

Inclusive Education Management: A Systematic Review of Practices, Challenges, and Solutions in Educational Institutions

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Received: 16-10-2025

Revised: 11-12-2025

Accepted: 29-12-2025

Info Artikel

Abstract

Keywords:

Change Theory, Inclusive Education, Systematic Literature Review, Total Quality Management.

Inclusive education management aims to ensure equitable access to learning for all students, including those with special needs. Despite broad policy support, implementation remains uneven across contexts, including Indonesia. Common barriers include constrained resources, insufficient teacher preparation, cultural resistance, and high teacher workloads. This study conducts a systematic literature review (SLR) to synthesize recent evidence on practices, challenges, and solutions. The analysis identifies effective practices such as comprehensive teacher professional development, provision of disability-friendly facilities, and sustained collaboration among schools, families, and communities. Persistent constraints include budget limitations, inadequate psychosocial support, and social stigma that hinders the inclusion of students with special needs in mainstream classrooms. To organize actionable responses, the review integrates management perspectives from Total Quality Management, distributed leadership, and change theory, providing a structured pathway for improvement. Based on these insights, the paper recommends strengthening inclusive education policies, leveraging educational technologies, and implementing public awareness initiatives to build acceptance. Overall, the findings highlight the need for coordinated, long-term commitments by governments, schools, and communities to achieve a fair and inclusive education system.

Kata Kunci:

Teori Perubahan; Pendidikan Inklusif; Tinjauan Pustaka Sistematis; Manajemen Mutu Total

Abstrak.

Manajemen pendidikan inklusif bertujuan memastikan akses pembelajaran yang adil bagi seluruh peserta didik, termasuk siswa berkebutuhan khusus. Meskipun didukung oleh berbagai kebijakan, implementasinya masih belum merata di berbagai konteks, termasuk Indonesia. Hambatan umum mencakup keterbatasan sumber daya, kesiapan guru yang belum memadai, resistensi budaya, dan beban kerja guru yang tinggi. Studi ini melakukan tinjauan pustaka sistematis (SLR) untuk mensintesis bukti terkini mengenai praktik, tantangan, dan solusi. Analisis mengidentifikasi praktik efektif seperti pengembangan profesional guru yang komprehensif, penyediaan fasilitas ramah disabilitas, dan kolaborasi berkelanjutan antara sekolah, keluarga, dan komunitas. Kendala yang menetap meliputi keterbatasan anggaran, dukungan psikososial yang belum memadai, serta stigma sosial yang menghambat inklusi siswa berkebutuhan khusus di kelas reguler. Untuk menata respons yang operasional, ulasan ini mengintegrasikan perspektif manajemen dari Manajemen Mutu Total, kepemimpinan terdistribusi, dan teori perubahan, sehingga menyediakan jalur perbaikan yang terstruktur. Berdasarkan temuan tersebut, artikel ini merekomendasikan penguatan kebijakan pendidikan inklusif, pemanfaatan teknologi pendidikan, dan pelaksanaan inisiatif edukasi publik guna membangun penerimaan. Secara keseluruhan, temuan menegaskan perlunya komitmen terkoordinasi dan berjangka panjang dari pemerintah, sekolah, serta komunitas untuk mewujudkan sistem pendidikan yang adil dan inklusif.

INTRODUCTION

Ensuring equitable access to quality education for all learners, regardless of background or ability, is a fundamental principle of inclusive education management (Jardinez & Natividad, 2024; Taneja-Johansson & Singal, 2025). Inclusive education is not merely concerned with the placement of students with special needs in regular classrooms; rather, it requires systematic planning, effective leadership, and institutional support to create learning environments that respect diversity and address varied learning needs. From a management perspective, inclusive education emphasizes the integration of inclusive policies, adaptive curricula, teacher capacity building, and resource allocation to support students' academic and socio-emotional development (Uthus & Qvortrup, 2025; Woolfson, 2025). This orientation is consistent with the United Nations Convention on the Rights of Persons with Disabilities, which underscores the responsibility of education systems to ensure accessibility, participation, and equity for all learners, thereby enabling their full participation in society.

Despite broad policy support, implementation remains uneven across contexts, including Indonesia (Kartiko et al., 2025). Prior studies consistently highlight recurring barriers, such as constrained resources, limited teacher preparation, and cultural resistance to inclusion. Resource constraints typically involve insufficient facilities, a lack of assistive learning tools, and inadequate funding to sustain inclusive programs (Isnawati et al., 2025). Compounding these challenges, many teachers report insufficient preparation for managing diverse classrooms, which contributes to a sense of unpreparedness in addressing day-to-day instructional needs (Garland, 2025; Zagana et al., 2025).

Cultural factors further complicate the implementation of inclusive education policies, particularly in contexts where social norms and beliefs continue to stigmatize children with special needs. In many educational settings, such stigma shapes the attitudes and expectations of students, parents, and even educators in mainstream schools, resulting in social exclusion, low academic expectations, and limited instructional adaptation (Tafirenyika et al., 2025; Vaccaro et al., 2024). Consequently, the presence of inclusive policies at the national or institutional level does not automatically translate into effective practices in classrooms. This condition reflects a persistent policy-practice gap, in which formal regulations are inadequately supported by school-level readiness, leadership commitment, and cultural acceptance (Kartiko et al., 2024). Addressing this gap requires structured and systematic management approaches that emphasize change management, capacity building, and continuous monitoring of inclusive practices (Saputra et al., 2024). Educational leaders play a crucial role in aligning institutional goals, operational processes, and educational outcomes by fostering inclusive school cultures, engaging parents and communities, and supporting teachers through professional development (Mustari & Nurhayati, 2024). From a policy perspective, inclusive education strategies should therefore integrate cultural transformation initiatives alongside regulatory and administrative measures to ensure sustainable and meaningful inclusion. To this end, management frameworks such as Total Quality Management, distributed leadership, and change theory offer practical guidance for decision-making, stakeholder alignment, and continuous improvement in inclusive settings (Aprilianto et al., 2025; Arief et al., 2025). These lenses provide a systematic way to diagnose constraints, prioritize interventions, and monitor progress toward equitable learning opportunities. The present study is relevant on both theoretical and practical grounds.

This study focuses on inclusive education management by reviewing reported practices, challenges, and solutions within the context of their implementation in various educational

institutions. The study seeks to investigate typical practices that illustrate the effectiveness of inclusive education management, address the most common challenges encountered during the implementation of inclusive policies and strategies, and provide solutions and enabling conditions that have significant potential in overcoming these barriers. Overall, the study aims to systematically synthesize best practices, map implementation challenges that recur in the current literature, assess the effectiveness of solutions and their implementation contexts, and formulate evidence-based implementations that can encourage.

Although the literature on inclusive education has highlighted the importance of equal access and strong policy support, a significant gap remains between policy and implementation practices. While much previous research has focused on pedagogical aspects and teachers' attitudes toward students with special needs, few studies have explored the managerial dimension in depth, particularly how educational management approaches such as Total Quality Management, distributed leadership, and theories of change can systematically improve the effectiveness of inclusive education. Existing research also tends to be contextually limited to developed countries, thus underrepresenting the socio-cultural and structural complexities of developing countries like Indonesia, where limited resources, cultural resistance, and teacher preparedness remain crucial issues. Therefore, studies that integrate strategic management perspectives with inclusive education approaches are needed to map best practices, identify recurring challenges, and evaluate solutions and enabling conditions that are adaptive to local contexts. This gap highlights the need for an evidence-based management framework to strengthen the implementation of inclusive education sustainably and contextually at various levels of educational institutions.

METHOD

This study employs a systematic literature review (SLR), an organized and methodical approach to identify, appraise, and synthesize research on inclusive education management. The SLR design was selected to provide a comprehensive understanding of the core components of inclusion namely practices, challenges, and solutions across diverse educational settings. Prior research demonstrates that SLRs integrate data from multiple credible sources to support nuanced and multidimensional analyses of a given topic (Robles et al., 2024; Susilawati et al., 2023). Beyond mapping the evidence base, this approach establishes a theoretical scaffold linking management theories with inclusive education policies and practices. Within this theoretical frame, Total Quality Management underscores the principles of continuous improvement and stakeholder engagement as the foundation for building inclusive school climates (Edeki & Adaka, 2025). Distributed Leadership, on the other hand, emphasizes shared responsibility and collective accountability for fostering inclusion (Mpu & Adu, 2021), while Change Theory explains the mechanisms of sustaining transformative, system-level change (Quintero, 2023).

Leadership thus emerges as a pivotal factor in managing transitions toward inclusivity, requiring adaptive leaders who can respond effectively to heterogeneous learner needs and shifting educational demands (Kershner & McQuillan, 2016; Nadeem, 2024). Leadership in this context extends beyond strategic administration to cultivating an inclusive culture in which all stakeholders are actively engaged, empowered, and accountable. Mallillin's adaptive leadership perspective further reinforces this need by advocating for responsive systems capable of adjusting to evolving educational challenges (Boelens et al., 2018). Despite growing theoretical and policy support, persistent constraints such as overcrowded classrooms, insufficient teacher preparation, and limited resources continue to hinder inclusive practices (Abdullahi, 2023). These barriers highlight

the necessity of coherent and evidence-informed management strategies that address systemic bottlenecks while enhancing classroom-level practices (Susilawati et al., 2023; Robles et al., 2022).

The research procedure began with a systematic search across major academic databases, including Scopus, Web of Science, ERIC, and JSTOR, complemented by searches through Google Scholar and publisher platforms such as SpringerLink to ensure comprehensive coverage. Boolean search strings combined controlled terms and free-text keywords related to inclusive education management, focusing on practices, challenges, and solutions. The search was limited to studies published within the last ten years to preserve relevance and timeliness, with additional articles identified through backward and forward citation tracking (Apriliani et al., 2024; Junaidi et al., 2022). Eligibility was determined based on predefined inclusion and exclusion parameters that prioritized peer-reviewed empirical or review studies with transparent methodologies, direct relevance to inclusive education management, and accessibility in full text form, either in English or Bahasa Indonesia. Opinion pieces, editorials, and incomplete conference papers were excluded to ensure methodological rigor and reliability (Deng et al., 2017; Rahmat et al., 2020).

Two reviewers independently performed title and abstract screening, followed by full-text assessment of potentially eligible studies. Any discrepancies were resolved through discussion to achieve consensus, and inter-rater reliability was documented using Cohen's kappa coefficient. Methodological quality appraisal employed validated tools appropriate to each study design, including the JBI and MMAT checklists, categorizing studies as high, moderate, or low quality. Sensitivity analyses were subsequently performed to examine the impact of lower quality studies on the overall synthesis. A structured data extraction form was then utilized to record bibliographic details, contextual information, participating stakeholder groups, research methods, and key findings. All data were coded into three overarching categories practices, challenges, and solutions with subthemes refined iteratively. Thematic synthesis enabled the identification of recurrent patterns across varying educational contexts, while frequency counts indicated the relative salience of each theme (Agustin, 2019; Oliinyk et al., 2023).

The integrative synthesis of evidence provided insights into persistent implementation barriers and highlighted actionable, context-sensitive strategies for educational institutions. Wherever applicable, solutions were mapped to enabling conditions and anticipated outcomes to inform evidence-based management frameworks. In doing so, the present study contributes to both theoretical and practical advancements by offering empirically grounded recommendations for strengthening inclusive education management in diverse settings (Yada & Savolainen, 2017; Zarnazi et al., 2024).

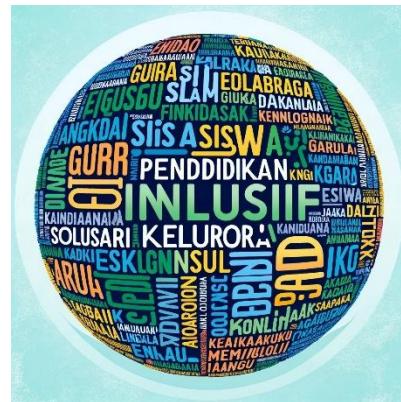
RESULTS AND DISCUSSION

Result

Visualization of the Inclusive Education Concept

To orient readers to the discourse on inclusive education management, we provide a word cloud that highlights high-frequency terms such as education, inclusion, students, teachers, barriers, solutions, collaboration, and technology. The visualization offers a quick overview of salient topics and their relative prominence across the corpus. Given its descriptive nature, the figure serves as an entry point rather than an inferential device and should be read alongside the thematic synthesis reported below.

Figure 1. Community-Based Inclusive Education Ecosystem



Across settings, several practices recur in effective implementation.

Table 1 : Practices in Inclusive Education Management

Subtheme	Concise description	Management lens	Example actions	Potential indicators
Teacher professional development	Ongoing training integrating pedagogy, classroom management, and understanding of learners with special needs	TQM; Distributed leadership	Tiered in-service programs; coaching and mentoring; teacher learning communities	Annual training hours; classroom observation scores; retention of inclusive practices
Embedding management frameworks	Application of TQM, distributed leadership, and change theory to structure improvement, roles, and staged change	TQM; Distributed leadership; Change theory	Plan–do–check–act cycles; clarified role and accountability matrices; phased change plans	Number of PDCA cycles; role clarity (e.g., RACI); proportion of change targets met
Curriculum adaptation and differentiation	Adjustments to curriculum, assessment, and pacing aligned to learner profiles	TQM	Needs mapping; differentiated modules; Individualized Education Programs (IEPs)	Share of students with IEPs; assessment variety; individual learning gains
School–university collaboration	Joint mentoring and training linking academic expertise to classroom needs	Distributed leadership	Practicum schemes; joint training; collaborative applied research	Joint activities per year; teacher satisfaction; adoption of evidence-based practices
Facilities and learning resources	Accessible classrooms, assistive technologies, and	TQM	Accessibility audits; procurement of assistive technology;	Accessibility audit scores; assistive device-to-student ratio;

Technology utilization	appropriate learning materials Adaptive tools, Change theory; assistive software, and TQM flexible virtual environments for differentiation	scheduled maintenance Phased pilots; training and coaching; integration into lesson plans and assessment	Tool utilization rate; learning outcomes; user satisfaction (teachers and students)
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Teacher professional development is consistently identified as a central lever for building competence in managing diverse classrooms, particularly when it takes the form of targeted and ongoing training that integrates pedagogical strategies, classroom management, and an understanding of the needs of students with special needs. The primary emphasis is on strengthening day-to-day instructional capability rather than one-off workshops, thereby cultivating a supportive learning climate that enables meaningful participation for all learners. Such programs frequently combine formal courses, school-based mentoring, and collaborative reflection, positioning teachers not merely as implementers of policy but as active agents in shaping inclusive practice.

Within this context, embedding management frameworks provides essential structure for continuous improvement, shared responsibility, and planned organizational change. Total Quality Management contributes by promoting iterative refinement through feedback loops, data use, and stakeholder engagement, which together support the systematic improvement of inclusive practices across the school. Distributed leadership complements this by broadening responsibility among teachers, administrators, parents, and community partners, reinforcing collective ownership and accountability for inclusion rather than concentrating authority in a single formal leader. At the same time, change theory offers guidance for navigating transitions from traditional to inclusive models, helping schools to anticipate resistance, align incentives, sequence interventions, and build sustainable buy-in across the institution.

Curriculum adaptation and differentiated instruction function as concrete pedagogical expressions of these management choices, allowing teachers to adjust content, assessment, and pacing to respond to varied learning profiles. In many cases, these adaptations are supported by tools such as needs mapping, individualized education plans, and flexible assessment formats, which translate abstract commitments to inclusion into daily classroom practice. Communication strategies and structured partnerships with families further help to co-create supportive conditions for learning, ensuring that decisions about goals, accommodations, and expectations are negotiated rather than imposed. This alignment between classroom practices, family engagement, and management frameworks strengthens coherence and reduces fragmentation in the implementation of inclusive education.

School-university collaboration, particularly visible in contexts such as Indonesia, adds another critical layer to this ecosystem of practices. Mentoring schemes, joint training initiatives, and collaborative applied research connect academic expertise with classroom realities, offering teachers practical support while simultaneously generating knowledge to refine inclusive curricula and management strategies. Over time, these collaborations foster durable professional networks

that sustain inclusive practice beyond individual projects or policy cycles. Facilities and learning resources-including accessible classrooms, assistive technologies, and appropriate learning materials-operate as essential enablers of active participation and engagement among students with special needs, underscoring strategic investment in infrastructure as both a policy and institutional priority.

In practice-oriented terms, the converging evidence from these domains points to several interdependent priorities for inclusive education management. Institutions are encouraged to allocate dedicated funds for accessibility, assistive technologies, and materials, so that pedagogical innovation is not undermined by resource scarcity. They are similarly urged to institutionalize teacher professional development grounded in continuous improvement principles, to formalize collaboration among schools, universities, and local communities as a means of sharing knowledge and sustaining practice, and to employ distributed leadership routines to coordinate roles and systematically monitor progress toward inclusive education goals. Together, these actions link strategic management decisions with everyday classroom experiences, increasing the likelihood that inclusion is realized as lived practice rather than remaining a purely normative aspiration.

Challenges in implementing inclusive education

Challenges in implementing inclusive education are closely linked to resource constraints, cultural factors, and the distribution of work within schools. Many institutions, particularly those in remote or under-resourced areas, experience significant shortfalls in funding, facilities, assistive tools, and accessible spaces, which in turn restrict opportunities for sustained teacher training and development. Within a Total Quality Management perspective, these limitations underscore the need for transparent resource planning, needs-based budgeting, and iterative improvement cycles that align expenditures with clearly defined inclusive education priorities. Leadership is therefore expected to advocate earmarked funding for inclusive education, with explicit budget lines for technology, specialized materials, and accessibility upgrades that can directly support classroom implementation.

Cultural resistance and stigma present additional, and often less visible, barriers to inclusive practice. Negative attitudes toward students with special needs can limit their acceptance in mainstream classrooms, reduce peer support, and dampen teacher confidence in implementing inclusive strategies. Change theory highlights that such resistance is not merely an individual issue but a systemic one that should be addressed through clear communication, targeted capacity building, and the construction of a shared, positive vision of inclusion. In practical terms, this implies the importance of sustained awareness campaigns, dialogic forums, and workshops that highlight the social, moral, and academic benefits of inclusion, alongside teacher education initiatives that explicitly address bias, empathy, and professional ethics.

Teacher workload and role strain further complicate implementation, as educators must balance diverse learner needs with intensive administrative and curricular demands, leaving limited time for individualized support and collaborative planning. From a distributed leadership lens, these pressures point to the necessity of spreading responsibilities across assistant teachers, special education staff, school counselors, parents, and student leaders, so that the work of inclusion does not rest on a single individual. Operationally, this translates into efforts to streamline administrative tasks, ensure the availability of support staff, secure adequate resources, and institutionalize

collaborative routines—such as co-teaching, case conferences, and professional learning communities—that redistribute workload and provide teachers with collective problem-solving spaces. Together, these strategies seek to transform inclusion from a personal burden into a shared organizational commitment.

Table 2. Key Challenges

Subtheme	Concise description	Management lens	Example actions	Potential indicators
Resource limitations	Shortfalls in funding, facilities, assistive tools, and accessible spaces constrain implementation and training	TQM	Needs-based budgeting; transparent allocation; advocacy	Expenditure per student; proportion of funding needs funded; procurement lead time
Cultural resistance and stigma	Negative attitudes limit acceptance in mainstream classrooms and reduce teacher confidence	Change theory	Awareness campaigns; anti-bias workshops; shared vision communication	Attitude survey shifts; incidents of exclusion; parent participation rates
Teacher workload and role strain	Administrative and curricular demands reduce time for individualized support	Distributed leadership	Task delegation; support from assistants and counselors; collaborative routines	Support staff-to-teacher ratio; net instructional time; teacher job satisfaction

Discussion

This review extends the literature on inclusive education by situating inclusion explicitly within a strategic management and leadership framework. The findings confirm that inclusive education is not solely a pedagogical or policy issue but a multidimensional organizational process shaped by resource allocation, leadership structures, and continuous quality assurance mechanisms.

Consistent with earlier research, the findings reaffirm that adequate and targeted funding is a necessary precondition for inclusive education. Previous studies have highlighted chronic underfunding as a major barrier to inclusion, particularly in relation to accessibility infrastructure and assistive technologies (Howard et al., 2022; Wang et al., 2022). This review concurs with those findings but advances the discussion by emphasizing financial governance mechanisms, such as separated budget lines and expenditure audits, as critical levers of accountability. Unlike studies that focus primarily on funding availability, the present synthesis underscores the importance of how resources are managed and monitored, aligning closely with TQM principles.

Similarly, the centrality of teacher professional development corroborates a substantial body of literature identifying teacher competence as a decisive factor in inclusive practice (Waitoller & Artiles, 2013). However, this review diverges from training-centric perspectives by highlighting the limitations of short-term or fragmented interventions. In agreement with Distributed Leadership theory, the findings suggest that professional development is most effective when institutionalized through communities of practice and shared leadership structures,

rather than delivered as isolated capacity-building events. This challenges earlier studies that treat teacher training as a standalone solution without sufficient attention to organizational learning cultures.

The role of technology-supported inclusion aligns with recent studies that report positive associations between assistive technologies and learning outcomes for students with diverse needs (Kroesch et al., 2022; Mikropoulos & Iatraki, 2023; Wulandani, 2025). Nevertheless, the present review nuances these findings by demonstrating that technological adoption alone does not guarantee inclusive outcomes. In contrast to techno-optimistic narratives, the evidence indicates that without phased implementation, adequate training, and technical support, technology initiatives risk becoming underutilized or unsustainable. This finding partially contradicts studies that position digital tools as immediate enablers of inclusion, instead supporting Change Theory-based models of gradual institutional adaptation.

The importance of cross-sector partnerships reinforces earlier scholarship that frames inclusive education as a shared societal responsibility (Castro-Kemp & Samuels, 2022). In agreement with these studies, the review confirms that collaboration among schools, governments, families, and community organizations enhances institutional capacity. However, this synthesis adds value by identifying formal coordination mechanisms, such as memoranda of understanding and structured feedback loops, as distinguishing features of effective partnerships. This contrasts with prior work that often conceptualizes collaboration at a normative level without specifying operational governance structures. With regard to psychosocial support, the findings align with growing recognition in the literature that inclusion must address social and emotional dimensions alongside academic access (Corrêa & Jardim, 2026; Juvonen et al., 2019; Reicher, 2010). The review supports multidisciplinary and systemic approaches, extending beyond student-focused interventions to include teachers and parents. This holistic emphasis contrasts with earlier studies that narrowly frame psychosocial support as remedial services for learners with special needs, thereby broadening the conceptual scope of inclusive education management.

The review also substantiates existing evidence on the role of public awareness and cultural change in reducing stigma and resistance to inclusion (Yada & Savolainen, 2017). However, it advances prior work by framing awareness initiatives within Change Theory, highlighting their cumulative and long-term effects rather than immediate attitudinal shifts. This challenges outcome-oriented studies that expect rapid behavioral change from short-term campaigns. Findings related to flexible and adaptive curricula are largely consistent with research advocating differentiated instruction and individualized learning pathways. Nonetheless, this review emphasizes the managerial dimension of curricular flexibility, particularly the role of systematic curriculum review cycles and data-driven formative assessment. This managerial emphasis remains underdeveloped in much of the existing literature, which tends to prioritize instructional strategies over institutional processes.

Finally, the prominence of monitoring and evaluation systems marks a notable contribution of this review. While previous studies frequently acknowledge the importance of evaluation, they often lack specificity regarding indicators and feedback mechanisms. In contrast, the present findings highlight PDCA cycles, indicator dashboards, and accessibility audits as practical tools for sustaining inclusive reforms. This positions evaluation not as an auxiliary activity but as a core management function. In parallel, international cooperation is shown to facilitate

organizational learning and innovation, extending earlier comparative studies by linking global exchange explicitly to leadership distribution and institutional capacity building.

This review contributes novel insights by reframing inclusive education as a strategic management and leadership process, rather than a predominantly pedagogical or policy-driven endeavor. While prior studies have extensively documented barriers such as limited funding, insufficient teacher capacity, and weak stakeholder support, this review advances the field by systematically integrating Total Quality Management, Distributed Leadership, and Change Theory into a unified analytical framework for inclusive education management. A key novelty lies in shifting attention from resource availability to resource governance, highlighting financial accountability mechanisms, institutionalized professional development, and formalized partnerships as determinants of sustainability. Furthermore, the review challenges techno-optimistic and training-centric narratives by demonstrating that technology adoption and teacher training yield inclusive outcomes only when embedded within adaptive organizational systems. By foregrounding monitoring and evaluation tools-such as PDCA cycles, indicator dashboards, and accessibility audits-as core management functions, this study fills a critical gap in the literature. Collectively, the findings offer a system-level, actionable management model that advances both theory and practice in inclusive education research.

CONCLUSION

Overall, this study concludes that sustainable inclusive education requires an integrated, multi-pronged management pathway that has not been systematically articulated in prior research. Rather than treating funding, teacher development, technology, partnerships, curriculum, and evaluation as isolated interventions, this review uniquely demonstrates how these elements must be strategically aligned through leadership, governance, and continuous improvement cycles. By linking policy and financing to school-level capacity building, embedding inclusive culture through distributed leadership, and institutionalizing data-driven mechanisms such as PDCA cycles and inclusivity indicators, this study moves beyond descriptive accounts of barriers and best practices found in earlier literature. The proposed framework is novel in its explicit integration of Total Quality Management, Change Theory, and Distributed Leadership into a coherent operational model that spans infrastructure, psychosocial support, public awareness, and international cooperation. As such, this research offers an original, actionable roadmap for education systems seeking to move from fragmented inclusion initiatives toward sustained, accountable, and system-wide inclusive transformation.

While the synthesis identifies actionable strategies, heterogeneity in study designs and reporting limits causal inference about specific interventions. Future research should incorporate mixed methods evaluations with comparable outcome measures, cost effectiveness analyses of key interventions such as assistive technologies and professional development, and longitudinal studies that track culture change, teacher practice, and student outcomes. Context specific studies in Indonesia that link system level reforms to classroom level changes would further strengthen external validity.

ACKNOWLEDGEMENT

This work was supported by the Faculty of Education, Universitas Islam Negeri Raden Intan Lampung.

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