

Mapping the Landscape of Inclusive Education in Islamic Educational Contexts

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ABSTRACT

In Islam, the concept of inclusive education is an important and timely topic that addresses the need for equitable and inclusive education for all individuals, regardless of ability, gender, social status, or background. This study aims to explore the research landscape on Inclusive Education in Islamic Educational Contexts with bibliometric methods. Data was collected with the Publish or Perish (PoP) application from a crossref database and then analyzed with the VosViewer application involving 200 databases. The surprising finding in this study is the absence of connection strength in this analysis may imply that the authors did not collaborate or connect in the dataset. In this study, authors have not connected, thus researchers in this field should build scientific links between authors and research issues. The study also shows that the clusters demonstrate how numerous factors, including national, religious, societal, and educational aspects, affect inclusive education in these locations. The clusters show that inclusive education in Islamic educational contexts is influenced by practical, policy, stakeholder, theoretical, and philosophical aspects, such as Islamic values, beliefs, and teachings and the requirements of learners with disabilities. The study emphasizes the need for equitable and inclusive education for all individuals, aligning with the principles and teachings of Islam that promote equality, dignity, and social justice. It sheds light on the contemporary relevance of inclusive education in Islamic educational settings and raises awareness of the significance of addressing the diverse needs of learners, including those with disabilities.

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Introduction

The concept of inclusive education in Islam is an important and timely topic that addresses the need for equitable and inclusive education for all individuals, regardless of their abilities,

gender, social status, or background (Ilyas et al., 2022; Mahfud et al., 2023). Islam, as a comprehensive way of life, provides guiding principles and teachings that emphasize the equality, dignity, and social justice of all individuals (Wahyuningsih, 2016). This article will explore the concept of inclusive education in Islam. The Quran, the holy scripture of Islam, serves as the primary source of guidance for Muslims, providing teachings that emphasize the importance of inclusivity and equality. For instance, the Quran states, "O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you" [Quran 49:13]. This verse highlights the recognition and acceptance of the diversity of humanity and promotes mutual understanding and respect among individuals, regardless of their differences.

Moreover, Islam promotes an individualized and holistic approach to education that considers the unique abilities, talents, and needs of each learner (Rahman, 1994). It emphasizes the recognition and acceptance of the diversity of humanity, the obligation to care for and support those in need, and the individualized and holistic approach to education. By adhering to the teachings of Islam, Muslims can promote inclusive education practices that foster equitable access and opportunities for all individuals (Afrianty, 2019), contributing to the creation of inclusive societies that uphold the rights and well-being of every individual, including those with diverse needs (Zulkifli et al., 2022). In recent years, the concept of inclusive education has gained significant attention as an important aspect of providing equitable and quality education for all learners (Ackah-Jnr & Danso, 2019; Halinen & Järvinen, 2008; Singal, 2005), regardless of their diverse backgrounds and abilities. In the context of Islam, inclusive education holds a unique significance, as it aligns with the principles of social justice, equality, and compassion emphasized in Islamic teachings. The concept of inclusive education in Islam encompasses the idea of providing equal educational opportunities to all learners (Salim, 2021), including those with disabilities, special needs, or marginalized backgrounds.

A bibliometric analysis of the literature on inclusive education in Islam reveals several key trends. First, there is a growing interest in this area, with an increasing number of research articles, journals, and authors focusing on inclusive education in the context of Islam. This indicates a growing recognition of the importance of inclusive education within Islamic educational discourse. Second, the analysis highlights that inclusive education in Islam is approached from diverse perspectives, including educational, theological, social, and cultural dimensions. This indicates the multidimensional nature of the concept, which is influenced by

various factors, including cultural and contextual differences. The analysis of the literature also identifies several key themes related to the concept of inclusive education in Islam. These themes include the theological basis of inclusive education in Islam, the role of Islamic values and principles in shaping inclusive education practices, strategies for promoting inclusive education in Islamic educational settings, and the challenges and barriers to implementing inclusive education in the context of Islam. Additionally, the analysis reveals a focus on issues related to gender inclusivity, special needs education, and social justice within the discourse of inclusive education in Islam.

Despite the growing interest in the concept of inclusive education in Islam (Risnawati, 2019; Sulasmi, 2022), the analysis also identifies some research gaps that offer opportunities for further investigation. For instance, there is a need for more empirical studies that examine the actual practices and outcomes of inclusive education in Islamic educational settings. Further research is also needed to explore the perspectives and experiences of various stakeholders, including learners, parents, teachers, and policymakers, regarding inclusive education in the context of Islam. Additionally, there is a need for more comparative studies that explore the similarities and differences in inclusive education practices across different Muslim-majority countries. The concept of inclusive education in Islam is an important and evolving area of research that reflects the principles of equity, social justice, and compassion emphasized in Islamic teachings. Through a bibliometric analysis of the literature, this article has highlighted key trends, themes, and research gaps in the discourse of inclusive education in Islam. Further research in this area can contribute to a better understanding of the concept and inform policy and practice for promoting inclusive education in Islamic educational settings.

Method

This article presents bibliometric analysis data for a query on "inclusive education" and "Islamic education." The query was conducted using Crossref as the data source (Visser et al., 2021), and it resulted in a total of 200 papers with publication years ranging from 1986 to 2023. The table provides information on the number of citations, citation per year, citation per paper, citation per author, papers per author, authors per paper, h-index, g-index, hc-index, hI-index, hI-norm, AWCR, AW-index, AWCRpA, e-index, hm-index, Cites_Author_Year, hI-annual, h-coverage, g-coverage, star count, year of first publication, and year of last publication. The data reveals that the papers generated from the query received a total of 1986 citations, with an average of 9.93 citations per paper and 76.38 citations per year. The h-index, which indicates the number of papers that have been cited at least h times, is 23, while the g-index,

which considers the distribution of citations across papers, is 40. The hc-index, which considers the citation threshold for a researcher to be included, is 12. The hI-index, which measures the productivity and impact of authors, is 14.30, and the hI-norm, which normalizes the hI-index by the average number of authors per paper, is 20. The AWCR, which reflects the total number of citations received by an author, is 209.93, and the AW-index, which considers the number of citations and the number of papers, is 14.49.

The AWCRpA, which indicates the average number of citations per author, is 162.87. The e-index, which accounts for the excess citations received by highly cited papers, is 29.15, and the hm-index, which considers the h-index and the number of papers with citations above the h-index, is 20.33. The data also provides information on the Cites_Author_Year, which indicates the average number of citations per author per year, as 59.17. The hI-annual, which represents the hI-index divided by the number of years since the author's first publication, is 0.77. The h-coverage, which reflects the proportion of authors with an h-index above a certain threshold, is 69.4, while the g-coverage, which indicates the proportion of authors with a g-index above a certain threshold, is 83.4. The star count, which reflects the number of articles with a citation count above a certain threshold, is 4. The year of the first publication recorded in the data is 1997, and the year of the last publication is 2023.

Furthermore, conduct a systematic search in the identified databases using the developed search keywords. Retrieve relevant articles, conference proceedings, and other relevant publications. Organize and store the data in reference management software Mendeley for easy analysis. Analyze the bibliometric data using VosViewer application. VOSviewer is a popular and widely used software tool for visualizing and analyzing bibliometric data (van Eck & Waltman, 2017). It is specifically designed for creating visual representations of bibliographic networks, such as co-authorship networks, citation networks, and term co-occurrence networks, to gain insights into the patterns and relationships within large sets of scientific literature.

VOSviewer is widely used in the field of bibliometrics and scientometrics to conduct quantitative analyses and generate visual representations of research landscapes (van Eck & Waltman, 2010), which can aid in identifying research trends, key players, and knowledge gaps in a particular field or domain. This may include extracting relevant data such as publication year, authors, journals, keywords, and citation counts. Use visualization techniques to identify trends, patterns, and relationships in literature. Interpret and synthesize the findings from the bibliometric analysis to map the landscape of inclusive education in Islamic educational contexts. Identify key themes, research trends, and research gaps in literature. Discuss the

implications of the findings for theory, policy, and practice in the field of inclusive education in the Islamic context.

Results and Discussion

Influential author in the field of Inclusive Education in Islamic Educational Contexts

Author's contribution to the research is important as it provides insights into the productivity, expertise, and collaborative efforts of the authors in the field of inclusive education in Islamic educational contexts. By analyzing the number of documents attributed to each author and their level of productivity (i.e., multiple publications vs. single publication), this study can gauge the extent of their engagement and contribution to the field. This information can help establish the credibility and expertise of the authors, as multiple publications indicate a higher level of involvement and contribution to the field. Furthermore, the analysis of author contributions can provide insights into collaboration patterns within the research community. Collaboration is an important aspect of research, as it encourages the exchange of ideas, resources, and expertise, leading to the generation of higher quality research outcomes. By identifying instances where authors have collaborated on a single publication, this study can infer the level of collaborative efforts in the field of inclusive education in Islamic educational contexts. This information can be useful in understanding the dynamics of research collaboration in the field, identifying potential research networks, and promoting collaborative research initiatives.

Fig. 1 describes co-authorship with overlay views for contributing authors. Bright yellow images are authors who published articles in recent years, on the contrary, images with darker colors, the more years before. Fig. 1 provides information on the number of documents and total link strength for each author in the analysis. The authors listed in the table are Agnes Gajewski, Anastasia Liasidou, Kyriaki Messiou, La Hadith, Len Barton, Panayiotis Angelides, Simona D'Alessio, Lorenman Team, Wangqian Fu, and Adrian Ashman. Based on Fig. 1, it can be observed that all authors have the same number of documents, which is 2, except for Adrian Ashman who has 1 document. This indicates that Agnes Gajewski, Anastasia Liasidou, Kyriaki Messiou, La Hadith, Len Barton, Panayiotis Angelides, Simona D'Alessio, Lorenman Team, and Wangqian Fu have contributed equally in terms of the number of documents in the analysis.

However, Fig. 1 shows that all authors have a total link strength of 0. Link strength typically refers to the strength or intensity of connections or collaborations between authors in a network analysis. A total link strength of 0 for all authors may indicate that there are no connections or collaborations among these authors in the analyzed dataset. The concept of link

strength in network analysis refers to the strength or intensity of connections or collaborations between entities, such as authors in this case. A total link strength of 0 for all authors in the analyzed dataset may indicate that there are no connections or collaborations among these authors. This can be understood by considering the definition of link strength, which represents the strength or intensity of ties between entities. When the total link strength is 0, it suggests that there are no collaborative links or connections between the authors in terms of co-authorship, citation, or any other type of collaboration.

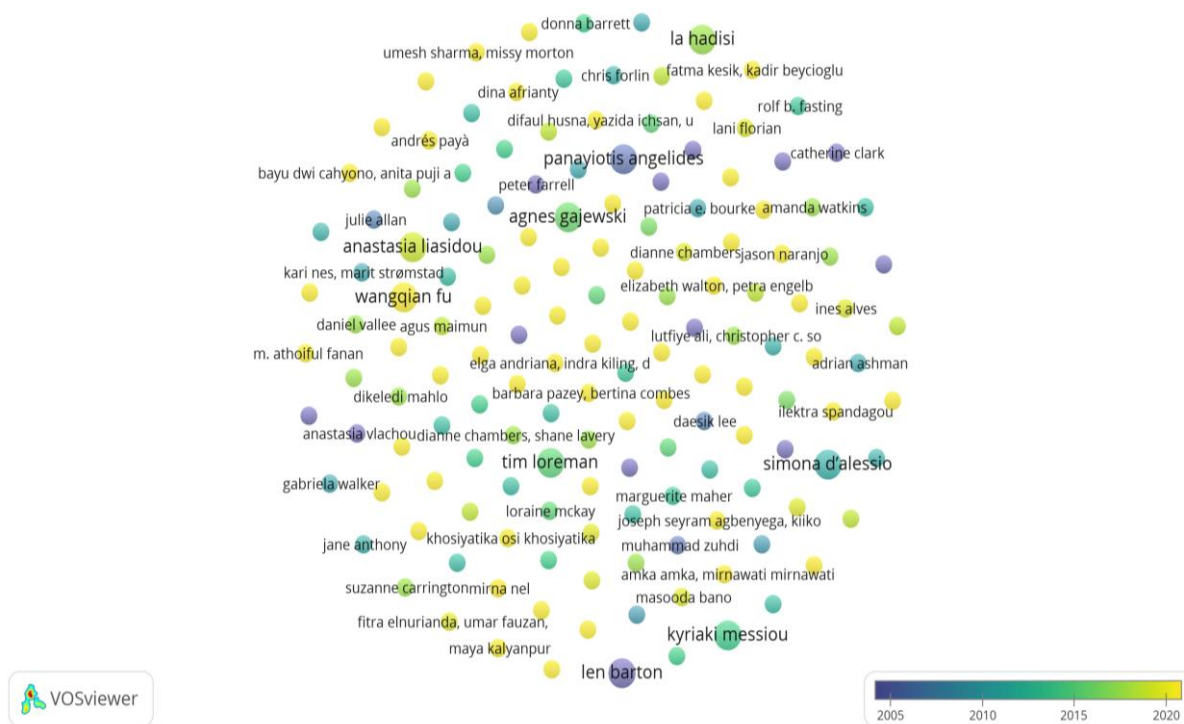


Fig. 1. Overlay Visualization of co-authorship analysis using unit analysis of authors

Furthermore, a total link strength of 0 can also indicate that the authors have not collaborated with each other in the analyzed dataset. This can be attributed to various reasons, such as differences in research interests, geographical locations, institutional affiliations, or simply lack of opportunities for collaboration. It is also possible that the dataset being analyzed may not capture all possible collaborations or connections among the authors, which could result in a total link strength of 0. It is important to interpret the absence of link strength carefully, as it may not necessarily imply a lack of collaborative efforts or connections in other contexts or datasets. The absence of link strength in this specific analysis may indicate that the authors have not collaborated or connected with each other in the analyzed dataset. In this study, it is clear that the connection between authors has not occurred so that in the future it is recommended for researchers in this field to develop scientific connections both in terms of

authors and research themes.

A growing keyword in the field of Inclusive Education in Islamic Educational Contexts

Keywords play a significant role in bibliometric analysis as they help in identifying, categorizing, and analyzing research articles in a particular field or topic. Keywords are selected by authors to represent the main concepts, themes, or research focus of their articles, and they are often included in the article's metadata, abstract, and title. In bibliometric analysis, keywords are used as search terms to retrieve relevant articles from databases, and they are also used to analyze the characteristics and trends of research articles in a particular field (Liu et al., 2005). The importance of keywords in bibliometric analysis can be explained from several perspectives. First, keywords serve as a tool for researchers to effectively identify relevant articles in a vast body of literature. By using keywords as search terms, researchers can narrow down their search and retrieve articles that are directly related to their research topic of interest. Keywords provide a quick and efficient way to filter and select relevant articles for analysis, saving researchers time and effort in their literature review process. Second, keywords are used in bibliometric analysis to categorize and classify research articles based on their main themes or research areas. Keywords provide a means to group articles together and create meaningful categories for analysis.

Researchers can use keywords to create clusters or networks of related articles, which can help identify patterns, trends, and research directions within a field or topic. This allows researchers to gain insights into the research landscape and understand the intellectual structure of a field or topic based on the occurrence and frequency of keywords in the literature. Lastly, keywords are important in bibliometric analysis as they can serve as indicators of research trends, interests, and collaborations. By analyzing the occurrence and frequency of keywords in a set of articles, researchers can identify emerging research areas, popular topics, and key research themes within a field. Keywords can also indicate collaborations between researchers who use similar or related keywords in their articles, which can provide insights into research networks, collaborations, and knowledge dissemination patterns (Glänzel & Schubert, n.d.; González et al., 2018; Khan & Wood, 2015). The analysis in this section analyzes 152 keywords from 1680 keywords with a minimum number of occurrences of a term 3, that the results as in Fig 2.

Fig 2. Explained that this study produced five clusters that will be analyzed in depth. There are 38 keyword items that are grouped into cluster 1 (red color), which are related to the research. First, the cluster includes keywords related to assessment and evaluation, such as

"assessment", "evaluation", and "qualitative approach". This indicates that the research may focus on the assessment and evaluation of the implementation of inclusive education in the context of Islamic education, as an important aspect of the bibliometric analysis. Second, the cluster also includes keywords related to the implementation and models of inclusive education, such as "implementation", "model", and "strategy". These keywords suggest that the research may analyze various models of implementing inclusive education in the context of Islamic education, as well as the strategies used to facilitate inclusion for students with special needs. Furthermore, the cluster also includes keywords related to the research subjects, such as "inclusive school", "Islamic education", "special need", "student", and "school management". This indicates that the research may focus on inclusive education in schools, particularly in the context of Islamic education, as well as school management and the needs of students in inclusive approaches.

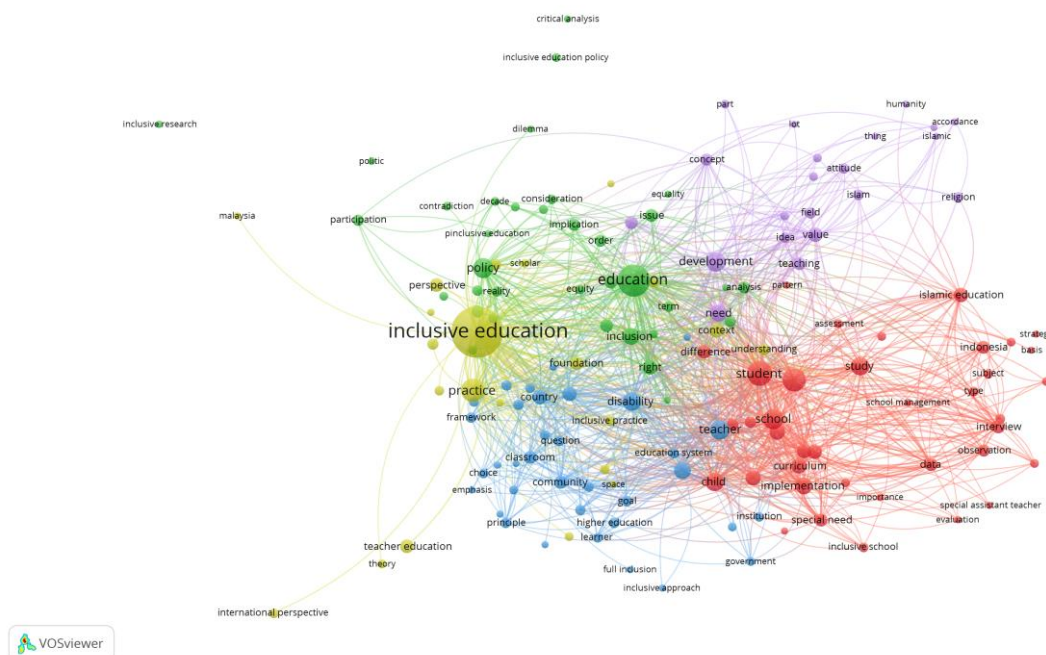


Fig 2. Keyword analysis in the field of Inclusive Education in Islamic Educational Contexts

The cluster also includes keywords related to research methods, such as "case study", "interview", "observation", and "research". This suggests that the research may use case study approach, interviews, observations, and data analysis in conducting the bibliometric analysis. Additionally, the cluster includes keywords related to curriculum, data, and documentation, indicating that the research may analyze the role of curriculum, data collection and analysis, and documentation in the context of inclusive education. Based on the clustered data, it can be

concluded that the research entitled "Mapping the Landscape of Inclusive Education in Islamic Educational Contexts" may focus on the analysis of implementation, models, strategies, and assessment of inclusive education in the context of Islamic education, using research methods such as case study, interviews, observations, and data analysis.

The keywords in Cluster 2 (green color) highlight various important aspects related to the research topic of inclusive education in Islamic educational contexts. First, the cluster includes keywords related to policy and politics, such as "inclusive education policy", "policy", and "politic". This suggests that the research may analyze the policy landscape of inclusive education in the context of Islamic education, including the challenges and implications of policy implementation. Second, the cluster includes keywords related to diversity, equity, and equality, such as "diversity", "equity", and "equality". This indicates that the research may examine issues of diversity and equity in the implementation of inclusive education, with a focus on Islamic educational contexts. Furthermore, the cluster also includes keywords related to barriers and challenges, such as "barrier", "challenge", and "dilemma". This suggests that the research may investigate the challenges and barriers that may hinder the effective implementation of inclusive education in the context of Islamic education, and the implications of these challenges for policy and practice.

The cluster also includes keywords related to human rights, such as "human right" and "right", indicating that the research may analyze the human rights implications of inclusive education in the context of Islamic education, and the recognition and provision of rights for all students, including those with special needs. Additionally, the cluster includes keywords related to participation, stakeholder, and provision, suggesting that the research may examine the roles and perspectives of various stakeholders, such as teachers, students, parents, and policymakers, in the provision and participation of inclusive education in Islamic educational contexts. The cluster also includes keywords related to critical analysis, analysis, and implication, indicating that the research may employ critical analysis approaches and analyze the implications of inclusive education in Islamic educational contexts, including the implications for practice, policy, and research.

The keywords in Cluster 3 (blue color) highlight various important aspects related to the research topic of inclusive education in Islamic educational contexts. First, the cluster includes keywords related to approaches and frameworks, such as "approach", "inclusive approach", and "framework". This suggests that the research may explore different approaches and frameworks used in the implementation of inclusive education in Islamic educational contexts, including instructional approaches, curriculum frameworks, and models of inclusive education. Second, the cluster includes keywords related to special education and special

needs, such as "special education", "special educational need", and "special needs education". This indicates that the research may examine the provision of special education services and support for students with special needs in the context of inclusive education in Islamic educational contexts, including the roles of special schools, teachers, and parents. Furthermore, the cluster includes keywords related to learners, classrooms, and instruction, such as "learner", "classroom", and "instruction". This suggests that the research may focus on the experiences and outcomes of learners in inclusive classrooms in Islamic educational contexts, including instructional strategies, teaching practices, and the role of teachers in inclusive education.

The cluster also includes keywords related to community, government, and country, indicating that the research may examine the role of communities, governments, and country-level policies in promoting and implementing inclusive education in the context of Islamic education. Additionally, the cluster includes keywords related to parent involvement, rights, and progress, suggesting that the research may explore the engagement and rights of parents in the context of inclusive education, as well as the progress and outcomes of inclusive education initiatives in Islamic educational contexts. The cluster also includes keywords related to principles, goals, and emphasis, indicating that the research may examine the guiding principles and goals of inclusive education in Islamic educational contexts, including the emphasis on equity, diversity, and social inclusion.

The keywords in Cluster 4 (yellow color) highlight various important aspects related to the research topic of inclusive education in Islamic educational contexts from a theoretical and international perspective. First, the cluster includes keywords related to theory and understanding, such as "theory" and "understanding". This suggests that the research may explore theoretical frameworks and conceptual understandings of inclusive education in the context of Islamic education, including theories and models of inclusive education, as well as how inclusive education is conceptualized and understood within Islamic educational contexts. Second, the cluster includes keywords related to discourse and competition, such as "discourse" and "competition". This indicates that the research may analyze the discourse and debates surrounding inclusive education in Islamic educational contexts, including different perspectives and competing ideas about inclusive education, and how these discourses may shape policy and practice.

Furthermore, the cluster includes keywords related to practice, such as "inclusive practice" and "practice". This suggests that the research may examine the implementation of inclusive education practices in Islamic educational contexts, including the challenges and opportunities

associated with inclusive practices, and how these practices are translated into classroom settings. The cluster also includes keywords related to teacher education, schooling, and examination, indicating that the research may explore the preparation and professional development of teachers for inclusive education, the role of schools in promoting inclusive education, and the challenges and opportunities associated with examination and assessment in the context of inclusive education. Additionally, the cluster includes keywords related to context, space, and way, suggesting that the research may consider the contextual factors that influence the implementation of inclusive education in Islamic educational contexts, including the physical, social, and cultural aspects of educational spaces, and the ways in which inclusive education is approached and implemented in these contexts. The cluster also includes keywords related to foundation, emergence, and problem, indicating that the research may analyze the historical and foundational aspects of inclusive education in Islamic educational contexts, as well as the emerging issues and challenges associated with its implementation.

The keywords in Cluster 5 (purple color) highlight various important aspects related to the research topic of inclusive education in Islamic educational contexts from the perspective of Islamic values, beliefs, and teachings. The keywords in Cluster 5 highlight various important aspects related to the research topic of inclusive education in Islamic educational contexts from the perspective of Islamic values, beliefs, and teachings. First, the cluster includes keywords related to Islam and Islamic, such as "Islam" and "Islamic". This suggests that the research may focus on understanding the role of Islam as a religion and its teachings in shaping the landscape of inclusive education in Islamic educational contexts. This may involve examining the relationship between Islamic principles, values, and inclusive education policies and practices, and how Islamic beliefs and teachings influence the conceptualization and implementation of inclusive education in these contexts. Second, the cluster includes keywords related to concept, idea, and basic principle, indicating that the research may explore the conceptual understanding and foundational principles of inclusive education in the context of Islamic education. This may involve analyzing the existing concepts and ideas related to inclusive education within Islamic educational contexts, and examining the basic principles that guide the understanding and practice of inclusive education from an Islamic perspective.

Furthermore, the cluster includes keywords related to humanity, value, and transformation, suggesting that the research may examine the humanistic aspects of inclusive education within Islamic educational contexts. This may involve exploring the values and principles that promote the inclusion of all learners, regardless of their differences, and the potential transformational impact of inclusive education on individuals, communities, and societies from a humanistic perspective. The cluster also includes keywords related to attitude,

teaching, and development, indicating that the research may analyze the attitudes and beliefs of educators and other stakeholders towards inclusive education in Islamic educational contexts, as well as the development of inclusive education policies and practices. This may involve examining the attitudes of educators towards inclusive education, the challenges and opportunities associated with teaching and implementing inclusive practices, and the development of policies and practices that align with Islamic values and beliefs. Additionally, the cluster includes keywords related to person, need, and article, suggesting that the research may focus on understanding the needs and experiences of individuals, particularly learners with diverse abilities, within Islamic educational contexts. This may involve examining the lived experiences of individuals with disabilities, their needs, and the articles or literature that address their inclusion within Islamic educational contexts.

In conclusion, the clustered data consists of 5 clusters, each with its own set of keywords related to the research topic of inclusive education in Islamic educational contexts. Cluster 1: This cluster includes keywords related to assessment, curriculum, school management, and special education, indicating a focus on practical aspects of inclusive education in Islamic educational contexts. It also includes keywords related to qualitative research methods such as interviews and observations, suggesting a research approach that involves data collection and analysis. Cluster 2: This cluster includes keywords related to access, barriers, diversity, equality, and human rights, indicating a focus on the social and policy aspects of inclusive education. It also includes keywords related to inclusive education policy and research, suggesting an emphasis on understanding the implications of policy and politics in shaping inclusive education in Islamic educational contexts. Cluster 3: This cluster includes keywords related to classroom, community, parent, teacher, and learner, suggesting a focus on the stakeholders involved in inclusive education in Islamic educational contexts. It also includes keywords related to special education and special needs, indicating a consideration of the specific needs of learners with disabilities in the context of inclusive education.

Cluster 4: This cluster includes keywords related to inclusive education reform, teacher education, and theory, indicating a focus on the theoretical and practical aspects of implementing inclusive education in Islamic educational contexts. It also includes keywords related to international perspectives, suggesting a consideration of diverse cultural and contextual factors in the implementation of inclusive education. Cluster 5: This cluster includes keywords related to Islam, Islamic, religion, and teaching, indicating a focus on the role of Islamic values, beliefs, and teachings in shaping inclusive education in Islamic educational contexts. It also includes keywords related to concepts, ideas, and transformation, suggesting

a consideration of the philosophical and ideological aspects of inclusive education from an Islamic perspective.

Overall, the clusters indicate a multidimensional and holistic approach to understanding inclusive education in Islamic educational contexts, encompassing practical, social, policy, stakeholder, theoretical, and philosophical aspects. The clusters highlight the complexity and diversity of factors that influence the landscape of inclusive education in these contexts, including cultural, religious, social, and educational factors. The relationship between the clusters suggests that inclusive education in Islamic educational contexts is influenced by a combination of practical, policy, stakeholder, theoretical, and philosophical factors, including the role of Islamic values, beliefs, and teachings, and the needs of learners with disabilities. This integrated approach may provide a comprehensive understanding of the landscape of inclusive education in Islamic educational contexts, informing policy and practice in promoting inclusive education that aligns with Islamic values and beliefs.

Potential development on Inclusive Education in Islamic Educational Contexts

As inclusive education in Islamic educational contexts continues to evolve, several potential developments can be anticipated. These developments will be shaped by changing social, cultural, and educational contexts, as well as advancements in research, policy, and practice. Enhanced research and evidence-based practice: As the field of inclusive education in Islamic educational contexts progresses, there be a greater emphasis on research and evidence-based practice. This involve conducting empirical research to identify effective strategies and interventions for promoting inclusive education in these contexts. Future research also focus on understanding the unique challenges and opportunities associated with inclusive education in Islamic contexts, and how to effectively address them. Evidence-based practice can inform the development of policies, programs, and interventions that are grounded in research and can lead to positive outcomes for learners with diverse needs in Islamic educational contexts.

Strengthened collaboration among stakeholders: Inclusive education requires collaboration among multiple stakeholders, including educators, policymakers, parents, community members, and learners themselves. In the future, there will be increased efforts to foster collaboration and partnerships among these stakeholders in Islamic educational contexts. Collaborative approaches involve joint planning, decision-making, and implementation of inclusive education initiatives, as well as shared responsibility for the success of inclusive education programs. Stronger collaboration among stakeholders can lead to more cohesive and coordinated efforts towards promoting inclusive education in Islamic educational contexts (Alharbi & Madhesh, 2018).

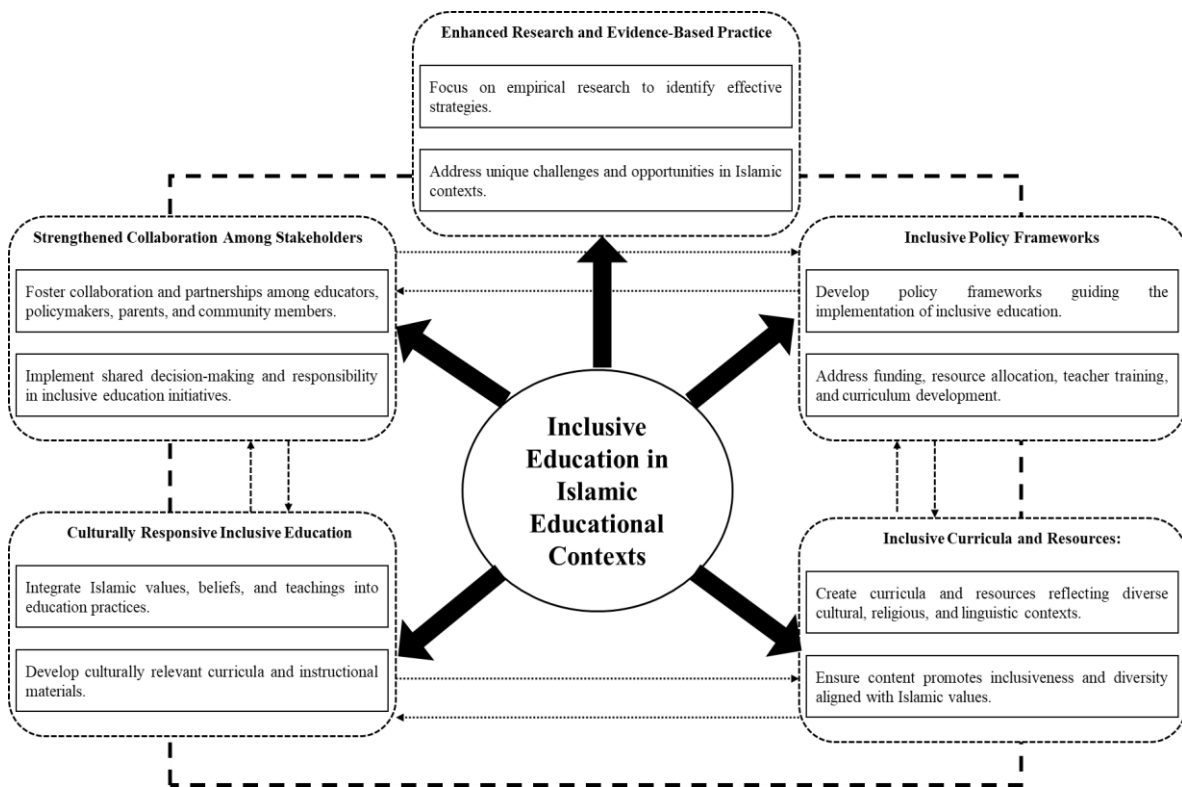


Fig 3. Inclusive Education in Islamic Educational Contexts Framework

Culturally responsive inclusive education: In the future, there will be a greater recognition of the importance of cultural responsiveness in inclusive education in Islamic educational contexts. Culturally-responsive inclusive education recognizes and respects the unique cultural and religious beliefs, values, and practices of learners, families, and communities, and ensures that inclusive education practices are aligned with these cultural contexts (Beveridge, 2005). This involve developing culturally relevant curricula, instructional materials, and teaching strategies that integrate Islamic values, beliefs, and teachings into inclusive education practices. Culturally-responsive inclusive education can promote a sense of belonging, identity, and engagement among learners in Islamic educational contexts, and may lead to better outcomes for diverse learners (Kalambouka et al., 2007).

Inclusive policy frameworks: In the future, there will be increased efforts to develop inclusive policy frameworks that guide the implementation of inclusive education in Islamic educational contexts. Policy frameworks can address issues such as funding, resource allocation, teacher training, curriculum development, assessment, and accountability, and provide guidelines and standards for promoting inclusive education practices. Inclusive policy frameworks can provide a strong foundation for advancing inclusive education in Islamic educational contexts, and foster consistency, coherence, and sustainability in inclusive

education initiatives (Alves et al., 2020). Inclusive curricula and resources: There will be efforts to develop inclusive curricula and resources that reflect the diverse cultural, religious, and linguistic contexts of learners in Islamic educational contexts (Opertti & Brady, 2011). This also involve incorporating inclusive content, examples, and resources that reflect Islamic values, teachings, and traditions, while promoting inclusiveness and diversity. Inclusive curricula and resources can foster a sense of belonging, identity, and relevance among learners in Islamic educational contexts, and promote inclusive practices that are culturally responsive (ARMSTRONG, 1999).

Conclusion

In Islam, the concept of inclusive education is a contemporary and essential topic that tackles the need for equitable and inclusive education for all individuals, regardless of their ability, gender, social status, or history. Islam, as a holistic way of life, provides guiding principles and teachings that emphasize all individuals' equality, dignity, and social justice. But there is not much evidence yet to explain how the landscape of this study evolved. The results of research on authors provide quite surprising findings, namely that there has not been a single collaboration carried out by authors to develop research on inclusion education, this phenomenon can occur because of the limited database used because this study uses a crossref database with a data search tool Publish of Perish (POP). Furthermore, the conclusion of the keyword analysis explains that the clusters show how many different things, such as national, religious, social, and educational factors, affect the landscape of inclusive education in these settings. The way the clusters are related suggests that inclusive education in Islamic educational settings is affected by a mix of practical, policy, stakeholder, theoretical, and philosophical factors, such as the role of Islamic values, beliefs, and teachings and the needs of learners with disabilities. Future research could consider using diverse databases and search tools to ensure a comprehensive and inclusive review of relevant literature on inclusive education in Islamic contexts. This could involve using multiple databases, search engines, and research networks to access a wide range of scholarly resources. Given the diverse cultural, religious, and social contexts of Islamic educational settings, future research could focus on context-specific studies that explore the unique challenges and opportunities of inclusive education in different Islamic contexts. This could involve conducting research in different countries, regions, and communities to understand the contextual nuances and implications of inclusive education in Islamic settings.

Declarations

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- Additional information** : No additional information is available for this paper.

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