

# Management of Inclusion Curriculum in Public Elementary School, Giwangan

Falen Twinka Dila

*Educational Management Study Program  
Graduate School, Universitas Negeri Yogyakarta  
Yogyakarta, Indonesia  
falen.dila@gmail.com*

Wiwik Wijayanti

*Educational Management Study Program  
Graduate School, Universitas Negeri Yogyakarta  
Yogyakarta, Indonesia  
wiwikwijayanti@uny.ac.id*

**Abstract**—The purpose of this study is to describe the activities of inclusive curriculum management in Giwangan State Elementary School Yogyakarta including: (1) inclusive curriculum planning; (2) implementation of the inclusive curriculum; (3) evaluation of the inclusive curriculum. This research is a qualitative descriptive study. The informants in this study were the principal, inclusion coordinator, class teacher, subject teacher and special tutor. Data collection through interviews, observation and documentation study. The validity of the data was tested using source pole and triangulation methods then the data obtained were analyzed. The results showed that: (1) curriculum planning was carried out by the curriculum development team in July based on school assessments and facilities. using the modified 2013 curriculum; (2) the implementation of the inclusive curriculum is carried out by the teacher using the pull out class model; (3) curriculum evaluation through a series of end-of-semester and mid-term exams. The teacher evaluates the curriculum at the end of the school year.

**Keywords**—*curriculum; inclusion; inclusion curriculum*

## I. INTRODUCTION

Education is a means of developing oneself both from the academic aspects, attitudes and skills. Education is a right for all children in Indonesia. This is stated in Law Number 20 Year 2003 concerning the National Education System, chapter II article 3 states:

National education functions to develop capabilities and shape the nation's character and civilization with dignity in the context of educating the life of the nation, aiming at developing the potential of students to become human beings who believe in and fear God Almighty, have noble, healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen. [1]

In addition to the Act, there is a Strategic Plan by the Ministry of Education and Culture in 2015-2019. On the second mission's explanation on the point of realizing broad, equitable and fair access. The second point can be interpreted as optimizing the achievement of 12-year compulsory education; increase the availability and affordability of education services, especially for people with special needs and marginalized communities, as well as for frontier, outermost, and disadvantaged regions (3T) [2].

For children with special needs, education has been guaranteed by the Government through inclusive schools, so it is expected that no children drop out of school due to physical, emotional and mental barriers. Children with special needs are children who in education need specific services, different from children in general [3]. The provision of special education in general and vocational education units is carried out inclusively. In Permendiknas Number 70 of 2009 concerning Inclusive Education Article 1 states that:

Inclusive education is a system of providing education that provides opportunities for all students who have disabilities and have the potential for intelligence and / or special talents to attend education or learning in the educational environment together with students in general. [4]

At this time many schools have implemented inclusive education, so that a good management or inclusion program is needed by the school. The research results of Sunardi et al (2011) suggest that "The results showed, in terms of institutional management, that the majority of inclusive schools had developed strategic plans (for inclusion), legally appointed coordinators, involved related and relevant parties, and conducted regular coordination meetings. [5]. In inclusive schools, institutional management with good and routine coordination is needed. That knowledge that is no less important is owned by the implementers of inclusive education is about management or management. In relation to strategic planning, development, both in class, school and regional scales [6].

The principle of inclusive education services is a curriculum or program that must adjust to the individual abilities of students [7]. This is not in accordance with the conditions in the field, as evidenced by the results of other studies as well as the results of research by Witasoka (2016) that; first, high school inclusive schools do not have special planning in organizing inclusive education; secondly, trying to carry out management activities according to the needs and characteristics of students with disabilities; third, the principal has direct involvement in the administration of inclusive education [8]. Lucky (2018) that all subjects emphasized that inclusive education in their respective schools was still not well established. In addition, the perceptions of all interviewed towards the management and implementation of inclusive education do not really confirm a satisfactory level of education [9]. Rovik (2017) shows that slow learners need an

IEP as the main document guiding teachers in learning chemistry in class [10].

Yogyakarta Special Region, has arranged inclusive education in Yogyakarta Special Governor Regulation Number 21 of 2013 concerning the Implementation of Inclusive Education and Decree of the Head of Yogyakarta City Education Office Number: 188/661. The primary school which is a reference for inclusive schools is the Yogyakarta Public Elementary School.

In the preliminary study activities, Giwangan public elementary school since 2012 has been implementing inclusive schools. Although it has been long held, there are still obstacles in the implementation of inclusive programs, including: first, not all teachers understand the importance of individual curriculum planning; second, not all teachers have developed individual learning plans; third, does not yet have a special inclusion program; fourth, the inclusion space has not been used maximally.

By looking at the obstacles in the first, second and third points as well as the results of previous studies, researchers are interested in conducting research into the management of inclusive curriculum in the Giwangan elementary school in Yogyakarta.

In this study the problem formulation is as follows:

- How to plan for inclusive curriculum in Yogyakarta's Giwangan Public Elementary School?
- How is the implementation of the inclusive curriculum in Yogyakarta's Giwangan Public Elementary School?
- How to evaluate the inclusion curriculum in Yogyakarta Public Elementary School Giwangan?

Inclusive education is an education service system that provides opportunities for all children to learn together in public schools by paying attention to diversity and individual needs, so that the child's potential can develop optimally [11]. Inclusive education has the aim of providing opportunities and realizing education to all students who have physical, emotional, mental, social or special talent according to their needs and abilities that value diversity and are not discriminatory [12]. Regulation of the Minister of National Education of the Republic of Indonesia No. 70 of 2009 article 2, states the objectives of the implementation of inclusive education, including: (1) Providing the widest possible opportunity for all students who have physical, emotional, mental and social disabilities or have physical, emotional, social and mental disabilities to be able to attend quality education in accordance with their needs and abilities. (2) Realizing the implementation of education that respects diversity and is not discriminatory for all participants [13].

The implementation of inclusive education has several legal and conceptual foundations, namely the Declaration of Human Rights (1948), the Convention on the Rights of the Child (1989), the World Conference on Education for all (1990), Equal Opportunities for people with Disabilities (1993), the Salamanca Statement on Inclusive Education

(1994), Basic Commitments to Education for all (2000), Bandung Declaration (2004) [14].

In Salamanca's statement with the following essence: "The basic principle of inclusive schools is that all children must learn together, wherever possible, regardless of the difficulties or differences they may face. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating the styles and levels of learning that are different and ensure quality education for all through curricula, organizational arrangements, teaching strategies, use of resources and partnerships with their communities. There must be a range of support and services that are appropriate to the range of special needs faced in each school [15]. several models in the administration of education: Placement of children with special needs can be done on various models, namely: regular classes (full inclusive), regular classes with clusters, regular classes with pull outs, regular classes with clusters and pull outs, special classes with various integrators n, full special class [16].

Key factors influencing the success of inclusive education are, among others, education of student teachers and the level of awareness among teachers and parents. Which means that teachers and parents have an important role in the implementation of inclusive education and factors such as lack of available funding, administrative and policy support levels, and properly trained personnel pose significant challenges that slow down the progress. In addition, there are obstacles in the development of inclusive children curriculum. [17].

In the learning process learning planning should be made based on the results of the assessment and made jointly between special teacher assistants and class teachers in the form of individual learning programs, then in the implementation of learning prioritizing cooperative and participatory learning methods, giving equal opportunities to other students, being the responsibility jointly and implemented collaboratively between special assistant teachers and class teachers, as well as by using various media, resources and environments according to the needs of children with special needs [18].

Management of inclusive education is a process of regulating and managing resources related to the implementation of inclusive education including planning, implementing, monitoring, and evaluating as well as following up on evaluation results [19]. Management of inclusive education can be implemented by taking into account several aspects including academic management, student management, resource management, facilities and infrastructure management, and supervision management [20].

Curriculum that accommodates students with various backgrounds of abilities by means of escalation, duplication, modification, omission and substitution. [21]. Meanwhile according to Hoelper (2015):

"Districts throughout the nation are restructuring their academic placement of students to create inclusive classrooms. This means that classrooms will have students with Individualized Education Plans (IEPs) taking classes with their general education peers [22]."

A curriculum for children with disabilities in an inclusive context must ensure the same rights and equal opportunities; the development of educational planning for these children is very widely spread; Teachers 'and parents' opinions must be more reflected by different studies [23]. The international literature on the inclusion of pupils with special educational needs has been wide-ranging, focusing mainly on curriculum and assessment, and social inclusion [24]. Schools that serve students with special needs have a need to recognize and use curricula and practices related to the goals and principles of inclusive education [25].

Operationally the curriculum model used in inclusive curriculum management is of three types, namely the general curriculum (regular), for ordinary students and children with special needs who can follow the general curriculum, curriculum modification, which is a blend of the general curriculum with the PPI curriculum, for children special needs who cannot follow the general curriculum in full, and individualized curriculum, for children with special needs who are totally unable to follow the general curriculum [26]. inclusive school curriculum management includes, among others: curriculum modifications that apply to regular schools that are tailored to the abilities and characteristics of students (exceptional children); describe the educational calendar; arrange lesson schedules and division of teaching assignments; regulate the implementation of the preparation of semester teaching programs and lesson preparation; regulate the implementation of curricular and extracurricular programs; regulate the implementation of the assessment; regulate the implementation of class promotion; make reports on student learning progress; organize efforts to improve and enrich teaching [27].

Indicator of inclusive curriculum as follows:

- The curriculum is broadly similar for all learners (i.e., there is not a separate curriculum for learners with special needs).
- The curriculum is adapted to take account of the abilities and interests of different groups of learners.
- The principles of Universal Design are employed in the development of curricula [28].

In curriculum evaluation there are at least six components that need to be considered: components of needs analysis and feasibility studies, planning and development, learning process, curriculum revision, and curriculum research [29].

## II. METHODS

In this study, using descriptive qualitative methods. The informants in the study were the principal, class teacher, subject teacher, inclusion coordinator, and special supervisor teacher. Data collection through interviews, observation and documentation study. The validity of the data was tested by source triangulation and triangulation methods. Triangulation in credibility testing is defined as checking data from various sources in various ways, and at various times [30]. The data analysis technique used in this study is based on the concept of Miles and Huberman namely interactive models. Activities in

qualitative data analysis are carried out interactively and take place continuously, until completion, so that the data is already saturated [31].

## III. RESULTS AND DISCUSSION

Giwangan Elementary School is an inclusive elementary school level in Yogyakarta City. Schools that accept children with special needs. This is an implementation of the strategic plan of the Ministry of Education and Culture 2015-2019. In the second presentation of the mission statement, namely realizing broad, just and just access. The second point can be interpreted as optimizing the achievement of the 12-year compulsory education; increasing the availability and affordability of education services, especially for people with special needs and marginalized communities, as well as for the frontier, outermost, and disadvantaged (3T) areas. Children with special needs receive lessons according to their abilities, according to the Regulation of the Minister of Education Number 70 of 2009 concerning Inclusive Education Article 1 states that:

Inclusive education is a system of providing education that provides opportunities for all students who have disabilities and have the potential for intelligence and / or special talents to attend education or learning in the educational environment together with students in general.

In inclusive schools, institutional management is needed with good coordination and routine. Knowledge that is no less important for the providers of inclusive education is about management or management. In relation to strategic planning, development, development in the classroom, school and regional scale. In supporting learning activities to run smoothly is closely related to the curriculum. Management of the inclusion curriculum at Giwangan public elementary schools in the form of planning, implementation and evaluation activities.

Inclusive curriculum planning includes the preparation of annual programs, semester programs and learning program plans. The preparation of annual programs is usually held before the new school year or July by all teachers and school principals. The special program at Giwangan Public Elementary School, namely every month children with special needs take mini trips such as taking the Trans Jogja bus, shopping at the market. This is to improve the skills of students with special needs. For the semester program, namely the preparation of the syllabus, modification of the learning implementation plan with the 2013 curriculum, class division, preparation of lesson schedules and provision of mid-semester and end-semester exams. The inclusive school curriculum includes: modification of the regular children's curriculum tailored to the abilities and characteristics of students (special children); describe the educational calendar; organize lesson schedules and the distribution of teaching tasks; regulate the implementation of the preparation of semester teaching programs and lesson preparation; regulate the implementation of curricular and extracurricular programs; regulate the implementation of the assessment; organize the implementation of class promotions; make reports on student learning progress; organize efforts to improve and enrich teaching. Curriculum planning is prepared in July by a

curriculum development team. The purpose of planning activities is to guide and reference teachers in teaching. The school uses a modified curriculum for children with special needs. A curriculum that accommodates students with various abilities through escalation, duplication, modification, omission and substitution.

The school uses two curricula, namely regular and modified. The regular curriculum is for general children, while the modification is the special curriculum for children with special needs, curriculum development in 2013. For children with special needs, the teacher prepares curriculum planning based on the assessment. In the first-grade assessment, the school collaborates with a psychology clinic. As for the next class, it is carried out independently by parents every new school year. In preparing lesson plans and syllabus, teachers lower or adjust standard indicators and competencies for children with special needs. The modified learning syllabus consists of syllabus identities, namely, subjects, classes / semesters, types of ABK, competency standards. Details of the modified learning syllabus are basic competencies, main material and material descriptions, learning activities, indicators, indicators for children with special needs, character values, assessments (techniques, forms of instruments, instruments), time allocation, resources / materials / tools.

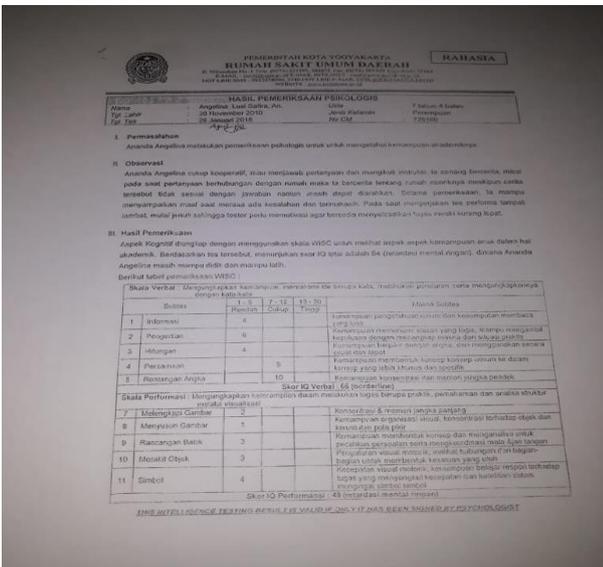


Fig. 1. The results of the ABK assessment

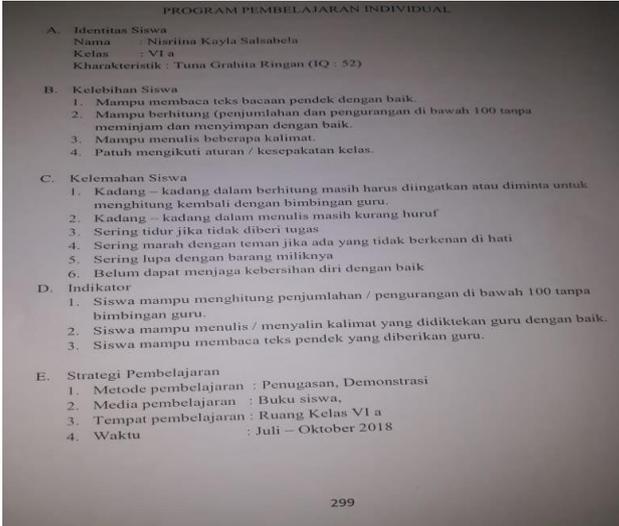


Fig. 2. Individual learning program (PPI)

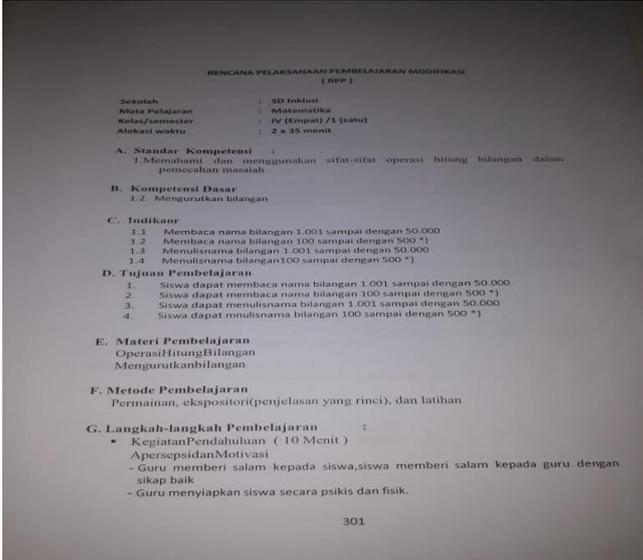


Fig. 3. Modified learning implementation plan

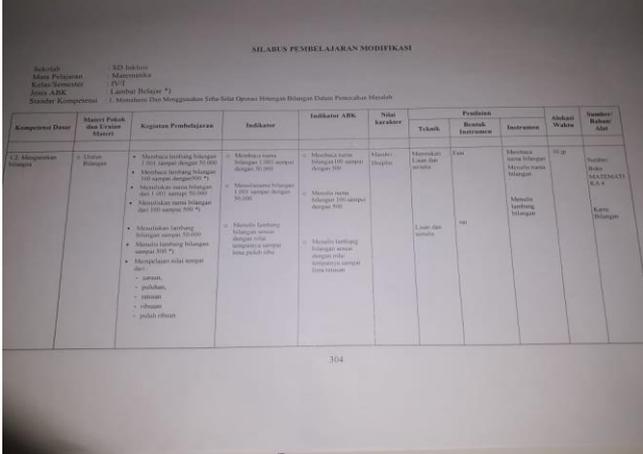


Fig. 4. Modified learning syllabus

The principle of inclusive education services is a curriculum or program that must adapt to the individual abilities of students. Inclusive education is an education service system that provides opportunities for all children to study together in public schools by paying attention to diversity and individual needs, so that children's potential can develop optimally.

At the stage of implementing the inclusive curriculum at the Giwangan Yogyakarta public elementary school, it was in the form of providing subject matter according to the abilities of children with special needs. The teacher in explaining the subject matter of children with special needs is assisted by a special supervisor. Special guidance teachers are held independently by students with special needs. The task of a special supervisor is to help, supervise and re-explain the material provided by the teacher. The school uses regular model classes with pull out. Children with special needs learn in class with regular children, but at certain times such as often shouting, just chatting and annoying friends, will be drawn to the inclusion room. In the inclusive room, children with special needs will learn independently with a special supervisor. When the child is ready to learn again, the child learns again in class. Inclusion schools have several models in the delivery of education. Placement of children with special needs can be carried out in various models, namely: regular classes (fully inclusive), regular classes with clusters, regular classes with pull outs, regular classes with clusters and pull outs, special classes with various integrations, full special classes. The material provided is adjusted to the individual learning implementation plan that has been prepared previously. In one class, there are three to four children with special needs. For children with special needs who do not have a special supervisor, the teacher will be accompanied by the teacher in explaining the material and learning. The teaching methods used by the teacher are lectures, discussions and practice because 80 percent of students with special needs are slow learners.



Fig. 5. Children with special needs with low vision get an explanation from the teacher



Fig. 6. Children with special needs accompanied by special guidance teachers

Inclusive curriculum evaluation activities are carried out at the end of the new school year by the curriculum development team. Curriculum evaluation is carried out in two types, namely evaluation of student learning outcomes by the homeroom teacher and curriculum evaluation through curriculum development team meetings. Evaluation of learning outcomes through midterm and final semester exams. In exam activities, students with special needs get special questions prepared by teachers and special supervisors. If student learning outcomes match the minimum completeness criteria, the school curriculum will continue to be implemented and developed according to children's abilities. The special guidance teacher (GPK) provides the teacher with reports on the observation of the development of children with special needs. So, the teacher can combine and compile the final results of student grades. In the evaluation activities by schools will discuss about children's learning outcomes, children's learning programs, and the ability of teachers to provide teaching. The obstacle faced by schools is that only a few teachers prepare individual lesson plans due to time constraints. Therefore, the principal appealed to compile an individual learning implementation plan so that learning has guidelines and instructions.

#### IV. CONCLUSION

Management of the inclusion curriculum at Giwangan public elementary schools in the form of planning, implementation and evaluation activities. Curriculum management is carried out by a curriculum development team. Curriculum planning activities carried out in July include the preparation of annual programs, semester programs in the form of learning plans, syllabus and individual learning implementation plans. Schools use a modified 2013 curriculum in the form of a learning implementation plan (RPP) and a modified syllabus.

The implementation of the curriculum is carried out by teachers and special companion teachers (GPK). Special companion teachers help children in learning such as in listening, understanding or doing assignments. The material is given to children with special needs according to the abilities outlined in the individual learning implementation plan. The teaching method uses lectures, discussions and practices.

Curriculum evaluation is carried out at the end of each new school year. Curriculum evaluation in the form of curriculum development team meetings and student evaluation results (midterm and end-of-semester exams). The purpose of the

evaluation activity is to assess, weigh the effectiveness of the curriculum used by schools.

#### ACKNOWLEDGMENT

I thank the principal of Giwangan State Elementary School for permission given to the author. Besides that, I would like to thank all the teachers and staff for their contribution in taking field data.

#### REFERENCES

- [1] Depdiknas. *Undang-Undang RI Nomor 70 Tahun 2009 Pasal 1 tentang Pendidikan Inklusif*.
- [2] Kementerian Pendidikan dan Kebudayaan. *Rencana Strategis 2015-2019*. Jakarta: Kementerian Pendidikan dan Kebudayaan. 2015.
- [3] Garnida, Dr. Dadang. *Pengantar Pendidikan Inklusif*. Bandung: PT Refika Aditama. 2015.
- [4] Kementerian Pendidikan Nasional. *Peraturan Menteri Pendidikan Nasional Nomor 70 Tahun 2009 tentang Pendidikan Inklusif*.
- [5] Sunardi., & Sunaryo. Manajemen Pendidikan Inklusif (Konsep, kebijakan, dan implementasinya). *Jurnal DIA Administrasi Publik, Volume 10, Number 2, 2009*.
- [6] Tarmansyah. *Pendidikan Untuk Semua*. Jakarta: Departemen Pendidikan Nasional. 2007.
- [7] Tarmansyah. *Pendidikan Untuk Semua*. Jakarta: Departemen Pendidikan Nasional. 2007.
- [8] Witasoka. Manajemen Pendidikan Inklusif SMA Muhammadiyah di Kota Yogyakarta. *Journal of Disability Studies, Volume 3, Number 2, 2016*.
- [9] Iryayo, Martin., Herawati, Lucky., & Herawati, Lucky. *Educational partners perception towards inclusive education*. *Jurnal Inclusive UIN, Volume 5, Number 1, 2018*.
- [10] Rovik. Individualized education program (IEP) mata pelajaran kimia untuk siswa. *Jurnal Inclusive UIN, Volume 4, Number 1, 2017*.
- [11] Indiyanto. *Implementasi Pendidikan Inklusif*. Surakarta: FKIP UNS. 2013.
- [12] Kustawan, Dedy. *Pendidikan Inklusif & Upaya Implementasinya*. Jakarta: Luxima. 2012.
- [13] Depdiknas. *Undang-Undang RI Nomor 70 Tahun 2009 Pasal 2 tentang Pendidikan Inklusif*.
- [14] Mudjito. *Memahami Pendidikan Khusus dan Pendidikan Layanan Khusus (Contoh Kasi Pelayanan di Wilayah Pesisir dan Perkotaan)*. Yogyakarta: Pustaka Pelajar. 2014.
- [15] Direktorat Pendidikan Luar Biasa. *Mengenal pendidikan terpadu*. Jakarta: Direktorat Pendidikan Luar Biasa, Direktorat Jenderal Pendidikan Dasar dan Menengah, Departemen Pendidikan Nasional. 2009.
- [16] Vaugn, S, Bos, C.S & Schuman. *Teaching Exeptional, Diverse, And at Risk Student in the General Education Classroom*. Boston: Allyn Bacon. 2000.
- [17] Kafia, E. Teachers and parents awareness- a key factor to success of inclusive education. *European Scientific Journal, 2014*.
- [18] Sunardi., & Sunaryo. Manajemen Pendidikan Inklusif (Konsep, kebijakan, dan Implementasinya). *Jurnal DIA Administrasi Publik, Volume 10, Number 2, 2009*.
- [19] Garnida, Dr. Dadang. *Pengantar Pendidikan Inklusif*. Bandung: PT Refika Aditama. 2015.
- [20] Marthan, Lay Kekeh. *Manajemen Pendidikan Inklusif*. Jakarta: Departemen Pendidikan Nasional. 2007.
- [21] Kustawan, Dedy. *Pendidikan Inklusif & Upaya Implementasinya*. Jakarta: Luxima. 2012.
- [22] Hoelper, Stephanie L. The impact of inclusion on the general education curriculum. *Theses and Dissertations (all)*. 2015.
- [23] Vrasmas, Traian. Curriculum for Children with Disabilities in Inclusive Education. *Journal Procedia, 127, 336-341, 2014*.
- [24] Campbell, Felicity Fletcher., Pijl, Sip Jan., Meijer, Cor., Dyson, Alan., & Parrish, Tom. *Distribution of funds for special needs education*. *International journal of educational management, Volume 17, Number 2, 2003*.
- [25] Solner, Alice Udvari., & Thousand, Jacqueline S. Creating a Responsive Curriculum for Inclusive Schools. *Remedial and Special Education, SAGE Journal, 1996*.
- [26] Mudjito. *Memahami Pendidikan Khusus dan Pendidikan Layanan Khusus (Contoh Kasi Pelayanan di Wilayah Pesisir dan Perkotaan)*. Yogyakarta: Pustaka Pelajar. 2014.
- [27] Garnida, Dr. Dadang. *Pengantar Pendidikan Inklusif*. Bandung: PT Refika Aditama. 2015.
- [28] Mitchell, David. Inclusive Education is a Multi-Faceted Concept. *CEPS Journal: Center for Educational Policy Studies Journal, Volume 5, Number 1, 2015*.
- [29] Rusman. *Manajemen Kurikulum*. Jakarta: Raja Grafindo Persada. 2011.
- [30] Sugiyono. *Metode Penelitian Pendidikan*. Bandung: Alfabeta. 2013.
- [31] Miles, Matthew B., Huberman, A. Michael., Saldana, Johnny. *Qualitative Data Analysis*. California: Sage Publications. 2014.