



REVIEW ARTICLE

# From Access to Quality: Evaluation of Inclusive Education Programs through CIPP Model-Based Systematic Literature Review

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## Abstract

Inclusive education aims to provide equal learning opportunities for all students, including students with special needs, within the same educational environment. Although inclusive education policies in Indonesia have expanded access to schooling, the quality of program implementation remains uneven across schools. This study aims to analyze the quality of inclusive education programs using the CIPP (Context, Input, Process, Product) evaluation framework. This study employed a Systematic Literature Review (SLR) approach following the PRISMA guidelines. Literature searches were conducted in January 2026 through Google Scholar using the keywords "inclusive education", "program evaluation", and "CIPP model". The inclusion criteria covered journal articles published between 2020 and 2025 in Indonesian and English that discussed the evaluation of inclusive education programs. Five articles met the inclusion criteria and were analyzed through thematic coding based on the CIPP components. The findings show that inclusive education policies have generally been implemented in schools, but their application in classroom practice is still inconsistent. The main challenges identified across studies include limited teacher competence, shortages of special assistant teachers, inadequate adaptive learning facilities, and assessment systems that have not fully accommodated diverse learning needs. Several studies also reported positive impacts on students' social participation and self-confidence. This review indicates that improving the quality of inclusive education requires stronger teacher preparation, adaptive learning strategies, collaborative support systems, and responsive evaluation practices.

**Keywords:** Inclusive Education, Program Evaluation, CIPP Model, Education Quality, Systematic Literature Review

## INTRODUCTION

Inclusive education is an educational approach that places the diversity of students as an integral part of the learning process. Inclusive education not only provides learning opportunities for students with special needs in regular schools, but also requires changes in the learning system to accommodate differences in abilities and learning needs. (Ainscow & Miles, 2009). Globally, inclusive education has become an important part of efforts to achieve equitable and quality education that emphasizes participation and equal learning opportunities for all students. UNESCO (2021) Places inclusive education as one of the important foundations in building a fair and sustainable education system. In Indonesia, the implementation of inclusive education has a strong legal basis. Law Number 20 of (2003) The National Education System emphasizes that every citizen has the right to receive education without discrimination, including

students with special needs. This policy is reinforced through the Regulation of the Minister of National Education Number 70 of (2009) Concerning Inclusive Education, which states that educational institutions are required to provide educational services for students with special needs and students with special talents in the same educational environment.

In practice, many studies show that the implementation of inclusive education in schools still faces various challenges. Munir (2025) explains that inclusive education policies in Indonesia have succeeded in expanding access to education, but the quality of implementation has not been fully supported by school readiness, teacher competence, and adequate infrastructure. Muslimah et al. (2024) also found that limitations in teacher competence and supporting facilities continue to affect the effectiveness of inclusive learning practices in schools. Similar findings were reported by Komarudin and Kaeni (2023), who stated that inclusive education implementation often experiences obstacles related to adaptive learning support, institutional readiness, and the availability of inclusive learning resources. The findings indicate that there is still a gap between educational access and the quality of inclusive educational services. Inclusive education should not only focus on opening access for students with special needs,

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but also on ensuring that educational services are responsive to students' learning diversity and developmental needs. Dewi et al. (2024) emphasize that the success of inclusive education depends not only on policy implementation, but also on the quality of learning support systems, adaptive learning practices, and responsive educational evaluation. In addition, previous studies show that improving the quality of inclusive education requires strengthening teacher competence, curriculum flexibility, collaboration among educational stakeholders, and sustainable institutional support. For this reason, the evaluation of inclusive education programs becomes important in understanding the extent to which inclusive education has been implemented effectively, both in terms of educational access and the quality of learning services. Evaluation also helps identify the strengths, limitations, and sustainability of inclusive education practices in schools. One of the evaluation approaches that can be used comprehensively is the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam. The CIPP framework allows educational programs to be examined from the aspects of policy context, resource readiness, implementation processes, and educational outcomes simultaneously.

Previous studies have widely discussed inclusive education from the perspectives of policy implementation, access to education, and barriers in learning practices. However, studies that specifically synthesize indicators of inclusive education quality through the CIPP framework are still limited. Most previous studies describe inclusive education implementation separately without identifying recurring patterns across studies related to policy readiness, resource support, learning implementation, and educational outcomes. As a result, the discussion of inclusive education often focuses more on educational access rather than the quality and sustainability of educational services. In addition, studies that use the CIPP framework generally examine inclusive education only within a single institutional context, so broader patterns regarding the implementation and evaluation of inclusive education programs across studies have not been clearly identified. This condition indicates the need for a literature synthesis that specifically examines inclusive education through the Context, Input, Process, and Product components in order to provide a more comprehensive understanding of the quality of inclusive education implementation. Based on these issues, this study examines how inclusive education programs are implemented through the Context, Input, Process, and Product (CIPP) framework. The study explores how inclusive education policies are reflected in educational practice, what input factors influence the quality of implementation, how inclusive learning processes are carried out in schools, and what educational outcomes are most frequently reported in inclusive education programs. This study also identifies quality indicators and strengthening strategies that can support the sustainability and effectiveness of inclusive education implementation.

This article aims to analyze the implementation of inclusive education programs through the Context, Input, Process, and Product (CIPP) framework. The study focuses on identifying the quality of inclusive education implementation, examining the main challenges found in each CIPP component, and describing quality indicators that support effective and sustainable inclusive education practices. In addition, this study aims to provide a broader understanding of the shift from access-oriented inclusive education toward quality-oriented inclusive education.

## MATERIALS AND METHODS

This study employed a Systematic Literature Review (SLR) approach to synthesize findings related to the evaluation of inclusive education programs using the CIPP (Context, Input, Process, Product) framework. The review process followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure transparency and reproducibility in article selection and data analysis. The literature search was conducted in January 2026 using Google Scholar as the primary search platform. Google Scholar was selected because it provides broad access to multidisciplinary educational research, including national and international studies related to inclusive education. To reduce selection bias, the search process used predefined keywords, inclusion criteria, and independent screening procedures.

The search process used several keyword combinations, including "inclusive education" AND "CIPP model", "inclusive education program evaluation" AND "CIPP", "evaluasi pendidikan inklusif" AND "CIPP", and "program evaluation" AND "inclusive school". The search was limited to journal articles published between 2020 and 2025 in Indonesian and English. Only full-text articles relevant to the topic of inclusive education evaluation were included in the review process. The inclusion criteria in this study were: (1) articles discussing inclusive education programs at the elementary or secondary school level, (2) studies focusing on program evaluation or implementation evaluation, (3) studies using the CIPP model explicitly or containing findings that could be categorized into Context, Input, Process, and Product components, (4) articles published in peer-reviewed journals between 2020 and 2025, and (5) full-text articles accessible to researchers. Meanwhile, the exclusion criteria included conference proceedings, theses, books, opinion papers, duplicate publications, and studies that did not provide sufficient methodological information.

The screening process consisted of identification, title and abstract screening, full-text eligibility assessment, and final inclusion stages. Two independent reviewers conducted the screening process to minimize subjective bias in article selection. Any differences in screening decisions were discussed until consensus was reached. The initial search identified 219 articles. After removing duplicate and irrelevant articles, 178 articles remained for title and abstract screening. A total of 17 articles underwent full-text review, and five studies met all inclusion criteria and were included in the final synthesis. To assess study quality and reduce potential bias, the included articles were evaluated based on clarity of research objectives, methodological suitability, data collection procedures, and consistency of findings. Several studies showed strong methodological descriptions, although some articles provided limited explanations regarding validation procedures and evaluation instruments.

Data extraction was conducted systematically using a structured review table. The extracted data included author and publication year, educational context, research design, participant characteristics, research instruments, findings related to Context, Input, Process, and Product components, and study quality notes. The synthesis process used thematic coding based on the CIPP framework to identify recurring findings, dominant challenges, and quality indicators related to inclusive education implementation across studies. (see Figure 1).

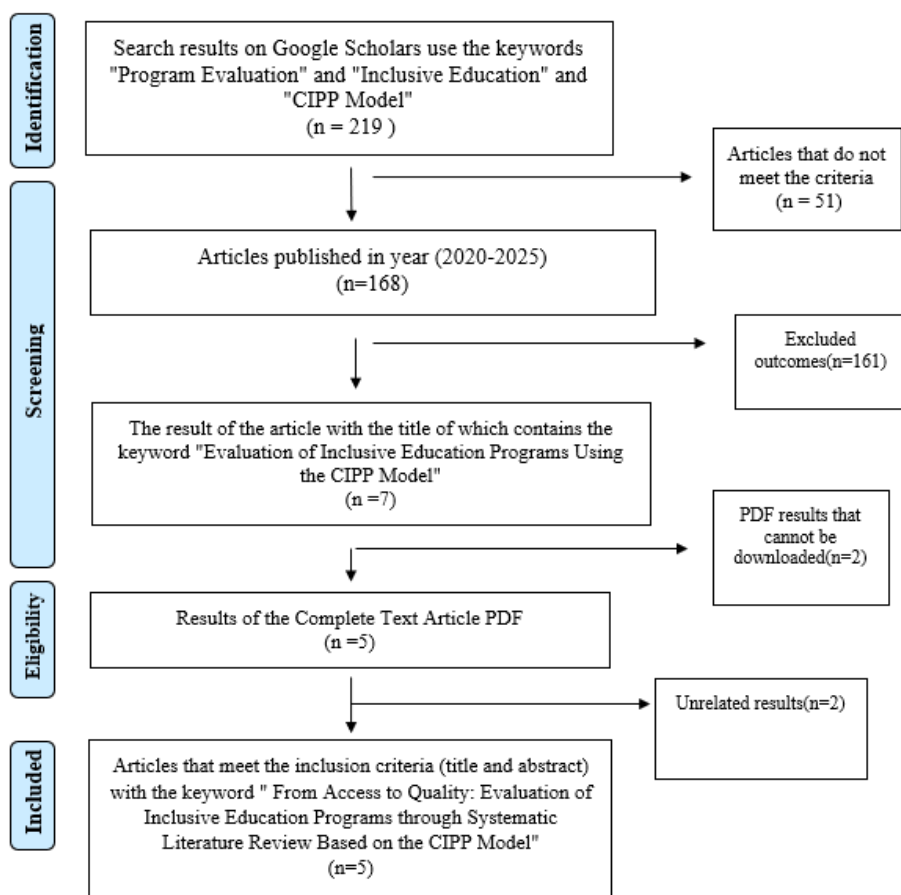


Figure 1. Prisma Work Flow

## RESULTS OF STUDY

This section presents the results of the literature review analyzed using the Systematic Literature Review (SLR) approach by following the PRISMA flow. The articles studied are selected through the stages of identification, screening, and feasibility determination, ensuring they are relevant to the research focus. The analysis was conducted to identify the research method, focus of the study, and the main findings of each article.

The five studies included in this review show that the implementation of inclusive education programs is closely related to policy readiness, teacher competence, institutional support, learning implementation, and evaluation systems. Although all studies reported positive efforts to provide educational access for students with special needs, several recurring challenges were identified across the Context, Input, Process, and Product components. The findings also indicate that the quality of inclusive education is influenced not only by policy implementation, but also by the availability of adaptive learning support systems and responsive educational evaluation practices.

### Evaluation of Context Aspects in Inclusive Education Programs

Three out of five studies reported that inclusive education policies had been formally implemented at the school level. However, these policies were not consistently translated into adaptive classroom practices. Most studies also indicated that inclusive values had not been fully

internalized within school culture and learning systems. Evaluation of the context aspect is placed as the initial foothold because this component plays a role in determining the direction, legitimacy, and sustainability of the implementation of inclusive education. In the framework of the CIPP model-based evaluation, the context is not only related to the existence of formal policies, but also includes the suitability of the school's vision, the understanding of educational actors, and the institutional climate that supports inclusivity practices. The results of studies on various studies show that most elementary schools that provide inclusive education already have internal regulations and policy references that accommodate the admission of students with special needs. This condition indicates that at the structural level, access to education has been opened more widely for groups of students who have been in vulnerable positions. However, a more in-depth analysis shows that the existence of these policies has not been fully followed by the strengthening of the meaning of inclusivity in daily educational practices. The research conducted by Tri et al. (2024) SDN Cinunuk 01 shows that the admission of students with special needs is still predominantly understood as an administrative obligation of the school. The understanding of teachers and education staff related to the integration of individual needs of students into learning planning and implementation has not developed optimally. In this context, special needs are often perceived as an additional workload, rather than as an inherent part of the diversity of learners that need to be responded to through an adaptive pedagogical approach.

Table 1. Article Search Results on Google Scholar

No	Author	Title	Design Instrument	& CIPP Components	Main Findings	Study Quality Notes
1	Ernawati et al. (2025)	Evaluasi Model CIPP Pada Program Pendidikan Inklusif di SD	Qualitative descriptive approach using interviews, observations, and documentation	Context, Input, Process, Product	Inclusive education programs expanded educational access, but implementation was constrained by limited facilities, lack of teacher training, and inadequate assessment systems.	The study clearly described the evaluation process, although the validation procedure of instruments was not explained in detail.
2	Suharjo and Zakir (2021)	Evaluasi Program Pendidikan Inklusif Di Sekolah Dasar Menggunakan Model CIPP (Context, Input, Process, Product)	Evaluative research using the CIPP model through observation and interviews.	Context, Input, Process, Product	Context, Input, and Process components were categorized as good, although additional facilities and Special Assistant Teachers (GPK) were still needed. Students with special needs were able to interact effectively in inclusive classrooms.	The study presented comprehensive findings for each CIPP component, but participant characteristics were briefly explained.
3	Tri et al. (2024)	Evaluasi Program Pendidikan Inklusif di Sekolah Dasar Cinunuk 01 Menggunakan Model CIPP (Context, Input, Process, Product)	Qualitative descriptive approach using questionnaires, observations, and interviews.	Context, Input, Process, Product	The program still faced limitations in infrastructure and special assistant teachers, but students with special needs showed positive academic and social-emotional development.	Data collection techniques were clearly explained and supported by multiple instruments.
4	Khaysia et al. (2024)	Evaluasi Program Pendidikan Inklusif dengan Menggunakan CIPP Model	Descriptive qualitative approach with the CIPP evaluation model.	Context, Input, Process, Product	Inclusive education programs generally showed positive impacts on students' academic and social development, although teacher training and supporting facilities remained limited.	The study provided relevant findings, but methodological details were relatively brief.
5	Hasibuan et al. (2023)	Penggunaan Model CIPP dalam Melakukan Evaluasi Program Pendidikan Inklusif Pembelajaran Matematika SMP	Qualitative evaluation approach using interviews and documentation.	Context, Input, Process	The quality of inclusive education implementation was influenced by school management, teacher readiness, and institutional support systems.	The study explained educational management aspects comprehensively, although product evaluation was not discussed specifically.

The findings are in line with the results of research by Ernawati et al. (2025), which revealed that schools' attention to inclusive education still tends to focus on quantitative aspects, such as the number of students with special needs accepted. This orientation has not been balanced with adequate attention to the quality of students' learning experiences in inclusive classrooms. The available inclusion policies have not fully functioned as operational references in pedagogical decision-making, including in the development of learning strategies, curriculum adjustments, and assessment systems. This condition shows that the openness of access to education has not automatically resulted in inclusive and quality educational practices when the understanding of the context has not been comprehensively owned by the program implementers at the school level. In a broader perspective, this situation reflects an incomplete shift from

access orientation to quality orientation as affirmed in the contemporary inclusive education agenda.

Ainscow and Miles (2009) emphasize that inclusive education requires a paradigm shift, not just an administrative adjustment. UNESCO (2021). It also emphasized that inclusive policies will only have a significant impact if they are internalized as shared values and reflected in school culture. Strengthening the context aspect also needs to be directed at efforts to build a collective understanding of inclusivity as a basic principle of education implementation, not just compliance with regulations. Overall, the results of the evaluation of the context aspect show that the main challenge of inclusive education does not lie in the absence of policies, but in the process of internalizing these policies into real educational practices. Inclusive education requires a continuous commitment from all elements of the school to make

inclusivity a living value in the planning, implementation, and evaluation of learning. Without strengthening this aspect, inclusive education risks stopping at the fulfillment of formal access without being accompanied by improving the quality of educational services for students with special needs.

### **Evaluation of Input Components in Inclusive Education**

Four out of five studies identified limited teacher competence and shortages of special assistant teachers as the main barriers in implementing inclusive education. Several studies also reported inadequate adaptive learning facilities and limited access to continuous professional training. The evaluation of the input component is directed to examine the readiness of resources that directly support the implementation of inclusive education in schools. Within the framework of the CIPP model, inputs include the availability of human resources, facilities, and infrastructure, as well as professional support that allows inclusion policies to be translated into quality learning practices. The results of the literature synthesis show that limited input is still a dominant problem in the implementation of inclusive education at the elementary school level. In terms of human resources, the existence of special assistant teachers and support professionals is not fully available according to the needs of the field. Research by Tri et al. (2024) SDN Cinunuk 01 revealed that the limited number of accompanying teachers caused regular classroom teachers to have to handle classes with a high level of diversity without special expertise support. This situation has an impact on the optimization of learning services, especially for students with special needs who require intensive mentoring and an individualized approach. A similar condition was also found by Ernawati et al. (2025), noting that many teachers feel they do not have adequate professional competencies to respond to the varying learning needs in inclusive classrooms.

Teacher competence in the context of inclusive education is not only related to the conceptual understanding of the diversity of students, but also includes applicable pedagogical skills. Florian and Spratt (2013) emphasize the importance of inclusive pedagogy that focuses on developing flexible and adaptive learning strategies for all students. The results of the study show that the available teacher training is still limited and not sustainable, so it is not fully able to equip teachers with practical skills that are relevant to the dynamics of inclusive classrooms. In addition to human resources, the readiness of inputs is also reflected in the availability of learning support facilities and infrastructure. Various studies have noted that adaptive textbooks, special learning media, and school physical environments that are friendly to the needs of students with special needs are still not equally available. Fikratunnisa et al. (2025) emphasize that the limitations of responsive learning tools have the potential to make inclusive education limited to a policy symbol without a real impact on the quality of the learning process. These findings are in line with Hornby's views. (2014), which states that the success of inclusive education is greatly influenced by the alignment between policies, teacher competencies, and the support of learning facilities.

From the perspective of improving the quality of education, the limited input shows that the shift from access to quality orientation has not been fully realized. Inclusive education is not enough to measure the openness of schools in accepting students with special needs, but also the readiness of resources that allow all students to

have a meaningful learning experience. UNESCO (2021) emphasized that investment in strengthening inputs, especially teacher capacity development and provision of supporting facilities, is the main prerequisite for the sustainability of equitable, inclusive education. Overall, the evaluation of the input component confirms that the challenge of inclusive education lies in the gap between policy demands and resource readiness at the implementation level. Strengthening input needs to be understood as a sustainable strategic process, including improving teacher competence, providing mentors, and developing adaptive learning facilities. Without adequate input support, inclusive education risks running formally and has not been able to meet the demands of improving the quality of educational services for all students. The findings indicate that teacher competence, institutional support, and learning facilities remain central factors affecting the implementation of inclusive education. Schools with stronger support systems tended to demonstrate better readiness in accommodating diverse student needs.

### **Evaluation of the Inclusive Learning Implementation Process**

Most studies showed that teachers had attempted to implement differentiated learning strategies. However, the implementation remained inconsistent and often depended on individual teacher initiatives rather than institutional systems. Evaluations on process components focus on how policy and input readiness are translated into everyday learning practices in inclusive classrooms. At this stage, the quality of inclusive education is highly determined by the consistency of learning implementation, teachers' ability to respond to the diversity of students, and systemic support that allows inclusive practices to run sustainably. The results of the literature review show that the gap between planning and implementation is still the main problem in the implementation of inclusive education in elementary schools. Research by Tri et al. (2024) SDN Cinunuk 01 shows that teachers have begun to implement various adaptive strategies, such as task differentiation, the use of active learning methods, and adjustment of learning tempo. These practices reflect initial efforts to accommodate the diverse needs of students. However, its implementation has not been consistent and is still highly dependent on individual teachers' initiatives.

When teachers have adequate understanding and experience, inclusive learning can go relatively well. On the other hand, in situations where teachers are not pedagogically ready, inclusive practices tend to run casually and are less structured. These findings corroborate the results of research by Ernawati et al. (2025), which highlights the weakness of collaboration between stakeholders in the inclusive learning process. The working relationship between classroom teachers, special assistant teachers, and parents of students has not been built in an integrated manner. In fact, inclusive education requires collective involvement so that the designed learning strategies can be applied comprehensively and sustainably. This disintegration of collaboration has an impact on the disconnection of information about student needs, so that learning adjustments are often partial and unsustainable. Another aspect that affects the inclusive learning process has to do with curriculum flexibility. According to Hidayat et al. (2025) shows that the general curriculum used in elementary schools has not been fully designed to respond to the diverse learning needs of students with special

needs. This condition encourages teachers to make spontaneous adjustments in the classroom without the support of systematic planning that is integrated into the learning document. This practice has the potential to cause inconsistencies between classes and between teachers, so that the quality of inclusive learning services becomes uneven.

From the perspective of inclusive pedagogy, the learning process should be designed from the planning stage by considering the diversity of students as a class characteristic, not as an exception. Florian and Spratt (2013) emphasize that inclusive pedagogy demands a shift in approach from individual adaptation to designing flexible learning for all learners. When the learning process still depends on teachers' improvisation, inclusive education risks losing its direction as a planned and sustainable system. Overall, the evaluation of the process components shows that the implementation of inclusive learning still faces challenges in terms of consistency, collaboration, and curricular planning. Inclusive education demands more than just a variety of teaching methods; This practice requires a strong support system, coordination between stakeholders, and a careful and reflective learning plan. Without strengthening the process aspect, efforts to open access to education are at risk of not being followed by improving the quality of students' learning experiences in inclusive classrooms. Across the reviewed studies, the process component consistently showed that the success of inclusive learning depended heavily on teacher readiness, collaboration, and adaptive classroom practices. Although several schools had implemented inclusive learning strategies, the implementation quality varied depending on institutional support and the availability of inclusive learning resources.

### **Evaluation of Product Components on Student Development**

Most studies reported positive impacts on students' social participation, self-confidence, and classroom interaction. Nevertheless, academic evaluation systems were still largely standardized and had not fully accommodated diverse learning needs. The evaluation of the product component is directed to examine the final achievements of the implementation of inclusive education, both related to academic development and non-academic aspects of students. In the framework of the CIPP model-based evaluation, products are understood as tangible results of the interaction between policies, input readiness, and the quality of the learning process. The synthesis of the results of the study shows that inclusive education has a relatively consistent impact on strengthening the social and emotional aspects of students with special needs. Research by Tri et al. (2024) SDN Cinunuk 01 showed an increase in the social participation of students with special needs in classroom activities and group activities. Students show more active involvement in interactions with peers and increased confidence in following learning. These findings are in line with the results of a study by Nurita et al. (2025), which affirms that an inclusive learning environment contributes to the development of social skills, attitudes of self-acceptance, and adaptability of students in the social context of schools. This positive impact on the non-academic realm shows that inclusive education has the potential to create a more meaningful learning experience for students with special needs.

In the academic realm, the results of product evaluation show more diverse achievements. The

difference in the level of learning achievement between students with special needs is still quite prominent, both in literacy and numeracy aspects. These variations are closely related to the assessment approach used by schools. Ernawati et al. (2025) revealed that most elementary schools providing inclusive education still implement a uniform system of academic evaluation, without adequate adjustment to the individual characteristics and development of students. This condition has an impact on the lack of accommodation of the learning potential of students who have different learning speeds and styles. The findings corroborated Hornby's view. (2014), which emphasizes that the evaluation of learning outcomes in inclusive education needs to prioritize assessments that are formative and development-oriented.

Assessments that focus too much on general academic standards risk obscuring students' real achievements in the aspects of adaptive skills and learning independence. In this context, the success of inclusive education cannot be reduced to the acquisition of academic grades alone, but needs to be understood as a process of developing students' potential holistically. From the perspective of improving the quality of education, product evaluation demands the use of more comprehensive success indicators. UNESCO (2021) emphasizes that the quality of inclusive education needs to be measured through a balance between academic achievement, social-emotional development, and students' life skills. The results of the literature synthesis show that when schools are able to integrate academic assessments with non-academic assessments, inclusive education has a more significant impact on the overall development of students. The evaluation of the product component shows that inclusive education has made a positive contribution to the social and emotional development of students with special needs, while academic achievement still requires reinforcement through a more adaptive assessment system. Shifting the orientation from mere academic achievement to recognition of the holistic development of learners is key to ensuring that inclusive education not only opens access but also improves the quality of educational services on an ongoing basis. The findings across studies indicate that inclusive education programs contribute positively to students' social development and participation in school environments. However, the studies also highlight the need for more adaptive academic evaluation systems that are capable of accommodating diverse student characteristics and learning abilities.

### **DISCUSSION**

The findings of this review indicate that the quality of inclusive education is influenced by policy support, institutional readiness, teacher competence, learning implementation, and educational evaluation systems. The CIPP framework shows that challenges in inclusive education are interconnected across the Context, Input, Process, and Product components.

### **Implementation of Inclusive Education in Improving the Quality of Education Services**

The findings across the reviewed studies indicate that the implementation of inclusive education has gradually shifted from an access-oriented approach toward improving the quality of educational services. This shift is reflected in efforts to develop adaptive learning practices,

collaborative classroom environments, and educational support systems that are more responsive to students' diverse learning needs. The implementation of inclusive education in educational practice shows a fairly clear change in orientation. Inclusive education is no longer understood as limited to the admission of students with special needs into regular schools, but is directed at improving the quality of learning services for all students. The diversity of abilities, backgrounds, and learning needs is positioned as a real classroom condition that needs to be responded to pedagogically through a flexible and student-centered approach. (Ainscow & Miles, 2009). In the learning process, teachers begin to develop differentiation strategies by adjusting methods, media, and forms of learning interaction according to the needs of students. Classroom management is directed to be more open to variations in learning styles and ability levels, so that every student gets an equal opportunity to be actively involved. This practice reinforces the function of inclusive learning as a shared learning space that respects differences and encourages collective participation. Several studies show that learning that is designed inclusively can create a more supportive classroom climate and increase student involvement in the learning process. (Florian & Spratt, 2013).

The impact of the implementation of inclusive education is also seen in non-academic aspects. A learning environment that accepts diversity provides space for the development of confidence, social skills, and meaningful learning experiences, especially for students with special needs. The pedagogical relationship between teachers and students has become more dialogical, characterized by open communication and recognition of individual learning needs. This situation strengthens the role of

teachers not only as material presenters but also as facilitators who support the overall development of students. (Hornby, 2014). On the other hand, inclusive education practices in many schools have not been running consistently. Several studies have noted that the implementation of inclusive learning is still highly dependent on teachers' personal initiatives and has not been integrated into the overall school planning system. The absence of strong internal policies and limited institutional support causes inclusive practices to run unevenly between classes. This condition shows that inclusive education is still in the transition stage, with a focus on open access, while strengthening the quality of learning services requires more structured and sustainable management. (Sani et al., 2024). Overall, the findings indicate that improving the quality of inclusive education requires not only policy support, but also consistent institutional readiness, adaptive pedagogical practices, and sustainable educational support systems. The implementation of inclusive education remains strongly influenced by schools' capacity to integrate inclusive values into learning practices and institutional planning.

### Supporting and Inhibiting Factors for the Implementation of Inclusive Education

SWOT analysis is used as an analytical framework to examine internal and external factors that affect the implementation of inclusive education in educational units. This approach helps identify potential program strengthening as well as obstacles that arise in the practice of implementing inclusive education. The results of the mapping of these factors are presented in the form of a diagram, as shown in Figure 2.

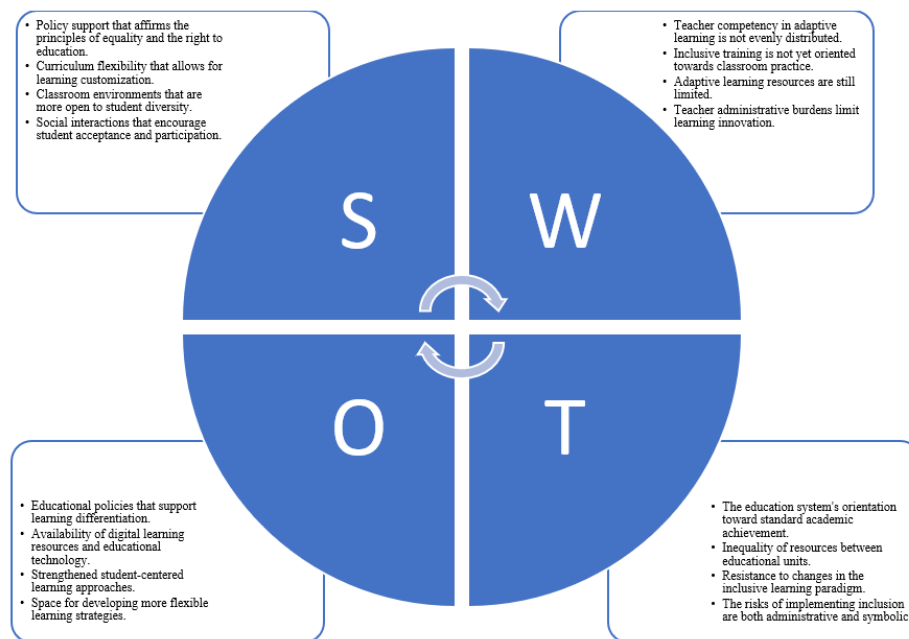


Figure 1. SWOT Analysis

The SWOT analysis in this study was developed based on the findings identified through the Context, Input, Process, and Product components of the CIPP framework. In terms of strength, inclusive education is supported by educational policies that emphasize equality and the fulfillment of learning rights for all students. Curriculum

flexibility also provides opportunities for teachers to adapt learning strategies according to students' diverse needs, including students with special needs. Ainscow (2009) explains that inclusive policies that provide flexibility in pedagogical decision-making become an important foundation for creating learning practices that are

responsive to diversity. In addition, inclusive classroom environments encourage positive social interaction, increase students' sense of acceptance, and support the development of more inclusive school cultures (Hornby, 2014). In terms of weaknesses, teacher readiness remains one of the main challenges in implementing inclusive education. Wulandari and Hendriani (2021) found that many teachers still have limited pedagogical competence in designing adaptive learning and managing heterogeneous classrooms. These limitations are also influenced by limited practice-oriented training and high administrative workloads that reduce teachers' opportunities to develop innovative learning strategies (Rani & Zulpiani, 2025). Several studies included in this review also identified shortages of special assistant teachers and limited adaptive learning facilities as factors affecting the effectiveness of inclusive education implementation.

From the opportunity aspect, the development of educational policies that encourage differentiated learning and student-centered approaches provides opportunities to strengthen inclusive education practices. UNESCO (2021) emphasizes that educational transformation should support the development of flexible and equitable learning systems for all students. In addition, the use of educational technology creates opportunities for teachers to design more adaptive learning media and strategies that are responsive to individual learning needs, particularly in inclusive classroom settings (Al-Azawei et al., 2016). Meanwhile, the threat aspect is closely related to educational systems that still prioritize standardized academic achievement as the primary indicator of success. Barton (1997) explains that pressure toward uniform academic standards may hinder the development of students with special needs within inclusive educational settings. Inequality in the availability of resources, facilities, and support personnel between schools also increases the risk of disparities in the quality of inclusive education services, especially in schools with limited institutional support (Asrianti, 2025). These conditions indicate that improving the quality of inclusive education requires not only policy support, but also sustainable institutional readiness, teacher competence development, collaborative support systems, and adaptive evaluation practices.

### **Strategies to Strengthen Inclusive Education with Orientation**

The synthesis of findings across the reviewed studies shows that strengthening inclusive education requires integrated strategies across the Context, Input, Process, and Product components. The sustainability of inclusive education depends not only on policy implementation, but also on teacher preparedness, institutional collaboration, adaptive learning practices, and responsive evaluation systems. The implementation of quality inclusive education needs to integrate various strategies that focus on increasing educator capacity, learning adaptation, stakeholder collaboration, and holistic learning evaluation. The latest literature illustrates that improving teacher competence is a prerequisite for effective inclusive education practices. Systemically designed continuous training helps teachers develop skills in instructional differentiation, heterogeneous classroom management, and the use of learning strategies that are responsive to individual student needs. Studies that reviewed a wide range of inclusive practices in regular schools noted that ongoing professional training and development increase

teachers' capacity to design and implement more adaptive and inclusive approaches to learning. (Isyattirradhiyah et al., 2025). The use of creative and adaptive learning strategies also expands the opportunities for the involvement of all students. Empirical research at the elementary school level shows that the application of differentiated learning approaches, peer tutoring, and the use of diversity-friendly learning media helps enrich the learning experience of students with special needs and non-special needs. (Meka et al., 2023). This combination of learning strategies is associated with increased academic participation and social skills of students in an inclusive learning environment.

School institutions play an important role in supporting the sustainability of inclusive education through the formulation of internal policies that encourage coordination between teachers, collaboration with parents, and community involvement. This creates an increasingly supportive learning environment where the diverse needs of students can be collectively responded to. The research that analyzes inclusive education strategies emphasizes the role of synergy between schools and communities in building a fair and welcoming school culture, which facilitates all learners to participate optimally in the learning process. (Judijanto et al., 2025). Curriculum adaptation is an integral part of the strategy to improve the quality of inclusive education services. The process of adjusting the curriculum through a flexible and adaptive approach allows for learning planning that takes into account the unique characteristics of each learner. This includes responsive scheduling, the development of Individual Learning Plans (RPLs), as well as assessment methods that map learning outcomes more broadly than just academics, including students' social skills and independence. (Qomariah et al., 2025).

Evaluative assessments developed for inclusive education need to comprehensively reflect the development of students. Continuous and diverse formative evaluations allow educators to monitor learning progress more accurately and adjust learning strategies when needed, so that learning is responsive to changing learners' needs. Literature research concludes that the integration of formative and collaborative assessments supports more precise and targeted pedagogical decision-making. Overall, the findings suggest that strengthening quality-oriented inclusive education requires continuous teacher professional development, flexible pedagogical adaptation, collaborative institutional support, and comprehensive evaluation systems. Through the CIPP framework, the quality of inclusive education can be understood not only from the expansion of educational access, but also from the readiness of educational systems to support diverse student needs in a sustainable manner.

### **CONCLUSION**

This review shows that the quality of inclusive education is influenced by the relationship between policy support, institutional readiness, teacher competence, learning implementation, and adaptive evaluation systems. Through the Context, Input, Process, and Product (CIPP) framework, the findings indicate that inclusive education should not only focus on expanding educational access for students with special needs, but also on strengthening the quality and sustainability of educational services. The reviewed studies demonstrate that inclusive education has contributed positively to students' social participation,

classroom interaction, and learning experiences. However, several challenges remain, particularly related to teacher preparedness, shortages of special assistant teachers, limited adaptive learning facilities, and evaluation systems that have not fully accommodated diverse student characteristics and learning needs. This review also highlights that the successful implementation of inclusive education requires integrated support across policy, institutional management, learning practices, and educational evaluation. The CIPP framework provides a comprehensive perspective for identifying strengths, limitations, and development priorities in inclusive education programs. Future efforts to strengthen inclusive education should focus on continuous teacher professional development, collaborative support systems, adaptive pedagogical practices, and more responsive evaluation approaches that support the holistic development of all students.

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### DECLARATION

#### Ethics approval and consent to participate

This study was conducted through a systematic review of published literature and did not involve direct interaction with human participants. Therefore, ethical approval and participant consent were not required.

#### Consent for publication

All authors have read and approved the final version of the manuscript for publication.

#### Availability of data and materials

All data supporting the findings of this study are available in the references cited in this manuscript.

#### Conflicts of Interest Statement

The authors declare that there are no conflicts of interest related to this study.

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#### AI Statement

Artificial intelligence-assisted technology was used only to support language refinement and manuscript editing. All analyses, interpretations, and final decisions regarding the content of the manuscript were carried out entirely by the authors.

#### Authors' contributions.

Mar'atul Hidayah Izzatul Islami conducted the literature review, data analysis, interpretation of findings, and manuscript drafting. Evita Yuliatul Wahidah contributed through academic supervision, methodological guidance, constructive feedback, review, and refinement of the manuscript. Anita Aisyah contributed through academic review. All authors approved the final version of the manuscript.

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