



Study of Social Interaction Between Principals and Teachers in Building an Inclusive Organizational Climate (Study at UPT SDN Kohala No. 10 Kep. Selayar)

Andi Muhlis^{1*}, Muh. Tahir Malik¹, Ali Hanafi¹

¹Universitas Megarezky, Indonesia.

Corresponding Author  muhliscakra2022@gmail.com^{1*}

ABSTRACT

ARTICLE INFO

Article history:

Received

25 April, 2026

Revised

24 May, 2026

Accepted 30 June,
2026

This study aims to analyze the social interaction patterns of the principal and teachers, understand the application of inclusive values in school social interactions, and identify structural and cultural barriers in building an inclusive organizational climate at the UPT SDN Kohala No. 10 Selayar Islands. This study uses a qualitative research type with a phenomenological approach. The research location was carried out at the UPT SDN Kohala No. 10 Selayar Islands for six months. The main informant of the study was the principal, while key informants consisted of several teachers who actively interacted in the school organization. Data collection techniques were carried out through in-depth interviews, observation, and documentation. Data analysis used the Miles and Huberman model through data reduction, data presentation, and drawing conclusions. Data validity tests were carried out using triangulation of sources, techniques, and time. The results of the study indicate that the social interaction patterns between the principal and teachers develop through open two-way communication, collective work coordination, and social relationships built in an atmosphere of family and mutual trust. Inclusive values are understood as attitudes of equality, openness, respect, and togetherness that are applied in the daily life of the school organization. The obstacles found consisted of structural obstacles in the form of time constraints, workload, geographical conditions of the islands, and limited facilities, as well as cultural obstacles in the form of seniority, feelings of embarrassment, and potential communication misunderstandings.

Keywords : Social Interaction, Principal, Inclusive Organizational Climate, School Organization, Selayar Islands

Journal Homepage <https://ojs.staialfurqan.ac.id/IJoASER/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

INTRODUCTION

In the past two decades, the concept of inclusive education has gained global attention as it is considered an indicator of progress in equitable education systems. Internationally, schools are required not only to provide academic education but also to create a social climate that embraces diversity and fosters collaboration (Ainscow, 2020). An inclusive organizational climate requires healthy social relationships between all school members, especially between the principal and teachers, who are key actors in shaping school culture (Hoy & Miskel, 2013). Several studies confirm that the success of inclusive schools depends on respectful social interactions and leadership that fosters a sense of community (Henderson, 2022). Therefore, an inclusive organizational climate reflects the quality of productive social interactions oriented toward human values.

Globally, research shows that schools with an inclusive social climate tend to have

better academic performance and teacher emotional well-being (Mazurek & Winzer, 2023). A collaborative and supportive environment creates a strong sense of belonging among teachers and students (Putra, 2021). Principals act as catalysts in fostering participatory two-way communication and respecting diverse perspectives (Sumaryono, 2022). Leadership that is open to social dialogue is key to creating a conducive working environment for inclusive practices (Ningsih, 2024). Thus, inclusive education is not merely a curricular concept, but a concrete manifestation of social relations based on values of equality.

Although many schools have normatively implemented inclusive principles, research shows that their implementation is often not accompanied by the formation of supportive social interactions among school actors (Rosdiana, 2022). In many contexts, communication between principals and teachers remains hierarchical, limiting the space for dialogue and collective participation (Hidayat, 2021). This situation prevents inclusive values from growing organically in the daily life of the school organization. Some teachers feel that inclusive policies are merely administrative formalities without internalizing social values in work interactions (Prasetyo, 2023). This gap between policy and social practice is a major problem in many primary education institutions.

Furthermore, most previous research has focused more on teachers' perceptions of inclusive students, rather than on the social dynamics between teachers and principals (Rahmawati, 2023). In fact, the foundation of an inclusive climate is built on social interactions between members of the school community, who serve as social models for students (Wahyuni, 2021). In many schools, the values of mutual respect and cooperation are still limited to formal activities, rather than daily social relationships (Lestari, 2020). Thus, there remains a conceptual and empirical gap regarding how the social interaction patterns of principals and teachers contribute to the formation of a truly inclusive organizational climate. This is the scientific space that is relevant to this research.

The geographical context of the Selayar Islands provides a unique social character in the dynamics of primary education. As an educational institution located in the archipelago, UPT SDN Kohala No. 10 faces different communication and coordination challenges than schools in urban areas. Social interactions between the principal and teachers are often influenced by socio-cultural proximity and limited human resources. In this context, participatory leadership becomes a crucial instrument for fostering a sense of togetherness and social solidarity. Therefore, the social phenomena at this research site are interesting to study because they reflect the reality of inclusive education within a limited social space but rich in local values.

Initial observations indicate that social interaction practices at the school have not yet fully established an inclusive organizational climate. Some teachers feel inadequately involved in strategic decision-making and collaborative discussions. Meanwhile, the principal attempts to foster more open communication but is sometimes hampered by bureaucratic practices. This situation demonstrates the dynamic social negotiation between formal structures and participatory values. This phenomenon highlights the need for in-depth study of how actual social interactions between the principal and teachers contribute to the formation of an inclusive organizational climate in an island environment.

The primary focus of this research is the dynamics of social interactions between principals and teachers, which are the core of establishing an inclusive organizational climate. Crucial problems arise when social relations in schools are still dominated by one-way communication patterns and low teacher involvement in decision-making. This social inequality has the potential to hinder the growth of mutual trust and cooperation, which are the foundation of inclusivity. The lack of space for social reflection also makes it difficult for teachers to understand the shared values they wish to build. This critical point is the reason why phenomenological research is needed to explore the meaning and essence of the social experiences of school actors.

Furthermore, organizational climate crises often stem from weak social interactions that foster empathy and mutual respect (Kurnia, 2021). When internal communication is lacking, teachers tend to feel disrespected as a vital part of decision-making (Rahayu, 2023). As a result, inclusivity grows less as a shared value and more as an administrative imperative. Yet, recent literature shows that educational organizations with high levels of social

interaction have stronger and more collaborative cultural resilience (Puspitasari, 2022). Therefore, this research aims to unravel the crisis points of these interactions and uncover the social meaning behind them.

The purpose of this study is to describe, understand, and analyze the forms and meanings of social interactions between the principal and teachers in building an inclusive organizational climate at the UPT SDN Kohala No. 10, Selayar Islands. This study seeks to identify patterns of communication, collaboration, and social perception that form the foundation for creating an inclusive culture in elementary schools. Using a phenomenological approach, this study will explore the lived experiences of participants to discover the essence of social relationships that shape an inclusive work environment (Creswell & Poth, 2023). The analysis focuses on meaning, symbolic interactions, and patterns of mutual influence within the context of elementary education organizations.

The benefits of this research are both theoretical and practical. Theoretically, the results are expected to enrich studies on social interactions and inclusive organizational climates in the context of island primary education (Putri, 2022). Practically, the results can serve as a reference for school principals and teachers in building participatory, empathetic, and value-based communication (Suryana, 2023). This research is also expected to provide recommendations for local governments in developing policies to strengthen inclusive school organizational culture in remote areas (Sutrisno, 2024). Thus, this research has a significant contribution to inclusive education management practices in Indonesia.

METHOD

This research is a qualitative research because its primary objective is to deeply understand the meaning, values, and social dynamics that occur in the interactions between the principal and teachers at the UPT SDN Kohala No. 10, Selayar Islands. A qualitative approach allows researchers to explore the real experiences and perspectives of individuals directly involved in the social situations studied (Creswell & Poth, 2023). This type of research is oriented towards describing phenomena and interpreting the meaning behind social actions, rather than measuring numbers or establishing causal relationships (Denzin & Lincoln, 2021). With this qualitative approach, the researcher acts as the primary instrument, interacting directly with research informants through interviews, observations, and reflective documentation. The goal is to generate a comprehensive understanding of the patterns of social interaction that shape an inclusive organizational climate in island elementary schools, as recommended in social research based on human values (Moleong, 2022).

RESULT AND DISCUSSION

Social interaction patterns between the principal and teachers at UPT SDN Kohala No. 10 Kepulauan Selayar in carrying out the communication and coordination functions of the school organization.

a. Open Two-Way Communication Becomes the Dominant Social Interaction Pattern in Schools

The research findings indicate that the communication pattern between the principal and teachers at the UPT SDN Kohala No. 10 Kepulauan Selayar is developing in the form of open and participatory two-way communication. This communication pattern is evident in the dialogue space provided to teachers in formal forums and daily social interactions. The ongoing communication not only functions as a means of conveying organizational instructions, but also serves as a medium for building social closeness and mutual trust among school members. This situation shows that organizational relationships in the school do not operate in a rigid and hierarchical manner, but rather develop in a more humanistic, collegial relationship pattern. This condition indicates that open communication is an important foundation in building healthy social interactions in the school environment.

From the perspective of Symbolic Interactionism Theory developed by George Herbert Mead and Herbert Blumer, communication is understood as a process of exchanging symbols that generates social meaning in interpersonal relationships (Blumer, 1969, as cited in Carter & Fuller, 2022). The open interaction between the principal and teachers demonstrates a

shared process of meaning-making regarding working relationships, mutual respect, and social engagement within the school organization. The language, openness, and dialogue created by the principal become social symbols that teachers interpret as a form of appreciation and recognition of their presence within the organization. In this context, communication not only results in work coordination but also forms a collective social identity that strengthens interpersonal relationships within the school community. Thus, participatory communication patterns become a tangible form of the process of constructing social meaning within educational organizations.

The findings of this study are also closely related to Hoy and Miskel's Organizational Climate Theory, which emphasizes that open communication is a key indicator of a healthy and supportive organizational climate (Hoy & Miskel, 2019, as developed by Arifin, 2023). An open organizational climate creates a sense of psychological safety for members to express ideas and participate in school activities. In this study, teachers felt more comfortable expressing their opinions because the principal established non-pressuring communication and provided space for social participation. This situation demonstrates that open communication patterns can strengthen a sense of belonging to the school organization. Thus, participatory communication directly contributes to the creation of a more inclusive and harmonious organizational climate.

The social conditions of island schools also influence the formation of more collective and emotionally intimate communication patterns. The social environment of island communities, which tends to uphold family values, mutual cooperation, and social closeness, is reflected in the relationships between principals and teachers within the school environment. Geographical limitations and relatively homogeneous social conditions make interactions between school members more intense than in individualistic organizations. In this context, communication develops not only due to the administrative needs of the organization, but also due to the need to maintain social solidarity and togetherness in the work environment. This situation demonstrates that local culture plays a significant role in shaping inclusive social interaction patterns in schools.

The findings of this study align with Masitha's (2024) study, which explains that participatory leadership can create more effective organizational communication and support a conducive work environment. However, this study demonstrates a deeper dimension, as communication not only impacts work effectiveness but also shapes social meaning in the form of a sense of appreciation, emotional involvement, and interpersonal closeness between principals and teachers. Komarudin's (2023) study also explains that a supportive organizational climate can increase teachers' social comfort at work. However, this study demonstrates that open communication is a social process that directly shapes an inclusive organizational culture through daily interactions. Thus, two-way communication not only functions as a tool for organizational coordination but also serves as a social foundation for building a humanistic, dialogical, and inclusive school organizational climate.

b. School Organizational Coordination is Built through Collective and Systematic Cooperation

Research findings indicate that organizational coordination at the UPT SDN Kohala No. 10 Selayar Islands is built through a collective collaboration pattern that actively involves the principal and teachers in various school activities. Coordination is not only understood as an administrative mechanism for dividing tasks, but has developed into a social process that strengthens involvement and shared responsibility within the school organization. The principal carries out the coordination function with a participatory approach through meetings, deliberations, joint task distribution, and collective evaluation of school activities. Teachers are not positioned as passive implementers, but as a vital part of the organizational process. This condition indicates that organizational coordination is developing within a more democratic and collaborative social relationship pattern.

From the perspective of Mead and Blumer's Symbolic Interactionism, organizational coordination can be understood as a social interaction process that forms shared meanings

between individuals through communication and collective action (Mead, 1934, as developed by Carter & Fuller, 2022). The process of deliberation, division of responsibilities, and cooperation in school activities become social symbols that teachers interpret as a form of trust and recognition of their role in the organization. When the principal involves teachers in the decision-making process, this interaction fosters a sense of ownership of the school program. In this context, coordination not only creates orderly work but also strengthens collective identity and social solidarity among school members. Thus, patterns of collective coordination reflect the existence of social relationships built through shared meaning-making processes within educational organizations.

This finding also relates to Hoy and Miskel's Organizational Climate Theory, which asserts that a healthy school organization is characterized by cooperation, member engagement, and supportive interpersonal relationships (Hoy & Miskel, 2019, as explained by Arifin, 2023). Open coordination involving teachers creates a more conducive and participatory organizational climate. Teachers feel more valued when given the space to contribute to school activities. This demonstrates that involvement in the coordination process can increase a sense of responsibility and social commitment to the organization. Thus, collective coordination not only strengthens work effectiveness but also strengthens the quality of social relationships within the school environment.

Furthermore, the coordination patterns found in this study reflect the characteristics of inclusive leadership as described by Hollander, Carmeli, Reiter-Palmon, and Ziv, who emphasize the importance of openness, participation, and empowerment of organizational members (Carmeli et al., 2021). The principal did not exercise dominating leadership but instead built coordination through a collaborative approach and open interpersonal communication. Teachers were given the opportunity to express their opinions and were involved in solving school organizational problems. This approach created a sense of psychological safety and strengthened more equal social relationships between leaders and teachers. This situation demonstrates the crucial role of inclusive leadership in creating more humanistic and participatory organizational coordination.

The context of island schools also influences the organizational coordination patterns that develop collectively. The social environment of island communities, which still upholds a culture of mutual cooperation and togetherness, contributes to the formation of cooperative patterns among school members. In limited geographic conditions, strong social relationships are crucial for maintaining the stability of the school organization. Therefore, coordination is seen not only as a structural necessity but also as a means of maintaining social solidarity within the school community. This situation demonstrates that local culture plays a significant role in strengthening collective and inclusive coordination patterns.

The findings of this study align with those of Masitha (2024), who explained that participatory leadership can improve the effectiveness of school organizations through teacher involvement in the work system. Komarudin's (2023) research also showed that a supportive organizational climate can increase teacher comfort and involvement in school activities. However, this study reveals a deeper dimension: organizational coordination not only results in work effectiveness but also fosters a sense of togetherness and social solidarity among school members. Thus, collective coordination built through participatory communication is a key foundation for fostering inclusive social interactions and a school organizational climate.

c. The social relationship between the principal and teachers develops in a family atmosphere and mutual trust.

The research findings indicate that the social relationship between the principal and teachers at the UPT SDN Kohala No. 10 Kepulauan Selayar develops in an atmosphere of kinship, emotional closeness, and mutual trust. This relationship not only occurs within the formal context of the school organization, but also grows through daily social interactions that are more humanistic and collegial. The principal strives to build interpersonal closeness with teachers without eliminating professional boundaries within the school organization.

Teachers also view the principal as an open figure, easy to discuss with, and able to create a comfortable work atmosphere. This condition shows that the quality of social relationships has a significant influence on the creation of harmony in the school organization.

From the perspective of George Herbert Mead and Herbert Blumer's Symbolic Interactionism, social relationships are formed through an interaction process involving the exchange of symbols, meanings, and social interpretations between individuals (Blumer, 1969, as explained by Carter & Fuller, 2022). Teachers interpret the principal's friendly demeanor, relaxed communication, social attention, and openness as symbols of social respect and acceptance within the school organization. These social symbols then foster a sense of trust and emotional closeness among school members. In this context, the familial relationships that develop are not merely ordinary personal relationships, but rather the result of a continuous process of social interaction within the school organization. Thus, harmonious social relationships are the product of the construction of shared meanings built through everyday interpersonal communication.

The findings of this study also relate to Hoy and Miskel's Organizational Climate Theory, which explains that a healthy organizational climate is characterized by supportive interpersonal relationships, a sense of psychological safety, and trust among organizational members (Hoy & Miskel, 2019, as developed by Arifin, 2023). Social relationships built within a family atmosphere make teachers feel more comfortable working and interacting within the school environment. The growing sense of mutual trust also strengthens cooperation and reduces the potential for conflict within the organization. In educational organizations, positive interpersonal relationships are a crucial factor in creating an inclusive and conducive work environment. Therefore, harmonious social relationships not only impact individual comfort but also the stability of the school organization as a whole.

Furthermore, these findings demonstrate the practice of inclusive leadership, as described by Hollander and Carmeli, who emphasize the importance of interpersonal relationships based on respect, empathy, and openness within organizations (Carmeli et al., 2021). Principals do not build relationships solely based on formal power, but rather through a social approach that fosters a sense of acceptance and respect among teachers. This attitude creates a sense of psychological safety, making teachers more comfortable interacting and expressing their opinions. This humanistic leadership style can strengthen social solidarity and create a more inclusive work environment. Therefore, social relationships built through a familial approach are an essential part of inclusive leadership practices in schools.

The social context of the island community also strongly influences the formation of close social relationships within the school environment. The island culture, which still upholds the values of mutual cooperation, togetherness, and social solidarity, is reflected in the relationship between the principal and teachers at this school. Social closeness is influenced not only by working relationships but also by the collective culture of the community, which is accustomed to living in interdependent social relationships. In relatively limited geographic conditions, harmonious interpersonal relationships are a crucial social need to maintain the stability of the school community. This situation demonstrates that local culture contributes significantly to strengthening inclusive and humanistic social relationships within educational organizations.

The findings of this study align with those of Komarudin (2023), who demonstrated that a supportive organizational climate fosters social comfort for teachers within the school workplace. Masitha's (2024) research also demonstrated that participatory leadership contributes to more harmonious working relationships within educational organizations. However, this study demonstrates a deeper dimension: familial social relationships not only support work effectiveness but also foster a sense of belonging and emotional solidarity among school members. Therefore, social relationships built through mutual trust and interpersonal closeness serve as an essential foundation for creating an inclusive, harmonious, and sustainable school organizational climate.

The principal's and teachers' understanding of inclusive values is applied in daily social interactions at school.

a. Inclusive Values Are Understood as Equality and Respect for All School Members

Research findings indicate that the principal and teachers at the UPT SDN Kohala No. 10 Kepulauan Selayar understand inclusive values as a form of equality, respect, and acceptance for all school members regardless of background or position within the organization. Inclusive values are not only understood as formal school rules, but have developed into patterns of social relations that are alive in the daily lives of the school community. Teachers feel given space to express opinions and participate in various school activities without any discriminatory treatment. This situation shows that social relations in the school develop in a more open atmosphere and respect for diversity. Thus, inclusivity in the school is not only evident in organizational policies, but also reflected in daily social practices among school members.

From the perspective of George Herbert Mead and Herbert Blumer's Symbolic Interactionism, the meaning of inclusivity is formed through a continuous process of social interaction within the life of a school organization (Carter & Fuller, 2022). The principal's respect for opinions, open communication, and equal treatment are interpreted by teachers as symbols of acceptance and social recognition within the organization. These symbols then form a shared understanding that every individual has an equally important position in school life. In this context, inclusive values arise not only from school rules but also from the social experiences experienced directly by teachers in everyday relationships. Therefore, inclusivity develops as a result of a process of social meaning-making built through open and respectful interpersonal interactions.

The findings of this study also relate to Hoy and Miskel's Organizational Climate Theory, which explains that a healthy school organization is characterized by supportive interpersonal relationships, a sense of psychological safety, and respect for all members of the organization (Hoy & Miskel, as explained by Arifin, 2023). When teachers feel accepted and valued within the school organization, a more comfortable and harmonious work environment is created. The sense of equality that develops in the relationship between the principal and teachers strengthens social engagement and a sense of belonging to the school organization. This situation demonstrates that respect for all school members has a significant influence on creating an inclusive organizational climate. Thus, a positive organizational climate arises from social relationships built on respect and social acceptance.

Furthermore, the understanding of inclusiveness found in this study reflects the practice of inclusive leadership as described by Hollander, Carmeli, Reiter-Palmon, and Ziv, who emphasize the importance of openness, respect for diversity, and empowerment of organizational members (Carmeli et al., 2021). Principals not only perform administrative functions as leaders but also build social relationships that make teachers feel valued and included in the school organization. An open attitude toward differing opinions and providing space for participation demonstrate leadership oriented toward humanitarian values and social equality. This approach creates a sense of emotional safety for teachers, resulting in more harmonious and inclusive working relationships. Thus, inclusive leadership plays a crucial role in shaping a school organizational culture that values all members of the school equally.

The social conditions of island communities also influence how school members understand and apply inclusive values in organizational life. A community culture that still upholds the values of togetherness, mutual cooperation, and mutual respect is reflected in the patterns of social relationships within the school environment. In this context, respect for others is seen not only as an organizational ethic but also as part of the community's everyday social culture. Close social relationships make it easier for school members to develop empathy and acceptance for others. This situation demonstrates that local culture plays a significant role in strengthening inclusive practices within island schools.

The findings of this study align with those of Prasetyo and Lestari (2025), who explained that the success of school inclusivity is influenced by open social relationships and the involvement of all school members in organizational life. Komarudin's (2023) research also shows that a supportive organizational climate can increase the social comfort of educational organization members. However, this study reveals a deeper dimension because inclusivity is not only understood as an organizational policy or strategy, but as a social experience directly felt in the daily relationships between the principal and teachers. Thus, inclusive values develop as a living social culture and shape a more humanistic, open, and harmonious pattern of school organizational relationships.

b. Principal Leadership Promotes the Formation of an Inclusive Organizational Culture

The research findings indicate that the principal's leadership has a significant influence in shaping an inclusive organizational culture at the UPT SDN Kohala No. 10 Kepulauan Selayar. The principal builds social relationships with teachers through an open, communicative, and participatory approach, enabling teachers to feel valued and involved in the school's organizational life. The leadership style implemented does not emphasize structural power too much, but rather emphasizes cooperation, dialogue, and interpersonal closeness. Teachers feel more comfortable expressing their opinions and discussing school activities because the principal creates a non-pressuring communication atmosphere. These conditions demonstrate that an inclusive organizational culture develops through a more humanistic and open leadership style.

From the perspective of Inclusive Leadership Theory developed by Hollander, Carmeli, Reiter-Palmon, and Ziv, an inclusive leader is one who creates a sense of psychological safety, values the involvement of organizational members, and creates space for equal participation (Carmeli et al., 2021). Research findings show that principals act not only as decision-makers but also as listeners and facilitators of social relations within the school. Openness to criticism and providing space for dialogue make teachers feel recognized within the organization. In this context, leadership is no longer understood solely as a means of organizational control, but as a process of building social relationships that support engagement and a sense of belonging. Thus, inclusive leadership practices play a crucial role in creating a more harmonious and participatory organizational climate.

The findings of this study can also be understood through Mead and Blumer's Symbolic Interactionism Theory, which explains that social relationships are built through the exchange of meaning in everyday interactions (Carter & Fuller, 2022). The principal's friendly demeanor, open communication, and habit of involving teachers in discussions are interpreted by teachers as symbols of social respect and acceptance. This interaction process fosters trust and emotional closeness between the principal and teachers within the school organization. In this context, the principal's leadership is understood not only from formal policies but also from the social symbols that emerge in everyday interpersonal relationships. Therefore, an inclusive organizational culture is formed from the social experiences directly experienced by school members in their interactions.

Furthermore, research findings indicate that open leadership contributes to a healthier and more comfortable organizational climate for teachers. This aligns with Hoy and Miskel's Organizational Climate Theory, which asserts that the quality of relationships between leaders and members significantly impacts the work atmosphere within educational organizations (Arifin, 2023). When teachers feel valued and involved in organizational processes, they foster a sense of security, loyalty, and commitment to the school. This situation demonstrates that positive social relationships between principals and teachers are a key factor in creating an inclusive work environment. Thus, a healthy organizational climate is influenced not only by formal school regulations but also by the quality of leadership and interpersonal relationships built in the organization's daily life.

The social conditions of island schools also influence the leadership patterns that develop within the school environment. The island culture, which still values kinship, deliberation, and mutual respect, makes a humanistic leadership approach more readily

accepted by teachers. The principal is viewed not only as a formal leader but also as part of the school's social community, who must maintain good relations with all members of the school community. In this context, overly authoritarian leadership has the potential to create social distance within the school organization. This situation demonstrates that local culture contributes to the formation of inclusive leadership patterns within island schools.

The findings of this study align with those of Masitha (2024), who explained that participatory leadership influences the creation of a more conducive school organizational climate. Research by Prasetyo and Lestari (2025) also demonstrated that leadership openness is a crucial factor in building an inclusive school culture. However, this study demonstrates a deeper dimension, as inclusive leadership is understood not merely as an organizational strategy but as a social practice that fosters a sense of acceptance, respect, and inclusion in daily school life. Thus, principal leadership is a crucial foundation for building an inclusive, humanistic, and sustainable school organizational culture.

Structural and cultural barriers faced in building an inclusive school organizational climate at UPT SDN Kohala No. 10 Selayar Islands.

a. Time and Workload Constraints Become Structural Barriers to Building an Inclusive Organizational Climate

Research findings indicate that time constraints and high workloads are among the structural barriers affecting the process of establishing an inclusive organizational climate at the UPT SDN Kohala No. 10, Selayar Islands. The dense administrative activities, learning assignments, and various school activities mean that social interaction among school members does not always occur optimally. In some situations, organizational communication is more focused on completing work than building deeper social interactions. This condition often results in coordination being carried out briefly and directly on the core of certain discussions. This situation shows that organizational structural factors have a significant influence on the quality of social relations and communication among school members.

From the perspective of Hoy and Miskel's Organizational Climate Theory, organizational conditions that are overburdened by administrative pressure and high work demands can impact the quality of interpersonal relationships within the school environment (Hoy & Miskel, as explained by Arifin, 2023). When teachers spend more time completing administrative tasks, opportunities for building more reflective interpersonal communication are limited. As a result, social relationships within the school organization tend to be more functional than relational. In the context of this study, time constraints not only impact the effectiveness of work coordination but also reduce the intensity of social relationships that can strengthen a sense of togetherness and emotional engagement among school members. Therefore, organizational workload is directly related to the formation of an inclusive organizational climate.

The findings of this study can also be understood through the perspective of Mead and Blumer's Symbolic Interactionism, which emphasizes that the quality of social relationships is shaped through ongoing interactions in everyday life (Carter & Fuller, 2022). When social interactions are limited due to work commitments, the space for building shared social meaning is also reduced. Teachers and principals may maintain organizational communication, but the depth of the interpersonal relationships formed is not always optimal. In this context, time constraints make social interactions more oriented towards work needs than strengthening social relationships. Thus, the intensity of interactions is a crucial factor in building more inclusive and humanistic organizational relationships.

Furthermore, this situation is also related to the increasingly complex dynamics of modern school organizations. Research by Putri and Hidayat (2024) explains that the increasing demands of educational administration often lead to teacher burnout and limited interpersonal communication space in schools. A similar situation was also found in research by Rahman (2023), which showed that excessive workloads can reduce the quality of collaboration and social participation in educational organizations. In this study, time constraints make communication between school members tend to be quick and practical,

making it easier for misunderstandings to arise. This demonstrates that structural barriers in school organizations are not only related to work systems but also impact the dynamics of social relationships among members.

The conditions of island schools exacerbate these structural challenges. Teachers in island schools not only face learning challenges but also must adapt to limited resources and the region's geographic conditions. This situation makes time management and organizational coordination more complex than in schools with easier access. In this context, time constraints are an issue inextricably linked to the school's social and geographic conditions. Therefore, inclusive social relations in island schools require stronger communication and collaboration efforts to ensure that structural limitations do not diminish the quality of interactions among school members.

The findings of this study demonstrate that time constraints and high workloads are not simply technical organizational issues but also impact the quality of social relationships within school life. The more limited the social interaction opportunities available to school members, the greater the likelihood that organizational relationships will develop formally and with minimal interpersonal closeness. Therefore, efforts to build an inclusive organizational climate require not only open leadership but also a work system that allows for greater communication and social interaction among school members.

b. The Geographical Conditions of the Islands and Limited Facilities Become Structural Barriers in Organizational Communication

Research findings indicate that the geographical conditions of the island region and limited facilities are among the structural obstacles in building an inclusive organizational climate at the UPT SDN Kohala No. 10 Selayar Islands. The school's location in the island region makes the communication and organizational coordination processes not always run optimally. Limited access to communication networks, supporting facilities, and transportation conditions affect the smooth delivery of information and the implementation of school activities. In some situations, school residents must adapt communication patterns to existing environmental conditions. This situation shows that geographical factors have a significant influence on the dynamics of social relations and communication in the school organization.

From the perspective of Hoy and Miskel's Organizational Climate Theory, the physical environment and structural conditions of an organization are factors that influence the quality of work relationships and communication within educational organizations (Hoy & Miskel, as explained by Arifin, 2023). School organizations located in areas with limited access tend to face greater challenges in maintaining the intensity of coordination and social engagement among organizational members. In this study, limitations in communication networks and certain facilities mean that the process of conveying information is not always fast and effective. This situation affects organizational communication patterns, which sometimes must be carried out in person and adapted to field conditions. Thus, geographic factors are an important part of shaping the dynamics of the organizational climate of schools in island regions.

The findings of this study can also be understood through the perspective of Mead and Blumer's Symbolic Interactionism, which emphasizes that social relationships are formed through interaction processes influenced by the social and environmental situations in which the interactions take place (Carter & Fuller, 2022). In the context of island schools, limited communication access causes social interaction patterns to develop differently than those of schools in urban areas. Communication is more often conducted through face-to-face meetings due to the limitations of unstable digital communication media. As a result, social relationships among school members rely more heavily on face-to-face interactions and daily social proximity. This situation demonstrates that geographic conditions not only influence organizational systems but also shape the character of social interactions within school life.

Furthermore, limited educational facilities in island regions also impact the effectiveness of school organizations. Research by Yusuf and Arman (2024) explains that

schools in remote and island regions often face organizational communication barriers due to limited educational infrastructure and access to technology. Research by Sulaiman (2023) also shows that geographic factors can impact the quality of coordination and cooperation within educational organizations, particularly in schools with limited access to transportation and communication networks. In this study, limited facilities make some school activities require more complex coordination than in schools with more adequate facilities. This demonstrates that geographic and facility barriers not only impact the technical aspects of the organization but also influence the quality of social relationships within the school community.

On the other hand, the social conditions of island communities also shape their own adaptation patterns within school organizational relationships. School members tend to build stronger social solidarity to overcome various existing limitations. The habit of mutual assistance and cooperation has become a developing social strategy in facing the geographical challenges of island regions. In this context, limited resources actually encourage school members to strengthen social ties and a sense of togetherness within the school organization. This situation demonstrates that structural barriers do not always weaken organizational relationships, but under certain circumstances can also strengthen social solidarity among members.

The findings of this study demonstrate that geographical conditions and limited facilities are structural barriers that significantly impact the dynamics of communication and social interaction within school organizations in island regions. Limited access to communication and facilities means that the coordination process requires greater adjustments than in other schools. However, strong social relationships and a culture of togetherness within the school community are crucial factors in helping the school organization function harmoniously. Therefore, establishing an inclusive organizational climate in island schools requires not only structural support but also strong social solidarity among school members.

CONCLUSION

1. The pattern of social interaction between the principal and teachers at the UPT SDN Kohala No. 10 Kepulauan Selayar developed in the form of open, participatory, and collegial communication. This social interaction is seen through two-way communication, collective work coordination, and interpersonal relationships built in an atmosphere of family and mutual trust. The principal not only carries out administrative functions, but also acts as a communication facilitator and a driver of harmonious social relations within the school environment. Teachers also demonstrate active involvement in various school organizational activities because they feel valued and given space to participate in organizational communication. Thus, the formed pattern of social interaction is able to support the creation of more harmonious, humanistic, and inclusive working relationships within the school organization.
2. The principal and teachers at the UPT SDN Kohala No. 10 Selayar Islands have a fairly good understanding of inclusive values in the school's organizational life. Inclusive values are understood as attitudes of mutual respect, equality, openness, and togetherness applied in daily social interactions within the school environment. The implementation of these values is seen through the principal's open and participatory leadership pattern, non-discriminatory social relations, and the culture of mutual cooperation that develops among the school community. These conditions make teachers feel appreciated, involved, and comfortable in carrying out school organizational activities. Thus, inclusive values are not only understood conceptually, but have developed into a social culture that forms a harmonious and humanistic school organizational climate.
3. Building an inclusive school organizational climate at the UPT SDN Kohala No. 10 Selayar Islands, there are structural and cultural barriers that affect the dynamics of social relations within the school organization. Structural barriers are seen in time constraints, high workloads, the geographical conditions of the archipelago, and limited facilities that affect the effectiveness of school communication and coordination. Meanwhile, cultural

barriers arise in the form of a culture of seniority, feelings of reluctance, and differences in perception that sometimes lead to misunderstandings in social interactions between school members. Nevertheless, the principal and teachers continue to strive to maintain harmonious social relations through open communication, cooperation, and problem solving through deliberation. Thus, existing obstacles do not disrupt the stability of school organizational relations, but remain challenges that need to be managed to strengthen a more inclusive and participatory organizational climate.

REFERENCES

- Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7–16. <https://doi.org/10.1080/20020317.2020.1729587>.
- Creswell, J. W., & Poth, C. N. (2023). *Qualitative inquiry and research design: Choosing among five approaches* (5th ed.). SAGE Publications.
- Hidayat, E. (2021). Kepemimpinan kepala sekolah dalam meningkatkan profesionalisme dan kepuasan kerja guru pada masa pandemi Covid-19. *Literacy: Jurnal Ilmiah Sosial*, 3(1).
- Hoy, W. K., Miskel, C. G., & Tarter, C. J. (2013). *Educational administration: Theory, research, and practice* (9th ed.). McGraw-Hill.
- Lambung, A. N., Suriansyah, A., Harsono, A. M. B., Annisa, M., & Novitawati. (2024). Kolaborasi guru kelas dan guru pendamping dalam meningkatkan kualitas pembelajaran inklusif. *Joyful Learning Journal*, 13(4).
- Mazurek, K., & Winzer, M. (2022). Retelling inclusive schooling: The UN's CRPD Committee in selected countries. *International Dialogues on Education Journal*, 8(1/2), 84–109. <https://doi.org/10.53308/ide.v8i1/2.249>.
- Pramiarsih, E. E., Nofrita, & Rahmawati, D. (2023). Pemberdayaan sekolah ramah anak berkebutuhan khusus melalui peningkatan kompetensi guru kelas dan guru pendamping khusus. *Jurnal Pengabdian Tri Bhakti*, 5(1), 50–56. <https://doi.org/10.36555/jptb.v5i1.2191>.
- Prayogo, M. M., & Sholikhati, N. I. (2021). Adaptasi pembelajaran Bahasa Indonesia pada masa pandemi di sekolah dasar penyelenggara pendidikan inklusif. *INKLUSI*, 8(1). <https://doi.org/10.14421/ijds.080103>.
- Rahman, R., Sirajuddin, S., Zulkarnain, Z., & Suradi, S. (2023). Prinsip, implementasi dan kompetensi guru dalam pendidikan inklusi. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 9(2), 1075–1082. <https://doi.org/10.37905/aksara.9.2.1075-1082.2023>.
- Rahmawati, Y., Syaodih, C., Nurjanah, S., Ambarwati, Y., & Ningrum, L. (2023). Implementasi kompetensi pedagogik guru pembimbing khusus dalam meningkatkan mutu pembelajaran di SD Ibnu Sina. *Al-Afkar: Journal for Islamic Studies*, 6(2), 414–427. <https://doi.org/10.31943/afkarjournal.v6i2.562>.
- Rizqianti, N. A., Ningsih, P. K., Ediyanto, E., & Sunandar, A. (2022). Implementasi tugas guru pembimbing khusus serta kendala sebagai tenaga pendidik profesional di sekolah inklusi Kota Surabaya. *Jurnal Pendidikan Kebutuhan Khusus*, 6(1), 67–75. <https://doi.org/10.24036/jpkk.v6i1.609>.
- Sembung, M. P., Rotty, V. N. J., & Lumapow, H. R. (2023). Implementasi kebijakan pendidikan inklusi di sekolah dasar. *Cakrawala Repositori IMWI*, 6(4), 613–621. <https://doi.org/10.52851/cakrawala.v6i4.384>.
- Sulaiman, & Muflihini, H. (2021). Praktik pembelajaran inklusi dan integratif dalam mata pelajaran PAI. *TARLIM: Jurnal Pendidikan Agama Islam*, 4