



Systematic Literature Review on Inclusive Education Policies in Primary Schools: A Comparative Analysis of Yogyakarta and Sukabumi

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Abstract. Inclusive education is essential for ensuring equal learning opportunities for all students, particularly those with special needs. This study examines the implementation of inclusive education policies in Yogyakarta and Sukabumi using a Systematic Literature Review (SLR) approach, following the PRISMA methodology. By analyzing relevant academic literature and policy documents, this research identifies key challenges and disparities in policy execution between the two cities. The findings indicate that while Yogyakarta has established a more structured and well-supported inclusive education framework, Sukabumi faces significant obstacles, including insufficient funding, inadequate teacher training, and a lack of societal awareness. The study highlights the critical role of teacher preparedness, infrastructure development, and public engagement in the success of inclusive education policies. Despite its contributions, this study acknowledges limitations related to its reliance on secondary data and the regional focus on two cities. Future research should incorporate empirical studies and expand the geographical scope to provide a more comprehensive understanding of inclusive education in Indonesia. The implications of this study emphasize the need for sustained policy improvements, targeted investments, and collaborative efforts among stakeholders to foster an inclusive educational environment. By addressing these challenges, policymakers can enhance the effectiveness and scalability of inclusive education, ensuring that all students, regardless of their abilities, have access to quality learning experiences.

Keywords: Inclusive Education, Policy Implementation, Systematic Literature Review (SLR).

1 Introduction

Inclusive education is a transformative approach designed to provide all students, including those with special needs, equitable access to learning opportunities within a shared educational environment [1] [2] [3]. This model of education is not merely a legal or institutional obligation but serves as a fundamental tool for fostering social justice, equal participation, and personal empowerment. Inclusive education is grounded in the principle that all students, regardless of their abilities or disabilities, deserve the same level of access to quality education [4]. In Indonesia, this commitment

is reinforced through Law No. 20 of 2003 on the National Education System, which mandates the right to education for all citizens without discrimination. However, the realization of inclusive education remains inconsistent due to significant disparities in regional policies, availability of resources, and socio-cultural perceptions regarding disability and inclusion [5]. While some regions have made considerable progress in implementing inclusive policies, others continue to struggle with fundamental challenges such as inadequate teacher training, lack of specialized infrastructure, and limited societal awareness. These challenges underscore the importance of further empirical research to examine how inclusive education policies are formulated and implemented in different contexts, particularly in regions with distinct socio-political and economic conditions. Understanding these variations is crucial for aligning national educational strategies with global commitments to educational equity, as emphasized by UNESCO, and for ensuring that inclusive education becomes an effective and sustainable reality rather than a symbolic initiative [6].

Yogyakarta and Sukabumi, two cities with distinct educational landscapes, present a compelling comparative case for analyzing the effectiveness of inclusive education policies. Yogyakarta has long been recognized for its progressive education system and the implementation of innovative policies that support inclusive learning. The city has actively invested in teacher training, specialized support services, and infrastructure improvements to facilitate inclusive education (Dinas Pendidikan Kota Yogyakarta, 2016) [7] [8] [9]. In contrast, Sukabumi, while making efforts to advance inclusive education, continues to face challenges such as inadequate school infrastructure, limited funding, and a shortage of trained special education teachers [10]. These disparities illustrate the varying degrees of policy implementation success and highlight a significant research gap, as limited empirical studies have systematically compared how inclusive education policies function across different regional contexts in Indonesia. Given the global emphasis on educational equity and the United Nations' Sustainable Development Goal (SDG) 4, which advocates for inclusive and quality education for all, understanding these regional differences is essential [11]. By investigating these contrasting conditions, this study aims to provide valuable insights into best practices, policy deficiencies, and potential avenues for refining and enhancing inclusive education frameworks. The findings will contribute to strengthening policy implementation strategies, ensuring that inclusive education policies are not only well-formulated but also effectively operationalized to meet the needs of all learners.

Despite the government's efforts to promote inclusive education, several challenges persist in its execution, particularly in ensuring its effectiveness and sustainability across different regions. One of the primary obstacles is the inadequate professional development of teachers in handling students with special needs. Many educators lack the necessary training to implement differentiated instruction, adaptive assessment strategies, and inclusive pedagogical approaches, which are crucial for catering to diverse student needs [12]. Studies have shown that teacher competency significantly influences the success of inclusive education, as well-prepared educators are more likely to adopt effective instructional strategies and foster an inclusive classroom culture [13] [14]. However, the availability of training programs remains limited, and many teachers struggle to access professional development opportunities due to financial constraints

or institutional barriers. Additionally, insufficient educational facilities and learning materials further hinder the full realization of inclusive education. In many schools, the lack of assistive technology, accessible classrooms, and tailored learning resources prevents students with disabilities from fully engaging in the learning process [15]. Public awareness and societal acceptance of inclusive education also remain low in several regions, leading to resistance in its adoption, particularly in communities with deeply rooted perceptions of traditional education models [16] [17]. These challenges indicate that while inclusive education policies exist, their effectiveness varies widely, necessitating a more systematic approach to address gaps in teacher training, infrastructure, and community involvement. The ideal condition would involve highly skilled educators, adequately resourced schools, and strong community engagement in fostering an inclusive learning environment. However, the gap between policy formulation and practical implementation remains significant, emphasizing the urgent need for further analysis and policy interventions to bridge this divide.

Several studies have examined inclusive education policies both globally and within Indonesia, providing valuable theoretical and empirical foundations for this research. Prior research has consistently emphasized the importance of policy design, teacher competency, and infrastructural readiness as crucial factors in ensuring the successful implementation of inclusive education [18]. Additionally, scholars have highlighted the role of government support and community engagement in fostering inclusive school environments, as policies alone are insufficient without effective execution at the grass-roots level [19]. However, most existing studies have predominantly focused on either national-level frameworks or single-case studies, thereby neglecting comparative analyses between regions with different socio-political and economic contexts. This gap in research limits the understanding of how local adaptations influence policy effectiveness and what best practices can be identified across diverse regions. By conducting a comparative study between Yogyakarta and Sukabumi, this research seeks to provide a more nuanced perspective on inclusive education policies, identifying both systemic challenges and opportunities for policy refinement. Furthermore, this study contributes to the novelty of research in this field by offering an in-depth regional comparison and highlighting adaptable strategies that can inform national and local educational policies. Understanding these dynamics is essential for developing inclusive education frameworks that are both contextually relevant and practically implementable, ensuring that all students receive equitable learning opportunities regardless of their geographical or socio-economic background.

This study seeks to investigate the formulation and implementation of inclusive education policies in Yogyakarta and Sukabumi while identifying similarities and differences in their execution. By examining how these policies are designed and operationalized, the study aims to uncover the key factors that contribute to their success or hinder their effectiveness. Furthermore, the research will explore the role of local governments, the quality of teaching personnel, and the availability of educational infrastructure in shaping inclusive learning environments. A comparative approach will provide insights into the systemic barriers that must be addressed to enhance the effectiveness of inclusive education across different regions. Specifically, this research aims to answer the following questions: (1) How are inclusive education policies formulated and

implemented in Yogyakarta and Sukabumi? (2) What factors contribute to the success or failure of these policies? (3) How can these policies be improved to ensure more effective and equitable education for all students?

Given the increasing global emphasis on inclusive education, as highlighted by UNESCO, it is imperative to assess and refine policies to ensure that no child is left behind [20]. Without a rigorous evaluation of current policy implementations, the existing challenges may continue to impede the progress of inclusive education. If these issues are not systematically addressed, children with special needs risk being marginalized, contradicting the fundamental principle of equitable education for all. This study is urgent as it addresses the pressing need for a more context-sensitive approach to inclusive education, ensuring that policies are not merely symbolic but genuinely transformative. By identifying best practices and potential areas for improvement, this research aims to contribute not only to the academic discourse on inclusive education but also to the development of more effective and sustainable policy frameworks that can be adopted both nationally and globally.

2 Materials and Methods

This study employs a systematic literature review (SLR) methodology to analyze and compare the implementation of inclusive education policies in Yogyakarta and Sukabumi. The SLR approach is particularly suitable for synthesizing existing research and policy documents to generate a comprehensive understanding of inclusive education frameworks within different regional contexts. Unlike traditional literature reviews, an SLR follows a structured and replicable process that ensures rigor and minimizes bias in data collection and analysis [21] [22]. By systematically identifying, selecting, and evaluating relevant sources, this study aims to construct a well-founded comparative analysis of inclusive education policies in the two cities. The SLR methodology is crucial for examining both theoretical perspectives and empirical findings on inclusive education, allowing for a deeper exploration of the effectiveness and challenges of policy implementation at the regional level. The selection of this method is justified by the need for a comprehensive synthesis of existing knowledge, reducing the reliance on anecdotal or contextually limited findings, and providing a broader evidence base for policy recommendations [23].

The data sources in this study consist of secondary data obtained from peer-reviewed journal articles, government reports, policy documents, and relevant books. To ensure the credibility and reliability of the selected materials, inclusion criteria were established, focusing on sources published in reputable academic databases such as Scopus, Web of Science, and Google Scholar. Additionally, government documents, including laws, regulations, and official reports from the Indonesian Ministry of Education and Culture, as well as local education offices in Yogyakarta and Sukabumi, were incorporated into the analysis. Sources were selected based on their relevance to the research objectives, particularly those that discuss inclusive education frameworks, policy effectiveness, and challenges in regional implementation. Exclusion criteria were applied

to filter out outdated publications (i.e., those published before 2013), non-peer-reviewed sources, and studies that lack substantial empirical or theoretical contributions. To ensure comprehensive coverage, a backward and forward citation tracking approach was used to identify influential studies in the field [24] [25]. Additionally, the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines were followed to enhance the transparency and replicability of the literature selection process [26] [27] [28].

The process of data collection and selection involved a systematic search strategy using keywords related to inclusive education policies, special needs education, and policy evaluation in the Indonesian context. The search terms were carefully formulated to capture a wide range of relevant literature while maintaining specificity to the research focus. Boolean operators (AND, OR, NOT) were used to refine the search queries and eliminate irrelevant sources. The initial search results were screened based on titles and abstracts, followed by a full-text review to determine their suitability for inclusion. The dataset initially included 150 sources, which were then refined to 60 high-relevance sources after applying inclusion and exclusion criteria. This multi-stage filtering process ensured that only high-quality and contextually relevant studies were included in the final dataset for analysis.

The collected data were analyzed using qualitative content analysis, which involves systematically categorizing and interpreting textual information to identify key themes, patterns, and discrepancies [29] [30]. The thematic analysis approach proposed was employed to extract insights related to policy formulation, implementation strategies, stakeholder involvement, and the challenges faced by both regions. Thematic coding was conducted in multiple stages, beginning with open coding to identify recurring concepts, followed by axial coding to establish relationships between themes. A comparative analysis framework was adopted to highlight similarities and differences in policy execution between Yogyakarta and Sukabumi. This approach enabled a structured assessment of the factors influencing policy effectiveness and provided a foundation for formulating recommendations to enhance inclusive education policies. To ensure reliability, the analysis process was independently reviewed by multiple researchers, minimizing potential biases and increasing the robustness of the findings.

Recognizing the inherent limitations of a literature-based study, this research acknowledges potential constraints such as the availability of region-specific empirical studies and the possibility of publication bias in existing literature. However, to mitigate these challenges, multiple measures were implemented, including the triangulation of diverse data sources, cross-validation of findings with multiple researchers, and adherence to PRISMA guidelines to ensure methodological transparency. Future research could complement this study with fieldwork-based data collection, including interviews with policymakers, educators, and students, to provide further depth to the understanding of inclusive education implementation. By systematically examining policy documents and scholarly research, this study contributes to the growing body of knowledge on inclusive education and offers valuable insights for policymakers seeking to enhance educational inclusivity in diverse socio-cultural contexts.

3 Results

3.1 Comparative Analysis of Inclusive Education Policy Implementation

The results of this study provide a comprehensive comparative analysis of inclusive education policy implementation in Yogyakarta and Sukabumi, addressing the research questions related to policy formulation, execution, and factors influencing success or failure. Through a systematic literature review, key themes were identified, including differences in policy design, implementation strategies, stakeholder engagement, and challenges faced in each region. The findings reveal that while both cities have committed to inclusive education, their approaches and effectiveness differ significantly due to variations in governmental support, resource allocation, and institutional capacity. Yogyakarta demonstrates a more structured and well-supported inclusive education framework, largely due to long-term policy commitments and strong institutional backing. In contrast, Sukabumi, despite its efforts, faces considerable limitations in resources, infrastructure, and professional development for educators. These disparities underscore the necessity of localized adaptations to inclusive education policies to ensure their effectiveness across different socio-economic contexts.

3.2 Policy Design and Execution Mechanisms

A key finding of this study is the variation in policy design and execution mechanisms between the two cities. Yogyakarta has enacted progressive policies that prioritize inclusive education, supported by clear legal frameworks and government initiatives. The city has invested in specialized teacher training programs, resource centers, and accessibility improvements in schools, creating a more inclusive learning environment. Sukabumi, on the other hand, has experienced challenges in policy execution due to limited funding, inadequate infrastructure, and a shortage of trained educators. While local regulations exist to support inclusive education, their implementation has been inconsistent, often due to financial constraints and a lack of coordination between government agencies and educational institutions. An analysis of the selected studies indicates that out of 60 sources analyzed, 38 identified well-established legal frameworks as a critical factor in successful inclusive education policies, while 22 highlighted financial and institutional barriers as key obstacles. These findings align with previous research suggesting that successful inclusive education policies require not only legal mandates but also sufficient resources and institutional capacity.

3.3 Long-Term Impact of Teacher Preparedness and Professional Development

Another major theme emerging from the analysis is the role of teacher preparedness and professional development in determining the effectiveness of inclusive education. In Yogyakarta, significant efforts have been made to train teachers in inclusive pedagogical strategies, ensuring that educators are equipped to address diverse student

needs. Government-funded workshops, collaboration with universities, and specialized training programs have contributed to improved teacher readiness and confidence in implementing inclusive education. Conversely, in Sukabumi, many teachers report a lack of access to professional development opportunities, leading to difficulties in adapting instructional methods to accommodate students with disabilities. Among the analyzed sources, 41 studies emphasize that sustained teacher training significantly improves inclusive education outcomes, while 19 highlight the negative impact of insufficient teacher preparation. The long-term impact of these disparities is evident in students' academic performance and engagement. Without adequate training, teachers in Sukabumi struggle to implement inclusive strategies effectively, leading to increased dropout rates and lower achievement among students with disabilities. Addressing these deficiencies through structured, continuous professional development is crucial for ensuring sustainable improvements in inclusive education.

3.4 Infrastructure and Resource Availability

Infrastructure and resource availability also play a significant role in determining the success of inclusive education policies. Yogyakarta has made notable advancements in developing inclusive learning environments by improving school facilities, providing assistive technologies, and establishing support centers for students with special needs. These efforts have been facilitated by strong government support and partnerships with non-governmental organizations (NGOs) focused on disability rights and education. In contrast, Sukabumi faces challenges in ensuring accessibility in schools, with many institutions lacking the necessary modifications to accommodate students with physical disabilities. Limited access to learning aids and specialized resources further exacerbates the difficulties faced by students with special needs, underscoring the urgent need for infrastructural improvements and targeted policy interventions. From the literature reviewed, 45 studies emphasize the importance of adequate infrastructure in ensuring successful policy implementation, while 15 sources highlight that a lack of accessible facilities is a persistent barrier to inclusive education.

3.5 Societal Attitudes and Community Engagement

The role of societal attitudes and community engagement in fostering inclusive education also emerged as a critical factor in this study. Yogyakarta benefits from higher levels of public awareness and community involvement in supporting inclusive education initiatives. Parents, educators, and local organizations play an active role in advocating for the rights of students with disabilities, contributing to a more inclusive educational culture. In Sukabumi, however, there remains a lack of widespread awareness and societal support for inclusive education, which poses a challenge to policy implementation. Research suggests that changing societal perceptions and fostering inclusive mindsets are essential for the long-term success of inclusive education policies. Approximately 34 studies from the dataset emphasized the role of societal support in the effectiveness of inclusive education, while 26 identified negative public perceptions as a barrier to implementation. These findings indicate the need for targeted awareness

campaigns and stronger community engagement efforts to bridge this gap and promote inclusive education more effectively.

3.6 Addressing Financial and Political Barriers to Policy Implementation

While this study suggests improvements such as increased teacher training and infrastructure development, the practical implementation of these strategies remains a significant challenge in financially constrained regions like Sukabumi. Government budgets for education are often limited, and inclusive education initiatives compete with other pressing educational and social needs. Political will and inter-agency collaboration play a crucial role in overcoming these barriers. Strengthening partnerships between government bodies, private organizations, and international donors may help address funding shortfalls and enhance resource availability for inclusive education. Future policies should incorporate a more detailed financial roadmap, ensuring the sustainability of proposed interventions.

3.7 Conclusion and Future Directions

Overall, the findings of this study address the research questions regarding policy formulation, implementation, and barriers to success in inclusive education across different regional contexts. While Yogyakarta has made significant progress through well-structured policies, teacher training initiatives, and infrastructural investments, Sukabumi continues to face challenges related to financial constraints, limited professional development, and inadequate facilities. These disparities emphasize the importance of localized policy adaptations, ensuring that inclusive education strategies are tailored to the specific needs and capacities of different regions. Future research should focus on further empirical investigations, including field studies and stakeholder interviews, to gain deeper insights into the practical realities of inclusive education implementation. By addressing these challenges through policy refinement and increased stakeholder collaboration, both Yogyakarta and Sukabumi can move toward a more equitable and effective inclusive education system.

4 Discussion

The findings of this study provide critical insights into the implementation of inclusive education policies in Yogyakarta and Sukabumi, highlighting the disparities in policy design, execution, and overall effectiveness. These results align with previous research, which emphasizes that inclusive education policies require not only legal mandates but also strong institutional frameworks, adequate resources, and sustained teacher training to be effective [31]. The significant gap between policy formulation and actual implementation, particularly in Sukabumi, underscores the challenges faced by many developing regions in achieving meaningful educational inclusivity. While Yogyakarta has successfully institutionalized inclusive education through comprehensive teacher training programs, infrastructure development, and stakeholder collaboration, Sukabumi

still struggles with financial constraints, limited training programs, and inadequate public awareness. Prior studies have indicated that similar challenges in other developing countries, such as Brazil and India, have also hindered the progress of inclusive education, demonstrating that these barriers are not unique to Indonesia but rather reflect broader structural and economic limitations [32]. These findings further support the notion that effective inclusive education policies must be contextually adapted to address local challenges rather than relying solely on standardized national policies [33]. This study contributes to the ongoing discourse on inclusive education by emphasizing the need for region-specific policy adjustments that consider socio-economic disparities, governmental support, and community engagement as key determinants of successful policy implementation.

A key theme emerging from this study is the critical role of teacher preparedness in ensuring successful inclusive education implementation. The results demonstrate that Yogyakarta's commitment to professional development through specialized training programs has significantly contributed to teachers' ability to adopt inclusive pedagogical approaches. This finding is consistent with prior studies indicating that well-trained educators are essential for fostering inclusive learning environments, as they possess the skills necessary to address diverse student needs [34]. In contrast, Sukabumi's lack of structured training programs has led to inconsistencies in the application of inclusive education strategies, further widening the gap in educational equity. These disparities emphasize the need for targeted investment in continuous teacher training programs, particularly in regions where inclusive education is still in its developmental stages. Moreover, integrating inclusive education principles into pre-service teacher education curricula could serve as a long-term solution to addressing these gaps at a systemic level.

Another critical aspect identified in this study is the role of infrastructure and resource availability in supporting inclusive education. The comparative analysis between Yogyakarta and Sukabumi reveals that physical and technological accessibility remains a significant barrier to successful implementation. Previous research highlights that inclusive education is most effective when schools provide adequate facilities, assistive technologies, and adapted learning materials to accommodate students with special needs [35]. In Yogyakarta, strong governmental support has facilitated improvements in school infrastructure, ensuring that students with disabilities have access to necessary resources. Investments in accessible classrooms, specialized equipment, and digital learning tools have contributed to a more inclusive learning environment [36]. Conversely, Sukabumi's limited financial capacity has hindered similar developments, resulting in schools that are often ill-equipped to meet the needs of diverse learners. Many educational institutions in Sukabumi lack ramps, accessible restrooms, and specialized teaching aids, making it difficult for students with disabilities to fully engage in the learning process [37]. These disparities emphasize the need for increased funding, public-private partnerships, and policy interventions aimed at improving infrastructure for inclusive education. This study contributes to the existing literature by reinforcing the argument that financial investment in infrastructure must be prioritized to create truly inclusive educational environments, particularly in regions with limited fiscal resources. Moreover, it highlights that beyond financial constraints, strategic planning

and stakeholder involvement are crucial to ensuring the sustainability of infrastructure improvements for inclusive education.

Furthermore, this study highlights the influence of societal attitudes and public awareness on the effectiveness of inclusive education policies. The results indicate that in Yogyakarta, a more progressive societal perspective on disability rights and education has played a crucial role in fostering a supportive environment for inclusive policies. This aligns with existing literature that suggests societal acceptance is a determining factor in the successful implementation of inclusive education [38] [39]. Conversely, in Sukabumi, where awareness and advocacy for inclusive education remain limited, the reluctance of some community members and educational stakeholders has posed significant challenges to policy execution. This reinforces the need for public engagement campaigns and community-driven initiatives to enhance awareness and acceptance of inclusive education principles. Educational policymakers must therefore consider strategies that integrate community involvement, such as parental education programs and collaborative efforts with non-governmental organizations, to promote sustainable inclusive education practices.

This study contributes to the broader discourse on inclusive education by addressing a critical research gap in the comparative analysis of regional policy implementation in Indonesia. While previous studies have largely focused on national-level frameworks or single-case studies, this research provides a nuanced examination of how local contexts influence policy effectiveness. By highlighting the structural, financial, and societal barriers that affect inclusive education in different regions, this study offers valuable insights for policymakers aiming to enhance the scalability and adaptability of inclusive education policies. The novelty of this study lies in its systematic approach to analyzing inclusive education policies through a comparative regional lens, offering concrete recommendations for localized policy adaptations rather than generalized national strategies.

Despite its contributions, this study acknowledges several limitations inherent to the Systematic Literature Review (SLR) methodology. While SLR allows for a comprehensive synthesis of existing research, it does not capture real-time developments or firsthand perspectives from stakeholders directly involved in policy implementation. Future research should complement these findings with empirical fieldwork, including interviews with educators, policymakers, and students, to gain a deeper understanding of the practical realities of inclusive education. Additionally, expanding the scope of analysis to include other regions in Indonesia would further enhance the generalizability of these findings, providing a more holistic perspective on the state of inclusive education across diverse socio-political landscapes.

In conclusion, this study underscores the complexity of implementing inclusive education policies and the need for tailored, region-specific strategies to ensure their success. The disparities between Yogyakarta and Sukabumi illustrate the broader challenges faced by many developing regions in bridging the gap between policy intent and actual implementation. Addressing these challenges requires a multi-faceted approach that includes sustained teacher training, infrastructural investment, and societal engagement to foster a truly inclusive educational system. By refining policy frameworks to

accommodate local challenges and leveraging community-driven initiatives, Indonesia can move closer to achieving equitable and inclusive education for all learners.

5 Conclusion

This study provides a systematic analysis of inclusive education policy implementation in Yogyakarta and Sukabumi, highlighting key disparities in policy formulation, execution, and overall effectiveness. The findings indicate that while both cities have adopted inclusive education policies, significant differences exist in their implementation due to variations in institutional capacity, financial resources, and societal support. Yogyakarta has demonstrated a more structured and well-supported framework for inclusive education, characterized by comprehensive teacher training programs, accessible infrastructure, and strong governmental and community engagement. In contrast, Sukabumi faces persistent challenges, including limited funding, inadequate teacher preparation, and insufficient societal awareness, all of which hinder the full realization of inclusive education. These findings reaffirm that successful inclusive education policies require a multi-dimensional approach that integrates legal mandates, institutional readiness, and societal acceptance to ensure equitable learning opportunities for all students.

The research questions formulated in the Introduction have been addressed through this comparative analysis. First, the study demonstrates that inclusive education policies in Yogyakarta are more effectively designed and implemented compared to those in Sukabumi, largely due to stronger institutional support and resource availability. Second, factors influencing the success or failure of these policies have been identified, including teacher preparedness, infrastructural adequacy, and societal attitudes. The study further emphasizes that beyond the presence of legal frameworks, the operationalization of inclusive education depends heavily on localized strategies tailored to the socio-economic and cultural contexts of each region. By providing empirical evidence on the varying degrees of policy effectiveness, this study bridges the existing research gap in comparative analyses of inclusive education at the regional level, offering insights that extend beyond Indonesia to other developing countries facing similar challenges. The implications of these findings extend to policymakers, educators, and researchers seeking to enhance the implementation of inclusive education. The study highlights the necessity of sustained investments in teacher training and professional development programs to ensure that educators are well-equipped to implement inclusive pedagogies effectively. Additionally, it underscores the importance of infrastructural improvements, including accessible classrooms, assistive technologies, and specialized learning materials, to support students with special needs. At the societal level, public awareness campaigns and collaborative initiatives involving schools, families, and local organizations are essential to fostering greater acceptance and advocacy for inclusive education. These insights contribute to the broader discourse on educational equity and reinforce the argument that inclusive education policies must be adaptable to regional disparities to maximize their impact.

Despite its contributions, this study acknowledges certain limitations inherent to the Systematic Literature Review (SLR) methodology. The reliance on secondary data sources, while enabling a comprehensive synthesis of existing research, does not capture real-time developments or the lived experiences of stakeholders directly involved in policy implementation. Additionally, the focus on Yogyakarta and Sukabumi, though offering valuable comparative insights, limits the generalizability of findings to other regions with distinct socio-political and economic conditions. Future research should address these limitations by incorporating empirical fieldwork, such as interviews with policymakers, teachers, and students, to complement the insights obtained through literature analysis. Expanding the scope of comparative studies to include additional regions would further enrich understanding of how inclusive education policies function across diverse educational landscapes. Based on these findings, several recommendations for future research and policy development emerge. First, policymakers should prioritize the establishment of standardized yet flexible inclusive education guidelines that can be adapted to local contexts, ensuring both consistency and responsiveness to regional challenges. Second, further studies should explore the long-term impact of teacher training initiatives on inclusive education outcomes, examining the extent to which pedagogical advancements translate into improved student learning experiences. Finally, interdisciplinary research integrating perspectives from education, social sciences, and public policy could offer more holistic strategies for overcoming the barriers to inclusive education. By addressing these critical areas, future research can contribute to the continued evolution of inclusive education policies, ensuring that they are not only well-formulated but also effectively implemented to foster equitable learning environments for all students.

6 Limitations, Future Research, and Implication

While this study provides valuable insights into the implementation of inclusive education policies in Yogyakarta and Sukabumi, several limitations must be acknowledged. First, as a Systematic Literature Review (SLR), this study relies solely on secondary data sources, which, while comprehensive, do not capture real-time policy developments or direct experiences of key stakeholders, such as educators, policymakers, and students. The absence of primary data collection, such as interviews or field observations, limits the study's ability to provide nuanced perspectives on the practical challenges and successes of inclusive education at the grassroots level. Second, the research focuses only on two regions, Yogyakarta and Sukabumi, which, while offering a meaningful comparative analysis, may not fully represent the diverse educational landscapes and policy implementations across Indonesia. Expanding the geographical scope in future studies would provide a broader understanding of how regional variations influence inclusive education practices. Additionally, publication bias in existing literature may have influenced the study's findings, as research on inclusive education often highlights best practices rather than documenting policy failures and challenges.

Future research should incorporate mixed-method approaches, combining qualitative and quantitative methodologies to offer a more holistic understanding of inclusive

education policies. Empirical studies involving stakeholder interviews, classroom observations, and policy impact assessments would provide richer data and enhance the validity of findings. Furthermore, investigating the long-term effects of teacher training programs and infrastructure investments on inclusive education outcomes would contribute to the development of more sustainable and effective policies. Expanding the comparative framework to include additional regions, particularly rural and underdeveloped areas, would also be beneficial in identifying broader patterns and disparities in policy implementation. Additionally, interdisciplinary research integrating education, public policy, and social sciences perspectives could provide more comprehensive solutions for addressing the challenges of inclusive education in diverse socio-economic contexts. The findings of this study hold significant implications for both policy and practice in the field of inclusive education. Policymakers should recognize that legal frameworks alone are insufficient and must be complemented by adequate funding, teacher capacity-building programs, and public engagement initiatives. Investing in infrastructure, assistive technologies, and curriculum adaptations will further ensure that students with special needs receive equitable access to education. Educational institutions should also focus on fostering inclusive mindsets among teachers and students by promoting awareness programs and encouraging community participation. On a global scale, this study contributes to the broader discourse on educational equity, reinforcing the importance of localized policy adaptations to enhance the scalability and effectiveness of inclusive education frameworks. By addressing these recommendations, future research and policy development can help bridge the gap between inclusive education theory and practice, ensuring meaningful progress toward a more inclusive and equitable education system.

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