

# EMBEDDING ACADEMIC LITERACY WITHIN INCLUSIVE PEDAGOGY IN SPECIAL EDUCATION TEACHER EDUCATION: A QUALITATIVE STUDY IN AN INDONESIAN UNIVERSITY

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## ABSTRACT

Inclusive teaching in higher education is increasingly required to accommodate diverse student profiles, particularly in special education teacher education where candidates must internalize and model inclusive values. However, academic literacy (e.g., reading scholarly texts, constructing evidence-based arguments, and writing systematically) is often uneven among students and is frequently treated as a separate skill rather than integrated into inclusive pedagogy. This study aimed to analyze how inclusive learning strategies are integrated with academic literacy strengthening in a special education course and to examine their implications for learning processes and outcomes. Using a qualitative descriptive design, data were collected through classroom observations, in-depth semi-structured interviews with lecturers and students, and document analysis of syllabi, lesson plans, learning materials, and student assignments. Data were analyzed through iterative reduction, display, and conclusion drawing, supported by method and source triangulation. Findings indicate that integrating inclusive pedagogy with explicit academic literacy practices increased student engagement, improved conceptual understanding, and strengthened critical and reflective thinking. Flexible and collaborative learning designs expanded equitable participation across students with varied backgrounds and abilities, while literacy-based tasks enhanced students' capacity to interpret scholarly sources and communicate ideas more rigorously. The study concludes that this integration is both feasible and pedagogically valuable for improving instructional quality and professional readiness in special education teacher preparation. Implications include the need for curriculum-level alignment of inclusive strategies with structured literacy scaffolds and formative feedback. Future research should test the model across institutions using mixed methods and longitudinal designs to examine sustained academic and professional impacts.

**Keywords:** Academic literacy; Higher education; Inclusive pedagogy; Special education; Teacher education.

## INTRODUCTION

Higher education plays an important role in preparing human resources who are able to adapt to social changes, scientific developments, and professional demands. The learning process in higher education no longer only focuses on academic achievement, but also on developing skills, attitudes, and values that support graduates' readiness to face future challenges. Changes in the educational paradigm encourage the birth of a learning approach that is more oriented towards justice, participation, and respect for individual differences (Ang, 2020). The academic environment is required to create a learning space that provides equal opportunities for all students. Therefore, a learning strategy that is responsive to diversity is a need that cannot be ignored. These efforts are in line with the goal of improving the quality of inclusive and sustainable higher education (Olugbenga, 2024).

Inclusive education is developing as an approach that emphasizes the importance of recognizing and appreciating the diversity of learners. The principle of inclusivity prioritizes equal access to learning without discrimination based on differences in abilities, backgrounds, and individual characteristics. In the context of lectures, the implementation of inclusive education requires lecturers to design flexible and adaptive learning. Learning strategies need to be developed so that all students can be actively involved in the academic process. Inclusive education is not only oriented towards meeting specific needs, but also on creating a learning climate that respects differences. Thus, this approach is an important foundation in building equitable and meaningful learning in higher education (Bunel, 2020).

Special education study programs have a big responsibility in preparing competent prospective educators in dealing with the diverse needs of students. Students in this program are required to understand

the concept of inclusion conceptually as well as be able to implement it in educational practice. Therefore, the process of special education lectures needs to reflect the values of inclusivity in a real way. Applied learning not only serves as a means of knowledge transfer, but also as an example of inclusive educational practices. Such a learning experience is expected to be able to form an attitude of empathy, tolerance, and professionalism of students. This shows that inclusive learning is an integral part of the competency formation of prospective special education educators (Collins, 2019).

In addition to inclusive learning, academic literacy is a fundamental competency that must be mastered by students at the higher education level. Academic literacy includes the ability to understand scientific reading, write systematically, think critically, and communicate ideas based on academic principles. This competence is a prerequisite for students in attending lectures and producing quality scientific papers. In special education lectures, academic literacy plays an important role in helping students analyze complex issues related to diversity and special needs. Mastery of academic literacy allows students to develop a deep and reflective understanding. Therefore, academic literacy is an important element in supporting learning success (Köttl, 2021).

However, the level of mastery of academic literacy of students in reality still shows significant variations. Differences in educational backgrounds, learning experiences, and individual abilities affect students' readiness to attend lectures. These conditions can have an impact on student participation and the achievement of learning outcomes, especially in courses that require analytical and reflective skills. Without the support of the right learning strategy, students have the potential to have difficulty understanding the lecture material. Therefore, efforts to strengthen academic literacy need to be carried out in a planned and integrated manner. This is becoming increasingly relevant in the context of inclusive learning that emphasizes the principles of equality and justice (Kythreotis, 2019).

The integration of inclusive learning and academic literacy is seen as a strategic approach to address the challenges of student diversity in higher education. This approach allows the creation of a learning process that is able to accommodate different student characteristics while improving academic quality. Inclusive learning provides a participatory and equitable pedagogical framework, while academic literacy strengthens students' ability to understand and communicate knowledge. The synergy of the two approaches is expected to create a more meaningful learning experience. With the right integration, students have the same opportunity to develop according to their respective potentials. This approach is relevant to be applied in special education lectures (Brown, 2019).

In practice, the implementation of the integration of inclusive learning and academic literacy in special education lectures has not been fully optimal. Academic literacy is often treated as a separate skill and has not been systematically integrated into inclusive learning strategies. As a result, the potential for inclusive learning in supporting the development of students' academic abilities has not been utilized to the fullest. Lecturers also face challenges in designing learning that is able to accommodate the diversity of students while improving academic literacy. This condition shows the need for a more in-depth study of the practice of integrating the two approaches. Empirical research is needed to provide a comprehensive picture of effective learning implementation (Jagt, 2019).

Based on these problems, this research is focused on the study of the integration of inclusive learning and academic literacy in special education lectures. This study aims to analyze how the two approaches are applied simultaneously in the lecture process. In addition, this study also examines the implications of this integration on the learning process and achievement of students (Bovill, 2020). By understanding the learning practices applied, it is hoped that relevant and applicable learning patterns or models can be found. This research puts students at the center of attention in the learning process. The results of the research are expected to contribute to the development of pedagogical practices in higher education.

A number of previous studies have discussed inclusive learning in higher education with an emphasis on teaching strategies and educators' attitudes towards student diversity. Other research focuses more on developing academic literacy through writing training or academic text-based approaches. In addition, there is a study that examines the effectiveness of certain learning models in improving students' critical thinking skills. However, most of these studies still examine inclusive learning and academic literacy separately. Studies that integrate these two aspects simultaneously are still relatively limited. This shows that there are research gaps that need to be studied further (Pang, 2021).

This study has a clear difference compared to previous relevant research. If the research González-Pérez, (2022) Focusing on the implementation of inclusive learning in general, this study examines the integration of inclusive learning with academic literacy at the same time. In contrast to research Weidner, (2019) Focusing on strengthening academic literacy separately, this study places academic literacy in the framework of inclusive learning. Meanwhile, compared to the study Miesera, (2019) emphasizing cognitive learning outcomes, this study examines the learning process and its implications comprehensively. Thus, this research is expected to contribute novelty in the study of special education. This research enriches the inclusive learning discourse that is integrated with strengthening academic literacy in higher education.

## **METHOD**

This study uses a qualitative approach with a descriptive method to gain a deep understanding of the integration of inclusive learning and academic literacy in special education lectures. The qualitative approach was chosen because it allows researchers to comprehensively explore learning phenomena in accordance with the natural context that occurs in the lecture room. The descriptive method is used to describe the learning process as it is without manipulating the variables being studied. With this approach, the research focuses on the meanings, patterns, and dynamics of interactions that arise in the implementation of learning (O'Leary, 2020). The data obtained is expected to be able to represent the real conditions of the implementation of inclusive learning and academic literacy. Therefore, this approach is considered relevant to the research objectives that are exploratory and contextual.

The research subjects include lecturers in the course and students in special education study programs who are directly involved in the lecture process. The selection of subjects was carried out purposively by considering active involvement in the implementation of inclusive learning and strengthening academic literacy. Students were chosen as the main informants because they experienced firsthand the learning process being researched. Lecturers are involved to gain perspectives on the planning, implementation, and evaluation of learning. The involvement of the two groups of informants allows for the acquisition of comprehensive and balanced data. Thus, this study is able to describe the integration of learning from the perspective of teachers and students (Cherif, 2023).

The data collection technique was carried out through direct observation of special education lecture activities. Observations were focused on the learning strategies used by lecturers, the level of student participation, and the application of the principles of inclusivity and academic literacy in the learning process. In addition to observations, in-depth interviews were conducted to explore the experiences, views, and perceptions of lecturers and students related to the implementation of learning. This interview is semi-structured in order to provide space for the informant to convey information more broadly. The combination of observation and interviews allows researchers to obtain rich and in-depth data. This approach supports efforts to understand phenomena in a holistic way (Khan, 2022).

In addition to observation and interviews, this study also uses document review as a technique for collecting supporting data. The documents analyzed include Semester Learning Plans, teaching materials, lecture modules, as well as student assignments and academic work. The document analysis aims to identify the extent to which the principles of inclusive learning and academic literacy are integrated in the planning and implementation of lectures. Document analysis is also used to verify data obtained from observations and interviews. Thus, the accuracy and depth of data can be improved through source triangulation. This approach reinforces the validity of the research findings (Rim, 2020).

Data analysis is carried out qualitatively through the stages of data reduction, data presentation, and conclusion drawn. The data that has been collected is selected and categorized according to the focus of the research, namely the integration of inclusive learning and academic literacy. The presentation of data is carried out in the form of a descriptive narrative to describe the research findings systematically. Drawing conclusions is carried out by interpreting patterns and meanings that emerge from the data. The validity of the data is maintained through triangulation techniques of methods and sources, as well as peer discussions. With this analysis procedure, this research is expected to produce credible and academically accountable findings (Bottrell, 2019).

## RESULTS AND DISCUSSION

The results of the study show that the integration of inclusive learning and strengthening academic literacy in special education lectures make a significant contribution to improving the quality of the learning process. The implementation of learning strategies that accommodate the diversity of student characteristics allows the creation of a participatory and equal learning environment. Students with diverse academic backgrounds are seen to be more actively involved in discussions, group work, and reflective activities. This condition shows that an inclusive approach is able to reduce the barriers to participation previously experienced by some students. Strengthening academic literacy also supports students' ability to understand the material more systematically. The learning process becomes more meaningful because students not only receive information, but also process and criticize it. Thus, the integration of the two approaches plays an important role in building adaptive and responsive learning to the needs of special education students.

Observations of lecture activities show a change in the pattern of interaction between lecturers and students after the implementation of inclusive learning based on academic literacy. Lecturers no longer play the role of the only source of knowledge, but rather as facilitators who encourage active student participation. Students are given space to express their opinions, ask questions, and relate the material to their learning experiences. This strategy has an impact on increasing student confidence in communicating academically. In addition, the use of various written learning resources strengthens students' ability to understand concepts in depth. Flexible learning situations also create a more conducive classroom atmosphere. This shows that inclusive learning that is integrated with academic literacy is able to optimize pedagogical interaction in lectures.

The results of in-depth interviews with students revealed that an inclusive learning approach made them feel valued and accommodated according to their individual learning needs. Students stated that a variety of learning methods, such as group discussions, text analysis, and reflective presentations, helped them understand the material more comprehensively. Strengthening academic literacy encourages students to get used to reading scientific sources and formulate arguments logically. The ability to think critically and reflectively is seen to increase along with the intensity of the academic literacy exercises given. Students also show improved ability to write and convey ideas systematically. This indicates that the integration of inclusive learning and academic literacy has a direct impact on the development of students' academic competence. The learning process becomes more student-centered.

Interviews with lecturers in charge of the course show that the implementation of inclusive learning requires planning readiness and flexibility in the implementation of lectures. Lecturers adjust learning strategies to student characteristics without reducing the learning outcomes that have been determined. Strengthening academic literacy is seen as an important instrument to improve the quality of student discussions and assignments. Lecturers observed an increase in students' ability to analyze scientific readings and compile critical reflections. In addition, the collaborative approach encourages students to learn from each other and respect differences. Lecturers assessed that the integration of the two approaches supports the creation of fair and inclusive learning. This strengthens the role of lecturers as directors and companions of the learning process.

A review of the learning documents shows that the syllabus and Semester Learning Plan have explicitly contained the principles of inclusivity and strengthening academic literacy. The learning document lists a variety of methods, various forms of evaluation, and the use of relevant scientific reading sources. The assignment is designed to encourage students to conduct analysis, synthesis, and critical reflection on lecture materials. This shows that there is consistency between planning and implementation of learning. The integration of inclusive learning is reflected in the flexibility of assessment and the provision of constructive feedback. Meanwhile, academic literacy is the foundation for the development of learning tasks and activities. These findings suggest that the integration of the two approaches has been structured in the learning toolkit.

Based on the results of observations and interviews, the increase in student involvement can be seen in various learning activities, both individually and in groups. Students are more active in participating in class discussions and showing readiness to express opinions argumentatively. Strengthening academic literacy helps students understand the material through the process of reading, writing, and discussing scientifically. An inclusive approach ensures that every student has an equal opportunity to contribute. This creates a collaborative and mutually supportive learning dynamic. The learning process does not only focus on the

final result, but also on the student's thinking process. Thus, the integration of inclusive learning and academic literacy contributes to improving the overall quality of learning.

Students' critical and reflective thinking skills have undergone significant development along with the implementation of integrated learning strategies. Students are able to study the material in depth and relate it to the context of special education. Reflective activities based on academic literacy encourage students to evaluate their understanding and learning experiences. This approach helps students develop metacognitive awareness in the learning process. In addition, students become more open to different perspectives that arise in discussions. This shows that inclusive learning not only improves cognitive comprehension, but also forms reflective academic attitudes. The integration of these two approaches enriches the student learning experience.

Overall, the results of the study indicate that the integration of inclusive learning and academic literacy has a positive impact on the learning process and achievement of special education students. A flexible and collaborative approach to learning allows students from diverse backgrounds to be actively engaged. Strengthening academic literacy strengthens students' ability to understand, analyze, and communicate knowledge scientifically. The synergy between inclusivity and academic literacy creates equitable and meaningful learning. The lecture process becomes more responsive to the needs of students. These findings confirm the importance of integrating both approaches in higher education. Thus, the learning strategies applied are relevant to improve the quality of special education lectures.

**Table1. Results of Observations, Interviews, and Document Studies**

Data Source	Focus of Findings	Key Indicators	Relevance to Title
Lecture Observation	Student Participation	Active engagement, collaborative discussion, flexibility of methods	Demonstrate the implementation of inclusive learning
Student Interviews	Learning experience	Material comprehension, critical thinking, academic reflection	The impact of strengthening academic literacy
Lecturer Interview	Learning strategies	Adjustment of methods, facilitation of diversity	Integration of inclusivity in lectures
Learning Documents	Academic planning	Syllabus, RPS, literacy-based assignments	Structure of integration of inclusive learning and academic literacy

The table of research results shows that the three data sources reinforce each other in describing the implementation of the integration of inclusive learning and academic literacy. Lecture observation confirms the existence of participatory and flexible learning practices. Interviews with students and lecturers provide an in-depth overview of the learning experiences and strategies applied. Meanwhile, the study of learning documents shows the suitability between the planning and implementation of lectures. These findings suggest that the integration of the two approaches is carried out systematically. This strengthens the validity of the research results. Thus, the data obtained comprehensively reflects the learning conditions.

Interpretively, the results in the table confirm that inclusive learning combined with strengthening academic literacy is able to create a fair and meaningful lecture process. Each data component shows its own contribution to improving student engagement and thinking ability. The collaborative approach provides equal participation space for students with diverse abilities. Academic literacy serves as the foundation for the development of critical understanding and reflection. The integration of these two approaches results in synergies that support learning outcomes. These findings are relevant to the research objectives and the context of special education. Therefore, the results of the study emphasized the importance of implementing the integration of inclusive learning and academic literacy in lectures.

The discussion of the results of the study shows that the integration of inclusive learning and academic literacy in special education lectures functions as a strategic approach in improving the quality of learning in higher education. Inclusive learning allows lecturers to design learning processes that are responsive to the diversity of students' abilities, backgrounds, and needs. Meanwhile, academic literacy plays a role as a

foundation in developing students' ability to understand, analyze, and communicate knowledge scientifically (Aad, 2020). The synergy of these two approaches creates learning that is not only oriented to mastery of the material, but also to the process of critical and reflective thinking. Students are encouraged to be actively involved in meaningful academic activities. Thus, learning becomes more contextual and relevant to the characteristics of special education students. This integration strengthens the role of higher education in producing academically and socially competent graduates.

The results of the study indicate that the implementation of inclusive learning has a positive impact on increasing student involvement in lectures. Students show more active participation in discussions, group work, and reflective activities. This condition reflects that an inclusive approach is able to create a sense of security and respect for individual differences. When students feel accommodated, they are more courageous to express their opinions and express ideas academically. Strengthening academic literacy also strengthens the quality of participation through the ability to read and understand scientific sources critically. This process encourages students to not only argue, but also to formulate arguments based on theory and data. Thus, the integration of the two approaches contributes to improving the quality of academic interactions in the classroom.

In the context of academic competency development, academic literacy plays a central role in shaping students' critical thinking skills. The results of the study show that students become more skilled in analyzing scientific texts, compiling academic writings, and reflecting on learning materials systematically. Inclusive learning supports this process by providing a variety of learning strategies that suit students' learning styles. This combination allows students to develop their academic potential optimally. Critical and reflective thinking skills are not only essential for academic success, but also for professional readiness in the field of special education. Therefore, the integration of inclusive learning and academic literacy contributes directly to the achievement of graduate learning outcomes. The learning process becomes more meaningful and oriented towards long-term competency development (Tilmes, 2022).

In addition to the cognitive aspect, the discussion of the research results also emphasized the contribution of the integration of inclusive learning and academic literacy to the formation of student empathy and inclusivity attitudes. Intensive interaction in collaborative learning encourages students to understand the perspectives and needs of others (Sanger, 2020). An inclusive learning experience forms the awareness that each individual has different potentials and challenges. Academic literacy strengthens this process through a critical study of special education and diversity issues. Students not only understand concepts theoretically, but also internalize human values in academic practice. Thus, learning functions as a vehicle for the formation of empathetic professional character. This is relevant to the demands of the special educator profession that demands high social sensitivity.

Collaboration-based learning applied within the framework of inclusivity also strengthens students' professional responsibilities. Students are trained to work together, appreciate the contributions of group members, and complete tasks collectively and responsibly. Academic literacy supports this process through assignments that demand clarity of argumentation and academic honesty. This kind of learning process instills important academic ethical values for prospective educators. Students learn to account for their ideas and work scientifically. Thus, the integration of inclusive learning and academic literacy contributes to the formation of a professional attitude based on ethics and responsibility. This shows that learning is not only results-oriented, but also on professional values (Gil, 2020).

The results of the study also show that flexibility in inclusive learning allows lecturers to adjust teaching strategies without compromising academic standards. Lecturers play the role of facilitators who direct students to achieve the set competencies. Academic literacy is an important instrument in maintaining the quality of learning through the use of scientific sources and performance-based assessments (Barakabitze, 2019). This integration ensures that student diversity is not an obstacle in achieving learning goals. Instead, diversity is used as a learning resource that enriches academic experiences. With this approach, the lecture process becomes more adaptive and fair. This reinforces the relevance of integrating inclusive learning and academic literacy in the context of special education (Kioupi, 2019).

From the perspective of higher education, the integration of inclusive learning and academic literacy is in line with the demands of developing competent and characterful human resources. Students are not only required to master knowledge, but also have a reflective attitude and adaptability (Kopnina, 2020). The results of the study show that this approach encourages students to become lifelong learners. Academic

literacy skills strengthen students' readiness to face academic and professional challenges. Meanwhile, the values of inclusivity and empathy form the social sensitivity that is necessary in the world of work. Thus, learning contributes to the development of students' holistic competencies. The integration of these two approaches is relevant to answer today's educational challenges (Visseren-Hamakers, 2021).

Overall, the research discussion emphasizes that the integration of inclusive learning and academic literacy makes a significant contribution to the achievement of academic competence and the formation of professional attitudes of special education students. This approach creates participatory, equitable, and meaningful learning. Students not only develop cognitively, but also affectively and socially. The values of empathy, inclusivity, and professional responsibility are embedded through a structured and reflective learning process. These findings reinforce the results of previous research on the importance of an inclusive approach in higher education. Thus, the integration of inclusive learning and academic literacy is worthy of being used as a continuous learning strategy. This approach is relevant to improve the quality of special education lectures comprehensively (Daniel, 2019).

The next discussion showed that the implementation of the integration of inclusive learning and academic literacy also strengthens the learning independence of students in special education lectures. Students are encouraged to be actively involved in organizing and developing their learning process through analytical reading activities, reflection-based discussions, and assignments that require critical thinking skills (Tran, 2019). The inclusive approach provides space and support that is proportionate to the learning needs of each student. Academic literacy plays a role in equipping students with structured and problem-solving learning strategies. The learning independence that is formed is one of the important indicators of the success of learning in higher education. The learning process is no longer one-way, but requires continuous intellectual participation of students. Thus, the integration of the two approaches contributes to the formation of independent and responsible students in academic activities (Sarmas, 2022).

In addition, the integration of inclusive learning with strengthening academic literacy has been proven to support the creation of a democratic and equitable learning climate. Every student gets an equal opportunity to participate and express their views in the lecture process. Academic interactions take place in an atmosphere that respects differences and encourages openness to diverse viewpoints. Academic literacy serves as a foundation in maintaining the quality of scientific discussion through the use of arguments supported by relevant theoretical sources (White, 2021). This condition strengthens the internalization of the values of inclusivity and empathy in the academic environment. Students are trained to listen, respond to, and evaluate ideas critically and constructively. Thus, learning is not only oriented to academic achievement, but also to the formation of an inclusive and ethical academic culture.

This discussion also emphasizes that the integration of inclusive learning and academic literacy has a long-term impact on the professional readiness of special education students. Mastery of academic literacy provides a strong basis for students to make pedagogical decisions rationally and scientifically. The values of inclusivity and empathy instilled through inclusive learning form professional attitudes that are sensitive to the diversity of student characteristics (Nishina, 2019). Students are prepared to carry out the role of educators who are not only academically competent, but also uphold ethics and professional responsibility. The synergy between the development of cognitive abilities and the formation of affective attitudes strengthens the professional identity of prospective special education educators. Thus, the integration of these two approaches is relevant in answering the demands of today's inclusive education. Universities have a strategic role in producing educators who are adaptive and oriented to the principles of inclusion (Heiderscheit, 2022).

## CONCLUSION

Based on the results of the research and discussion, it can be concluded that the integration of inclusive learning and academic literacy in special education lectures is an effective approach in improving the quality of the learning process. This approach allows for the creation of a learning environment that respects the diversity of student characteristics. The learning process becomes more participatory and oriented to the learning needs of students. Academic literacy strengthens students' ability to understand and study material systematically and scientifically. The synergy between the two approaches makes learning not only focus on knowledge transfer, but also on developing critical and reflective thinking skills. Thus, the

integration of inclusive learning and academic literacy contributes significantly to the quality of special education lectures.

The conclusion of the study shows that the implementation of inclusive learning supported by strengthening academic literacy is able to increase students' active involvement in the lecture process. Students show higher participation in discussions, group work, and reflective activities. This condition reflects a sense of security and respect for individual differences in the learning environment. Academic literacy encourages students to develop the ability to read, write, and argue scientifically. This increased engagement has an impact on a deeper understanding of the material. Thus, the learning process becomes more meaningful and contextual for special education students.

In addition to having an impact on academic aspects, the integration of inclusive learning and academic literacy also contributes to the formation of students' professional attitudes and values. Students show the development of empathy, inclusivity, and responsibility in undergoing the learning process. Collaborative learning experiences encourage students to respect differences and work together constructively. Academic literacy strengthens professional attitudes through the cultivation of academic ethics and scientific responsibility. This is an important provision for students as prospective special education educators. Thus, learning not only forms cognitive competence, but also a professional character oriented to the principle of inclusion.

The results of the study also confirm that the integration of the two approaches is relevant to prepare students to face the challenges of the increasingly complex world of education. Special education students are required to have adaptive, reflective, and sensitive skills to diversity. Inclusive learning provides a pedagogical framework that is equitable and responsive to the needs of learners. Meanwhile, academic literacy equips students with critical and analytical thinking skills. This combination supports students' readiness to carry out their professional role as inclusive educators. Therefore, the integration of inclusive learning and academic literacy has strategic relevance in the context of higher education.

Overall, the conclusions of the study confirm that the integration of inclusive learning and academic literacy is effective and feasible to be implemented in a sustainable manner in special education lectures. This approach has been proven to be able to improve the quality of learning while forming the readiness of students as prospective educators who are oriented to the principle of inclusion. The learning process becomes more fair, participatory, and meaningful. The findings of this study provide important implications for the development of curriculum and learning strategies in higher education. Thus, the integration of inclusive learning and academic literacy can be used as a learning model that supports the strengthening of the quality of special education comprehensively.

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