



## Transformation of Women's Leadership in Digital Inclusive School Management

Ike Kusuma Ningrum<sup>1\*</sup>, Sotinsia Desi Latsari<sup>2</sup>, Novi Dwi Astuti<sup>3</sup>, Widyatmike Gede Mulawarman<sup>4</sup>

Master of Educational Management, Faculty of Teacher Training and Education, Mulawarman University

**Corresponding Author:** Ike Kusuma Ningrum

[Ikekusumaningrum76@guru.sd.belajar.id](mailto:Ikekusumaningrum76@guru.sd.belajar.id)

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### ABSTRACT

Inclusive education in the digital era requires adaptive, equitable, and data-driven school management systems. These challenges demand school leadership capable of managing student diversity while ethically and effectively utilizing digital technology. This community service activity aimed to strengthen educators' understanding and capacity in optimizing inclusive school management through a women's leadership perspective. The program employed lectures, interactive discussions, and reflective practices involving school principals and teachers. The results indicate increased participants' awareness of the strategic role of collaborative and empathetic women's leadership, the importance of digital governance in inclusive school management, and its contribution to deep learning for students. This activity confirms that integrating women's leadership, inclusion, and digital governance serves as a key lever in improving educational quality and equity.

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## **INTRODUCTION**

Education is an inclusive approach to education that guarantees fulfillment right Study every participant educate without discrimination, including students with special And background diverse backgrounds. Implementation of education is inclusive, not only related to practice learning, but also very influenced by system management, capable schools manage diversity systematically and sustainably ( Ainscow, 2020).

In the digital era, schools are confronted with the opportunity to improve access and quality education through technology, at the same time, risk gaps, violations of privacy, and data bias (UNESCO, 2021). Condition: This demand order requires strong school as well as adaptive leadership to change. Leadership school No Again, only functioning administrative school, but also as a driving force for changing culture and improving quality learning (Bush, 2020). In context, women become more relevant. Various studies show that women tend nature collaborative, participatory, and relational, so that in harmony with values of inclusive education ( Eagly & Carli, 2007; Santamaría & Santamaría, 2015). Empirical evidence in Southeast Asia also shows the contribution of positive leadership women to cultural schools and order-managed education, although they still face challenges of social bias (UNICEF Innocenti - WiLL, 2019).

Based on the background behind said, the activities are Devotion to the Public. This is implemented to strengthen the understanding of practitioners' education about transformational leadership, Women in Optimization Management School, inclusive-based digital technology, as well as the implications for learning deep for students.

## **LITERATURE REVIEW**

### **Leadership Female Deep Education**

Leadership of women in education is not only related to the issue of gender equality, but also to effective leadership. Eaglely and Carli (2007) explain that women tend to apply transformational leadership oriented on relation and empowerment. In context, education-inclusive style. This supports climate-safe schools and participatory.

### **Management School Inclusive**

Management school includes demand integration policy, culture school, and practice-responsive learning to diverse students (Ainscow, 2020). Leadership schools become key in coordinating source Power and service supporters in an effective way (Hallinger, 2011).

### **Digital Technology and Digital Governance**

Digital technology plays an important role in supporting management schools through data management, quality monitoring, and making decisions based on evidence (OECD, 2020). However, its utilization must be accompanied by principles of ethics, data protection, and accountability (UNESCO, 2021).

## **METHODOLOGY**

The PKM implementation method uses a participatory approach. Activities are carried out through conceptual presentations, interactive discussions, and reflections on school management practices. Data sources include discussion results, participant responses, and written reflections. Data analysis was conducted using descriptive qualitative methods to illustrate changes in participants' understanding and perceptions of women's leadership, inclusion, and the use of digital technology.

## **RESULTS AND DISCUSSION**

Results activity show that participants gain an understanding of new concepts about the role of strategic leadership Woman in Management school. Participants also understand the importance of digital governance in support of planning, organizing, implementing, and controlling management school. Besides that, participants realize the relatedness between management school and inclusive digital -based with strengthening learning deep for students.

These PKM findings align with research showing that women's leadership contributes to strengthening an inclusive culture and effective school management (Cakra Wikara Indonesia, 2022; UNICEF Innocenti - WiLL, 2019). The integration of digital technology as part of digital governance strengthens school managerial functions and supports in-depth learning through more adaptive services (Fullan & Langworthy, 2014; Fullan, 2019). The LID Governance model introduced in this PKM strengthens the link between leadership, inclusion, and digital technology within a single implementation framework (Mulawarman, 2024).

### **Strengthening Understanding Leadership Woman in Management School Inclusive**

Results activity Devotion to Public show existence improvement, understanding participants in the role of strategic leadership Woman in Management School is inclusive. Participants understand that women are not only related to issues of gender representation, but also contribute to effective management in school through collaborative, empathetic, and participatory leadership. Findings. This is seen from the response of participants in the discussion that emphasizes the importance of open communication, making decisions together, and sensitivity to the needs of diverse students.

Results the in line with the view that Eaglely and Carli (2007) stated that that leadership Woman tend nature transformational and relational. In context education, inclusive style leadership supports the creation of a safe climate in schools and values diversity (Santamaría & Santamaría, 2015). Proof empirically in the Southeast Asia region also shows that leadership Woman contribute to strengthening cultural schools and order manage education, although still confronted with challenges of social bias (UNICEF Innocenti - WiLL, 2019; Cakra Wikara Indonesia, 2022).

### **Optimization Management School Inclusive through Digital Governance**

The results of PKM show that participants start to understand the importance of digital technology as part of order management in school-

inclusive, not just tool administration or learning. Participants evaluate that utilization of digital dashboards, systems documentation services, and student data management can help schools in planning, implementing, and evaluating service education more systematically and transparently.

Discussion This strengthens OECD's (2020) view that digital technology can increase the effectiveness of management education if used as an instrument taking decision-making data-based. However, the utilization of digital technology in education must be accompanied by principles of ethics, protection of privacy, and accountability so as not to cause new or service bias (UNESCO, 2021; World Bank, 2020). Because of that, digital governance becomes an important element in the optimization of management schools.

### **Integration Leadership, Inclusion, and Digital in the LID Governance Model**

One of the results important from this PKM activity is the introduction framework LID Governance (Leadership-Inclusive-Digital Governance) as an integrative model in management schools. Participants understand that leadership plays a role as a driving force in integrating mark inclusion into system management and supports schools' digital technology.

The LID Governance model places leadership as a key factor in building a system organized, documented, and reliable, and services are sustainable. Approach this in line with the view that Hallinger (2011) and Bush (2020) emphasize the importance of leadership learning in coordinating change in school organizations. In the context of PKM, the LID Governance model provides a practical contribution with an offer framework that can be replicated and customized with the context school.

### **Implications of Learning Deep for Students**

Results and PKM discussion show that the management school's inclusive digital -based has direct implications for strengthening learning deep for students. Participants understand that learning demands system-capable management to support differentiated services, assessment authenticity, and reflection sustainable towards the learning process of students.

Utilizing digital technology in management school allows the school to monitor the development Study students more accurately and responsively. This matter is in line with the draft learning deep emphasizing understanding conceptual, relatedness knowledge with context, real, and development skills, think critically and reflectively (Fullan & Langworthy, 2014; Fullan, 2019). A leadership empathetic woman and a collaborative one becomes a factor in ensuring that technology is used to strengthen relation learn, not replace it.

## **CONCLUSIONS AND RECOMMENDATIONS**

Activity Devotion to the Public. This shows that transformational leadership women become increasingly important in optimization management school, inclusive based digital technology. Collaborative leadership and empathetic, supported order ethical digital management, capable of increasing quality and justice service education, as well as pushing learning deep for students.

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