

# A Bibliometric Analysis of Inclusive Education in Indonesia: Achievement and its Relations to General Education

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## Abstract

This bibliometric analysis study used Vosviewer application as a data processor. Data sources in the form of research articles were collected from Dimension.ai using the keyword "inclusive education". Research data screening was carried out by the PRISMA method. Based on the analysis carried out, it was concluded that: (a) the results of data analysis indicated that research on inclusive education in Indonesia from 2012 to 2022 showed an increasing trend; (b) in the analysis of network visualization, data were divided into 4 main clusters, with keywords "teacher" and "need" came as the highest terms; (c) then in the overlay visualization it is known that the latest topics that are being studied are related to keywords of barriers, special needs, methods, disability, children, infrastructure, facilities, and obstacle; (d) as for the analysis of density visualization; the keywords are attitude, handling, and depth interviews are in dark clusters so that it can be concluded that novelty research can be carried out on these topics as well as on topics that have not appeared in mapping. The results concluded that research on inclusive education and general education on the topic of appropriate ICT-based learning strategies and media is needed.

*Kajian analisis bibliometrik ini menggunakan aplikasi Vosviewer sebagai pengolah data. Sumber data berupa artikel penelitian dikumpulkan dari Dimension.ai dengan menggunakan kata kunci "pendidikan inklusif". Penyaringan data penelitian dilakukan dengan metode PRISMA. Berdasarkan hasil analisis data, dapat disimpulkan bahwa: (a) hasil analisis data menunjukkan bahwa penelitian tentang pendidikan inklusi di Indonesia dari tahun 2012 hingga 2022 menunjukkan tren yang meningkat; (b) alam analisis visualisasi jaringan, data dibagi menjadi 4 cluster utama, dengan kata kunci "guru" dan "kebutuhan" sebagai istilah tertinggi; (c) emudian pada visualisasi overlay diketahui topik terkini yang sedang dikaji terkait kata kunci hambatan, kebutuhan khusus, metode, disabilitas, anak, sarana prasarana, sarana, dan hambatan; (d) pada analisis visualisasi kerapatan; kata kunci sikap, penanganan, dan wawancara mendalam berada pada dark cluster sehingga dapat disimpulkan bahwa penelitian kebaruan dapat dilakukan pada topik-topik tersebut maupun pada topik-topik yang belum muncul dalam pemetaan. Hasil menyimpulkan bahwa penelitian tentang pendidikan inklusi dan pendidikan umum dengan topik strategi dan media pembelajaran berbasis TIK yang tepat diperlukan untuk memaksimalkan potensi siswa difabel dalam proses pembelajaran.*

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## A. Introduction

The inclusion of people with disabilities has been one of the main concerns of society in recent years (Belmonte Almagro & Bernárdez-Gómez, 2021). Inclusive is when students with disabilities receive their entire academic curriculum in a general education program (Idol, 2002). The concept of inclusive education aims to eliminate the marginalization of students in the classroom (Jothinathan et al., 2022). Inclusive education is a principle as well as a method in education that does not discriminate between participants (students) based on cultural background, age, gender, beliefs and disabilities, bearing in mind that education is a basic right for everyone (Ro'fah & Andayani, 2014).

Inclusive education allows every student with various backgrounds of abilities and limitations to be able to learn together in a class atmosphere that respects individual differences and can actively participate in school activities. Conceptualization given to inclusive education in six main categories, namely: (a) inclusive related to disability and special educational needs (SEN), (b) inclusive as a response to disciplinary exclusion, (c) inclusive as about all groups vulnerable to exclusion, (d) inclusive as the promotion of school for all, (e) inclusive as education for all, and (f) inclusive as a principled approach to education and society (Ainscow et al., 2006). Therefore, inclusive education is the combination of special education with regular education in one education system that is unified in the implementation of inclusive education so that all students receive the same support (Adiputra et al., 2019).

The Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB) push the need for inclusive instruction (Birdwell et al., 2016). This differs from mainstreaming, which is when students with disabilities spend part of their school day in general education programs and another in separate special education programs (Idol, 2002). Both inclusive and mainstreaming are ways to educate students with disabilities in the least restrictive environment (LRE). The inclusion proponents hold that LRE is a mandatory regulation requiring that students with disabilities not be segregated from general society and general education classrooms, in the interest of "human rights" (Koh & Shin, 2017).

The purpose of every educational program is to help students to maximize their skills and education is required to construct learning that involves technology (Suprpto et al., 2021). In addition, education teaches domain general skills such as problem-solving, communication skills, and conscientiousness (Kyllonen, 2018). The implementation of inclusive education has a close relationship with the concept of general education. The general education curriculum is defined as the same curriculum that is given to students without disabilities and, in practice, is determined by the academic content and performance standards of students in each country

(Wehmeyer, 2006). Obiakor, et.al (2012) have discussed how general and special educators can make inclusive education work in general education classrooms despite persistent concerns about practicality in the learning process (Obiakor et al., 2012). For many students with disabilities, the environment in which to achieve these results is still under ongoing debate and sometimes reduced possibilities of achievement.

To gain access to general education, it is necessary to ensure that the learning is able to demonstrate the ability to make decisions and choices that support their overall development, growth, and well-being. However, it can be observed that the presence of intellectual disabilities in people with disabilities can largely hinder students' skills that affect them in decision making, time management, choice making, problem solving, and goal setting skills (Jimenez et al., 2007; Kraglund-Gauthier et al., 2014).

Due to the long and sometimes difficult process of treatment history, individuals with disabilities experience professional education and service providers who not only underestimate their ability and willingness to lead "normal" lives, but who also think that to exclude them in the educational process is reasonable, appropriate, and correct. The conclusion of the study believe that to improve normality in their lives, all individuals with disabilities must learn with their non-disabled peers in an inclusive environment. Different definitions and complex understandings of IE have in fact made researching the development of the field inherently problematic not only in practice but also from a methodological stance (Erten & Savage, 2012; Hernández-Torrano et al., 2022). In addition, the problems about the disparity between inclusive education policy theories and their application may be the reason for their minimal application in schools (Matolo & Rambuda, 2021).

Based on the importance of inclusive education and the various accompanying problems that are present in a country, this study will examine the bibliometric analysis of research articles that have been published with the main data sources in Indonesia. Through bibliometric analysis, the trend of inclusive education in Indonesia will be discovered, whether it always develops or not. This analysis is useful to find out research gaps and search for novelties that can be conducted for further research.

## B. Method

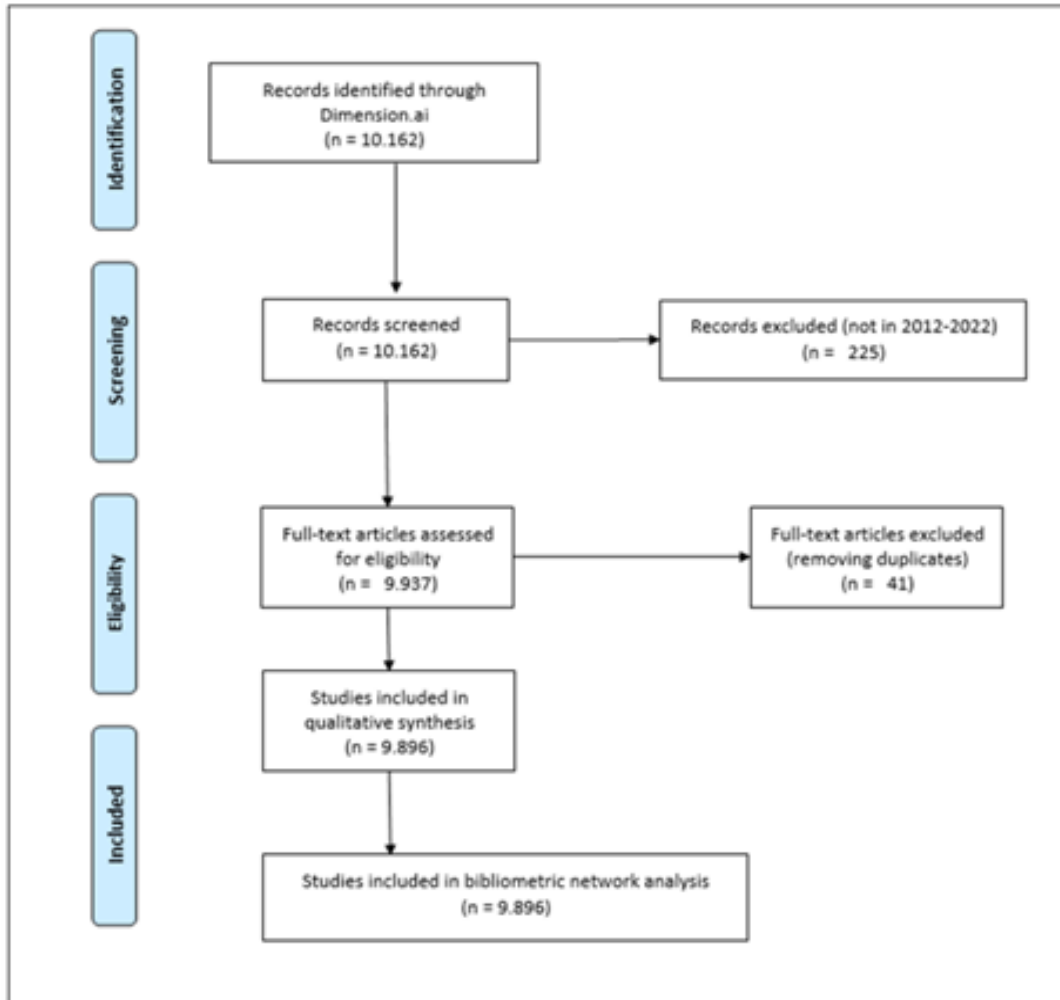
This research article used a quantitative descriptive method in the form of bibliometric data from articles that have been published. The present research completes a bibliometric process defined as a segment of scientometrics that applies mathematical and statistical methods to any type of scientific literature, as well as to the authors that generate it, to study and analyze the behavior around the production of new knowledge (Baena-Rojas et al., 2022). The discussion about research methods was divided into two, namely data collection techniques and data analysis techniques.

### 1. Data Collection Technique

This bibliometric analysis used Vosviewer application. The speciality of VOSviewer is that it can display large bibliometric maps, for example, it can construct maps of authors or journals based on keyword, co-citation, and co-occurrence data (Raman et al., 2021). Data sources in the form of research articles were collected from Dimension.ai using the keyword "inclusive education". The search for articles with Indonesian keywords is intended to limit the search for articles on the development of inclusive education in Indonesia only. Dimension.ai is a commercial platform related to scientific research publications initiated by Digital Science. In this search, the year of publication was limited in the last ten years, 2012 to 2022. Research data screening was carried out with PRISMA method; by stages (a) identification, (b) screening, (c) eligibility, and (d) included.

The first stage, identification, is to search for scientific articles through the Dimension.ai page with the keywords "inclusive education". Based on the search results, 10,162 articles were obtained. Furthermore, screening was carried out by limiting research articles published in the last ten years, only from 2012 to 2022. Through this process, 225 articles were eliminated so that the articles that passed the screening stage were 9,937 articles. Data exclusion was carried out by eliminating duplicate data in the form of the same article title. Then it was continued by eliminating the duplication of articles and found 41 similar articles, so 9,896 articles remained. In the last process, include, data obtained that only 9,896 metadata articles were analyzed with a bibliometric network analysis approach using the assistance of the VosViewer application. Data sorting is carried out on the Dimension.ai page by filtering the various criteria previously mentioned, namely: research with the keyword "inclusive education", range of years of publication, and exclusion of duplicate data. The visual display of the PRISMA method in determining research data is shown in figure 1.

Figure 1. PRISMA flow diagram



Source: Personal documents (based on templates from <https://www.prisma-statement.org/>)

Based on data sorting from Dimension.ai data sources, the results of the analysis of the existing research categories consisted of five main categories: (a) Medical and Health Sciences, (b) Public Health and Health Services, (c) Education, (d) Specialist Studies in Education, and (e) Clinical Sciences.

Table 1. Data Percentage by Research Category

No.	Research Category	Data Percentage (%)
1	Medical and Health Sciences	23.07
2	Public Health and Health Services	15.14
3	Education	9.29
4	Specialist Studies in Education	8.79
5	Clinical Sciences	4.33
6	Uncategorized data	39.38
Total		100%

From the results of the sorting of research data using the PRISMA method, five journal data with the most publications were found, namely: Andalas Health Journal (323 articles), (b) Sari Pediatri (252 articles), (c) Indonesian Clinical Nutrition Journal (159 articles), (d) Forestry Social and Economic Research Journal (157 articles), and (e) Journal of Nutrition College (132 articles).

## 2. Data Analysis Technique

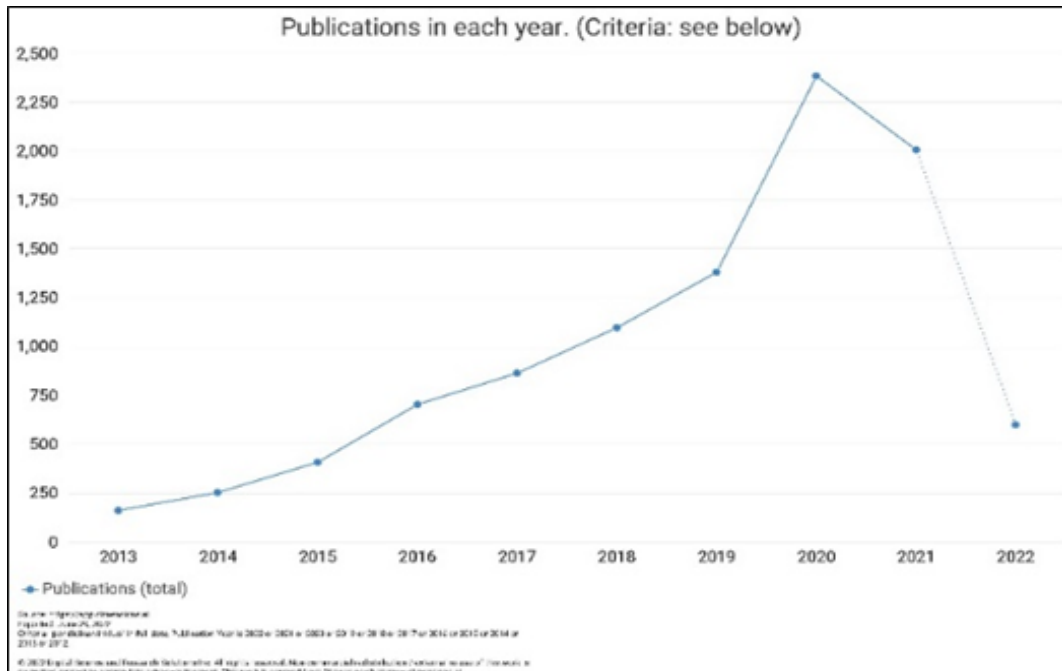
In this study, data analysis to bibliography employed VOSviewer application version 1.16.18 for Microsoft by first exporting data from Dimension.ai. By using the VOSviewer application, 9,896 published research article data resulted in 13,719 terms with 243 meeting the threshold when using a minimum number of occurrences of a term of 10 times. The use of a threshold of 10 times is intended to ensure that the keywords that appear are truly influential keywords and relevant to the research topic. Furthermore, of the 243 terms, default of VOSviewer sorted to only 60% most relevant terms so that the number of terms to be selected became 146 only. From the results of the VOSviewer automation, the researchers sorted back the less suitable terms with the data so that the data were reduced by 43 terms and left only 103 terms analyzed into a bibliographic map. The analysis of content co-occurrence emergence applied to titles, abstracts, and keywords of the analyzed scientific production showed that there was a relationship between the three (Martínez-Heredia et al., 2021).

## C. Result and Discussion

### 1. Result

Research on inclusive education in Indonesia from 2012 to present shows an increasing trend. Based on the data overview presented by Dimension.ai (Figure 3), the highest curve of research publications on inclusive education was in 2020 with 2,383 publications and in 2012 there was no data with the keywords "inclusive education" collected through Dimension.ai. Furthermore, in 2021, the publication data decreased to 2,005 articles and in 2022 the curve decreased by 598 articles. The significant decline in the curve for research publications in 2022 is due to year 2022 is still running and there is still possibility that many studies will be published until the end of the year.

Figure 2. Data Overview of Number of Article Publications per Year



**a. Network Visualization Analysis**

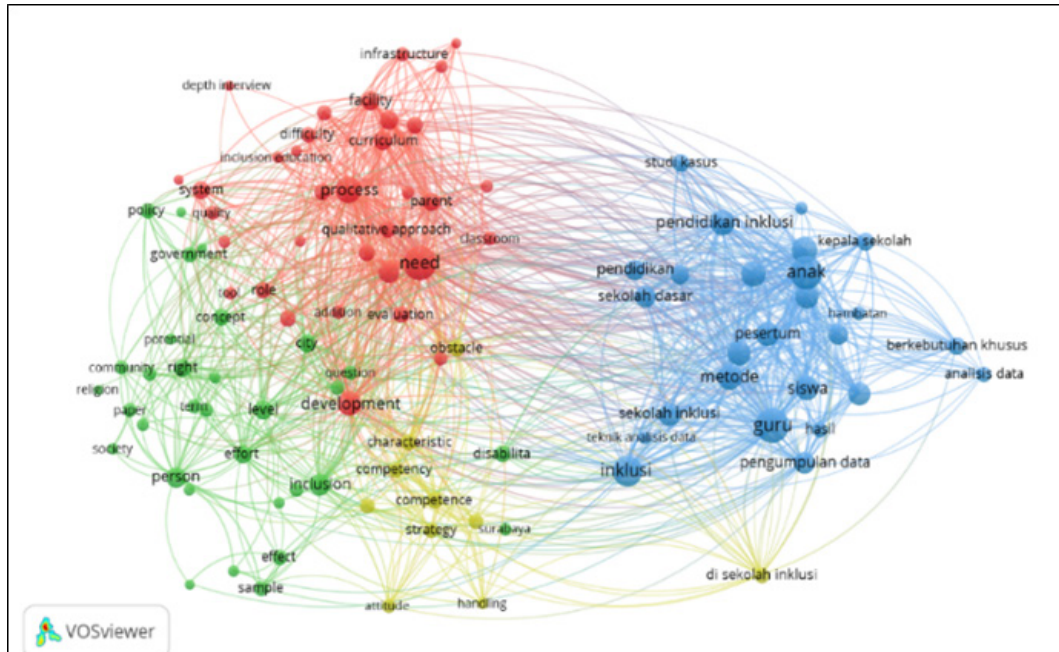
The point of this analysis is to concentrate on the most important subjects in specific time points of their development and foresee the latest subjects and their heading before very long (Vázquez-Cano et al., 2022). The bibliometric analysis carried out with VOSviewer application resulted in the visualization of keywords that were categorized into 4 clusters. Cluster 1 had 34 items of terms, cluster 2 had 32 items, cluster 3 had 26 items of terms, and cluster 4 had 10 items. From all of these data, terms with a high degree of accuracy in the interconnection with other relevant research are presented in table 2 and figure 3.

Table 2. Data Keywords with High Level of Accuracy (Researcher data processing based on VOSviewer)

No.	Keywords/terms	Occurrences	Relevance Link Strength
1	Teacher	137	0.33
2	Need	131	0.86
3	Child	126	0.43
4	Process	75	0.97
5	Development	67	1.09
6	Person	44	2.00
7	Level	40	1.38
8	Facility	39	1.25
9	Curriculum	37	1.11
10	System	33	1.48



Figure 3. Network Visualization (Researcher data processing based on VOSViewer)



Based on the keyword analysis from the Dimension.ai metadata, the bibliometric map with the keywords "inclusive education" is divided into two large groups based on the language used, namely the keyword group in Indonesian language articles and the article group using English. Cluster 1 shown in map in Figure 1 is marked with red colored mapping. The keywords in the first cluster that appear most in the article publications are keywords need and process. When examined from the linkage in cluster 1, various studies that have been published used a qualitative approach with one of the methods carried out was in-depth interviews. It is because in the interconnectedness in cluster 1 there are keywords qualitative approach and depth interview. Other keywords that appear in cluster 1 are curriculum, facility, infrastructure, system, evaluation, and development. In figure 4, it can also be seen that keyword development is one of the strong connecting keywords between clusters, with cluster 2 (green) and cluster 4 (yellow).

Furthermore, the prominent keywords in cluster 2 (green) are inclusion, government, level, person, right, and concept. If examined from the interlinking connector of cluster 1 is in the form of keyword development, then various studies in cluster 2 are signaled to further discuss the core concepts, needs, and implementation of inclusive education policies from the Indonesian government. Cluster 2 in the bibliometric mapping is directly adjacent to cluster 4 (yellow) which discusses characteristic, competence, attitude, obstacle, and handling. The most keywords that appear in cluster 4 and the mapping weave adjacent to cluster 2 represent that the articles in cluster 4 have almost the same flow and concept as in cluster 2, which is related to the core concepts and implementation of inclusive education policies in



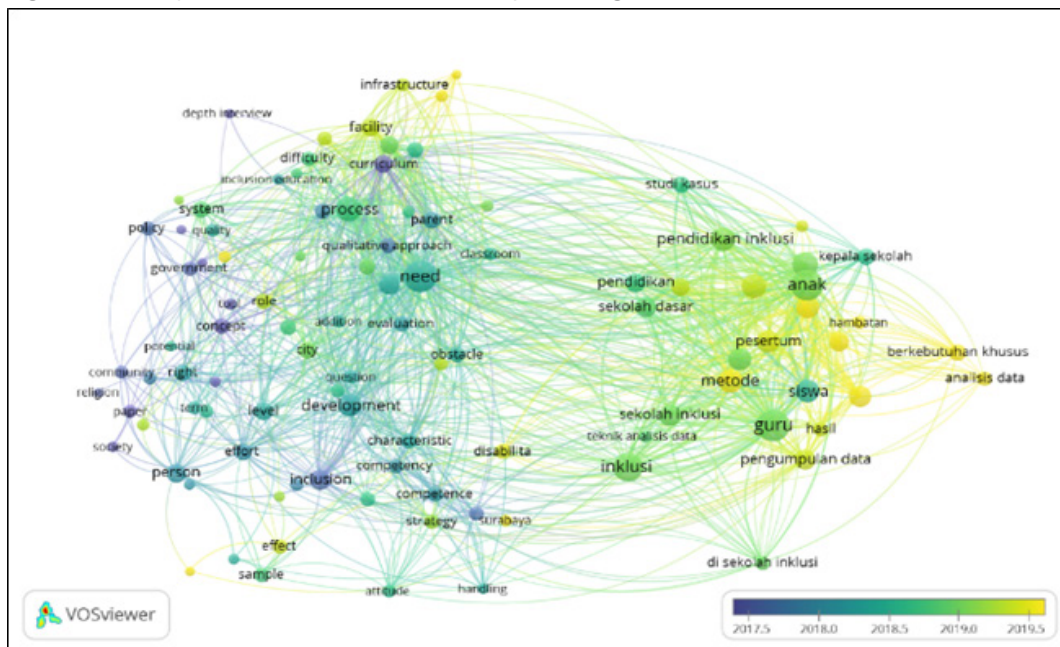
Indonesia. In the mapping, it is also known that the keyword "in inclusive schools" which is included in cluster 4 is one of the connecting keywords to the articles in cluster 3.

As for cluster 3 (blue), it contains various Indonesian keywords which also do not appear in the English translation version in cluster 1, 2, or cluster 4. Keywords with the highest occurrence rate in cluster 3 are children, teachers, inclusive, inclusive schools, students, primary schools, methods, and special needs. Other keywords that follow include case studies, observations, and obstacles. Based on some keywords that appear in cluster 3, it can be concluded that research on inclusive education in Indonesia over the last 10 years has been carried out with more primary school data sources and the subject of the research are students with the category of children and teachers. Published articles that appear in cluster 3 are more in the form of case study research and analysis of existing barriers.

**b. Overlay Visualization Analysis**

Overlay visualization analysis is related to the novelty of research based on the metadata that have been collected. The novelty of the research is shown by the getting lighter color of the mapping, which is yellow. In contrast to this, the topics of research articles that have been published much longer were indicated by the intertwining of ropes with darker colors. The analysis results of the Dimension.ai metadata visualization overlay for the keyword "inclusive education" are visualized in figure 4.

Figure 4. Overlay Visualization (Researcher data processing based on VOSviewer)

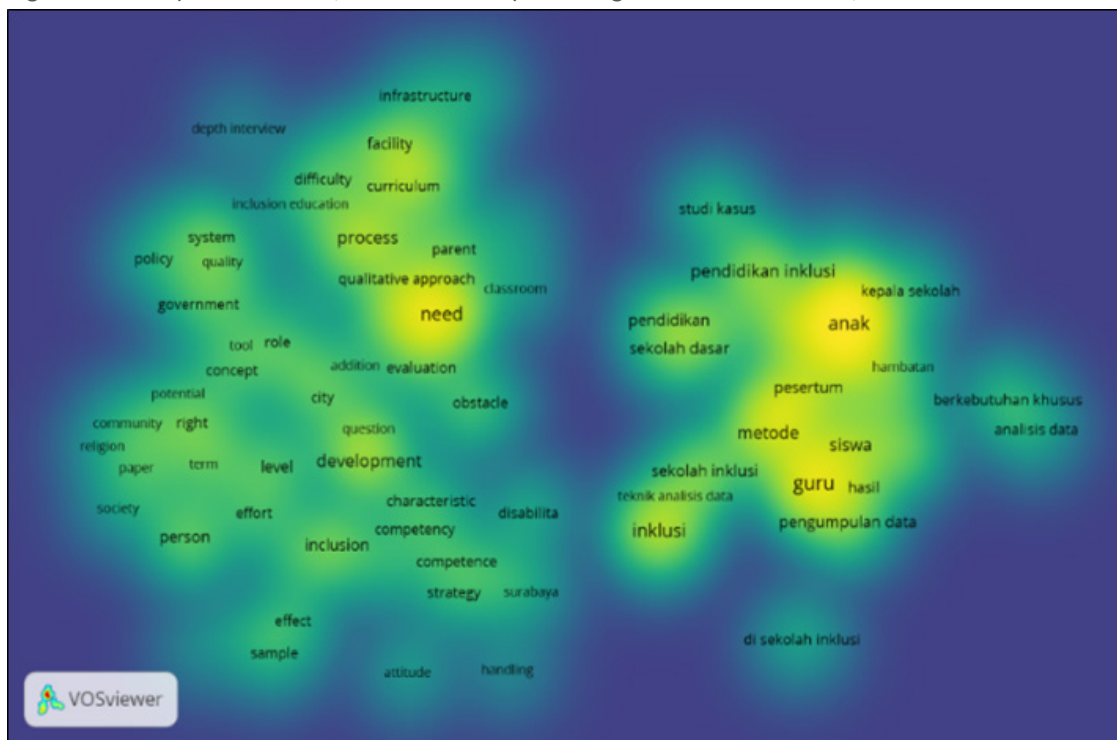


Based on figure 5, it can be seen that the various keywords that represent the novelty of research are not the same as the cluster division that appears in network visualization analysis. From the results of the analysis of the VOSviewer application, the most recent topics that were studied were hindrance, special needs, methods, participants, disability, children, infrastructure, facility, obstacle, and effects. The keywords "policy, concept, government, and curriculum have turned out to be quite old topics discussed in research articles since ten years ago.

### c. Density Visualization Analysis

The next analysis is the visualization of the density of the research topic. The colors generated by the VOSviewer application mean that if the lighter the color indicates that the research topic with the keyword has been carried out a lot. Therefore, if it is consistent with the search efforts on research topics that have not been studied much, it can pay attention to keywords that are in darker colors.

Figure 5. Overlay Visualization (Researcher data processing based on VOSviewer)



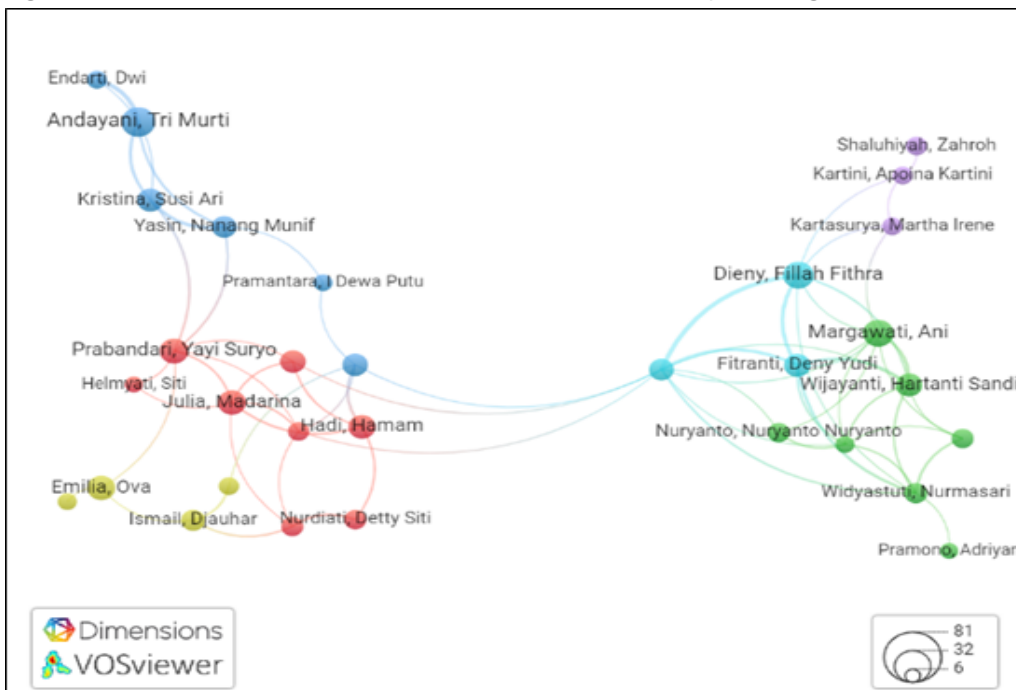
The data presented in Figure 6 represent that the most studied and published research topics for the last 10 years (2012 – 2022) are related to need, children, and teachers. The three keywords with the brightest colors are followed by the accompanying keywords including method, inclusive, and facility. Some keywords in darker colors are attitude, handling, and depth interview so that it can be concluded that novelty research can be done on these topics as well as on topics that have not

appeared in the analysis results.

#### d. Publication Author Analysis

Data of publication author analysis were obtained from the VOSviewer connected online in the Dimensions.ai page. Based on the data visualization of the author of publication in figure 7, there are 6 author clusters with the highest publication related to the keyword "inclusive education". From the six largest clusters, the researchers' institutional data were obtained, centered on Universitas Gadjah Mada and Universitas Diponegoro. However, the results of data visualization that are automatically presented by the Dimensions.ai page have not been able to sort terms specifically determined by the author. The six clusters visualized as the most researchers come from the background of the health field. Therefore, it can be concluded that research on "inclusive education" in Indonesia today is still often linked to matters in the field of medicine, medical, or health that are more specifically directed to physical of persons with disabilities.

Figure 6. Visualization of Publication Author Data (Researcher data processing based on VOSViewer)



## 2. Discussion

The trend of research on inclusive education that is getting higher every year with the peak of research publications in 2020 could be influenced by the development of awareness and seriousness of the Indonesian government towards inclusive education. It is known, that the government through Law Number 8 of 2016 states that persons with disabilities have the right to receive quality education in education units in all types, paths, and levels of education in an inclusive and special manner, and the government is also obliged to provide education fees for persons with disabilities. Hence, from 2016 until present, the government has continued to promote inclusive education and accessibility of education for students with disabilities. Thus, it is concluded that there is indeed a relationship between the law issued by the government in 2016 and the increasing trend of publication of research on inclusive education. Amid ongoing global discussions about inclusive education, Indonesia is implementing it as a cost effective alternative to educate students with different abilities, like students with blind, deaf, mute under several bases (Lintangsari & Emaliana, 2020).

Inclusive education, which the Indonesian government has begun to take seriously, goes hand in hand with general education. General education is interpreted as education that contains basic learning materials that must be mastered by each individual in order to develop and maximize their potential. The implementation of inclusive education must automatically be carried out fundamentally starting from revamping the curriculum at that level of education. Curriculum is the combination of instructional practices, learning experiences, and students' performance assessment that are designed to bring out and evaluate the target learning outcomes of a course and responsive curriculum will help students to learn at maximum raises (Cahapay, 2020; Taat et al., 2021).

In the growing capacity of the industrial world, curriculum of general education is very necessary to obtain even at the expensive cost of operating the technology, but it allows workers to operate new production technologies (Krueger & Kumar, 2004). This statement is consistent with the fact that rapid development of ICT and digital literacy have led to the emergence of new teaching and learning systems (AL-Shabibi & Al-Ayasra, 2019). Therefore, further research needs to focus on the development of ICT-based learning media in general education and inclusive education, one example is online learning. Online learning has eliminated the accessibility gap (Md Osman & Md Napeah, 2021). In line with this, increasing the capacity of teachers in general education classes on ICT access capabilities should also be considered (Habulezi et al., 2016). Especially since the covid-19 pandemic, online learning support, accessibility, efficiency, evaluation, practical and theoretical approaches have taken part in everyday life (Hashimi & Alsindi, 2021).

The inclusion of students in the general and environmental education curriculum is a problem of equity and social justice (Frattura & Capper, 2007). They argue that in order to develop an inclusive school in which all students share and are part of the school community, administrators, teachers, and other professionals must engage in ongoing reflection on addressing the current state of the schools related to social justice for students with disabilities, what they need to do to get there, and how they will do it.

General education must be education for everyone to have the ability to determine their own destiny, participation ability, and solidarity ability; critical rethinking of general knowledge; and education as the development of all human abilities (Klafki at (Moos & Wubbels, 2018)). Research on general education in inclusive schools has been done before. Based on the results of research that has been previously done; Jackson et.al., (2000) suggest that instructional strategies need to be evaluated in the context of general education practices (Jackson et al., 2000). This relates to the instructional methodology that needs to be examined in terms of learning activities carried out in general. It is clear that there is a need to identify instructional procedures that will enable educators to tailor instruction to individual needs to facilitate students' access to the general curriculum. In line with the results of the study; Agran et.al., (2006) conducted a study with results showed that students with limited ability to absorb learning can acquire and maintain academic skills in general education through the use of self-regulated problem solving, with procedures and the use of one or more students directed through special learning strategies (Agran et al., 2006).

Ensuring that all children or students with disabilities have access to classrooms, curriculum, and basic education is difficult because those students have diverse educational needs depending on their ability to learn. However, these students have the ability to achieve a high quality of life as long as appropriate support is provided to them in the classroom (Foreman, 2009). Students with special educational needs and/or disabilities (SEND) not only have greater difficulties in their academic development, but they also have some social development limitations (Fernandez-Villardón et al., 2020). Students need to be properly prepared by their education to work respectfully and effectively with diverse populations and in diverse environments (Lewis et al., 2022). As more students with disabilities successfully complete their early education, the need to move towards inclusive practices within higher education is increasing (Moriña, 2017).

Therefore, inclusive education with appropriate strategies and learning media is indispensable to maximize the potential of students with disabilities in the learning process. Students with different disabilities use information and communication technologies in a variety of ways (Ratriyana & Nuswantoro, 2022). Regardless of the composition of the class in which there are students with disabilities, general

education and special education teachers should identify students with better-developed moral identity and involve such students in programs supporting the social integration of students with disabilities (Szumski et al., 2020a).

#### D. Conclusion

Based on the results of bibliometric analysis and discussion of the keyword "inclusive education," it can be concluded that this research topic is still an interesting topic and many special topics can still be developed for further research. Moreover, the data findings describe that this research is more carried out by researchers with a health and medical background, so that the aspect of "education" and its relationship with general education can still be examined in depth. The results of the bibliometric and discussion concluded that research on inclusive education and general education on the topic of appropriate ICT-based learning strategies and media is needed to maximize the potential of students with disabilities in the learning process. Please keep in mind that the results of this bibliometric analysis are limited to the search results of research publications collected by the Dimensions.ai page metadata. Thus, there is still a possibility of data differences if bibliometric analysis is carried out with other data sources, such as Scopus, Google Scholar, WoS, and others.

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