

BIBLIOMETRIC ANALYSIS OF PRIMARY SCHOOL READINESS IN ORGANIZING INCLUSIVE EDUCATION USING VOSVIEWER

Rani Azizah Nikmatushobrini, Rosita Putri Rahmi Haerani*, Tiara Oktaviani Aras, Almaidah Rifma Cahyani, Dian Anggraini

Elementary School Teacher Education, Faculty of Teacher Training and Education, Mulawarman University, Indonesia

raniazzhns1230@gmail.com, rosita.putri.rahmi@fkip.unmul.ac.id*, Itstiarandini@gmail.com,
almaidahalmaidah228@gmail.com, diananggrni1607@gmail.com

Abstract

This research makes an important contribution to policymakers and education practitioners to improve the readiness and effectiveness of inclusive education at the primary level. The main purpose of this study is to map the trends and directions of research regarding the readiness of primary schools in organizing inclusive education in Indonesia. The bibliometric approach was used with the help of the VOSviewer software on 50 articles from the Scopus and Sinta databases published between 2020–2025. The results of the analysis showed four main clusters: school readiness, inclusive education, infrastructure readiness, and implementation. The keywords "inclusive education" and "implementation" are the most dominant, with the trend of publications continuing to increase, especially from international journals. In conclusion, the research literature tends to focus on the implementation aspect of inclusive education and emphasizes the importance of teacher readiness, infrastructure support, and policies that favor child-friendly education. However, there are still research gaps such as the lack of longitudinal studies, the lack of integration of qualitative and quantitative approaches, and the limited exploration of technology in inclusive education. The suggestion from this study is the need to develop research that is long-term, interdisciplinary, and participatory. In addition, it is important for policymakers and educational institutions to strengthen teacher capacity, equitable distribution of educational resources, and the use of digital technology to realize inclusive, adaptive, and sustainable basic education.

Keywords: Analysis, Bibliometrics, School Receivables, Inclusive Education, VOSviewer

INTRODUCTION

Quality education is the main foundation in the development of a nation. Good education not only contributes to improving the quality of human resources, but is also a major factor in the social and economic progress of a country (UNESCO, 2023). Law No. 20 of 2003 Article 5 Paragraph 1 emphasizes that every citizen has the right to quality education, including children with special needs. Inclusive education exists as a solution to ensure that all students, without exception, can obtain an equal education in a supportive and inclusive environment. Inclusive education is an approach that emphasizes providing equal access to all students, including those with special needs, in order to obtain quality educational services in regular education units. In line with global commitments such as the Sustainable Development Goals (SDGs), as well as the mandate of Law Number 20 of 2003 concerning the National Education System and Law Number 8 of 2016 concerning Persons with

Disabilities, Indonesia encourages the implementation of inclusive education at all levels of education, including elementary schools. (Ainscow, 2020) (Ainscow, 2020)

The government has established a policy on inclusive education for students with special needs through Law Number 20 of 2003 and Law Number 8 of 2016, which affirms the right of every student to receive quality education services at all levels. A number of studies show that most schools have a sufficient understanding of inclusive education, and teachers have relevant educational backgrounds and show a positive attitude towards its implementation, although they still feel less confident in their practical skills in dealing with ABK. However, studies related to mapping research trends and school readiness in the implementation of inclusive education are still limited. Therefore, this study uses a bibliometric approach to analyze the direction and development of research on school readiness in implementing inclusive education, so that it can provide input for educational policies and practices at the elementary level. (Raihan, 2023) (Stuart O'Neill & Ulfa, 2022)

Bibliometric analysis is a method used to identify patterns and trends in research based on metadata from academic sources. Using the VOSviewer software, this study will examine the research trends of school readiness in inclusive education from 2020 to 2025 based on articles indexed in Scopus and Sinta. This study was designed based on the following four research questions: 1) What are the most influential trends in the literature on primary school readiness for inclusive education in Indonesia? 2) What are the dominant keywords and how are they related in the theme of literature? 3) Which journal is the most cited and most influential? 4) What are some research gaps that have not been explored in studies on inclusive education readiness in primary schools?

Through the analysis of 50 scientific articles obtained from two main sources (Scopus, and SINTA), this study is expected to provide a comprehensive overview of the direction, strengths, and weaknesses of the research that has been conducted. These findings can not only strengthen the academic basis for inclusive education policy development, but also serve as an important reference in directing the focus of further research in Indonesia and other developing countries. In addition, it is hoped that this research can make a significant contribution in understanding the direction of research development in the field of inclusive education, as well as becoming a basis for policy making and the development of inclusive education practices at the elementary school level.

METHOD

This study uses a bibliometric analysis approach to explore trends and research developments related to the readiness of elementary schools in organizing inclusive education. The bibliometric

analysis approach is a quantitative approach that focuses on measuring and analyzing the scientific literature, by utilizing data from academic publications, such as citations, keywords, and collaboration between authors. This approach is useful for identifying dominant trends, patterns, and topics in a field of study. Bibliometric analysis was chosen because it is able to map research trends, key actors, dominant keywords, and research gaps that appear in academic publications. The following are the steps in conducting bibliometric analysis as shown in Figure 1.(Zhang & Miao, 2022)



Figure 1. Steps of Bibliometric Analysis

In the context of this study, bibliometric analysis is used to understand the extent to which research on primary school readiness in implementing inclusive education has developed in a certain span of time. This analysis will be carried out using the PRISMA method, where the stages are described through Figure 2.

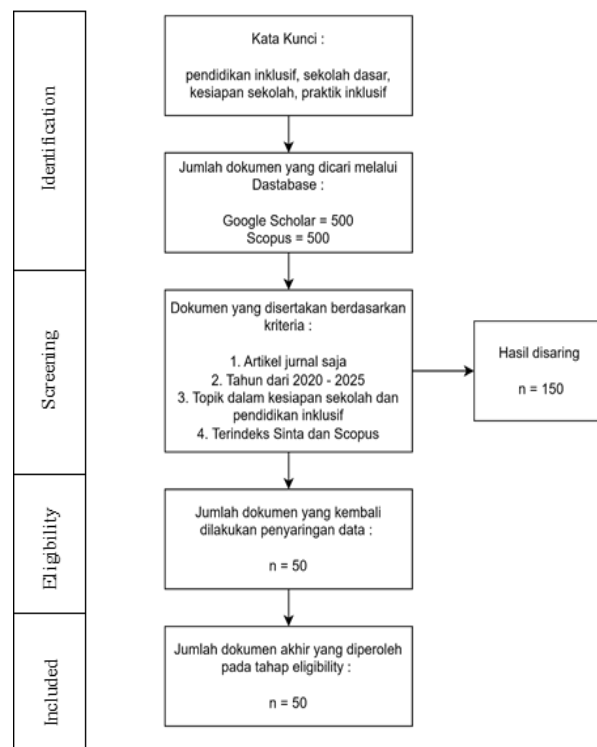


Figure 2. Stages of the PRISMA Method

Data collection was carried out using the Publish or Perish software, which retrieves article metadata from the Google Scholar and Scopus databases. The keywords used in the article search are "school readiness", "elementary school", "inclusive education", and the like. The search process is carried out on April 13, 2025, with a deadline for article publication between 2020 and 2025. The inclusion criteria in this study include: (1) articles in the form of research journals indexed in Scopus and Sinta, (2) articles that focus on inclusive education in Indonesia, and (3) articles that are relevant to the context of elementary schools. From this search result, 50 articles were identified that met the predetermined criteria. A total of 50 selected articles were classified based on their sources: 25 articles from Scopus and 25 from Sinta. This distribution is shown in the following Table 1:

Table 1. Distribution of Scopus, Sinta, and Google Scholar Indexed Journals

Database Source	Number of Articles
Scopus	25
SINTA	25
Total	50

Furthermore, the data obtained is exported in RIS format for further analysis using the VOSviewer software. VOSviewer is software used for bibliometric visualization that allows researchers to map relationships between bibliographic data, including keyword co-occurrence analysis, co-authorship between authors, and citation analysis between publications. This tool has a text mining feature that makes it easier to identify relationships between concepts and group keywords automatically. Thus, VOSviewer allows researchers to identify and describe collaborative networks as well as emerging trends in the existing literature. (Rahmawati & Subardjo , 2022)

The use of bibliometric analysis methods with the help of VOSviewer in this study aims to map research developments and identify key factors that affect the readiness of schools in organizing inclusive education. The results of this mapping are expected to make a meaningful contribution to education policy making at the elementary school level and support the development of more effective inclusive education practices in the future. With this analysis, this study also aims to provide a more comprehensive picture of the topic of inclusive education, including the identification of issues that still need to be addressed by related parties. (Wulandari & Sukarno Matsuri, 2025)

RESULTS AND DISCUSSION

The discussion in this study is prepared based on five main research questions that form the basis of a *bibliometric* analysis of the literature on elementary school readiness in organizing inclusive education in Indonesia.

The most influential publication trends and articles in the literature on primary school readiness for inclusive education in Indonesia show a significant increase in the last five years.

In the initial stage, a literature search was carried out using certain keywords. From this search process, 50 documents were collected, which included scientific articles, books, conference papers, letters, notes, and editorial reviews or books published between 2020 and 2025, or over the last five years. Table 1 presents the ten documents with the highest number of citations, which are part of the second stage, which is the presentation of data on initial search results.

Table 2. Top 10 Articles with the Most Citations

Ye s	Citati on	Heading	Source	Year
1	394	The inclusive practices of classroom teachers (Finkelstein et al., 2021)	International Journal of Inclusive Education	2021
2	266	Understanding the value of inclusive education and its implementation: A review of the literature (Kefallinou , 2020)	Prospects	2020
3	262	Teacher self-efficacy and inclusive education practices: Rethinking teachers' engagement with inclusive practices (Woodcock et al., 2022)	Teaching and Teacher Education	2022
4	248	Struggling for inclusive education in Japan and Finland (Moberg et al., 2020)	European Journal	2020
5	227	Factors influencing teacher self-efficacy for inclusive education: A systematic literature review (Wray, 2022)	Teaching and Teacher Education	2022

6	179	Teachers' Beliefs About Inclusive Education and Insights on What Contributes to Those Beliefs: a Meta-analytical Study (Dignath , 2022)	Educational Psychology Review	2022
7	161	Pursuing Justice-Driven Inclusive Education Research: Disability Critical Race Theory (DisCrit) in Early Childhood Love & Beneke , 2021)	Topics in Early Childhood Special Education	2021
8	104	Teachers' Perceptions of the Role of Universities in Mentoring Programs for Inclusive Elementary Schools: A Case Study in Indonesia (Hummingbird & Rachmadtullah , 2021)	Journal of Education and e-Learning Research	2021
9	93	Making the grade: teacher training for inclusive education: A systematic review (Tristani & Bassett-Gunter, 2020)	Journal of Research in Special Educational Needs	2020
10	93	Student teachers' perceptions of the collaborative relationships between universities and inclusive elementary schools in Indonesia (Rasmitadila et al., 2022)	PubMed Central	2023

The dominant keywords in the literature on primary school readiness for inclusive education reflect the main themes studied, and show a strong relationship between the concepts in the study.

VOSviewer automatically maps the visualization of 50 research articles into seven clusters or seven classifications. Below is a visualization image of co-word using the VOSviewer application:

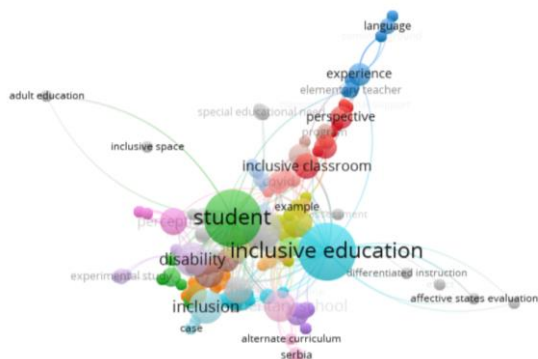


Figure 3. Network Visualization

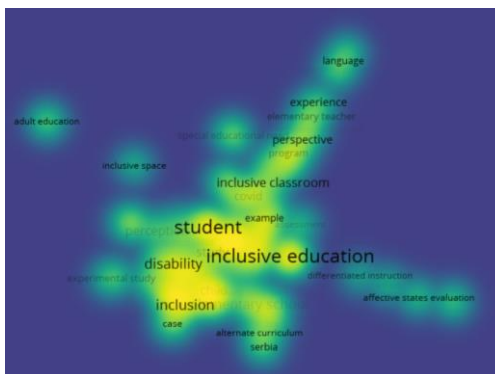


Figure 4. Density Visualization

Bibliometric analysis using VOSviewer provides a visual overview of the relevance and frequency of key terms that appear in the literature related to inclusive education in elementary schools. Based on the results of the network visualization, four main clusters were found that reflect the focus of the literature review: *Inclusive Education, Support System and Teacher Role, Learning Strategy and Curriculum, and Attitude and Collaboration*. The Inclusive Education cluster contains terms such as *inclusive education, student, disability, and inclusive elementary school*, which shows that the main concern of the literature is on the implementation of inclusive education as a basic right for all children, including children with special needs (Andriyan et al., 2023). This shows that inclusive education is not just a concept, but a principle of justice in the education system.

The Support System and Teacher Role cluster includes terms such as *classroom internal support, teacher, and retarded child*. These terms show the importance of the role of teachers and internal school support in the successful implementation of inclusive education, including in terms of teacher competence and adaptation of teaching methods to the diverse needs of students (Mujiati & Yoenanto, 2023). The Learning Strategy and Curriculum cluster relates terms such as *alternate curriculum, lesson study, educational robotics project, and relational pedagogy*. This cluster represents an innovative approach to learning and an adaptive curriculum that supports the active engagement of all students. This strategy is considered important in realizing learning that is not only accommodating but also participatory for students with disabilities (Nisa et al., 2023).

Furthermore, the Attitude and Collaboration cluster contains terms such as *attitude, collaboration relationship, case study, and human rights education*. This reflects the importance of positive attitudes and cooperation between teachers, students, parents, and the community in supporting an inclusive learning environment. This approach emphasizes that inclusion is not only

structural, but also cultural and social. Based on density visualization, the terms *inclusive education* and *student* emerged as the highest density centers (marked by bright yellow), which means they have the highest frequency and connectivity in the keyword network. This shows that the literature is very focused on learners within the framework of inclusive education. Meanwhile, other terms such as *educational robotics project*, *lesson study*, and *collaboration relationship* are in areas with medium to low density (green-yellow), which shows that this topic is still developing as a new approach in supporting inclusive education (Fadillah Gustaman et al., 2025).

These findings reinforce the importance of thematic mapping to understand the dynamics of inclusive education research. The dominance of inclusion-related terms and students indicates the study's primary focus, while other, more specific terms reflect the diversity of approaches and implementation challenges. Thus, these bibliometric results can be the basis for developing a discussion framework that emphasizes strengthening the role of teachers, curriculum innovation, and multi-stakeholder collaboration in building a holistic inclusive basic education system (Lestari et al., 2022).

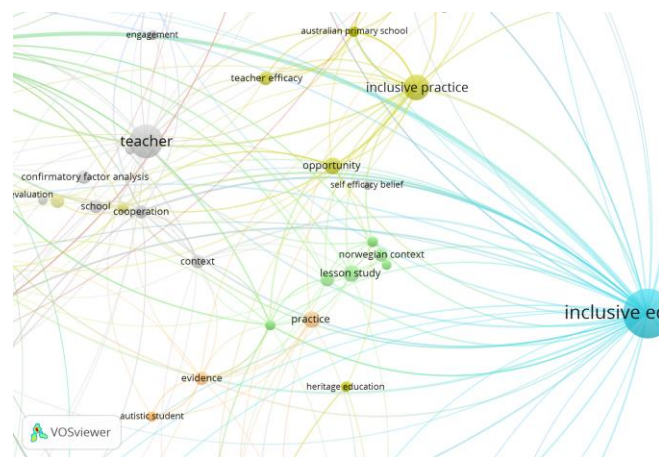


Figure 5. Classification of Inclusive Education Clusters

In the Inclusive Education cluster, there is a close connection between terms such as *inclusive education*, *inclusive practice*, *teacher*, *opportunity*, *lesson study*, and *practice*. This visualization shows that the focus of the literature is not only on the concept of inclusion itself, but also includes aspects of its implementation in teaching practice, the role of teachers, as well as collaborative and reflective approaches such as *lesson study*. These findings are in line with a number of previous studies. For example, a study by (Rosita et al., 2022) emphasizes that primary schools' readiness in organizing inclusive education is greatly influenced by teachers' understanding, infrastructure readiness, and regional policy support. This is reflected in the central position of the term *teacher*

which is directly connected to various concepts supporting the implementation of inclusion such as *cooperation, school, and teacher efficacy*. This shows that the role of teachers is crucial in ensuring inclusion runs effectively in the classroom.

The relationship between the terms *inclusive practice* and *opportunity* reflects the importance of creating an equal learning space for all students. This supports the argument (Nurfadhilah, 2022) which underlines that disparities in readiness between schools in district areas are often the main obstacle in the implementation of inclusion, especially for schools that do not have the same opportunities or capacity to provide educational services for students with special needs. In addition, the emergence of the terms *lesson study, practice, and self efficacy belief* as part of the network shows that teacher capacity development through pedagogical reflection and collaboration is one of the approaches that is widely raised in the literature. These findings reinforce the results of the study (Suvita et al., 2022), which emphasizes the importance of strategies to improve teacher professionalism in supporting the success of inclusive education, especially in areas where the distribution of inclusive schools is not evenly distributed.

Finally, terms such as *heritage education, educational robotics project, and norwegian context* indicate context enrichment and innovation in inclusive education practices, as discussed by (Solihah et al., 2024) who developed an instrument for assessing inclusive school readiness based on a multifaceted approach, including curriculum, parental support, and teacher readiness. Thus, these bibliometric results not only strengthen the findings conceptually, but also support the conclusion that the discussion of inclusive education in primary schools is significantly focused on implementation readiness, teacher capacity building, and innovative approaches in learning as pressure points in previous research.

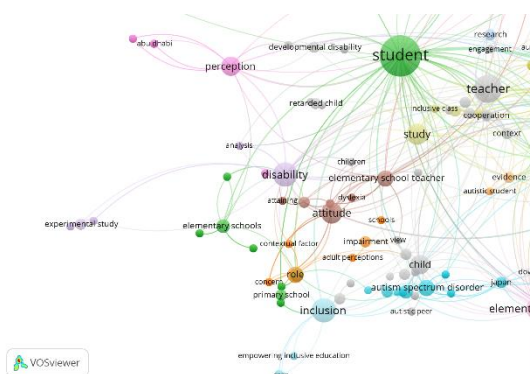


Figure 6. Classification of Inclusive Education Clusters

In the study of inclusive education in elementary schools, data is indispensable because it is the basis for understanding readiness as a whole, both in terms of teachers, infrastructure, policies, and regional contexts (Purbasari et al., 2022). This is reflected in the large number of research requests that highlight topics such as "school readiness," "inclusive education implementation," and "regional policy support" as the main issues that often arise in clusters two and three. Based on density visualization using VOSviewer, the terms "inclusion" and "empowering inclusive education" appear to dominate in the density of the literature, indicating that the main focus of research is on strengthening the implementation of inclusive education through systemic and collaborative approaches. Terms such as "contextual factor" and "education coordination" also appear quite prominently, confirming that the research not only highlights the internal aspects of the school, but also considers the influence of the external environment and cross-sector coordination of education in realizing effective inclusion.

The emergence of keywords such as "impairment" and "dyslexia" indicates that there is a special attention to certain types of learning barriers as part of efforts to understand individual student challenges in an inclusive system. This enriches the research dimension by raising the issue of specific special needs in the context of inclusive elementary schools. Cluster two specifically shows the interconnectedness between phrases such as "contextual factor," "readiness parameters," and "empowering inclusive education," indicating that the research focus is mostly directed at regional (district) contexts and concrete implementation in the field (Rosita et al., 2022). Thus, these terms show that current research tends to concentrate on how the readiness of inclusive education implementation at the regional level can be measured and strengthened through real indicators, not just at the concept level.

The identification of the most frequently cited journals shows the important role of several scientific publications that are consistently the main reference in research on the readiness of primary schools in organizing inclusive education.

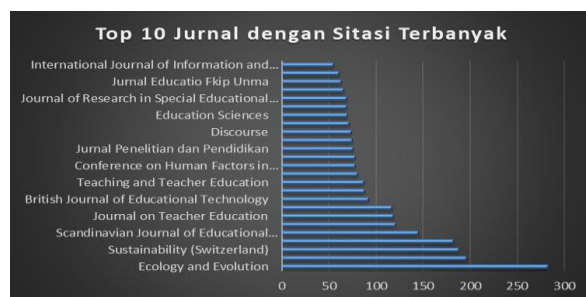


Figure 7. Top 10 Journals with the Most Citations

Based on the data "Top 10 Journals with the Most Citations", it can be concluded that *Ecology and Evolution* is the most influential journal in the study analyzed, with the dominance of the number of citations reaching almost 300, far surpassing *Sustainability (Switzerland)* and *the Scandinavian Journal of Educational Research* each of which obtained less than 200 citations. This dominance indicates a high level of academic relevance and trust in the journal, which is likely due to the coverage of interdisciplinary topics as well as applicable empirical findings.

The second largest journal of *Sustainability (Switzerland)* also has a strong focus on sustainability issues in education, economics, social, and the environment, reflecting global trends that prioritize sustainable development. In third place, *the Scandinavian Journal of Educational Research* has made a major contribution to educational research, particularly through an evidence-based approach from the Nordic region known to be progressive. In addition to these three main journals, other journals such as *the Journal on Teacher Education*, *the British Journal of Educational Technology*, and *Teaching and Teacher Education* also show high citation rates, indicating the importance of the issue of teacher professional development, educational technology, and learning strategies in today's research. The high citations of these six journals confirm that their contributions are significant in shaping scientific discourse, providing strong theoretical and empirical references, and demonstrating the high confidence of the global academic community in the quality of the publications they produce.

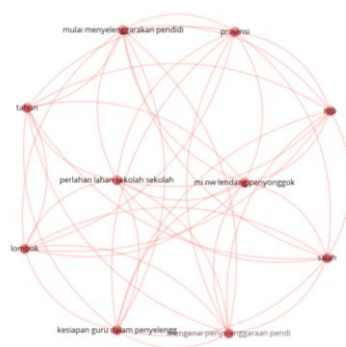


Figure 8. Identification of Scopus and Sinta Indexed Journals

Based on the results of the analysis using VOSviewer, the journals that are most often used in journals indexed by *Scopus* and *Sinta* have a significant influence in research on *the implementation of education*, especially related to *teacher readiness* and the role of *the province* in supporting *schools*. These journals discuss in depth important aspects such as the implementation of education policies, strengthening teacher capacity, and innovation in learning methods at the school level. The journal's popularity is reflected in its high frequency of citations, indicating that researchers and

educational practitioners rely heavily on these works as theoretical bases and data sources in their studies. (Practical & Wade , 2024)

In addition, journals that focus on the *implementation of education* at the *provincial level* and *teacher readiness* also show a great impact in shaping policy frameworks and practices in the field. Journals with these topics are not only often used but also influential in directing the direction of research and education policy in Indonesia. Thus, the selection of the right journal is very important in supporting quality research and the development of educational knowledge that is relevant to the needs of the region and the condition of teachers in the field. (Taufik & Rahaju , 2021)

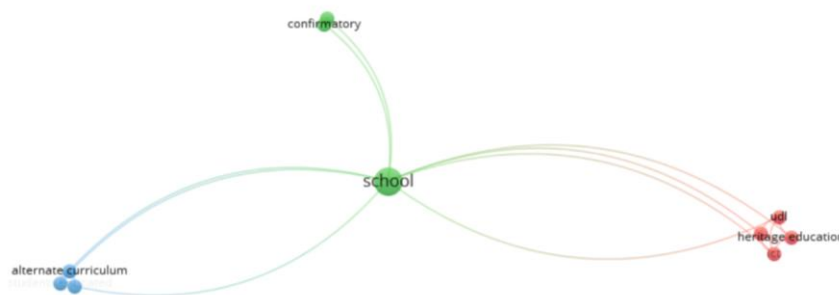


Figure 9. Identification of Scopus Indexed Journals

The results of a bibliometric analysis of Scopus-indexed journals show that the most prominent research themes are related to *heritage education*, *opportunity*, and *school*, reflecting the global focus on the importance of cultural value-based education and the preservation of local heritage in the school environment. Several influential journals such as *the International Journal of Heritage Studies* and *Disaster Prevention and Management* are often used as references in studies on adaptive *alternative curriculum*, especially in the context of *disaster risk reduction*. Terms such as *students educated*, *timing*, and *confirmatory* also appear as keywords that indicate a structured approach in assessing the effectiveness of alternative curriculum as well as students' readiness to face emergency or disaster situations. This shows that recent research trends not only address the formal aspects of education, but also expand the scope towards curriculum innovation and risk mitigation based on local values and timeliness in their implementation.

Some aspects in the study of inclusive education readiness in elementary schools are still not widely explored, such as the lack of longitudinal research, the limitations of integrating qualitative and quantitative approaches, and the lack of attention to the context of the 3T region and the use of technology.

Although the number of research on inclusive education continues to increase, there is some research that has not been explored in depth. One of the main gaps is the lack of longitudinal studies that observe changes in school readiness over a period of time. Most of the existing research is *cross-sectional*, which only describes the readiness of schools at a single point in time without looking at the long-term developments, ongoing challenges, or impacts of policy implementation. This makes it difficult to assess the effectiveness of the interventions or training that have been carried out and how it impacts the readiness of teachers, students, and the school system as a whole. (Abduh et al., 2022)

There is a lack of studies that integrate quantitative and qualitative approaches in a balanced manner. Many studies focus more on surveys of teachers and principals, but less on the perspectives of students with special needs, parents, and other support workers such as school psychologists and teacher assistants. In fact, a participatory approach from various parties is very important to obtain a holistic picture of the readiness of inclusive education. In addition, there have not been many studies that discuss the dynamics in schools in the 3T (frontier, outermost, disadvantaged) areas, even though these areas have unique challenges in terms of resources, infrastructure, and access to training for teachers. (Dike, 2017)

There is a lack of exploration of the use of technology and innovation in supporting the readiness of inclusive education at the elementary school level. In today's digital era, technology can be an important tool in developing adaptive and child-friendly learning strategies. However, most studies still focus on conventional readiness such as teacher training and curriculum without addressing the potential of digital solutions, learning applications, or communication platforms that can improve the effectiveness of inclusive education services. Therefore, more research is needed exploring the integration of technology and hybrid models in creating an inclusive and responsive learning environment to the needs of all learners. The readiness of elementary schools in organizing inclusive education is greatly influenced by curriculum adaptation, teacher training, and professional support between educators. The VOSviewer visualization emphasizes the importance of flexible teaching strategies, teacher collaboration, and learning community development to address inclusion challenges. Although topics such as *inclusive education*, *school readiness*, and *teacher preparation* have been extensively researched, there is still a research gap in practical implementation in the field.

CONCLUSIONS AND RECOMMENDATIONS

The conclusion of this bibliometric analysis shows that the direction of research on the readiness of primary schools in organizing inclusive education in Indonesia has experienced an increasing trend in the last five years. The four main clusters identified, namely inclusive education,

infrastructure readiness, school readiness, and implementation, indicate that the focus of the literature is very focused on the implementation of inclusive education at the practical level. The most dominant keywords, such as inclusive education and implementation, emphasized that implementation in the field was the main concern of researchers. Visualizations through VOSviewer show a strong link between teacher readiness, curriculum innovation, multi-stakeholder collaboration, and policy support as key factors in the success of inclusive education.

However, there are still some research gaps that have not been widely explored, such as the lack of longitudinal studies, limited integration of quantitative and qualitative approaches, low exploration of the use of technology, and lack of attention to the school context in the 3T area. Therefore, it is recommended that: 1) Researchers conduct long-term studies with a multidisciplinary approach to explore the dynamics of school readiness in a more in-depth and sustainable manner, 2) Policymakers provide real support in the form of teacher training, infrastructure strengthening, and equitable distribution of resources, especially for the frontier, outermost, and disadvantaged (3T) areas, 3) Schools actively improve teachers' professional capacity and build a learning community that is collaborative and reflective, 4) The use of technology and digital platforms is optimized as an innovative solution to create more equitable, adaptive, and inclusive access to education for students with special needs.

BIBLIOGRAPHY

- Abduh, M., Alawiyah, T., Apriansyah, G., Sirodj, R. A., & Afgani, M. W. (2022). Survey Design: Cross Sectional dalam Penelitian Kualitatif. *Jurnal Pendidikan Sains Dan Komputer*, 3(01), 31–39. <https://doi.org/10.47709/jpsk.v3i01.1955>
- Ainscow, M. (2020). Inclusion and equity in education: Making sense of global challenges. *Prospects*, 49(3), 123–134. <https://doi.org/10.1007/s11125-020-09506-w>
- Andriyan, A., Hendriani, W., & Paramita, P. P. (2023). Pendidikan inklusi: Tantangan dan strategi implementasinya. *Jurnal Psikologi Terapan Dan Pendidikan*, 5, 94. <https://doi.org/10.26555/jptp.v5i2.25076>
- Dignath, C. (2022). Teachers' Beliefs About Inclusive Education and Insights on What Contributes to Those Beliefs: a Meta-analytical Study. *Educational Psychology Review*, 34(4), 2609–2660. <https://doi.org/10.1007/s10648-022-09695-0>
- Dike, D. (2017). PENDIDIKAN MULTIKULTURAL SEKOLAH DASAR DI WILAYAH 3T Daniel. *Angewandte Chemie International Edition*, 6(11), 951–952., 3(April).
- Fadillah Gustaman, R., Gandi, A., & Ratnaningsih, N. (2025). IMPLEMENTASI PENDIDIKAN INKLUSIF DALAM MEWUJUDKAN SEKOLAH RAMAH ANAK. *Jurnal Education and Development*, 13, 660–666. <https://doi.org/10.37081/ed.v13i1.6635>
- Finkelstein, S., Sharma, U., & Furlonger, B. (2021). The inclusive practices of classroom teachers: a scoping review and thematic analysis. *International Journal of Inclusive Education*, 25(6), 735–762. <https://doi.org/10.1080/13603116.2019.1572232>
- Humaira, M. A., & Rachmadtullah, R. (2021). Teachers' Perceptions of the Role of Universities in Mentoring Programs for Inclusive Elementary Schools: A Case Study in Indonesia. *Journal of Education and E-Learning* <https://eric.ed.gov/?id=EJ1314023>
- Kefallinou, A. (2020). Understanding the value of inclusive education and its implementation: A review of the literature. *Prospects*, 49(3), 135–152. <https://doi.org/10.1007/s11125-020-09500-2>
- Lestari, A., Setiawan, F., & Agustin, E. (2022). Manajemen Pendidikan Inklusi di Sekolah Dasar. *ARZUSIN*, 2, 602–610. <https://doi.org/10.58578/arzusin.v2i6.703>

- Love, H. R. (2021). Pursuing Justice-Driven Inclusive Education Research: Disability Critical Race Theory (DisCrit) in Early Childhood. *Topics in Early Childhood Special Education*, 41(1), 31–44. <https://doi.org/10.1177/0271121421990833>
- Love, H. R., & Beneke, M. R. (2021). Pursuing Justice-Driven Inclusive Education Research: Disability Critical Race Theory (DisCrit) in Early Childhood. *Topics in Early Childhood Special Education*, 41(1), 31–44. <https://doi.org/10.1177/0271121421990833>
- Moberg, S., Muta, E., Korenaga, K., Kuorelahti, M., & Savolainen, H. (2020). Struggling for inclusive education in Japan and Finland: teachers' attitudes towards inclusive education. *European Journal of Special Needs Education*, 35(1), 100–114. <https://doi.org/10.1080/08856257.2019.1615800>
- Mujiati, K. A., & Yoenanto, N. H. (2023). Kesiapan Guru dalam Pelaksanaan Pendidikan Inklusi. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 5, 1108–1116. <https://doi.org/10.31004/edukatif.v5i2.4918>
- Nisa, K., Wijaya, R. P., Ermawati, Tri, P. L., Tjalla, A., & Wahyuni, L. D. (2023). Assessing the Readiness of Early Childhood Teachers to Facilitate Inclusive Classes. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 11, 411–423. <https://doi.org/10.23887/paud.v11i3.70495>
- Nurfadhilah, S. (2022). Analisis Assesment dalam Pendidikan Inklusi di SDIT Dauroh. *COMSERVA Indonesian Journal of Community Services and Development*, 2, 1116–1124. <https://doi.org/10.59141/comserva.v2i07.437>
- Pratiwi, S. H., & Wahyuni, W. (2024). Persepsi Guru Madrasah Ibtidaiyah Terhadap Penyelenggaraan Pendidikan Inklusi. ... *Pembelajaran Sekolah Dasar*. <https://journal.um-surabaya.ac.id/pgsd/article/view/20972>
- Purbasari, Y. A., Hendriani, W. H., & ... (2022). Perkembangan implementasi pendidikan inklusi. *JP (Jurnal Pendidikan)* <https://journal.unesa.ac.id/index.php/jp/article/view/12413>
- Rahmawati, M. I., & Subardjo, A. (2022). A Bibliometric Analysis of Accounting in the Blockchain Era. *Journal of Accounting and Investment*, 23(1), 66–77. <https://doi.org/10.18196/jai.v23i1.13302>
- Raihan, S. (2023). Analisis Kesiapan Penyelenggaraan Pendidikan Inklusi di Sekolah Dasar. *Nubin Smart Journal*, 3(2), 119–126. <https://ojs.nubinsmart.id/index.php/nsj/article/view/257>
- Rasmitadila, R., Humaira, M. A., & ... (2022). Student teachers' perceptions of the collaborative relationships between universities and inclusive elementary schools in Indonesia. In <https://pubmed.ncbi.nlm.nih.gov/articles/PMC9437534/>
- Rosita, T., Suherman, M. M., & Nurhaqy, A. A. (2022). Keterampilan kolaborasi guru sekolah dasar untuk keberhasilan pendidikan inklusif. In *Warta Pengabdian*. http://lexiroom.id/assets/pdf/pendidikan_inklusif/2022_Jurnal_Pengabdian_Sinta_4.pdf
- Solihah, D. S., Herawati, N. I., & Taufik, I. N. (2024). Manajemen Penyelenggaraan Program Pendidikan Inklusif di Sekolah Dasar. In ... *Pendidikan dan Pembelajaran Sekolah Dasar*.
- Suvita, Y., Manullang, T. I. B., Sunardi, S., & ... (2022). Kelengkapan Sarana dan Prasarana dalam Mendukung Penyelenggaraan Pendidikan Inklusif. *Jurnal Pendidikan* <https://jpkk.pj.unp.ac.id/index.php/jpkk/article/view/601>
- Taufik, A. N., & Rahaju, T. (2021). Implementasi Kebijakan Pendidikan Inklusif Untuk Mewujudkan Kesetaraan Belajar Bagi Peserta Didik Berkebutuhan Khusus Tingkat Sma Di Surabaya. *Publika*, 9(3), 139–154. <https://doi.org/10.26740/publika.v9n3.p139-154>
- Tristani, L., & Bassett-Gunter, R. (2020). Making the grade: teacher training for inclusive education: A systematic review. *Journal of Research in Special Educational Needs*, 20(3), 246–264. <https://doi.org/10.1111/1471-3802.12483>
- Wardany, O. F., & Ulfa, D. A. (2022). Kesiapan guru dalam penyelenggaraan kelas inklusi di MI NW Lendang Penyongkok, Lombok. *Jurnal Pendidikan Khusus (JPK)*, 18(2), 113–123. <https://journal.uny.ac.id/index.php/jpk/article/view/48322>
- Woodcock, S., Sharma, U., Subban, P., & Hitches, E. (2022). Teacher self-efficacy and inclusive education practices: Rethinking teachers' engagement with inclusive practices. *Teaching and Teacher Education*, 117, 103802. <https://doi.org/10.1016/j.tate.2022.103802>
- Wray, E. (2022). Factors influencing teacher self-efficacy for inclusive education: A systematic literature review. *Teaching and Teacher Education*, 117. <https://doi.org/10.1016/j.tate.2022.103800>
- Wulandari, A., & Sukarno Matsuri. (2025). A bibliometric analysis of inquiry learning in primary education. *Journal of Education and Learning*, 19(1), 340–349. <https://doi.org/10.11591/edulearn.v19i1.21245>
- Zhang, C., & Miao, X. (2022). Systematic Review on Chinese Special Education and Inclusive Education: China's Solution in Globalization. *ECNU Review of Education*. <https://doi.org/10.1177/20965311221147310>