

Trends and Practices of Inclusive and Equitable Education: A Systematic Literature Review (2015–2025)

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Abstract

This research maps the landscape of studies on inclusive and equitable education in the period 2015–2025. The method used is a systematic literature review following the PRISMA flow. Data were obtained from the Scopus database using the keywords "inclusive education" and "equitable education." From an initial search of 9,797 documents, the screening process yielded 84 articles, then 55 articles were obtained after the eligibility stage, and finally, 48 articles were analyzed further.

This study addresses three main questions: (1) will inclusive and equitable education remain a significant area of academic study in the future, particularly within the context of education; (2) how is research on this topic distributed and focused in academic publications; and (3) what are the theoretical and practical implications arising from research on inclusive and equitable education for the future development of education?

The research findings indicate that the issue of inclusive and equitable education remains relevant and continues to evolve, with diverse thematic and methodological contributions. This study emphasizes the importance of strengthening inclusive perspectives in education, while also opening opportunities for future research agendas to deepen both theoretical and implementative aspects in achieving educational equity for all students.

Keywords: inclusive education, equitable education, systematic literature review, educational equity, future of education