



Al-Muhajirin International Conference

Optimalizing inclusive education to support the potential of children with special needs

Khoeru Nazili
STAI Al-Muhajirin
Khoerungo@gmail.com

Asep Mulyana
STAI Al-Muhajirin
Mulyanao88asm@gmail.com

Yayu Yuliani
STAI Al-Muhajirin
ayuazka270783@gmail.com

Abstract

Inclusive education aims to provide equal access to all learners, including children with special needs (CSN). This study seeks to analyze the trends and challenges in implementing inclusive education and identify optimization strategies to support the potential of CSN. A bibliometric method was employed to identify publication patterns, trends, and author connectivity using data retrieved from major academic databases. The findings indicate that inclusive education has received increasing scholarly attention, with a focus on differentiated learning strategies, multi-stakeholder collaboration, and the use of adaptive learning technologies. However, several challenges persist, including limited teacher competencies, insufficient supporting facilities, and a lack of societal awareness regarding the importance of inclusive education. The implications of this study highlight the necessity of continuous teacher training, strong policy support from the government, and effective collaboration among schools, parents, and communities to establish inclusive learning environments. Through an integrated approach, inclusive education is expected to optimally nurture the potential of CSN.

Keywords: inclusive education; children with special needs; learning strategies; bibliometric; educational optimization

Introduction

Challenges in Understanding and Implementing Inclusive Education

Inclusive education is an approach within the educational system that seeks to provide equal learning opportunities for all students, including children with special needs (CSN). This concept emphasizes the importance of creating a welcoming and supportive educational environment that ensures optimal accessibility for every individual, without discrimination. However, its implementation continues to face various challenges that hinder the effectiveness of inclusive education.

One of the main challenges is the lack of understanding and training among educators. Studies have shown that many teachers in inclusive schools lack sufficient competence in handling CSN, which makes it difficult for them to implement effective teaching strategies (Crispel & Kasperski, 2021). Furthermore, teachers experience both social and educational barriers, including a lack of support from their school

environment and the community in building inclusive learning settings (Kuzmicheva & Afonkina, 2020).

Another significant challenge is the limited resources available, such as the lack of facilities and learning aids tailored for CSN. A study conducted in Malawi revealed that many schools struggle to provide the teaching materials and infrastructure needed to support inclusive learning, which negatively affects the effectiveness of inclusive education programs (Chirwa et al., 2021a). Another study also found that the implementation of individualized educational routes for CSN often faces administrative hurdles and a lack of preparedness from schools in delivering suitable services (Titova et al., 2021).

Readiness of Educators and Curriculum Constraints

The readiness of educators to accommodate the needs of CSN remains a considerable challenge. Many teachers in inclusive schools do not receive adequate training prior to teaching CSN, resulting in difficulties in applying appropriate instructional methods (Kaur et al., 2022). In some schools, efforts are made to adapt the curriculum to meet the needs of CSN; however, the shortage of special education teachers continues to be a major limiting factor (Rofiah et al., 2020).

Despite inclusive education being an ideal approach to creating equal learning opportunities for all students, challenges in its implementation must be addressed. Teacher training, improved facilities, and support from various stakeholders are essential factors to ensure the success of inclusive education for CSN.

Lack of Awareness and Structural Barriers

A key obstacle in optimizing inclusive education is the lack of awareness and understanding among educators and the public about the significance of this approach. Many teachers believe that their formal education did not sufficiently prepare them to teach in inclusive settings. One study indicates that while many teachers have a positive attitude toward inclusive education, they still feel inadequately equipped with the skills needed to tailor teaching methods for CSN (Gupta & Tandon, 2018).

Moreover, research suggests that awareness and readiness among teachers vary between elementary and secondary education levels. Primary school teachers tend to be more prepared and hold more positive attitudes than secondary school teachers, which underscores the need to enhance training at all educational levels (Triviño-Amigo et al., 2022). Another contributing factor to the inefficacy of inclusive education is the lack of structural and pedagogical support within teacher training curricula. One study revealed that despite many faculties of education attempting to incorporate inclusive elements into their curriculum, there remains a significant gap between student expectations and their actual preparedness upon graduation (Sandoval et al., 2020).

Most teachers also report needing more resources and training to adapt more inclusive teaching methods. The lack of specialized training leaves many teachers unprepared to address the diversity of their students. They acknowledge that their current strategies still require improvement to foster a more inclusive and supportive learning environment (Santos et al., n.d.). Therefore, a training approach that emphasizes direct classroom application is crucial to ensure the effectiveness of inclusive education (Magro de Santana Braga & Versuti, 2020).

Facilities and Institutional Support Deficiencies

In addition to the internal challenges within schools, the lack of supporting facilities and resources in inclusive schools also presents a major obstacle to the optimal implementation of inclusive education. Many schools still struggle to provide infrastructure that accommodates students with special needs, such as inadequate physical accessibility, limited learning aids, and insufficient curriculum flexibility. A study in Malawi revealed that numerous schools lacked proper facilities and instructional materials to support students with special needs, thereby hindering the success of inclusive education (Chirwa et al., 2021b).

Beyond infrastructure issues, the lack of governmental attention further exacerbates the conditions of inclusive schools. A study in Jambi, Indonesia, found that inclusive education programs continue to face barriers in recruiting assistant teachers and providing adequate facilities, largely due to minimal government intervention in supporting inclusive policy implementation (Rosmiati et al., 2019). Similar conditions were also identified in Ghana, where the majority of students with special needs reported that their school environments were not disability-friendly, leading to difficulties in accessing basic school facilities (Hamenoo & Dayan, 2021).

At the institutional level, school management also faces significant challenges in implementing inclusive education. Research in Ethiopia shows that many schools lack adequate sanitation, physical accessibility, and trained teachers capable of supporting students with special needs, which has led to high dropout rates among these students (Ludago, 2020). Comparable issues were found in vocational colleges, where institutional management encountered difficulties in providing sufficient infrastructure, funding inclusive programs, and training educators to manage diverse student populations (Delubom et al., 2020).

Therefore, in order to enhance the effectiveness of inclusive education, both the government and educational institutions must invest in adequate facilities, ensure greater curriculum flexibility, and offer continuous training to equip teachers with the capacity to meet the diverse needs of students with special needs.

Teacher Capacity and Differentiated Learning

Teachers play a crucial role in the success of inclusive education. However, many educators still lack specialized training in addressing the diverse needs of students. A limited understanding of differentiated instruction remains a core issue hindering the effective implementation of inclusive education. One study showed that many pre-service teachers possess a narrow view of differentiated learning, often perceiving it solely as a strategy to help students with learning difficulties, while in fact it should encompass a broader approach to accommodate all learners' needs (Nepal et al., 2024).

Moreover, many teachers continue to struggle with applying flexible and individualized instructional strategies. Research indicates that although most educators acknowledge the benefits of differentiated instruction, they encounter practical challenges such as a lack of hands-on training, time constraints, and insufficient resources to adapt teaching methods for students with special needs (Onyishi & Sefotho, 2020). This situation is further worsened by the lack of institutional support for comprehensive teacher training on how to manage inclusive classrooms (Ginja & Chen, 2020).

Leadership in inclusive education also plays a vital role. Recent studies suggest that effective distributed leadership can improve the implementation of differentiated learning in inclusive schools. Support from school principals and teacher collaboration in applying flexible strategies can enhance teacher competence in addressing the diverse needs of students (Wang & Tian, 2023). Furthermore, research confirms that teachers with strong abilities to identify student needs and adjust instructional strategies tend to succeed in creating inclusive learning environments (Vantieghem et al., 2020).

Hence, strengthening teacher capacity through continuous and practice-based training is a critical step in optimizing inclusive education. Training programs should not only emphasize theoretical understanding but also focus on classroom application and direct mentoring, helping educators acquire the necessary skills to foster inclusive and adaptive learning spaces for all students.

Policy Frameworks and Government Commitment

Beyond internal factors within educational institutions, external support from the government and clearly defined policies are also essential in ensuring the successful implementation of inclusive education. The government must guarantee that education regulations and policies are genuinely supportive of inclusive practices across all levels. A study in Ghana revealed that although inclusive policies have been introduced, their implementation continues to face substantial challenges due to inadequate funding and poor coordination among agencies (Asamoah et al., 2022). This underscores the critical need for sufficient budget allocations to ensure the availability of competent educators and inclusive facilities.

In addition to funding, the provision of innovative educational resources plays a key role in supporting the success of inclusive education. Norway, for example, has demonstrated how government-funded platforms such as NDLA can offer accessible and inclusive learning resources for diverse groups of students with different needs (Müller, 2021). This indicates that technology-based policy initiatives can help mitigate several barriers to inclusive education.

However, in countries like Zambia, the implementation of inclusive education policies still encounters numerous challenges, including the lack of teacher training and inconsistent policy coordination at the secondary education level (Ngulube et al., 2020). Furthermore, school leadership significantly influences the execution of inclusive policies. A study in Ghana found that many school principals remain skeptical of the government's commitment to providing sufficient resources to support inclusive education, which leads to limited initiatives at the school level (Opoku, 2024).

Another major issue is the lack of support for higher education institutions in preparing future educators for inclusive environments. Research in Zimbabwe highlighted that many teacher training colleges are unable to provide the necessary resources and training due to limited government funding, which hampers their ability to prepare competent teachers for inclusive classrooms (Hlatywayo & Mapolisa, 2020).

In summary, without strong commitment from the government and relevant stakeholders, inclusive education cannot be fully realized. Clear policy frameworks, adequate funding, and institutional support for teacher training and infrastructure are key factors in building an effective and equitable inclusive education system.

Parental and Community Involvement in Inclusive Education

Parental and community involvement also plays a decisive role in the success of inclusive education. Active participation and awareness from parents in supporting their children's education—especially children with special needs—can help create a more inclusive and supportive learning environment. Research has shown that parents significantly influence the success of inclusive education, particularly by supporting their children's academic and social needs. However, many parents are still not actively involved in their children's education, either due to time constraints or limited understanding of inclusive education (Ralejoe, 2021).

Parental attitudes toward inclusive education also affect its implementation in schools. A study in Assam, India, found that although most parents had positive attitudes toward inclusive education, there were still differences in perception between urban and rural parents regarding the acceptance of children with special needs learning alongside their peers without disabilities (Bhuyan, 2019). This indicates the need for greater socialization and education for parents to increase their support for inclusive education.

Moreover, parental involvement in inclusive education goes beyond academic support and extends to the creation of a socially supportive environment for children with special needs. A study in Kenya showed that parental participation through school committees and mentoring programs could increase student engagement and reduce dropout rates (Wanjala et al., 2020). With the support of a well-informed community, children with special needs are more likely to grow academically and socially.

Community involvement also plays a crucial role in supporting inclusive education. Community-based participatory research models implemented in the United States have shown that community engagement can increase parental awareness and provide solutions to barriers encountered in inclusive education (Keller et al., 2021). This demonstrates that collaboration between schools, parents, and communities is essential to fostering a more inclusive learning environment.

Therefore, to achieve optimal inclusive education, the active participation of parents and the support of the broader community are indispensable. Broader education and awareness campaigns about the importance of inclusive education can enhance parental and community engagement in supporting the success of education for children with special needs (Duma & Shawa, 2019).

Research Methodology

Research Design

This study employs a bibliometric method to analyze trends, publication patterns, and the impact of research related to the optimization of inclusive education for children with special needs (CSN). Through this approach, the study aims to identify relevant academic works, measure scientific contributions, and understand the trajectory of research development in this field.

Data Sources

The primary data sources used in this study were obtained from leading academic databases, including **Scopus**, **Web of Science**, and **Google Scholar**. The analyzed publications include journal articles, conference proceedings, books, and book chapters that are relevant to the research topic.

Inclusion and Exclusion Criteria

1. Inclusion Criteria:

- a. Articles discussing inclusive education and children with special needs.
- b. Publications published within a specific time range (e.g., 2010–2024).
- c. Articles available in English or Indonesian.
- d. Studies utilizing quantitative, qualitative, or mixed methods.

2. Exclusion Criteria:

- a. Articles not available in full text.
- b. Publications unrelated to the topic of inclusive education.
- c. Studies discussing only policy aspects without actual educational implementation.

3. Data Collection Techniques

The data collection process involved:

1. Searching using keywords such as *inclusive education*, *special needs children*, *educational optimization*, and *inclusive learning strategies*.
2. Utilizing bibliometric software tools such as **VOSviewer** and **Biblioshiny** to assist in citation analysis and mapping of research networks.

4. Data Analysis

a. Quantitative Analysis:

- i. Number of publications per year to observe research trends.
- ii. Identification of the most productive journals and authors in the field.
- iii. Citation analysis to identify the most influential studies.

b. Network Analysis:

- i. Co-citation analysis:** to identify relationships among cited studies.
- ii. Keyword co-occurrence:** to explore frequently co-appearing terms and research focus areas.
- iii. Collaboration analysis:** to evaluate institutional and cross-national research collaborations.

Discussion and Analysis

Implementation of Inclusive Education in Schools

Inclusive education is a pedagogical approach aimed at accommodating children with special needs (CSN) within mainstream educational settings, allowing them to learn alongside their peers. Based on the findings of this study, the implementation of inclusive education across various schools has shown significant progress, particularly in enhancing the academic participation and social development of CSN. Schools that have successfully implemented inclusive models typically employ teachers who have received specialized training to manage diverse student needs. These institutions are also supported by adequate facilities, including CSN-friendly physical infrastructure and differentiated learning strategies tailored to individual student needs.

The success of inclusive education is also influenced by the existence of inclusive school policies, close collaboration among educators, parents, and professionals, and the continuity of professional development programs for teaching staff. Schools that

adopt a holistic and coordinated approach are more likely to foster an inclusive learning environment that is responsive to the diverse abilities and backgrounds of their students.

Challenges in Inclusive Education

Despite notable advancements, several challenges continue to impede the realization of a fully inclusive and equitable education system. One of the most pressing issues is the lack of teacher competency in educating CSN. Many educators have not received sufficient training in differentiated instruction, alternative communication methods, and pedagogical approaches appropriate for students with special needs. This knowledge gap often results in ineffective instructional practices and limited classroom engagement for CSN.

Another significant constraint is the lack of essential infrastructure and learning resources. Many schools still do not provide the necessary facilities to support inclusive learning, such as physical accessibility for students with mobility impairments, assistive learning tools, and other support mechanisms. Additionally, societal and parental support remains limited. Many parents and community members still lack awareness regarding the importance of inclusive education, which often leads to resistance toward inclusive policies and hampers the implementation process. This lack of understanding and advocacy impedes efforts to establish an education system that embraces diversity and equity.

Strategies for Optimizing Inclusive Education

Optimizing inclusive education requires a comprehensive strategy to address the challenges outlined above. One primary strategy is to enhance teacher competencies through continuous professional training and development. Teachers need to be equipped with in-depth knowledge of differentiated instructional strategies, alternative communication techniques, and pedagogical approaches that align with the needs of CSN.

Moreover, the provision of inclusive-friendly infrastructure and learning tools is a crucial component. Governments and schools must ensure that facilities are physically accessible to students with disabilities and that assistive technologies are available to facilitate effective learning. This includes adaptive learning software, online platforms, and artificial intelligence-based tools that respond to individual student needs.

Collaboration among schools, parents, and communities is equally vital in creating a more inclusive environment. Active parental involvement in the educational process and increased societal awareness of the value of inclusive education can help reduce stigma and strengthen social support for CSN. In addition, leveraging technology in the learning process offers innovative opportunities for increasing engagement and accessibility. Through integrated strategies, inclusive education can be implemented more effectively and sustainably, benefiting all learners.

The Impact of Inclusive Education on the Development of Children with Special Needs

Inclusive education has shown a significant positive impact on the overall development of children with special needs (CSN), particularly in terms of social and academic aspects. Numerous studies have revealed that CSN who participate in

The central theme of inclusive education is further reflected in the close associations between keywords such as *religious education*, *presentation*, *inclusive education service*, and *mental limitation*, suggesting that many studies approach inclusive education from a religious perspective. Additionally, terms such as *childhood*, *thinking*, and *science* clustered nearby reflect an academic focus on cognitive development and education for children with special needs.

Temporal distribution is also highlighted in the visualization through color gradations, showing differences in time or clustering in the bibliometric analysis. Keywords such as *academic competence*, *sekolah terintegrasi* (integrated school), and *coping strategy* appear somewhat isolated from the main cluster, indicating that these topics are still emerging or have yet to be thoroughly integrated into the broader research landscape.

Terms such as *stress*, *coping strategy*, and *qualitative descriptive study* reflect ongoing investigations into the psychological challenges faced by children with special needs and strategies to address them. The emergence of terms such as *orphanage*, *brain abnormality*, and *mental limitation* indicates a multidimensional approach in the literature that includes medical and social aspects.

These findings suggest an increased emphasis on religious-based education for CSN, as evidenced by the prominence of *religious education*. Recent studies have also addressed academic challenges through a focus on *academic competence*. Furthermore, the keyword *sekolah terintegrasi* indicates that inclusive education is gaining more attention in both policy and practice. Overall, this bibliometric map confirms that research on inclusive education for children with special needs is steadily evolving, with focal points on inclusion strategies, coping mechanisms, and academic development.

Author Collaboration Network

The centrality and connectivity analysis reveals that **Opi Andriani** holds the highest level of connectivity, indicated by the largest node in the center of the visualization. This suggests that she is a highly productive author and plays a key role in research collaboration, functioning as both a lead author and a core member of a research team. Her connections with various other researchers reflect a broad academic network.

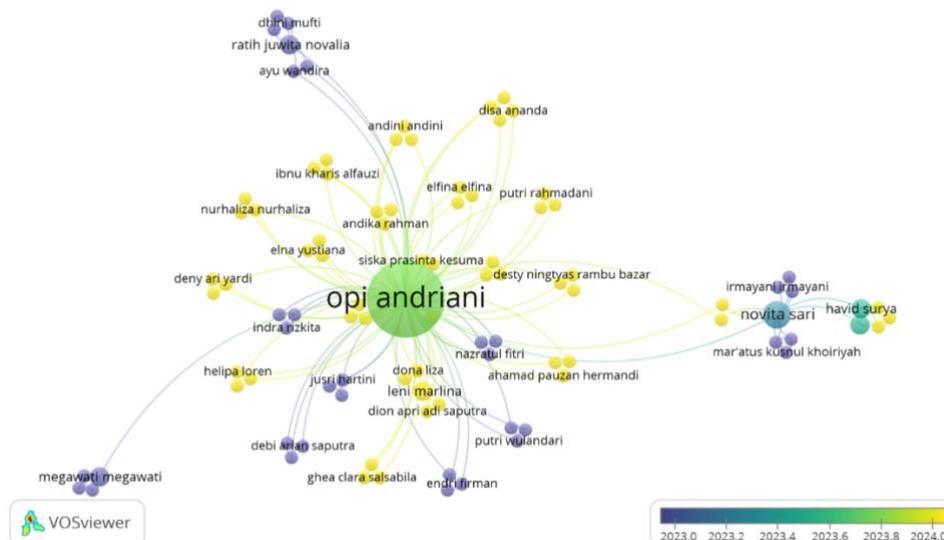


Figure 2 Author Collaboration Network

The visualization displays several clusters of collaboration based on author relationships:

1. The **green cluster**, the primary core, centers on Opi Andriani, who is extensively connected with other researchers such as **Siska Prasinta Kesuma**, **Putri Rahmadani**, and **Andika Rahman**. This indicates the presence of a core research team that frequently collaborates on publications.
2. The **yellow cluster** includes names like **Disa Ananda**, **Desty Ningtyas Rambu Bazar**, and **Putri Rahmadani**, representing a possibly newer or project-specific group working within the broader research framework.
3. The **purple-blue cluster**, including authors such as **Megawati Megawati**, **Dhini Mufti**, and **Ayu Wandira**, shows early-stage collaborations beginning in 2023.
4. A smaller **greenish-yellow cluster** emerging in 2024 involves authors like **Novita Sari** and **Havid Surya**, who have more limited connections but remain relevant within the research network.

Collaboration trends over time indicate an evolving pattern of research networks. Early 2023 marked the beginning of collaboration among a few specific researchers (purple-blue cluster), which expanded through mid-to-late 2023 with an increasing number of interconnections (yellow cluster). By 2024, new or ongoing collaborations are represented by the green cluster.

This mapping provides insight into the direction of future research and potential collaboration strategies. Opi Andriani and her group appear to be actively engaged in multidisciplinary research with a wide range of collaborators. Authors such as Siska Prasinta Kesuma, who show high interconnectivity, may serve as key bridges between subgroups. Newer clusters from 2024 may reflect emerging research topics or expansions into more specialized areas.

In conclusion, **Opi Andriani** is identified as a central figure in this academic network, playing a crucial role in the ecosystem of inclusive education research. Various clusters suggest parallel sub-projects within a larger research agenda. Temporal trends show a dynamic expansion in collaboration toward the end of 2023 and into early 2024. These patterns suggest opportunities for further strengthening and expanding collaborative research initiatives across the network.

Conclusion

Inclusive education is a critical element in realizing an equitable educational system, particularly for children with special needs (CSN). When implemented optimally, inclusive education not only supports the academic, social, and emotional development of CSN, but also fosters a more adaptive and inclusive learning environment for all students. The success of inclusive education depends on the synergy of various stakeholders, including the government, educational institutions, teachers, parents, and the community.

Collective efforts are required to ensure the availability of supportive policies, the enhancement of teacher competencies, and the strengthening of inclusive infrastructure and facilities. Moreover, raising public awareness about the importance of inclusive education is a fundamental step toward eliminating stigma and discrimination against CSN. Through a systematic and sustainable approach, inclusive education can contribute to the creation of a more equitable learning ecosystem, where

every child—without exception—has equal access to quality education tailored to their needs and potential.

References

- Asamoah, E., Hau-lin Tam, C., & Abdullah, A. (2022). Implementation of inclusive education policy in Ghana: Recommendations from social workers and policy makers. *International Journal of Disability, Development and Education*, 69(1), 267–281. <https://doi.org/10.1080/1034912X.2021.1955335>
- Bhuyan, M. (2019). Parents' attitude towards inclusive education [Google Scholar entry]. Retrieved February 3, 2025.
- Chirwa, G., Lingolwe, F., & Naidoo, D. (2021a). An investigation of school-based challenges facing the implementation of inclusive education in the primary schools in Malawi: A case study of four primary schools in Zomba District. *International Journal of Online and Distance Learning*, 1(1), 16–47.
- Chirwa, G., Lingolwe, F., & Naidoo, D. (2021b). An investigation of school-based challenges facing the implementation of inclusive education in the primary schools in Malawi: A case study of four primary schools in Zomba District. *International Journal of Online and Distance Learning*, 1(1), Article 1. <https://doi.org/10.47604/ijodl.1316>
- Crispel, O., & Kasperski, R. (2021). The impact of teacher training in special education on the implementation of inclusion in mainstream classrooms. *International Journal of Inclusive Education*, 25(9), 1079–1090. <https://doi.org/10.1080/13603116.2019.1600590>
- Delubom, N. E., Marongwe, N., & Buka, A. M. (2020). Managers' challenges on implementing inclusive education: Technical vocational education and training colleges. *Cypriot Journal of Educational Sciences*, 15(6), 1508–1519.
- Duma, P. T., & Shawa, L. B. (2019). Including parents in inclusive practice: Supporting students with disabilities in higher education. *African Journal of Disability*, 8. <https://doi.org/10.4102/ajod.v8i0.592>
- Farooq, M. S., & Asim, I. (2018). Nurturing inclusive education through cooperative learning as pedagogical approach at primary school level. *Pakistan Journal of Education*, 35(3). <https://ojs.aiou.edu.pk/index.php/pje/article/view/912>
- Ginja, T. G., & Chen, X. (2020). Teacher educators' perspectives and experiences towards differentiated instruction. *International Journal of Instruction*, 13(4), 781–798.
- Gupta, A. K., & Tandon, B. (2018). Attitude of teacher trainees towards inclusive education. *MIER Journal of Educational Studies, Trends and Practices*, 17–28.
- Hamenoo, E. S., & Dayan, V. (2021). Inclusive education and disabilities: Narratives from Ghana. <https://nordopen.nord.no/nord-xmlui/bitstream/handle/11250/2764465/Hamenoo.pdf?sequence=5>
- Hlatywayo, S., & Mapolisa, T. (2020). Inclusive education implementation gaps in teachers' colleges in Zimbabwe. *European Journal of Education Studies*. <http://oapub.org/edu/index.php/ejes/article/view/2991>
- Hussin, M. Z. B., & Salleh, N. B. M. (2020). Level of teacher preparation of the inclusive program (holistic model) in three pilot schools in Sabah State. In *International Conference on Special Education in South East Asia Region 10th Series 2020* (pp. 97–106). <https://series.gci.or.id/article/264/15/icsar-2020-2020>

- Kaur, H., Bansal, S., & Pant, S. (2022). In-service teachers' attitude and instructional practices in inclusive settings for children with special needs in Chandigarh UT, India. *Journal of Positive School Psychology*, 6(2), 6372–6384.
- Keller, J. G., Miller, C., LasDulce, C., & Wohrle, R. G. (2021). Using a community-based participatory research model to encourage parental involvement in their children's schools. *Children & Schools*, 43(3), 149–158.
- Kuzmicheva, T., & Afonkina, I. (2020). Social and educational barriers to inclusive education of individuals with special health needs. *ARPHA Proceedings*, 3, 1253–1267.
- Ludago, T. B. (2020). Practices, challenges and opportunities of inclusive education implementation in Kambata Tambaro Zone, Ethiopia. *Open Access Library Journal*, 7(2), 1–23.
- Magro de Santana Braga, C., & Versuti, F. M. (2020). Neuroscience and inclusive education: A teacher training program. In *2nd International Neuropsychological Summer School named after AR Luria "The World After the Pandemic: Challenges and Prospects for Neuroscience"* (pp. 17–19).
- Müller, J. (2021). Inclusive learning platforms in Norway: A review of NDLA as an educational tool. [Database entry].
- Mura, A., Zurru, A. L., & Tatulli, I. (2020). Theoretical and methodological elements of an inclusive approach to education. *Education Sciences and Society*, 2019(2). <https://www.francoangeli.it/riviste/SchedaRivista.aspx?DOI=10.3280/ESS2-2019OA8654>
- Nepal, S., Walker, S., & Dillon-Wallace, J. (2024). How do Australian pre-service teachers understand differentiated instruction and associated concepts of inclusion and diversity? *International Journal of Inclusive Education*, 28(2), 109–123. <https://doi.org/10.1080/13603116.2021.1916111>
- Ngulube, J. Y., Njelesani, D., & Njelesani, J. (2020). Implementation of inclusive education policy in secondary schools in Zambia. *Zambia Interdisciplinary Journal of Education (ZIJE)*, 1(1), 1–29.
- Onyishi, C. N., & Sefotho, M. M. (2020). Teachers' perspectives on the use of differentiated instruction in inclusive classrooms: Implication for teacher education. *International Journal of Higher Education*, 9(6), 136–150.
- Opoku, M. P. (2024). Exploring the intentions of school leaders towards implementing inclusive education in secondary schools in Ghana. *International Journal of Leadership in Education*, 27(3), 539–559. <https://doi.org/10.1080/13603124.2021.1889034>
- Ralejoe, M. C. (2021). Exploring parental involvement in education in selected inclusive secondary schools in Maseru District, Lesotho. *International Educational Research*, 4(1), 1.
- Rofiah, N. H., Sudiraharja, D., & Ediyanto, E. (2020). The implementation of inclusive education: Implication for children with special needs in Tamansari Elementary School in Yogyakarta. *International Journal of Educational Management and Innovation*, 1(1), 82. <https://doi.org/10.12928/ijemi.vii.1517>
- Rosmiati, R., Ghafar, A., Tabroni, T., & Rahman, A. (2019). The inclusive education program in Jambi: Voices from insiders. *Indonesian Research Journal in Education*, 199–208.

- Sandoval, M., Vázquez, C. M., Simon, C., & Sandigo, A. M. (2020). Perspectivas de alunos e professores de práticas de ensino inclusivas em programas de formação de professores. *Revista Brasileira de Educação Especial*, 26, 551–554.
- Santos, L. F. I., Amorim, C. M. F. G., & Paula, [Author details incomplete]. (n.d.). [Google Scholar entry]. Retrieved February 3, 2025.
- Titova, O., Bratkova, M., Karanevskaya, O., Gravitskaya, E., & Barbakadze, I. (2021). Implementation of an individual educational route in inclusive practice. *SHS Web of Conferences*, 98, 01019. <https://doi.org/10.1051/shsconf/20219801019>
- Triviño-Amigo, N., Mendoza-Muñoz, D. M., Mayordomo-Pinilla, N., Barrios-Fernández, S., Contreras-Barraza, N., Gil-Marín, M., Castillo, D., Galán-Arroyo, C., & Rojo-Ramos, J. (2022). Inclusive education in primary and secondary school: Perception of teacher training. *International Journal of Environmental Research and Public Health*, 19(23), 15451.
- Vantieghem, W., Roose, I., Gheysens, E., Griful-Freixenet, J., Keppens, K., Vanderlinde, R., Struyven, K., & Van Avermaet, P. (2020). Professional vision of inclusive classrooms: A validation of teachers' reasoning on differentiated instruction and teacher–student interactions. *Studies in Educational Evaluation*, 67, 100912.
- Wang, T., & Tian, G. (2023). Linking distributed leadership with differentiated instruction in inclusive schools: The mediating roles of teacher leadership and professional competence. *Behavioral Sciences*, 13(12), 990.
- Wanjala, D. N., Maiyo, J. K., & Mutsotso, S. N. (2020). The effect of parental involvement as an integrated education management strategy on pupils' participation in public primary schools in Kakamega County, Kenya. *The International Journal of Humanities & Social Studies*, 8(11).
- Yan, T., Deng, M., & Ma, Y. (2021). Chinese regular education teachers' perceptions of the holistic development of students with special educational needs in inclusive schools. *International Journal of Inclusive Education*, 25(6), 686–704. <https://doi.org/10.1080/13603116.2019.1572233>
- Алехина, С. В., Мельник, Ю. В., Самсонова, Е. В., & Шеманов, А. Ю. (2019). К вопросу оценки инклюзивного процесса в образовательной организации: Пилотажное исследование. *Психолого-педагогические исследования*, 11(4), 121–132.