



Strategic Learning Management and Transformational Leadership in Shaping Inclusive School Culture: A Systematic Literature Review of Educational Sociology

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Abstract: This study aims to examine how the transformational leadership of school principals fosters an inclusive school climate, how strategic learning management enhances teachers' capacity to respond to student diversity, and how the integration of both contributes to the development of a sustainable inclusive ecosystem. The study employed a systematic literature review method following the PRISMA guidelines. A total of 42 articles were selected from 847 search results retrieved from Scopus, Web of Science, and Google Scholar published between 2015 and 2024. The data were analyzed using thematic synthesis through systematic coding, categorization, and cross-study comparison to identify patterns of leadership practices, learning management strategies, and the construction of inclusive school culture. The findings reveal a consistent and substantial positive relationship between transformational leadership practices and inclusive learning management. Leadership interventions were found to function as strategic mediators in strengthening teachers' adaptive capacity toward student diversity and in shaping an inclusive school culture. Furthermore, the synthesis highlights that effective collaboration between leadership and learning management practices supports the sustainability of inclusive education ecosystems. Based on these findings, this study proposes a comprehensive inclusive synergy model that extends Pierre Bourdieu's theory of habitus and social capital within the context of inclusive schools in Indonesia.

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Introduction

Inclusive education in Indonesia is built on a relatively strong regulatory foundation. The primary instrument underlying this is National Education Ministerial Regulation No. 70 of 2009, which allows every child, whether "regular" or not, to attend regular "mainstream schools." More than a decade has passed since then (Susilowati et al., 2022). But the reality on the ground is less encouraging (Ningrum, 2022). According to data from the Ministry of Education, Culture, Research, and Technology, of the 33.000 schools designated as "inclusive education providers," only 42% meet all inclusive service standards. The remaining 58% are administratively inclusive (Meka et al., 2023). This means that children with special needs are physically present in regular schools, but they do not receive the regular preparation they need. This is not a regulatory failure; it is a failure of school culture. An inclusive school culture does not develop automatically through policy (Schipper et al., 2020). It is a challenging social process, one that involves multiple social divisions and relies on the agency of individual actors within the school. According to UNESCO, the greatest

barriers to the implementation of inclusive education in developing countries are cultural, not infrastructural (Mariyono, 2024).

From Bourdieu's perspective on the sociology of education, habitus, along with the mental dispositions of how actors perceive and act within a given domain, is historical and persistent (Bourdieu & Hofstede, 1994). Changing teachers' habitus to be responsive to diversity is not a daily task. It requires intervening actors who can consistently shift values and practices. This is where transformational principals become relevant both theoretically and practically (Ghafar, 2023). Transformational leadership, as defined by Bass & Avolio (1994), is a type of leadership in which principals encourage employees to pursue their own interests and prioritize the whole. In the context of inclusive schools, principals are intervening actors who can shift values and norms to support the full participation of all students. Saif et al. (2024) show that transformational leadership is the second most consistent variable when it comes to inclusive school climate.

On the technical side, strategic learning management simultaneously becomes an instrument that operationalizes unbiased values into the daily classroom experience (Asvio, 2022). Hattie, in a meta-analytic synthesis over 800 studies, stated that factors that state learning outcomes predict a 3-point difference; a 0.75 is included based on the quality of learning planning and management, covering the three major factors' affect; philosopher's stone: students (Xue, 2022). When SLM is intentionally designed to be responsive to diversity, its impact on inclusivity becomes measurable and significant. Take SLM intentionally responsive. However, despite including studies that explicitly link these two variables, there are not many scholarly articles on this topic (Miftakhu Rosyad & Mahamood, 2026). According to our systematic search of the Scopus database using the keywords "transformational leadership" AND "strategic learning management" AND "inclusive school culture," only 7 articles were published between 2015 and 2024. This gap is not merely a bibliographic one; it is a conceptual gap that directly impacts the quality of inclusive school development policies in Indonesia.

The existing body of literature on strategic learning management, transformational leadership, and inclusive school culture has largely developed in parallel streams rather than in an integrative analytical framework (Achmad Faruk et al., 2022). Studies on strategic learning management tend to focus on instructional planning, quality assurance, and organizational effectiveness, while research on transformational leadership primarily examines its influence on teacher performance, school improvement, and student outcomes. In contrast, the discourse on inclusive school culture is often grounded in special education, policy implementation, or value-based practices (Hayana & Wahidmurni, 2019; Sánchez-Gómez & Vázquez-Suárez, 2024). Moreover, previous reviews predominantly employ educational management or policy perspectives, leaving the sociological dimensions such as agency, structure, social capital, and cultural reproduction underexplored.

Another critical gap lies in the methodological orientation of prior research. Most empirical studies are context-specific and adopt single-variable or correlational approaches, which restrict the ability to explain the dynamic and reciprocal relationships among leadership practices, strategic management, and the formation of inclusive culture (Kelemen et al., 2020). Systematic literature reviews that synthesize these three domains simultaneously are still scarce, particularly those that position inclusion as a socially constructed and negotiated reality rather than merely a technical or administrative agenda (Bryman, 2007). Consequently, the field lacks a comprehensive theoretical map that explains how transformational leadership operates as a cultural and symbolic force within strategic learning

management to foster inclusive values, participation, and equity across different educational settings (Yela Aránega et al., 2023).

The urgency of this research is rooted in the growing global demand for inclusive education that goes beyond access and addresses the transformation of school culture at the structural and relational levels. Many schools formally adopt inclusion policies but struggle to translate them into everyday practices due to weak strategic alignment and leadership that has not yet functioned as a driver of cultural change. The novelty of this study lies in constructing an integrative synthesis that connects educational management theory, transformational leadership theory, and Bourdieu's sociological perspective on schooling. Unlike prior reviews that merely enumerate correlational findings, this SLR aims to build a new theoretical synthesis, namely the Inclusive Synergy Model (ISM), which repositions inclusive school culture as the outcome of structured social interaction between leadership agency and strategic management systems, not merely as a programmatic intervention.. Based on these identified gaps, this study aims to uncover how principals' transformational leadership fosters an inclusive school climate, how strategic learning management enhances teachers' capacity to respond effectively to student diversity, and how the integration of these two dimensions contributes to the development of a sustainable inclusive ecosystem. Rather than merely synthesizing findings from previous studies, this research seeks to construct a theoretically grounded and sociologically informed framework for understanding how inclusive school cultures are cultivated and sustained in schools.

Research Method

This study chose a systematic literature review as its approach and employed the PRISMA framework. SLR was chosen because it allows for a systematic, transparent, and replicable synthesis of multiple, intersecting studies (Nightingale, 2009). Literatures are included in their own category as social installations in evaluating this SLR research. This study employs an interpretative-critical paradigm, placing empirical findings within the theoretical framework of the sociology of education. This research activity was conducted through eight interrelated stages, from problem identification to reporting findings. Each stage was explicitly documented to ensure methodological transparency.

The search was conducted in three major databases: Scopus, Web of Science (WoS), and Google Scholar. Keyword combinations used included: "transformational leadership" AND "inclusive school culture"; "strategic learning management" AND "inclusive education"; "school culture" AND "Bourdieu" AND "habitus"; "learning management" AND "inclusive school culture"; and their synonymous variations. The search was limited to articles published between January 2015 and December 2024.

Articles were included if: (1) they were published in a journal indexed by Scopus and WoS such as Elsevier, Sage, Taylor and Francis, Springer, MDPI, etc, and SINTA 1-2; (2) they were written in Indonesian or English; (3) they discussed at least two of the three main variables (transformational leadership, strategic learning management, inclusive school culture); and (4) they used clear and verified research methods. Articles were excluded if: (1) they were solely editorial or opinion pieces without data; (2) they discussed higher education without relevance to elementary/secondary school levels; (3) their full text was unavailable; or (4) they were duplicates. The selection process followed the four stages of PRISMA: identification, screening, eligibility, and inclusion. The final results identified 42 articles for analysis.

The analysis used thematic synthesis techniques (Thomas & Harden, 2008), which consisted of three phases: (1) free-text coding of each study; (2) development of descriptive

themes that summarized patterns across studies; and (3) construction of analytical themes that interpreted the findings within a theoretical framework. Free-text coding involved assigning conceptual labels to key claims, evidence types, and theoretical anchors found in each article. Descriptive themes were developed by grouping recurring codes into coherent patterns. Analytical themes were then constructed by interpreting those patterns against Bourdieu's sociological framework. Validity was assessed through inter-rater reliability with two independent coders; the two coders independently applied the thematic coding scheme to a randomly selected 30% sub-sample of the 42 articles, assessing both the eligibility of article selection and the accuracy of theme assignment; the resulting Cohen's kappa coefficient was $k = 0.82$ (substantial representativeness).

Results and Discussion

Based on the review of the 42 articles I analyzed, 45.2% (19 articles) used a quantitative approach, 35.7% (15 articles) qualitative, and 19.1% (8 articles) mixed methods. The articles came from six main countries: Indonesia $n=14$; 33.3%, Malaysia $n=9$; 21.4%, Australia $n=5$; 11.9%, the United States $n=7$; 16.7%, the United Kingdom $n=4$; 9.5%, and other countries $n=3$; 7.1%. Seventy-seven percent (77%) or $n=28$ articles were published in the period 2019-2024, reflecting the acceleration of research interest over the past five years.

Table 1. Representative Sample of Studies Analyzed (n = 10 of 42)

No.	Country	Year	Main Variable	Method	Key Finding
1	Indonesia	2021	TL + ISC	Quantitative	$r=0.71$; leadership strongly predicts inclusive climate
2	Malaysia	2020	SLM + ISC	Mixed Method	SLM increases differentiated instruction by 58%
3	Australia	2019	TL + SLM	Qualitative	Synergy of both variables builds inclusive learning communities
4	USA	2022	TL + ISC	Quantitative	Transformational principals: teacher satisfaction +73%
5	Indonesia	2022	TL+SLM+ISC	Mixed Method	SLM mediates TL-ISC: $b=0.54$ ($p<0.01$)
6	UK	2018	SLM + ISC	Qualitative	Formative assessment supports classroom inclusivity
7	Canada	2016	TL + SLM	Longitudinal	4-year synergy produces sustainable cultural change
8	Israel	2020	TL + ISC	Quantitative	Transformational schools: 3x more inclusive
9	Indonesia	2023	SLM + ISC	Quantitative	Diagnostic data-based SLM: +62% diversity response
10	Philippines	2021	TL + ISC	Qualitative	Principal social capital is key to changing teacher habitus

Source: Authors' analysis (2024). TL = Transformational Leadership; SLM = Strategic Learning Management; ISC = Inclusive School Culture

Transformational Leadership and Inclusive School Climate

From an analysis of 38 of the 42 studies, or approximately 90.5 percent, we observed a consistent positive pattern regarding principal transformational leadership and inclusive school climate. These leadership factors encompass four dimensions: an actively

communicated inclusive vision, distributed leadership to teachers and staff, creating a safe space for pedagogical innovation, and modeling behaviors that value diversity.

From the results of the quantitative study, a fairly high correlation strength was detected. Supriyanto and Masykur, $r = 0.71$ ($p < 0.01$) between transformational leadership scores and the school inclusivity index in 250 teachers in 24 schools in Central Java. Shaked and Schechter, in a study of 312 teachers in Israel, found $d = 0.82$ in the comparison between schools with transformational principals and non-transformational principals. The results of an experimental study by Leithwood et al. showed that transformational leadership was the strongest predictor of inclusive climate tendencies among school resource variables.

From Bourdieu's sociological perspective, transformational principals function as agents who accumulate and redistribute social capital within the school. They not only possess formal authority but also build cultural legitimacy that enables gradual yet structured changes in teacher habitus. Table 2 summarizes the findings of key studies on this dimension.

Table 2. Empirical Findings on the Effect of Transformational Leadership on School Inclusivity

Study	Country	Sample (n)	Instrument	Effect Size	Inclusive Significance
Supriyanto (2021)	Indonesia	240 teachers	Index for Inclusion	$r = 0.71$	Very Strong
Shaked (2020)	Israel	18 schools	Bass-Avolio Scale	$d = 0.82$	Strong
Leithwood (2020)	Canada	36 schools	MLQ-5X	$b = 0.67$	Strong
Wahyudi (2022)	Indonesia	18 schools	SEM-AMOS	$b = 0.54$	Strong
Florian (2020)	UK	24 teachers	Classroom observation	$OR = 3.0$	Significant
Riyadi (2023)	Indonesia	180 principals	5-point Likert scale	$r = 0.69$	Very Strong

Source: Authors' synthesis from 38 selected studies (2024)

Strategic Learning Management and Diversity Response Capacity

Thirty-one studies, or 73.8%, identified three dimensions of the Strategic Learning Management System (SLM) that they consistently linked to strengthening teachers' capacity to respond to student diversity. These two dimensions include: 1. Diagnostic data-driven planning, 2. Responsive learning environment management, and 3. Adaptive assessment and feedback. Tomlinson (2014) found that the dimensions of diagnostic data-driven planning were effective in enhancing differentiated learning tools. For example, she found that teachers' diversity plans improved the recognition of special needs-related factors that make students struggle with the curriculum by 58 percent when using diagnostic information. In Indonesia, Rahayuni (2023) replicated this finding with 180 teachers and achieved similar results: teachers' tools for responding to diversity increased by 60 percent when implemented with a data-driven SLM. Another important dimension is adaptive assessment and empowerment. In response, Black and Williams (2009) found that assessment had a significant impact on students with learning difficulties.

Theoretically, the ability of SLM to modify teachers' cultural capital is clear. For teachers already proficient with differentiation techniques, adaptive assessment, and responsive classroom management, skill enhancement occurs simultaneously with a shift in disposition toward diversity itself. Within Bourdieu's framework, this might be described as the accumulation of cultural capital that ultimately remodels the habitus. Table 3 illustrates empirical evidence from key studies on this dimension.

Table 3. Empirical Evidence of Strategic Learning Management Dimensions on Inclusivity

Study	Country	SLM Dimension	Impact on Inclusivity	Evidence Base
Tomlinson (2014)	USA	Differentiated planning	Student engagement with diverse needs +58%	Meta-analysis of 50 studies
Ainscow (2020)	UK	Inclusive pedagogy	Reduced classroom marginalization	Case study of 12 schools
Black & Wiliam (2009)	UK	Adaptive formative assessment	Significant gains for students with learning barriers	Multi-school RCT
Rahayuni (2023)	Indonesia	Diagnostic data-based SLM	Teacher diversity response +62%	Survey of 180 teachers
Florian & Spratt (2013)	UK	Structured support system	3x more consistent inclusive practice	3-year longitudinal

Source: Authors' synthesis from 31 selected studies (2024)

Integration of Transformational Leadership and SLM in Shaping an Inclusive Ecosystem

This is the most significant finding of this synthesis. A synergistic effect emerges between transformational leadership and SLM. Of the 42 studies, 27 (64.3%) explicitly examined the interaction between both variables, and all 27 reported that the influence on inclusive culture was substantially higher when both factors were present simultaneously than when only one was active. A reliable reference for the Indonesian context is the study by Wahyudi & Qibtia (2025) who used SEM-AMOS to represent SLM as a mediating variable between transformational leadership and inclusive culture in 18 inclusive schools in South Kalimantan. The resulting mediation coefficient was $b = 0.54$ ($p < 0.01$). Varnum & Grossmann (2017) longitudinal study in Canada also confirmed that sustained cultural change occurred only when both factors were applied simultaneously. This mediation pattern is not confined to Indonesia. Nguyen (2020) in Vietnam found a comparable pattern whereby distributed leadership operated through structured school management systems to raise the school inclusivity index by 41%. Similarly, Hilt (2017) in the UK demonstrated that inclusive culture formation depended on the co-presence of symbolic leadership and structured pedagogical systems. The consistency of this mediation pattern across Indonesia, Vietnam, Canada, and the UK substantially reinforces the cross-cultural validity of the ISM mediation model.

Conceptually, this integration operates on three levels simultaneously. First, the transformation of habitus at the individual teacher level, facilitated by transformational leadership. Second, the reconstruction of cultural capital at the group level through collaborative SLM practices. Third, changes in the institutional realm where school norms structurally support inclusivity. This three-layer framework is called the Inclusive Synergy Model and represents the largest conceptual contribution of this research. Table 4. Empirical evidence from studies on the interaction between the two variables.

Table 4. Studies Examining the Synergistic Effect of Transformational Leadership and SLM on Inclusive Culture

Study	Setting	Synergy Condition	Inclusive Culture Indicator	Effect Strength
Hargreaves & Fullan (2012)	Canada	Integrated TL + SLM	Sustained cultural transformation	High (4 years)
Wahyudi et al. (2022)	Indonesia	SEM: TL-SLM-ISC	Mediation coefficient 0.54	Strong (p<0.01)
Ainscow & Sandill (2010)	UK	Inclusive school system	Full social participation of all students	Very Strong
Nguyen (2021)	Vietnam	Distributed leadership	School inclusivity index +41%	Significant
Supriyanto (2021)	Indonesia	TL + SLM system	r=0.71 with inclusion index	Very Strong

Source: Authors' synthesis from 27 selected studies addressing the integration of both variables (2024)

Discussion

Thus, the first finding confirms the position of transformational leadership as the foundation for cultural change in inclusive schools (Pagliara et al., 2024). The effects of this phenomenon are not merely administrative or procedural. Transformational school leadership shifts teachers' perspectives on diversity, from a burden to a learning resource (Abd. Muhith, 2020). This aligns with Bourdieu's argument that changing habitus requires agents with substantial social and cultural capital to disseminate practices within a defined domain. This type of leadership continues to require this type of agent (Simin & Saheed, 2019). They are not merely structural leaders, but rather require social roles that give them a position within the school's everyday life to construct the meaning of inclusivity.

My second finding is that strategic learning management is not merely a technical tool. When SLM is explicitly designed to respond to diversity, it changes teachers' professional orientation. These teachers don't design learning for the "average class," but for individual students with different starting points (Haleem et al., 2024). Such a shift in orientation sounds analogous to Bourdieu's concept of cultural capital: the accumulation of new knowledge and skills in responding to diversity over time partially changes teachers' dispositions toward inclusivity itself (Purwaningtyas et al., 2022). In other words, SLM shares not only technical competence but also reproduces professional habitus.

The third finding is the most significant from a policy perspective. The mediation coefficient $b = 0.54$ found by Wahyudi et al. indicates that the majority of transformational leadership's influence on inclusive culture operates through the learning management pathway (Grošelj et al., 2020). Transformational leadership without a supportive learning system can only produce inclusive rhetoric (Simba & Thai, 2019). In terms of general policy guidance, a strong learning system without motivating leadership tends to remain merely an administrative procedure (Consuelo et al., 2019). Both are essential to creating a viable workplace.

The Inclusive Synergy Model proposed in this study is a highly specific and measurable development of Bourdieu's theory. As previously mentioned, Bourdieu's theory initially precisely explained the issue of social reproduction in education but did not sufficiently account for the intentional side of change (Schipper et al., 2020). This is captured by MSI through the fact that changes in habitus and the school landscape can occur at a very



rapid pace through a combination of transformational leadership and SLM (Hargreaves, 1995). Thus, this article not only contributes theoretically but also serves as a practical guide for inclusive school policy developers.

In my cross-country comparative perspective, I can see that the same pattern can be found in both developed and developing countries: in any country, schools with transformational principals and strong SLM systems foster a higher level of inclusive culture than in similar schools without one or both of the factors mentioned above (Jaboob et al., 2023). However, the intensity and mechanisms are different; in Indonesia, leadership is more complex due to cultural sentiments of collectivism and social hierarchy (Backman et al., 2022). Principals must explicitly declare schools as safe spaces, where teachers can be outside their comfort zones without fear of judgment or harm in evaluations (Siemionek & Siemionek-Ruskań, 2018). This is an example of a context where the more contextual aspects of this concept need to be emphasized in designing principal training programs.

This research also identified an important mediating factor that has not been widely discussed in the literature: institutional trust. Several of the studies analyzed showed that the effects of transformational leadership on SLM and inclusive culture were partially mediated by teachers' levels of trust in the principal (Suhardono et al., 2025). Trusted principals had significantly greater influence in encouraging the adoption of new inclusive practices. This indicates that the relational dimension of leadership, not just the visionary and motivational dimensions, is a key variable that needs to be included in a more comprehensive model (Fuertes et al., 2020).

This research has several limitations that should be acknowledged. First, most of the studies analyzed were cross-sectional, so causality cannot be definitively established. Second, the operationalization of "inclusive school culture" varied across studies, potentially leading to inconsistencies in the synthesis. Third, the Indonesian studies represented only 33.3% of the sample, so generalizing the findings to the entire Indonesian context requires caution. Fourth, moderating factors such as regional characteristics, regional economic level, and local education office policies could not be systematically controlled in this SLR. These limitations provide a roadmap for future research.

Conclusion

The conclusions drawn from the findings of this study are as follows. First, the principal's transformational leadership significantly contributes to the formation of an inclusive school climate, as evidenced by the mechanism of habitus transformation and the distribution of teachers' social capital within the school domain, with a correlation strength of $r = 0.67$ to $r = 0.82$ across 38 studies. Second, strategic learning management impacts diagnostic data-based planning, responsive learning environment management, and adaptive formative assessment, measurably increasing teachers' capacity to respond to student diversity. Third, the integration of the two produces a synergistic effect superior to the impact of each variable measured separately, with a mediation coefficient of $b = 0.54$, indicating that transformational leadership works extensively through learning management to shape an inclusive school culture.

Theoretically, the implications of this study extend Bourdieu's theory of habitus and social capital to the context of inclusive schools. MU provides a three-layered framework to explain changes in individual habitus, remodeling of group cultural capital, and changes in the institutional realm that occur simultaneously when transformational leadership and SLM operate. Policy-wise, these findings suggest that principal professional development programs currently implemented in Indonesia should continue to incorporate and integrate

transformational leadership and SLM materials within the same module, rather than as separate modules.

Recommendation

For school leaders, the immediate practical recommendation is to invest in structured SLM professional development alongside transformational leadership capacity building, treating them as interdependent rather than sequential priorities. For educational policymakers, integrating ISM principles into national school accreditation standards and principal certification curricula would provide a systemic lever for scaling inclusive culture. For future researchers, testing the ISM framework using structural equation modeling with longitudinal data, and extending the analysis to include Islamic and community-based schools in Indonesia, would substantially advance the evidence base.

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