

## ANALYSIS OF INCLUSIVE EDUCATION BASED ON LOCAL WISDOM IN A GLOBAL PERSPECTIVE: FACTORS OF IMPLEMENTATION AND INTEGRATION: A SYSTEMATIC LITERATURE REVIEW

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**Abstract.** This study aims to analyze inclusive education based on local wisdom from a global perspective, particularly focusing on conceptual development, implementation factors, and forms of integration within educational systems. The research employed a Systematic Literature Review (SLR) using the PRISMA approach by searching the Scopus database within the 2015–2025 period using keywords related to culturally responsive and community-based inclusive education. From 33 identified articles, 13 met the inclusion criteria and were analyzed using thematic analysis. The findings indicate that inclusive education has evolved from an access-oriented approach to a more holistic and contextual framework. The main factors influencing implementation include pedagogical, social, cultural, leadership, and policy aspects. Furthermore, the integration of local wisdom into curriculum design, teaching practices, and community participation enhances the relevance, quality, and sustainability of educational systems. This study concludes that inclusive education based on local wisdom represents a strategic approach to addressing global educational challenges while preserving local cultural identity.

**Keywords:** Inclusive Education, Local Wisdom, Global Perspective, Systematic Literature Review, Culturally Responsive Education

**Abstrak.** Penelitian ini bertujuan untuk menganalisis pendidikan inklusi berbasis kearifan lokal dalam perspektif global, khususnya terkait perkembangan konsep, faktor implementasi, serta bentuk integrasi kearifan lokal dalam sistem pendidikan. Metode yang digunakan adalah Systematic Literature Review (SLR) dengan pendekatan PRISMA melalui pencarian database Scopus pada rentang tahun 2015–2025 menggunakan kata kunci terkait inklusi berbasis budaya dan komunitas. Dari 33 artikel yang teridentifikasi, diperoleh 13 artikel yang memenuhi kriteria inklusi dan dianalisis secara tematik. Hasil penelitian menunjukkan bahwa pendidikan inklusi telah berkembang dari pendekatan berbasis akses menuju pendekatan yang lebih holistik dan kontekstual. Faktor utama yang mempengaruhi implementasi meliputi aspek pedagogis, sosial, budaya, kepemimpinan, dan kebijakan. Selain itu, integrasi kearifan lokal dalam kurikulum, pembelajaran, dan partisipasi komunitas terbukti meningkatkan relevansi, kualitas, dan keberlanjutan sistem pendidikan. Kesimpulan penelitian ini menegaskan bahwa pendidikan inklusi berbasis kearifan lokal merupakan pendekatan strategis dalam menjawab tantangan global dengan tetap mempertahankan identitas budaya lokal.

**Kata Kunci:** Pendidikan Inklusi, Kearifan Lokal, Perspektif Global, *Systematic Literature Review*, *Culturally Responsive Education*

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## INTRODUCTION

Inclusive education has undergone substantial evolution over recent decades, extending beyond issues of access toward a systemic transformation of educational structures that are increasingly responsive to the holistic diversity of learners. In the global context, inclusive education is no longer confined to the integration of students with special educational needs into mainstream systems; rather, it is conceptualized as a comprehensive approach that necessitates structural, cultural, and pedagogical adjustments to accommodate the full spectrum of learner diversity, including social, cultural, and psychological dimensions. Within this paradigm, the integration of local wisdom has gained increasing relevance, particularly as universal educational frameworks often fail to adequately address the specific needs of local communities.

Empirical evidence indicates that indigenous and local knowledge systems play a crucial role in fostering inclusive and sustainable education; however, their incorporation into formal educational systems remains limited (Koutouki et al., 2015). This limitation reflects a persistent gap between global educational policies and the socio-cultural realities of local contexts. Similarly, studies conducted in Indonesia reveal that inclusive education continues to face challenges in accommodating local cultural values, resulting in reduced relevance for learners from indigenous communities (Andriana et al., 2022). These findings underscore the urgency of developing inclusive education models grounded in local wisdom as a more contextual and adaptive approach. Consequently, this study is motivated by the need to bridge the gap between global educational paradigms and local socio-cultural contexts. Education that is detached from cultural grounding risks losing its meaning and relevance for learners; therefore, the integration of local wisdom becomes a critical element in constructing equitable, relevant, and sustainable educational systems in a global perspective.

From a conceptual standpoint, this integration reflects the complexity of multi-layered systems that require coordinated and systematic approaches to ensure coherence and effectiveness, analogous to integrative analytical frameworks employed in complex scientific investigations. Thus, embedding local wisdom within inclusive education should be understood not merely as an additive process but as a transformative strategy that redefines educational practices in culturally responsive ways.

Beyond this conceptual foundation, the importance of this study is further supported by empirical findings demonstrating that the success of inclusive education is influenced by multiple interrelated factors, including pedagogical, social, cultural, leadership, and policy dimensions. Intercultural competence among teachers has been identified as a key determinant

in supporting inclusive learning, as it enables educators to effectively understand and respond to learner diversity (Van Boxtel, 2017). This is reinforced by evidence indicating that direct engagement with cultural diversity can positively shape teachers' attitudes and beliefs toward inclusion (Polat et al., 2019). Furthermore, culturally responsive teaching approaches have been shown to foster inclusive and participatory learning environments (Daya & Beard, 2020).

Nevertheless, these advancements are frequently constrained by structural challenges, including limited resources, rigid curricular frameworks, and insufficient professional development opportunities for educators. From a leadership perspective, culturally responsive leadership has been identified as a strategic factor in cultivating inclusive educational environments (Cooper et al., 2020; Savvopoulos et al., 2022). At the policy level, inclusive educational policies are essential in providing equitable opportunities for marginalized groups, although their implementation often encounters practical limitations (Phillippi et al., 2021). In addition, recent studies emphasize the importance of culturally grounded socio-emotional and trauma-informed approaches in supporting vulnerable populations, such as refugees (Bennouna et al., 2021; Somo, 2024; Boukhari, 2025). Collectively, these findings highlight that inclusive education based on local wisdom requires a comprehensive and integrated approach that addresses both systemic and contextual dimensions.

Despite the growing body of literature on inclusive education, existing studies remain largely fragmented and often fail to explicitly integrate local wisdom within a global analytical framework. While research has demonstrated that community participation can enhance inclusion and empowerment (Morales & Calvo, 2022), and that local knowledge can contribute to addressing global educational inequalities (Ebersöhn, 2024), these perspectives are rarely synthesized into a unified conceptual model. This indicates a significant research gap, namely the lack of studies that comprehensively integrate inclusive education, local wisdom, and global perspectives within a single analytical framework. Furthermore, many studies remain context-specific and have yet to produce conceptual models that are broadly adaptable across diverse settings.

Despite these gaps, limited studies have explicitly synthesized inclusive education, local wisdom, and global perspectives within a single integrative framework. Therefore, the novelty of this study lies in its comprehensive and systematic synthesis of global literature by simultaneously examining three key dimensions: the evolution of conceptual approaches, the multidimensional factors influencing implementation, and the forms of integration of local wisdom within educational systems. This study not only consolidates previously fragmented findings but also provides a more holistic analytical perspective that bridges global educational

discourse with local socio-cultural contexts, thereby offering both theoretical enrichment and practical implications for developing culturally responsive and sustainable inclusive education models.

Accordingly, this study occupies a critical position in addressing this gap by systematically examining the development of concepts and approaches, the factors influencing implementation, and the forms of integration of local wisdom in inclusive education. By employing a systematic literature review approach, this study aims to provide a comprehensive and integrative understanding of inclusive education based on local wisdom within a global perspective. Such an approach ensures methodological rigor and reproducibility, similar to high-throughput analytical strategies that enable robust evaluation of complex systems.

Based on the aforementioned background and literature review, the objectives of this study are to comprehensively analyze inclusive education grounded in local wisdom within a global perspective, particularly in relation to the evolution of concepts and approaches, the factors influencing implementation, and the forms of integration of local wisdom in inclusive education. Additionally, this study aims to identify the implications of such integration for the quality, relevance, and sustainability of educational systems.

In line with these objectives, the study is guided by three primary research questions: (1) how has the concept and approach of inclusive education based on local wisdom evolved within a global context; (2) what are the key factors influencing its implementation; and (3) how is local wisdom integrated into inclusive education, and what are its implications for educational quality, relevance, and sustainability in a global perspective. Through addressing these questions, this study is expected to contribute both theoretically and practically by advancing a more contextualized, culturally responsive, and sustainable model of inclusive education.

## **METHOD**

This study employed a Systematic Literature Review (SLR) design to comprehensively analyze inclusive education based on local wisdom within a global perspective. The methodological approach was guided by the principles of transparency, reproducibility, and systematic rigor in the identification, selection, and analysis of relevant literature. Such structured methodologies are analogous to standardized analytical workflows in scientific research, which emphasize consistency and reliability in data acquisition and interpretation.

The review process commenced with the identification phase, during which relevant studies were retrieved from the Scopus database using predefined keywords, including “Culturally Responsive Inclusion,” “Community-Based Inclusive Education,” and “Indigenous

Inclusive Education.” The search was limited to publications between 2015 and 2025, yielding an initial corpus of 33 articles. Subsequently, a screening process was conducted to exclude studies that did not meet the inclusion criteria, such as articles lacking abstracts, those not aligned with the research focus, and publications that did not meet journal quality standards (Q1–Q4).

The inclusion criteria for this study were defined as follows: (1) articles published in peer-reviewed journals indexed in Scopus (Q1–Q4), (2) studies focusing on inclusive education in relation to local wisdom, indigenous knowledge, or culturally responsive practices, (3) publications within the 2015–2025 period, and (4) articles providing empirical or conceptual insights relevant to the research objectives. Conversely, the exclusion criteria included: (1) articles not directly related to inclusive education or lacking a clear connection to local or cultural contexts, (2) publications without accessible abstracts or full texts, (3) non-peer-reviewed documents such as conference abstracts, editorials, or book reviews, and (4) duplicate or redundant studies. These criteria were applied systematically to ensure the relevance, quality, and consistency of the selected literature. This step resulted in 21 articles selected for further screening.

The eligibility stage involved an in-depth assessment of the full-text articles to ensure their relevance to the research objectives. Through this process, 13 articles were deemed suitable for inclusion in the final analysis. Therefore, the dataset for this study comprised 13 peer-reviewed articles addressing inclusive education based on local wisdom within a global framework. A structured data extraction form was developed as the primary research instrument, incorporating key analytical indicators, including: (i) the evolution of inclusive education concepts, (ii) implementation factors (pedagogical, social, cultural, leadership, and policy dimensions), and (iii) forms of integration of local wisdom within inclusive education. This instrument facilitated the systematic identification, categorization, and synthesis of findings across the selected studies.

The data collection procedure followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, encompassing four sequential stages: identification, screening, eligibility, and inclusion. This framework ensured methodological transparency and enhanced the replicability of the study, consistent with best practices in systematic evidence synthesis. Data analysis was conducted using thematic analysis combined with a narrative synthesis approach. Findings from the selected studies were categorized into key thematic domains aligned with the research questions. The analytical process was iterative, enabling the identification of patterns, relationships, and gaps within the existing literature.

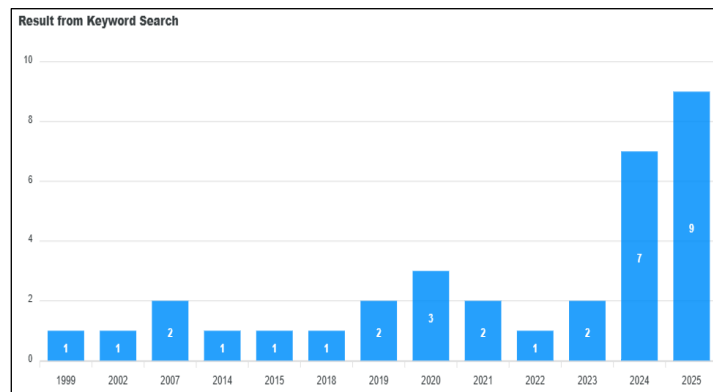
This approach not only facilitated a critical synthesis of prior research but also supported the development of an integrated conceptual framework.

Overall, the methodological design adopted in this study provides a robust and reproducible framework for analyzing inclusive education based on local wisdom, allowing future researchers to replicate the procedures and generate comparable findings within similar or extended contexts.

## RESULTS

### Distribution and Trends of Publications

The literature search identified a total of 33 articles indexed in the Scopus database within the publication period of 2015–2025. The temporal distribution of publications reveals a notable upward trend, particularly in recent years. During the initial period (2015–2018), the number of publications remained relatively low, averaging approximately one article per year. This was followed by a gradual increase between 2019 and 2021, with two to three publications annually. A significant surge was observed in 2024 and 2025, with seven and nine publications, respectively.

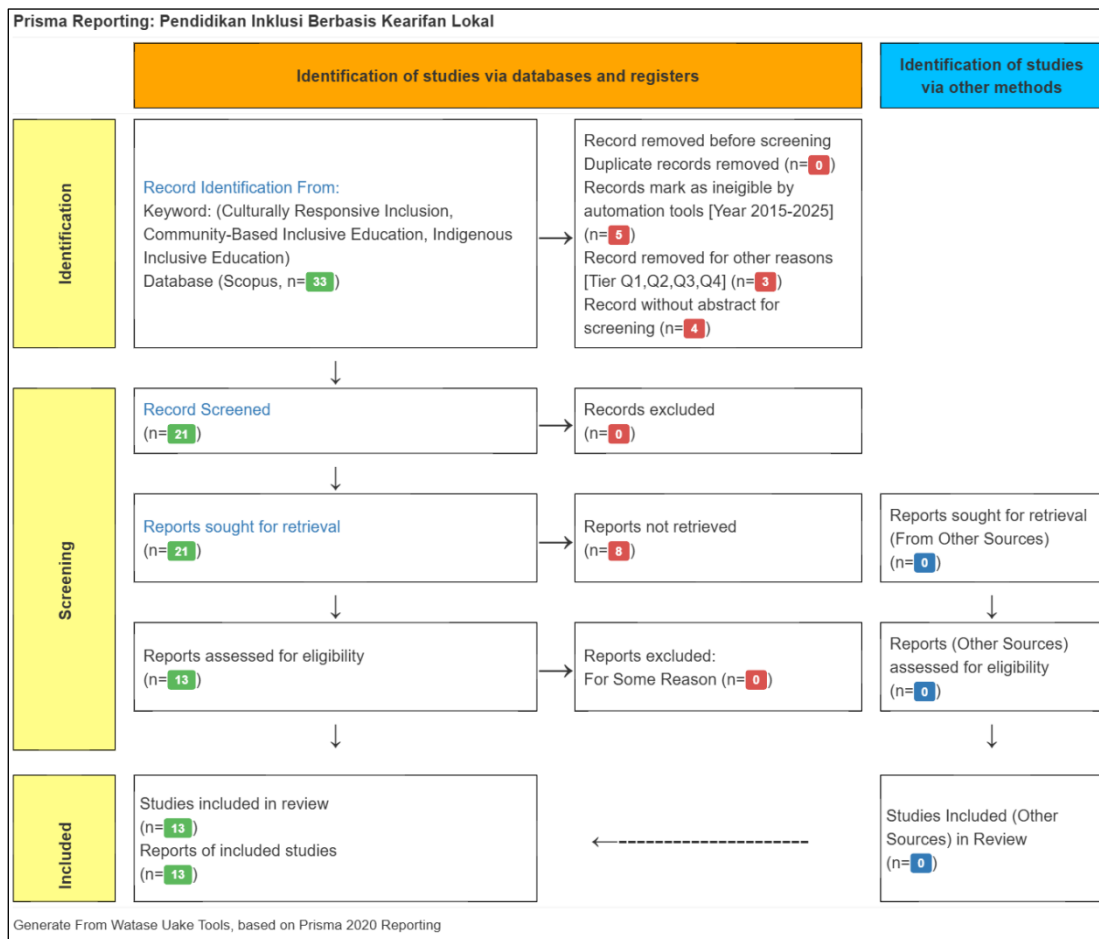


**Figure 1.** Publication trends in local wisdom-based inclusive education research by year

This trend indicates a growing scholarly interest in inclusive education based on local wisdom within a global framework. The increasing number of publications suggests that the field is still evolving and has not yet reached saturation. Moreover, the upward trajectory reflects the increasing relevance of culturally grounded approaches in global education discourse. Such trends are consistent with the expansion of research domains that integrate complex, context-sensitive systems requiring multidimensional analytical perspectives.

### Literature Selection Process (PRISMA)

The literature selection process followed the PRISMA framework, ensuring a transparent and systematic progression from identification to final inclusion. The initial identification stage yielded 33 articles from the Scopus database. During the preliminary screening, no duplicate records were identified; however, five articles were excluded due to non-compliance with the publication year criteria (2015–2025). Additionally, three articles were excluded based on journal quality criteria (Q1–Q4), and four articles were removed due to the absence of accessible abstracts.



**Figure 2.** PRISMA flow diagram of literature selection in local wisdom-based inclusive education studies

Following this stage, 21 articles remained for further screening, with no additional exclusions at this phase. During the retrieval stage, eight articles could not be accessed in full text, resulting in 13 articles eligible for detailed analysis. Ultimately, all 13 articles met the inclusion criteria and were incorporated into the final synthesis. This rigorous selection process demonstrates adherence to systematic review standards and enhances the reliability and

reproducibility of the findings, analogous to structured workflows in analytical methodologies that prioritize data integrity.

### **Distribution of Research Keywords**

The analysis of keywords revealed three primary thematic categories used in the literature search: *Culturally Responsive Inclusion*, *Community-Based Inclusive Education*, and *Indigenous Inclusive Education*. These findings indicate that the dominant research focus lies in culturally responsive approaches and indigenous-based inclusive education, while community-based approaches are comparatively less represented. The variation in keyword distribution reflects the diversity of conceptual frameworks within the field. The prominence of terms such as “indigenous” and “culturally responsive” underscores the increasing emphasis on cultural dimensions in inclusive education research. Furthermore, the use of multiple keyword categories enabled a broader and more comprehensive coverage of relevant literature, thereby strengthening the analytical scope of the study.

### **Characteristics of the Selected Studies**

The synthesis of the selected studies demonstrates a wide geographical distribution, encompassing contexts from both developed and developing countries, including Canada, the United States, Indonesia, Colombia, Greece, South Africa, and Algeria. The methodological approaches employed across the studies vary considerably, including qualitative, experimental, descriptive, and conceptual designs, with a predominance of qualitative methodologies. The focus of the studies spans multiple dimensions, including pedagogical practices, policy frameworks, leadership, cultural integration, and socio-emotional aspects of inclusive education. This diversity highlights the multifaceted nature of inclusive education based on local wisdom. The heterogeneity of methods and contexts reflects the complexity of the field, similar to multi-approach analytical strategies used to characterize complex systems from complementary perspectives.

### **Main Findings Based on Research Focus**

The thematic synthesis of the selected studies reveals several key findings across major analytical dimensions. First, from a pedagogical perspective, intercultural competence and experiential learning are identified as critical factors in supporting inclusive education. Second, in terms of social and emotional dimensions, culturally grounded approaches contribute significantly to improving learners’ well-being and adaptation. Third, from a leadership

perspective, culturally responsive leadership plays a crucial role in facilitating the successful implementation of inclusive education. Fourth, in the policy domain, inclusive policies are shown to enhance access and opportunities for marginalized groups, although implementation challenges persist. Fifth, from a cultural perspective, the integration of local wisdom enhances the relevance and contextualization of educational practices.

Additionally, community participation emerges as a key element in strengthening inclusive education, particularly in aligning educational practices with local needs and values. Overall, these findings demonstrate that inclusive education based on local wisdom is inherently multidimensional, involving interconnected pedagogical, social, cultural, leadership, and policy factors. This complexity underscores the necessity of adopting integrative and systemic approaches to effectively address inclusive education in a global context.

**Table 1.** Characteristics of selected studies

No.	Author(s) & Year	Location	Research Focus	Methodological Approach	Key Findings
1	Koutouki et al. (2015)	Canada	Indigenous knowledge	Analytical	Integration of Inuit knowledge is essential for inclusive education
2	Van Boxtel (2017)	El Salvador	Teacher competence	Project-based	Professional development enhances inclusive practices
3	Polat et al. (2019)	United States	Teacher attitudes	Experimental	Direct experience improves inclusive attitudes
4	Daya & Beard (2020)	United States	Diversity in education	Theoretical	Inclusion of diverse voices improves learning quality
5	Cooper et al. (2020)	United States	Educational leadership	Conceptual	Leadership significantly influences inclusive environments
6	Phillippi et al. (2021)	United States	Inclusive policy	Descriptive	Alternative programs support marginalized groups
7	Bennouna et al. (2021)	United States	Social-emotional learning	Qualitative	SEL enhances student adaptation and inclusion
8	Andriana et al. (2022)	Indonesia	Curriculum development	Policy analysis	Curriculum lacks integration of cultural inclusivity
9	Morales & Calvo (2022)	Colombia	Community participation	Qualitative	Community engagement strengthens inclusive education
10	Savvopoulos et al. (2022)	Greece	School leadership	Qualitative	Principals play a critical role in inclusive school culture
11	Somo (2024)	Global	Trauma-informed approach	Qualitative	Trauma significantly affects inclusion processes
12	Ebersöhn (2024)	South Africa	Local knowledge systems	Theoretical	Local wisdom offers solutions to global educational inequality
13	Boukhari (2025)	Algeria	Cultural identity	Qualitative	Cultural identity enhances student engagement and inclusion

## DISCUSSION

### **Evolution of Concepts and Approaches to Inclusive Education Based on Local Wisdom in a Global Perspective**

The findings of this study indicate a substantial paradigm shift in the conceptualization of inclusive education based on local wisdom within a global perspective. Initially oriented toward access and integration, inclusive education has progressively evolved into a comprehensive and systemic framework that emphasizes responsiveness to the holistic diversity of learners. This transformation reflects a movement from a deficit-based model toward a diversity-oriented and context-sensitive paradigm, in which educational systems are restructured to accommodate social, cultural, and psychological dimensions of learners.

This evolution aligns with the findings of Koutouki et al., (2015), who emphasize that indigenous knowledge systems such as Inuit knowledge play a strategic role in shaping inclusive and sustainable education. Such knowledge systems function not only as informational resources but also as epistemological foundations embedded with cultural, spiritual, and social values. However, the persistence of a gap between formal education systems and local socio-cultural realities suggests that education often lacks contextual relevance. The present study reinforces this perspective, demonstrating that the integration of local wisdom is essential for bridging the disconnect between global educational policies and local needs.

Furthermore, the evolution of inclusive education concepts reveals a shift toward participatory and community-based approaches. Morales & Calvo (2022) highlight that active community participation enhances inclusion and empowerment by enabling communities to express and integrate their cultural values within educational processes. Similarly, Ebersöhn (2024) argues that local knowledge can serve as a viable solution to global educational inequalities, particularly in culturally diverse societies. These findings suggest that inclusive education based on local wisdom is not only locally relevant but also globally significant, as it provides a framework for balancing universal standards with contextual specificity.

From a pedagogical perspective, this conceptual evolution is characterized by an increased emphasis on culturally responsive teaching practices. Van Boxtel (2017) identifies intercultural competence as a critical factor in enabling teachers to effectively respond to learner diversity. Polat et al., (2019) further demonstrate that direct engagement with diverse cultural contexts can positively influence teachers' attitudes toward inclusion. Additionally, Daya & Beard (2020) emphasize the importance of culturally responsive teaching in fostering inclusive learning environments. The present findings corroborate these studies, indicating that the

integration of local wisdom into pedagogical practices enhances both the relevance and effectiveness of learning processes. Overall, the results suggest that inclusive education based on local wisdom is evolving toward a holistic, contextual, and participatory model. Education is no longer perceived as a uniform system but rather as a dynamic and adaptive process that must align with the socio-cultural contexts of learners. This shift underscores the strategic role of local wisdom in advancing equitable, relevant, and sustainable education within a global framework.

### **Factors Influencing the Implementation of Inclusive Education Based on Local Wisdom**

The findings demonstrate that the implementation of inclusive education based on local wisdom is influenced by a complex interplay of pedagogical, social, cultural, leadership, and policy-related factors. These dimensions are interconnected and collectively determine the effectiveness of inclusive practices. From a pedagogical standpoint, teacher intercultural competence emerges as a central determinant. Van Boxtel (2017) highlights that professional development focused on intercultural competencies enhances teachers' ability to design and implement inclusive learning strategies. This is further supported by Polat et al., (2019), who show that experiential engagement with cultural diversity fosters more positive attitudes toward inclusion. These findings indicate that the success of inclusive education is not solely dependent on policy frameworks but also on the capacity of educators to understand and respond to diversity.

In terms of social and emotional dimensions, culturally grounded approaches are shown to play a crucial role in supporting student well-being. Bennouna et al., (2021) demonstrate that culturally responsive social-emotional learning (SEL) enhances adaptation and resilience, particularly among vulnerable populations such as refugees. Similarly, Somo (2024) emphasizes the importance of trauma-informed approaches in addressing the needs of learners with adverse experiences, while Boukhari (2025) highlights the role of culturally informed relational approaches in increasing student engagement. These findings underscore the necessity of addressing learners' psychosocial needs within inclusive education frameworks.

Leadership also emerges as a critical factor in shaping inclusive educational environments. Cooper et al., (2020) argue that culturally responsive and anti-discriminatory leadership can drive structural transformation within educational institutions. Likewise, Savvopoulos et al., (2022) identify school leaders as key agents in fostering inclusive school cultures. These findings suggest that leadership extends beyond administrative functions and plays a transformative role in promoting inclusion.

From a policy perspective, inclusive education policies are essential for ensuring equitable access and opportunities. Phillippi et al., (2021) demonstrate that alternative education programs can effectively support marginalized groups. However, Andriana et al. (2022) highlight that existing policies, particularly in the Indonesian context, have yet to fully integrate local wisdom. This indicates a persistent gap between policy formulation and practical implementation.

Collectively, these findings reveal that the implementation of inclusive education based on local wisdom is inherently complex and requires a comprehensive, multi-level approach. Effective implementation depends on the alignment of pedagogical practices, socio-cultural considerations, leadership strategies, and policy frameworks.

### **Integration of Local Wisdom and its Implications**

The findings indicate that the integration of local wisdom into inclusive education can be operationalized through multiple pathways, including curriculum design, pedagogical practices, policy frameworks, and community participation. Andriana et al., (2022) demonstrate that culturally grounded curricula enhance the relevance of learning and increase student engagement. Similarly, Daya & Beard (2020) emphasize that culturally responsive teaching enables learners to express their cultural identities within the learning process. Bennouna et al., (2021) further show that integrating cultural values into social-emotional learning contributes to improved student well-being.

The implications of integrating local wisdom are significant in terms of educational quality, relevance, and sustainability. Koutouki et al., (2015) highlight that education grounded in local knowledge systems supports long-term sustainability by aligning educational practices with community values. Morales & Calvo (2022) demonstrate that community participation enhances empowerment and ownership of educational processes, while Ebersöhn (2024) argues that local wisdom offers viable solutions to global educational inequalities. These findings suggest that the integration of local wisdom not only enhances the contextual relevance of education but also contributes to the development of sustainable and equitable educational systems. In this sense, local wisdom serves as both a pedagogical resource and a strategic framework for addressing global challenges in education.

### **Significance, Contributions, Implications, and Limitations**

The findings of this study hold significant implications for the advancement of educational research and practice, particularly in the field of inclusive education. The study contributes theoretically by integrating global perspectives and local wisdom into a unified analytical framework, thereby addressing a critical gap in the existing literature. Practically, it offers insights for policymakers, educators, and stakeholders in designing more contextually responsive and inclusive educational systems. The implications of this study emphasize the importance of multi-stakeholder engagement, including teachers, school leaders, policymakers, and local communities, in the development of inclusive education. The integration of local wisdom is shown to enhance not only the relevance of education but also its sustainability and cultural responsiveness.

However, several limitations should be acknowledged. The relatively small number of analyzed studies ( $n = 13$ ) may limit the generalizability of the findings. Additionally, the geographical distribution of the studies is uneven, with certain regions being overrepresented. Furthermore, the predominance of qualitative methodologies may constrain the ability to generalize results across contexts. Future research should therefore expand the scope of analysis by incorporating a larger and more diverse body of literature, as well as employing mixed-methods approaches to strengthen the robustness and generalizability of findings. Despite these limitations, this study provides a comprehensive and integrative contribution to the understanding of inclusive education based on local wisdom within a global perspective.

### **CONCLUSION**

This study concludes that inclusive education based on local wisdom within a global perspective has undergone a significant transformation toward a more holistic, contextual, and participatory approach. The findings indicate that inclusive education is no longer limited to issues of access, but has evolved into a systemic transformation capable of accommodating the diverse needs of learners, encompassing social, cultural, and emotional dimensions. This paradigm shift reflects the growing recognition of diversity as a central element in educational systems, requiring adaptive and context-sensitive strategies.

Furthermore, the study identifies that the implementation of inclusive education based on local wisdom is influenced by several key factors, including teachers' pedagogical competence, learners' social and emotional conditions, cultural values, educational leadership, and supportive policy frameworks. These interconnected factors collectively determine the effectiveness and sustainability of inclusive practices. The integration of local wisdom is shown

to enhance the relevance of learning, strengthen learners' cultural identity, and contribute to the sustainability of educational systems within a global context. From a theoretical perspective, this study contributes to the advancement of inclusive education by proposing an integrative conceptual framework that bridges global perspectives and local wisdom. It reinforces the position of local knowledge as a strategic component in developing equitable, relevant, and sustainable education systems. Consequently, the findings not only enrich theoretical discourse but also provide an empirical foundation for the development of policies and practices in inclusive education across diverse contexts.

## **RECOMMENDATIONS**

In terms of recommendations, future research should expand the scope and depth of investigation on inclusive education based on local wisdom, particularly in relation to its implementation across different regions and educational levels. It is recommended that subsequent studies adopt more diverse methodological approaches, such as mixed methods or longitudinal designs, to generate a more comprehensive understanding of the effectiveness and long-term impact of integrating local wisdom into inclusive education. Moreover, future research should focus on developing practical models or implementation frameworks that can be adapted by educational institutions. The exploration of technology integration is also essential, particularly in the context of globalization and digital transformation, to support the incorporation of local wisdom in inclusive learning environments. Strengthening the involvement of local communities in research processes is equally important to ensure that proposed approaches are aligned with societal needs and cultural contexts. Finally, expanding research across diverse countries and cultural settings is necessary to enrich the global perspective and enhance the generalizability of findings. By addressing these directions, future studies are expected to overcome the limitations of the present research and provide broader contributions to the development of inclusive education grounded in local wisdom.

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