Management of Inclusion Curriculum in Yogyakarta Public Elementary School Giwangan

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*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 Introduction

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:

1. How to plan for inclusive curriculum in Yogyakarta's Giwangan Public Elementary School?
2. How is the implementation of the inclusive curriculum in Yogyakarta's Giwangan Public Elementary School?
3. 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].
2. Dalam penyelenggaraan pendidikan inklusif memiliki beberapa landasan hukum dan landasan konseptual, yaitu Deklarasi Hak Asasi Manusia (1948), Konvensi Hak Anak (1989), Konferensi Dunia tentang Pendidikan untuk semua (1990), Persamaan Kesempatan bagi orang berkelainan (1993), Pernyataan Salamanca tentang Pendidikan Inklusi (1994), Komitmen Dasar mengenai Pendidikan untuk semua (2000), Deklarasi Bandung (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 differ 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:

1. *The curriculum is broadly similar for all learners (i.e., there is not a separate curriculum for learners with special needs).*
2. *The curriculum is adapted to take account of the abilities and interests of different groups of learners.*
3. *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].

# **METHOD**

# 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].

# **RESULTS AND DISCUSSIONS**

Giwangan public elementary school is an inclusive school, where children with special needs and regular learning together. This is the implementation of the Ministry of Education and Culture's strategic plan for 2015-2019. On the second mission statement exposure, namely to realize broad, equitable and equitable 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]. Children with special needs receive lessons according to their abilities, according to In Minister of Education Regulation No. 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]

Inclusion curriculum management in Giwangan State Primary School in the form of planning, implementation and evaluation activities. The management carried out is the school and classroom level. In inclusive schools, institutional management is needed with good and routine coordination. 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, development on a class, school and regional scale [6]. In curriculum planning activities include the preparation of a syllabus, a modified learning implementation plan using the 2013 curriculum, division of teacher assignments, division of classes, arranging lesson schedules. Inclusive school curriculum management includes, among others: curriculum modifications that apply to regular schools that are tailored to the abilities and characteristics of students (special 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]. Curriculum planning was compiled in July by the curriculum development team. The purpose of planning activities is to guide and guide teachers in teaching. Schools use a modified curriculum for children with special needs. Curriculum that accommodates students with various backgrounds of abilities by means of escalation, duplication, modification, omission and substitution. [21]. In children with special needs the teacher arranges curriculum planning based on assessment. Teachers reduce the standard indicators and competencies in children with special needs. The principle of inclusive education services is a curriculum or program that must adjust to the individual abilities of students [7]. 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].

In the implementation of the curriculum in the Yogyakarta elementary school Giwangan, in the form of classroom arrangements. The teacher arranges the sitting position of the child with special needs in the front row with the special tutor. The task of the special supervisor is to help, supervise and re-explain the material provided by the teacher. Schools use pull out model classes. Children with special needs learn with regular children, but at certain times will be drawn into the inclusion room. in the inclusion room, children with special needs will learn independently with special tutors. When the child is ready to learn again, then return to the classroom. In inclusive schools have several models in the administration of education. Placement of children with special needs can be done in 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 integrations, full special classes [16] The material given 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 tutor, 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. The task of the special tutor is to prepare daily reports or activities and assignments given by the teacher on that day.

# Curriculum evaluation activities are carried out at the end of the new school year by the curriculum development team. Curriculum evaluation is done in two types, namely evaluation of student learning outcomes and curriculum evaluation results through the activities of curriculum development team meetings. If children's learning outcomes are satisfactory, the curriculum will be further improved by the school. in the evaluation activity will discuss about student achievements, class conditions and human resources, school facilities. The obstacle faced by schools is that only a few teachers prepare plans for implementing individual learning due to time constraints. Therefore, the principal urges to draw up plans for implementing individual learning so that teaching has guidelines and instructions.

# **CONCLUSION**

Inclusion curriculum management in Giwangan Public Elementary School 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 learning plans, syllabi and individual learning implementation plans. The school uses a modified 2013 curriculum.

The curriculum implementation activities are carried out by class teachers and subject teachers. The teacher arranges the classroom through special needs children occupying the front row sitting position to facilitate the teacher in supervising and giving explanations. Special tutors help children in learning such as taking books, writing diaries and giving explanations back to children with special needs who do not have special tutors. When the child is lethargic or lacks focus in learning, will be drawn into the inclusion room with a special tutor. In the inclusion room the child will learn independently or rest. After the child refocuses in learning, he will return to the classroom to learn together. Material given to children with special needs in accordance with the abilities outlined in the individual learning implementation plan.

Curriculum evaluation activities are carried out at the end of each new school year. Curriculum evaluation takes the form of curriculum development team meetings and student evaluation activities (midterm and end of semester exams). 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]. The purpose of the evaluation activity is to assess, weigh the effectiveness of the curriculum used by the school.

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