



Experiences of Students with Special Needs in Inclusive Education: Social Integration and Academic Challenges

Rahmat Rudianto ^{1*}, Nurul Agustin ²

^{1,2} Institut Al Azhar (ISTAZ) Menganti Gresik, Indonesia

¹rudiantorahmat1987@gmail.com, ²nurulagustinpgsd07@gmail.com

Article Info

Article history:

Received 25-04-2026

Revised 05-06-2026

Accepted 17-06-2026

Keyword:

Inclusive Education; Special Needs Students; Social Integration; Peer Interactions; Teacher Support; Academic Challenges

ABSTRACT

Inclusive education aims to integrate students with special needs into mainstream classrooms, yet understanding of their lived experiences remains limited. Despite a growing body of research, the emotional and social dimensions of inclusion, particularly students' peer interactions and sense of belonging, are underexplored. The knowledge gap lies in understanding how students with special needs perceive their social integration in inclusive classrooms. This study adopts a phenomenological approach to explore these experiences, providing insights into how students navigate the social challenges and academic demands of inclusive education. Data were collected through semi-structured interviews with students, teachers, and parents, and analyzed using interpretative phenomenological analysis (IPA). The findings generated three major themes: (1) negotiating peer relationships and social acceptance, (2) the role of teacher support in fostering participation and confidence, and (3) parental involvement as a source of emotional and academic support. The findings reveal that while students face significant challenges in social integration, teacher support and parental involvement are crucial to their positive experiences. Inclusive education enhances their sense of belonging but also highlights gaps in teacher preparedness and resources. These findings contribute to our understanding of inclusive education by emphasizing the importance of social and emotional factors, suggesting that more comprehensive support systems are needed. Future studies should further explore the long-term impact of inclusive education on students' overall development and the role of teacher training in fostering inclusive environments.



©2026 Authors. Published by PT Mukhlisina Revolution Center.. This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License. (<https://creativecommons.org/licenses/by/4.0/>)

INTRODUCTION

Inclusive education has emerged as a significant educational and social policy worldwide, advocating for the integration of students with special needs into general education settings. This approach aims to provide equal opportunities for students of all abilities, ensuring that those with disabilities or other special needs are not excluded from the learning process (Svetelj, 2023). In many cultures, the move toward inclusive education reflects a broader commitment to human rights and social justice, emphasizing the importance of diversity and the value of all students, regardless of their physical, cognitive, or emotional differences (Mukhlis, 2025a; Mukhlis & Saidah, 2025). Despite the widespread adoption of inclusive education policies, their implementation remains uneven and context-dependent, shaped by school resources, teacher preparedness, institutional support, and social attitudes toward disability and inclusion.

The phenomenon of inclusive education is particularly relevant in the current social climate, where there is a growing emphasis on equality, inclusion, and diversity in all sectors of society, including education (Kourtidou et al., 2025). Within the educational context, the inclusion of students with special needs often involves both structural and interpersonal challenges, including the need for teachers to adapt their pedagogical practices, the adjustment of physical classroom environments, and the cultivation of supportive relationships among students, teachers, and parents (Mukhlis, Arifin, Ridwan, & Zulbaidah, 2025; Mukhlis, Arifin, Ridwan, Zulbaidah, et al., 2025). For students with special needs, inclusion is not limited to physical placement in general classrooms; it also involves

meaningful participation, peer interaction, emotional security, and a sense of belonging. The social integration of students with special needs, particularly their ability to interact meaningfully with peers, is a key aspect of inclusive education that requires further exploration.

The subjective experiences of students with special needs, their families, and their teachers in inclusive classrooms are under-researched, especially when considering the emotional, social, and academic impacts of inclusion. Phenomenology, with its focus on the lived experiences of individuals, provides a unique framework for exploring these experiences (Velan et al., 2022). By delving into the personal perceptions and emotions of those involved in inclusive education, this study seeks to understand how students with special needs experience and navigate the social dynamics of inclusive settings (Mukhlis, Maryam, et al., 2023; Mukhlis et al., 2024). It is essential to explore how these individuals make sense of their roles in the classroom and how their experiences shape their understanding of inclusion. Such an exploration is not only crucial for improving educational practices but also for fostering a more inclusive society.

Research on the subjective experiences of individuals in various phenomena has gained significant importance in recent years, particularly within the realm of education (Ridley, 2025). Understanding how students, especially those with special needs, perceive their experiences in inclusive educational settings is crucial for improving educational practices and fostering a more inclusive environment. Previous studies have highlighted the importance of these lived experiences in shaping students' social interactions, academic success, and emotional well-being. However, the depth and complexity of these experiences often remain underexplored, particularly from the perspective of those directly involved students, parents, and teachers.

Methodologically, exploring the deep, personal meanings that individuals attach to their experiences in inclusive classrooms presents several challenges. Traditional quantitative approaches, while useful for measuring outcomes, fall short in capturing the nuanced, subjective experiences of students with special needs. These approaches often focus on broad trends or statistical significance, missing the richness and detail of individual experiences (Meals, 2025). Qualitative methodologies, particularly phenomenology, offer a more effective way to access the underlying meanings and emotions that drive these experiences. However, even within qualitative research, challenges remain in ensuring that data are sufficiently rich and meaningful to capture the true essence of the phenomenon under study.

The limitations of previous research methodologies make it clear that a more in-depth exploration is necessary. The reliance on standardized surveys, observational data, and teacher assessments often overlooks the subjective nature of students' experiences, which are critical to understanding the full impact of inclusive education (Bregger et al., 2025). For this reason, many studies have failed to fully address the complexities of inclusion, particularly in terms of social integration and peer relationships, making phenomenological inquiry an essential approach to uncover the true experiences of those involved.

While practical approaches to inclusive education, such as standardized assessments, teacher evaluations, and observational studies, have been widely used, these methods tend to focus on measurable outcomes rather than on the deeper, subjective experiences of the individuals involved. These approaches are valuable for assessing general trends, but they fail to capture the rich, personal meanings that students with special needs, their parents, and teachers assign to their experiences within inclusive classrooms (Mukhlis, Janwari, et al., 2023; Mukhlis & Abdullah, 2025). As a result, the complexity of the social, emotional, and academic dimensions of inclusion remains underexplored, leading to an incomplete understanding of its impact on the lives of students with special needs.

The limitations of these existing methods are particularly apparent in their inability to explore the nuanced, lived experiences of individuals within the inclusive education system. For instance, while surveys and structured interviews may provide useful data on academic performance or social participation, they often overlook the deeper emotional responses, personal perceptions, and challenges faced by students in these settings (Hirata, 2023). This leaves a gap in understanding the true essence of inclusion from the perspective of those who experience it directly.

To address these gaps, phenomenology offers a powerful alternative. By focusing on the lived experiences of individuals, phenomenology allows for a more profound and holistic exploration of the personal meaning behind experiences in inclusive education (Alhusban & Tewari, 2025). This method enables researchers to delve into how participants make sense of their interactions, their challenges, and their successes, offering insights into the social dynamics and emotional impacts that traditional approaches fail to reveal. In this way, phenomenology can provide a richer, more comprehensive understanding of inclusive education, shedding light on aspects that are essential for creating more effective and supportive educational environments.

Research on inclusive education has been increasingly concerned with understanding the experiences of students with special needs, particularly regarding their social integration, emotional well-being, and academic development. Several studies have examined the perspectives of teachers and parents, but few have focused on the lived experiences of students themselves. Previous research, such as that by Johnson & Brown (2018), has highlighted the challenges these students face in building relationships with peers and navigating academic tasks in an inclusive setting. Theories such as Vygotsky's social constructivism provide a foundation for understanding how interactions in inclusive classrooms contribute to the development of cognitive and social skills (Scotti et al., 2025). However, these studies often rely on quantitative data or surface-level qualitative approaches that fail to capture the depth of students' personal experiences.

This study proposes a phenomenological approach to explore the subjective experiences of students with special needs within inclusive education settings. Phenomenology is uniquely suited to this purpose as it allows for an in-depth exploration of individuals' lived experiences, focusing on the meanings they attach to their interactions with peers, teachers, and the school environment. By adopting this approach, the study aims to address the gap identified in previous research, specifically regarding the emotional and social dimensions of inclusion that have been overlooked by traditional methodologies (Stathopoulou et al., 2025). This study seeks to understand how students with special needs perceive their inclusion, how they make sense of their social interactions, and how these experiences influence their sense of belonging and academic engagement.

The article is structured as follows: The introduction sets the context for the study and outlines the importance of exploring the lived experiences of students with special needs in inclusive education. The methodology section describes the phenomenological approach used to gather and analyze data, detailing the process of participant selection, data collection (through semi-structured interviews), and data analysis (using interpretative phenomenological analysis). The results section presents the key themes that emerged from the data, followed by a discussion of the findings in relation to existing literature (Mukhlis, 2025b; Mukhlis, Suradi, et al., 2023). Finally, the conclusion highlights the implications of the findings for both theory and practice in inclusive education, offering recommendations for educators and policymakers.

RESEARCH METHODS

Study Design

The research employed a phenomenological approach to explore the lived experiences of students with special needs, their parents, and teachers in the context of inclusive education. Phenomenology focuses on the subjective experiences of individuals, aiming to uncover the meaning they assign to their lived experiences. This approach is particularly relevant for this study as it seeks to understand how individuals perceive and make sense of their interactions and challenges in an inclusive educational setting (Lutz & Knox, 2014; McNabb, 2015). The interpretative phenomenological analysis (IPA) was chosen for this study, as it allows for an in-depth exploration of how participants make sense of their personal and social worlds. IPA is suited for investigating how individuals understand their experiences, emphasizing personal meaning, context, and the ways these meanings are shaped by personal history and social environment. The focus is on obtaining a rich description of participants' perceptions, which are analyzed to identify common themes that reveal the essence of the phenomenon. Before data collection, ethical approval was obtained from the relevant institutional ethics committee. The study also followed ethical principles for research involving children and participants

with special educational needs, including voluntary participation, confidentiality, anonymity, and the right to withdraw from the study at any stage without negative consequences.

Participants

Participants were selected using purposive sampling, focusing on individuals who could provide in-depth insights into the experiences of inclusive education. The study involved ten participants, including five students with special needs, two teachers, and three parents. The inclusion criteria for students were those enrolled in a mainstream classroom, aged 7 to 12, with documented special educational needs (e.g., hearing impairment, learning disabilities). Parents of children in the same age range, actively involved in their child's educational process, were also included. Teachers selected for the study had at least two years of experience working in inclusive classrooms. Participants were excluded if they had been involved in specialized education programs outside of the mainstream educational context (Hillman & Radel, 2018; Migdal, 2018). The average age of the student participants was 9 years old, and the teachers had an average of 6 years of teaching experience in inclusive settings. The diversity in the participant group was important for understanding the multifaceted nature of inclusive education from various perspectives.

Data Collection

Data were collected through semi-structured interviews with participants, which were conducted face-to-face in a comfortable and quiet setting to ensure privacy and reduce distractions. Each interview lasted approximately 45-60 minutes. A semi-structured interview guide was used, consisting of open-ended questions that allowed participants to share their experiences freely while also focusing on specific aspects related to the research questions. The interviews were designed to explore the participants' perceptions of the challenges and successes of inclusive education, their social interactions, and their role in the educational process (Carreiras & Castro, 2012; Iosifides, 2016). Because the study involved young students aged 7 to 12, the interview questions were adapted to their developmental level by using simple wording, short questions, concrete examples, and follow-up prompts. For students with communication or learning difficulties, the interviewer provided additional explanation, allowed more response time, and used supportive prompts to help them express their experiences without leading their answers. Interviews with children were conducted in a child-friendly manner to reduce anxiety and ensure that participation remained voluntary and comfortable. Observations of classroom interactions were also made to supplement the interview data, providing further context to the participants' experiences. All interviews were audio-recorded with the participants' consent and transcribed verbatim for analysis.

Data Analysis

The collected data were analyzed using interpretative phenomenological analysis (IPA), which is particularly effective for exploring how individuals make sense of their personal and social worlds. The analysis followed a systematic, step-by-step process. Initially, the transcripts were read and re-read to immerse in the data. Significant statements that captured the essence of participants' experiences were then identified and coded. These initial codes were grouped into broader categories that reflected the underlying themes. The themes were then refined to capture the deeper meanings and patterns emerging from the data (Daly, 2007; Longhofer et al., 2012). IPA allows for a detailed examination of the experiences of individuals within their specific context, ensuring that the data reflect both the individual and shared meanings of the phenomenon (Fife, 2020; Kawamura, 2020). NVivo software was used to aid in organizing the data and identifying themes, although the emphasis remained on the qualitative interpretation of the data.

RESULTS

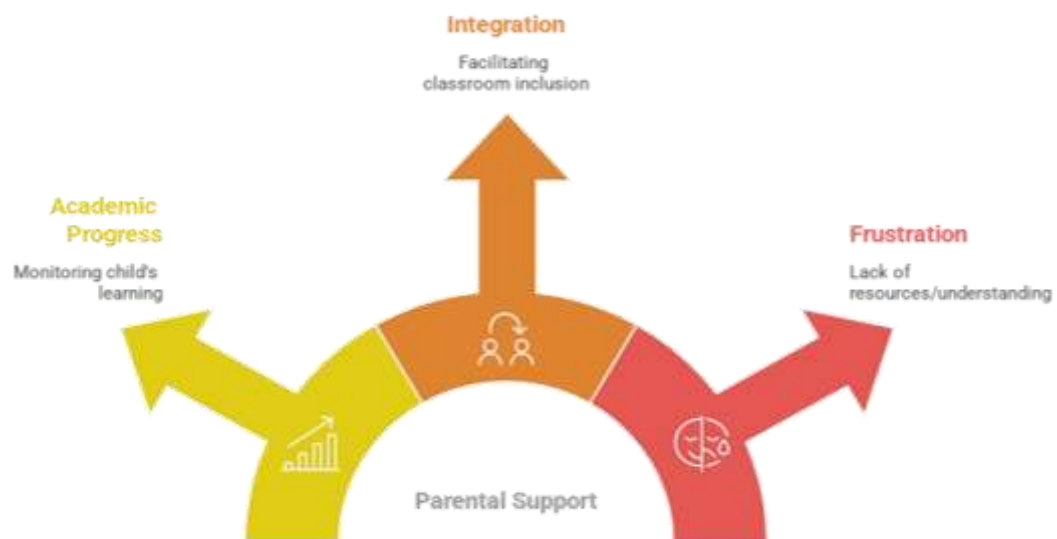
Parental Support in Inclusive Education

The experience of parental involvement in inclusive education was a central theme that emerged from the interviews. Parents described their efforts to navigate the complexities of supporting their children with special needs within a mainstream educational setting. Many parents emphasized the

importance of communication between themselves and the school. For example, one mother shared, "I always make sure to meet with the teachers regularly. It's not just about academics; I want them to understand how my child learns differently and what support he needs" (P1). Another parent similarly stated, "At home, I repeat what the teacher teaches because my child needs more time. If I do not help, he becomes confused and loses confidence" (P3). This direct engagement was seen as critical not only in monitoring academic progress but also in advocating for the necessary accommodations that would facilitate the child's integration into the classroom.

However, despite the recognition of the importance of their involvement, parents also reported feelings of frustration due to the lack of sufficient resources and understanding from some teachers. One father explained, "There are times when I feel the teachers don't fully understand my son's condition. It's frustrating because I know he could do better if they just knew more about his needs" (P2). This concern was also echoed by a teacher, who admitted, "Parents often know the child's needs better than we do, but we do not always have enough training or materials to respond properly" (T4). This reflects a common sentiment that while parental involvement is encouraged, the effectiveness of such involvement is often hindered by a lack of teacher training and school resources on special education needs.

Parental Support Impacts Inclusive Education



Social Integration and Peer Relationships

The social integration of students with special needs emerged as another crucial theme. Students with special needs frequently experience challenges in forming relationships with their peers, which were evident in the data. One student with a hearing impairment shared, "I often feel left out during group activities. They don't know how to communicate with me, and sometimes I just watch from the sidelines" (S1). This feeling of exclusion was particularly pronounced during non-academic activities, such as recess and group work, where social dynamics tend to be more informal.

However, there were also positive experiences related to peer relationships, especially when there was explicit encouragement from teachers and parents. One student reflected, "When the teacher makes sure that everyone includes me in the game, I feel happy and part of the group" (S3). These moments were vital for the students' social development, as they provided opportunities to build friendships and feel a sense of belonging in the school community.

Teacher Perceptions and Classroom Practices

Teachers' perceptions of their roles in inclusive education were key to understanding how inclusive practices were implemented in the classroom. Many teachers acknowledged the challenges they faced in managing a diverse classroom with students of varying abilities. As one teacher stated,

"It's challenging to balance the needs of all students, especially when some of them need so much more support. But I believe it's important to create an environment where everyone can participate" (T1).

Teachers reported varying levels of preparation and confidence in dealing with special needs students. While some teachers felt adequately prepared and trained to accommodate these students, others expressed doubts about their ability to meet the needs of students with more complex disabilities. As one teacher noted, "I try my best, but sometimes I just don't know how to help a child who needs more than I can give" (T2). This disparity in teacher preparedness highlighted the need for better professional development and more systematic support for inclusive education practices.

Emotional and Academic Impact on Students

The emotional and academic impact of inclusion on students with special needs was another important theme. Many students expressed mixed feelings about their experiences in inclusive classrooms. On one hand, the opportunity to learn alongside their peers was seen as motivating. As one student explained, "I like being in the same class as everyone else. It makes me feel normal" (S2). However, academic challenges also arose, particularly when the curriculum was not sufficiently adapted to accommodate different learning needs.

One teacher noted, "Sometimes, students with special needs can't keep up with the pace of the class, and it frustrates them. This can lead to feelings of inadequacy" (T3). Despite these challenges, some students managed to thrive in the inclusive environment, particularly when they received targeted support from teachers and classmates.

The results highlight the complexity of inclusive education for students with special needs, with parental support, social integration, and teacher perceptions playing significant roles in shaping students' experiences. Across the four themes, evidence from students, parents, and teachers consistently shows that inclusive education is most effective when support is collaborative rather than isolated. Parents contribute by reinforcing learning and advocating for their children, teachers shape participation through classroom strategies and accommodations, and students experience inclusion through both academic access and peer acceptance. While there are challenges, particularly in terms of social inclusion and teacher preparedness, there are also positive aspects where inclusive practices foster a sense of belonging and academic growth. These findings suggest that while inclusive education holds promise, there is a need for better support systems for both teachers and students to ensure that the potential of inclusive education is fully realized.

DISCUSSION

Key Findings Summary

This study revealed that students with special needs experience both challenges and moments of inclusion in mainstream classrooms, with their social interactions and emotional well-being being central to their academic and personal development. The findings underscore the importance of parental involvement and teacher perceptions in shaping students' experiences, and highlight how inclusive education can promote a sense of belonging despite social and academic challenges. However, the findings also indicate that inclusion cannot be understood merely as physical placement in mainstream classrooms; rather, it depends on the quality of teacher preparedness, peer acceptance, and the consistency of inclusive practices within the school environment.

Contribution to the Research Question

The study contributes significantly to our understanding of the lived experiences of students with special needs in inclusive education settings, addressing the gap identified in previous literature. By focusing on the subjective experiences of students, this research provides insights into how they navigate social interactions with peers, cope with academic expectations, and make sense of their place in the classroom (Dash & Mohanta, 2025). The findings demonstrate that while social integration remains challenging, positive teacher support and inclusive practices can significantly enhance students' sense of belonging and their academic engagement. At the same time, these findings complicate overly optimistic accounts of inclusive education that assume mainstream placement automatically leads to

participation and acceptance. In contrast, this study shows that students' experiences of inclusion are uneven and often depend on whether teachers are sufficiently prepared to adapt instruction and whether peers are encouraged to build supportive relationships. This deeper understanding answers the research question regarding how students with special needs perceive and experience inclusive education, emphasizing the emotional and social aspects that are often overlooked in traditional educational assessments.

Relation to Previous Literature and Theory

The findings align with Vygotsky's social constructivism, which emphasizes the role of social interactions in cognitive development, particularly within the context of learning in inclusive classrooms (K M et al., 2025). The positive experiences of students when teachers actively foster inclusivity echo the importance of the "scaffolding" process described by Vygotsky, where teachers provide the necessary support to help students progress within their zone of proximal development. However, this study also highlights the limitations of inclusive education as described in previous research, particularly regarding the lack of sufficient training and resources for teachers, which can hinder the effectiveness of inclusive practices (Khandal et al., 2023). Moreover, the feelings of exclusion reported by some students are consistent with earlier studies that highlight the emotional and social challenges faced by students with special needs in mainstream classrooms (Rodrigues & Ciscato, 2025). These findings complement existing research, showing that while inclusive education has potential, it requires a more nuanced approach that addresses both academic and social dimensions of inclusion.

Implications of the Findings

The findings of this study carry both theoretical and practical implications for the field of inclusive education (Coe et al., 2025). From a theoretical perspective, the research deepens our understanding of the social and emotional dimensions of inclusion, highlighting the complex ways in which students with special needs interact with their peers and teachers. The importance of fostering a supportive environment in inclusive classrooms, as highlighted in the findings, suggests that teacher training and school culture must prioritize both academic and social aspects of inclusion. From a practical standpoint, these findings underscore the need for educational institutions to implement targeted interventions that promote social integration, such as peer mentoring programs or social skills workshops, to ensure that students with special needs feel included both academically and socially (Nascimento et al., 2025). Additionally, the involvement of parents as key stakeholders is critical in bridging gaps between home and school, suggesting that schools should encourage stronger collaboration with families to enhance the overall educational experience of these students.

Limitations of the Study

While this study provides valuable insights into the experiences of students with special needs in inclusive classrooms, it also has several limitations (Kiliç & Jacquet, 2025). One limitation is the sample size, as the study focused on a small group of participants from a specific geographical area. This limits the generalizability of the findings to broader populations, particularly in different cultural or educational contexts. Additionally, the qualitative nature of the study means that the findings are based on the subjective experiences of a relatively small group of individuals, which may not fully represent the diversity of experiences within inclusive education settings (Abdul Majeed & Ilankumaran, 2025). Another limitation lies in the self-reporting nature of the data, which is subject to bias, particularly in participants' perceptions of their social interactions and inclusion. Future research could address these limitations by expanding the sample size, incorporating multiple educational settings, and using mixed methods to provide a more comprehensive view of the phenomenon.

Prospective Directions for Future Research

The findings of this study open several avenues for future research in the field of inclusive education. One important direction is the exploration of longitudinal studies that track the experiences of students with special needs over time, assessing how their perceptions of inclusion evolve as they progress through different educational stages (Kontak et al., 2025). Furthermore, research could focus on the intersectionality of inclusion, examining how factors such as gender, socioeconomic status, or

cultural background influence students' experiences in inclusive classrooms. Additionally, there is a need for studies that examine the impact of teacher professional development on the effectiveness of inclusive practices, particularly in fostering social integration (Wang et al., 2025). Future studies should also engage more directly with contrasting models of inclusive education by comparing contexts where inclusion is supported by strong teacher training and structured peer interaction with contexts where inclusion remains largely policy-driven or symbolic. Future studies could also explore the role of technology in promoting social inclusion, particularly in virtual or hybrid learning environments. These potential areas for further investigation can significantly contribute to the development of more effective and inclusive educational practices.

CONCLUSION

This study explored the lived experiences of students with special needs in inclusive education settings, with a focus on how they perceive their social interactions, academic challenges, and sense of belonging. The findings reveal that while students with special needs face significant social integration challenges, teacher support and parental involvement can greatly enhance their experience in inclusive classrooms. This research provides valuable insights into the emotional and social dimensions of inclusion, addressing gaps in previous studies that primarily focused on academic outcomes. By emphasizing the importance of inclusive practices that promote both academic and social integration, this study contributes to the broader understanding of inclusive education. The findings have important implications for inclusive classroom practice. Teachers should move beyond academic accommodation alone and actively facilitate positive peer interactions, collaborative learning opportunities, and classroom activities that foster a sense of belonging among students with special needs. Schools should also strengthen partnerships with parents through regular communication and collaborative support strategies to ensure that students receive consistent assistance across home and school environments.

In addition, the study highlights the need for targeted teacher professional development programs that focus on inclusive pedagogies, differentiated instruction, classroom management in diverse learning environments, and strategies for supporting the social-emotional well-being of students with special needs. Professional development should also equip teachers with practical skills to identify barriers to participation, respond to diverse learner needs, and create classroom cultures that value diversity and inclusion. Future research could explore the long-term effects of inclusive education on students' social and emotional development, and further investigate the role of teacher professional development in fostering inclusive environments. Ultimately, this study highlights the need for a more holistic approach to inclusion that considers the unique experiences of students with special needs.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this article.

REFERENCES

- Abdul Majeed, C. T., & Ilankumaran, M. (2025). Empowering Second Language Learning and Teaching in the ESL Classroom: Harnessing Digital Media and Programmed Instruction. *World Journal of English Language*, 15(6), 243–251. Scopus. <https://doi.org/10.5430/wjel.v15n6p243>
- Alhusban, H., & Tewari, S. (2025). Do Gender and Major Affect Preparatory Year Students' Performance on English Tests Across Proficiency Levels? *Journal of Intercultural Communication*, 25(2), 88–100. Scopus. <https://doi.org/10.36923/jicc.v25i2.1061>
- Bregger, M. D., O'Brien, C. L., Brown, O. E., Suleiman, L., Corey, S. A., & Schroedl, C. J. (2025). Diversity, inclusion, and bias in Continuing Medical Education activities:

- Lessons learned from participant evaluations. *Medical Education Online*, 30(1). Scopus. <https://doi.org/10.1080/10872981.2025.2525170>
- Carreiras, H., & Castro, C. (2012). *Qualitative methods in military studies: Research experiences and challenges* (p. 194). Taylor and Francis; Scopus. <https://doi.org/10.4324/9780203099223>
- Coe, J., Millett, A. C., Beane, S., & Grenfell-Essam, R. (2025). Educator experiences of intensive and blended teaching andragogy in UK higher education. *Review of Education*, 13(3). Scopus. <https://doi.org/10.1002/rev3.70105>
- Daly, K. J. (2007). *Qualitative methods for family studies & human development* (p. 293). SAGE Publications Inc.; Scopus. <https://doi.org/10.4135/9781452224800>
- Dash, A., & Mohanta, G. (2025). Drivers of sustainable financial Consumerism: Exploring the impact of artificial intelligence, finfluencers, financial literacy, and product quality on sustainable development. *Cleaner and Responsible Consumption*, 18. Scopus. <https://doi.org/10.1016/j.clrc.2025.100306>
- Fife, W. (2020). *Counting as a Qualitative Method: Grappling with the Reliability Issue in Ethnographic Research* (p. 140). Springer International Publishing; Scopus. <https://doi.org/10.1007/978-3-030-34803-8>
- Hillman, W., & Radel, K. (2018). *Qualitative methods in tourism research: Theory and practice* (p. 294). Channel View Publications; Scopus. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85050434848&partnerID=40&md5=7ea1e3f0b2027993b53f6a795804ee51>
- Hirata, Y. (2023). Do avatar-assisted virtual classrooms work for students with low speaking confidence?: A qualitative study. *Interactive Technology and Smart Education*, 20(3), 335–349. Scopus. <https://doi.org/10.1108/ITSE-10-2022-0142>
- Iosifides, T. (2016). *Qualitative Methods in Migration Studies: A Critical Realist Perspective* (p. 266). Taylor and Francis; Scopus. <https://doi.org/10.4324/9781315603124>
- K M, A., Singh, S., Khan, K. A., & Shaikh, A. (2025). Educating for equity: Implementing trans-affirmative competencies in physiology curriculum. *Advances in Physiology Education*, 49(4), 890–898. Scopus. <https://doi.org/10.1152/advan.00157.2025>
- Kawamura, Y. (2020). *DOING RESEARCH IN FASHION AND DRESS: An Introduction to Qualitative Methods, 2nd edition* (p. 166). Bloomsbury Publishing Plc.; Scopus. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85188589040&partnerID=40&md5=b3db406659cd1ea5b20e05664bec39a3>
- Khandal, U., Das, S., & Gaur, R. (2023). Education suffering within structural inequalities: A Critical Discourse Analysis of a policy framework. *Journal for Critical Education Policy Studies*, 20(3), 243–285. Scopus. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85146779522&partnerID=40&md5=9c844d62c79e31c19a6d3a9931acc54e>
- Kiliç, E., & Jacquet, W. (2025). Embracing diversity in adult education: Creating an inclusive environment for Turkish-speaking newcomers in community settings. *Humanities and Social Sciences Communications*, 12(1). Scopus. <https://doi.org/10.1057/s41599-025-04415-9>
- Kontak, J. C., Macrae, C., Stronach, L., Stymiest, L., & Kirk, S. F. L. (2025). Engaging youth to promote their well-being: Methods and findings from a knowledge mobilization

- project in Nova Scotia, Canada. *Research Involvement and Engagement*, 11(1). Scopus. <https://doi.org/10.1186/s40900-025-00737-9>
- Kourtidou, K., Frangopoulos, Y., Salepaki, A., & Kourkouridis, D. (2025). Digital Inequality and Smart Inclusion: A Socio-Spatial Perspective from the Region of Xanthi, Greece. *Smart Cities*, 8(4). Scopus. <https://doi.org/10.3390/smartcities8040123>
- Longhofer, J., Floersch, J., & Hoy, J. (2012). *Qualitative Methods for Practice Research* (p. 224). Oxford University Press; Scopus. <https://doi.org/10.1093/acprof:oso/9780195398472.001.0001>
- Lutz, W., & Knox, S. (2014). *Quantitative and qualitative methods in psychotherapy research* (p. 448). Taylor and Francis; Scopus. <https://doi.org/10.4324/9780203386071>
- McNabb, D. E. (2015). *Research methods for political science: Quantitative and qualitative methods: Second edition* (p. 426). Taylor and Francis; Scopus. <https://doi.org/10.4324/9781315701141>
- Meals, C. D. (2025). Diversity and Disparity in Band, Choir, and Orchestra Repertoire Lists: An Exploratory Analysis. *Bulletin of the Council for Research in Music Education*, 244, 27–47. Scopus. <https://doi.org/10.5406/21627223.244.02>
- Migdal, A. B. (2018). *Qualitative Methods in Quantum Theory* (p. 460). CRC Press; Scopus. <https://doi.org/10.1201/9780429497940>
- Mukhlis, L. (2025a). A Phenomenological Study of Personal Spiritual Experiences in Navigating Religious Pluralism within Interfaith Communities. *Irfana: Journal of Religious Studies*, 1(6), 212–220.
- Mukhlis, L. (2025b). Spiritual Grounds for Economic Growth: A Qualitative Exploration of Rural Indonesian Women's Transformative Journeys Through Mosque-Led Empowerment Programs. *Servina: Jurnal Pengabdian Kepada Masyarakat*, 1(8), 289–298.
- Mukhlis, L., & Abdullah, M. N. (2025). *Hukum Keluarga Islam di Indonesia* (1st ed.). Mukhlisina Revolution Center.
- Mukhlis, L., Arifin, T., Ridwan, A. H., & Zulbaidah. (2024). Integrating Artificial Intelligence and Maqāsid al-Syarī'ah: Revolutionizing Indonesia's Sharia Online Trading System. *Computer Fraud and Security*, 2024(11), 301–309. <https://doi.org/10.52710/cfs.238>
- Mukhlis, L., Arifin, T., Ridwan, A. H., & Zulbaidah. (2025). Reorientation of Sharia Stock Regulations: Integrating Taṣarrufāt al-Rasūl and Maqāsid al-Sharī'ah for Justice and Sustainability. *Journal of Information Systems Engineering and Management*, 10(10s), 58–66. <https://doi.org/10.52783/jisem.v10i10s.1341>
- Mukhlis, L., Arifin, T., Ridwan, A. H., Zulbaidah, Rosadi, A., & Solehudin, E. (2025). Reformulation of Islamic Stock Law: The Application of Taṣarrufāt al-Rasūl and Maqāsid al-Syarī'ah to Develop a Dynamic and Sustainable Islamic Capital Market in Indonesia. *Journal of Posthumanism*, 5(3), 1–13. <https://doi.org/10.63332/joph.v5i3.913>
- Mukhlis, L., Janwari, Y., & Syafe'i, R. (2023). INDONESIA STOCK EXCHANGE: THEORETICAL AND PHILOSOPHICAL ANALYSIS OF MUDHARABAH AND MUSYARAKAH CONTRACTS. *Yurisprudencia: Jurnal Hukum Ekonomi*, 9(2), 243–264. <https://doi.org/10.24952/yurisprudencia.v9i2.8466>

- Mukhlis, L., Maryam, S., & Sormin, S. A. (2023). Model Pembelajaran Living History Berbasis PjBL Untuk Meningkatkan Keterampilan Histografi Mahasiswa. *Jurnal Educatio FKIP UNMA*, 9(4), 1800–1809. <https://doi.org/10.31949/educatio.v9i4.5595>
- Mukhlis, L., & Saidah, Y. (2025). Dynamics of Nature-Based learning in Developing Children's Motoric Skills: Teacher and Parent Perspectives. *HUMANISMA: Journal of Gender Studies*, 9(1), 64–79. <http://dx.doi.org/10.30983/humanisme.v4i2.9366>
- Mukhlis, L., Suradi, Janwari, Y., & Syafe'i, R. (2023). Sosialisasi Saham Syariah sebagai Instrumen Pengembangan Ekonomi Masyarakat di Badan Kontak Majelis Taklim (BKMT) Kabupaten Mandailing Natal. *Jurnal Pengabdian Multidisiplin*, 3(2), 2–9. <https://doi.org/10.51214/japamul.v3i2.604>
- Nascimento, J. V. L. B., Santos, J. J., & Bittencourt Santa Pinto, I. I. (2025). Effects of Racial Stereotypes and Sociodemographic Profile on Anxiety, Flow, and Performance during the Use of Digital Educational Technologies. *International Journal of Artificial Intelligence in Education*, 35(1), 181–224. Scopus. <https://doi.org/10.1007/s40593-024-00432-y>
- Ridley, J. (2025). Discursive distancing and disconnection-making in a culturally and linguistically complex book group. *Literacy*, 59(3), 336–346. Scopus. <https://doi.org/10.1111/lit.70002>
- Rodrigues, G. P., & Ciscato, C. D. S. (2025). Educational support to improve female entrepreneurship: A case study amidst social inequalities. *REGEPE Entrepreneurship and Small Business Journal*, 14. Scopus. <https://doi.org/10.14211/regepe.esbj.e2519pr>
- Scotti, I., Arshad, R., de Rosa, R., Khan, H. A., & Minervini, D. (2025). 'Doing ownership' in sustainable energy innovation: The social embeddedness of microgrids in rural Pakistan. *Energy Research and Social Science*, 128. Scopus. <https://doi.org/10.1016/j.erss.2025.104334>
- Stathopoulou, T., Adamopoulou, E., Zirganou-Kazolea, L., Spyropoulou, N., Hatzinikolaou, K., & Cavounidis, J. (2025). Doomed to fail? A qualitative exploration of teachers' perspectives on refugee students' access to education and educational experiences in Greece. *Genus*, 81(1). Scopus. <https://doi.org/10.1186/s41118-025-00241-8>
- Svetelj, T. (2023). Digital Humanities—A Platform for Universal Humanism: The Path toward Peaceful Coexistence among Humans, the Cosmos, and Gods. *International Journal of Humanities Education*, 21(2), 91–102. Scopus. <https://doi.org/10.18848/2327-0063/CGP/v21i02/91-102>
- Velan, B., Tawil, Y., Marciano, A., & Truzman, T. (2022). Disaffiliation from Jewish Ultra-Orthodox Communities: Life Trajectories Shaped by the Axes of Rigidity–Fluidity and Alterity–Inclusion. *Contemporary Jewry*, 42(2), 293–314. Scopus. <https://doi.org/10.1007/s12397-022-09452-z>
- Wang, X., Xia, C., Zhao, Q., & Chen, L. (2025). Enhancing second language motivation and facilitating vocabulary acquisition in an EFL classroom through translanguaging practices. *Applied Linguistics Review*, 16(5), 2183–2216. Scopus. <https://doi.org/10.1515/applirev-2024-0292>