

Bibliometric Analysis of Inclusive Education Implementation Using Qualitative Descriptive Methods

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ABSTRACT

Inclusive education is a key component in achieving equitable and quality learning for all, yet its implementation in Indonesia still faces significant challenges. This study aims to analyze the dynamics, challenges, and opportunities of inclusive education in Indonesia while identifying gaps between existing policies and actual practices. Using a qualitative descriptive approach combined with bibliometric analysis, this research examines 100 articles indexed by Google Scholar from 2021 to 2025. Data were collected using the Publish or Perish application and analyzed using VOSviewer to map publication trends, co-authorship networks, and the most cited articles. Results indicate that while inclusive education policies exist, their implementation is hindered by inadequate infrastructure, limited teacher competencies, and insufficient curriculum flexibility. A significant decrease in research output after 2022 suggests a need for renewed academic interest and policy support. The study concludes that more targeted teacher training and adaptive curriculum design are essential for advancing inclusive practices. This research contributes to the scientific literature by offering a novel bibliometric overview and proposing actionable strategies to bridge the gap between policy and practice in inclusive education.

ARTICLE INFORMATION

Keywords:

bibliometric analysis; inclusive education; publish or perish; vosviewer

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Saran Pengutipan: Patty, E. N. S., Yorman., Iriyani, S. A., & Muzakki, A. (2025). Bibliometric Analysis of Inclusive Education Implementation Using Qualitative Descriptive Methods. *Jurnal Pemberdayaan Masyarakat*, 4(1), 12-24.

INTRODUCTION

Inclusive education in Indonesia has been the main focus of efforts to provide equal access to education for all children, including children with special needs (Anggia & Harun, 2019; Arianti et al., 2022; Said et al., 2023). However, although various policies have been implemented to support inclusive education, its implementation still faces significant challenges (Irer et al., 2020; Mulyadi et al., 2018; Suprihatiningrum et al., 2023). The gap between policy and implementation at the school and local levels is one of the main obstacles that must be overcome. Many schools lack adequate resources, trained teachers, and infrastructure to support inclusive learning environments. Moreover, societal attitudes and limited awareness regarding inclusive education contribute to its slow implementation progress. Strengthening stakeholder collaboration, increasing educator professional development, and ensuring sustainable funding are critical steps to bridging this gap. This study aims to offer strategic recommendations to address these challenges and improve the effectiveness of inclusive education in Indonesia.

Some research, such as that by Dhoka et al. (2023), shows that many inclusive schools in Indonesia still do not have adequate physical facilities for children with special needs (Amelia et al., 2022; Arianti et al., 2022; Fajri & Jauhari, 2024). In addition, Putra et al. (2018) highlights that teachers often do not receive the specialized training needed to address the unique needs of inclusive students (Gupta & Tandon, 2021; Kushariyati et al., 2024; Sarker & Unzum, 2023). This problem is compounded by limited facilities and infrastructure and a lack of support from the school and

community to ensure the success of inclusive education. Moreover, funding constraints often hinder schools from providing necessary resources, such as assistive technologies, individualized learning materials, and trained support staff. In many cases, misconceptions about inclusive education persist, leading to resistance from teachers, parents, and even students. Therefore, a multi-stakeholder approach is needed to create sustainable policies and programs that address these challenges, ensuring equitable access to quality education for all learners.

Furthermore, financial constraints present a significant barrier to implementing inclusive education in Indonesia. Many schools lack sufficient funding to provide individualized learning materials, assistive devices, and trained support staff who can cater to students with special needs. In some cases, the burden of financial responsibility falls on parents, creating inequalities in access to quality education. Additionally, misconceptions about inclusive education persist, leading to resistance from teachers, parents, and even students who may feel that accommodating students with disabilities will lower academic standards (Narot & Kiettikunwong, 2024). These challenges highlight the urgent need for a multi-stakeholder approach to inclusive education. The government, educators, parents, and communities must collaborate to develop sustainable policies, enhance teacher training, and allocate sufficient resources for inclusive education (Salehiamiri et al., 2025). By addressing these issues, Indonesia can move toward a more inclusive and equitable education system that ensures all students have access to high-quality learning opportunities regardless of their abilities.

Ridho and Nuruddin (2023) emphasize the importance of collaboration between the government, educational institutions, and experts to create systems and policies that support inclusive education holistically (Kenny et al., 2023; Maier et al., 2022; OECD, 2021). Effective implementation requires strong policy frameworks, adequate funding, and institutional commitment to inclusivity. One of the key challenges in inclusive education is ensuring that teachers possess the necessary skills to support students with diverse needs. Proposed solutions include improving teacher capacity through comprehensive and continuous training, developing a flexible curriculum, and providing adequate resources. These measures are essential in addressing students' academic, social, and emotional challenges requiring specialized support (Dison et al., 2019; Esquivel et al., 2023; Harbour et al., 2021).

Furthermore, integrating technology into teaching and learning processes can enhance accessibility and engagement for students with disabilities. Digital tools, adaptive learning software, and assistive technologies can facilitate personalized instruction tailored to individual student needs. In addition, parental and community involvement plays a vital role in supporting inclusive education by fostering a collaborative environment for students' development. Schools should encourage partnerships with families and local communities to promote awareness and advocacy for inclusive practices (Eden et al., 2024; Pradhan & Naik, 2024). By strengthening stakeholder cooperation and leveraging technological advancements, inclusive education can become more sustainable and effective, ensuring equitable learning opportunities for all students.

This study aims to analyze the challenges and opportunities faced in implementing inclusive education in Indonesia. It also highlights the gaps between policy and practice in the field and proposes innovations that can improve inclusive education's effectiveness at all levels. Furthermore, this study explores the role of teachers, school administrators, and policymakers in ensuring the successful implementation of inclusive education. It examines the barriers faced by students with disabilities and other marginalized groups and strategies to foster a more inclusive learning environment. By identifying best practices and lessons learned from various educational settings, this study provides practical recommendations to bridge the gap between policy and practice, ultimately promoting equitable access to quality education for all students.

The novelty of this research lies in its comprehensive bibliometric analysis approach to the literature on inclusive education. Using data from Google Scholar processed through the Publish or Perish (PoP) tool, this study explores the distribution of research topics and affiliations related to inclusive education in Indonesia (Nova et al., 2023). The novelty is demonstrated through the systematic mapping of citation trends, key contributors, and institutional collaboration networks—an area that has not been comprehensively examined in the Indonesian context. Through this analysis, the most published research topics and areas that still require further exploration were identified, which are expected to provide new insights for the development of future inclusive education policies and practices (Nova et al., 2023). Additionally, this research contributes to the scientific field by providing empirical evidence and analytical direction for identifying research gaps, enhancing scholarly collaboration, and supporting evidence-based policymaking to improve the quality and accessibility of inclusive education nationwide.

METHOD

This research employs a qualitative descriptive method (Patty et al., 2023), which is suitable for exploring and analyzing literature in a systematic and interpretive manner. The qualitative approach comprehensively explains how "Inclusive Education" is discussed in various academic journals. This method allows the researchers to identify recurring patterns, themes, and gaps in the literature, thereby supporting the construction of a knowledge map on the selected topic.

Several stages were undertaken to carry out this study. The main objective of the research is to analyze and map scientific publications related to "Inclusive Education" within the context of information technology-based learning media. Specifically, the study focuses on identifying trends in publication volume, the most cited works, frequently occurring keywords, and thematic clusters among journal articles published between 2021 and 2025. These insights are intended to contribute to developing a more inclusive educational model that integrates digital technologies to support learners with diverse needs.

Data was collected through a structured literature search using the Publish or Perish (PoP) software. This tool enables researchers to retrieve and analyze academic publications from multiple databases, including Google Scholar, Web of Science, Microsoft Academic, Crossref, and Scopus. For this study, Google Scholar was selected as the primary source due to its broad coverage and accessibility. The keyword "Inclusive Education" was used as the main search term, and filtering criteria such as publication year (2021–2025) and topic relevance were applied to refine the results.

One hundred journal articles were selected based on the inclusion criteria: all were indexed by Google Scholar, published within the last five years, and focused on inclusive education in the context of digital or information technology-supported learning environments. These articles were then exported and processed using VOSviewer software to visualize bibliometric networks, including the co-occurrence of keywords, citation patterns, and thematic clustering. This step provided a deeper analytical framework for interpreting the structure and evolution of research in inclusive education.

After data collection, VOSviewer software was used as the primary tool for bibliometric analysis. The selected articles were imported into VOSviewer to visualize citation networks, co-authorship patterns, and keyword co-occurrence. The software generated a knowledge map highlighting the most frequently discussed topics and their relationships within the dataset. Additionally, from the 100 articles, the 10 most cited publications from each source were identified and categorized. The analysis also considered the annual publication trends to understand the growth and interest in inclusive education topics over the specified timeframe.

RESULTS AND DISCUSSION

Well-prepared tables and figures must be a significant feature of this section because they convey the major observations to readers. Any information provided in tables and figures should no longer be repeated in the text, but the text should focus on the importance of the study's principal findings. In general, journal papers will contain three to seven figures and tables. The same data cannot be presented as tables and figures. The study results are discussed to address the formulated problem, objectives, and research hypotheses. It is highly suggested that the discussion focus on why and how the research findings can happen and how they can be applied to other relevant problems.

Based on the search results using the Publish and Perish software, a total of 100 articles related to the topic of Inclusive Education published in various journals between 2021 and 2025 were found. These articles cover different aspects of Inclusive Education. This data and relevant analysis can be seen in Table 1 and Figure 1.

Table 1. Number of inclusive education articles per year

Year	Articles
2021	30
2022	32
2023	22
2024	16
2025	0

Table 1 shows a significant growth trend in the number of articles related to Inclusive Education from 2021 to 2025. At the beginning of the period (2021-2022), the number of articles increased from 30 to 32 but experienced a gradual decline thereafter. In 2022-2024, articles decreased from 32 to 16. Meanwhile, until 2025, there were no articles discussing Inclusive Education.

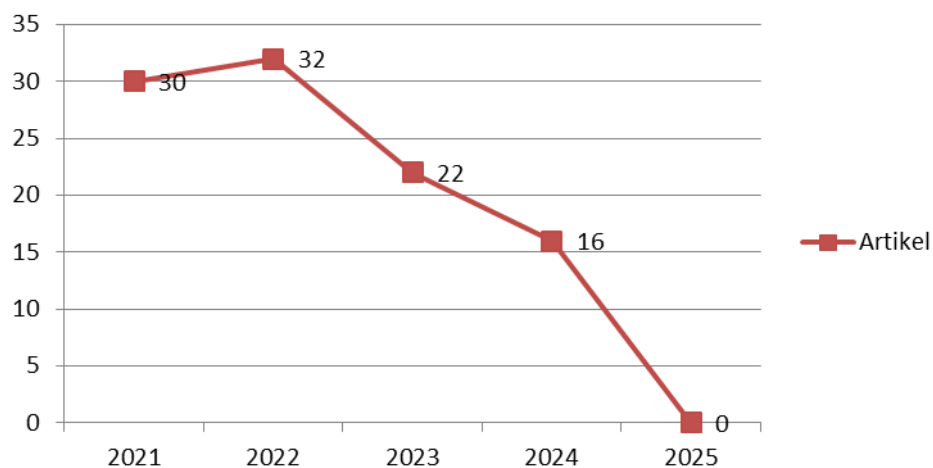


Figure 1. The comparison of the number of articles by year of publication

The comparison graph in Figure 1 clearly illustrates this trend, showing an exponential increase in articles over time. The increase is particularly striking after 2022, reflecting the growing interest in this topic or a change in publishing and information dissemination policies. This phenomenon may indicate significant developments in Inclusive Education that are driving an increase in related academic literature. However, in 2023, there was a sharp decline until 2024, and until 2025, no research was conducted on Inclusive Education based on the index on Google Scholar during the observed period.

Articles on Inclusive Education published between 2021 and 2025 show the top 10 articles with the highest citations. An interesting citation pattern of these articles can be seen in Table 2. The table displays the most frequently cited articles and the number of significant citations for each article. The table above displays the top 10 articles related to Inclusive Education, sorted by the number of citations they received. The article with the highest number of citations is titled 'Research about inclusive education in 2020- How can we improve our theories to change practice?' and has 404 citations published in 2021. This article shows great attention to the importance of improving theories to support inclusive education practice. The second and third most-cited articles focused on physical education teacher training in inclusive environments (241 citations) and teacher self-efficacy in implementing inclusive education (230 citations), respectively. Both were published in education-focused journals and demonstrated the increasing importance of teachers' roles in implementing inclusive education effectively.

Several other articles highlight analyses of teaching differentiation in critical diversity literacy, systematic reviews of teacher self-efficacy, and theoretical contributions from a systems theory perspective in understanding inclusive education. These articles reflect the increasing interest and research in inclusive education, especially regarding teaching, teacher efficacy, and deeper theoretical understanding.

Table 2. The most cited Inclusive Education articles

Cites	Title	Year	Source	Publisher
404	Research about inclusive education in 2020-How can we improve our theories in order to change practice? (Nilholm, 2021)	2021	European Journal of Special Needs Education	Taylor & Francis
241	Training future physical education teachers for professional activities under the conditions of inclusive education (Demchenko et al., 2021)	2021	BRAIN: Broad Research in Artificial Intelligence and Neuroscience	edusoft.ro
230	Teacher self-efficacy and inclusive education practices: Rethinking teachers' engagement with inclusive practices (Woodcock et al., 2022)	2022	Teaching and Teacher Education	Elsevier
221	Analysis of the Impact of Differentiated Instruction on Critical Diversity Literacy in Inclusive Education (Qorib, 2024)	2024	Aksaqila International Humanities and Social Sciences [AIHSS] Journal	aksaqilajurnal.com
218	Mapping research on inclusive education since Salamanca Statement: A bibliometric review of the literature over 25 years (Hernández-Torrano et al., 2022)	2022	International Journal of Inclusive Education	Taylor & Francis
217	Factors influencing teacher self-efficacy for inclusive education: A systematic literature review (Wray et al., 2022)	2022	Teaching and Teacher Education	Elsevier
180	Meta-analysis of the relationship between teachers' self-efficacy and attitudes toward inclusive education (Yada et al., 2022)	2022	Teaching and Teacher Education	Elsevier

163	Teachers' beliefs about inclusive education and insights on what contributes to those beliefs: a meta-analytical study (Dignath et al., 2022)	2022	Educational Psychology Review	Springer
157	Understanding inclusive education—a theoretical contribution from system theory and the constructionist perspective (Rapp & Corral-Granados, 2024)	2024	International Journal of Inclusive Education	Taylor & Francis
146	Inclusive education of students with general learning difficulties: A meta-analysis (Krämer et al., 2021)	2021	Review of Educational Research	journals.sagepub.com

Only one keyword may be linked to inclusive education as a study topic. The data collection of research articles was then aggregated to evaluate the association between the terms. Table 3 displays the twenty-nine (29) clusters created from the data collected on inclusive education.

Table 3. Inclusive education cluster

Cluster	Items
Cluster 1 (37 items)	article studies teacher, attitude, Austria, belief, Bulgarian kindergarten, career, clear definition, cognitive dimension, concern, environment, extended meta-analysis, extent, function, important question, inclusive preschool kindergarten, inclusive teaching method, insight, item, lack, link, meta-analytical study, perception, point, present study, preservice versus, professional development, regular education, resources, service, share distinct concern, special education, teacher, teacher idea, teacher type, teachers attitude, teachers belief, teachers concern
Cluster 2 (30 items)	advantage, applicability, approach, case study, class, classroom, early childhood education, educational tier, effectiveness, equity, factor, great majority, inclusionary education system, inclusive culture, inclusive learning, limitation, model, multi, nation, negative attitude, non-disabled student, promise, striving, subject, success, support, system, teachers' inclusive education practices, transformative nature, understanding
Cluster 3 (26 items)	collaborative project, condition, cross-professional collaboration, current issue, definition, fruitful learning environment, future physical education teacher, high quality, inclusive education importance, inclusive education research, inclusive school, international document, joint education programme, kindergarten, ongoing challenge, physical placement, primary school, primary school level, problem, professional activity, promotion, quality, school community, students social integration, third world trend, upbringing
Cluster 4 (25 items)	action research study, analysis, article, Bogota, classroom teacher, classroom teachers' awareness, Colombia, communication, competency, comprehension, critical diversity literacy, critical reading, differentiated instruction, diversity literacy, education course, education strategy, efl context, efl teaching context, impact, inclusive education strategy, paper, public institution, specific qualification, teachers self-reporting, turkey
Cluster 5 (25 items)	Burstein et al, constructionist perspective, contemporary school, equitable society, ethic, ethics, field, first extended philosophical defence, idea, inclusive value, foreman, new theoretical framework, reflection, school, scientific mapping analysis, secondary school, sive education, social structure, student experience, system theory, teacher

- training, theoretical contribution, university, university environment, van mieghem et al
- Cluster 6 (24 items) aforementioned group, agenda, chapter, concept, default response, descriptive analysis, essence, example, fundamental, gender, Groundhog Day, history, indonesia, international law, master plan, peculiarity, politician, practical work, progress, pwd, racism, rural education, science education, social issue
- Cluster 7 (23 items) book series, challenge, further inclusive education, future direction, future inclusive education, global education agenda, higher education, inclusive education, inclusive education classroom, key concept, learning, life, positive school climate, quality education, reimagining higher education, SDG, sense, south african perspective, south Korea, strategy, study, suggestion, universal design
- Cluster 8 (20 items) access, basic building block, child health, component, core curriculum, diversity, final article, gainful employment, global education system, instruction, intervention, major aim, opportunity, part, perspective, prospect, provision, section, teachers collaborative professional development, today
- Cluster 9 (20 items) artificial intelligence, centre, establishing inclusive education, framework places school, further support, inclusive education service, inclusive pedagogy, Indonesian public schools, management, minority student, mobile application, mobile applications, new technology, pedagogy, positive impact, social exclusion, special need, staff, Tomlinson, use
- Cluster 10 (20 items) general education classroom, general learning difficulty, gold, gold benefit, inclusive education intervention, lower middle-income country, meta-analysis, meta-study, peer, program, relationship, search criterium, segregated education, size, special educational need, student, student outcome, teachers self-efficacy, term
- Cluster 11 (19 items) correlation, current education, diverse group, economic rationale, evidence, flexibility, higher education institution, importance, inclusive education reform, inclusive learning environment, organization, outcome, overview, realization, role, sample, shortcoming, Ukrainian faculty member, Ukrainian his
- Cluster 12 (19 items) beliefs, disability support service staff, exclusion, faculty member, human rights, inclusion, information, key aspect, knowledge, level, linear progression, mapping, participation, participation model, positive attitude, question, recipient, thought, word
- Cluster 13 (18 items) education competency, education teacher, general education, greek secondary education, greek secondary education school, inclusive education climate, inclusive education competency, influence, intention, mediating role, mediation effect, physical education, physical education teacher, predictor, recording, school inclusive education climate, teachers agency, teachers intention
- Cluster 14 (17 items) ability, Genai text detector, inability, inclusive education practice, inclusive practice, inclusive system, informing teacher, new South Wales, potential impact, self-efficacy, self-efficacy belief, simple technique, systematic literature review, systematic search, teacher self-efficacy, teachers engagement, teaching practice
- Cluster 15 (17 items) assessment, collaboration, continuum, discourse, exceptional student, globe, implication, inclusive component, need, observation, particular understanding, person, review, right, special education intervention, trend, unconventional
- Cluster 16 (17 items) authoritative collect, book, crossroad, effective special needs provision, emergence, global context, international commitment, order, path dependency, research, secure foothold, South Africa, special, special needs education, theme, theory, visit citation2003

Cluster 17 (17 items)	country, development, education learning design, educational framework, era, inclusive education system, inclusive qualifier, national education, obstacle, pacific, pacific island, reading, resistance, right inclusive education learning design, sdg4, society, teacher education institution
Cluster 18 (17 items)	archaeological analysis, effective inclusive education, future, guide, imagining, individual, interrupted formal education, intersectional understanding, journey, lesson, origin, parameter, path, public education, life, tool, unique need
Cluster 19 (17 items)	Bernsteinian analysis, challenges, child, conceptual framework, current situation, diverse society, education system, inclusive society, key tenet, legal basis, inclusive education, promoting inclusive education, providing equal access, pursuit, roof, standard, strong community
Cluster 20 (16 items)	achievement, application, cipp model, equitable education, evaluation, fake division, implementation, inclusive education curriculum, learner, lofty inclusive education, madrasah aliyah, paper aim, principal leadership, scale, secondary schools, southwest region
Cluster 21 (16 items)	barrier, conspicuous level, education policy, education workforce, employee, form, general education system, institution, methodological work, participant, practice, principal, reform, secondary teacher, universal value, work task
Cluster 22 (14 items)	briefly, complex process, current study, dilemma, Estonia, experience, inclusive policy, integration model, intent, narrative, Saudi Arabia, set, teachers perception, Ukraine
Cluster 23 (13 items)	best practice, checklist, co-issue, co-teaching, inclusive education checklist, inclusive education endeavor, Kazakhstan, Kazakhstan, noted inclusive education advocate, pre-service teacher, preparation, proficient inclusive schooling, teacher education
Cluster 24 (13 items)	climate, context, education, educational assessment, health, health performance, indicator, next generation, primary education, recent geopolitical shift, socioeconomic crisis, sub Saharan Africa, tertiary education
Cluster 25 (13 items)	action, competence, disability, diverse learner, educational system, faculty conception, inclusive institution, international importance, measuring teachers competence, quality classroom, training programme, turn university, valid instrument
Cluster 26 (12 items)	Asia, bibliometric review, country case study, inclusive education policy, literature, map, metadata, practices differ, research literature, Salamanca statement, Scopus indexed publication, year
Cluster 27 (12 items)	addition, content, education interact, goal, high-quality education, moral education, postcolonial, preschool education, process, student development, sustainability, university professor
Cluster 28 (6 items)	effort, fundamental issue, inclusive ethos, principles, structural reform, touch
Cluster 29 (3 items)	intercultural education, paradigm, teachers' effort

Table 3 shows the various clusters related to educational inclusion based on the main themes and dominant keywords. Each cluster provides insight into the research focus or concepts raised in the discussion of educational inclusion at different levels of education, from early childhood education to tertiary education, and covers more in-depth theoretical and practical aspects. Cluster 1, for example, is strongly related to teachers' attitudes and perceptions towards inclusive education. Topics such as teacher beliefs, perceptions, professional development, and inclusive teaching methods were raised as important aspects. This indicates that research focuses on understanding and improving

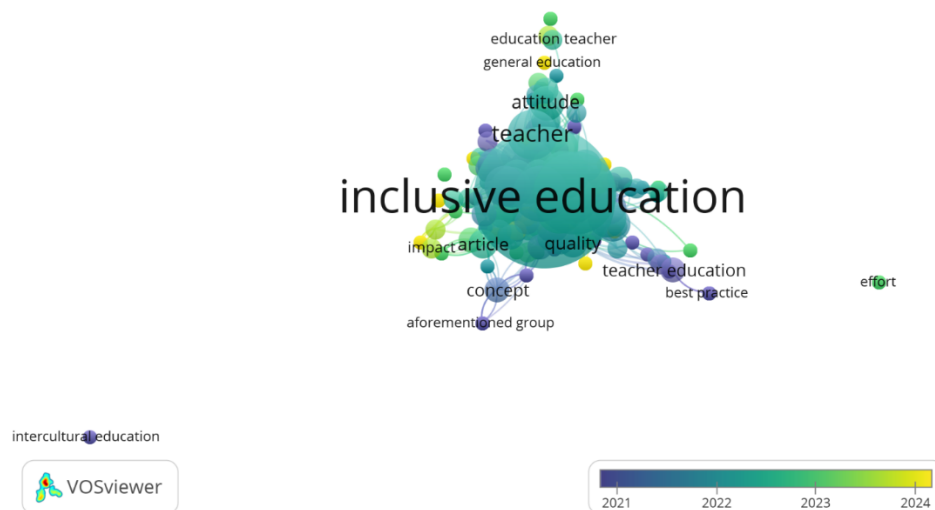


Figure 3. Visualization of an inclusive education overlay

The visualization in Figure 3 shows the relationship between various keywords related to research in inclusive education. The lighter the color (towards yellow) and the larger the circle, the denser the research on the topic, indicating a more general topic. When the colors fade to green and blue, it indicates a reduced amount of research related to that topic in recent years. Each cluster contains relationships between two or more terms that reflect the research focus in that area. Inclusive education is the main center of this network, indicating that this topic is a major focus in recent literature.

Figure 4's density visualization demonstrates that the denser the keywords, the darker the yellow hue and the wider the circle, suggesting that this issue is increasingly being researched. Fewer studies exist if the color fades and merges with the green background. There is a link between two terms in each cluster. In cluster 1, the most often used term for an inclusive education research topic is "forest."



Figure 4. Visualization of Inclusive Education Density

We can map inclusive education research that advances the area of education using bibliometric analysis. Furthermore, we can create original research by identifying pertinent

connections between subfields that may be examined using bibliometric methods. Bibliometric results indicate that although the trend of publications related to inclusive education and digital learning media has fluctuated, the topic remains a significant concern in the academic literature, particularly following the rise of online and hybrid learning environments post-pandemic. This study reveals that many scholars have not comprehensively explored technology integration in inclusive education contexts. In comparison to previous studies, this mapping uniquely highlights the strong interconnection between differentiated instruction strategies, teacher efficacy, and digital accessibility—elements that have rarely been analyzed together (Nuryana et al., 2024; Wulandari et al., 2024; Yuliawati et al., 2023). Thus, the study presents a novel perspective by focusing on the intersection of technology and inclusive pedagogical strategies through recent scientific data.

The scientific contribution of this research lies not only in its bibliometric mapping but also in identifying emerging research opportunities, such as the integration of artificial intelligence in inclusive learning or the adaptation of interactive learning media based on the needs of students with disabilities (Jia et al., 2022; Pardosi et al., 2024; Rakuasa, 2023). This study can be a foundation for developing more inclusive and evidence-based curricula and educational policies. By providing direction for researchers and education practitioners, the study significantly contributes to the global body of literature that promotes equitable and sustainable education in the digital transformation era (Krabonja et al., 2024; Meria et al., 2024; Omar & Abdullahi, 2024).

CONCLUSION

This bibliometric study reveals a fluctuating trend in publications on Inclusive Education between 2021 and 2025, with a notable increase in 2022 (32 articles), followed by a sharp decline in subsequent years, culminating in no publications identified in 2025. Despite this decline, citation analysis indicates sustained academic relevance, with the most cited article receiving 404 citations. These findings highlight the ongoing importance of Inclusive Education in scholarly discourse while pointing to a possible decline in research focus or challenges in sustaining academic output in this field. The study contributes by mapping the current state of research, identifying key articles and authors, and emphasizing the necessity for continued academic engagement and policy development in inclusive education. Applying these results can help guide future research funding, enhance cross-disciplinary collaboration, and support the design of more inclusive and equitable educational frameworks in global digital transformation.

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