



# Inclusive Education Research Trends in Indonesia: A Bibliometric Analysis

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## Abstract

Inclusive education is increasingly recognized as a critical component in ensuring equitable access to quality education for all students, regardless of their abilities or backgrounds. However, in Indonesia, the development and implementation of inclusive education practices remain uneven, with limited understanding of its growth and impact within the local context. This study aims to analyze inclusive education in Indonesia through bibliometric analysis, addressing six key questions: the most frequent keywords, trends in scholarly publications, prolific researchers, citation rates, influential journals, and collaboration patterns with other countries. Data from Scopus over the past decade resulted in 148 relevant articles, covering a wide range of topics from [Topic 1] to [Topic 2]. Findings reveal a predominant focus on inclusive education concepts in Indonesian literature, experiencing significant growth peaking in 2023. The study identifies 12 highly active authors with 98 articles and the top 10 most cited articles receiving 219 citations. Notably, research in 2020 achieved the highest citation rate, with 111 citations. The *International Journal of Special Education* emerged as the primary publication outlet. Indonesia collaborated with 13 countries, notably Malaysia, Australia, and the United States. These findings provide a robust foundation for developing inclusive education concepts and practices tailored to Indonesia's specific needs and context.

**Keywords:** *Bibliometric Analysis, Inclusive Education, Indonesia*

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## INTRODUCTION

Inclusive education, as an effort to provide full and meaningful access to educational experiences for all individuals, regardless of background, abilities, or special needs, has been a prominent topic in global education discourse and Indonesia. This concept reflects a commitment to creating a learning environment that supports diversity and respects the right of every individual to receive a meaningful educational experience (de Beco, 2022). In the global context, inclusive education has been acknowledged in various international declarations, such as the Salamanca declaration during the World Conference on Special Needs Education in 1994 (Ainscow et al., 2019), the UNESCO declaration on education for All at Jomtien, Thailand, in 1990 (Sayed & Ahmed, 2015), and the 2030 agenda for sustainable development (Agbedahin, 2019).

As a pivotal milestone in the development of the concept of inclusive education, the Salamanca declaration asserts that every individual has the right to receive an education tailored to their needs without discrimination (Meijer & Watkins, 2019). The 2030 agenda for sustainable development prioritizes educational inclusion at the global level, providing the foundation for global efforts to support the right to education for all individuals without discrimination (Shulla et al., 2020). As a whole, the emphasis on this

international level reflects a clear global direction towards establishing an inclusive and equitable educational environment.

At the national level, inclusive education in Indonesia has undergone a significant transformation in establishing an educational system that supports diversity and accommodates all students. Indonesia has taken concrete steps by adopting Inclusive Education policies as an integral part of education reform (Mukminin et al., 2019). This policy establishes the foundation for creating a learning environment that supports all students, regardless of their background or special needs.

One of the pivotal milestones in the journey of inclusive education in Indonesia is the Inclusive Education policy, reflecting a commitment to providing equal and meaningful access to education for all children (Imaniah & Fitria, 2018). Alongside policy considerations, implementation efforts involve providing training for teachers to comprehend and address the needs of students with special requirements (Ediyanto et al., 2017), furthermore, the development of a curriculum that supports inclusive education. Implementing these policies reflects the commitment of the Indonesian government in creating an inclusive educational environment.

Despite its progressive nature, challenges persist in addressing the journey of inclusive education in Indonesia. Effective coordination among the government, educational institutions, and the community is crucial. Additionally, sustained awareness and active engagement of all stakeholders are imperative to support inclusive education (Ainscow, 2020; Hardy & Woodcock, 2015). Considering this journey, Indonesia's commitment to persistently address challenges and integrate inclusive education as an integral part of the broader education system becomes evident.

Along with the progression of time, the concept of inclusive education continues to evolve, particularly in the context of social dynamics, technology, and global educational demands. Inclusive education no longer solely pertains to the integration of students with special needs into regular classrooms but also emphasizes efforts to create a curriculum that supports diverse learning styles, utilizes technology for accessibility, and encourages active participation of all students (Kurth et al., 2015).

The advancement of technology and innovation has ushered in a paradigm shift in the context of inclusive education (Haleem et al., 2022). Integrating technology into the learning process enables curriculum adjustments, diverse teaching methods, and the provision of accessible resources for all students. However, challenges related to technology implementation to support inclusive education in Indonesian schools and educational institutions remain a focal point of exploration.

Although research on inclusive education in Indonesia has significantly expanded in recent years, several gaps remain underexplored in the existing literature. Most studies tend to focus on policy implementation (Mulyadi, 2017), practical challenges at the school level (Sari et al., 2022), and specific pedagogical approaches (Kristiana & Hendriani, 2018). However, there is a lack of research that examines overall trends, researcher collaborations, and citation patterns within the context of inclusive education in Indonesia through a bibliometric approach.

Current literature also lacks sufficient attention to how the unique local, social, and cultural contexts influence the concepts and practices of inclusive education in Indonesia. Moreover, while some studies have attempted to assess the effectiveness of inclusive education, few have explored how research trends have evolved, who the key contributors are, and how Indonesian research contributes to the global discourse on inclusive education. Therefore, research is needed to investigate the dynamics of the literature more comprehensively, including identifying key keywords, collaboration patterns, and the impact of research through citation analysis.

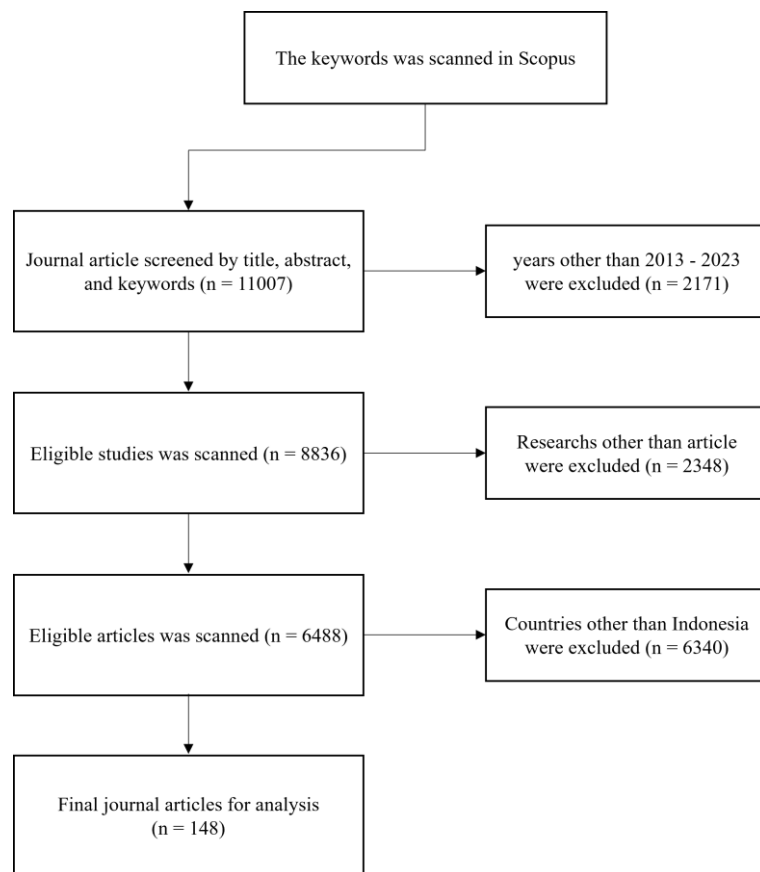
This study fills these gaps by employing a bibliometric approach to analyze the research trends on inclusive education in Indonesia over the past decade. Thus, it offers a new perspective that not only illustrates the evolution of the literature but also highlights key contributors, collaboration patterns, and the contribution of Indonesian research to international discourse. This provides a deeper understanding of how inclusive education is developed and perceived in the Indonesian context and paves the way for future research that is more targeted and relevant both locally and globally.

Given the aforementioned timeframe and challenges, the bibliometric analysis approach is anticipated to provide a more in-depth understanding of research trends, key contributors, and the knowledge framework established by inclusive education researchers in Indonesia. This analysis not only offers a comprehensive overview of the literature's development but also serves as an evaluative and developmental tool for policymakers, researchers, and educational practitioners. To achieve these objectives, this study seeks

to address the following questions: 1) What are the most frequently appearing keywords in the literature on inclusive education in Indonesia, and is there any trend change over time? 2) How has the trend of scholarly publications related to inclusive education in Indonesia evolved over the past few years? 3) Who are the most prolific researchers in their contributions to inclusive education literature in Indonesia, and what is the distribution of their works? 3) What is the citation rate of inclusive education publications among Indonesian researchers, and are there any specific citation patterns that stand out? 4) What journals or publishers most frequently publish research on inclusive education in Indonesia? 5) How do collaboration networks among researchers, institutions, and other countries manifest in Indonesia's inclusive education literature? Through the research question posed, bibliometric analysis is anticipated to provide a more profound insight into the literature on inclusive education in Indonesia. This is expected to guide more effective policies, offer direction for further research, and enhance inclusive education practices across various levels.

**METHOD**

This study employs bibliometric analysis, as delineated by Hayashi in (Comarú et al., 2021) Bibliometric studies constitute an interdisciplinary field aimed at conducting quantitative research in the realm of science, with a role in evaluating the outcomes produced by the scholarly community across various fields of knowledge. These outcomes encompass articles, books, book chapters, works published in the annals of scientific events, and patents. The analytical focus is directed towards primary data obtained through assessing articles in the Scopus database.



**Figure 1. Flowchart process selection**

The primary data for this research were obtained from the Scopus database. A targeted search for articles was conducted using specific terms encompassing the concepts of inclusive education. As the primary data source, Scopus provided access to various scholarly articles, ensuring the quality and relevance of the analyzed research. Initially, in April 2024, an assessment was carried out on studies on inclusive education listed in the Scopus database. To obtain relevant studies, the search terms "inclusive education" OR "inclusion education" OR "educational inclusivity" OR "inclusive pedagogy" OR "inclusive practice" OR

"inclusive classroom" OR "inclusive school" were employed in the TOPIC section (title, abstract, and keywords). All terms were searched simultaneously using the "OR" link.

The search results were then compiled into a list identified by Scopus (n=11007). As this research was conducted in April 2024 with a focus on the last 10 years, publications not originating from 2013 to 2023 were excluded from the analysis (n=2171). Excluded research categories included Book Chapter (n=1026), Conference Paper (n=491), Review (n=465), Book (n=195), Editorial (n=62), and other document types such as Note, Conference Review, Erratum, Letter, Short Survey, and undefined (Total n=109). Further screening processes were implemented to exclude research from other countries, concentrating the analysis on studies conducted in Indonesia, resulting in 148 relevant articles.

We conducted bibliometric analysis by examining several key aspects, such as the number of published articles over multiple years, contributions from different countries, types of documents utilized, frequently selected journals for publication, most cited articles and relevant authors. Subsequently, we identified relevant documents and employed them in the VOSviewer software. This analysis aided us in constructing a conceptual structure of the scientific field.

This study was conducted in adherence to the principles of scholarly research ethics. Despite utilizing data from the Scopus database, copyright and intellectual integrity were duly respected. The entire process of analysis was carried out with good faith and transparency.

## RESULT AND DISCUSSION

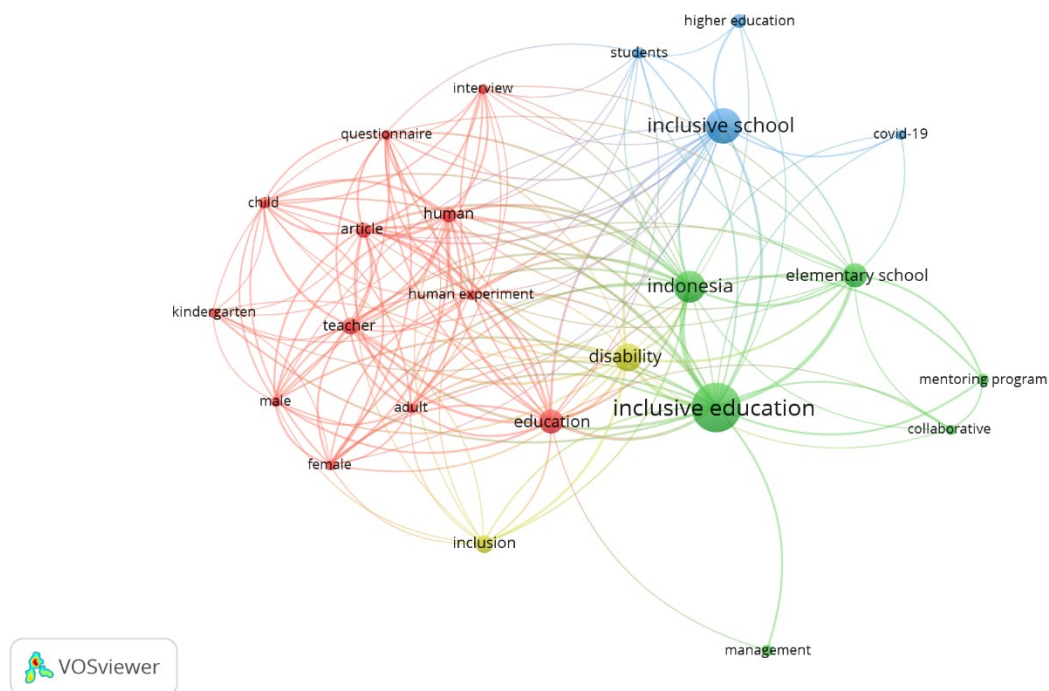


Figure 2. Co-occurrences of all keywords (minimum number of occurrences 3)

The keyword analysis is employed to discern Indonesia's main trends in inclusive education research. The analysis commenced by focusing on all keywords, where from 148 documents, 491 keywords were identified. Only keywords with at least 3 occurrences were included, resulting in 24 keywords. Four clusters were created, each containing related keywords depicted in the same color (Figure 2). The largest nodes represented the most relevant keywords, and the size of the nodes corresponded to the number of occurrences. For each cluster, there was a single keyword, an item, that appeared most frequently: "education" (red cluster-12 items), "inclusive education" (green cluster-6 items), "inclusive school" (yellow cluster-4 items), "disability" (blue cluster-2 items).

The keyword "Inclusive education" took central focus with a significant occurrence, reaching 64 times and having a total link strength of 96. Additionally, the keyword "Indonesia" appeared 26 times with a total link strength of 71, underscoring the importance of the Indonesian context in this literature. Keywords "Education" and "Inclusive school" appeared 16 and 33 times, respectively, with total link strengths of 61

and 40. In the instructional context, the keyword "Teacher" emerged 7 times with a total link strength of 50, highlighting the role of teachers in realizing inclusive education. Subsequently, the keyword "Disability," with 20 occurrences and a total link strength of 51, indicated that the literature also focuses on disability issues and how inclusive education can accommodate the needs of students facing various challenges in learning.

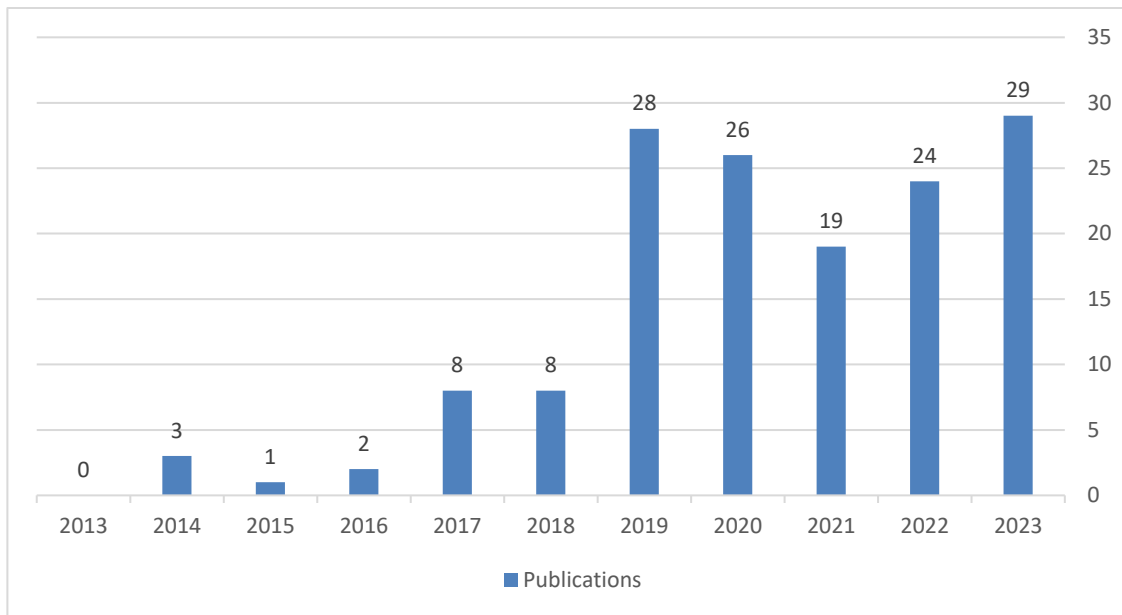


Figure 3. Frequency distribution of articles by year

Figure 3 illustrates a remarkable growth in research on inclusive education in Indonesia over the past decade. Initially, in 2013, no recorded publications were available. However, research interest began to emerge from 2014 onwards. A gradual increase was observed in 2014 (3 publications) and 2015 (1 publication). The first peak was reached in 2017, with eight publications. Subsequently, a steady increase occurred in 2018 (8 publications), followed by a substantial surge in 2019 (28 publications). Despite experiencing a slight decline in 2020, research interest continued. Even in the subsequent years, such as 2021, there were still 19 publications indicating sustained interest. In 2022 and 2023, there was a renewed increase with 24 and 29 publications, respectively. These figures reflect that inclusive education in Indonesia remains a significant focal point of research. From the absence of publications in 2013 to becoming the most explored topic in 2023, this trend mirrors a rapid evolution in Indonesia's understanding and research landscape of inclusive education.

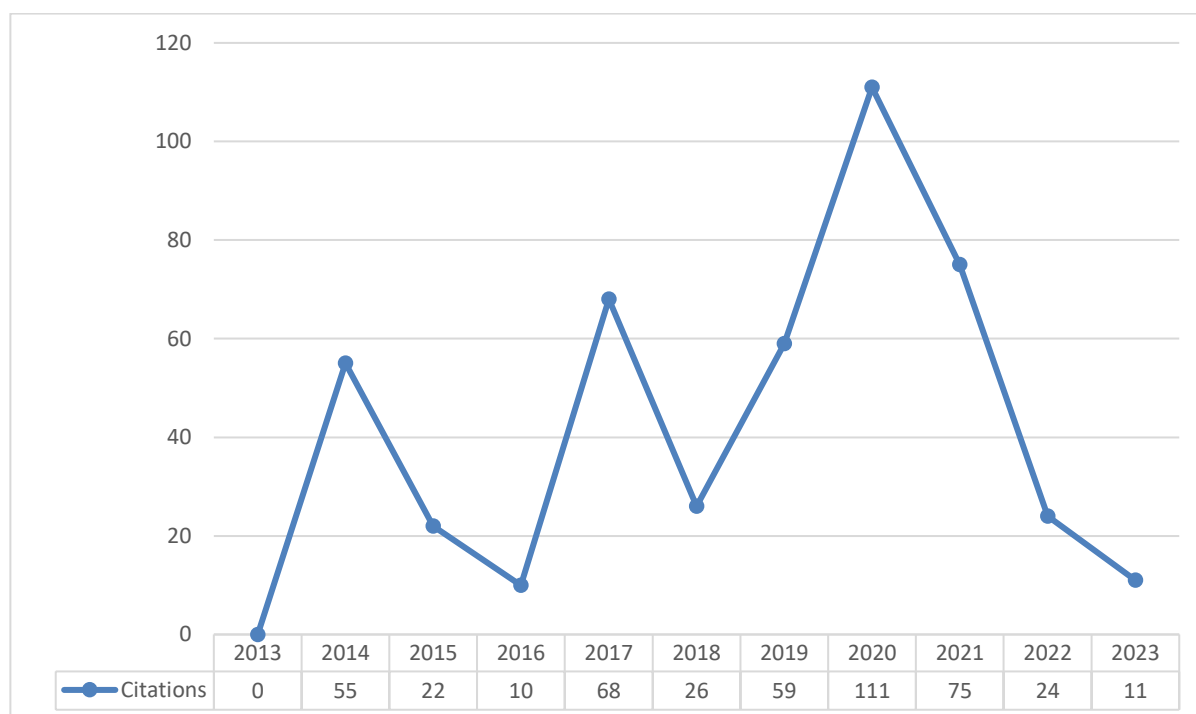
Table 1. The Top 12 most active researchers in the context of inclusive education

No	Authors	Articles	Citations	Total Link Strength
1	Rasmitadila	21	83	41
2	Reza Rachmadtullah	14	69	36
3	Achmad Samsudin	8	59	23
4	Megan Asri Humaira	8	46	20
5	Teguh Prasetyo	6	18	13
6	Anna Riana Suryanti Tambunan	5	42	13
7	Kieron Sheehy	7	84	10
8	Budiyanto	6	75	8
9	Khofidotur Rofiah	6	46	8
10	Gunarhadi	7	23	6
11	Sunardi	5	16	6
12	Munawir Yusuf	5	6	4
Total		98	567	-

In the research related to inclusive education in Indonesia, these 12 researchers emerge as the most active contributors. Rasmitadila, as the leading figure with the highest number of articles (21), has garnered 83 citations for her publications. Reza Rachmadtullah, ranking second with 14 articles, has achieved significant citation counts (69) and a high link strength (36). Achmad Samsudin and Megan Asri Humaira, ranking third and fourth, respectively, have numerous articles (8 each) and impressive citation counts (59 and 46).

Furthermore, researchers like Teguh Prasetyo (6), Anna Riana Suryanti Tambunan (5), and Kieron Sheehy (7) demonstrate robust contributions with varying numbers of articles supported by noteworthy citation counts and link strengths. Budiyanto (6), Khofidotur Rofiah (6), Gunarhadi (7), Sunardi (5), and Munawir Yusuf (5), while having slightly lower article counts, continue to play a role in diversifying perspectives in this literature. Although their citation numbers may be comparatively lower, the diversity in their research adds value to the understanding of inclusive education in Indonesia.

These leading contributors have established a solid and diverse knowledge framework on inclusive education in Indonesia. With the quantity of articles, citations, and link strength they have generated, they form a strong foundation for further research and the development of inclusive practices in the Indonesian educational landscape.



**Figure 4.** The citation rate of inclusive education publications in Indonesia between 2013 - 2023

The citation rates of inclusive education publications by Indonesian researchers depict a dynamic journey and positive development over the past few years. Figure 4 illustrates a significant trend, providing an overview of how this literature has been acknowledged and recognized by the scholarly community. In 2013, no citations were recorded due to the absence of publications in that year. However, since then, there has been an extraordinary surge. The peak of citations occurred in 2020, reaching a figure of 111. This reflects a significant level of recognition and increased interest in this literature by researchers and educational practitioners worldwide.

The years 2021 and 2019 also registered high citation numbers, with 75 and 59 respectively, indicating sustained interest and recognition of inclusive education research by Indonesian researchers. This can be interpreted as a sign that this topic is becoming increasingly relevant and sought after by international research peers. Although 2018 and 2016 showed lower citation numbers, namely 26 and 10 respectively, the continued upward trend in subsequent years indicates the resilience and potential of inclusive education literature to continue making a positive impact.

Through this analysis, a prominent citation pattern is the exponential growth from year to year, especially since 2018. This could be attributed to the increasing global awareness of the importance of inclusive education. Overall, the increasing citation rates from year to year reflect the success of Indonesian researchers in making valuable contributions to inclusive education literature. This improvement also serves as motivation to continue innovating and exploring topics that can have a greater positive impact on the understanding and practice of inclusive education.

**Table 2. The 10 most cited articles**

No	Author	Title	Journal	Year	Citations
1	Kurniawati, F; de Boer, A.A; Minnaert, A.E.M.G; Mangunsong, F.	Evaluating the effect of a teacher training program on the primary teachers' attitudes, knowledge an teaching strategies regarding special educational needs	Educational Psychology	2017	39
2	Rasmitadila; Widyasari; Humaira, Megan Asri; Tambunan, Anna Riana Suryanti; Rachmadtullah, Reza; Samsudin, Achmad.	Using blended learning approach (BLA) in inclusive education course: A study investigating teacher students' perception	International Journal of Emerging Technologies in Learning	2020	34
3	Kurniawati, F; de Boer, A.A; Minnaert, A.E.M.G; Mangunsong, F.	Characteristics of primary teacher training programmes on inclusion: a literature focus	Educational Research	2014	34
4	Sheehy, K; Budiyanto.	The Pedagogic Beliefs of Indonesian Teachers in Inclusive School	International Journal of Disability, Development and Education	2015	22
5	Sheehy, K; Budiyanto; Kaye, H; Rofiah,K.	Indonesian teachers' epistemological beliefs and inclusive education	Journal of Intellectual Disabilities	2019	19
6	Sheehy, K; Budiyanto.	Teachers' attitudes to signing for children with severe learning disabilities in Indonesia	International Journal of Inclusive Education	2014	16
7	Prasetyo, Wibowo Heru; Ishak, Noormaizatul Akmar; Basit, Abdul; Dewantara, Jagad Aditya; Hidayat, Obby Taufik; Casmana, Asep Rudi; Muhibbin, Ahmad.	Caring for the environment in an inclusive school: The adiwiyata green school program in indonesia	Issues in Educational Research	2020	15
8	Budiyanto; Sheehy, K; Kaye, H; Rofiah,K.	Developing Signalong Indonesia: issues of happiness pedagogy, training and stigmatisation	International Journal of Inclusive Education	2018	15
9	Faragher, Rhonda; Chen, Mo; Miranda, Lucena; Poon, Kenneth; Rumiati; Chang, Feng-Ru; Chen, Holly.	Inclusive Education in Asia: Insights From Some Country Case Studies	Journal of Policy and Practice in Intellectual Disabilities	2021	13
10	Padmadewi, N.N; Artini, L.P.	Teaching english to a student with autism spectrum disorder in regular classroom in Indonesia	International Journal of Instruction	2017	12

Table 2 illustrates the most influential articles in research on inclusive education in Indonesia. Among the top ten most cited articles in inclusive education literature, the most impactful is the work by Kurniawati, de Boer, Minnaert, and Mangunsong titled 'Evaluating the effect of a teacher training programme on primary teachers' attitudes, knowledge, and teaching strategies regarding special educational needs.' Published in 2017 in the Educational Psychology journal, this article has garnered the highest number of citations, totaling 39, indicating a significant impact on the inclusive education literature. In the context of authors contributing the most to the top ten, Kurniawati, de Boer, Minnaert, and Mangunsong have made the maximum contribution, being involved in the two most cited articles, namely, 'Evaluating the effect of a teacher training programme on primary teachers' attitudes, knowledge, and teaching strategies regarding special educational needs' and 'Characteristics of primary teacher training programs on inclusion: a literature focus.

Furthermore, Sheehy and Budiyanto stand out as the three most cited articles. These articles cover various aspects, including pedagogic beliefs, epistemological beliefs, and teachers' attitudes toward the use of sign language for children with learning disabilities. Rhonda Faragher, Mo Chen, Lucena Miranda, Kenneth Poon, Rumiati, Feng-Ru Chang, and Holly Chen also contribute to an article titled 'Inclusive Education in Asia: Insights From Some Country Case Studies,' providing insights from several country case studies in Asia. Overall, these articles reflect diverse aspects of research, ranging from the effects of teacher training and students' perceptions of learning approaches to issues related to inclusive policies and practices in Indonesia and Asia at large.



Figure 5. The most active journal in publishing articles related to inclusive education is the Treemap journal

Out of 82 journals, 12 journals have consistently published on inclusive education with a minimum of 3 publications, and several journals stand out with a significant number of publications. These journals provide a platform for research and discussion on inclusive education.

The International Journal of Special Education and the International Journal of Innovation, Creativity, and Change are the most prominent journals, each with 11 and 10 publications, respectively. These journals have become primary platforms for researchers to share knowledge and findings related to inclusive education. The International Journal of Instruction, the International Journal of Learning, Teaching and Educational Research, the International Journal of Inclusive Education, and the Universal Journal of Educational Research contribute comparably with six, five, and five publications, respectively. Diversity in aspects of learning, teaching, and inclusion can be found in these journals, providing a comprehensive perspective on issues in inclusive education.



The International Journal of Scientific and Technology Research, the Cypriot Journal of Educational Sciences, and the Journal of Education and E-learning Research play significant roles with five and four publications, respectively. Meanwhile, the Journal of Social Studies Education Research, the International Journal of Education and Practice, the Jurnal Ilmiah Peuradeun, and the International Journal of Inclusive Education have three publications. This analysis shows that journals like the International Journal of Special Education and the International Journal of Innovation, Creativity, and Change play a central role in disseminating knowledge about inclusive education. The diversity of topics and approaches presented by these journals reflects the complexity and relevance of inclusive education topics in academic literature. Collaboration and contributions across these various journals provide a complete and more in-depth overview of the evolving aspects of inclusive education.

No	Organization	Documents	Citations	Total Link Strength
1	Universitas Djuanda	19	81	27
2	Universitas Adi Buana	14	67	26
3	Universitas Pendidikan Indonesia	14	68	21
4	Universitas Negeri Medan	7	53	16
5	Universitas Negeri Malang	6	12	3
6	Universitas Negeri Surabaya	14	91	3

Table 3. The university contributes significantly to inclusive education in Indonesia

Six prominent institutions are contributing significantly in the literature on inclusive education in Indonesia. Universitas Djuanda, as the most active institution, has 19 documents associated with its research, accumulating 81 citations and 27 link strengths. Universitas Adi Buana follows closely, with 14 documents, 67 citations, and 26 link strengths, along with Universitas Pendidikan Indonesia sharing the same number of documents, with 14 documents, 68 citations, and 21 link strengths. Both of these institutions make strong contributions, establishing collaborative networks that enhance the understanding and development of inclusive education literature.

Universitas Negeri Surabaya, with 14 documents, 91 citations, and 3 link strengths, stands out as the institution with the highest citation impact. Although the link strength may be lower, the high number of citations indicates that research from this institution is widely recognized and referenced by other researchers. Meanwhile, Universitas Negeri Medan, Universitas Negeri Malang, and other institutions also contribute significantly. Despite variations in the number of documents and citations, the participation of various institutions underscores the hallmark of cross-institutional collaboration in the literature on inclusive education in Indonesia.

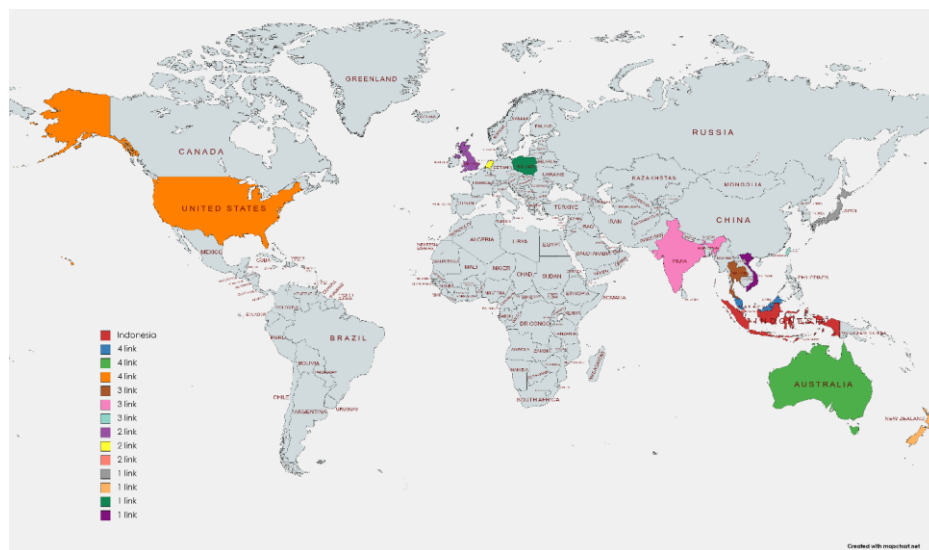


Figure 6. The collaboration patterns of Indonesian researchers with other countries regarding inclusive education

Figure 6 illustrates a significant pattern of collaboration with several partner countries. With a total of 22 links, Indonesia takes the lead in sharing knowledge and experiences in the context of inclusive education. These cross-border collaborations reflect a commitment to expanding research coverage and enhancing shared understanding. Malaysia, Australia, and the United States each have 4 collaboration links with Indonesia, indicating a high level of engagement from these countries in joint projects and knowledge exchange related to inclusive education. Asian countries like Thailand, India, and Taiwan are also involved in significant collaborations, each with 3 links. This demonstrates the existence of a strong regional network in joint efforts to address challenges and opportunities in the implementation of inclusive education.

Other countries, such as the United Kingdom, the Netherlands, and Singapore, exhibit relatively high levels of collaboration, each with 2 links. Furthermore, Indonesia is also engaged in collaborations with countries such as Japan, New Zealand, Poland, and Vietnam, each with 1 link. This indicates a willingness to cooperate with various nations, creating a more diverse and profound research environment. These collaboration patterns reflect that Indonesian researchers are building a global network to strengthen the understanding and implementation of inclusive education practices. By sharing experiences and knowledge with partner countries, Indonesia contributes to developing and enhancing the quality of inclusive education on a global scale.

## Discussion

The findings of this research contribute valuable insights into the in-depth understanding of the conceptual framework of inclusive education in Indonesia. We can map academic discussions that focus on key issues in inclusive education by analyzing keywords. Interestingly, the main findings indicate that "Inclusive education" emerges as a significant focal point. With a high frequency of appearance and strong link strength, this reflects that the literature not only explores inclusive education as a topic but also delves into it deeply by uncovering key aspects and associated challenges. Furthermore, the emphasis on the keyword "Indonesia" with high link strength highlights the importance of the local context in this discourse. This signifies that research on inclusive education in Indonesia is not only part of the global discourse but is also rooted in local realities with all its unique dynamics.

These findings provide a robust foundation for advocating the development of inclusive education concepts and practices that align with the specific needs and context of Indonesia. Several literature sources support the analysis of these keywords. For instance, a study conducted by Haug (2017) highlighting the significance of comprehending educational inclusion as a concept involving cultural and practice changes at the local level. Additionally, the work of Sharma et al (2016) strengthening the concept that effective inclusive education requires careful consideration of local contexts and cultural factors. The conclusion that the keywords "Inclusive education" and "Indonesia" significantly impact this literature aligns with this framework, asserting that inclusive education is not a universal concept that can be applied universally but must be adapted to local realities. Furthermore, when looking towards future research directions, these findings indicate that a focus on inclusive education and the Indonesian local context remains an urgent need. Delving deeper into this, we can better understand how to address unique challenges and create inclusive policies and practices adaptable to the needs of Indonesian society. The emphasis on specific keywords also creates opportunities for further development in specific areas, such as teacher training for inclusion, responsive curriculum development, and parental involvement in inclusive education. In line with global trends, this literature can serve as a foundation for further research that will strengthen the concept and implementation of inclusive education in Indonesia.

Figure 3, visualizing the growth of publications over the last decade, serves not only as numerical data but also as a compelling narrative of evolution in inclusive education research in Indonesia. The significant surge since 2014, reaching its peak in 2019, and the sustained growth until 2023 reflect a complex dynamic in response to societal needs for a deeper understanding of inclusive education. These findings align with the research conducted by Alzahrani (2020) highlighting the significance of the growth and development of literature and research in supporting the implementation of inclusive education, not only in terms of the increasing number of publications but also in identifying 12 researchers as the most active contributors providing a personal dimension to this narrative. This aligns with the findings of Johnson et al (2014) and Van Riet Paap et al (2015), emphasizing that active researchers in a field can serve as agents of change and opinion leaders in academic literature. The presence of these individuals indicates that not only institutions or policies play a role in propelling the wheel of knowledge, but also researchers' personal role and

dedication. In a broader context, the growth of publications and active contributions by researchers opens up opportunities for further exploration. How do the works of these individuals influence inclusive education policies? How can their perspectives provide new directions for future research? Thus, this research outcome not only presents statistical data but also provides a foundation for critical reflection on the dynamics of collaboration and personal contributions in advancing the understanding and practices of inclusive education in Indonesia. These findings catalyze to engage more stakeholders and ensure that this research permeates everyday educational practices.

The dynamic citation rate, as depicted in Figure 4, underscores the exceptional level of acceptance and recognition for inclusive education research literature from Indonesia within the scholarly community. Citation trend analysis reveals a significant increase over the years, notably reaching its peak in 2020, reflecting the substantial positive impact delivered by this research. The consistent growth in citations over recent years indicates that the contributions of inclusive education research from Indonesia have not only garnered recognition over time but also continue to exert a sustained positive influence. Several studies underscore the significance of citation rates as indicators of acceptance and the influence of research (Aksnes et al., 2019; Yu et al., 2014). In this context, the high citation rate indicates that this literature serves as a reference and provides valuable contributions to the global understanding of inclusive education issues. The peak of citations in 2020 can be interpreted as a period when this research achieved the highest visibility and gained appreciation within the scholarly sector. These results imply that the contributions of inclusive education research from Indonesia are locally relevant and have established a strong position in the international literature.

An in-depth analysis of the most cited articles and influential authors provides a rich insight into the contributions of specific works and individuals in understanding trends and primary focuses in the literature of inclusive education. One prominent example is the work by Kurniawati, de Boer, Minnaert, and Mangunsong titled 'Evaluating the effect of a teacher training program on the primary teachers' attitudes, knowledge, and teaching strategies regarding special educational needs.' This extensively cited article reflects that the teacher training topic significantly impacts this literature. The success of this article in achieving popularity and recognition can be interpreted as an indicator of the urgent need to enhance teacher competencies in the context of inclusive education. Several studies support the importance of teacher training in creating an inclusive learning environment (Crispel & Kasperski, 2021; Mykyteichuk et al., 2022; Rodriguez-Oramas et al., 2021). The findings of this research specifically contribute to the understanding of how teacher training can positively influence their attitudes, knowledge, and teaching strategies related to special education needs. The significance of this research is also reflected in its high citation count, indicating that the findings have been adopted and acknowledged by other researchers and integrated into the broader framework of inclusive education literature.

An in-depth analysis of journals consistently publishing research on inclusive education and inter-institutional collaborations opens a window into insight into the publication structure and cooperative networks prevalent in this literature. Specifically, the *International Journal of Special Education* and the *International Journal of Innovation, Creativity, and Change* dominate as the two most prominent journals, affirming their central role as primary platforms for researchers to share findings and ideas related to inclusive education in Indonesia. The diversity of topics and approaches in these journals reflects the complexity and relevance of inclusive education issues in academic literature. The significance of journals as the primary medium for disseminating knowledge and findings has long been acknowledged (Mur-Dueñas, 2018). The selection of journals focusing on inclusive education can provide deeper and contextual insights into the issues faced within the Indonesian context. In the context of collaboration, patterns of cross-institutional and international cooperation, as depicted in Figure 6 and Table 2, reflect a commitment to broaden the scope of research and address inclusive education challenges more holistically. Some studies indicate that collaboration among institutions can enhance research quality and offer a richer perspective (Carillo et al., 2013; Kyvik & Reymert, 2017). Thus, this literature not only reflects the local understanding of inclusive education in Indonesia but also represents a collective effort to address challenges and opportunities in the implementation of inclusive practices through cross-border collaboration and the utilization of established journal platforms.

The implications arising from this research create a far-reaching impact beyond mere local contributions. The in-depth understanding and research contributions on inclusive education from Indonesia not only serve as catalysts for the development of inclusive practices domestically but also offer

valuable and relevant insights into the international context. These findings align with the perspective that local contributions in educational research can significantly affect a global scale (Monroe et al., 2019). The robust foundation generated by this research provides impetus for further investigation and the development of inclusive practices in Indonesia. According to Fullan (2015), a robust foundation plays a pivotal role in effecting positive change within the educational context. Moreover, the presence of Indonesian researchers in the global discourse on inclusive education can offer valuable insights that foster awareness and a better understanding of the inclusive framework at the international level.

The existence of strong collaboration and international recognition is not merely an accolade; it also opens opportunities for Indonesian researchers to engage in global networks. According to Guerrero et al (2013), collaboration involving researchers from various countries can yield benefits such as enhanced research quality, exchange of ideas, and the generation of innovation. This network can also amplify the visibility of research and foster further collaboration with researchers from different parts of the world (Dusdal & Powell, 2021). Hence, this research not only contributes at the national level but also adds value to the global discourse on inclusive education, infusing inclusive principles into a broader context and supporting the development of inclusive practices globally.

## CONCLUSION

This bibliometric study provides an in-depth insight into the development of inclusive education in Indonesia, focusing on the concept of 'Inclusive Education' and the significance of the local context. The recent publication growth reflects the community's need for a deeper understanding of educational inclusion. The study concludes that inclusive education in Indonesia is not only part of the global discourse but is also rooted in local realities. Highly cited articles emphasize the importance of teacher training, and high citation rates affirm the literature's positive impact. Key journals and international collaborations have expanded the scope of research. To support inclusive education, future research should focus on enhancing teacher competence, developing inclusive policies responsive to local contexts, and studying the implementation of these policies at the local level. Further exploration of how inclusion is integrated into the curriculum and daily practices in schools would also be valuable.

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