

The Development of the Management of Inclusive Schools Curriculum and Learning Model

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ABSTRACT

The government's policy in providing services for all citizens in education was encouraged by the 1945 Constitution and the International Call for Education ("EFA") echoed by UNESCO as a global agreement resulting from the World Education Forum in Dakar, Senegal in 2000. The purpose of this study is to develop the model of the management of inclusive schools' curriculum and learning model in junior high schools in Indonesia. This development research was done through three stages, namely: (1) the analysis of the initial problems which was as an effort to identify the needs of developing an inclusive school's managements; (2) the development stage, which was to develop a prototype of an inclusive schools' model; (3) the evaluation stage was to investigate the effectiveness, efficiency, and accuracy of the product, in the form of an inclusive schools' management model. This developmental research used the development theory by Borg and Gall and also Thiagaradjan. The results showed that, the development of the curriculum management in inclusive schools has been done based on needs. Moreover, there are four models of curriculum development, namely duplication, modification, omission and substitution which are based on students' needs, abilities, and learning content. The development of learning model management showed that inclusive schools carried several model including: regular classes with clusters, regular classes with pull outs, regular classes with clusters and pull outs, and full special classes. Moreover, Individualized Education Program (IEP) is also implemented for students with special needs in inclusive schools. schools; curriculum; learning model.

Keywords: Management, inclusive

1. INTRODUCTION

Education is a basic need of every human being. With education humans can improve the welfare of their lifes. Based on the Law No. 20 of 2003, concerning the National Education System, education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state. In the 1945 Constitution, article 31, paragraph (i) states that every citizen has the right to education. The above statement expressly states that all children in Indonesia have the same rights in obtaining education.

In addition to this statement, Article 4 paragraph 1 of Law No. 20/2003 states that education is carried out in a democratic and just manner and is not discriminatory by upholding human rights, religious values, cultural values, and the value of national pluralism. To implement this, the government issued a policy in the National Education System Law number 20 of 2003 concerning the National Education System, which in article 32 regulates special education and special services for children with special needs. Then the

implementation is regulated in The Regulation of Indonesia's Minister of National Education number 70 of 2009, namely by providing opportunities for children with special needs to obtain education in elementary schools, junior high schools, and senior high schools in the closest public schools. So, in addition to being able to get education in special schools, children with special needs can also obtain education in inclusive elementary school, inclusive junior and senior high schools and can learn together with their typically-developing children. Children with special needs are children who have abnormalities in physical, mental, behavioral so that to develop the maximum capacity requires extraordinary education or services related to special education (Santoso, 2012).

The Regulation of Indonesia's Minister of National Education No. 70 of 2009 defines inclusive education as an education delivery system that provides opportunities for all students who have disabilities and special intelligence and / or talent to participate in education or learning in educational facilities together with students with typical development. Schools that provide inclusive education are called inclusive schools. According to Stainback (Mudjito, Harizal & Elfindri, 2012) schools

that provide inclusive education are schools that accommodate all students in the same class.

By seeing the meaning of inclusive education, namely children with special needs are entitled to the same education as children with typical development, the teachers in inclusive schools must be ready to work harder because regular children who are enrolled in inclusive schools are those that have several disabilities and limitations. Thus, in order to provide good services in inclusive schools for everyone, it is necessary to adapt the curriculum in some material that is tailored to the abilities and constraints of children with special needs.

According to Ilahi (2013), the curriculum is important to organize the direction and goals of education in accordance with the needs of students without ignoring the rights that have not been achieved. Simply stated, the curriculum is an important part of any educational planning that affects the direction and goals of students in educational institutions. Furthermore, Ilahi (2013) explained that inclusive education curriculum uses regular school curriculum (national curriculum) which is modified (improvised) according to the development stage of children with special needs, taking into account the characteristics and level of intelligence.

In a paper written by Mumpuniarti and Cahyaningrum (2011), the inclusive learning model requires teachers to serve students with various learning needs. Variation of needs is actually a fairness in life, and the implication to be fulfilled individually as a part of human rights. To meet these demands, teachers require arrangements at each stage of the learning process which consist of adapting strategies and methods and initiating collaboration. In terms of the collaboration, students who are more academically capable will mentor the other students. Students who have advanced development in certain areas share their abilities with their friends. Collaboration will build mutual knowledge / skills constructively between students with the help of teachers using various mediations. This is based on the learning theory initiated by Vygotsky (Santrock, 2002).

Based on this background, the researchers felt it was very important to conduct research related to curriculum development and learning models for children with special needs in inclusive schools. This research focuses on the inclusive secondary schools as this level is considered as the benchmark of education.

2. METHOD

This study was a research development to develop the model of the management of inclusive secondary schools. Research development or also known as Educational Research and Development (Educational R& D). Educational R&D is a process used to develop and validate educational products" (Borg and Gall, 2003). Furthermore, R&D could be defined a process or

steps to develop a new product or improve an existing product. The product referred to in this context is not always in the form of hardware (books, modules, learning aids in classrooms and laboratories), but can also be software such as programs for data processing, classroom learning, libraries or laboratories, or models education models, training learning, guidance, evaluation, management, and so on. The research method was carried out in the form of a "cycle", which begins with the investigation of needs and problems that require to be solved with a particular product.

The research design used in this study was development research by Borg and Gall (2003: 626) who stated that research and development was carried out through (1) researching and gathering information, (2) planning a prototype to be developed, (3) developing an initial prototype, (4) conducting a limited trial of the initial model, (5) revising the initial model, (6) conducting a field trial, (7) conducting a product revision, (8) conducting an operational field test, (9) revising the model, and (10) conducting dissemination on to various parties. Moreover, this Borg and Gall model was modified by collaborated with the research development proposed by Thiagrajan (1974), namely Define, Design, Develop and Dissemination. Part of this method is about the design of the study, the subject of research, data collection techniques, data analysis techniques presented in paragraph form.

3. FINDINGS AND DISCUSSION

The Development of the Management of Inclusive Schools' Curriculum

The management of inclusive schools' curriculum becomes a necessity that must always be developed. In curriculum management there are several components namely planning (syllabus and lesson plans), implementing, and evaluating. The preparation of the syllabus and lesson plans has also involved a collaborative process between class teachers and special education teachers. The compiled lesson plan also includes a modified lesson plan that is adjusted to the needs and capacity of each children with special needs. This is in line with the concept put forward by the Directorate of Primary Education on Special Education and Special Services (2014) namely the preparation of lesson plan for inclusive classes is basically the same as the lesson plan for regular classes. Moreover, both lesson plans are related on the elements, structure, and on the process of developing it. Furthermore, to facilitate the implementation of learning arrangements for children with special needs, additional notes are needed in the general lesson plans that have been made by the teacher. The additional notes found in the two cases took the form of: making special indicators, making steps for specific core activities, and preparing special assessments.

Based on the research findings, the two cases have also prepared lesson plans quite well and meet the criteria for planning learning in inclusive schools according to the Directorate of Special School Development (2007) which include: planning classroom management, planning the organizing of materials, determining the strategic approach to teaching and learning activities, planning the procedure of activities of teaching and learning, planning resources and teaching materials, and planning the assessment process that will be applied. Furthermore, these findings duplicate previous studies by Martin (2013), and Smith & Bell (2015) who revealed that it is important to modify lesson plan in accordance with the character of each children with special needs, as well as adequate learning planning.

The implementation of curriculum management and learning model which were developed in the two schools that were investigated showed that all of them have applied curriculum modifications that are developed according to the abilities of children. With the modification curriculum every student in both schools get the same treatment in the learning process. By implementing these, schools tried to facilitate and optimize students' development based on their abilities. Some materials are simplified or even eliminated if it is not in accordance with the abilities of the students. In addition, the schools provide facilities in terms of behavioral therapy services, academic therapy, motivational therapy, and the development of interests and talents.

These findings are in line the Guidelines for the Implementation of Inclusive Education (2011) which stated there are some alternative types of inclusive school curriculum namely: (1) national standard curriculum which is intended for children with special needs who have average of intelligence; (2) accommodative curriculum below national standards which is intended for children with special needs who have below average of intelligence; and (3) accommodative curriculum above national standard which is intended for children with special needs who have special intelligence and / or specific talent. This has been applied by the two cases studied. Furthermore, curriculum modification was also carried out with the curriculum alignment model recommended in the General Guidelines for the Implementation of Inclusive Education (2011) which was carried out in the form of escalation, duplication, modification, substitution, and omission. The escalation model means that the national standard curriculum is raised in the qualification level of the learning's material. The duplication model (imitating / duplicating) means the development of curriculum for students with special needs by using the national standard curriculum that applies to regular students in general. Modification model means changing to adjust. Substitution model means replacing the contents of the

national standard curriculum with other materials. While the omission model (eliminating) means eliminating some / all of the contents of the national standard curriculum. The implementation of curriculum modification in each case becomes the authority of class teachers and special education teachers by continuing to collaborate with each other and get approval from the school principal.

This finding is in line with research findings by Sunardi, Yusuf, Gunarhadi, Priyono, & Yeager (2011) who carried out a study among 186 inclusive schools in several cities in Indonesia, including: Bandung, Palembang, Solo, Wonogiri, Sukoharjo, Karanganyar, Boyolali and Makassar, with the results showed that more than 56% of schools studied has modified the curriculum in applying learning for children with special needs.

The Development of the Management of Inclusive Schools' Learning

In developing learning management there are two main aspects, namely aspects of classroom management and individualized education program (IEP).

Classroom Management in Inclusive Schools

Organizing is a grouping of people, tools, tasks, authorities and responsibilities in such a way as to create an organization that can be mobilized as a unitary activity that has been determined (Siagian, 1983), while organizing learning in inclusive school is carried out by involving the elements that are in the school are the principal, teachers, and special education teachers. All students regardless of their differences are involved in the learning process. Based on the findings the two schools have differences in the implementation of the management of learning model in inclusive schools.

In terms of available class services, both schools have implemented class services in line with the General Guidelines for the Implementation of Inclusive Education (2011) and Garnida (2015) which include: regular classes (full inclusion), regular classes with clusters, regular classes with pull out, regular classes with cluster and pull out, special classes with various integration, and full special classes. As for the School One, they implemented more forms of class organizing which includes: full regular class, regular class with cluster, regular class with pull out, and special class. Whereas in School Two, they only implemented full regular class organizing, and regular classes with pull out. Furthermore, the process to determine the class is more dynamic in the School One, as they involved special education teachers and class teachers, while in School Two this process is solely handled by headmaster.

This finding is similar to the results of a study by Sunanto (2009) in two inclusive schools in Bandung which reported that collaboration between the principal and special education teachers has not been able to run

optimally. As for determining the organization of classrooms, this process should involve class teachers, specific subject teachers, special education teachers, school principals, and other experts. This is in line with the opinion of Bubpha, Erawan, & Saihong (2012) who revealed that active collaboration between school residents and experts is important in developing and implementing learning for students with special needs in inclusive schools. This also emphasizes the characteristics of inclusive learning management, which involves various sources and support from various parties, including school principals, teachers, and special needs. This is consistent with the results of research by Scanlon & Baker (2012) who found the importance of cooperation of all parties involved in the implementation of inclusive education, so that learning objectives can be achieved effectively and optimally.

In terms of the learning organization, the implementation of learning organization in School One is more dynamic and can change at any time according to the needs of children with special needs, such as if children with special needs has not been in school for a long time, then children with special needs can adapt first in a special class / resource room. Whereas in School Two the implementation of the learning organization runs more rigidly, where children with special needs only go to the source room once a week, except children with special needs are having tantrums or melt down so they need to be calmed first. Based on the significant differences in the characteristics of children with special needs between one student and other students, learning organization must also be done dynamically to prevent children with special needs from showing problematic behavior and disrupting the learning process. Furthermore, this can also maximize children with special needs' learning opportunities (Evertson & Weinstein, 2003). Moreover, previous research by Goodenow & Wenzel (in Mansor, et al., 2012) shows that students' attachment to school because of the good implementation of learning organization can have a positive impact on academic motivation, understanding ability, and good emotional development in participants students especially children with special needs.

Individualized Education Program (IEP) and Compensatory Services in Inclusive Schools

The two schools studied has implemented the IEP which was prepared and implemented by special education teachers, in particular School Two also involved shadow teachers in creating IEP. Furthermore, related to the assessment of the IEP program that has been given, both schools have been able to carry out the IEP assessment according to the assessment schedule predetermined in the IEP plan. If after the children with special needs assessment has not reached the expected goals, the IEP will be repeated by making changes to the

method, as well as the learning media that will be used, this is in line with the opinion of (Assjari, 2005) who revealed the importance of good planning before IEP carried out and the process of monitoring and evaluation can be run optimally, and produce the most appropriate follow-up for each child with special needs.

Compensatory services are services for children with special needs tailored to the conditions of the child's disability, so that they will get different services. The two schools have implemented compensatory services for children with special needs in which compensatory services were carried out through extracurricular activities such as music, sports, as well as self-development programs, body building, toilet training, and occupational therapy. The compensatory service at School One is provided by special education teachers, while at School Two it is provided by special education teachers with the assistance of a shadow teacher.

Furthermore, this is appropriate as stated in the General Guidelines for the Implementation of Inclusive Education (2011) where one of the roles of special education teachers is to provide compensatory services for children with special needs, with compensatory services provided in accordance with the problems of each children with special needs. The two schools still have not implemented compensatory services which directly lead to the barriers experienced by each child with special needs. Compensatory services provided are more incidental and lead to vocational skills in children with special needs, this is not wrong, but the development of compensatory skills is important as it can prevent secondary disruption while strengthening the basic / pre-requisite abilities of children with special needs.

Furthermore, both schools do not have and do not develop the Specific Development Program Guidelines. The absence of Specific Development Program Guidelines compiled by the Ministry of Education and Culture (2014), makes the implementation of compensatory services unable to run optimally, structured, and measurable.

4. CONCLUSION

Based on the research that have been carried out, it can be concluded as follows, (1) The management of inclusive schools' curriculum management in both schools has been done based on needs, the four curriculum development models, namely duplication, modification, omission, and substitution. These activities were carried out in an integrated manner based on the needs and abilities of the students' and learning materials. (2) The management of inclusive schools' learning model in both schools is carried out by: 1) an integrated class management model (regular classes with clusters, regular classes with pull outs, regular classes with clusters and pull outs, and full special classes) 2)

individualized education program (IEP) and compensatory services for students with special needs in inclusive schools.

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