

Holistic Approach in Inclusive Education Management in Indonesia: A Systematic Review of Strategies and Challenges Faced by Schools

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Abstract: This study aims to analyze the strategies and challenges faced by schools in implementing inclusive education management in Indonesia. The method employed is a Systematic Literature Review (SLR) conducted in accordance with the PRISMA guidelines. The results show that schools in Indonesia have implemented various strategies to support inclusive education, including curriculum adaptation, teacher professional development, collaboration with stakeholders, provision of facilities and infrastructure, utilization of technology, and holistic approaches. However, challenges such as lack of understanding and support, limited resources, and difficulties in developing adaptive curricula and inclusive learning methods still exist. This research highlights the importance of collaborative efforts to address these challenges and improve the quality of inclusive education in Indonesia.

Keywords: Challenges; Education Management; Inclusive Education; Strategy.

INTRODUCTION

Inclusive education has become a central focus in efforts to create a fair and equitable education system for all students in Indonesia. The basic principle of inclusive education is to ensure that every child, regardless of background or special needs, has the same right to quality education in regular schools. Based on data from the Central Statistics Agency (BPS), as of 2023, there are more than 2 million children with disabilities of school age (5–19 years). Meanwhile, as recorded in the Data and Information Center of the Ministry of Education and Culture (2023), approximately 269,398 children are enrolled in special schools (SLB) and inclusive schools. This indicates that only about 12 percent of children with disabilities have their educational needs met (Fauzan, 2023; Hasna, 2022). By September 2023, there were 44,477 inclusive schools distributed across all provinces in Indonesia (Ministry of Education and Culture, 2023; Nursyamsi Fajri, 2021). This total includes schools at the early childhood education (PAUD), elementary (SD), junior high (SMP), and senior high or vocational (SMA/SMK) levels, and continues to grow each year. Indonesia demonstrates a strong commitment to the implementation of inclusive education, as stated in various policies and regulations; however, its implementation still faces many challenges (Rosyidi, 2023).

The management of inclusive education in Indonesia currently faces several complex challenges. A lack of comprehensive understanding of the concepts and principles of inclusive education among stakeholders contributes to its suboptimal implementation (Al Fatah et al., 2023; G. R. Dewi, 2024; N. Hasanah et al., 2023). Inconsistencies in regulations across administrative levels further complicate the issue (Rosyidi, 2023; Sani et al., 2024). The limited number of trained teachers and support personnel, such as psychologists and therapists, presents a major obstacle to providing inclusive services (Anugerah et al., 2024). Inadequate facilities and infrastructure, including accessibility barriers and limited budgets, exacerbate the situation (Aryani, 2023; Ashar et al., 2023; F. Hasanah et al., 2023). In addition, curricula that are not yet adaptive and learning methods that lack inclusivity continue to hinder the accommodation of diverse learning needs (Kinanthi et al., 2024; Nurjannah & Hermanto, 2023; Sahrudin et al., 2023). Furthermore, limited understanding and support from parents and the broader community, along with persistent stigma and discrimination, prevent the creation of inclusive learning

environments. These challenges are interrelated and demand holistic and sustainable solutions through collaboration among all relevant stakeholders.

A holistic approach to inclusive education management is considered critical to overcoming these challenges. This approach views students as whole individuals not only in terms of academics, but also in their physical, emotional, social, and spiritual dimensions (Mustaqim, 2024; Mustika et al., 2023). In the context of inclusive education, a holistic perspective emphasizes the importance of collaboration among teachers, parents, professionals, and the community to create a learning environment that supports each learner's full development (Anggraini & Subasno, 2022; Award et al., 2024). Therefore, this systematic review aims to comprehensively analyze the inclusive education management strategies implemented in schools in Indonesia, as well as to identify the barriers they face. The findings of this study are expected to provide valuable insights for policymakers, education practitioners, and researchers to improve the quality of inclusive education in Indonesia.

METHOD

This study adopts a systematic literature review (SLR) using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines developed by Page (2021). Several previous studies have applied SLR in the context of inclusive education management, including Riowati (2022) which analyzes the success of school-based inclusive education management in improving quality at all educational levels in Indonesia; Holmqvist & Lelinge (2021), which synthesizes research on teachers' collaborative professional development (CPD) for inclusive education; Muñoz-Oyarce (2023) which examines teachers' social representations of inclusive education in preschool and primary school settings between 2010–2020; and Albayrak & Ateskan (2022), which presents a systematic review of classroom management in higher education from 2010 to 2020. The researcher followed three main stages in this study: planning the review, conducting the analysis, and reporting the findings (Moher et al., 2016).

Several criteria were emphasized during the article screening process to ensure the selection of relevant studies. Article selection was conducted in four stages based on PRISMA (Page et al., 2021): identification, screening, eligibility checking, and inclusion. Table 1 outlines the research questions used for article selection, while Table 2 shows the keywords applied during the search.

Table 1. List of Research Question (RQ)

No.	Question Statement	Reasonable Question
RQ1	Is the inclusive education management strategy developed in accordance with the needs of students, teachers, and schools in Indonesia?	This question aims to understand the factors that affect the success or failure of the implementation of inclusive education, as well as identify areas that need improvement. The results of this analysis will provide a foundation for the development of more effective and relevant strategies.
RQ2	What is the role of various stakeholders (teachers, principals, parents, government) in the implementation of effective inclusive education management in Indonesia?	This question aims to explore the understanding of how the roles of various stakeholders, such as teachers, principals, parents, and the government, can be optimized to create an inclusive and supportive learning environment for all learners in Indonesia. This is important because the success of inclusive education requires cooperation and contributions from all parties involved.
RQ3	What are the barriers faced in the implementation of inclusive education management in Indonesia, both in terms of policies, human resources, facilities and infrastructure?	This question aims to identify and understand the various barriers faced in the implementation of inclusive education management in Indonesia, both in terms of policies, human resources, and facilities and infrastructure. This is important because inclusive school education management can improve the quality of

No.	Question Statement	Reasonable Question
RQ4	How can best practices in inclusive education management in Indonesia especially those grounded in holistic, multi-stakeholder collaboration be identified and disseminated to improve the quality of inclusive education nationally?	education, but there are still various barriers that need to be overcome in order to implement it more effectively. This question aims to explore how best practices in inclusive education management in Indonesia particularly those rooted in holistic, multi-stakeholder collaboration can be identified, documented, and disseminated to serve as an example and inspiration for other schools in improving the quality of inclusive education.

Table 2. The Keyword Used

Manajemen Pendidikan	Pendidikan Inklusif	Strategi	Hambatan	Sekolah	Indonesia
Education Management	Inclusive Education	Strategy	Barrier	School	Indonesia

The materials used in this study were peer-reviewed journal articles relevant to inclusive education management in Indonesia, with a focus on strategies implemented by schools and the barriers they encounter. The selected articles span different educational levels, from early childhood education to senior high school and vocational education, and address a variety of special needs.

Identification

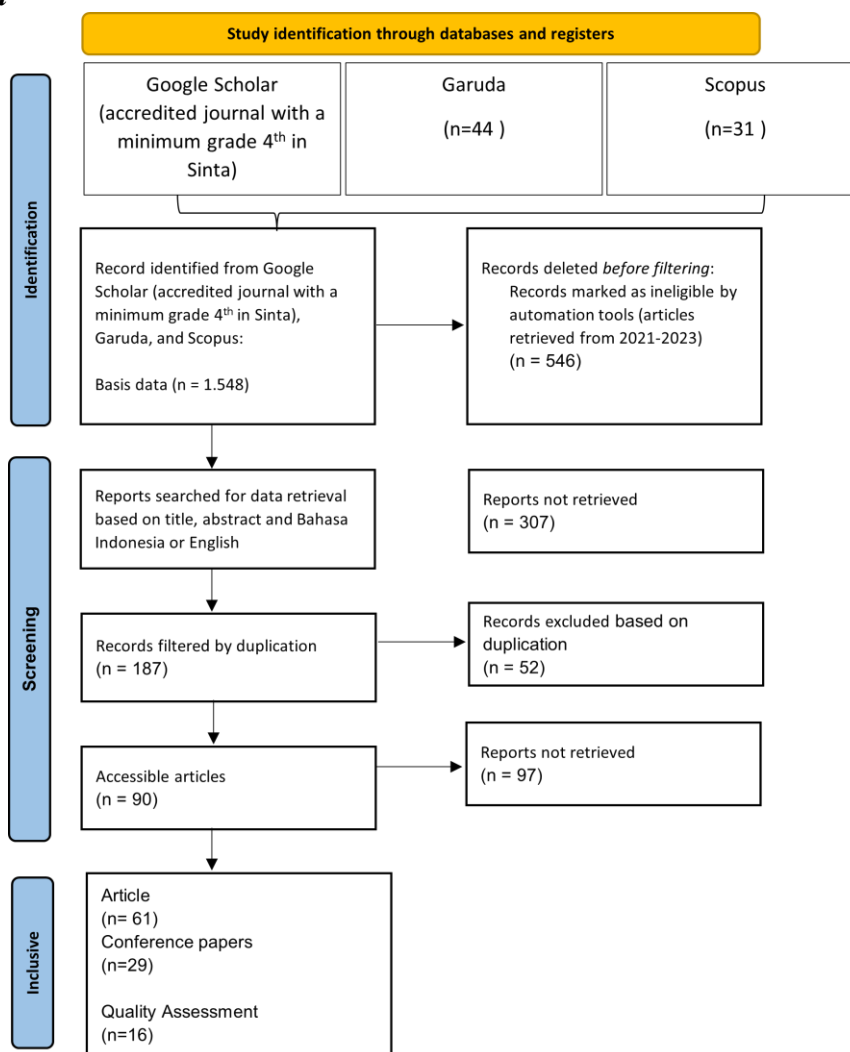


Figure 1. PRISMA Flow Diagram

Three online educational databases were selected for the literature search: Google Scholar (restricted to journals with at least SINTA 4 accreditation), Garuda, and Scopus. The search string was constructed using Boolean logic (“OR” and “AND”) and included both English and Indonesian terms: “education management,” “inclusive education,” “strategy,” “barrier,” “school,” and “Indonesia.” Parentheses were used to group terms, and Boolean “AND” helped narrow results, while “OR” broadened the search scope (Abd Khalid et al., 2023).

All search results were imported into **Mendeley**, a reference manager used to organize, manage, and screen references efficiently. This tool helped identify and eliminate duplicate articles retrieved from multiple databases. The search was performed separately on each database, which made duplication likely. Only articles with accessible full texts in Indonesian or English were included in the next phase.

Assessing the quality of studies

The initial search produced 1,548 articles and conference papers. After limiting the results to studies published between 2021–2023, 546 articles remained. Screening titles, abstracts, and full-text availability reduced this to 239 articles. After eliminating duplicates, 187 articles remained. Of these, 90 had accessible full texts, consisting of 61 journal articles and 29 conference papers. Since this review focuses only on journal articles, 61 articles proceeded to the quality assessment phase.

Measurement

The inclusion and exclusion criteria applied in the selection process are summarized in Table 3.

Table 3. Inclusion and Exclusion Criteria

Selection	Number	Criteria
Inclusion	IC1	Journal articles
	IC2	Research related in educational humaniora
	IC3	Research contains Inclusive Education Management in Indonesia
Exclusion	IC1	Exclude articles under 4th grade of Sinta, Garuda or Scopus
	IC2	Exclude study of non education or school
	IC3	Exclude articles that do not use Indonesian or English
	IC 4	Duplicate article (In terms of Title, Abstract and Content)
	IC5	Exclude articles that explain Education Management without Inclusive Education

The quality of each article was assessed using four guiding questions:

Q1: Is the purpose of the article clearly stated?

Q2: Is the methodology or research approach specified in detail?

Q3: Are implementation or management issues in inclusive education described clearly?

Q4: Are the findings of the study well-articulated?

Each question received a score: 1 for “Yes”, 0.5 for “Partially”, 0 for “No”. Studies with total scores of 4 or higher were included. After this assessment, 16 articles met the inclusion criteria.

FINDING AND DISCUSSION

Finding(s)

A total of 16 articles have been selected that have been summarized according to the key information in the data extraction section. The goal is to answer the four research questions in Table 1. Table 4 illustrates a summary of the evidence based on the research question.

Table 4. Article Summary Based on Research Questions

No.	Author and Year	Title	Strategy	Role(s)	Barrier	Best Practice(s)
1	Prastiwi & Abduh (2023)	Implementasi Pembelajaran Inklusi di Sekolah Dasar	The implementation of inclusive learning is explored through a case study approach, focusing on the role of regular teachers and special supervisory teachers.	This research provides insight into best practices, and challenges related to inclusive education in the Indonesian context.	Challenges in inclusive education include the need for inclusive classroom teachers for in-depth curriculum knowledge and the ability to adapt lesson plans for student diversity. Ordinary teachers also face difficulties in handling students with special needs due to a lack of training, which can lead to improper handling and worsen the child's condition.	Good practices in inclusive education include adapting learning materials to meet individual student needs, using interesting and diverse materials, and selectively providing homework to students with special needs to encourage perseverance and learning at home.
2	Sowiyah & Ryzal Perdana (2021)	Inclusive Education in Indonesia: Teachers' Perceptions	The importance of continuing and expanding teacher education to increase inclusive educational knowledge for the benefit of all students.	An understanding of the challenges, benefits, and strategies associated with inclusive education in Indonesia, helps shape policies and practices in this area.	The problem in implementing inclusive education is that the curriculum provides many limitations. Providing equal opportunities in learning activities is difficult to implement in the current education system	Research shows that positive perceptions, support resources, and teacher training are essential for the success of inclusive education. The participants' demographic background did not have a negative effect on their perception of inclusive education.
3	Hikmat (2022)	Implementation of Inclusive Education for Children With Special Needs in Indonesia	Inclusive education strategies include building an inclusive culture, generating inclusive policies, and developing inclusive	Providing inclusive education management in Indonesia by providing insights, research findings, and guidelines for the implementation of inclusive	Barriers to inclusive education include unintentional exclusivity in the special education system, difficulty meeting the needs of students with special needs, lack of admission in	Inclusive education in Indonesia today aims to create a welcoming learning environment, build confidence, and ensure educational

No.	Author and Year	Title	Strategy	Role(s)	Barrier	Best Practice(s)
			practices. This strategy aims to create a welcoming environment for learning and allow all students to learn in a comfortable and enjoyable way.	education for children with special needs in Indonesia	regular schools, disharmony between related parties, misunderstandings about inclusive education, policy inconsistencies, and rigid education systems.	equality for all children. The implementation strategy varies between countries. The inclusive education model in Indonesia includes regular classes with full inclusion, cluster groups, and pull-out sessions for children with special needs.
4	Kawakip (2023)	Pengelolaan Sekolah Inklusi: Studi Multi Situs Pada Sekolah Islam di Jawa Timur	Scientific knowledge and a practical understanding of inclusive Islamic school management are essential. Therefore, it is very important for teachers to explore the forms of inclusive school management and policies that have been implemented.	This research plays a role in improving the understanding of inclusive education management in Indonesia, especially in the context of Islamic schools in East Java	Barriers to inclusive education in Islamic schools in this study include parental perceptions, lack of teacher resources, curriculum challenges, and inadequate physical facilities. The lack of recognition and support for Special Education Teachers is also a problem.	Research in Islamic schools in East Java identified best practices in managing inclusive schools. This study explores inclusive school policies and describes their implementation. The observed management practices are considered the best examples in the context of inclusive education in East Java Islamic schools.
5	Amelia (2022)	Analysis of facilities management on inclusion education school in Batu City	The management of accessible facilities and infrastructure in schools that provide inclusive education in Batu City is very important to support the implementation of inclusive education and student independence.	This article provides a strengthened understanding of the challenges, strategies, and best practices in managing facilities and infrastructure for inclusive education in Indonesia.	Barriers in the management of inclusive education based on this study include lack of resource space, school accessibility, and supporting learning media for children with special needs. Inequality of learning media tools, lack of library books, and storage problems are also problems in inclusive	This paper highlights the importance of facilities and infrastructure in inclusive education systems and the challenges faced in providing an optimal learning environment for children with special needs. However, the paper does not specifically mention the "best practices"

No.	Author and Year	Title	Strategy	Role(s)	Barrier	Best Practice(s)
6	Kurniawati (2021)	Exploring Teachers' Inclusive Education Strategies in Rural Indonesian Primary Schools	Inclusive classroom management strategies using differentiated and collaborative learning are the main teaching strategies used in the research on inclusive education strategies of teachers in rural primary schools in Indonesia.	Classroom management using differentiated and collaborative learning strategies can provide insight and develop teachers' perspectives to implement inclusive education.	education facilities. This study finds barriers in the perspective of teachers who consider internal factors such as lack of knowledge and confidence, as well as external factors such as the number of students and the absence of special education teachers, as barriers to the implementation of appropriate inclusion strategies.	created by the researchers. The findings of the study show that differentiation is the most frequently used strategy by teachers, while collaborative learning.
7	Choiriyah (2022)	Inclusive Madrasas in Central Java Indonesia: Culture, Policy, and Practices	Strategies for implementing inclusive education include building an inclusive culture, teacher training, collaboration with relevant stakeholders, and the importance of top-down policies and madrasah visions, missions, and goals that support inclusivity.	This article contributes to shaping an inclusive culture in madrasas by providing recommendations, best practices, and innovative policies. The importance of strategic policies, special education teachers, individualized education programs, and inclusive instructional strategies are also emphasized to improve educational services for children with special needs.	Barriers to inclusive education management include a limited number of shadow teachers and skilled teachers, a lack of experts and professional support, and budget constraints. The lack of therapeutic and professional facilities such as doctors and therapists is also a challenge in the implementation of inclusive education in madrasas.	Inclusive madrasas aim to provide access to education for all children, including people with disabilities, by implementing inclusive cultures, policies, and practices. Collaboration with relevant stakeholders and professionals is essential to improve education services. The implementation of inclusive education also depends on cooperation between professionals and adherence to school policies.
8	Wiliyanto (2022)	Manajemen Pendidikan Inklusi di SMAN 1 Padangan	The strategy of implementing management in this study starts from planning which involves setting goals,	The management of inclusive education by actuating motivation is a solution in increasing the	Challenges found in inclusive education management include difficulties in enrolling students	Researchers have identified best practices in inclusive education management, with a focus on

No.	Author and Year	Title	Strategy	Role(s)	Barrier	Best Practice(s)
			structuring, formulating conditions, managing human resources, developing learning methods and actuating involving motivating others to work according to the given tasks to achieve the expected goals.	effectiveness of inclusive education management	who need inclusive education each academic year, a lack of consistent patience among educators, and inadequate evaluation of program methods and issues.	planning, organizing, implementing, and monitoring educational programs to ensure effective education for all students, including those with special needs.
9	Melia (2022)	The Implementation Management of Inclusive Education Programs at SDN 002 Pulau Palas, Tembilahan Hulu, Indragiri Hilir Regency	Inclusive Education Management at SD Negeri 002 Palas Island, includes educational planning, implementation, evaluation, by determining supporting and inhibiting factors of education management for Students with Special Needs to harmonize the management process with national education standards. Collaboration between the principal, classroom teachers, special teacher assistants, and parents of students is one of the decisive points in determining the success of the alignment.	The article has an important role in discussing the management of inclusive education in Indonesia, providing insights, research findings, and recommendations related to the effective implementation of inclusive education programs in schools.	Barriers to inclusive education management include: lack of teacher competence, problems with the admission of students with special needs by parents, lack of cooperation between related parties, inadequate funds, limited resources, and a shortage of special education teachers.	Good practices in inclusive education management at SDN 002 Pulau Balas include efficient use of resources, alignment with national education goals, effective implementation of management functions (planning, organizing, implementation, and control), and careful program planning by considering various relevant factors.
10	Masrokan & Fuadi (2023)	Manajemen Pelayanan dalam Peningkatan Mutu Pendidikan Inklusi Sekolah	Collaboration between schools, parents, and communities is essential in the management of	The article highlights important aspects in the management of inclusive educational	This study mentions several challenges in the management of inclusive education including: (1) the	The best practices in inclusive education management include the provision of

No.	Author and Year	Title	Strategy	Role(s)	Barrier	Best Practice(s)
		di Tulungagung	inclusive education. Adjustments to the curriculum, individual learning programs, and competency standards for students with special needs are carried out to meet national education standards.	services, such as facilities, infrastructure, competent educators, curriculum modifications, and a conducive learning environment. Collaboration between schools, parents, and the community is also emphasized, as well as the need for adjustments in education management to meet the needs of inclusive education according to national standards.	lack of Special Needs Educators with a background in PLB, (2) the need for a more challenging intensive approach, (3) the need to adjust to the National Education Standards which cover various aspects, and (4) the difference between implementation in the field and existing regulations.	appropriate facilities and infrastructure, competent educators, curriculum modification and assessment, creating a pleasant learning atmosphere, and collaboration between schools, parents, and the community. The success of inclusive education in Madrasah depends on the adjustment of the regular education system and the cooperation of all relevant parties.
11	Baiti (2021)	Management of Student with Special Needs in Inclusive Schools (Case Study in the State Junior High School 30 Surabaya and Alam Insan Mulia Junior High School Surabaya)	The importance of good management practices for students with special needs in inclusive schools starts from recruiting teachers, building infrastructure and curricula for a wide variety of students.	Provide guidelines and insights into student planning, coaching, evaluation, and mutation processes in schools.	Factors inhibiting the implementation of the management of students with special needs in inclusive schools include challenges related to the recruitment of special supervisors, infrastructure for children with special needs, and monitoring and evaluation of inclusive schools.	This research emphasizes the importance of effective communication and cooperation between teachers, student coordinators, and parents to improve the management of students with special needs.
12	Sunandar (2022)	Equality Analysis of The Right Education for Disabilities: A Juridical and Factual Study Implementation of Management Inclusion Education	This study also uses a legal approach (legal approach) to examine legal policies in Indonesia related to disability education and a conceptual approach to explore legal doctrines,	Strengthening understanding of the management of inclusive education in Indonesia by providing a legal framework and guidelines to ensure equal rights to education for persons with disabilities in	Problems in inclusive education include a late PPDB assessment process, assessment errors that hinder children's development, school selection based on proximity, lack of quality	The Indonesian government requires local governments to provide special teacher assistants, facilities, and inclusive educational services without discrimination. The cities of Malang and

No.	Author and Year	Title	Strategy	Role(s)	Barrier	Best Practice(s)
			principles, and concepts of equal rights to education for children with special needs	Malang City and Probolinggo City.	improvement of accompanying teachers, and lack of qualified special teacher facilities and assistants. There needs to be policy regulations to address this problem.	Probolinggo have shown a strong commitment to inclusive education through child-friendly policies, special budgets, and the appointment of special teacher assistants.
13	Mansur (2021)	The Development of Model Design Inclusive Education Learning	The implementation of management is carried out by developing an inclusive educational learning design model based on local wisdom. The focus is on integrating local values such as respect for diversity and cooperation to improve the understanding of inclusivity based on local Indonesian wisdom.	This article plays an important role in the management of inclusive education in Indonesia by highlighting key principles such as respecting diversity and cooperation. This article also promotes the development of inclusive learning design models based on local wisdom, which accommodate the specific needs of the education system.	This study describes two challenges in the management of inclusive education which include: (1) the need to develop a learning design model based on local wisdom due to the lack of existing models, and (2) the principle of inclusive education that requires flexibility and responsiveness to diversity, which can be an barrier in its implementation.	An ideal inclusive education learning model should accommodate local wisdom, reflect inclusive values, and include components such as the identification of special needs, the development of a modified curriculum, the availability of human resources, and the assessment of the learning process tailored to the characteristics of students and the Indonesian social system.
14	D. E. C. Dewi & Lubis (2023)	Implementation of Adaptive Management To Improve The Quality of Process Standards In Inclusion Schools	Adaptive management approach as a flexible and dynamic strategy to adapt to the needs of students with special needs in inclusive schools. The approach involves planning the learning process, its implementation, assessing learning outcomes, and	This researcher plays an important role in the management of inclusive education in Indonesia by providing insights, research findings, and recommendations related to adaptive management practices in inclusive schools.	Lack of human resources and teacher understanding, lack of specialized learning designs and tools, absence of technical direction from local governments, lack of external working groups and guidance, inadequate support facilities, and limited knowledge and skills of teachers	Adaptive management activities carried out in inclusive schools, such as planning the learning process, implementing the learning process, assessing learning outcomes, and monitoring the learning process, are considered good practices

No.	Author and Year	Title	Strategy	Role(s)	Barrier	Best Practice(s)
			monitoring the learning process to ensure flexible, effective and efficient learning.		in designing inclusive learning.	created by researchers.
15	Larosa (2022)	Inclusive Education Management of Children with Special Needs In The Learning Process and Teacher Handling	Inclusive education management strategies include planning, organizing, activating, coordinating, directing, supervising, resource utilization, goal setting, collaboration, task adaptation, group work, additional time for assignments, and adaptation of quizzes and exams.	Articles play an important role in the management of inclusive education in Indonesia by providing insights, research findings, and recommendations related to the implementation of inclusive education programs.	Segregated schools limit the social and emotional development of children with special needs due to the limited social environment. Inclusion schools, while offering a wider social environment, can be challenging due to the lack of services tailored to the individual needs of children with special needs.	The research emphasizes the importance of planning, organizing, activating, coordinating, directing, and supervising in the management of inclusive education. The program should be implemented to avoid discrimination, provide equal opportunities, instill the values of tolerance, and be supported by shadow teachers.
16	Sari (2022)	The Implementation of Inclusive Education in Indonesia: Challenges and Achievements	Optimization of factors that contribute to the successful implementation of inclusive education in Indonesia.	This study describes the different types of teachers involved in inclusive education, such as classroom teachers and special teacher assistants, and their responsibilities in planning and delivering education to students with special needs.	The lack of specialized teacher assistants, inadequate school facilities, and the lack of information and attention from provincial and district education offices are the main barriers to the effective management of inclusive education.	The success of inclusive education in Indonesia is attributed to factors such as the presence of specialized educators, effective classroom management, and a tailored curriculum.

Discussion(s)

Studies conducted in Indonesia have identified a variety of inclusive education management strategies implemented in schools, reflecting comprehensive efforts to build inclusive and supportive learning environments for all students. Key strategies include the adaptation of curricula and instructional methods to meet the diverse needs of learners, such as through differentiated instruction, cooperative learning, and project-based approaches (Kurniawati, 2021; Prastiwi & Abduh, 2023). Professional development for teachers is also prioritized, equipping them with the knowledge and skills needed to manage diverse

classrooms and apply inclusive education principles effectively (Sowiyah & Ryzal Perdana, 2021). Collaboration with stakeholders including parents, experts, and community members is another essential element, often realized through regular meetings, group discussions, and joint training sessions that foster shared understanding and coordinated action (Choiriyah, 2022; Masrokan & Fuadi, 2023).

Schools also emphasize the provision of accessible facilities and infrastructure, such as inclusive classrooms, libraries with braille resources, and assistive technologies (Amelia et al., 2022). The integration of technology has become increasingly significant, offering tools like screen readers, augmentative and alternative communication (AAC) applications, and online platforms to support learners with varying needs (Mansur et al., 2021). Moreover, a holistic approach involving all members of the school community teachers, staff, students, parents, and the surrounding community has been promoted to cultivate a school culture where every student feels accepted, valued, and supported (Hikmat, 2022; Kawakip et al., 2023).

Despite these advancements, a number of persistent challenges remain. Misunderstandings and lack of support from parents and the broader society continue to hinder inclusive efforts, often stemming from misconceptions about inclusive education and reinforced by stigma and discrimination toward children with special needs (Hikmat, 2022; Sowiyah & Ryzal Perdana, 2021). Additionally, shortages of qualified personnel, such as special education teachers, psychologists, and therapists, coupled with limited school budgets, constrain the capacity to provide consistent teacher training, develop adaptive curricula, and improve infrastructure (Choiriyah, 2022; Masrokan & Fuadi, 2023; Rasmitadila et al., 2023). Many inclusive schools still lack essential accessibility features and specialized learning tools, which limit the meaningful participation of students with special needs in classroom activities (Amelia et al., 2022).

Challenges also persist in the development and implementation of adaptive curricula and inclusive instructional practices, as many teachers lack sufficient training and confidence to deliver content that meets the needs of all learners (Kurniawati, 2021; Prastiwi & Abduh, 2023). Existing curricula often fail to accommodate the diverse learning needs of students with special needs. Furthermore, many teachers may lack the necessary knowledge and skills to design and implement inclusive instructional strategies effectively. Addressing these issues requires more than isolated efforts. It demands a collaborative approach that actively involves all stakeholders including governments, schools, educators, parents, experts, and the wider community to ensure that the specific educational needs of every child are met in a holistic and meaningful way. Despite notable progress, the findings indicate that much work remains to be done to achieve truly inclusive education in Indonesia.

CONCLUSION

This study provides a comprehensive overview of the implementation of inclusive education management in Indonesian schools. Various strategies have been identified and applied, including curriculum adaptation, teacher professional development, collaboration with stakeholders, provision of facilities and infrastructure, utilization of technology, and a holistic approach. However, challenges persist—such as limited understanding and support from parents and the broader community, constrained resources, and difficulties in developing adaptive curricula and implementing inclusive instructional methods. While these findings reflect meaningful progress, sustained and coordinated collaboration among government bodies, schools, educators, families, and communities remains essential to ensure that all students receive equitable and high-quality educational opportunities that meet their individual needs.

This study has several limitations. It focuses only on journal articles published within a specific time frame (2021–2023) and does not include other sources such as policy reports, books, or grey literature. It also does not explore in depth how the identified strategies impact measurable student learning outcomes—such as academic achievement, social-emotional development, or student engagement. Additionally, there is a potential risk of bias in the article selection process and interpretation of results, despite efforts to apply rigorous screening criteria.

Future research should consider a broader range of data sources and extend the time frame to capture longitudinal developments in inclusive education practices. It is also recommended to conduct empirical studies that directly assess the effectiveness of specific strategies on student learning outcomes. Moreover, further investigation into models of multi-stakeholder collaboration and their practical impact could strengthen the implementation of inclusive education nationwide.

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