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Digitalization of Identification and Initial Assessment in Inclusive Education at Elementary Schools: A Systematic Literature Review

Fauziah Wulansari*, Minsih, Choiriyah Widyasari
Study Program, Surakarta Muhammadiyah University, Surakarta, 57102, Indonesia

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* *Corresponding author:*

E-mail: wulansari.fauziah@gmail.com

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A B S T R A C T

This systematic literature review examines the digitalization of identification and initial assessment processes for children with special needs (ABK) in inclusive elementary education over the past five years. Guided by PRISMA standards, relevant studies were collected from databases such as Google Scholar, ERIC, and DOAJ. The review identifies three primary categories of digital applications: digital screening and diagnostic tools, e-assessment and reporting platforms, and assistive technologies with accessibility features. Findings indicate that digitalization improves administrative efficiency, ensures more consistent documentation, supports data-driven monitoring, and strengthens collaboration between teachers and parents. Despite these advantages, significant challenges remain, including inconsistent validity and reliability of assessment instruments, unequal access to technology, limited teacher digital competencies, and ethical concerns related to data privacy and algorithmic bias. The review emphasizes that effective implementation depends not only on technological tools but also on ecosystem readiness, teacher professional development, ethical governance, and child-centered design. Furthermore, major gaps persist in long-term empirical research, standardized assessment workflows, and governance systems to address privacy protection and bias reduction. Overall, digitalization offers substantial potential to enhance inclusive education assessment practices when supported by comprehensive planning and responsible implementation.

1. Introduction

Inclusive education at the elementary school level requires schools to provide services responsive to the diverse needs of students, including children with special needs (ABK). One of the main prerequisites for effective inclusive services is

accurate identification and initial assessment, as the results of this initial stage become the basis for determining needs profiles, planning support, adjusting learning, and monitoring development. However, the practice of identification and initial assessment in inclusive schools often faces classic problems: varying instruments, inconsistent documentation, high administrative burden, and dependence on teachers' subjective assessments when expert support is limited. This condition risks causing delayed support and inappropriate services.

In the past five years, literature has shown increasing attention to technology/edtech as a support for inclusive education, including aspects of accessibility, participation, and reducing learning barriers. A systematic review in Education Sciences confirms that technology (such as accessibility devices, interactive applications, to AR) can strengthen access and participation, but its implementation also demands resource readiness and appropriate integration to avoid creating "new barriers" (Samaniego López et al., 2025). A large-scale systematic review study in Frontiers in Education also reports that mobile devices and interactive applications are widely used to support inclusion, and in general, technology has the potential to help personalization and encourage social-academic engagement (Samaniego López et al., 2025). Furthermore, the integration of digital technology in educational settings has been shown to enhance student engagement and facilitate personalized learning experiences (Khayyirah et al., 2024). The utilization of digital platforms and applications can provide immediate feedback and adaptive learning pathways that are particularly beneficial for diverse learners (Adinda et al., 2025).

Specifically at the elementary level and in the context of low-middle income countries, a systematic review in Educational Review shows that EdTech interventions for students with disabilities of elementary school age (6 to 12 years) do have examples of positive impacts, but the evidence base is still relatively weak (often small studies, minimal control, and learning outcomes sometimes become secondary aspects). The study also emphasizes the need for more robust and long-term research involving ecosystems (teachers, families, curriculum) so that educational impacts can be well understood (Lynch et al., 2024). Digital assessment tools have demonstrated potential in improving learning outcomes when properly implemented with appropriate pedagogical models (Faza et al., 2024). The use of technology-based assessment can also enhance student motivation and engagement in the learning process (Tonda et al., 2024). Problem-based learning approaches combined with digital tools have shown effectiveness in supporting diverse learning needs and promoting critical thinking skills (Hartati et al., 2025). Project-based learning models assisted by digital media can significantly improve student learning outcomes, particularly in elementary school contexts (Utami et al., 2025).

At the school practice level, issues of teacher readiness and institutional support emerge consistently. Mixed-method research in the Journal of Educational Technology & Online Learning shows that teachers in inclusive classrooms still need support in understanding special needs and planning technology-assisted learning; the limitations of devices and implementation competencies become real obstacles (POLAT et al., 2024). These findings are relevant because digitalization of identification and initial assessment, which requires data entry, result processing,

and interpretation, will greatly depend on user competencies and the school ecosystem. The effective implementation of technology-enhanced assessment requires not only technical skills but also pedagogical understanding of how to integrate digital tools meaningfully into assessment practices (Mustika et al., 2024). Teachers need comprehensive training and ongoing support to develop their technological pedagogical content knowledge (TPACK) to maximize the benefits of digital assessment tools (Ratnasari et al., 2022).

In line with these developments, recent studies in Indonesia have begun to highlight the digitalization of assessment/identification. For example, a systematic review in Jurnal Obsesi maps the development of e-assessment instruments for early detection of learning difficulties in elementary schools and shows a trend in using digital technology for initial screening of literacy and numeracy abilities and related difficulties, as a basis for intervention (Sumartini et al., 2025a). Additionally, research in Vidya Karya reports the use of technology-based assessment that is perceived to increase accessibility and accuracy in identifying children's abilities (cognitive, social, emotional, physical) compared to manual methods in the context of inclusive education (Susanti et al., 2024).

However, when critically examined, there are still clear research gaps. First, many studies and reviews of inclusive technology focus on learning interventions or accessibility technology in general, while studies that specifically focus on digital applications for identification and initial assessment (not daily formative learning assessment) in inclusive elementary school settings are still more limited and scattered (Samaniego López et al., 2025). Second, existing studies often emphasize the effectiveness of technology broadly, while the need for more operational mapping such as types of applications used (web/mobile), functions (screening, support profiles, referrals), instrument characteristics, validity-reliability evidence, reporting integration, and aspects of privacy and child data governance is still rarely summarized systematically in one SLR framework focused on "initial assessment" in elementary schools. Third, aspects of teacher readiness and implementation ecosystem (training, service support, infrastructure) have been frequently mentioned, but have not been extensively linked specifically to the application-based identification-initial assessment "work chain," even though this factor determines whether applications truly improve service decision accuracy (POLAT et al., 2024).

Based on these conditions, this research is important to conduct through a Systematic Literature Review to consolidate evidence from the past 5 years regarding the digitalization of identification and initial assessment in inclusive education at elementary schools with an emphasis on digital applications. This SLR is expected to produce a more comprehensive map of various digital applications/tools, their functions and usage mechanisms, reported benefits and limitations, as well as research gaps that need to be answered by follow-up studies and the development of more contextual digital assessment systems for inclusive schools. This research aims to identify and map the types and characteristics of digital applications utilized in the process of identifying and initially assessing children with special needs (ABK) in inclusive education at elementary schools

based on research findings from the past five years. Additionally, this research also aims to analyze the benefits, limitations, and implications of using digital applications in supporting the accuracy and effectiveness of the identification and initial assessment process for ABK in inclusive elementary schools, so that it can become the basis for developing and utilizing more contextual and sustainable digital assessment systems in inclusive education practice.

2. Methodology

This study employed a Systematic Literature Review (SLR) approach following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure a systematic, transparent, and reproducible review process. The purpose of this method is to identify, evaluate, and synthesize relevant studies related to the digitalization of identification and initial assessment in inclusive elementary education.

Instrument

The primary instrument used in this study was a literature review protocol developed based on PRISMA guidelines. This protocol includes predefined criteria for article selection, data extraction, and data classification. The instrument focused on identifying key aspects such as types of digital applications, assessment functions, implementation contexts, and reported benefits and limitations. A data extraction form was used to systematically record relevant information from each selected study to ensure consistency and accuracy.

Data Collection

The data collection process was conducted through a systematic search of scientific literature published within the last five years (2020-2025). The databases used in this study included Scopus, DOAJ, and Google Scholar. The search strategy employed a combination of keywords such as *digital assessment*, *initial assessment*, *identification*, *inclusive education*, *elementary school*, and *digital applications*. The article selection process followed the PRISMA stages: identification, screening, eligibility, and inclusion. Initially, 23 articles were identified. Duplicate records were removed, and the remaining articles were screened based on titles and abstracts to assess relevance. Articles that met the inclusion criteria were then reviewed in full text. The inclusion criteria were as follows: (1) articles published within the last five years, (2) studies discussing digital applications for identification and/or initial assessment, (3) research conducted in the context of inclusive elementary education, and (4) availability of full-text articles. Articles that did not meet these criteria were excluded.

Data Analysis

The selected articles were analyzed using a qualitative descriptive approach through data extraction and thematic synthesis. The extracted data were categorized based

on similarities in themes, including types of digital tools, functions of assessment, and implementation outcomes. The analysis process involved identifying patterns, comparing findings across studies, and synthesizing evidence to generate a comprehensive understanding of how digital applications are used in identification and initial assessment. The results were then interpreted to highlight key trends, benefits, limitations, and research gaps in the field.

3. Results and Discussion

Results

To provide a clearer overview of the studies included in this systematic literature review, Table 1 is first presented as the result of a structured data extraction and synthesis process from selected articles. The table summarizes the authors, year of publication, journal sources, and the main empirical findings related to digital identification and initial assessment in inclusive elementary education. This table is not merely conceptual but represents the processed results of the reviewed literature, which serve as the basis for identifying patterns across studies. Each study contributes specific evidence regarding the use of digital tools in inclusive contexts, particularly in early identification and assessment practices. Therefore, the table functions as an entry point to understand how digitalization is operationalized in real educational settings. Furthermore, the presentation of Table 1 before detailed explanation ensures that readers can contextualize the findings within a structured dataset. This approach aligns with systematic literature review standards that emphasize transparency in data presentation. Thus, the following analysis is grounded in the empirical evidence summarized in the table.

Table 1. Summary of Reviewed Articles

No	Author, Year, Journal (APA Style)	Summary of Review Findings
1	Ebenbeck, N., Zentel, P., & Gebhardt, M. (2025). *Journal of Intellectual Disabilities.*	Tablet-based digital reading screening helps identify the reading abilities of students with intellectual disabilities more quickly and supports data-driven decision-making.
2	Jayanti, D., Pandang, A., & Studi Bimbingan dan Konseling, P. (2026). *Journal/Proceeding.*	Development of an Android-based assessment application to identify learning difficulties in elementary school students. The application assists teachers in data recording, result analysis, and intervention planning.
3	Sumartini, T., Hamdu, G., & Hidayat, S. (2025). *Jurnal Obsesi.*	E-assessment for early detection of learning difficulties shows an increasing trend in the use of digital technology for literacy and numeracy screening in elementary schools.
4	Susanti, D. J., et al. (2024). *Vidya Karya.*	Technology-based assessment improves accessibility and accuracy in identifying cognitive, social, and emotional abilities of children with special needs.
5	POLAT, E., et al. (2024). *Journal of Educational Technology and Online Learning.*	Teachers in inclusive classrooms still require support in using educational technology due to limitations in devices and digital competencies.

Based on the reviewed studies, the empirical findings indicate that the digitalization of identification and initial assessment in inclusive elementary schools is implemented through three main groups of applications or tools. First, several studies explicitly report the use of digital screening or diagnostic tools to map initial risks and student needs in a more efficient manner. Ebenbeck et al. (2025) found that tablet-based reading screening enables faster identification of students' reading abilities and supports data-based decision-making processes in classrooms. Similarly, Sumartini et al. (2025b) highlight the increasing use of digital devices for early detection of learning difficulties, especially in literacy and numeracy screening at the elementary level. These findings demonstrate that digital tools are not only used for evaluation but also for early identification purposes. In addition, the use of such tools allows teachers to obtain immediate results, which can support timely intervention. This pattern suggests that digital screening is becoming a foundational component in inclusive education practices. Overall, the data consistently show that early identification is significantly enhanced through digitalization.

Second, empirical findings highlight the role of e-assessment and reporting platforms in improving teacher efficiency and data management processes. Studies such as Jayanti et al. (2026) report that Android-based assessment applications assist teachers in recording data, conducting automatic recapitulation, and preparing intervention plans more effectively. Teachers perceive that the availability of structured and easily accessible data supports their decision-making processes in addressing students' needs. In addition, these platforms often include dashboard features that summarize assessment results in a concise and user-friendly format. This reduces administrative workload and allows teachers to focus more on instructional planning rather than manual data processing. The findings also indicate that digital reporting enhances communication between teachers, parents, and schools, as the results are clearer and more systematically organized. Consequently, e-assessment platforms contribute not only to efficiency but also to transparency in assessment practices. This demonstrates that digital tools play a significant role in transforming traditional assessment workflows.

Third, studies reveal that technology-based assistive tools are increasingly integrated into the assessment process to support students with diverse needs. Susanti et al. (2024) found that technology-based assessment improves accessibility and accuracy in identifying students' cognitive, social, and emotional abilities. These tools often include features such as text-to-speech, speech-to-text, and adjustable display settings, which allow students with specific barriers to participate more effectively in assessments. The findings suggest that digital assessment in inclusive contexts is not limited to transferring tests into digital formats but also involves adapting the assessment environment to meet diverse learner needs. This indicates a shift toward more inclusive assessment practices that prioritize accessibility. Furthermore, the integration of assistive technologies helps ensure fairness in assessment by reducing barriers that may affect student performance. As a result, digital tools contribute to more equitable identification processes. Overall, the data confirm that assistive technologies are a crucial component of inclusive digital assessment.

Across the reviewed studies, several consistent benefits and limitations emerge from the empirical data. The most frequently reported benefits include increased time and administrative efficiency, improved consistency in recording and recapitulation, opportunities for continuous data-based monitoring, and enhanced teacher-parent collaboration due to clearer reporting (Jayanti et al., 2026; Olajide, 2025). However, the findings also reveal several persistent challenges. These include variations in the quality of assessment instruments, particularly in terms of validity and reliability, as well as disparities in access to digital devices and internet connectivity. In addition, teacher readiness remains a critical issue, as not all educators possess sufficient digital competencies to effectively utilize these tools. Ethical concerns are also highlighted, especially regarding child data privacy and the risk of bias in algorithm-based assessment systems (Laitusis & Karvonen, 2025a; Montenegro Rueda & Fernández Cerero, 2023; Özer Şanal, 2023). These findings indicate that while digitalization offers significant advantages, it also introduces new complexities that must be addressed. Therefore, the implementation of digital assessment requires careful consideration of both its benefits and limitations.

Discussion

Digitalization as strengthening "early support," not merely evaluation

Literature from the past 5 years points to one main message: digital initial assessment is most valuable when positioned as a tool to accelerate support (early support), not merely as assessment administration. Studies on digital reading screening show the main value of digital assessment lies in its ability to produce indicators that can be used for learning decision-making/differentiation of support (Ebenbeck et al., 2025). This finding is relevant for inclusive elementary schools because the early phase of elementary school is a key period to detect needs and prepare early intervention before learning gaps widen.

"What application" is important, but "how the data workflow works" is more determining

Many studies describe applications as tools for input, recapitulation, and reporting. However, what most determines the quality of inclusive services is the data workflow: how screening data is collected, verified, interpreted, and linked to support decisions (such as referrals, strategy adjustments, or individual learning programs). R&D studies of mobile device-based assessment applications that produce dashboards show their practical value but also indicate the need for standardization of interpretation and follow-up so that data does not stop as "numbers" (Jayanti et al., 2026).

Teacher readiness is a prerequisite (and often becomes a weak point)

Evidence shows that the main obstacle is not just application availability but teachers' digital competencies and organizational support. Studies on digital assessment tools for special education teachers confirm challenges in aspects of

knowledge-skills, time, integration, collaboration, to cost/management support (Özer Şanal, 2023). Other findings related to digital competencies of special education teachers show that digital competence is still a "homework" and needs systematic strengthening (Montenegro Rueda & Fernández Cerero, 2023). The implication is that SLR articles should emphasize that application development must be accompanied by training models, interpretation guidelines, and school support so as not to add to teachers' workload.

Inclusivity of digital assessment demands clear accessibility design and accommodations

One important gap in many implementations is the minimal technical-academic discussion about accommodations (such as alternative formats, audio/visual support, response flexibility) and universal design in assessment. Conceptual studies on inclusive assessment and universal design of assessment systems emphasize the importance of considering accessibility and fairness throughout the assessment cycle, not at the end (Kleinlein, 2025; Laitusis & Karvonen, 2025b). In other words, initial assessment applications in inclusive elementary schools should ideally not only be "easy for teachers to use" but also "friendly to children's needs" (such as support for reading, attention, or communication barriers).

Risks of bias, privacy, and child data governance are increasingly crucial

The more digital the assessment process, the greater the issues of child data privacy and security as well as potential bias when systems use automatic scoring, recommendations, or AI elements. Literature on fairness in AI-based assessment emphasizes the risks of algorithmic bias and demands for mitigation so as not to reinforce injustice for vulnerable groups (Obed Boateng & Bright Boateng, 2025; Zhang, 2025). For the context of inclusive elementary schools, this discussion can be positioned as governance recommendations: data minimization, parental consent, storage security, bias auditing, and interpretation transparency.

4. Conclusion

This study concludes that the digitalization of identification and initial assessment in inclusive elementary education has developed significantly through the use of digital screening tools, e-assessment platforms, and assistive technologies. These digital applications contribute to improving efficiency in administrative processes, ensuring consistency in documentation, enabling continuous data-based monitoring, and enhancing collaboration between teachers and parents. However, the implementation of digital assessment is not without challenges. Key issues include variations in the validity and reliability of assessment instruments, unequal access to digital devices and infrastructure, and limited teacher digital competencies. In addition, ethical concerns related to data privacy and potential bias in digital or AI-based systems remain critical considerations.

The findings highlight that the effectiveness of digital assessment depends not only on technological availability but also on the readiness of the educational ecosystem, including teacher training, institutional support, and clear data governance. Furthermore, digital assessment should prioritize accessibility and inclusivity to accommodate diverse student needs. In conclusion, digitalization has strong potential to support early identification and intervention in inclusive education, but its successful implementation requires a comprehensive, ethical, and child-centered approach. Future research should focus on strengthening evidence, developing standardized frameworks, and improving long-term implementation strategies.

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