



Challenges and Strategic Responses to Inclusive Education for Children with Special Needs in Indonesian Primary Schools: A Systematic Literature Review

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Abstract: This systematic literature review examines challenges and responses in implementing inclusive education for children with special educational needs in Indonesian primary schools and Madrasah Ibtidaiyah. Following PRISMA 2020, searches of Google Scholar and Crossref identified 1,000 records published between 2020 and 2025. After screening and full-text assessment, 35 empirical studies were included. Thematic analysis identified five recurring challenges: shortages of special education teachers, low teacher competence, inadequate infrastructure and facilities, difficulties modifying instruction, and weak stakeholder coordination. Five strategies were reported: teacher professional training, parent-teacher collaboration, curriculum modification, differentiated instruction, and strengthened school management. The synthesis mapped broad relationships between challenges and responses. Professional development related to staffing and competency concerns, instructional adaptation to pedagogical difficulties, and collaboration and management to coordination. These findings represent patterns in the reviewed literature, not causal effects or comparative evidence of effectiveness. The review highlights the need for coordinated, context-sensitive support to strengthen inclusive primary education in Indonesia.

Abstrak: Tinjauan literatur sistematis ini mengkaji tantangan dan strategi pelaksanaan pendidikan inklusif bagi anak berkebutuhan pendidikan khusus di sekolah dasar dan Madrasah Ibtidaiyah di Indonesia. Dengan mengikuti PRISMA 2020, penelusuran Google Scholar dan Crossref menemukan 1.000 rekaman publikasi periode 2020-2025. Setelah penyaringan dan penilaian teks lengkap, 35 studi empiris disertakan. Analisis tematik mengidentifikasi lima tantangan: kekurangan guru pendidikan khusus, rendahnya kompetensi guru, keterbatasan infrastruktur dan fasilitas, kesulitan memodifikasi pembelajaran, serta lemahnya koordinasi pemangku kepentingan. Lima strategi yang dilaporkan meliputi pelatihan profesional guru, kolaborasi orang tua dan guru, modifikasi kurikulum, pembelajaran berdiferensiasi, dan penguatan manajemen sekolah. Sintesis memetakan keterkaitan umum antara tantangan dan strategi. Pengembangan profesional berkaitan dengan persoalan tenaga dan kompetensi, adaptasi pembelajaran dengan tantangan pedagogis, serta kolaborasi dan manajemen dengan koordinasi. Temuan ini menunjukkan pola dalam literatur, bukan hubungan sebab-akibat atau bukti efektivitas komparatif. Kajian ini menegaskan perlunya dukungan terkoordinasi dan sesuai konteks untuk memperkuat pendidikan inklusif di sekolah dasar Indonesia.

A. Introduction

Inclusive education has become an important priority in ensuring equitable access to quality education for all learners. It requires education systems to respond to differences in students' abilities, learning needs, and circumstances rather than expecting all students to fit a uniform model of schooling. Sustainable Development Goal 4 emphasizes inclusive and equitable quality education, while international discussions on inclusion highlight the need to address barriers within schools and education systems (Ainscow, 2020; UNESCO, 2020). Florian (2019) also emphasizes the coexistence of special and inclusive education, underscoring the importance of providing support while enabling learners to participate meaningfully in shared educational settings. However, policy commitments do not automatically translate into effective classroom practices. Implementation depends on teachers' preparation, accessible learning environments, appropriate instructional responses, and coordinated support among schools, families, and relevant educational stakeholders.

International research identifies teacher attitudes, self-efficacy, and professional competence as important conditions shaping inclusive practices. Ismailos et al (2022) examined teachers' attitudes and self-efficacy beliefs concerning inclusive education and highlighted the relevance of teacher preparation and engagement with families. Woodcock et al (2022) reported differences in inclusive practices associated with teachers' self-efficacy, suggesting that conceptual agreement with inclusion may not be sufficient to ensure effective classroom implementation. Larios & Zetlin (2023) discussed challenges in preparing teachers to teach diverse learners, while Slowik et al (2022) identified professional and institutional support mechanisms for teachers. Lindner et al (2023), through a systematic review, similarly highlighted teachers' attitudes toward inclusion in primary schools. Collectively, these studies indicate that inclusive education requires more than individual teacher knowledge; it also depends on sustained professional development and supportive school structures.

In Indonesia, inclusive education has a formal policy foundation in Law No. 20 of 2003 concerning the National Education System (Republic of Indonesia, 2003) and Minister of National Education Regulation No. 70 of 2009 (Ministry of National Education of the Republic of Indonesia, 2009). Nevertheless, formal regulations do not automatically ensure that schools have sufficient personnel, resources, and practices to accommodate diverse learning needs. Studies of Indonesian primary schools and Madrasah Ibtidaiyah (Islamic primary schools) have identified gaps between policy expectations and implementation. Huda & Hafni (2025) discussed challenges in implementing inclusive education in Madrasah Ibtidaiyah, including limited teacher competence, insufficient support, and infrastructure constraints. Similar concerns regarding teacher preparedness, policy implementation, and available resources have been reported in Indonesian primary education (Kriswanto et al., 2023; Irmawati et al., 2024). Evaluations of inclusive education programmes have also highlighted the importance of examining whether school provision meets learners' actual needs (Liswandari et al., 2024).

Primary education is particularly important for inclusive practice because it provides a foundation for students' academic, social, and emotional development. Meaningful participation requires more than enrolment in the same school. Teachers may need to adapt learning materials, instructional approaches, classroom activities, and assessments. Schools also require appropriate facilities and resources, together with effective collaboration among classroom teachers, special education teachers, school leaders, parents, and external support services. Previous Indonesian studies have reported local initiatives and instructional responses, including curriculum modification (Holifurrahman, 2020) and in-service teacher training (Kurniawati et al., 2017). At a broader level, Wijaya et al (2023) emphasized the importance of teachers' social competence in supporting educational quality. Although their literature review did not focus specifically on inclusive education, it provides a complementary perspective on the interpersonal competence needed for communication and collaboration in educational settings.

Recent work by Rahman et al (2026) illustrates how culturally contextualized digital learning media can support instructional adaptation in inclusive elementary classrooms. Their HistoMath study integrated ethnomathematics and augmented reality and reported improvements in geometry learning outcomes and student engagement across three inclusive elementary schools in Medan. Because this study was published after the present review's 2020–2025 search period, it is cited here as contextual background rather than as one of the 35 studies included in the systematic synthesis. This example nevertheless illustrates the continuing relevance of examining how instructional approaches and school support can respond to diverse learning needs.

Despite these contributions, the Indonesian literature remains dispersed across studies examining particular barriers, school settings, or interventions. Research has reported challenges such as shortages of special education teachers, limited teacher competence, inadequate infrastructure, difficulties in adapting instruction, and weak stakeholder coordination. It has also described responses such as professional development, parent-teacher collaboration, curriculum modification, differentiated instruction, and school management initiatives. However, identifying challenges and strategies separately does not explain which strategies are reported in relation to particular barriers. This distinction matters because professional training may address competence-related difficulties, whereas infrastructure constraints and coordination problems may require different institutional responses.

The central research gap, therefore, concerns the limited synthesis of relationships between operational challenges and the strategies reported to address them across Indonesian primary schools and Madrasah Ibtidaiyah. International studies provide useful contextual perspectives on teacher self-efficacy, attitudes, professional preparation, and institutional support (Ismailos et al., 2022; Larios & Zetlin, 2023; Lindner et al., 2023; Slowik et al., 2022; Woodcock et al., 2022). Nevertheless, these international studies are used for comparison and interpretation, not as part of the 35 Indonesian studies forming the main review dataset. The novelty of this review lies in its integrative thematic mapping of

challenges and strategies, examining their reported relationships rather than presenting them as two independent lists. These relationships are interpreted as patterns in the reviewed evidence, not as proof of causal effects.

Accordingly, this systematic literature review addresses two research questions: (1) What are the main operational challenges in implementing inclusive education for children with special needs in Indonesian primary schools and Madrasah Ibtidaiyah? (2) What strategies are reported to address these challenges, and how are the strategies related to the challenges in the reviewed literature? By synthesizing empirical studies published between 2020 and 2025, this review aims to provide an evidence-informed understanding of implementation patterns. Its findings may inform teachers, school leaders, teacher-education institutions, and policymakers in aligning professional development, instructional adaptation, resource provision, school management, and family collaboration with the challenges documented in the literature.

B. Method

This study employed a systematic literature review (SLR) to synthesize empirical evidence on challenges and strategies in implementing inclusive education for children with special educational needs in Indonesian primary schools and Madrasah Ibtidaiyah. The review followed the PRISMA 2020 reporting framework to document study identification, screening, eligibility assessment, and inclusion (Page et al., 2021). It focused on peer-reviewed journal articles published between 2020 and 2025.

Searches were conducted in Google Scholar and Crossref on 30 December 2025. In Google Scholar, the Boolean search string was ("*Pendidikan Inklusif*") AND ("*Sekolah Dasar*" OR "*Madrasah Ibtidaiyah*") AND ("*Tantangan*" OR "*Strategi*"). In Crossref, the terms "*Pendidikan Inklusif*," "*Sekolah Dasar*," "*Madrasah Ibtidaiyah*," "*Tantangan*," and "*Strategi*" were used through its search functionality. These Indonesian-language search terms correspond, respectively, to inclusive education, primary school, Islamic primary school, challenges, and strategies. The searches yielded 700 records from Google Scholar and 300 from Crossref, producing 1,000 records. After 101 duplicates were removed, 899 records remained for title and abstract screening. Of these, 834 were excluded, leaving 65 full-text reports for eligibility assessment. Following full-text assessment, 30 reports were excluded, and 35 studies were included in the final synthesis.

Studies were eligible if they were peer-reviewed journal articles reporting empirical research on challenges or strategies related to inclusive education in Indonesian primary schools or Madrasah Ibtidaiyah, published between 2020 and 2025 and available in full text. Studies focusing exclusively on secondary or higher education, as well as conference proceedings, theses, dissertations, institutional reports, and other non-journal publications, were excluded. Two reviewers independently screened titles and abstracts and assessed full texts. Disagreements were discussed, with a third reviewer consulted when consensus could not be reached. The specific reasons for excluding the 30 full-text reports were documented in the screening records.

The methodological quality of the 35 included studies was assessed using the Mixed Methods Appraisal Tool (MMAT), version 2018 (Hong et al., 2018). Each study was evaluated using criteria appropriate to its research design, considering the suitability of the research questions and design and the coherence of sampling, data collection, analysis, and interpretation. Two reviewers independently conducted the appraisal, resolving disagreements through discussion and consulting a third reviewer when necessary. Appraisal findings were used to characterize methodological strengths and limitations rather than as exclusion criteria; therefore, all 35 studies were retained.

Data were extracted into a structured record covering bibliographic information, educational setting, research design, reported challenges, strategies, and evidence linking strategies to challenges. The data were analysed using thematic analysis informed by Braun & Clarke (2019), involving familiarization, coding, grouping related codes, reviewing patterns, and defining final themes. The synthesis generated five challenge themes and five strategy themes. Theme frequency represented the number of included articles reporting each theme, rather than repeated code occurrences. Cross-tabulation mapped strategies reported in connection with particular challenges. A relationship was recorded when a study explicitly connected a strategy with a challenge, and the number of studies supporting each relationship was counted. These relationships represent patterns in the literature, not causal effects.

Trustworthiness was supported through dual screening, collaborative coding, investigator triangulation, a documented screening and extraction trail, and reflexive consideration of interpretive decisions. Reviewers compared coding decisions, discussed discrepancies, and checked emerging themes against the included studies. An audit trail documented study selection, extraction, coding, and theme development. As the review used published studies without recruiting participants or collecting identifiable primary data, informed consent was not required. Ethical practice involved accurate citation, transparent reporting, and faithful representation of the source studies. Figure 1 presents the study-selection process.

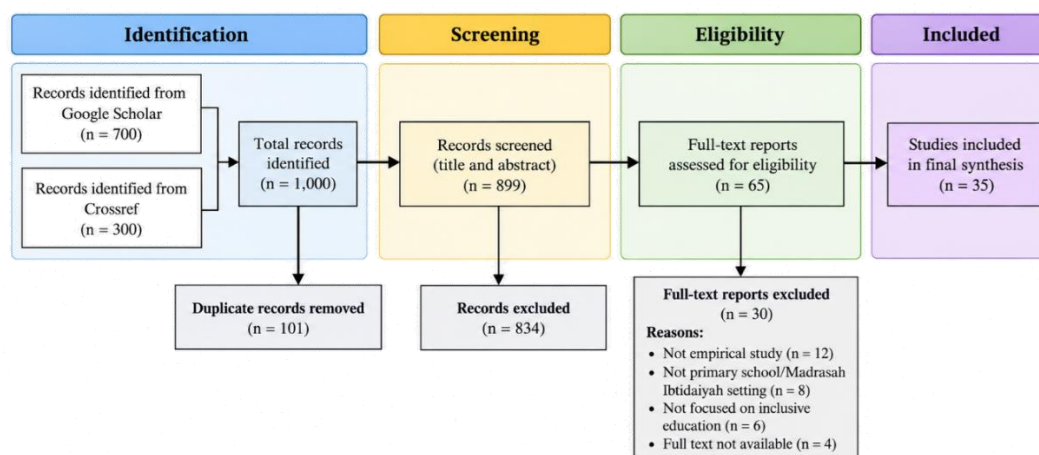


Figure 1. PRISMA 2020 Flow Diagram of the Study Selection Process

C. Result

Study Selection

The systematic search identified 1,000 records from Google Scholar and Crossref. After removing 101 duplicates, 899 records remained for title and abstract screening. Of these, 834 records were excluded because they did not meet the initial eligibility criteria. The remaining 65 full-text reports were assessed for eligibility, resulting in the exclusion of 30 reports. Consequently, 35 empirical studies were included in the final synthesis. Figure 1 presents the study-selection process using the PRISMA 2020 flow diagram. The reasons for full-text exclusion are reported in the diagram and should correspond to the documented screening records.

Challenges and Strategies in Implementing Inclusive Education

The synthesis of the 35 included studies identified five recurring challenges and five strategies related to the implementation of inclusive education for children with special educational needs in Indonesian primary schools and Madrasah Ibtidaiyah. Table 1 presents the themes and the number of studies reporting each theme.

Table 1. Reported Challenges and Strategies in Inclusive Education

Category	Theme	Number Of Studies (N)	Percentage Of Included Studies (%)
Challenge	Shortage of special education teachers	11	31.4
Challenge	Low teacher competence	10	28.6
Challenge	Inadequate infrastructure and facilities	9	25.7
Challenge	Difficulties in instructional modification	7	20.0
Challenge	Weak stakeholder coordination	6	17.1
Strategy	Teacher professional training	9	25.7
Strategy	Parent-teacher collaboration	8	22.9
Strategy	Curriculum modification	7	20.0
Strategy	Differentiated instruction	6	17.1
Strategy	Strengthening school management	5	14.3

Reported Challenges

The shortage of special education teachers was the most frequently reported challenge, appearing in 11 studies (31.4%). Low teacher competence was reported in 10 studies (28.6%), followed by inadequate infrastructure and facilities in nine studies (25.7%). Difficulties in instructional modification appeared in seven studies (20.0%), while weak stakeholder coordination was reported in six studies (17.1%).

These themes represent different but potentially interconnected dimensions of inclusive-education implementation. The findings cover specialist human resources,

teachers' professional capacity, the availability of learning facilities, the adaptation of instruction, and coordination among stakeholders. The frequencies indicate how often the challenges were reported in the included literature; they do not establish the severity of each challenge across Indonesian schools.

Reported Strategies

Teacher professional training was the most frequently reported strategy, appearing in nine studies (25.7%). Parent-teacher collaboration was reported in eight studies (22.9%), while curriculum modification appeared in seven studies (20.0%). Differentiated instruction was reported in six studies (17.1%), and strengthening school management appeared in five studies (14.3%).

The identified strategies span professional development, collaboration between families and schools, curriculum adaptation, differentiated classroom practices, and institutional management. Their distribution indicates that the included studies considered inclusive education a multidimensional implementation task rather than an issue addressed through a single intervention. However, the frequency of a strategy reflects its presence in the literature, not evidence that it is more effective than other strategies.

Mapping the Relationships Between Challenges and Strategies

The synthesis also examined how the reported strategies were connected to the challenges identified in the included studies. The cross-study comparison indicated three broad patterns. First, teacher professional training was reported in relation to the shortage of special education teachers and low teacher competence. Second, curriculum modification and differentiated instruction were associated with difficulties in adapting instruction to learners' diverse educational needs. Third, parent-teacher collaboration and strengthened school management were associated with challenges involving stakeholder coordination.

These patterns suggest that the strategies described in the literature address different aspects of inclusive-education implementation. Professional development relates to human-resource and competency issues, instructional adaptations relate to pedagogical challenges, and collaborative and management approaches relate to coordination. Nevertheless, these connections should be interpreted as reported associations within the reviewed studies, rather than as evidence of causal effects.

Figure 2 presents the thematic map linking the five challenges to the five strategies. To make the relationships traceable, each connection in the final figure should be labelled with the number of included studies providing explicit evidence for that link. These study-level counts should be obtained from the completed extraction and coding matrix. Relationships should only be displayed when supported by evidence in the included studies.

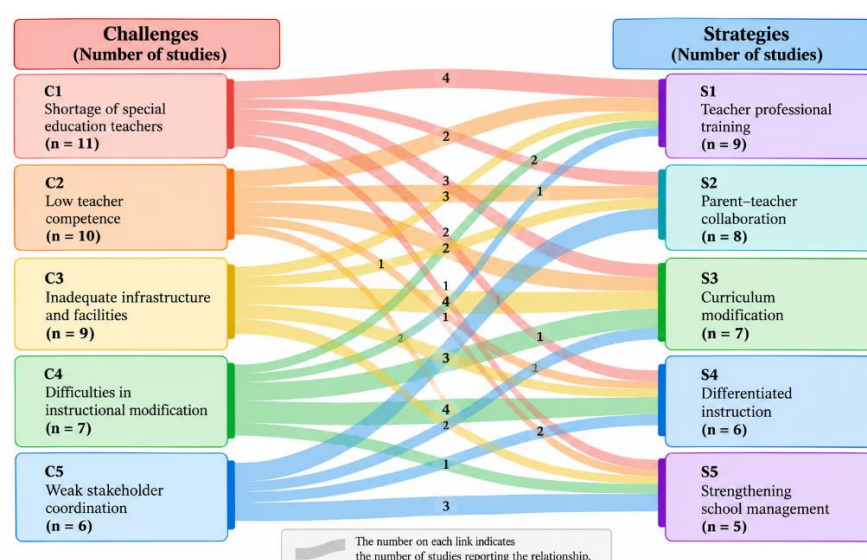


Figure 2. Evidence-Based Thematic Map Linking Challenges and Strategies in Inclusive Education

Methodological Quality of the Included Studies

The methodological quality of the 35 included studies was assessed using the Mixed Methods Appraisal Tool (MMAT), version 2018. The study-level appraisal results should be reported in Table 2, using the criteria applicable to each study's research design. The table should present the judgements for the relevant screening questions and methodological criteria, together with a concise summary of the appraisal findings.

The appraisal results are intended to characterize the methodological strengths and limitations of the included evidence. Because the review retained all 35 studies regardless of appraisal outcome, the results should be interpreted alongside the methodological limitations identified in the individual studies. No overall quality judgement or aggregate score should be reported unless it is justified by the appraisal procedure and supported by the completed assessment records.

D. Discussion

The findings of this review indicate that inclusive education in Indonesian primary schools and Madrasah Ibtidaiyah is shaped by interconnected human-resource, pedagogical, infrastructural, and institutional challenges. Across the 35 included studies, the shortage of special education teachers was the most frequently reported challenge, followed by low teacher competence, inadequate infrastructure and facilities, difficulties in instructional modification, and weak stakeholder coordination. The strategies reported in the literature addressed these challenges through professional training, parent-teacher collaboration, curriculum modification, differentiated instruction, and strengthened school management. These findings suggest that inclusive education cannot be understood as a matter of student placement alone; it also depends on whether schools have the personnel, resources, instructional practices, and collaborative structures required to support

meaningful participation. Importantly, theme frequency represents the number of studies reporting a theme rather than the severity of the problem or the effectiveness of a response.

The prominence of the shortage of special education teachers highlights a structural challenge in implementing inclusive education. From the perspective of the Social Model of Disability, barriers to participation arise not only from individual impairments but also from environmental, organizational, and institutional arrangements that restrict access and participation (Oliver, 2013). Applied to the present findings, insufficient specialist support may limit schools' capacity to identify learning needs, plan appropriate adaptations, and coordinate support for students with special educational needs. This interpretation shifts attention from viewing students' needs as the primary source of difficulty toward examining how educational systems organize the resources and support necessary for inclusion. Nevertheless, the frequency of this theme does not establish the actual distribution of specialist teachers across Indonesian schools. It indicates that staffing limitations are a recurrent concern in the reviewed literature and warrant context-sensitive responses.

Low teacher competence was the second most frequently reported challenge, while teacher professional training was the most frequently reported strategy. This correspondence is important because it suggests that professional capacity is a central concern in the implementation of inclusive education. However, the relationship should not be interpreted as evidence that training alone resolves shortages of specialist personnel or guarantees improved classroom practice. Woodcock et al (2022) found that primary teachers with different levels of self-efficacy could express similar understandings of inclusive education while describing different approaches to classroom practice. This finding suggests that conceptual knowledge does not automatically translate into the confidence and skills required to teach diverse learners. Larios & Zetlin (2023) likewise emphasized the value of professional development that strengthens teachers' practical abilities and willingness to develop inclusive learning environments. Accordingly, professional development should extend beyond one-off awareness sessions and include practical demonstrations, collaborative lesson planning, adapted assessment, mentoring, feedback, and opportunities to apply inclusive strategies. Teacher attitudes and self-efficacy also deserve attention because they can shape how teachers respond to learner diversity (Ismailos et al., 2022; Lindner et al., 2023).

Inadequate infrastructure and difficulties in instructional modification represent two related but distinct barriers. Accessible buildings, suitable learning materials, assistive technologies, and appropriate classroom resources establish conditions for participation, whereas instructional modification concerns how content, teaching methods, and assessment are adapted to students' educational needs. The Social Model of Disability provides a useful lens for interpreting both challenges because exclusion can be reinforced by inaccessible environments and inflexible educational practices (Oliver, 2013). The Universal Design for Learning (UDL) framework offers a complementary perspective by encouraging educators to anticipate learner variability and reduce barriers through flexible

learning design, including multiple means of engagement, representation, and action and expression (CAST, 2024). From this perspective, curriculum modification and differentiated instruction are not merely remedial adjustments for individual students; they can form part of a broader approach to designing learning experiences that accommodate diverse learners. Nevertheless, these approaches require adequate resources, teacher preparation, and institutional support. Curriculum adaptation is unlikely to be sustained when teachers lack time, relevant materials, mentoring, or opportunities for collaborative planning.

Stakeholder coordination was reported less frequently than the other challenges, but it remains important because inclusive education involves responsibilities shared among classroom teachers, special education teachers, school leaders, parents, and external support services. Parent-teacher collaboration and strengthened school management were among the strategies identified in the review. International evidence supports the importance of organized support for teachers. For example, Slowik et al (2022) described support mechanisms in Czech primary schools that included professional learning activities, counselling, supervision, methodological consultation, and inclusion coordinators. Such evidence provides a useful comparison, although these international findings were not part of the 35-study Indonesian synthesis. The comparison suggests that collaboration is more likely to be sustainable when it is supported by clear responsibilities and institutional arrangements, rather than relying solely on individual teachers' initiative. Parent-teacher communication should therefore be integrated into school procedures for planning, monitoring, and reviewing support for students.

The principal contribution of this review lies in connecting reported challenges with the strategies used to address them, rather than presenting the two categories as unrelated lists. The synthesis points to a broad alignment between human-resource challenges and professional development, instructional challenges and curriculum adaptation, and coordination challenges and collaborative or management responses. This relational perspective helps organize the literature into a practical framework for understanding inclusive-education implementation. It also brings together complementary theoretical perspectives: the Social Model of Disability draws attention to structural and environmental barriers, while UDL highlights the importance of flexible learning design. At the same time, the evidence does not demonstrate that a particular strategy causes better outcomes or that each strategy addresses only one challenge. The relationships should therefore be interpreted as patterns reported in the literature, and the strength of each connection should be judged by the number and quality of studies that explicitly support it. This approach provides a more cautious and evidence-traceable basis for planning inclusive education in Indonesian primary schools and Madrasah Ibtidaiyah.

E. Implication

The findings have theoretical, practical, and policy implications for inclusive education in Indonesian primary schools and Madrasah Ibtidaiyah. Theoretically, integrating the Social Model of Disability with Universal Design for Learning provides a

basis for understanding inclusive education as both a structural responsibility and an instructional-design challenge. Practically, teacher education institutions should strengthen pre-service and in-service teachers' competencies in differentiated instruction, curriculum adaptation, accessible assessment, classroom management, and collaboration with families and specialist personnel. Professional development should emphasize sustained mentoring, practical classroom application, and feedback rather than relying exclusively on short-term training. At the school level, administrators should establish clear procedures for collaboration among teachers, parents, special education personnel, and external support services. At the policy level, education authorities should consider the distribution of specialist personnel, accessible infrastructure, adaptive learning resources, and sustained professional development when planning inclusive-education support. These priorities should be adapted to local school conditions and resource availability. Because the review synthesizes reported challenges and strategies rather than comparative intervention effects, the proposed implications should be treated as evidence-informed priorities for implementation and further evaluation, not as proof that any single strategy will produce specific outcomes.

F. Limitation and Suggestion for Further Research

This review has several limitations. First, the search was restricted to Google Scholar and Crossref, meaning that relevant studies indexed in major databases such as Scopus, Web of Science, and ERIC may not have been identified. The search strategy and indexing characteristics of these sources may also have affected the coverage and reproducibility of the search. Second, the review focused on peer-reviewed journal articles published between 2020 and 2025 and therefore may have excluded relevant evidence from earlier studies, unpublished research, policy documents, and institutional reports. Third, the synthesis focused on inclusive education in Indonesian primary schools and Madrasah Ibtidaiyah; consequently, the findings should not be generalized automatically to other educational levels or national contexts. Finally, thematic coding requires interpretive decisions, and the number of studies reporting a challenge or strategy does not measure its severity, implementation quality, or effectiveness. The relationships mapped between challenges and strategies should therefore be interpreted as patterns in the available literature rather than causal associations.

Future research should broaden database coverage by searching additional international and education-focused databases, documenting complete database-specific search strings, and updating the search to capture emerging evidence. Further reviews could also examine grey literature and policy evaluations through clearly defined eligibility and quality-assessment procedures. Empirical studies should investigate how the identified challenges vary across urban, rural, and remote schools and between different regions of Indonesia. Comparative and mixed-methods research could examine how staffing, infrastructure, teacher competence, and institutional coordination interact in specific school settings. In addition, intervention studies are needed to evaluate the outcomes of sustained

teacher professional development, differentiated instruction, curriculum adaptation, parent-teacher collaboration, and school-level support mechanisms. Future evaluations should include measurable student outcomes, classroom participation, teacher self-efficacy, implementation fidelity, and the experiences of students with special educational needs and their families. Such evidence would help establish not only which strategies are reported, but also under what conditions they are feasible, equitable, and effective.

G. Conclusion

This systematic literature review synthesized findings from 35 empirical studies on inclusive education for children with special educational needs in Indonesian primary schools and Madrasah Ibtidaiyah. Five recurring challenges were identified: shortage of special education teachers, low teacher competence, inadequate infrastructure and facilities, difficulties in instructional modification, and weak stakeholder coordination. Five corresponding strategies were also identified: teacher professional training, parent-teacher collaboration, curriculum modification, differentiated instruction, and strengthened school management.

The main contribution of this review is its integrative mapping of the relationships between reported challenges and strategies. The synthesis indicates broad alignment between human-resource challenges and professional development, instructional challenges and pedagogical adaptation, and coordination challenges and collaborative school management. These relationships represent patterns in the reviewed literature rather than evidence of causal effects or comparative effectiveness. Overall, the findings suggest that inclusive education requires coordinated attention to teacher capacity, accessible learning environments, flexible instruction, and collaboration among schools, families, and relevant stakeholders. These conclusions should be interpreted within the scope of the 35 included studies and the databases searched. Further empirical research is needed to validate the identified relationships and evaluate the effectiveness of the proposed strategies across diverse Indonesian school contexts.

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