

The Trend of Inclusive Learning Models: Systematic Review Study

Endang Iryani¹, Hufad¹, Isti Rusdiyani¹

¹Universitas Sultan Ageng Tirtayasa, Banten, Indonesia

Corresponding author e-mail: endang.umht@gmail.com

Abstract: This study aims to analyze the trend of inclusive learning models with study criteria; the learning model tested as an inclusive learning model at various levels of education. the systematic review method refers to Castlebery with five study stages namely compiling, disassembling, reassembling, interpreting, and concluding. data collection using the published or perish application to collect articles from 2013 to 2023, with the keywords teaching model inclusive, teaching model for inclusive school, and teaching model for SEND (student education need disabilities) from Google Scholar. 200 journals have been screened with predetermined study criteria. The results of this study have shown that the trend is testing existing learning models by looking at their effectiveness and relevance to inclusive classes (62%), the trend is investigating learning models adapted to inclusive classes (15%), the trend is comparing learning models by looking for relevance to the inclusive class (15%), and trends describing the right model for use in the inclusive class based on a literature review (8%). The findings of this study can be used as a reference for teachers in conducting inclusive classroom learning, and researchers can formulate a more comprehensive learning model based on the analysis of the learning models studied in this study.

Keywords: Inclusive, Model Learning, Systematic Literature Review

A. Introduction

Inclusive education (IE) is an educational program that is the answer to the problem of educational discrimination (Tanjung et al., 2022), because students with special needs get an education like regular students (Akbarovna, 2022), this follows the contents of the International Education for All agreement (EFA) (Fernandes, 2018). Conceptually, inclusive education gives education rights to all children (Dewsbury & Brame, 2019) with proper education (Bahri, 2021), so problems regarding inequality of education facilities between villages and cities that have existed so far; Communities in villages face a lack of special school facilities for students with special needs (Hakim, 2016), while people living in cities have special school facilities comparable to the needs of people with disabilities.

Smith (2006) argues that there are two main objectives of the concept of inclusive education, firstly providing educational opportunities for children with special

needs and secondly, realizing education that values diversity or educational equality based on human rights (Al-Shammari et al., 2019), so that the concept of inclusive is the education diversity based on human backgrounds such as economic, cultural, social, gender and special needs (Dewi, 2017). The quality of inclusive education will be achieved if the teacher competent for inclusive education has qualified pedagogical competencies (Masino & Niño-Zarazúa, 2016) because of the success of learning teachers who have pedagogic abilities which have relevant to student characteristics (Nellitawati, 2019). The current phenomenon, inclusive education faces problems regarding teacher competency in inclusive teaching, especially in selecting learning models. Even though inclusive education has been implemented for more than 30 years (Amor et al., 2019), the problem of teacher competence is still a major problem that still requires the development of inclusive teaching experiences (Van Mieghem et al., 2020). The study literature review research, through 24 journals about the pedagogic abilities of teachers in inclusive schools that teachers who teach in inclusive schools have low pedagogic abilities, so training is needed to develop their pedagogic abilities (Cooc, 2019) especially in determining appropriate learning models in inclusive classes (Tarnoto, 2016). Meanwhile, the learning model is the key to successful learning that is used by teachers to achieve learning goals (Marfu'ah et al., 2022). In addition, the learning model becomes a guide or guiding the teacher in providing learning to students designed intentionally, systematically, and structured (Trianto, 2013), so that the teacher has a visualization of all activities that will be carried out between the teacher and students, students and teachers, and students with the environment in the classroom (J. A. Smith, 2009).

Until now, many researchers have conducted studies on the accuracy of the inclusive learning model, because the inclusive learning model is different from the non-inclusive learning model. The inclusive learning model is a learning model designed by the teacher for mixed student classes (regular and special needs students) (Maryanti et al., 2021). Tests the Co-teaching model to see how far this learning model can be used in inclusive education. Various learning models have been studied to find ideal learning models for inclusive learning, seeing the importance of the position of learning models in inclusive education, the researchers conducted a systematic literature review to see trends in inclusive learning models.

Although a systematic review for analyzing this inclusive learning model is very broad, so very important to know the trend of inclusive learning models that are implemented and tested in inclusive education, especially for educators and researchers. Therefore, the purpose of the research is to investigate trends in inclusive learning models that have been implemented at various levels of education and regions by analyzing research results from journals published from 2013 to 2023 or a span of 10 years.

B. Methods

This study used a systematic review method by analyzing, evaluating, and concluding relevant findings about the inclusive learning model. There are five stages used in the systematic review referred to by Castlebery (2018), namely compiling, disassembling, reassembling, interpreting, and concluding.

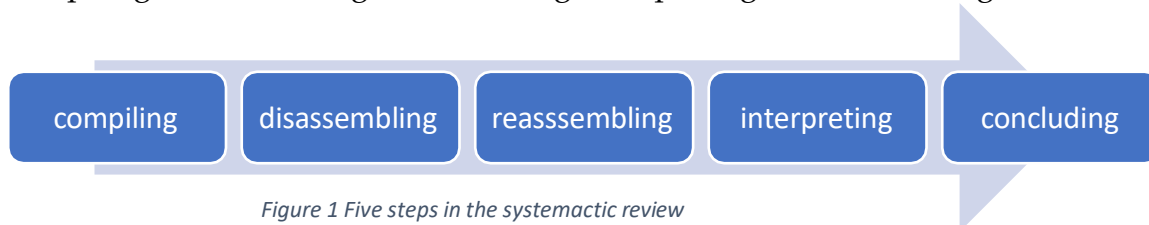


Figure 1 Five steps in the systematic review

- 1) The first step in this research is to collect journals from Google Scholar about the inclusive learning model, the keywords used are the inclusive learning model, teaching model of inclusion, and inclusion teaching from 2013 to 2023. The application used to collect journals is publish or perish.
- 2) The second step is to analyze each journal with scanning and skimming techniques; each journal is read by looking at research topics, research methods, objectives, and results.
- 3) The third step is to classify journals based on the educational level in Excel program by making a table that consists of the author, year, topic, method, and research results.
- 4) The fourth step is to carry out an interpretation for each journal that has been tabulated as a study data in the Excel program; see the results of research from the journal on the implementation of learning models used by researchers in each journal. The categories analyzed were the type of learning model, the level of education, the successful application of the inclusive learning model, and suggestions from researchers about learning models.
- 5) The fifth step is to conclude what types of learning models are considered relevant for inclusive education based on the results of research by experts from the journals that have been analyzed.

The extracted titles and abstracts were collaboratively screened by two academics, based on the predefined inclusion and exclusion criteria, that is:

Table 1. Inclusion and Exclusion Criteria Applied to the Review

Type	Inclusion	Exclusion
Time	January 1, 2013 to December 02, 2023	Any other points in time
Target	Teacher and practitioner	Students, principals, paraeducators or teaching assistants
Publication	Peer reviewed journal articles	Conference proceedings, presentation, article in web
Study	Experiment	Empirical study, theoretical contributions, recommendations
Content	Teaching model inclusive	Learning model inclusive, teaching for SEND, teaching guides
Setting	Primary school	Secondary school, senior higher school, preschool, higher and adult education
Language	English and Indonesia	Any other language
Acquisition	Full text is available	No full text is available

The author screens each journal article that has been collected through the publish or perish application, then is assessed by two screeners to evaluate the quality of the article. After that, the results of the article analysis are presented in full by the author to the screener to compress the selection of articles according to the study review criteria. As for the criteria used in this study, the inclusive learning model was examined using an experimental approach. Detailed information about all articles that have been presented and given an assessment is entered into an Excel spreadsheet (year of publication, author, type of learning model, type of study, level of education). To achieve good results in this study, a backward search was performed where the bibliographies of included and newly published reports were reviewed and assessed so that any important articles which had not been identified in the systematic review could be included. The theoretical framework on this competency framework and competency research is handled as follows: First, references are traced back and checked for inclusion. If references were available and appropriate, they were included. However, if the referenced literature is not - or only partially - available, or is in a language other than English and Indonesian, only the initial review found or the theoretical contribution itself is included. The quality of included studies, which were not peer-reviewed during the publication process, was evaluated using the Critical Assessment Skills Program for qualitative studies (Critical Assessment Skills Program, 2018).

C. Results and Discussion

Teacher competence and learning models are two different things in education (Metsäpelto et al., 2022). Teacher competence is the teacher's ability, which has related to his proficiency in managing the class and delivering material (Ramesh & Krishnan, 2020), while the learning model is a series of teacher's guides in managing and delivering material in class (Trianto, 2013). These two items are the key to the success of learning, but the learning model is more important role than the teacher's competence because the learning model is a guide for teachers in conveying material and managing classes to achieve learning goals, so that learning success can be determined by accuracy in the use learning model.

Likewise, with inclusive education, one of the successes of inclusive learning is determined by a learning model that is following the characteristics of inclusion (Rozi, Fathor, 2019). The author has collected articles from research results that test, discuss and investigate learning models for inclusive learning. the author uses the publish or perish application to collect these articles, from the 200 extracted articles, 13 articles were selected from Scopus and Sinta-indexed journals based on the inclusion and exclusion criteria that have been determined as shown in Table 1. Based on the results of screening by two experts, then thirteen the article is as follows:

Table 2. The Result of Article Screening

No	Author (year)	Title of Research	Learning Outcome of Implement Inclusive Teaching Model	Types of Assessment
1	Tremblay (2013)	Comparative outcomes of two instructional models for students with learning disabilities: inclusion with co-teaching and solo-taught special Education	This research investigated compare two model (co-teaching and solo-taught special education) for students with learning disabilities (LD) with regard to their effect on academic achievement and class attendance. These model does not have significant differences	experiment

2	Rasmitadila, et al. (2021)	General Teachers' Experience of The Brain's Natural Learning Systems-Based Instructional Approach in Inclusive Classroom	This research investigates GTs' observation experiences of the brain's natural learning systems-based instructional approach in an inclusive classroom. The result found six major themes: learning motivation, learning experience, psychomotor, social skill, talent and interest, and general teacher competency. This study implied that teachers could develop their competence by designing effective instruction in inclusive classrooms to benefit all students. The instructional approach based on the brain's natural learning system can be used to manage inclusive classrooms to be more productive.	
3	Altemueller & Lindquist, (2017)	Flipped classroom instruction for inclusive learning	This study invests the Flipped Classroom learning model in the inclusion class, by looking at the advantages of this model when applied to the inclusion class.	literature review
4	Curtin & Egan, (2021)	Unveiling the Context of practice: Teacher Allocation Models to support inclusion in primary schools in Ireland	This research investigates the use of the Special Education Teacher Allocation Model (SETAM) learning model in Ireland. Teachers who have implemented the SETAM learning model in accordance with the directives of the 2017 Department of Education and Skills Circular 0013/2017 in inclusive schools. the research results show that teacher autonomy to identify students' needs and allocate support, under this model, was welcomed by participants	Survey
5	Otukile-Mongwake tse (2018)	Teacher Centered Approaches: Their Implications for Today's Inclusive Classrooms	this study investigates the use of the Teacher Centered Approaches learning model. The research was conducted in six schools; with a sample of schools based on urban, rural and semi-urban demographics. The results of research on	Observation
5	Otukile-Mpho Mongwak etse (2018)	Teacher Centered Approaches: Their Implications for Today's Inclusive Classrooms	the application of this model are that the Teacher Centered Approaches learning model is effectively used for inclusive-based classes.	Observation

6	Black et al., (2015)	Universal Design for Learning and Instruction: Perspectives of Students with Disabilities in Higher Education	This study examines the Universal Design for Learning and Instruction learning model in inclusive college-level classes that aim to see student learning preferences. The results of the study show that students with special needs have learning difficulties, while students without special needs have a variety of learning preferences and support UDL/UDI learning principles.	observation
7	Mulholland O'Connor, (2016)	& Collaborative classroom practice for inclusion: perspectives of classroom teachers and learning support/resource teachers	This study looks at the teacher's perspective on Collaborative classroom practice learning models in inclusive classes. With the mixed method of this research method, it results that teacher are aware of the importance of collaboration in learning for inclusive classes while this collaboration comes from aspirational only. one of the applications of this model is the limited time to implement a series of learning activities.	experiment
8	Katz (2015)	Implementing the Three Block Model of Universal Design for Learning: effects on teachers' self-efficacy, stress, and job satisfaction in inclusive classrooms K-12	This research investigates the Three Block Model of Universal Design learning model in inclusive schools in Manitoba. The 10 schools that were sampled showed that the Three Block Model of Universal Design learning model after implementing this model, teachers reported positive student results in terms of reducing challenging behavior, increasing interaction between students, engagement, and learning.	observation
9	Rivera (2017)	The Blended Learning Environment: A Viable Alternative for Special Needs Students	This study investigated the Blended learning model for inclusive classes, this model succeeded in achieving student learning goals in class, building constructive knowledge and enriching learning experiences.	Observation
10	Latif (2019)	Area Learning Model in Inclusive Education for Children Aged 5-6 Years at the Yogyakarta Early Childhood Care and Development Resource Center (ECCD-RC)	This research investigates the area learning model at the Early Childhood level, by making observations at the Early Childhood Care and Development Resource Center (ECCD-RC) institution, that this learning model is divided into two areas, the first area in two areas, namely the area in the classroom	Experiment

11	Purnama, A & M. Imron Abadi (2019)	Development of Center and Circle Learning Models Based on Inclusive Education for Kindergartens (TK)	and outside class area. The areas in the classroom consist of: 1) reading preparation, 2) counting preparation, 3) writing preparation, 4) science, 5) role playing, 6) painting, and 7) art. While the area outside the classroom consists of: 1) blocks and 2) sand This research investigates the center and circle learning models in kindergarten schools. With the Research and Development research method, the Center and Circle learning models are considered good and suitable for use in inclusive Classroom learning	Experiment
12	Kurniati, A. (2013)	Application of Individual learning Approach to Citizenship Education Subjects for Disabled (Blind) Students at MAN Maguwoharjo	This research investigates individual approach learning models for blind students in inclusive high school level classes. From the results of research on individual approach learning models when applied that some students are able to understand perfectly and some are not able to understand the material and complete assignments, so they need assistance outside the classroom.	experiment

The systematic review study of inclusive teaching models indicated that the learning model studied by the researchers was a learning model that had been formulated by experts and then tried out in an inclusive classroom program. Based on the analysis of the articles, there are several learning models chosen by the researchers as the object of their research and tested in inclusive classes; learning model co-teaching inclusion and solo-taught special education (Tremblay, 2013), instructional approach (Rasmitadila et al., 2021), flipped classroom instruction (Altemueller & Lindquist, 2017), Teacher Allocation Models (Curtin & Egan, 2021), Teacher Centered Approaches (Otukile, Mpho, 2018), Universal Design for Learning and Instruction (Black et al., 2015), Collaborative classroom practice (Mulholland & O'Connor, 2016), Three-Block Model of Universal Design for Learning (Katz, 2013), Blended Learning (Rivera, 2017), classical learning model, contextual learning model, direct learning model (Yunaini, 2021), Area Learning Model (Latif, 2019), Model Center and Circle-Based Learning (Purnama & Abadi, 2019) and Individual Learning Approach models (Kurniati, 2013). The writer found four types of assessment used by researchers to test these learning models, that are: comparing teaching models,

testing teaching models, explaining teaching models, and investigating teaching models. The frequency of using these assessments can be seen in the figure below:

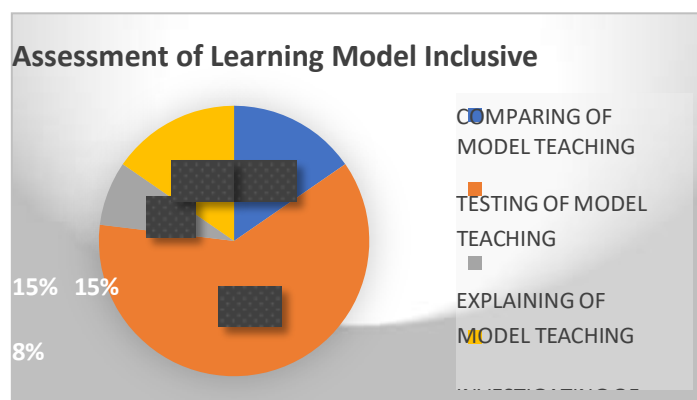


Figure 2. Assessment of learning model inclusive

In addition, a systematic review study has indicated that there are two outcomes from testing the learning model carried out by researchers for inclusive learning, namely learning achievement and teacher's competence in managing inclusive classes (see Table 2). These two outcomes are important points for this type of inclusive learning because the characteristics of inclusive classes are not the same as regular classes; the mixing of regular and special needs students in one class (Maryanti et al., 2021). This type of character requires a learning model that can cover the learning needs of each student and teacher so that the learning outcomes designed by the teacher can be achieved properly and the teacher can accommodate each student's learning needs in the class.

Table 3. Investigate of Learning Outcome

No	Author (year)	Title of Research	Investigate Learning Outcome
1	Philippe Tremblay (2013)	Comparative outcomes of two instructional models for students with learning disabilities: inclusion with co-teaching and solo-taught special education	learning achievement (academic)
2	Rasmitadila, Widayarsi dkk (2021)	General Teachers' Experience of The Brain's Natural Learning Systems- Based Instructional Approach in Inclusive Classroom	teacher's competency in managing of inclusive class
3	Lisa Altemueller & Cynthia Lindquist (2017)	Flipped Classrom instruction for inclusive learning	learning achievement (academic)

4	Curtin & Egan, (2021)	Unveiling the Context of practice: Teacher Allocation Models to support inclusion in primary schools in Ireland	teacher's competency in managing of inclusive class
5	Mpho Otukile-Mongwaketse (2018)	Teacher Centered Approaches: Their Implications for Today's Inclusive Classrooms	learning achievement (academic)
6	Black et al., (2015)	Universal Design for Learning and Instruction: Perspectives of Students with Disabilities in Higher Education	learning achievement (academic)
7	Monica Mulholland, Una O'Connor (2016)	Application of Individual Learning Approach to Citizenship Education Subjects for Disabled (Blind) Students at MAN Maguwoharjo	teacher's competency in managing of inclusive class
8	Katz (2015)	Implementing the Three Block Model of Universal Design for Learning: effects on teachers' self-efficacy, stress, and job satisfaction in inclusive classrooms K- 12	learning achievement (academic)
9	Jennifer Hall Rivera (2017)	The Blended Learning Environment: A Viable Alternative for Special Needs Students	learning achievement (academic)
10	Norma Yunaini (2021)	Learning Models for Children with Special Needs in Inclusive Education Settings	teacher's competency in managing of inclusive class
11	Muhammad Abdul Latif (2019)	Area Learning Model in Inclusive Education for Children Aged 5-6 Years at the Yogyakarta Early Childhood Care and Development Resource Center (ECCD-RC)	teacher's competency in managing of inclusive class
12	Anindya Purnama & M. Imron Abadi (2019)	Development of Center and Circle Learning Models Based on Inclusive Education for Kindergartens (TK)	teacher's competency in managing of inclusive class
13	Ana Kurniati (2013)	Application of Individual Learning Approach to Citizenship Education Subjects for Disabled (Blind) Students at MAN Maguwoharjo	learning achievement (academic)

Tremblay (2013) compared two learning models (co-teaching and solo-taught special education) for senior high school education level in grade 12 with class characteristics of 195 regular students and 58 learning disabilities inclusion and 100 special education classes, and the object of learning is reading and writing, the two models do not have a significant difference in student achievement, all students have the same opportunity to achieve reading and writing learning outcomes, but these models can be used as inclusive learning model. Rasmitadila et al. (2021) tested the systems-based instructional approach learning model, the basis for testing this model is that it is difficult to find a learning model that fits the characteristics of inclusion, because inclusive classes are a combination of regular students and students with special needs (mixed students) and the teacher must create harmony between the two the characteristics of these students in the class (Murtie, 2017).

The education level in this study is elementary school, this model can encourage teachers to create productive inclusive classes because from the observations six items appear when conducting this model experiment, namely learning motivation, learning experience, psychomotor, social skills, talent, and interest, and general teacher competency. Altemueller & Lindquist (2017), tested the flying classroom learning model by examining literature at the elementary to senior high school education level. In his study, this model increased student motivation, differentiating instruction, self-pacing lessons and mastery learning, increased collaboration, and instant feedback for formative assessment.

Cartin & Egan (2021) tested the application of the Teacher Allocation Models for inclusive primary schools in Ireland, this model that greater teacher autonomy to identify students' needs and allocate support, under this model, was welcomed by participants, so this model recommended for inclusive education at the basic level. Otukile-Mpho & Mongwaketse (2018) tested the Teacher-Centered Approaches learning model for the basic education level, the results of applying this model were that there were several obstacles, namely the class was too large, students with special needs did not have a good opportunity to take part in learning as well as a curriculum that was too exam-oriented so that this model is less effective applied to the inclusive class. Black et al (2015) tested the Universal Design for Learning (UDL) and Universal Design for Instruction (UDI) models to see student preferences, the level of education used was tertiary education. This model can analyze the preferences of students with disabilities who have learning disabilities to fulfill the UDL and UDI learning principles, but regular students can follow the UDL and UDI learning principles.

Mulholland & O'Connor (2016) tested the Collaborative classroom practice learning model for the elementary education level. This research is to observe inclusive classroom management that is managed by the Collaborative Classroom practice learning model, the results of the research are that teachers who use this learning model find obstacles regarding time constraints, ad hoc planning, and professional development opportunities in inclusive teaching. However, teachers also realize that collaboration in teaching will be a success in learning. Katz (2015) tested the Three-Block Model of the Universal Design learning model for the elementary school education level. This study investigates the impact of learning models on student learning outcomes and inclusive classroom management.

The result of applying this model is that there is an increase in learning, being able to work together between students and eliminating learning barriers in inclusive classes, for teachers this model can reduce the learning load as well as increase self-efficacy. The thing that needs to be considered by the teacher when implementing the Three-Block Model of Universal Design learning model is collaborative learning

planning which requires human resources who have academic differences to get ease in class management. Rivera (2017) analyzes the theoretical blended learning model (study library), to be applied to inclusive education. Based on the study, the blended learning model is effective for use in classes that have inclusive characteristics because it can improve the learning abilities of students with special needs. Yunaini (2021) tests three learning models (classical learning models, contextual learning models, and direct learning models) for the elementary school education level. This study tested these three models to find their relevance to the inclusive class. Based on observations with qualitative methods the three models are effective for use in inclusive classes at the elementary school level because these learning models provide real experiences to inclusive students who find it difficult to think abstractly.

Latif (2019) investigated area learning models for inclusive classes at the early childhood education level. From the observation that this learning model can be used for inclusive classes with the learning method, the teacher divides into two areas, namely the area in the class consists of 1) preparing for reading, 2) preparing for counting, 3) preparing for writing, 4) science, 5) playing the role, 6) painting, and 7) works of art. While the area outside the classroom consists of 1) blocks and 2) sand. Based on these two areas students feel the effectiveness of learning. Purnama & Abadi (2019) developed a Center and Circle Learning Model that was packaged into learning modules for the Kindergarten Education level. The results of trials on these modules show that learning modules designed for inclusive classroom learning are good/decent learning media, but learning methods still need to be developed that can adapt the characteristics of students by looking at the age of development, and the conditions of students (regular and with special needs) in the classroom. Apart from that, it is necessary to provide accompanying teachers for inclusive students so that they are optimal in learning. Kurniati (2013) tested the individual learning model for the senior high school level of education with a type of disability that is blind. The application of this model provides obstacles for students with disabilities in mastering the material and completing learning tasks, besides that only some students with disabilities can respond to questions and others do not respond (silence).

The indication of this systematic study review is a learning model created by experts without explaining the usefulness of this model for inclusive classes. However, learning models are based on proven theory and have steps or syntax that are following the characteristics of a good learning model (Rusman, 2018), so there is an appropriate application for inclusive classes. What needs to be understood when implementing an inclusive learning model is the ability of a learning model that can accommodate students with special needs and regular students in the classroom (Maryanti et al., 2021).

D. Conclusion

To our knowledge, this is the first systematic review focusing on inclusive learning models for different levels of education. the data of study extracted by publish or perish applications for the last 10 years (2013 to 2023), this period shows that many researchers have analyzed and tested learning models for relevance to the characteristics of inclusive education. the learning models that can be concluded in the systematic review of this study are as follows:

Table 4. Model of Learning and the Level of Education

No	Model of Learning	Level
1	Co-teaching and solo-taught special education	Senior High School
2	Systems-based instructional approach	Primary School
3	The Flipped classroom	Primary School
4	Teacher Allocation Models	Primary School
5	Teacher Centered Approaches	Primary School
6	Universal Design for Learning (UDL) and Universal Design for Instruction (UDI)	University
7	Collaborative Classroom Practice	Primary School
8	Three Block Model of Universal Design	Primary School
9	The Blended Learning	Any level education
10	Classical learning model, contextual learning model dan direct learning model	Primary School
11	The model of Area Learning	Early childhood education program
12	Center and Circle Learning Models	Kindergarten
13	Individual Learning Models	Senior High School

These learning models were studied and analyzed with three types of education namely experiments, observations, and surveys, with model testing oriented towards learning outcomes and inclusive classroom management, so that scientific learning models from the systematic results of this literature study can be used as references by educators inclusive.

References

- Akbarovna, A. S. (2022). *Inclusive Education and Its Essence*. 11(01), 248–254.
- Al-Shammari, Z., Faulkner, P. E., & Forlin, C. (2019). Theories-based Inclusive Education Practices. *Education Quarterly Reviews*, 2(2), 408–414. <https://doi.org/10.31014/aior.1993.02.02.73>
- Altemueller, L., & Lindquist, C. (2017). Flipped Classroom Instruction for Inclusive Learning. *British Journal of Special Education*, 44(3), 341–358. <https://doi.org/10.1111/bjse.12222>

1111/1467-8578.12177

- Amor, A. M., Hagiwara, M., Shogren, K. A., Thompson, J. R., Verdugo, M. Á., Burke, K. M., & Aguayo, V. (2019). International perspectives and trends in research on inclusive education: a systematic review. *International Journal of Inclusive Education*, 23(12), 1277–1295. <https://doi.org/10.1080/13603116.2018.1445304>
- Bahri, S. (2021). Inclusion Education Management in Primary Schools. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 94–100. <https://doi.org/10.31004/edukatif.v4i1.1754>
- Black, R. D., Weinberg, L. A., & Brodwin, M. G. (2015). Universal Design for Learning and Instruction: Perspectives of Students with Disabilities in Higher Education. *Exceptionality Education International*, 25(2). <https://doi.org/10.5206/eei.v25i2.7723>
- Castleberry, A., & Nolen, A. (2018). Thematic Analysis of Qualitative Research Data: Is It as Easy as It Sounds? *Currents in Pharmacy Teaching and Learning*, 10(6), 807–815. <https://doi.org/10.1016/j.cptl.2018.03.019>
- Cooc, N. (2019). Teaching Students with Special Needs: International Trends in School Capacity and the Need for Teacher Professional Development. *Teaching and Teacher Education*, 83, 27–41. <https://doi.org/10.1016/j.tate.2019.03.021>
- Curtin, L., & Egan, M. (2021). Unveiling the Context of Practice: Teacher Allocation Models to Support Inclusion in Primary Schools in Ireland. *International Journal of Inclusive Education*, 1–17. <https://doi.org/10.1080/13603116.2021.1931484>
- Dewi, N. K. (2017). Benefits of Inclusive Education Programs for Early Childhood. *Jurnal Pendidikan Anak*, 6(1), 12–19. <https://doi.org/10.21831/jpa.v6i1.15657>
- Dewsbury, B., & Brame, C. J. (2019). Inclusive Teaching. *CBE – Life Sciences Education*, 18(2), fe2. <https://doi.org/10.1187/cbe.19-01-0021>
- Fernandes, R. (2018). School Adaptation to Inclusive Education Policy. *Jurnal Socius: Journal of Sociology Research and Education*, 4(2), 119. <https://doi.org/10.24036/scs.v4i2.16>
- Hakim, L. (2016). Enforcement of Access to Education for the People in Accordance with the Provisions of the Law No. 20 of 2003 on the National Education System. *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial*, 2(1), 53–64.
- Katz, J. (2013). The Three Block Model of Universal Design for Learning (UDL): Engaging students in inclusive education. *Canadian Journal of Education / Revue Canadienne de l'éducation*, 36(1), 153–194. <http://www.jstor.org/stable/canajeducrevucan.36.1.153>
- Katz, J. (2015). Implementing the Three Block Model of Universal Design for Learning: Effects on Teachers' Self-efficacy, Stress, and Job Satisfaction in Inclusive Classrooms K-12. *International Journal of Inclusive Education*, 19(1), 1–20. <https://doi.org/10.1080/13603116.2014.881569>
- Kurniati, A. (2013). Application of Individual Learning Approaches to Citizenship Education Lessons on Disabled Students (Tunanetra) in MAN Maguwoharjo.

- Jurnal Citizenship: Media Publikasi Pendidikan Pancasila dan Kewarganegaraan*, 3(1), 41-56. <http://journal.uad.ac.id/index.php/Citizenship/article/view/6405>
- Latif, M. A. (2019). Early Childhood Care and Development Resource Center (ECCD-RC) Yogyakarta. *Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini*, 1(1), 1. <https://doi.org/10.35473/ijec.v1i1.375>
- Marfu'ah, S., Zaenuri, Masrukan, & Walid. (2022). Mathematics Learning Model to Improve Students' Mathematical Reasoning Ability. *Prosiding Seminar Nasional Matematika*, 5, 50-54. <https://journal.unnes.ac.id/sju/index.php/prisma>
- Maryanti, R., Nandiyanto, A. B. D., Hufad, A., & Sunardi, S. (2021). Science Education for Students with Special Needs in Indonesia: From Definition, Systematic Review, Education System, to Curriculum. *Indonesian Journal of Community and Special Needs Education*, 1(1), 1-8. <https://doi.org/10.17509/ijcsne.v1i1.32653>
- Metsäpelto, R. L., Poikkeus, A. M., Heikkilä, M., Husu, J., Laine, A., Lappalainen, K., Lähteenmäki, M., Mikkilä-Erdmann, M., Warinowski, A., Iiskala, T., Hangelin, S., Harmoinen, S., Holmström, A., Kyrö-Ämmälä, O., Lehesvuori, S., Mankki, V., & Suvilehto, P. (2022). A Multidimensional Adapted Process Model of Teaching. *Educational Assessment, Evaluation and Accountability*, 34(2), 143-172. <https://doi.org/10.1007/s11092-021-09373-9>
- Masino, S., & Niño-Zarazúa, M. (2016). What Works to Improve the Quality of Student Learning in Developing Countries? *International Journal of Educational Development*, 48, 53-65. <https://doi.org/10.1016/j.ijedudev.2015.11.012>
- Mulholland, M., & O'Connor, U. (2016). Collaborative Classroom Practice for Inclusion: Perspectives of Classroom Teachers and Learning Support/Resource Teachers. *International Journal of Inclusive Education*, 20(10), 1070-1083. <https://doi.org/10.1080/13603116.2016.1145266>
- Murtie, A. (2017). *Encyclopedia of Children with Special Needs*. Redaksi Maxima.
- Nellitawati, N. (2019). Teacher's Pedagogical Competencies on the Vocational High School of Padang City. *Jurnal Konseling dan Pendidikan*, 7(2), 58-61. <https://doi.org/10.29210/133300>
- Otukile, Mpho, M. (2018). Teacher Centered Approaches: Their Implications for Today's Inclusive Classrooms. *Lonaka Jolt*, 9(1), 1-8. <http://journals.sagepub.com/doi/10.1177/1120700020921110>
- Purnama, A., & Abadi, M. I. (2019). Development of a Centered Learning Model and a Circle-Based Education of Inclusion for Kindergartens. *Jurnal Teladan: Jurnal Ilmu Pendidikan* <http://journal.unirow.ac.id/index.php/teladan/article/view/45%0Ahttp://journal.unirow.ac.id/index.php/teladan/article/download/45/78>
- Ramesh, P., & Krishnan, P. (2020). Professional Competence of Teachers in Indian Higher Agricultural Education. *Current Science*, 118(3), 356. <https://doi.org/10.18520/cs/v118/i3/356-361>

- Rasmitadila, Widyasari, Prasetyo, T., Rachmadtullah, R., Samsudin, A., & Aliyyah, R. R. (2021). General Teachers' Experience of the Brain's Natural Learning Systems-Based Instructional Approach in Inclusive Classroom. *International Journal of Instruction*, 14(3), 95–116. <https://doi.org/10.29333/iji.2021.1436a>
- Rivera, J. H. (2017). The Blended Learning Environment: A Viable Alternative for Special Needs Students. *Journal of Education and Training Studies*, 5(2), 79. <https://doi.org/10.11114/jets.v5i2.2125>
- Rozi, Fathor, N. H. (2019). Inclusion Learning Model; Overcoming Students' Learning Difficulties in Specific Language Impairment. *Tjybjb.Ac. Cn*, 27(2), 58–66.
- Rusman. (2018). *Learning Models* (7th ed.). PT Raja Grafindo Persada.
- Smith, J. A. (2006). *Inclusion: Friendly Schools for All*. Nuansa.
- Smith, J. A. (2009). *Qualitative Psychology*. Pustaka Pelajar.
- Tanjung, R., Supriani, Y., Arifudin, O., & Ulfah, U. (2022). Inclusion Education Maintenance Management at Islamic Educational Institutions. *JlIP - Jurnal Ilmiah Ilmu Pendidikan*, 5(1), 339–348. <https://doi.org/10.54371/jiip.v5i1.419>
- Tarnoto, N. (2016). Problems Faced by Schools Providing Inclusive Education at Elementary Level. *Humanitas*, 13(1), 55. <https://doi.org/10.26555/humanitas.v13i1.3843>
- Tremblay, P. (2013). Comparative Outcomes of Two Instructional Models for Students with Learning Disabilities: Inclusion with Co-Teaching and Solo Taught Special Education. *Journal of Research in Special Educational Needs*, 13(4), 251–258. <https://doi.org/10.1111/j.1471-3802.2012.01270.x>
- Trianto. (2013). *Integrated Learning Model: Concepts, Strategies and Implementation in the Education Unit Level Curriculum (KTSP)* (edition 5). Bumi Aksara.
- Van Mieghem, A., Verschueren, K., Petry, K., & Struyf, E. (2020). An Analysis of Research on Inclusive Education: A Systematic Search and Meta Review. *International Journal of Inclusive Education*, 24(6), 675–689. <https://doi.org/10.1080/13603116.2018.1482012>
- Yunaini, N. (2021). Special Needs Child Learning Model in Inclusive Education Settings. *Journal of Elementary School Education (JOuESE)*, 1(1), 18–25. <https://doi.org/10.52657/jouese.v1i1.1326>