

Inclusive Education Management through Community Service Programs: Efforts to Achieve Access and Educational Equity

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Abstract

This study aims to examine inclusive education management through community service programs as an effort to achieve access and educational equity. The approach used is qualitative with a literature review research design, specifically intended to enrich references related to community service within the context of inclusive education. Data were collected from various scientific sources through Google Scholar and other credible websites within the period 1964–2026. From 50 articles obtained in the initial stage, a rigorous selection process based on relevance, quality, and topic suitability resulted in 26 articles being analyzed. The analysis technique employed was descriptive qualitative by identifying patterns, themes, and relationships among concepts. The findings indicate that the success of inclusive education is strongly influenced by community involvement, social support, and collaboration among stakeholders. Community service programs play a strategic role as instruments that bridge the gap between theory and practice, while also enhancing inclusive literacy in society. However, challenges remain in integrating these programs into a comprehensive education management system. Therefore, strengthening management, improving human resource capacity, and developing sustainable community-based models are necessary to optimally support the implementation of inclusive education.

Keywords: Inclusive Education, Education Management, Community Service, Educational Equity

Manajemen Pendidikan Inklusif melalui Program Pengabdian Masyarakat: Upaya Mewujudkan Akses dan Kesetaraan Pendidikan

Abstrak

Penelitian ini bertujuan untuk mengkaji manajemen pendidikan inklusif melalui program pengabdian masyarakat sebagai upaya mewujudkan akses dan kesetaraan pendidikan. Pendekatan yang digunakan adalah kualitatif dengan jenis penelitian tinjauan pustaka, yang secara khusus diarahkan untuk menambah referensi terkait pengabdian masyarakat dalam konteks pendidikan inklusif. Data dikumpulkan dari berbagai sumber ilmiah melalui Google Scholar dan website kredibel lainnya dalam rentang tahun 1964–2026. Dari 50 artikel yang diperoleh pada tahap awal, dilakukan seleksi ketat berdasarkan relevansi, kualitas, dan kesesuaian topik sehingga diperoleh 26 artikel yang dianalisis. Teknik analisis yang digunakan adalah deskriptif kualitatif dengan mengidentifikasi pola, tema, dan hubungan antar konsep. Hasil penelitian menunjukkan bahwa keberhasilan pendidikan inklusif sangat dipengaruhi oleh keterlibatan masyarakat, dukungan sosial, serta kolaborasi antar stakeholder. Program pengabdian masyarakat berperan sebagai instrumen strategis dalam menjembatani kesenjangan antara teori dan praktik, sekaligus meningkatkan literasi inklusif di masyarakat. Namun, masih terdapat kendala dalam integrasi program ke dalam sistem manajemen pendidikan yang komprehensif. Oleh karena itu, diperlukan penguatan manajemen, peningkatan kapasitas sumber daya manusia, serta pengembangan model berbasis komunitas yang berkelanjutan untuk mendukung implementasi pendidikan inklusif secara optimal.

Kata kunci: Pendidikan Inklusif, Manajemen Pendidikan, Pengabdian Masyarakat, Kesetaraan Pendidikan

INTRODUCTION

Inclusive education is an approach that emphasizes equal access for all learners regardless of their social, economic, cultural backgrounds, or physical and mental conditions. In the global context, inclusive education has become part of the sustainable development agenda, positioning education as a fundamental right of every individual. This concept focuses on transforming education systems to accommodate diversity. Inclusive education management is a crucial aspect in ensuring effective and sustainable implementation. Good management includes systematic planning, organizing, implementation, and evaluation of inclusive programs. Without structured management, the goals of inclusivity may not be optimally achieved (Veli Korkmaz et al., 2022).

In practice, the implementation of inclusive education in various regions still faces complex challenges. Limited competent human resources, inadequate facilities and infrastructure, and low public understanding are major obstacles (Komarudin & Kaeni, 2023). In addition, social stigma toward students with special needs continues to hinder the integration process within educational environments. This condition indicates that inclusive education cannot be implemented partially but requires a collaborative approach involving multiple stakeholders. Strategies that actively involve the broader community are necessary. In this context, community service programs become relevant as a bridge between theory and practice. These programs serve as a medium to increase awareness, capacity, and community participation in supporting inclusive education.

Community service programs in the context of inclusive education hold significant potential as instruments of social empowerment. Through these activities, higher education institutions can directly transfer knowledge and skills to the community. The participatory approach used in community service enables the community to become active subjects in the process of change. This aligns with the community-based development paradigm, which emphasizes community involvement in every stage of the program (Rong et al., 2023). Furthermore, community service can serve as a means to identify real needs in the field related to inclusive education. As a result, the programs designed become more contextual and targeted. The integration of inclusive education management and community service represents a strategic step in expanding the impact of inclusivity.

From a management perspective, managing inclusive education through community service programs requires careful and data-driven planning. Identifying community needs, mapping local potential, and analyzing stakeholders are essential initial steps. The organizing process must involve collaboration among academics, education practitioners, government, and communities. Program implementation should be flexible yet structured to adapt to field dynamics (Eriksen et al., 2021). Evaluation is a crucial component to measure program effectiveness and determine future improvements. With a systematic managerial approach, community service programs can make tangible contributions to strengthening inclusive education. This demonstrates that management is not merely an administrative function but also a tool for social transformation.

A review of the literature shows that various studies have examined the relationship between inclusive education and community empowerment as supporting factors for successful implementation. Research by Ainscow (2020) emphasizes that the success of inclusive education is highly influenced by school culture and social environmental support, including active community involvement in creating a learning environment that is welcoming for all learners. Similarly, the study by Ainscow et al. (2006), through the Index for Inclusion framework, demonstrates that a community-based approach can enhance acceptance of students with special needs through collective participation in developing inclusive education policies and practices.

Research by Loreman (2014) reveals that collaboration among schools, families, and communities is key to reducing social stigma and improving the effectiveness of inclusive education, making community-based programs strategic instruments for driving social change. In the context of empowerment through higher education institutions, Boyer (1996) argues that community service represents a tangible form of academic engagement in addressing social issues, including enhancing inclusive literacy within society. However, these studies also indicate a gap between theoretical concepts and field implementation, where many programs have not been systematically integrated into inclusive education management frameworks. Therefore, further in-depth studies are needed to comprehensively and sustainably connect inclusive education with community service programs.

Furthermore, the concept of equity in inclusive education is closely related to the quality of educational services. Students with special needs must receive services tailored to their needs to develop optimally. This requires innovation in teaching methods, curriculum, and evaluation systems. Community service programs can serve as platforms to develop and test these innovations directly within society. Through a practice-based approach, the solutions generated tend to be more applicable and sustainable. In addition, community involvement in this process can enhance a sense of ownership toward the programs implemented. Thus, educational equity can be realized in a tangible way.

In the local context, the implementation of inclusive education through community service must also consider local wisdom and community characteristics. Each region has different challenges and potentials, so the approaches used cannot be generalized. Program management must accommodate existing cultural values to ensure community acceptance. Moreover, program sustainability largely depends on active community support and participation. Communication strategies and social approaches are key factors in program success. Adaptive and contextual management becomes essential in addressing these dynamics. Community service programs can therefore generate broader and more sustainable impacts.

Based on the above discussion, it can be concluded that inclusive education management through community service programs is a strategic approach to achieving access and educational equity. The integration of management concepts, inclusive education, and community empowerment forms a strong foundation for creating a more equitable education system. However, further research is still needed to examine effective

and sustainable implementation models. This study is expected to provide both theoretical and practical contributions to the development of inclusive education in Indonesia. In addition, the findings are expected to serve as references for policymakers and education practitioners. Thus, efforts to realize inclusive and equitable education can be achieved optimally.

Inclusive Education

Inclusive education is an educational approach that emphasizes equal learning opportunities for all students without discrimination, including those with special needs, different socio-economic backgrounds, and cultural diversity (Syafiulia & Maadad, 2026). This concept focuses on how education systems can adapt curricula, teaching methods, and learning environments to be responsive to diversity. Inclusive education requires a paradigm shift from an exclusive system to one that is adaptive and welcoming to all. In this way, every individual can develop optimally according to their potential. The implementation of inclusive education also involves collaboration among schools, families, and communities. This makes inclusivity a shared responsibility, not solely that of educational institutions.

Educational Management

Educational management is the process of planning, organizing, implementing, and evaluating educational activities to achieve predetermined goals effectively and efficiently (Nurhikmah, 2024). In the context of inclusive education, educational management plays a crucial role in ensuring that all components of the education system are integrated and support the principle of equity. Effective management includes the administration of human resources, curriculum, facilities and infrastructure, as well as policies that accommodate student diversity. Moreover, educational management must be adaptive to environmental changes and emerging needs. Leadership plays a critical role in translating an inclusive vision into actual practices within schools. With systematic management, educational goals can be achieved optimally and sustainably.

Community Service

Community service is one form of implementing the Tri Dharma of Higher Education, focusing on empowering communities and improving their quality of life through the application of science and technology (Lutfiyah, 2025). In the context of inclusive education, community service functions as a medium for knowledge transfer, raising awareness, and building community capacity to support inclusive education. These activities generally involve collaboration among academics, students, and the community in addressing real-world problems. The approach used is participatory, allowing the community to become active subjects in the process of change. Through community service, the solutions generated tend to be more contextual and sustainable. Thus, community service acts as a bridge between academic theory and social practice.

Educational Equity

Educational equity refers to a condition in which every individual has equal rights and opportunities to access quality education without discrimination (Suci et al., 2024). This concept includes aspects of access, participation, and fair learning outcomes for all students. Educational equity does not mean treating everyone the same, but rather providing services tailored to each individual's needs and conditions. In inclusive education, equity is a fundamental principle that ensures no group is marginalized. Achieving educational equity requires supportive policies, adequate resources, and strong social awareness. In addition, the roles of various stakeholders—including the government, educational institutions, and society—are essential in creating a fair system. Educational equity serves as the foundation for building an inclusive and just society.

METHOD

This study employs a qualitative approach using a literature review design. This approach was chosen because the research focuses on examining, interpreting, and synthesizing various scientific findings relevant to the topic of inclusive education management through community service programs. The main objective of this study is to enrich references related to community service, particularly within the context of inclusive education, thereby contributing to academic knowledge and serving as a reference for scholars and practitioners. Accordingly, this study does not involve field data collection but relies on secondary data published in various credible scientific sources.

Data collection was conducted through a systematic literature search using Google Scholar and other credible platforms such as accredited national journals and reputable international journals. The publication period ranged from 1964 to 2026 to ensure data relevance and recency. The keywords used in the search included “inclusive education,” “educational management,” “community service,” and “community engagement.” In the initial stage, a total of 50 articles were identified as relevant to the research topic.

Subsequently, a rigorous selection process was conducted using inclusion and exclusion criteria, such as topic relevance, publication quality, journal indexing status, and alignment with the research focus. Articles that were duplicated, lacked methodological clarity, or were less relevant to the theme of community service were excluded. As a result, 26 articles were deemed suitable for further analysis. This stage is crucial to ensure that the data sources used are valid and academically reliable.

The data analysis technique employed in this study is descriptive qualitative analysis, which involves organizing, categorizing, and interpreting findings from the selected literature. The analysis was carried out by identifying patterns, themes, and relationships among concepts related to inclusive education management and community service. The results of the analysis are then presented in a systematic and comprehensive narrative form, providing a holistic understanding and strengthening the contribution of this study in enriching references on community service within the field of inclusive education.

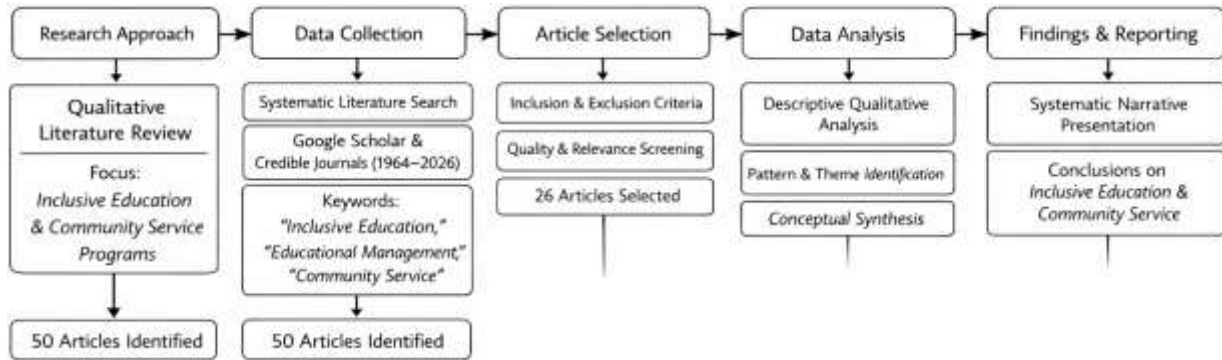


Figure 1. Research Methodology Flowchart

FINDING AND DISCUSSION

The discussion of inclusive education management through community service programs needs to be positioned within a broader framework as a process of systemic transformation, rather than merely the fulfillment of administrative regulations. From the perspective of modern educational management theory, the functions of planning, organizing, implementation, and evaluation are no longer linear, but cyclical and adaptive to the dynamic needs of diverse learners (Putra et al., 2026). This means that planning in inclusive education must be based on a comprehensive individual needs assessment, while organizing must integrate various resources—both human and non-human—in an inclusive manner. The implementation of learning is also required to apply differentiated instruction and universal design for learning so that all students can optimally access the material. Meanwhile, evaluation measures not only academic achievement but also students' social and emotional development. This paradigm shift from a homogeneous system to one that is flexible and responsive aligns with social justice theory in education, which emphasizes fair distribution of opportunities rather than mere equality. In this context, inclusive education management functions as a strategic mechanism for internalizing the value of equity into everyday educational practices. Without structured and reflective management support, inclusivity risks becoming merely a normative slogan without real impact in practice.

From a theoretical framework, the Inclusive Education Theory developed by Ainscow et al. (2006) emphasizes the importance of transforming culture, policy, and practice as the three main pillars in implementing inclusive education. Cultural transformation involves changing values and attitudes toward diversity, while policy serves as a regulatory instrument ensuring the sustainability of inclusive practices. Practice refers to concrete implementation in classrooms and school environments. This perspective is further strengthened when integrated with Ecological Systems Theory by Bronfenbrenner (1979), which situates individuals within interconnected systems ranging from the microsystem to the macrosystem. In the context of inclusive education, community service can be positioned within the mesosystem, connecting schools with families and communities. These relationships are dynamic and mutually influential, meaning that the success of inclusion cannot be separated from the quality of interactions among these

systems. The integration of these two theories demonstrates that inclusive education requires a multidimensional approach focused on a broader social ecosystem. Community service programs thus become strategic elements in strengthening connectivity among these systems in a sustainable manner.

Findings from previous studies consistently show that the success of inclusive education is strongly influenced by the level of community involvement and surrounding social support. The Index for Inclusion framework developed by Ainscow et al. (2006) highlights that community participation strengthens a school culture that values diversity. Meanwhile, a study by Loreman (2014) shows that collaboration among schools, families, and communities can reduce social stigma toward students with special needs through continuous interaction. In the Indonesian context, research by Yunita & Subagya (2025) reveals that low public understanding is one of the main obstacles in implementing inclusive education, leading to insufficient support for inclusion policies. These findings indicate that a community-based approach is a core component of successful inclusive education. Community service acts as a social intervention mechanism that bridges the gap between theoretical concepts and real-world practice in a more contextual and applicable way.

Community service, as an integral part of the Tri Dharma of Higher Education, holds a strategic position as an instrument of social empowerment in supporting inclusive education. The concept of community engagement introduced by Boyer (1996) emphasizes that higher education institutions act as agents of social change actively involved in addressing societal issues. In this context, community service is no longer viewed as a one-way knowledge transfer activity but as a collaborative process involving the community as equal partners. This approach enables dialogical knowledge exchange, where local community experiences are combined with academic knowledge to produce more contextual solutions. Furthermore, this participatory approach enhances the community's sense of ownership of the programs implemented, thereby supporting sustainability. In inclusive education, this is particularly important because each community has distinct social and cultural characteristics. The integration of systematic educational management and participatory community service becomes a key factor in creating an adaptive, contextual, and sustainable inclusive education system.

The implementation of inclusive education in inclusive primary schools in Yogyakarta can be analyzed as a concrete example of how community service programs function as strategic interventions in enhancing institutional capacity and social acceptance of inclusivity (Wartomo, 2016). The involvement of higher education institutions through teacher training on differentiated learning strategies demonstrates practice-based knowledge transfer relevant to field needs. From the perspective of capacity-building theory, this intervention strengthens the organizational capacity of schools in managing student diversity (Altinay et al., 2024). In addition, outreach to parents reflects a community-based education approach that positions families as integral parts of the educational ecosystem. The increased acceptance of students with special needs indicates that social attitude changes can be achieved through continuous education. However,

limitations in supporting facilities highlight a gap between human resource capacity development and infrastructure readiness. This confirms that the success of inclusive education requires a holistic approach encompassing pedagogical, social, and structural aspects. Thus, although community service proves effective as a catalyst for social change, program sustainability still depends on policy support and adequate resource allocation from the government.

Community-based service programs in West Java illustrate the dynamics of inclusive education implementation in semi-urban areas with heterogeneous social characteristics (Susanti & Herawati, 2024). The mentoring approach involving students and lecturers reflects the application of the service-learning model, where academic learning processes are integrated with social practice. Educational efforts directed at the community have been shown to increase collective awareness and reduce stigma toward children with special needs, which had previously been a major barrier to inclusion. However, findings regarding weak coordination among stakeholders—particularly between schools and local governments—indicate shortcomings in organizational and coordination functions within educational management. From the perspective of collaborative governance theory, the success of cross-sector programs depends heavily on role clarity, effective communication, and shared commitment among actors (Bonny & Cahlikova, 2025). This lack of integration causes programs to fall short of their potential impact. This case underscores that the success of inclusive education is determined by the effectiveness of governance and inter-institutional coordination. Without strong integration, community service programs risk becoming sporadic and unsustainable activities.

The implementation of inclusive education in rural areas of Makassar reflects the complexity of challenges in regions with limited resources and educational access (Aprilia et al., 2025). Community service programs focusing on empowering local communities through training inclusive education cadres represent a community empowerment approach aimed at creating change agents from within the community itself. From the perspective of local-based development theory, this strategy is effective in increasing community participation and strengthening program sustainability because it is supported by local actors who understand the socio-cultural context (Pramanik & Rahmanita, 2023). The observed increase in community involvement in supporting education for children with special needs indicates the success of this approach in building collective awareness. However, the shortage of competent educators reveals structural issues within the education system, particularly in the distribution and quality of human resources. Additionally, cultural factors influencing acceptance of inclusion demonstrate that social change cannot be achieved instantly but requires gradual adaptation. Therefore, this case emphasizes that implementing inclusive education in rural areas requires contextual, adaptive, and culturally sensitive strategies to ensure effectiveness and sustainability.

Analysis of these three cases reveals a consistent pattern indicating that community involvement is a key determinant in the success of inclusive education implementation. However, this pattern also highlights a significant gap between conceptual frameworks and practical realities in the field. As noted by Abo-Khalil (2024), this gap is often caused

by weak integration of programs within a systematic and sustainable educational management framework. From a policy implementation theory perspective, program failures often occur not due to weak policy design but because of insufficient institutional capacity and coordination during implementation (Mkhize, 2025). This indicates that inclusive education requires a strategic and adaptive managerial approach responsive to social dynamics. The integration of theory and practice is crucial to ensure that inclusivity is translated into impactful real-world actions. Strengthening management functions within community service programs becomes an essential step in bridging this gap. With an integrated approach, inclusive education has a greater chance of being implemented effectively and sustainably.

Strengthening human resource capacity through continuous training for teachers and communities is a fundamental strategy for improving the quality of inclusive education. From the perspective of human capital theory, investment in individual competence development directly impacts the quality of educational services (Becker, 1964). Systematically designed, needs-based training enables participants to acquire skills relevant to real challenges in inclusive education environments. In addition, the involvement of academics and practitioners in training processes creates synergy between theoretical knowledge and practical experience, resulting in more comprehensive competencies. Community service can function as an effective platform for delivering continuous and contextual training. Furthermore, community-based training approaches also strengthen collective capacity, not just individual competence, in supporting inclusive education. Improvements in human resource quality lead to changes in societal attitudes and culture toward inclusivity, ultimately enhancing the quality of educational services in a significant and sustainable manner.

Strengthening coordination and collaboration among stakeholders is a crucial element in ensuring the success of inclusive education programs. Within the framework of collaborative governance theory, the success of public programs is largely determined by the level of synergy among involved actors, including government, educational institutions, higher education institutions, and the community (Ansell & Gash, 2008). Effective collaboration involves open communication and structured coordination mechanisms. Without proper coordination, programs risk fragmentation and policy overlap, ultimately reducing implementation effectiveness. In this context, community service can act as a mediator that bridges the interests of various stakeholders while strengthening collaborative networks. Moreover, a collaborative approach facilitates optimal resource and knowledge exchange. Inclusive education programs can therefore be implemented in a more directed, efficient, and integrated manner. Program sustainability is also better ensured through the collective commitment of all stakeholders.

The development of a community-based inclusive education management model represents a strategic innovation to address the gap between theory and practice. This model is grounded in the principle of active community participation at every stage of management, from planning to evaluation, thereby fostering a strong sense of ownership over the program. From the perspective of participatory development theory, direct

community involvement enhances program relevance and sustainability because solutions are tailored to local needs (Chambers, 1994). Additionally, the model must be designed to be flexible and adaptive in order to respond to diverse social and cultural dynamics across regions. The integration of technology, such as digital platforms for training and monitoring, can further enhance the effectiveness of implementation. Community service serves as a social laboratory for testing and refining this model before broader adoption. Through this innovative approach, inclusive education moves beyond a normative concept to a practical and sustainable reality. Community-based models thus offer a relevant alternative for addressing inclusive education challenges across various contexts.

This discussion confirms that inclusive education management through community service programs holds significant potential in achieving broader access and educational equity. The integration of theoretical foundations, empirical findings, and field practices demonstrates that the success of inclusive education cannot be achieved partially but requires a systemic approach involving multiple actors and dimensions. Although challenges such as limited resources, weak coordination, and social resistance remain obstacles, solutions based on capacity building, collaboration, and innovative management models provide constructive directions for improvement. In this context, collective commitment from the government, educational institutions, higher education institutions, and the community is a determining factor for successful implementation. This study also contributes academically by enriching references related to community service in inclusive education while offering a more comprehensive analytical framework. Therefore, it is expected that inclusive education can develop in a more adaptive, contextual, and sustainable manner in the future, effectively addressing the demands of social justice in education.

Table 1. Inclusive Education Management through Community Service Programs

No	Key Aspect	Main Findings	Implications
1	Educational Management Paradigm	Inclusive education management is cyclical, adaptive, and based on individual needs assessment rather than linear processes.	Requires flexible, responsive, and reflective management systems.
2	Inclusive Education Theory	Transformation of culture, policy, and practice is essential for successful inclusion.	Schools must align values, regulations, and classroom practices.
3	Ecological Systems Perspective	Inclusive education is influenced by interconnected systems (school, family, community).	Community service strengthens relationships between these systems.
4	Role of Community Involvement	Community participation and social support are key determinants of success.	Inclusive education must adopt a community-based approach.
5	Function of Community Service	Acts as a bridge between theory and practice through contextual social intervention.	Enhances inclusive awareness and practical implementation.
6	Community Engagement Approach	Shift from one-way knowledge transfer to collaborative, participatory processes.	Increases community ownership and program sustainability.
7	Case Study:	Teacher training and parent outreach	Capacity building is effective

	Yogyakarta	improved acceptance of students with special needs.	but requires infrastructure support.
8	Case Study: West Java	Service-learning increased awareness but faced weak stakeholder coordination.	Strong governance and coordination are critical for success.
9	Case Study: Makassar	Community empowerment improved participation but faced human resource limitations.	Local-based, culturally sensitive strategies are necessary.
10	Theory-Practice Gap	There is a gap due to weak program integration and institutional capacity.	Strengthening management systems is essential for effective implementation.
11	Human Resource Development	Continuous, needs-based training improves competencies and inclusive practices.	Investment in human capital enhances education quality.
12	Collaboration & Governance	Effective collaboration depends on communication, role clarity, and shared commitment.	Multi-stakeholder synergy ensures program effectiveness and sustainability.
13	Community-Based Model	Participatory, flexible, and adaptive models improve relevance and sustainability.	Encourages innovation and contextual implementation.
14	Technology Integration	Digital platforms support training and program monitoring.	Improves efficiency and scalability of inclusive education programs.
15	Overall Conclusion	Inclusive education requires a systemic, integrated, and collaborative approach.	Strengthening capacity, coordination, and innovation ensures long-term success.

CONCLUSION

This study confirms that inclusive education management through community service programs is a strategic approach to achieving access and educational equity. The integration of educational management functions with a community-based approach has proven to strengthen the implementation of inclusivity across various contexts. The findings indicate that the success of inclusive education is strongly influenced by community involvement, social support, and collaboration among stakeholders. Community service programs serve as a bridge that connects theoretical concepts with field practices in a more contextual manner. However, a gap still exists between policy and implementation, mainly due to weak coordination and limited resources. Therefore, strengthening systematic and sustainable management is essential. With this approach, inclusive education can be implemented more effectively and generate broader impact.

From a theoretical perspective, this study contributes to enriching the discourse on the integration of inclusive education management and community service as an empowerment-based approach. It also reinforces the relevance of inclusive education theory and community engagement in practical implementation contexts. Practically, the findings provide guidance for higher education institutions, schools, and governments in designing more targeted and impactful community service programs. Other implications include the need to strengthen human resource capacity and enhance cross-sector collaboration. Community service programs can be utilized as strategic instruments to

improve inclusive literacy within society. In addition, the findings may serve as a basis for developing more inclusive education policies. Thus, the implications of this study encompass both theoretical and practical dimensions simultaneously.

This study has several limitations that should be considered when interpreting its results. First, it employs a literature review approach and does not involve direct empirical data from the field. Second, the data sources are limited to articles available on certain platforms within the 1964–2026 timeframe, which means that some relevant studies may not have been included. Third, although the literature selection process resulting in 26 articles was conducted rigorously, there remains a degree of subjectivity in determining the relevance and quality of sources. Fourth, variations in geographical and social contexts within the reviewed literature may affect the generalizability of the findings. Therefore, the results should be understood within the defined scope and limitations. These limitations also present opportunities for future research to develop more comprehensive studies.

Based on the findings, it is recommended that future research combine literature review approaches with field research to obtain more comprehensive data. Researchers are also encouraged to develop community service–based inclusive education management models that can be empirically tested. For higher education institutions, it is important to enhance the quality and sustainability of community service programs to strengthen inclusive education. Governments are expected to reinforce policies and support for community-based inclusive education implementation. Furthermore, increased collaboration among stakeholders is necessary to ensure that programs are carried out effectively and sustainably. Communities should also continue to receive education to improve understanding and acceptance of inclusive education. In this way, efforts to achieve inclusive and equitable education can be realized optimally.

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