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Four Years of ASEAN Journal of Community and Special Needs Education (AJCSNE): Building an International Platform for Research on Special Needs and Inclusive Education

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ABSTRACT

This paper reviews the four-year development of the ASEAN Journal of Community and Special Needs Education (AJCSNE) as an emerging international platform for research on special needs and inclusive education. Using a descriptive-bibliographic approach, this study analyzes 49 AJCSNE articles published from 2022 to Vol. 4 No. 1 in 2025. AJCSNE has developed through publication continuity, thematic diversity, multidisciplinary orientation, and international participation. Up to Vol. 4 No. 1 in 2025, AJCSNE involved 136 authors from 15 countries. These findings indicate that AJCSNE has contributed to strengthening scholarly communication in inclusive education, special needs education, accessibility, assistive technology, mental health, and community-based education.

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1. INTRODUCTION

Research on special needs and inclusive education requires academic platforms that can support scholarly communication across different educational contexts. Inclusive education is not only related to classroom access, but also to broader issues such as accessibility, assistive technology, mental health, family support, community participation, curriculum, and educational intervention. Special needs education has also been discussed from various perspectives, including definition, systematic review, education system, and curriculum (Maryanti *et al.*, 2021). Recently, special needs education has also been connected to additional strategies and technologies that support the teaching and learning process (Nandiyanto *et al.*, 2018; Maryanti *et al.*, 2022).

The ASEAN Journal of Community and Special Needs Education (AJCSNE) is one of the journals that focuses on these issues. The journal is published by Yayasan Bumi Publikasi Nusantara (YBPN) and can be accessed through its official homepage: <https://ejournal.bumipublikasinusantara.id/index.php/ajcsne>. As part of the foundation's academic publishing activities, AJCSNE provides a publication space for studies related to special needs education, inclusive education, disability, accessibility, and community-based educational practices. The foundation has also supported scholarly dissemination through other journals in various fields, including education, sport science, religion, agriculture, and community service (Nandiyanti, 2024; Nandiyanti, 2025a; Nandiyanti, 2025b). Previous publications related to inclusive education and special needs show the importance of academic platforms that can accommodate multidisciplinary studies, including community-based inclusive education, multicultural education, and learning support for children with special educational needs (Gil Jr., 2025; Lhawon, 2025; Abbaci and Azizah, 2025). Therefore, AJCSNE is relevant as a journal that supports research development in special needs and inclusive education.

This paper aims to review the four-year development of AJCSNE as an international publication platform. The discussion focuses on publication continuity, thematic direction, international involvement, and AJCSNE's contribution to research on special needs and inclusive education. The novelty of this study lies in its focused review of AJCSNE as a developing international journal in the field of special needs and inclusive education. Unlike previous studies that discussed individual articles or specific topics, this paper maps the four-year publication journey of AJCSNE from Vol. 1 No. 1 in 2022 to Vol. 4 No. 1 in 2025. This study highlights publication continuity, country participation, institutional involvement, thematic diversity, and the role of AJCSNE within the publication ecosystem of Yayasan Bumi Publikasi Nusantara. Therefore, this paper provides an early documentation of AJCSNE's growth as an international platform for inclusive education research.

2. METHODS

This study used a descriptive-bibliographic approach to review the development of AJCSNE. The data consisted of articles published from Vol. 1 No. 1 in 2022 to Vol. 4 No. 1 in 2025 (see **Table 1**). The analysis was conducted by grouping the publications based on year, volume, issue, number of articles, author affiliation, country involvement, and research theme. The results were then summarized in tables to show AJCSNE's publication continuity, international involvement, thematic direction, and contribution to research on special needs and inclusive education. Data were collected and updated up to June 2025. Therefore, this study does not include Vol. 4 No. 2, and the findings should be understood as a review of AJCSNE publications only up to Vol. 4 No. 1.

3. RESULTS AND DISCUSSION

YBPN has contributed to academic publishing by providing scholarly platforms for researchers from different fields. Its publication activities show an effort to support research dissemination, journal development, and international scholarly communication. Previous studies on journals within this publication ecosystem have shown the growth of academic journals in several fields, including sport science, religion and society, agriculture, and food engineering (Nandiyanti, 2024; Nandiyanti, 2025a; Nandiyanti, 2025b).

Table 1. Scope of data analyzed in this study

ITEM	DESCRIPTION
Journal	ASEAN Journal of Community and Special Needs Education (AJCSNE)
Publisher	YBPN
First issue analyzed	Vol. 1 No. 1, March 2022
Last issue analyzed	Vol. 4 No. 1, March 2025
Data update	June 2025
Issues analyzed	7 issues
Articles analyzed	49 articles
Authors involved	136 authors
Countries involved	15 countries
Issue not included	Vol. 4 No. 2

YBPN publishes 9 journals (see <https://ejournal.bumipublikasinusantara.id/>). One of the journals that specifically focuses on special needs education is AJCSNE. Besides AJCSNE, studies related to inclusive education and special educational needs have also appeared in other journals connected to the broader publication activities of YBPN. These studies discuss community-based inclusive education, multiculturalism, sustainable development, and learning support for children with special educational needs (Gil Jr., 2025; Lhawon, 2025; Abbaci and Azizah, 2025). The foundation's attention to inclusive education is not limited to one journal, although AJCSNE remains the main platform dedicated to special needs and inclusive education. Within this ecosystem, the AJCSNE has a specific role as a journal focusing on special needs education, inclusive education, disability, accessibility, and community-based educational practices. The existence of AJCSNE is relevant because special needs education requires continuous research support, including studies on curriculum, educational systems, learning support, and inclusive practices (Maryanti *et al.*, 2021). The position of AJCSNE within the publication ecosystem of YBPN is summarized in **Table 2**.

Table 2. Position of AJCSNE in the publication ecosystem of YBPN

ASPECT	DESCRIPTION	REF.
Publisher role	YBPN supports academic publishing through several journals.	Nandiyanti (2024); Nandiyanti (2025a); Nandiyanti (2025b)
AJCSNE focus	AJCSNE focuses on special needs education, inclusive education, disability, accessibility, and community-based education.	Faddillah <i>et al.</i> (2022); Kurniawan (2022); Hartati <i>et al.</i> (2023)
Related inclusive education studies	Inclusive education and special educational needs are also discussed in other journals connected to the broader publication activities of YBPN.	Gil Jr. (2025); Lhawon (2025); Abbaci and Azizah (2025)
Main contribution	AJCSNE provides a focused journal platform for research on special needs and inclusive education.	Maryanti <i>et al.</i> (2021); Onojah <i>et al.</i> (2022); Khamidova and Kokch (2024)

The publication data was analyzed (**Tables 3 and 4**). From Vol. 1 No. 1 in 2022 to Vol. 4 No. 1 in 2025, AJCSNE published 49 articles in seven issues. These articles involved 136 authors from 15 countries. This shows that AJCSNE has maintained publication continuity and has gradually developed as an international publication platform.

The development of AJCSNE can be divided into four main phases (**Table 5**):

- (i) The first phase was the foundation phase in 2022, when AJCSNE built its identity through studies on inclusive literacy, special needs education, worship place design, mental health during the pandemic, and family support for children with special needs (Faddillah *et al.*, 2022; Nordin, 2022; Kurniawan, 2022; Marcaida, 2022; Fitri *et al.*, 2022).
- (ii) The second phase was the expansion phase in 2023, when the journal expanded its scope to digital learning, bibliometric studies, accessibility, counseling, and social skills (Hartati *et al.*, 2023; Sudarjat, 2023; Musayaroh *et al.*, 2023; Latif and Bakar, 2023; Sulyman and Yetunde, 2023).
- (iii) The third phase was the internationalization phase in 2024. In this phase, AJCSNE published more studies from diverse international contexts, including Nigeria, Bangladesh, Uzbekistan, and the Philippines. These studies discussed school feeding programs, intellectual disability, language loss, inclusive higher education, and individualized assessment for students with special needs (Dada *et al.*, 2024; Karmaker, 2024; Khamidova and Kokch, 2024; Yunusovna *et al.*, 2024).
- (iv) The fourth phase was the consolidation phase up to Vol. 4 No. 1 in 2025, marked by studies on employer-disability interaction, braille teaching, emotional trauma, aphasia recovery, and competence-based inclusive learning (Glushchenko, 2025; Komba *et al.*, 2025; Warren, 2025; Azamkhulovna *et al.*, 2025; Usarov *et al.*, 2025).

Table 3. Publication development of AJCSNE from 2022 to 2025

YEAR	ISSUE	ARTICLES	AUTHORS	INSTITUTIONS	COUNTRIES
2022	Vol. 1 No. 1	5	9	6	6
2022	Vol. 1 No. 2	8	19	10	5
2023	Vol. 2 No. 1	7	29	10	7
2023	Vol. 2 No. 2	5	9	3	3
2024	Vol. 3 No. 1	6	22	6	3
2024	Vol. 3 No. 2	8	19	4	4
2025	Vol. 4 No. 1	10	29	6	6
Total	7 issues	49	136	-	15 unique countries

Table 4. Page range and article distribution of AJCSNE publications

YEAR	VOLUME	ISSUE	NUMBER OF ARTICLES	PAGE
2022	1	1	5	1-36
2022	1	2	8	37-96
2023	2	1	7	1-60
2023	2	2	5	61-110
2024	3	1	6	1-70
2024	3	2	8	71-146
2025	4	1	10	1-94
Total	-	-	49	-

Table 5. Development phases of AJCSNE

PHASE	PERIOD	MAIN CHARACTERISTIC	REF.
Foundation	2022	Establishing journal identity in special needs and inclusive education.	Faddillah <i>et al.</i> (2022); Nordin (2022); Kurniawan (2022); Marcaida (2022); Fitri <i>et al.</i> (2022)
Expansion	2023	Expanding to digital learning, bibliometrics, accessibility, counseling, and social skills.	Hartati <i>et al.</i> (2023); Sudarjat (2023); Musayaroh <i>et al.</i> (2023); Latif and Bakar (2023); Sulyman and Yetunde (2023)
Internationalization	2024	Strengthening international research contexts and wider country participation.	Dada <i>et al.</i> (2024); Karmaker (2024); Khamidova and Kokch (2024); Yunusovna <i>et al.</i> (2024)
Consolidation	Up to Vol. 4 No. 1, 2025	Strengthening multidisciplinary themes and international visibility.	Glushchenko (2025); Komba <i>et al.</i> (2025); Warren (2025); Azamkhulovna <i>et al.</i> (2025); Usarov <i>et al.</i> (2025)

The international involvement by issue is presented in **Table 6**, while the list of unique contributing countries is shown in **Table 7**. International involvement is one of the strongest indicators of AJCSNE's development. Since its first issue, AJCSNE has involved authors from different countries. Up to Vol. 4 No. 1, the journal involved contributors from 15 countries.

The institutional background of AJCSNE contributors also shows diversity (**Table 8**). Authors came from universities, colleges, schools, and educational institutions. AJCSNE is not only relevant for university-based researchers, but also for education practitioners and institutions working directly with inclusive education and special needs education.

Thematically, AJCSNE has developed as a multidisciplinary journal, but it still under inclusive and special needs education, assistive technology, digital learning, mental health, psychology, bibliometric studies, community inclusion, social support, teaching strategies, and educational intervention (**Table 9**). AJCSNE does not treat special needs education as a narrow field, but as an area connected to technology, health, psychology, community development, and educational innovation.

Table 6. International involvement by issue

ISSUE	COUNTRIES INVOLVED
Vol. 1 No. 1, 2022	Brunei Darussalam, Indonesia, Malaysia, Philippines, Qatar, Zimbabwe
Vol. 1 No. 2, 2022	Brunei Darussalam, Indonesia, Malaysia, Nigeria, Zimbabwe
Vol. 2 No. 1, 2023	Indonesia, Japan, Kazakhstan, Malaysia, Nigeria, Russian Federation, United States
Vol. 2 No. 2, 2023	Indonesia, Malaysia, Nigeria
Vol. 3 No. 1, 2024	Indonesia, Nigeria, Philippines
Vol. 3 No. 2, 2024	Bangladesh, Nigeria, Philippines, Uzbekistan
Vol. 4 No. 1, 2025	Algeria, Nigeria, Philippines, Russian Federation, Tanzania, Uzbekistan

Table 7. Unique countries contributing to AJCSNE up to Vol. 4 No. 1

NO.	COUNTRY	ISSUE APPEARANCE
1	Indonesia	Vol. 1 No. 1; Vol. 1 No. 2; Vol. 2 No. 1; Vol. 2 No. 2; Vol. 3 No. 1
2	Brunei Darussalam	Vol. 1 No. 1; Vol. 1 No. 2
3	Malaysia	Vol. 1 No. 1; Vol. 1 No. 2; Vol. 2 No. 1; Vol. 2 No. 2
4	Qatar	Vol. 1 No. 1
5	Philippines	Vol. 1 No. 1; Vol. 3 No. 1; Vol. 3 No. 2; Vol. 4 No. 1
6	Zimbabwe	Vol. 1 No. 1; Vol. 1 No. 2
7	Nigeria	Vol. 1 No. 2; Vol. 2 No. 1; Vol. 2 No. 2; Vol. 3 No. 1; Vol. 3 No. 2; Vol. 4 No. 1
8	United States	Vol. 2 No. 1
9	Japan	Vol. 2 No. 1
10	Russian Federation	Vol. 2 No. 1; Vol. 4 No. 1
11	Kazakhstan	Vol. 2 No. 1
12	Bangladesh	Vol. 3 No. 2
13	Uzbekistan	Vol. 3 No. 2; Vol. 4 No. 1
14	Tanzania	Vol. 4 No. 1
15	Algeria	Vol. 4 No. 1

Table 8. Institutional involvement in AJCSNE publications

ISSUE	NUMBER OF INSTITUTIONS	INSTITUTIONS
Vol. 1 No. 1, 2022	6	Universitas Pendidikan Indonesia; University Brunei Darussalam; Universiti Teknologi Petronas; Community College of Qatar; Palapas National High School; Ruya Adventist High School
Vol. 1 No. 2, 2022	10	University of Ilorin; Adeyemi College of Education; Kwara State University; University of Ibadan; Universitas Pendidikan Indonesia
Vol. 2 No. 1, 2023	10	Virginia Commonwealth University; Hiroshima University; University of Tsukuba; Universiti Teknologi Malaysia; Abai Kazakh National Pedagogical University
Vol. 2 No. 2, 2023	3	Universiti Kebangsaan Malaysia; Kwara State University; Universitas Pendidikan Indonesia
Vol. 3 No. 1, 2024	6	Kwara State University; University of Ibadan; Gunung Jati Swadaya University; Sultan Kudarat State University
Vol. 3 No. 2, 2024	4	Kwara State University; Chirchik State Pedagogical University; Nizam Uddin Ahmed Model College; Bohol Island State University
Vol. 4 No. 1, 2025	6	Chirchik State Pedagogical University; Moscow Polytechnic University; University of Dodoma; University of Bejaia; Al-Hikmah University

The international value of AJCSNE is also reflected in the research contexts of its published articles (**Table 10**). For example, studies from Nigeria discuss assistive technology, school feeding, intellectual disability, and emotional development (Onojah *et al.*, 2022; Dada *et al.*, 2024; Adesokan *et al.*, 2024). Studies from Malaysia, Bangladesh, Uzbekistan, the Philippines, Tanzania, and Algeria discuss issues such as multicultural counseling, language loss, inclusive education, psychological well-being, braille teaching, and emotional trauma (Latif and Bakar, 2023; Karmaker, 2024; Khamidova and Kokch, 2024; Turan, 2024; Komba *et al.*, 2025; Warren, 2025).

Table 9. Main research themes in AJCSNE

MAIN THEME	TOPICS COVERED	REF.
Inclusive and special needs education	Inclusive literacy, hearing impairment, intellectual disability, inclusive classrooms.	Faddillah <i>et al.</i> (2022); Kurniawati (2022); Hartati <i>et al.</i> (2023); Yunusovna <i>et al.</i> (2024)
Assistive technology and digital learning	Assistive technology, digital accessibility, e-module, digital transformation.	Onojah <i>et al.</i> (2022); Olatunji and Babalola (2022); Musayaroh <i>et al.</i> (2023); Al Husaeni and Wahyudin (2023)
Mental health and psychology	Pandemic mental health, emotional maturity, trauma, anxiety, self-esteem.	Marcaida (2022); Minghat <i>et al.</i> (2023); Adesokan <i>et al.</i> (2024); Warren (2025)
Bibliometric studies	VOSviewer, Google-indexed data, research mapping, science education.	Nordin (2022); Bilad (2022); Sudarjat (2023); Nursaniah and Nandiyanto (2023)
Community and social inclusion	Family support, school feeding, employer-disability interaction, social orientation.	Fitri <i>et al.</i> (2022); Dada <i>et al.</i> (2024); Glushchenko (2025); Usarov <i>et al.</i> (2025)
Teaching strategies and intervention	Mnemonic, rhymes, braille teaching, individualized assessment, PhET simulation.	Kurniawati (2022); Sulyman and Yetunde (2023); Komba <i>et al.</i> (2025); Bolaji <i>et al.</i> (2025)

Table 10. Examples of international research contexts in AJCSNE

COUNTRY	RESEARCH TOPIC	REF.
Nigeria	Assistive technology, school feeding, intellectual disability, antisocial behavior, emotional development.	Onojah <i>et al.</i> (2022); Dada <i>et al.</i> (2024); Saadu (2024); Adesokan <i>et al.</i> (2024)
Malaysia	Multicultural counseling and mental health during the COVID-19 pandemic.	Latif and Bakar (2023)
Bangladesh	Language loss in marginalized communities.	Karmaker (2024)
Uzbekistan	Inclusive education, emotional states, individualized assessment, competence-based learning.	Baxtiyor and Sardor (2024); Khamidova and Kokch (2024); Yunusovna <i>et al.</i> (2024); Usarov <i>et al.</i> (2025)
Philippines	Pandemic domestic setting, student-athlete well-being, pickleball psychology.	Marcaida (2022); Braquez and Morbo (2024); Turan (2024)
Tanzania	Teaching strategies for braille beginners.	Komba <i>et al.</i> (2025)
Algeria	Emotional trauma and identity development through literature.	Warren (2025)

AJCSNE contributes to research on special needs and inclusive education in several ways (Kurniawati, 2022; Sulyman and Yetunde, 2023; Komba *et al.*, 2025; Bolaji *et al.*, 2025):

- (i) it provides publication continuity through regular issues from 2022 to 2025.
- (ii) it supports international authorship and institutional diversity.
- (iii) it provides space for multidisciplinary studies related to disability, accessibility, technology, psychology, community, and intervention.

- (iv) it supports practical studies, such as mnemonic strategies, rhymes, braille teaching, PhET simulation, individualized assessment, and e-module development. The main contributions of AJCSNE are summarized in **Table 11**.

Table 11. Contribution of AJCSNE up to Vol. 4 No. 1

CONTRIBUTION AREA	EVIDENCE
Publication continuity	Seven issues published from 2022 to Vol. 4 No. 1 in 2025.
Article productivity	49 articles analyzed.
Author participation	136 authors involved.
International involvement	15 unique countries represented.
Institutional diversity	Universities, colleges, schools, and educational institutions involved.
Thematic diversity	Inclusive education, special needs, technology, psychology, health, community, and intervention.
Practical contribution	Articles on mnemonic, rhymes, braille, PhET simulation, individualized assessment, and e-module.
Research mapping contribution	Bibliometric studies using VOSviewer and Google-indexed data.

AJCSNE has developed as an emerging international platform for research on special needs and inclusive education, supported by publication continuity, article productivity, international authorship, institutional diversity, and broad thematic scope. Since this study only covers publications up to Vol. 4 No. 1, the findings represent a minimum record of AJCSNE’s development. Future analysis including Vol. 4 No. 2 and later issues may show broader international involvement and stronger global contribution.

4. CONCLUSION

This study reviewed the four-year development of AJCSNE from Vol. 1 No. 1 in 2022 to Vol. 4 No. 1 in 2025. The findings show that AJCSNE has developed as an international publication platform for research on special needs and inclusive education. Up to Vol. 4 No. 1, the journal published 49 articles in seven issues and involved 136 authors from 15 countries. AJCSNE also shows thematic diversity through studies on inclusive education, disability, accessibility, assistive technology, mental health, community support, and educational intervention. Future analysis including Vol. 4 No. 2 may show broader international involvement.

5. ACKNOWLEDGMENTS

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6. AUTHORS’ NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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