers about ways to improve quality learning; (5) knowledgeable and skilled in evaluating teacher learning resources; (6) leadership skills to lead schools with effective learning process.

These indicators have a direct relationship with the achievement of effective learning. These findings corroborate Mortimore's (1993); Komariah and Triatna (2006), reporting that professional school principal leadership can generate an effective learning process. Similarly, Sari (2013) stated that better and more experienced school principals lead to a more effective learning process in schools, which further improves school quality. Sergiovanni (2001), Hallinger and Heck (2003), and Mulford et al. (2009) revealed a close association between good learning and school leadership. The conclusions are also backed by the findings of a previous study (Sweeney, 1982), which implies that professional school leadership is an important aspect in achieving effective learning.

Meanwhile, the independent variable of school principal's characteristics consists of eight indicators, namely (1) having a vision and the ability to improve the school's quality better; (2) being willing to take risks and stand firm in opposing inappropriate behaviour by school members; 3) being enthusiastic about monitoring learning in every class and having a strong commitment to students; (4) having excellent empathy for teachers, staff, and students; (5) being prudent also kind in resolving any school issues; (6) Always optimistic and adaptive, remaining calm in the face of adversity, and remaining lively and upbeat at all times; (7) having excellent listening and persuasion skills, confident and capable of explaining the school's history to both students and visitors; and (8) having a strong interest in fresh ideas and strong network. These indicators characterise successful leadership of school principals.

The independent variable of a conducive school climate is characterized by indicators of: (1) good and harmonious communication between the principal, teachers, employees, and students; (2) during recess in the assembly room, communication among teachers related to the problems of classroom learning; (3) well-organized school environment and students' comfort during the learning; (4) School members care about order, cleanliness, and beauty of the school; (5) school members have a positive view of school policies and programs; and (6) well-controlled school discipline. These factors are found to have a high correlation with effective learning in schools.

In addition, students' high learning motivation is characterized by indicators of (1) students' discipline presented in being on time to attend school; (2) students' habit of completing homework to understand the learning material better; (3) students attempt for high learning achievement; (4) optimistic students about studying to be successful in college enrollment; and (5) discipline

learning process. All of these indicators correlate directly with effective learning, implied in Mortimore's (1993) which asserts that effective school is characterized by students' high learning motivation. The four independent variables mentioned above are also significantly correlated with the level of satisfied students.

The impacts of the school principal's leadership, school principal's characteristics, conducive school climate, and multiple linear regression analysis using Stepwise method can be used to analyze the impact of student learning motivation on learning efficiency at Public Senior High School 6 Padang. The results suggested the significant effects of three independent variables on effective learning at Public Senior High School 6 Padang. The total influencing score is 61.1%, with the most significant influence observed from the principal's leadership variable (46.8%), followed by the variable of student learning motivation (9.3%), and the character of a successful principal (5.0%).

Furthermore, the data analysis results show the influencing effects of each indicator on effective learning. The practical learning process at Padang Senior High School 6 is mainly determined by the indicator of teachers' seriousness in facilitating learning (83.40%). The serious teacher attitudes were observed through indicators of (1) teachers' preparation of lesson plans and communication of the learning material to students; (2) the teacher correlate their learning material with the previous material; (3) Teachers provide material to students in a planned and systematic manner; (4) teachers use various teaching strategies suitable for students' abilities; (5) teachers give equal treatment to all students, regardless of their different abilities.

The first indicator of teachers' priority on learning determines the effective learning process by 1.8%. This indicator is indicated by several items, including (1) According to the incoming bell and lesson time change, I arrive and leave class on time; (2) In providing subject matter, I place a greater emphasis on mastery of subject that students must master in accordance with the stated Minimum Completeness Criteria; (3) I employ a variety of teaching tactics to capture students' attention and keep them focused on the topic; (4) When presenting the subject matter, I attempt to create a welcoming learning environment that is also fun; (5) I carefully examine the students' assignments and return the exam results to them.

The third indicator of teachers' continuous assessments determines the effective learning process by 5.20%, as indicated by the following statements: (1) I have a decent evaluation document with daily test results, midterm and final semester exam results, and student assignment results; (2) I allow students who have not finished their evaluations to take daily tests or re-exams; (3) I assess students' abilities as a whole both knowledge abilities, skills, and attitudes; (4) The assessment focuses not only on the subject's material mastery but also on each student's action and behavior.

The fourth variable of teachers' high expectations of students determines the effective learning process by 9.60%, which was identified by these statements, (1) I devote extra time to assisting students who are having difficulty with their learning materials; (2) I offer enrichment to students who did not complete it with the required minimum score; (3) I inspire and push students to strive for excellence in order to improve the school's reputation; (4) I educate students about the school's vision.

Our findings highlight the essential role of school principals in encouraging effective learning in inclusive school settings. Principals function as central figures who guide and organise the work of school personnel in order to ensure that the learning process meets the needs of all students. With its emphasis on equitable opportunity for students with various abilities, inclusive education necessitates strong leadership that prioritises the well-being and success of every learner.

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Inclusive education is a collaborative effort including all stakeholders, including principals, teachers, staff, students, parents, and the broader community. Schools should develop and implement rules that safeguard students' rights and promote inclusion of all students, particularly those with special needs. To protect the rights and dignity of human subjects, all acts and decisions should be guided by ethical concerns.

The study's findings also underline the importance of continual review and growth of school leadership practices in order to improve the effectiveness of inclusive education. Principals should continue to prioritise professional development and foster a culture of collaboration, empathy, and high expectations for all students. Furthermore, cultivating a sincere commitment to effective learning among instructors is critical for realising inclusive education's full potential.

In conclusion, our findings highlight the critical role of school principals in promoting effective learning in inclusive environments. Their professionalism, sensitivity, and commitment to high-quality teaching have a substantial impact on the success of inclusive education. By embracing these concepts and partnering with all stakeholders, schools may establish inclusive environments in which every student has the opportunity to thrive academically and socially, ultimately promoting the goals of Education for All.

6. Conclusion

Our findings revealed that the school principal's leadership had an impact on students' effective learning in inclusive school, while the dependent and independent variables are significantly interconnected and influence each other. Effective learning is inseparable from the intervention of the school principal. The principal regulates all activities of school personnel, as well as being the observer and provider of solutions to the school's problems. This necessitates the assistance of many people, including the principal, instructors, employees, students, parents, and the citizens of the community that surrounds. The successful implementation of inclusive education will require a collaborative approach on all sides.

The impact of a school principal's leadership, the school principal's leadership character, a conducive atmosphere, and student learning motivation on the effective learning process at Padang Senior High School 6 evaluated using the Stepwise approach of multiple linear regression analysis. The results suggested three independent variables' significant effect on effective learning at Padang Senior High School 6. Their overall influencing score is 61.1%, with the greatest influence observed from the principal's leadership variable (46.8%). Then, the variable of student motivation in learning carries 9.3% effects, followed by the school principal's character by 5.0%.

Furthermore, the effective learning process at Padang Senior High School 6 is determined heavily by the teacher's serious attitude during the learning process (83.40%). Meanwhile, the indicator of the teacher's priority on learning determined the effective learning process by 1.8%. The third indicator of teachers' continuous assessment determines the effective learning process by 5.20%, while the teachers' high expectations of students determine the effective learning process by 9.60%.

Our study underscores the significance of inclusive education in promoting equal opportunities for all students, regardless of their disability status. Effective learning processes, driven by professional school leadership, conducive school climates, high student motivation, and the commitment of teachers, are essential in achieving successful inclusive education. These findings have implications for educational leadership in inclusive settings, emphasising the importance of fostering effective learning environments and the role of school principals in facilitating them.

Following our results, Future researchers that investigate the relationship between school principal leadership and learning effectiveness might take this research as a reference and broaden the scope and conversation to develop a more comprehensive and in-depth analysis.

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