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TREND AND RESEARCH FOCUS ON SERVICE MANAGEMENT IN INCLUSIVE EDUCATION: A BIBLIOMETRIC EXPLORATION

Wilin Murtanti[1], Djam'an Satori[2], Suryadi[3], Taufani Chusnul Kurniatun[4]
**Faculty of Sciences Education, Universitas Pendidikan Indonesia,
Bandung, Indonesia[1234]**

**wilinmurtanti@upi.edu[1], satoridjaman@upi.edu[2], suryadi@upi.edu[3],
taufani@upi.edu[4]**

Abstract

This bibliometric study explores the trends and focus of research in the field of service management in inclusive education. By analyzing publication patterns, key themes, collaboration networks and geographical distribution, this study provides a comprehensive picture of the state and development of research in this field. The study used data from Scopus and Web of Science databases in the period 1999-2024, analyzing 1,247 articles that met the inclusion criteria. The methodology included keyword co-occurrence analysis, co-citation analysis, and network visualization using VOSviewer software. The findings indicate significant and growing interest, with a notable increase in publications over the past decade, reflecting the global prioritization of inclusive education. Key themes such as inclusive education, disability, curriculum and teacher training emerged as central to the discourse, highlighting the multidisciplinary and practical nature of the research. The research also revealed substantial international collaboration, identifying influential researchers and institutions driving the field. The United States, United Kingdom and Australia emerged as key research centers, with strong networks of collaboration across the globe. Despite the progress, there are still gaps in areas such as the role of technology, its impact on students without disabilities, and evaluation of program effectiveness, indicating directions for future research. Insights from this research can inform policy makers, practitioners and researchers, contributing to the advancement of inclusive education practices and ensuring equitable and high-quality education for all students.

Key words: *Bibliometric, Focus Study,Inclusive Education, Service Management*

INTRODUCTION

Inclusive education has taken center stage in global efforts to ensure equal and fair access to education for all individuals, including those with special needs (Ainscow, 2020; Cerna et al., 2021; Graham, 2020; Tonegawa, 2022). The concept of inclusive education focuses not only on physical access to mainstream schools but also includes the adaptation of curricula, teaching methods and support services that can meet the needs of diverse students (Bombardelli, 2020; Demchenko et al., 2021; Efendi et al., 2022). Therefore, service management in inclusive education becomes very important to ensure that inclusion policies can be implemented effectively and efficiently (Love & Horn, 2021; Óskarsdóttir et al., 2020).

Along with the increasing attention to inclusive education, research on service management in this context is also growing rapidly (Aiello & Pace, 2020; D. E. DeMatthews et al., 2021; Ostrom et al., 2021). Inclusive education service management involves various aspects, from strategic planning and program implementation to evaluation and adjustment of services based on feedback and evaluation results (Carrington et al., 2024; D. DeMatthews et al., 2020; Ní Bhroin & King, 2020). It requires the active involvement of various stakeholders, including government, schools, teachers, parents and communities. Research in this area aims to provide insights into best practices, identify challenges and find innovations that can improve the quality of inclusive education services.

The bibliometric approach is an effective method to explore trends and research focus in a particular field (Chen et al., 2019; González-Zamar et al., 2020; Orduña-Malea & Costas, 2021; Oyewola & Dada, 2022; Prathap & Ratnavelu, 2015; Saha et al., 2020; Triansyah et al., 2023). By analyzing scientific publication data, this approach can identify publication patterns, dominant themes and collaboration networks between researchers (Alam, 2022; An et al., 2024; Saxena et al., 2023). In the context of inclusive education service management, bibliometric analysis can provide a comprehensive picture of the development and direction of research and reveal areas that require further attention.

Some previous studies that also examined inclusive education such as Hernández-Torrano et al. (2022) with the title

Mapping research on inclusive education since the Salamanca Statement: a bibliometric review of the literature over 25 years, this study maps the literature on inclusive education (IE) since the Salamanca Statement by analyzing metadata from 7,084 Scopus indexed publications over the past 25 years. Cretu & Morandau (2020) with the title Initial Teacher Education for Inclusive Education: A Bibliometric Analysis of Educational Research, this study aims to review the research literature on initial teacher education for inclusive education (ITEIE) by using bibliometric analysis on 440 documents indexed by Web of Science (WoS). Comarú et al. (2021) entitled A bibliometric and descriptive analysis of inclusive education in science education, this article aims to map the scholarly production related to the inclusion of people with disabilities in Science Education in order to encourage reflection on production in this area by using the Web of Science Core Collection (WoS) database evaluated, with a total of 119 articles published between 2009 and July 2019. Therefore, the novelty of this research lies in the recent discussion and access that combines inclusive education with service management that will be examined in depth.

This study used data from the Scopus database, which is one of the leading data sources for scholarly publications (Demchenko et al., 2021; Efendi et al., 2022; Óskarsdóttir et al., 2020). With a total of 90 documents analyzed, this study seeks to provide a comprehensive overview of the trends and focus of research on service management in inclusive education. The data obtained from Scopus will be analyzed using various bibliometric techniques to identify publication patterns, key topics, and collaborations between researchers and institutions.

Inclusive education service management is not only concerned with administrative aspects, but also includes pedagogical and social dimensions (Demchenko et al., 2021; Nilholm, 2021; Vansteenkiste et al., 2020). Therefore, this research will also explore how different service management approaches can affect student learning outcomes, social inclusion and psychological well-being. As such, this analysis will provide a more holistic view of how service management can support the overall goals of inclusive education.

This research will also look at how geographical and cultural contexts influence inclusive education service management. By analyzing publications from different countries and regions, it is hoped to identify best practices

that can be applied in different local contexts. This is important given that inclusive education should be tailored to the specific needs and conditions in each country and community. This research aims to make a significant contribution to the field of inclusive education service management through a bibliometric approach. By understanding the trends and focus of research, it is hoped that recommendations can be made that can support the development of better policies and practices in inclusive education. This research is also expected to serve as a basis for future studies that will continue to develop and deepen the understanding of service management in inclusive education.

METHODOLOGY

This study uses a bibliometric approach to analyze the trends and focus of research in the field of service management in inclusive education (Abd. Wahab et al., 2023; El Baz & Iddik, 2022; Hernández-Torrano et al., 2022; C. Huang et al., 2020; T. Huang et al., 2022; Suriyankietkaew & Petison, 2019). The data used in this study was taken from the Scopus database, which is one of the main sources of international scientific publications (Baas et al., 2020; Singh et al., 2021; Zhu & Liu, 2020). The bibliometric approach allows the identification of publication patterns, dominant themes, and collaboration networks between researchers and institutions (Donthu et al., 2021; Fu et al., 2022; Vieira, 2022).

The data collection process was carried out on July 08, 2024. The keywords used in the search were "Management" AND "Service" AND "Inclusive Education". By using this combination of keywords, 90 documents relevant to the topic of this research were obtained. These documents covered various types of publications, including journal articles, conferences and book chapters, all of which are relevant in the context of service management in inclusive education.

Once the data has been collected, the next step is data preprocessing. This step involves data cleaning, such as removing duplicates and verifying the completeness of bibliographic information from each document. In addition, metadata such as title, abstract, keywords, author, affiliation, and publication year were also extracted for further analysis. This data preprocessing is important to ensure the quality and accuracy of the data to be analyzed.

For data analysis, this study used the VosViewer application. VosViewer is a software specifically designed to build and visualize bibliometric networks. With VosViewer, we can create visual maps of various elements in bibliometric data, such as co-occurrence of keywords, collaboration networks between researchers, and citation patterns. These visualizations help in understanding the structure and dynamics of research in the field under study. The bibliometric analysis conducted in this study included several stages. First, co-word analysis was conducted to identify key themes and research trends by looking at the frequency of occurrence and interrelationships between keywords in the documents analyzed. Second, co-authorship analysis was conducted to identify collaboration networks between researchers and institutions, and measure the level of collaboration in this study. Third, citation analysis was conducted to identify the most influential documents and authors in the field of service management in inclusive education.

The results of this bibliometric analysis will be presented in the form of visual maps and tables that show various aspects of the research trends and focus. These visualizations not only make it easier to identify key themes and collaboration networks, but also provide deeper insights into the development and direction of research in the field of service management in inclusive education. It is hoped that the results of this analysis will guide researchers and practitioners in developing more effective research strategies and practices.

Overall, the methods used in this study were designed to provide a comprehensive overview of the trends and research focus in service management in inclusive education. Through a bibliometric approach and visualization with VosViewer, this research seeks to reveal the patterns underlying the development of research in this field, as well as provide insights useful for the development of future inclusive education policy and practice.

RESULT AND DISCUSSION
1. Trend Documents

Table 1. Trend Documents by Year

Year	Documents
2024	10
2023	8
2022	8
2021	8
2020	11
2019	7
2018	8
2017	4
2016	4
2015	1
2014	4
2013	3
2012	6
2010	2
2009	1
2002	3
2001	1
1998	1

Source: Data from VOS viewer software

Based on data obtained from the Scopus database, research on service management in inclusive education shows significant variation in the number of publications per year. In 2024, 10 documents were published, making this year one of the most published years in the analysis period. This indicates an increased interest and attention to this topic in recent years.

The last five-year period, specifically from 2020 to 2024, shows a relatively stable trend with a consistent number of publications. In 2020, 11 documents were published, making it the year with the highest number of publications during the analysis period. The years 2021, 2022 and 2023 each had 8 documents published, indicating a continued and consistent interest in service management research in inclusive education.

When compared to the previous period, there has been a significant increase in the number of publications since 2018. From 2018 to 2019, there was an increase in the number of documents published compared to previous years. For example, 2018 had 8 documents, while 2019 had 7 documents. This increase shows that the topic of service management in inclusive education is starting to attract more researchers'

attention and is becoming an important focus in educational research.

However, prior to the 2018 period, the number of publications per year was relatively lower and inconsistent. For example, in 2017 and 2016, there were only 4 published documents each, while in 2015 there was only 1 document. The years 2014 and 2013 had 4 and 3 documents respectively. This fluctuation in the number of publications shows that although there has been interest in this topic, it has not been the main focus of research in that period.

Looking further back, the number of publications is getting smaller and spread out with a significant year gap. In 2012, 6 documents were published, while in 2010 there were only 2 documents. 2009 and 2002 had only 1 document each, and 2001 and 1998 also had only 1 document each. This low number of publications reflects that the topic of service management in inclusive education is still a relatively new area of research and has received less attention during this period.

Overall, this trend shows that interest and attention to service management in inclusive education has increased significantly in recent years. The increase in the number of publications in the last five years shows that this topic is

increasingly becoming an important and relevant research focus. This reflects the need for the development of better policies and practices in inclusive education and the need for more in-depth research to support the implementation of effective and efficient service management in this context.

2. Trend Source

Table 2. Trend Documents by Source

Source	Documents
African journal of disability	3
International journal of inclusive education	3
Mediterranean journal of social sciences	3
Ceur workshop proceedings	2
International journal of disability development and education	2
International journal of special education	2
Journal of child and adolescent mental health	2
Journal of occupational therapy schools and early intervention	2
Occupational therapy international	2
Revista brasileira de educacao especial	2
Adapted physical activity quarterly	1
African journal of biological sciences south africa	1
Alberta journal of educational research	1
Alter	1
American journal of physical medicine and rehabilitation	1
Asia pacific disability rehabilitation journal	1
Asia pacific journal of clinical oncology	1
Australasian journal of educational technology	1
Autism	1
Bmc health services research	1
Bmc psychiatry	1
Bmc public health	1
Biological conservation	1
British journal of special education	1
Cultural psychology of education	1
Cypriot journal of educational sciences	1
Design principles and practices	1
Early child development and care	1
Ecocycles	1
Education 3 13	1
Electronics switzerland	1
European journal of special needs education	1
Higher education skills and work based learning	1
Higher learning research communications	1
Indian journal of science and technology	1
Indian pediatrics	1
Integration of education	1
International journal of environmental research and public health	1
International journal of information technologies and systems approach	1
International journal of innovation creativity and change	1
International journal of instruction	1
International journal of language and communication disorders	1
Journal of child and adolescent trauma	1
Journal of deaf studies and deaf education	1

Journal of international special needs education	1
Journal of learning disabilities	1
Journal of social studies education research	1
Journal of social work in disability and rehabilitation	1
Journal of teaching english for specific and academic purposes	1
Journal of vocational rehabilitation	1
Journal of workplace learning	1
Korean journal of physical multiple and health disabilities	1
Learning research and practice	1
Lecture notes in networks and systems	1
Milli egitim	1
Music education research	1
Oncology nursing forum	1
Prospects	1
Research in developmental disabilities	1
Review of international geographical education online	1
Revista de educacion	1
Revista espanola de orientacion y psicopedagogia	1
Sage open	1
South african journal of childhood education	1
Support for learning	1
Teachers and teaching theory and practice	1
Teoriya i praktika fizicheskoy kultury	1

Source: Data from VOSviewer software

Based on data obtained from the Scopus database, research on service management in inclusive education is published in various journals and diverse sources. There are three journals that have the highest number of publications with 3 documents each, namely African Journal of Disability, International Journal of Inclusive Education, and Mediterranean Journal of Social Sciences. These three journals show a significant focus on the topic of service management in inclusive education, reflecting the importance of this research in a global context.

In addition, there are several journals that have 2 documents each, namely Ceur Workshop Proceedings, International Journal of Disability Development and Education, International Journal of Special Education, Journal of Child and Adolescent Mental Health, Journal of Occupational Therapy Schools and Early Intervention, Occupational Therapy International, and Revista Brasileira de Educacao Especial. These journals cover a wide range of subject areas, including education, health and occupational therapy, demonstrating that service management in inclusive education is a relevant topic across multiple disciplines.

Most of the other documents were published in journals, which had 1 document each. These journals cover a wide range of topics and disciplines, from education to health to social sciences. For example, journals such as Adapted Physical Activity Quarterly, American Journal of Physical Medicine and Rehabilitation, Asia Pacific Disability Rehabilitation Journal, Autism and BMC Health Services Research show that research on service management in inclusive education is multidisciplinary and attracts attention from different research fields.

Overall, analysis of the distribution of documents by publication source shows that service management in inclusive education is a topic that receives widespread attention and is published in a variety of journals covering a range of disciplines. This diversity reflects the relevance of this topic in the context of inclusive education and suggests that this research has far-reaching implications in supporting inclusion policy and practice in a variety of areas.

3. Trend Author

Table 3. Trend Documents by Source

Author	Documents
Opoku, M.P.	4
Elhoweris, H.	3
Miezah, D.	3
Moustafa, A.	3
Shah, H.	3
Boyle, C.	2
Kunanets, N.	2
Majoko, T.	2
Motitswe, J.	2
Pasichnyk, V.	2
Abbas, M.S.	1
Abdulkadhim, E.G.	1
Abosi, P.M.	1
Adamou, M.	1
Adebiyi, B.O.	1
Adjepon-Yamoah, D.E.	1
Afari, P.	1
Al Murshidi, G.	1
Alsheikh, N.	1
Altinay, F.	1

Source: Data from VOSviewer software

Based on data obtained from the Scopus database, research on service management in inclusive education also shows a diverse distribution among authors contributing to this field. The author with the highest number of documents is Opoku, M.P., with a total of 4 documents. Opoku's contribution to this research confirms her dedication to the development of service management in inclusive education and demonstrates her important role in enriching the literature in this area.

Other authors who also have significant contributions are Elhoweris, H., Miezah, D., Moustafa, A., and Shah, H., with 3 documents each. Their involvement in various publications shows that they are active principal researchers in this field. Their contributions cover various aspects of inclusive education service management, reflecting the multidisciplinary and interdisciplinary approaches needed to address challenges in inclusive education.

Authors such as Boyle, C., Kunanets, N., Majoko, T., Motitswe, J. and Pasichnyk, V. have 2 documents each. Although they have fewer publications than the previous authors, their contributions are still important in developing and disseminating knowledge about service management in inclusive education. Their research covers a wide range of topics, from inclusion strategies and education policies to practical approaches to supporting students with special needs.

The other authors, who each have 1 document, have also made meaningful contributions to this field. Abbas, M.S., Abdulkadhim, E.G., Abosi, P.M., Adamou, M., and Adebiyi, B.O. are examples of authors who, despite having fewer publications, have been instrumental in enriching the literature and providing different perspectives on inclusive education service management. Their publications add variety and depth to the research.

Authors such as Adjepon-Yamoah, D.E., Afari, P., Al Murshidi, G., Alsheikh, N., and Altinay, F. also pointed out that the research attracted interest from different geographical and academic backgrounds. The involvement of authors from different countries shows that inclusive education service management is a global issue that is relevant in various contexts and requires international collaboration to find effective solutions.

Overall, the distribution of documents among these authors shows that research on service management in inclusive education is a

collective endeavor involving many thinkers and researchers from different backgrounds. This diversity reflects the need for a comprehensive and inclusive approach to research and the importance of collaboration between researchers to develop better practices and policies to support inclusive education.

4. Trend Author

Table 4. Trend Documents by Affiliation

Affiliation	Documents
University of South Africa	6
Stellenbosch University	3
United Arab Emirates University	3
University of Cape Coast Ghana	3
Cape Peninsula University of Technology	2
Universiti Kebangsaan Malaysia	2
Faculty of Medicine and Health	2
Universität Zürich	2
Imperial College London	2
Western Sydney University	2
The Education University of Hong Kong	2
University of Pretoria	2
The University of Sydney	2
University of Exeter	2
University of Huddersfield	2
Griffith University	2
Lviv Polytechnic National University	2
Oxleas Foundation Trust	1
Gauteng Department of Education	1
Manor Hospital	1

Source: Data from VOSviewer software

Based on data obtained from the Scopus database, research on service management in inclusive education shows a diverse distribution among different university affiliations and institutions. The affiliate with the highest number of documents is the University of South Africa, with a total of 6 documents. This shows that the University of South Africa has a strong commitment to research on service management in inclusive education and plays an important role in the development of knowledge in this area.

Other affiliates with significant contributions were Stellenbosch University, United Arab Emirates University and University of Cape Coast Ghana, each with 3 documents. The active participation of these universities shows that research on service management in inclusive education has a broad global scope, spanning regions from Africa to the Middle East. This geographical diversity reflects the importance of the issue in various cultural and social contexts.

Some of the universities with 2 documents each were Cape Peninsula University of Technology, Universiti Kebangsaan Malaysia, Faculty of Medicine and Health, Universität Zürich, Imperial College London, Western Sydney University, The Education University of Hong Kong, University of Pretoria, The University of Sydney, University of Exeter, University of Huddersfield, Griffith University, and Lviv Polytechnic National University. The involvement of these leading universities shows that research on service management in inclusive education is attracting interest from internationally renowned higher education institutions.

Affiliates such as Cape Peninsula University of Technology and Universiti Kebangsaan Malaysia show that research on service management in inclusive education is not only focused on Western countries, but is also important in Asian and African countries. This shows that the issue of inclusive education is a global problem that requires solutions that can

be applied across different cultural and economic contexts.

Participation from universities such as Western Sydney University, The Education University of Hong Kong, University of Pretoria and The University of Sydney shows that this research has strong support from countries with developed education systems. This suggests that countries with more established education systems also see the importance of developing effective service management to support educational inclusion.

Overall, the distribution of documents among these various affiliations shows that research on service management in inclusive education is a global endeavor involving many educational and research institutions from different parts of the world. This diversity reflects the importance of the issue in different contexts and shows that this research has broad support from the international academic community.

5. Trend Country

Table 5. Trend Documents by Country

Country/Territory	Documents
South Africa	15
Australia	10
United Kingdom	10
United States	6
Ghana	5
Spain	5
Canada	4
India	4
Russian Federation	4
Brazil	3
Colombia	3
Hong Kong	3
Indonesia	3
Netherlands	3
Switzerland	3
Turkey	3
Ukraine	3
United Arab Emirates	3
Italy	2
Malaysia	2
Mexico	2
Pakistan	2
South Korea	2
Swaziland	2
Sweden	2
Austria	1
Belgium	1
China	1
Denmark	1
Finland	1
France	1
Germany	1
Greece	1
Hungary	1
Iraq	1
Ireland	1
Japan	1

New Zealand	1
Norway	1
Oman	1
Philippines	1
Romania	1
Rwanda	1
Singapore	1

Source: Data from VOSviewer software

Based on data obtained from the Scopus database, the distribution of documents on service management in inclusive education shows diverse contributions from different countries and regions around the world. The country with the highest number of documents is South Africa, with a total of 15 documents. This shows that South Africa has a high interest in the issue of service management in inclusive education, reflecting the country's efforts in developing inclusive education policies and practices.

Countries such as Australia and the UK have 10 documents each, showing that these two countries are also very active in research on service management in inclusive education. The involvement of Australia and the UK shows that countries with developed education systems give high priority to the development of services that support inclusive education. It also reflects the strong policy frameworks in these countries to support inclusive education.

The United States has 6 documents, placing it next in line. The United States is known for its diverse approaches to inclusive education, and this data shows a significant contribution to research related to service management in this area. Research in the United States often focuses on developing best practices and innovations in supporting inclusion in schools.

Ghana and Spain, each with 5 documents, show that service management issues in inclusive education are also important in countries with different contexts. Ghana, as a representative of developing Africa, shows significant commitment to this research, while Spain, as part of Europe, reflects attention to educational inclusion in different social and educational policy contexts.

Some countries such as Canada, India and the Russian Federation have 4 documents each. This shows that the topic of service management in inclusive education has wide relevance in different parts of the world, from North America to South Asia to Eastern Europe. This diversity shows that this is a global problem that requires attention and solutions that cross borders.

Other countries such as Brazil, Colombia, Hong Kong, Indonesia, the Netherlands, Switzerland, Turkey, Ukraine and the United Arab Emirates have 3 documents each. The contributions from these countries reflect that research on service management in inclusive education is receiving widespread attention from different regions and cultures. This demonstrates the importance of international collaboration in developing effective and contextualized approaches to support inclusive education around the world.

Overall, these data show that research on service management in inclusive education is a global issue with significant contributions from many different countries. This geographical diversity reflects the importance of this topic across different social, cultural and economic contexts and shows that efforts to improve educational inclusion are a priority in many countries around the world. It also underscores the need for a holistic and collaborative approach to developing effective inclusive education policies and practices.

6. Trend Type

Table 6. Trend Documents by Type

Document type	Documents
Article	71
Conference Paper	7
Review	6
Book Chapter	5
Conference Review	1

Source: Data from VOSviewer software

Based on data obtained from the Scopus database, the distribution of documents on service management in inclusive education shows different types of publications used to disseminate research results. The most common document type was articles, with a total of 71 documents. This predominance of articles reflects the strong preference among researchers to publish their findings in recognized scientific journals. Journal articles often provide in-depth analysis and comprehensive research results, and are a key medium for knowledge exchange in the academic community.

Furthermore, there are 7 documents that are conference papers. Conference papers play an important role in the early dissemination of research findings and provide a platform for researchers to share ideas, receive feedback and establish collaborations with peers from different countries. Conferences are often the initial testing ground for concepts and findings that can then be further developed into journal articles or books.

There were 6 review-type documents. The reviews provide a critical assessment of the existing literature, identifying research trends, knowledge gaps and potential future research directions. Reviews are valuable for new researchers who want to gain a thorough understanding of the latest developments and challenges in service management in inclusive education.

There are also 5 documents that are book chapters. Book chapters often provide more space for a more in-depth and holistic exploration of a topic. Publication in the form of book chapters allows researchers to present a broader context and integrate multiple perspectives and theories into a coherent narrative. Book chapters are also often used in textbooks or reference works that are the main source for learning and teaching in the field of inclusive education.

Overall, these data show that research on service management in inclusive education is disseminated through different types of publications. The predominance of journal articles reflects the importance of this medium in the dissemination of scientific knowledge, while contributions from conference papers, reviews, book chapters and conference reviews indicate that this research is also recognized and discussed in a variety of other academic forums. This diversity of document types reflects a comprehensive and inclusive approach to disseminating research results and enriching the literature in the field of service management in inclusive education.

7. Trend Subject

Table 7. Trend Documents by Subject

Subject area	Documents
Social Sciences	53
Medicine	20
Health Professions	19
Psychology	19
Arts and Humanities	13
Computer Science	7
Decision Sciences	4
Engineering	4

Business, Management and Accounting	3	
Economics, Econometrics and Finance	3	
Environmental Science	3	
Nursing	3	
Agricultural and Biological Sciences	2	
Biochemistry, Genetics and Molecular Biology	1	
Energy	1	
Multidisciplinary	1	

Source: Data from VOSviewer software

Based on data obtained from the Scopus database, the distribution of documents on service management in inclusive education shows the involvement of various fields of study in this research. The most contributed field is Social Sciences, with a total of 53 documents. The dominance of Social Sciences reflects the strong focus on social and cultural aspects of inclusive education, such as policies, educational practices and social interactions that influence students' inclusive experiences.

The field of Medicine had 20 documents, placing it in second place. Contributions from the field of Medicine demonstrate the importance of physical and mental health in the context of inclusive education. Research in this area often covers aspects of diagnostics, medical interventions and health support needed to support students with special needs to participate fully in educational settings.

Health Professions and Psychology have 19 documents each. The involvement of the Health Professions field reflects the important role of health workers, such as occupational therapists and physiotherapists, in supporting inclusive education. The field of Psychology also showed significant contributions, given the importance of mental health and emotional well-being in students'

learning processes. Research in this area covers a range of psychological interventions and approaches to support inclusion.

The Arts and Humanities field has 13 documents, showing that inclusive education is also explored through a cultural and creative lens. Research in this area often focuses on the use of art as a tool for inclusion, as well as critical analysis of inclusive representations and narratives in culture and media.

Computer Science, with 7 documents, shows that technology also plays an important role in supporting inclusive education. Research in this area often includes the development of digital tools and platforms that can help students with special needs to access education. This reflects an increasing trend in the use of technology to support inclusion in educational settings.

Overall, the distribution of documents among these different fields of study shows that research on service management in inclusive education receives wide attention from different disciplines. This diversity reflects the importance of holistic and interdisciplinary approaches in supporting inclusive education and the need for collaboration between different fields to develop effective practices and policies.

8. Trend Citation

Table 8. Trend Documents by Citation

Cites	Authors	Title	Year	Source	Cited
200	M.J. Samways, et al.	Solutions for humanity on how to conserve insects	2020	Biological Conservation	(Samways et al., 2020)
135	C. Boyle, K. Topping, D. Jindal-Snape	Teacher attitudes towards inclusion in high schools	2013	Teachers and Teaching: Theory and Practice	(Boyle et al., 2013)
86	T. Wilhelmsen, M. Sørensen	Inclusion of children with disabilities in physical education: A systematic review of literature from 2009 to 2015	2017	Adapted Physical Activity Quarterly	(Wilhelmsen & Sørensen, 2017)
54	K. Jerlinder, B.	Swedish primary-school	2010	European	(Jerlinder

	Danermark, P. Gill	teachers' attitudes to inclusion - the case of PE and pupils with physical disabilities		Journal of Special Needs Education	et al., 2010)
48	J.M. Escudero Muñoz, B. Martínez Domínguez	Policies for combating school failure: Special programmes or sea changes in the system and in education?	2012	Revista de Educacion	(Escudero Muñoz & Martínez Domínguez, 2012)
41	G. Lindsay et al.	Speech and language therapy services to education in England and Wales	2002	International Journal of Language and Communication Disorders	(Lindsay et al., 2002)
38	S.C. Trent	False Starts and Other Dilemmas of a Secondary General Education Collaborative Teacher: A Case Study	1998	Journal of Learning Disabilities	(Trent, 1998)
38	T. Majoko	Teacher Key Competencies for Inclusive Education: Tapping Pragmatic Realities of Zimbabwean Special Needs Education Teachers	2019	SAGE Open	(Majoko, 2019)
32	L. Sokal, D. Woloshyn, S. Funk-Unrau	How important is practicum to pre-service teacher development for inclusive teaching? Effects on efficacy in classroom management	2013	Alberta Journal of Educational Research	(Sokal et al., 2013)
27	S.L. Zwane, M.M. Malale	Investigating barriers teachers face in the implementation of inclusive education in high schools in Gege branch, Swaziland	2018	African Journal of Disability	(Zwane & Malale, 2018)
26	D. Powell, M. Hyde, R. Punch	Inclusion in postsecondary institutions with small numbers of deaf and hard-of-hearing students: Highlights and challenges	2014	Journal of Deaf Studies and Deaf Education	(Powell et al., 2014)
22	J. Hollenweger, M. Moretti	Using the international classification of functioning, disability and health children and youth version in education systems: A new approach to eligibility	2012	American Journal of Physical Medicine and Rehabilitation	(Hollenweger & Moretti, 2012)
22	V.C. Kaelin et al.	Occupational Therapy Practice in Mainstream Schools: Results from an Online Survey in Switzerland	2019	Occupational Therapy International	(Kaelin et al., 2019)
18	P. Asherson et al.	Mainstreaming adult ADHD into primary care in the UK: guidance, practice, and best practice recommendations	2022	BMC Psychiatry	(Asherson et al., 2022)
17	J.H. Chelf et al.	Learning and support preferences of adult patients with cancer at a comprehensive cancer center.	2002	Oncology nursing forum	(Chelf et al., 2002)
16	K.F. Poon-McBrayer	Implementing the SENCo system in Hong Kong: An initial investigation	2012	British Journal of Special Education	(Poon-McBrayer, 2012)
16	B.O. Adebiyi et al.	Exploring service providers' perspectives on the	2018	BMC Public Health	(Adebiyi et al., 2018)

		prevention and management of fetal alcohol spectrum disorders in South Africa: A qualitative study			
14	V. Pasichnyk, T. Shestakevych, N. Kunanets, V. Andrunyk	Analysis of completeness, diversity and ergonomics of information online resources of diagnostic and correction facilities in Ukraine	2018	CEUR Workshop Proceedings	(Pasichnyk et al., 2018)
14	M. Mohamed Emam	Management of inclusive education in Oman: A framework for Action	2016	Support for Learning	(Mohamed Emam, 2016)
14	M.K.C. Nair, C. Prasad, J. Unni, A. Bhattacharya, S.S. Kamath, S. Dalwai	Consensus statement of the Indian Academy of Pediatrics on evaluation and management of learning disability	2017	Indian Pediatrics	(Nair et al., 2017)

Source: Data from VOSviewer software

The highest-cited document on this list is "Solutions for humanity on how to conserve insects" by M.J. Samways and colleagues, published in 2020 in Biological Conservation. This document has been cited over 200 times since its publication, demonstrating its influence and relevance in the field of biological conservation.

A number of studies in this list focus on inclusion in education. For example, "Teachers attitudes towards inclusion in high schools" by C. Boyle, K. Topping, D. Jindal-Snape, published in 2013, has achieved 135 citations. Another study on inclusion in physical education for children with disabilities by T. Wilhelmsen and M. Sørensen, published in 2017, was cited 86 times.

Other research focuses on education policy and special education services. For example, the study "Policies for combating school failure: Special programs or sea changes in the system and in education?" by J.M. Escudero Muñoz and B. Martínez Domínguez, published in 2012, has been cited 48 times. Meanwhile, "Speech and language therapy services to education in England and Wales" by G. Lindsay and colleagues, published in 2002, has been cited 41 times.

Several documents examine case studies and teacher competencies in inclusive education. The document "False Starts and Other Dilemmas of a Secondary General Education Collaborative Teacher: A Case Study" by S.C. Trent, published in 1998, and "Teacher Key Competencies for Inclusive Education: Tapping the Pragmatic Realities of Zimbabwean Special Needs Education Teachers" by T. Majoko, published in 2019, have each been cited 38 times.

A number of documents discuss the barriers and challenges in implementing inclusive education. For example, "Investigating barriers teachers face in the implementation of inclusive education in high schools in Gege branch, Swaziland" by S.L. Zwane and M.M. Malale, published in 2018, has been cited 27 times. Malale, published in 2018, has been cited 27 times. Meanwhile, "Inclusion in postsecondary institutions with small numbers of deaf and hard-of-hearing students: Highlights and challenges" by D. Powell, M. Hyde, and R. Punch, published in 2014, has been cited 26 times.

Several other documents focus on the implementation and management of inclusive education. For example, "Using the international classification of functioning, disability and health children and youth version in education systems: A new approach to eligibility" by J. Hollenweger and M. Moretti, published in 2012, has been cited 22 times. Meanwhile, "Management of inclusive education in Oman: A framework for Action" by M. Mohamed Emam, published in 2016, has been cited 14 times.

9. Focus Study

Table 9. Focus Study

Keywords	Occurrences
adolescent	7
adult	10

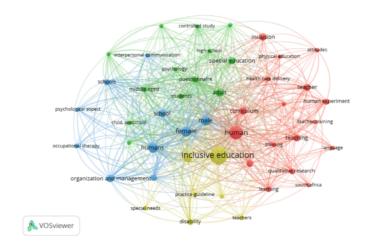|	
attitudes	3
child	12
child, preschool	3
controlled study	3
curriculum	9
disability	6
distance learning	3
education	8
female	17
handicapped child	3
health care delivery	4
high school	3
human	28
human experiment	6
humans	16
inclusion	9
inclusive education	50
interpersonal communication	3
language	3
learning	5
male	15
middle aged	5
occupational therapy	4
organization and management	9
personnel management	3
physical education	3
practice guideline	4
preschool child	3
primary school	3
psychological aspect	3
psychology	3
qualitative research	6
questionnaire	7
school	9
school health service	3
schools	6
south africa	3
special education	9
special needs	4
students	5
teacher	8
teacher training	3
teachers	4
teaching	8
training	3

Source: Data from VOSviewer software

Figure 1. Network Visualization

Figure 2. Overlay Visualization

Figure 3. Density Visualization

The data in Table 9 shows the frequency of occurrence of various keywords in a focus study covering various topics related to education and human development. The keyword "adolescent" appears 7 times, indicating considerable attention to adolescents in the context of this study. Meanwhile, the keyword "adult" appears 10 times, indicating that this study also discusses a lot about adults.

The keyword "attitudes" appears 3 times, indicating that individual or group attitudes are

one of the aspects explored in this study. Children ("child") received the most attention with 12 occurrences, reflecting the importance of focusing on this age group. In addition, pre-school children ("child, preschool") were also mentioned 3 times, emphasizing the relevance of early childhood in the context of education and development.

The topic "controlled study" appears 3 times, indicating that controlled studies are part of the methodology. "Curriculum" is mentioned 9 times, underscoring the importance of curriculum in an educational context. The issue of disability appears 6 times, indicating significant attention to inclusion and accessibility in education.

"Distance learning" appears 3 times, indicating the relevance of this topic, perhaps in the context of changing learning methods due to certain situations such as the pandemic. "Education" appears 8 times, emphasizing the study's primary focus on education. "Female" appears 17 times, indicating a special attention to women in the context of this study.

"Handicapped child" was mentioned 3 times, indicating a focus on children with disabilities in this study. "Health care delivery" appears 4 times, indicating a link between education and health care delivery. "High school" appears 3 times, indicating a focus on high school education.

The keywords "human" and "humans" appeared significantly with a frequency of 28 and 16 times, indicating that this study focuses heavily on the human aspect. "Human experiment" appears 6 times, indicating that there is an element of experimentation involving humans in this study. "Inclusion" and "inclusive education" appeared 9 and 50 times respectively, indicating the main focus of this study on inclusion in education.

"Interpersonal communication" appears 3 times, indicating the attention to interpersonal communication in the educational context. "Language" and "learning" appeared 3 and 5 times respectively, indicating the importance of language and learning in this study. "Male" appears 15 times, indicating significant attention to males.

The keyword "middle aged" appears 5 times, indicating that the middle age group was also the subject of the study. "Occupational therapy" is mentioned 4 times, indicating the relevance of occupational therapy in an educational context.

"Organization and management" and "personnel management" were mentioned 9 and 3 times respectively, indicating the importance of managerial aspects in the context of this study.

10. Analysis

The findings of this bibliometric study on service management in inclusive education reveal several noteworthy trends and patterns. The consistent publication rate in recent years indicates a growing interest and sustained focus on this field, reflecting its importance in the broader context of educational research and policy development.

Firstly, the increase in the number of publications over the last decade, particularly since 2018, signifies a heightened awareness and prioritization of inclusive education. This could be attributed to international advocacy for inclusive education practices, such as the Salamanca Statement and the United Nations' Sustainable Development Goals, which emphasize inclusive and equitable quality education.

The analysis of key themes and keywords highlights the multidisciplinary nature of inclusive education service management. Keywords like "inclusive education," "disability," "curriculum," and "teacher" appear frequently, underscoring the diverse aspects of inclusive education that researchers are exploring. The emphasis on "inclusive education" and "disability" suggests a strong focus on ensuring that educational practices cater to students with disabilities, which is a core tenet of inclusive education.

Citation analysis identifies the most influential documents and authors, shedding light on the foundational works that have shaped the current state of research in this area. Notably, documents that address practical strategies for inclusive education, teacher training, and the implementation of inclusive policies are highly cited. This indicates a practical orientation in the field, with researchers seeking to develop actionable insights that can directly impact educational practices and policies.

The geographical analysis suggests that inclusive education research is being conducted globally, with significant contributions from various regions. This diversity in research locations highlights the universal relevance of inclusive education and the need to consider different cultural and contextual factors when developing and implementing inclusive education strategies. It also underscores the

importance of cross-cultural studies and international collaborations to enhance the global knowledge base on inclusive education.

However, the study also reveals some gaps in the literature. For instance, while there is considerable focus on disability and teacher training, other areas such as the role of technology in inclusive education and the impact of inclusive education on non-disabled students are less explored. Addressing these gaps could provide a more holistic understanding of inclusive education and its implications for all students.

The implications of these findings are manifold. For policymakers, the insights from this study can inform the development of more effective inclusive education policies and practices. For practitioners, the identification of key themes and influential works can guide the implementation of best practices in inclusive education. For researchers, the analysis of trends and gaps in the literature can direct future research efforts towards underexplored areas and foster more comprehensive and impactful studies.

In conclusion, this bibliometric study provides a comprehensive overview of the trends and research focus in the field of service management in inclusive education. The findings highlight the growing importance of this field, the diverse aspects being explored, the collaborative nature of the research, and the need for further studies to address existing gaps. By advancing our understanding of inclusive education service management, this study contributes to the ongoing efforts to ensure that all students, regardless of their abilities, have access to high-quality, inclusive education.

CONCLUSION

This bibliometric study highlights the significant and growing interest in the field of service management in inclusive education. The analysis reveals key themes such as inclusive education, disability, curriculum, and teacher training, emphasizing the multidisciplinary and collaborative nature of this research area. The consistent increase in publications, especially in the last decade, underscores the prioritization of inclusive education in response to global advocacy and policy initiatives. The geographical diversity of the research reflects the universal relevance and the need for context-specific strategies in inclusive education. Despite the robust body of work, gaps remain, particularly in areas such as the role of technology and the impact of inclusive education on non-disabled students. Addressing these gaps will provide a more comprehensive understanding and enhance the effectiveness of inclusive practices. The insights from this study offer valuable guidance for policymakers, practitioners, and researchers, driving the advancement of inclusive education to ensure equitable, high-quality education for all students, regardless of their abilities.

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