IMPLEMENTATION OF INCLUSIVE EDUCATION IN PRIMARY SCHOOLS: A LITERATURE REVIEW AND BIBLIOMETRIC ANALYSIS

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Abstract

Inclusive education has become the main focus in supporting successful learning for all students, especially those with special needs. This research aims to investigate the implementation of inclusive education in elementary schools. This research uses literature review and bibliometric methods with the help of the publish or perish application and Google Scholar with the keywords "inclusive education" and "primary school." the search was carried out by looking for 100 relevant articles and saved via Vosviewer to get data. Through analysis of various literature sources, this research identified main problems, such as lack of teacher training and lack of infrastructure support. Literature findings also highlight that a collaborative approach between teachers, parents, and educational experts is essential. The conclusion of this literature review emphasizes the need for integration strategy policies and implementing inclusive practices to ensure the successful implementation of inclusive education in elementary schools and provide training to teachers to implement inclusive education optimally.

Keywords: inclusive education, literature review, teacher training, infrastructure support, educational collaboration.

1. INTRODUCTION

Law No. 20/2003 states that every Indonesian citizen has the same right to education, including children with special needs such as the blind, deaf, mentally disabled, physically disabled, barreled, children with learning difficulties, and inclusive children. They have the right to receive education that is equal to other children (Lestari et al., 2022). Inclusive education is an educational approach that supports the acceptance, participation, and development of children with various special needs, such as children with disabilities, in the regular education system. In Indonesia, efforts to improve the accessibility and quality of inclusive education have been a priority in recent years. However, the implementation of inclusive education in primary schools is still faced with various challenges. Inclusive education is an approach designed to achieve the goal of education for all by bringing children with special needs into the same learning environment as other children.

Students who are not used to interacting in a diverse environment will face difficulties in adapting to their surroundings. The presence of students in inclusive schools aims to reduce differences so that they are accustomed to living in diversity and knowing and understanding each other. Children with special needs can learn with students in general, and vice versa, regular students can develop a more open attitude in accepting the existence of children with special needs (Munajah, 2021). The vision of inclusive schools is that all children should be served in their neighborhood schools, in "regular classrooms" with children their age (Korkmaz, 2011).

According to Permendiknas No. 70 of 2009, inclusive education is defined as an education system that provides opportunities for all students with special needs, intelligence potential, and/or special talents to learn together with other students. (Murniarti & Anastasia, 2016). Inclusive

schooling is the implementation of education that aims to create an equal and discrimination-free system, where children with special needs and children in general can learn together harmoniously. (Darma & Rusyidi, 2015).

So far, society's view of people with disabilities reflects the stigma that they are a group that has physical or mental limitations, is considered a burden, is considered useless, and always needs help and sympathy (Jauhari, 2017). These negative views arise as a result of the culture that is still entrenched in society. For example, many families feel ashamed to have children with disabilities, so these children are often isolated at home and not allowed to interact with the environment or access education. This has a detrimental impact on the child's psychological well-being as well as their future. Education is essential for all children, including those who face physical or mental challenges. However, in reality, children with disabilities and special needs are often denied the same educational opportunities as other children.

School as a means of education opens up a variety of opportunities, where the higher the level of education achieved, the greater the opportunity for a person to obtain a better job. Therefore, schools serve as a bridge to a brighter future through improving the quality of education. However, challenges remain, such as some schools that are still not ready to accept students with special needs. Special and inclusive education is also closely related to the history of the development of special education. In Indonesia, special education began to develop since the arrival of the Dutch in 1596. (Rachmayana 2013, Minsih et al., 2021). In Indonesia, efforts to improve the accessibility and quality of inclusive education have become a priority in recent years. However, there are still many challenges faced in implementing inclusive education in primary schools (Setiawan et al., 2020): Lack of training and resources for teachers to deal with the needs of children with various disabilities, unavailability of adequate physical facilities that support accessibility for all students, stigma and community perceptions that need to be changed regarding children with special needs. Lack of coordination between the various parties involved is an obstacle to supporting inclusive education. According to Setiawan et al. (2020), there are three challenges faced by teachers in the future in facing inclusive primary schools: the diversity of student characteristics, the role of teachers as researchers, and the strengthening and formation of Inclusive Teacher Learning Communities. Therefore, the optimal implementation of inclusive education is needed to change society's erroneous view of children with special needs.

In organizing the inclusive education process, it is necessary to have an arrangement and managerial, which is a comprehensive process starting from planning and organizational management to evaluation by maximizing the potential of the facilities owned both material, financial, and human resources to achieve the expected educational goals effectively and efficiently. This is part of the scope of inclusive school management, namely organizing learners, curriculum development, learning processes, education personnel, facilities, finance, and environmental support (school, family, and community relations (Hamsi Mansur, 2019).

The purpose of inclusive education, as explained in Law No. 2 of 2003, Sisdiknas Article 1, paragraph 1, is a conscious and planned effort to build an environment and learning process that allows students to actively develop their potential. This education aims to help students have the spiritual strength, self-control, personality, intelligence, noble character, and skills needed for personal, community, national, and state welfare. The objectives of inclusive education include: (1) providing the maximum opportunity for learners with physical, social, emotional, and mental challenges, or those with special intelligence and talents to receive quality education according to their needs; and (2) creating an education system that respects diversity and is free from discrimination for all students. (Muliati, 2016).

The goals of inclusive education can be divided into three main groups: children with special needs, schools and teachers, and the community. Inclusive education is designed to benefit children with special needs, schools, teachers, parents, and society as a whole. In education, the diversity of learners with special needs is highly valued because each child has a unique life,

cultural, and developmental background. Therefore, each child requires educational services that are tailored to their learning barriers and needs (Susilowati et al., 2022).

The purpose of this study is to analyze the implementation of inclusive education in primary schools through a literature review and bibliometric approach. This research aims to understand the extent to which inclusive education has been implemented in the primary school context, identify challenges and barriers to the implementation of inclusive education, and explore research trends related to inclusive education at the primary level. Thus, this research is expected to provide a comprehensive picture of inclusive education practices in primary schools and serve as a reference for the development of more effective and sustainable inclusive education policies and practices.

2. METHODS

Researchers used the literature review method with a focus on bibliometric studies (Snyder in Nurislaminingsih et al., 2020), suggesting that literature review is a research approach that aims to collect and summarize the essence of previous studies while evaluating some of the views of experts recorded in writing. Data collection was done through literature searches using academic databases, online libraries, and other reference sources such as publish or peris with keywords such as "inclusive education," "implementation," and "primary school." By using the SPAR-4-SLR stage which is applied in three stages, namely, assembling, arranging, and assessing.

At the assembling stage is determining the research focus and data collection mechanism. The arranging stage is organizing and selecting articles to be synthesized, while the assessing stage is evaluating and reporting on articles that have been synthesized. The research procedure can be seen in Figure 1.

Assembling	**Identification** Domain : Inclusive education Source type: Journal
	Data retrieval Data search and retrieval mechanism: Google Scholar (Publish or Perish) Search Period: 2014-2023 Search keywords: Implementation of inclusive education in elementary schools

Arranging	**Organizing** Organization Code: authors, title, year, publisher, number of cites, article
	Inspection Article type excluded: 100 The article type included: 35

Assessing	**Evaluation** Analysis method: Bibliometric computational mapping analysis using Vosviewr

		Reporting
		Reporting convention: figures, table, and words
		Limitations:-

Image 1. SPAR-4-SLR stages

Considering the quality of the research and its relevance, articles published in the last 10 years were selected. Bibliometric analysis was used to investigate the implementation of inclusive education in primary schools. The literature review approach will detail the development of the concept and framework of inclusive education, while the bibliometric analysis provides insights into research trends, key contributors and related research focuses. The literature review approach was used to analyze the data and offer solutions to answer the formulated research questions. After in-depth analysis, several articles were selected as key references to develop a framework to answer the research questions.

RQ: What is the trend of annual publications related to inclusive education in primary schools over the period 2013-2023?

RQ 2   : What were the most cited articles published in journals in 2013-2023?

RQ 3   : How is inclusive education implemented in primary schools?

RQ 4   : Problems that arise in the implementation of inclusive education in primary schools?

RQ 5   : What challenges are faced in implementing inclusive education in primary schools?

RQ 6   : What strategies should be applied in implementing inclusive education in primary schools?

RQ 7   : What kind of learning model is used in the implementation of inclusive education in primary schools?

Bibliometric analysis is also applied in this study with the aim of measuring the development of published articles and scientific contributions to research trends. Bibliometric analysis is a form of statistical analysis of books, articles, or other publications. The bibliometric approach is a quantitative technique used to analyze bibliographic data from articles or journals. Nowadays, bibliometric methods are increasingly used to examine research patterns across a wide range of topics and disciplines. The aim of this approach is to summarize a large amount of bibliometric data to reveal the intellectual structure and trends in a topic or field of research. This approach becomes an option when the literature review is too extensive and the dataset too large to be processed manually (Guarango, 2022).

The application used in this research is Publish or Perish (Rafdhi in Fahrudin et al., 2023). Publish or Perish is a software program that can access and generate academic citations from Scopus, Google Scholar, and science Web databases. Article information found through search results using the Monitoring Program (PoP) was then presented through Mendeley. To answer a number of research questions, such as author density and research trends, the VOSviewer application was used. This application can visualize publication data with a specific focus, allowing literature analysis to be carried out systematically with a better level of sensitivity, without losing depth and comprehensiveness (Gunawan et all & Hamidah et all in Fahrudin et al., 2023).

3. RESULTS AND DISCUSSION

3.1 Journal Publication Trends

By conducting a publish or perish-assisted search, a Google Scholar search of 100 articles with the keywords "Inclusive education in primary schools" found 35 articles related to the variables, leaving 65 unrelated articles. In the next search, 200 articles were obtained using the same keywords, and 60 related articles were still found. As many as 7 articles were most related to the researcher's discussion.
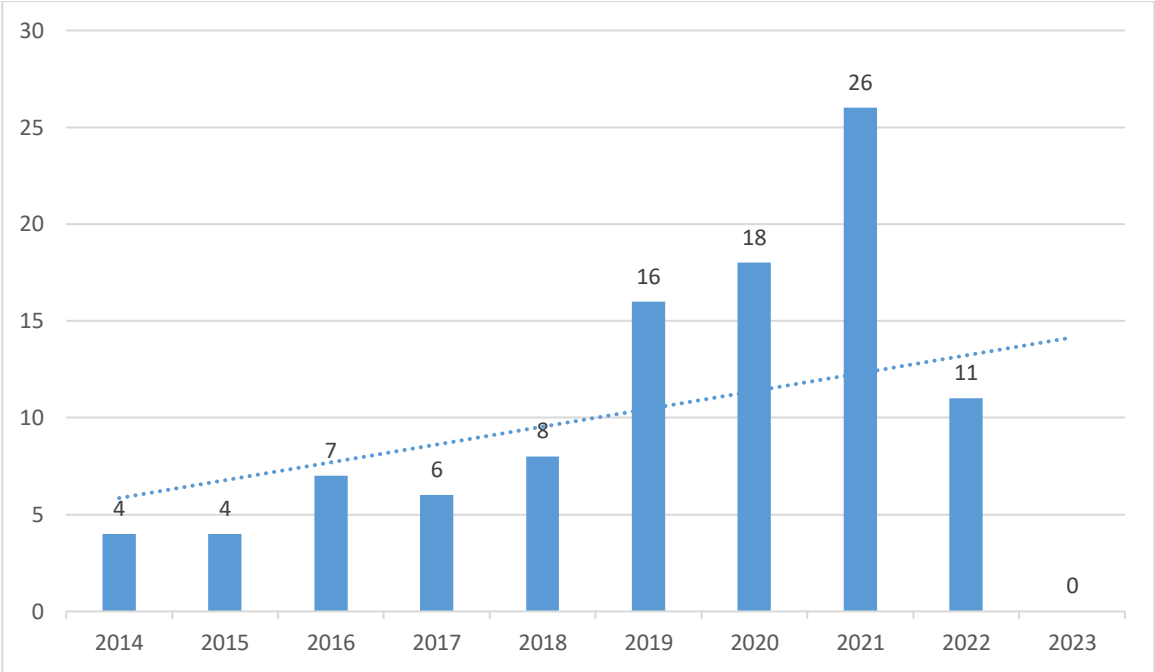

Image 2. Publication Trend

3.2 Articles most related to the variable

Table 1 data from Publish or Perish

Cites	Authors	Title	Year	Source	Findings	Conclusion
94	S Bahri	Manajemen Pendidikan Inklusi di Sekolah Dasar	2022	Edukatif: Jurnal Ilmu Pendidikan	Inclusive education management at SD Negeri 2 Barabai includes 8 scopes such as; curriculum and learning management, student management, educator and education personnel management, community relations management, facilities and infrastructure management, financing management, school culture and environment management, and special service management.	The results of observations made by researchers show that of the 8 inclusive education management in SD Negeri 2 Barabai, especially learner management, facilities, and infrastructure management, show that inclusive schools in SD Negeri 2 Barabai show schools that are friendly to inclusive students.
37	R Munajah, A	Pelaksanaan Kebijakan Pendidikan	2021	Jurnal Basicedu	Based on the research findings in terms of supporting factors, inhibiting	The implementation of inclusive education in public primary school 13 Pandeglang

	Marini, MS Sumantri	Inklusi di Sekolah Dasar			factors, and school efforts in implementing the inclusive education program in primary schools.	still has some obstacles, but the principal, teachers, education office, and community continue to work together to improve the implementation in order to provide appropriate services for students in general and children with special needs as an effort to improve the quality of education services in primary schools.
45	I Yuwono, M Mirnawati	Pendekatan Pembelajaran Kreatif dalam Pendidikan Inklusi di Tingkat Sekolah Dasar	2021	Jurnal Basicedu	The learning strategies that can be applied to students with disabilities at the primary school level include remedial teaching, deductive, inductive, heuristic, expository, classical, cooperative, and behavior change strategies.	The practical use of learning media that is friendly to students with disabilities is evidence of how teachers really understand the principles of creative learning strategies. The right learning strategy is not only to increase students' motivation. But it is also alert to the conditions in the classroom.
53	I Ikramullah, A Sirojuddin	Optimalisasi Manajemen Sekolah Dalam Menerapkan Pendidikan Inklusi di Sekolah Dasar	2020	Jurnal Manajemen Pendidikan	In the initial observation, in accordance with the study program taught by the researcher, the researcher found aspects of management in educational institutions. Management or management of an educational institution determines the success of its quality and quality achievement. Researching school management is urgent for reasons of urgency and the urgency of achieving the quality of the school concerned. This is what underlies this research from the aspect of urgency.	The efforts made by the school in overcoming the problems encountered are to divide and prioritize problems that cannot be resolved by SDN Mentikan 1 itself and then make complaints to the relevant agencies and the resource center located at SLB Pertiwi, which happens to be directly appointed by the East Java provincial education office as a complaint school related to the management of education for children with special needs.
53	I Agustin	Manajemen Pendidikan Inklusi Di Sekolah Dasar Sumbersari 1 Kota Malang	2016	Education and Human Development Journal	Based on an interview with the principal of SDN Sumbersari 1 Malang, it was stated that in 2002 SDN Sumbersari 1 Malang already had students who were categorized as children with special needs. However, because there was no designation as a primary school that organized inclusive education from the	The implementation of the inclusive education program at SDN Sumbersari 1 Malang is a modified curriculum that is tailored to the needs of students with special needs. Learning activities are flexible according to the conditions of students with special needs. The obstacle faced in organizing inclusive education is that the number

					relevant government, the implementation of education and the provision of facilities for students with disabilities was still treated the same as other regular students. After the designation of the school as an inclusive education provider from the Malang City Education Office in 2004. So SDN Sumbersari 1 Malang City became a public primary school that organizes inclusive education.	of special mentor teachers is still insufficient compared to the number of students with special needs at SDN Sumbersari 1 Malang.
14	Y Putri, SR Hamdan	Sikap dan Kompetensi Guru Pada Pendidikan Inklusi di Sekolah Dasar	2021	JPI (Jurnal Pendidikan Inklusi)	Based on the data obtained from the subject of 50 Sabang State Elementary School teachers, the results obtained a positive relationship between attitude and competence. The results of the overall correlation calculation between attitude and competence have a correlation coefficient of 0.557 which indicates that the two variables have a sufficient correlation. This means that the higher the altitude, the higher the competence of teachers at SDPN Sabang Bandung City.	There is a fairly close relationship between attitudes towards inclusive education and competence in teachers at pilot primary schools. From the analysis of the discussion, it can be concluded that inclusive education training factors that provide understanding, knowledge, and skills related to inclusive education can strengthen teachers' positive attitudes so that teacher competence increases in implementing inclusive education in schools.
63	R Widyawati	Evaluasi pelaksanaan program inklusi sekolah dasar	2017	Kelola: Jurnal Manajemen Pendidikan	The findings show that schools make adjustments (modifications) by lightening the materials and providing additional services to children with disabilities. The curriculum and training remain the same but adjustments are made individually in terms of evaluation and other services.	Based on the evaluation of the context component, the implementation of the inclusion program at this school was appointed by the district office.

Based on digital searches assisted by Publish or Perish software, a total of 100 were found in the Google Scholar database according to the data search keywords "Inclusive Education in Elementary Schools." After an in-depth search, some articles met the criteria for inclusive
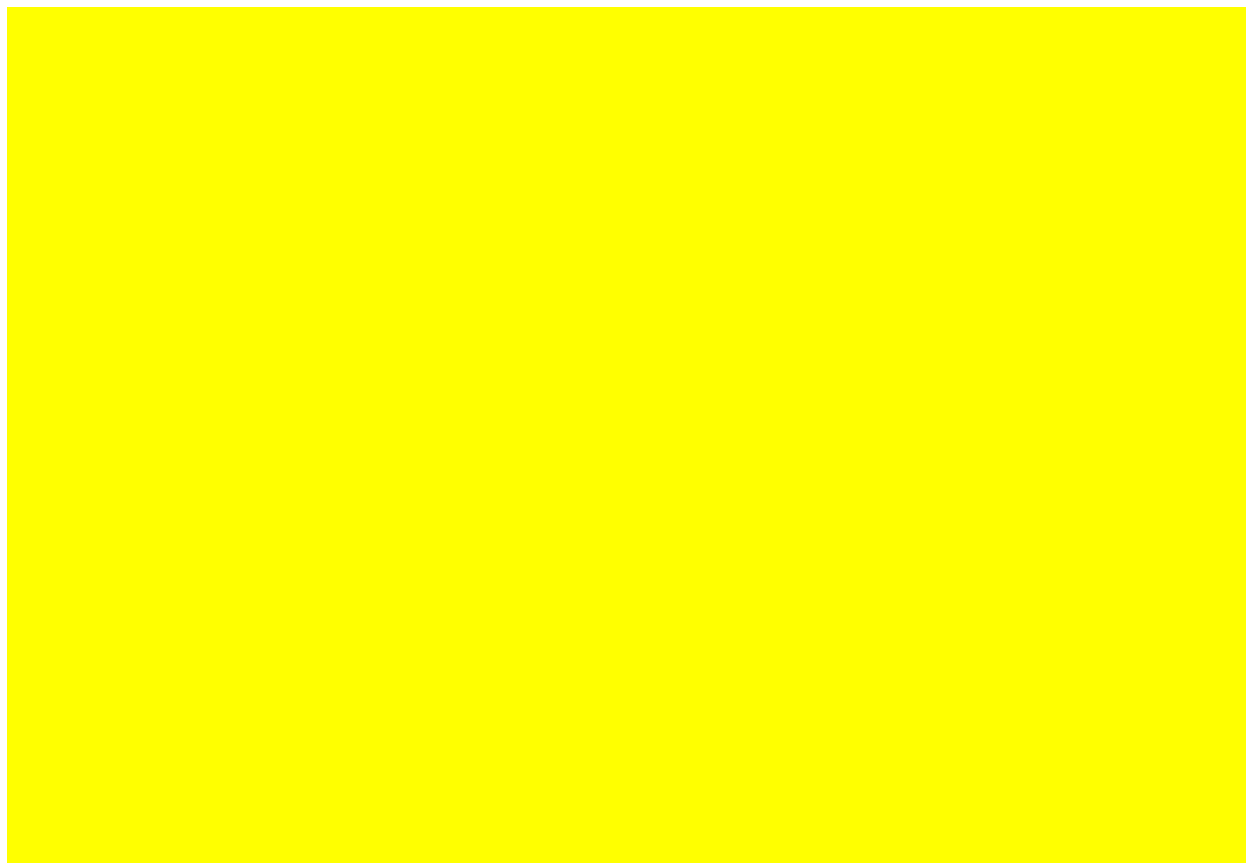
education.

Image 3. Mapping from Vosviewer

In the figure above, the research topic that is often researched is related to special education while the subject matter that is often associated is the organizing school and the basic education school which have a connection with each other as well as disability is closely related to special education and the organizing school.

3.3 Implementation of inclusive education in the field

The implementation of an inclusive school system is considered a crucial requirement in the effort to build an inclusive society. The desired society recognizes and values diversity as an integral part of daily life. Challenges in the implementation of inclusive education, such as limited supporting facilities and the lack of knowledge and skills of inclusive school teachers, indicate that the preparation of the inclusive education system is still not optimal. Teachers integrate the curriculum and teaching materials without making a structured separation (Darma & Rusyidi, 2015). They use the same lesson plans for all students equally. This finding is in line with the guidelines from the Directorate of Special Education and Special Services (PKLK) for Primary Education (2012), which states that the curriculum applied in inclusive education basically refers to the national curriculum used in mainstream schools. However, because children with special needs face different challenges, it is necessary to modify the curriculum at the education unit level to adapt to national standards and meet the special needs of children with special needs. (Widyawati, 2017).

3.4 Problems that often arise

The research revealed various challenges in implementing the inclusive education program. These problems involve many parties, including teachers, students, parents, schools, communities, and governments, as well as limited infrastructure to support implementation. The situation is also exacerbated by the lack of collaboration between the relevant parties. While teachers play a crucial role in the inclusive education process, successful implementation cannot be achieved without support from other parties. Therefore, in addition to focusing on the role of teachers, it is important to develop a culture of inclusion within the school and surrounding community. The successful implementation of inclusive education also relies heavily on government policy (Tarnoto, 2016). Although many primary schools have been designated as inclusive schools, their implementation is often not in line with the basic principles, and mismatches in practice are still common, especially in terms of understanding internal school policies, curriculum, and human resources in education.

In implementing inclusive schools, service readiness, supporting facilities, and full support from the government are crucial factors. Research by Muazza and colleagues (2018) states that inclusive education programs in primary schools can run well if there is careful preparation in terms of services and facilities, and are fully supported by the government (Nurwan, 2019).

Barriers faced by principals and teachers include the community's view that dealing with children with special needs is a difficult task, so some parents often complain when their children are placed in a class with children with special needs. Another challenge is the lack of knowledge in handling children with special needs, as most teachers in primary schools come from primary school teacher education study programs and do not have expertise in special education. As a result, information on handling children with special needs is limited and very specific.

3.5 Challenges faced in implementing inclusive education

The implementation of inclusive education faces various challenges involving many parties, including teachers, students, parents, schools, communities, governments, and limited facilities and infrastructure that support its implementation. These obstacles are further exacerbated by the lack of collaboration between the relevant parties. Although teachers are considered a key element in inclusive education, without support from other parties, inclusive schools cannot operate optimally. Therefore, in addition to emphasizing the role of teachers, it is important to develop a culture of inclusion both within the school and in the surrounding community. In addition, government policies also greatly influence the success of inclusive schools. Based on the findings of Muazza and colleagues in 2018, service readiness, supporting facilities, and government support are key factors for the effective implementation of inclusive education in primary schools (Widyawati, 2017).

The increasing number of children with special needs who want to be educated on an equal footing with other children emphasizes the importance of careful preparation by teachers. In carrying out activities at school, teachers must ensure that children with special needs receive the same rights as their classmates. However, teacher preparedness in Indonesia is still inadequate because specialized training related to handling children with special needs has not been evenly distributed. As a result, teachers' knowledge about children with special needs is still less specific, which affects their experience and ability to handle these children. (Therefore, the implementation of inclusive schools poses challenges for school management, especially for teachers. The role of teachers has an important significance in the context of inclusive schools, as they will provide services, teaching, and education to learners who have special needs and join the inclusive school environment. Teachers are expected to have the ability to present educational programs that can meet the needs of each child and stimulate the optimal development of their potential (Mellinia, n.d.).

3. 6 Implementation strategies for inclusive education

The implementation strategy of Inclusive Education requires consideration of various forms of accommodation and modification to meet the needs of students with special needs and provide them with opportunities to develop their potential optimally. Examples of implementation of this strategy include the use of accommodations and modifications. Accommodation is applied when students learn the same curriculum materials but with methods or environments adapted to their needs. Meanwhile, modifications are made when students require adjustments in curriculum content, assignments, exams, worksheets, or other materials in the classroom. (Murniarti & Anastasia, 2016)..

Investigations into effective learning methods for children with special needs have identified two main categories: temporary children with disabilities and permanent children with disabilities. Temporary children include children from the lowest socioeconomic strata, street children, victims of natural disasters, children in border areas and remote islands, and children affected by HIV-AIDS. On the other hand, permanent children with disabilities include children with a variety of conditions, such as blindness, deafness, disability, disability, autism, ADHD (Attention and Hyperactivity Disorder), children with learning difficulties, gifted children, and other conditions. Effective learning strategies need to be tailored to the specific needs of each group to provide optimal support in developing their potential. In the context of inclusive education in Indonesia, specific strategies are needed to deal with children with special needs. Inclusive education has several definitions, one of which is from Stainback and Stainback, who state that an inclusive school is a place where all students learn in one class. This school provides an educational program that suits the abilities and needs of each student, including appropriate and challenging educational options. In addition, inclusive schools also provide teachers with the support and assistance needed to ensure children's success in their learning process (Ningrum, 2022).

The selection process for special assistant teachers is, of course, different from the regular teacher selection process in general because special assistant teachers have special qualifications related to their role in assisting students with special needs. Special assistant teachers are the main supporters of the foundation of inclusive education, meaning that the quality of special education teachers in a school affects the success that can strengthen the implementation of inclusive education programs according to the expected goals (Sudarta, 2022). Teachers who plan to teach in inclusive primary schools in the future are expected to reduce the gap between theory and practice.

practical implementation of inclusive education in inclusive primary schools (Rasmitadila et al., 2021).

3. Inclusive Education Learning Model

The accommodative curriculum refers to the national standard curriculum that is adapted to the talents and interests of students with special needs, as explained by Rusmiyati in 2017. There are four development models that can be applied:

1. Duplication model: Curriculum development for children with special needs is done in the same way as the curriculum for general students.
2. Modification model: The general curriculum originally designed for regular learners is modified to suit the conditions, needs, and abilities of children with disabilities. These adjustments include objectives, materials, processes, and evaluation.
3. Substitution Model: Replacing certain elements in the general curriculum with equivalent elements. This substitution is done because some elements in the general curriculum may

not be feasible for children with disabilities but can be replaced with other comparable elements.

4. Omissions model: Removing certain elements of the general curriculum that are not delivered to children with disabilities. This is done because the element is too difficult or inaccessible for children with disabilities. The learning model applied in the implementation of learning is the regular learning model, which involves combining normal students with students with special needs. This implementation aims to change students' perceptions of friends with learning difficulties and create a cooperative classroom atmosphere (Widiada et al., 2021).

CONCLUSIONS AND RECOMMENDATIONS

The implementation of inclusive education in primary schools is an important step to ensure successful learning for all students, although it faces major challenges in the process. Based on the literature review, the main challenges include the lack of training for teachers and adequate supporting infrastructure. As a key element in inclusive education, the role of teachers is vital but without support from other parties, the implementation of inclusive schools cannot achieve optimal results. Therefore, in addition to focusing on the role of teachers, there needs to be an effort to develop an inclusive school culture both within the school environment and in the surrounding community. In addition, the successful implementation of inclusive schools depends on government policies (Tarnoto, 2016).

Although many primary schools have been recognized as inclusive schools, their implementation is often not in line with the basic principles. There is a mismatch in practice, especially with regard to understanding internal school policies, curriculum, and human resources in education. Although collaboration between teachers, parents, and education experts is considered key to success, these factors still act as barriers to implementation. Based on the literature review discussed in this study, it can be concluded that implementing inclusive education in primary schools is a complex challenge but still has a positive impact on creating an inclusive learning environment for all students, including those with special needs

The limitations of this study involve limited resources and specific literature coverage, so some aspects may not have been fully explored. The implication is the need for a holistic approach to designing inclusive education policies, including improved teacher training and adequate resource allocation.

The recommendations resulting from this study emphasize the importance of additional investment in teacher training that focuses on specific skills in inclusive education. In addition, there is a need for increased infrastructure support in primary schools to facilitate the integration

of students with special needs. These recommendations are expected to provide practical guidance for policymakers, education practitioners, and related parties to improve the implementation of inclusive education at the primary level, making schools true places of inclusion for all students.

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