

## **Curriculum Management of Inclusive Schools in Lampung Primary School, Indonesia**

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**Abstract:** *The purpose of this study was to analyze and describe the implementation of inclusive school curriculum for children with special needs at Public Primary School (SD Negeri) 1 Nambah Rejo. The focus of study is to determine the planning, organizing, implementing and evaluating in the curriculum of inclusive school at Public Primary School (SD Negeri) 1 Nambah Rejo in accordance with the values of education management. In conducting the research, a qualitative approach with a natural setting was used with case study. Techniques used in data collection are interview, observation, and document studies. Public Primary School (SD Negeri) 1 Nambah Rejo took four stages the management of inclusive school curricula. The stages are planning, organizing, implementing and evaluating. The curriculum used is Kurikulum 2013, which is a regular curriculum. Public Primary School (SD Negeri) 1 Nambah Rejo adjusted the curriculum that tailored to the need of special need student (ABK). Public Primary School (SD Negeri) 1 Nambah Rejo does not have sufficient specialized staff such as experts, planning is a unity plan between regular students and special needs students, at the organizing stage of SDN 1 Nambah Rejo includes human resources (HR), learning systems, facilities and physical environment. On the other hand, in organizing work assignments, class teachers get additional assignments as coordinators and in its implementation, SDN 1 Nambah Rejo uses a pullout system and additional class hours to help students with special needs in learning. There were a grade increase, learning modification and evaluation component modification. Evaluation focuses on administration, classroom learning and human resources as implementing inclusive schools such as evaluating teachers and staff involved in inclusive schools.*

**Keywords:** *management, curriculum, inclusive schools, students with specialneeds, coordinator.*

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### **I. Introduction**

Education is the most important thing for the life of nation and state . Education is an activity which the aims is to educate the individual who running the educational process. Abu Ahmadi and Nur Uhbiyati (2007: 67) stated that etymologically the word “education” is derived from the Greek word “ Paedagogie”.It is consist of the word “pais”means children and “again” means guiding, so it can be interpreted as, paedagogie is a guidance that given to children. Children with special needs (ABK) have special characteristics and they are different thancommonchildren. They do notalways indicate have mental, emotional or physical disabilities. Disabilities studentshave the same right to take part in their education as a student without disabilitiesand requires a special form of education services tailored to their abilities and potential ( Howard: 2003 ).

Schools that provide opportunities for disabilities students to take part in learning activities with regular student are known as inclusive schools , which is different than special school for disabilities student(SLB). The emergence of inclusive education is due to the world concern for the high number of Children with Special Needs, lack of availability of services in the field of education, and negative views of the community on children with special needs (Rieser, 2012: 1). The implementation of inclusive education must meet several requirements including having an operational permit, having a flexible curriculum, the availability of educators and education staff, the availability of educational facilities and infrastructure, and obtaining a recommendation as a school providing inclusive education (Kustawan, 2012: 49-50).All this time, segregation have been carried out for disabilities student education, they weresegregatedat Special Schools (SLB). Meanwhile, the number and the location of special schools (SLB)is limited, whereas children with special needs are widely scattered almost throughout all regions. This situation encourage the emergence of theinclusive education phenomenon. Inclusive Education refers to the educational needs of all children ( Education for All ) which the specific focus on those who are susceptible toward marginalization and exclusion. Inclusive education means the schoolsaccommodate all children regardless of their physical, intellectual, socio-emotional, linguistic or other conditions (Tarmansyah, 2012).

The implementation of inclusive education was part of a program that have been planned by several countries in the world related to Education For All (EFA). Salamanca's statement (1994) and paragraph 4 of Dakar's Framework for Action (1997) stated that "Inclusive education seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalisation and exclusion" (Unesco, 2006). According to Illahi (2016: 27-28), the interpretation of inclusive education does not mean to give a negative labeling toward children with special needs, but as an effort to provide the best service for them to be accepted in public schools or formal education. The aims of inclusive education can be achieved if the learning process can run optimally. The success of the learning process in an educational institution cannot be separated from the curriculum. The reason is the curriculum has a central position in the educational process because the curriculum moves all forms of educational activities in order to achieve educational aims. The curriculum provides an educational design that function as a guidelines in the educational process. Apart of the curriculum, the success of an educational institution is also depends on the institution's management. Management extensively definition is planning, organizing, directing, and controlling organizational resources to achieve the goals that want to achieve. An educational institution will be running well if there is good management in implementing the curriculum.

Basically, inclusive education curriculum management as same as curriculum management that occurs in general schools. The management of inclusive learning for children with special needs consists of a process that starts from planning, implementing, and assessing to achieve the educational purposes that wants to achieve. In this case, the aim that want to achieve in the management of inclusive learning for children with special needs is the realization of an equalization of learning systems administration that are decent and in a good quality with appropriate conditions, potentials and student individual needs in order to form social humans. Based on the description above, it shows that education is an important facility to improve the human quality in every life aspects.

## **II. Method**

In conducting the research, a qualitative approach with a natural setting was used with case study. Kind of research that used is qualitative research. Qualitative research also known as phenomenological method. According to Moleong (2013: 15) the phenomenology approach is a qualitative research tradition that is rooted in philosophy and psychology, and focuses on the experience of human life (sociology). The phenomenological approach is almost similar to the hermeneutics approach that used life experiences as a tool to better understanding about the socio-cultural, political or historical context in which the experience happens. According to the nature of qualitative research, this research is based on field qualitative observations (field research). Qualitative research is fact-finding with the right interpretation. The accuracy of the interpretation depends on the analysis sharpness, objectivity, systematic, and systemic research so the qualitative research characteris descriptive analytic. this research requires depth and thorough observation to get the data. The data revealed are not in the form of numbers but in the form of words and documents. The use of phenomenological theory in this research intended to reveal the phenomena and the researcher attempted to find events that can be understand by researchers and various opinions and issues that exist, and the phenomena that appears in the object of the research.

The research design of this research used a case study with a single case study design. The case study will be seen from a cross sectional. It attempts to shorten the observation's time by several stages or a certain development's level, which the hope is able to make conclusions from a number of certain stages or levels. According to Yin Robert K (2011: 1), case studies are one of the social sciences research methods which suitable strategy is if the research question are how and why. According to Creswel in Sugiono (2012: 14) case study is a type of qualitative research, where the researchers conduct in-depth programs exploration, events, processes, activities toward one or more people. The reason why researcher used qualitative research methods case study design because the researcher want to know complete description of SD N 1 NambahRejo's management curriculum. It was been said to be holistic because the curriculum management involves the principal, teachers and students, which in its implementation requires a planning and a program that is interrelated with one another. The technique of collecting data uses semi-structured observation and interviews. The analysis technique using Milles-Huberman (Miles & Huberman, 2007) includes data reduction, data presentation, and drawing conclusions and verification.

### **III. Results And Discussion**

#### ***Preliminary Study Results***

According to Ainscow(2004:16), good inclusive education services do not occur instantly, but gradually by implementing a dynamic system. Dynamic attitudes can be reflected in the implementation of inclusive education management by developing all available resources in schools. School planning for the implementation of the inclusive school curriculum in its planning includes education program, material planning that will be teach in the class, planning in curriculum modification which the curriculum has been set by the government to be more suitable to the needs of students, facilities planning, individual program planning for special need students, procedures planning for new students requirements, school funding planning and planning about the types of disability students that can be accepted. There are 3 kinds of inclusive education written planning of SDN 1 Nambah Rejo, they are long-term programs, medium-term programs, and short-term programs, but they are still an integral part of the regular student program.

The school organizing of inclusive school curriculum implementation was based on interviews, observation and document study that was conducted by researchers. SD N 1 Nambah Rejo has some school organizing to implement the inclusive school's curriculum. Some of organizing that carried out by the school includes: organizing the data development of student in the form of student master books, coordinating with parties who involved to inclusive schools such as teachers and administrative staff, organizing the student's seats, organizing and arranging the school's facilities, and also organizing the learning methods of the special need student and regular students in the classroom in order to facilitate student with special need in learning and to support the running of inclusive schools.

The implementation of learning in the inclusive school curriculum implementation based on the interviews, observations and documentation studies that was conducted by researcher includes special need student's problems handling, learning modification, and evaluation component modification, the addition of the time learning and pullout system, and the inclusive school funding.

The implementation evaluation of inclusive school curriculum based on the interview's statements from some variety of sources, it can be concluded that the SD N 1 Nambah Rejo has an evaluation that was related to the teaching and learning process in implementing inclusive school programs. The evaluation was held by the school every three months. The evaluation has used instruments and the continuation steps of the evaluation results is used by schools to design further programs for the development of the inclusive school itself.

#### ***Discussion***

The curriculum is an important component in realizing the goal of inclusive education. Basically, the curriculum used by inclusive schools is the same as regular schools, except that the curriculum in inclusive schools is adjusted so that this curriculum can be used by regular students or students with special needs. According to Mudjito (2014: 87-88) that inclusive schools have three curriculum models, one of which is a modified curriculum. The Primary School uses a modified 2013 curriculum, curriculum modification refers to curriculum changes for the benefit of individual children, especially children with special needs. Modification of the curriculum that has been carried out by the Inclusive Primary School is by changing the existing indicators according to the conditions and characteristics of the students. Based on the research data that was obtained by the researcher through interviews, observation and document studies which the research focus on the inclusive school curriculum management in the SD N 1 Nambah Rejo shown that SD N 1 Nambah Rejo has several stages in the managing the inclusive school curriculum. Those stages have been taken to implement inclusive school curriculum are:

- a. The inclusive school planning toward inclusive school curriculum implementation in SD N 1 Nambah, Central Lampung.

At the planning stage, there are several components that have been researched by the researcher. The stages are preparation, planning, and structural organization. Partly, the planning of inclusive school curriculum management at SDN 1 Nambah Rejo is accordance with the theory. The school did variety planning covered several aspects such as the curriculum used, the ways how to implemented its curriculum learning process, the inclusive education program, material that will deliver in the class, the school facility, Individual programs for children with special needs, inclusive school funding, and the new student admissions. Other than the planning that has been written before, there wasn't a special planning for student with special needs. Practically, the planning was inseparable planning between regular student planning and the student with special needs. Based on planning, the curriculum was using by the school was "Kurikulum 2013" which is a curriculum that suitable for regular student. the school modified the curriculum to make it customized to the need of the student with special needs. When it's juxtaposed with previous research by Maftukhah in 2009 entitled Inclusive Learning Management which is a case study at SDN Sumbersari 1

Malang. The parties who involved and made the inclusive planning program at SDN 1 Nambah Rejo more than at SDN Sumbersari 1 Malang but it was not supported by experts who have adequate capacity. This is different situation at SDN Sumbersari 1 Malang, although there are only a few parties who made and involve the inclusive planning program, beside the classteachers there are special companion teachers (GPK) who has adequate capacity and knowledge regarding to the student with special needs and the problems that will face by special needs student in learning process. The special companion teacher also known as shadow teacher. Shadow teachers play a major role in helping teachers and schools to successful learning. Collaboration between teachers and Shadow teachers can ease the burden of teaching and administration for teachers (Holmberg & Jeyaprathaban, 2016: 122). Shadow teacher at the Inclusive Primary School has their own main tasks and are well organized, this has a positive influence on the services of children with special needs because they can be served according to their individual needs. Also, Shadow teachers at the school have been provided with special training such as seminars and training. This is supported by the results of a study conducted by Sharma & Salend, (2016: 128) which states that if Shadow teachers should be used in inclusive classrooms, they also need to be given training that helps them understand their responsibilities and apply skills to their respective roles. each one.

- b. The school organization in implementing the inclusive school curriculum at SD Negeri 1 Nambah Rejo, Central Lampung.

At the organization stages, SDN 1 Nambah Rejo is accordance to the theory, which SDN 1 Nambah Rejo is quite detailed in organizing. The organization includes human resources, learning systems, facilities, school physical environment and handling problems experienced of ABK students in learning process. The inclusive school curriculum organization helped the students with special needs in the learning process. It is accordance with the function of inclusive schools as a place for all students without exception to learn together at the same place. If it is compares to the previous research conducted by Maftukhah in 2009 regarding the management of inclusive learning at SD N Sumbersari 1 Malang, SDN 1 Nambah Rejo more detailed and better inclusive school management. It is because the inclusive school management of SD N 1 Nambah Rejo covers many aspects and more organized than the inclusion school SDN Sumbersari Malang.

- c. The Learning implementation in inclusive school curriculum at SD Negeri 1 Nambah Rejo, Central Lampung.

Practically, students with special need (ABK) can take the National Exam (UN) but only student with special need who in light level. After taking the National Examination and being declared passed by the government, ABK students will receive a diploma as a sign of graduation as same as the regular student. SD N 1 Nambah Rejo never laid off the ABK students but there are some students who leave the school of their own wishes or if the student deemed unable to follow inclusive school program, the school will recommend or return the student to Special Schools (SLB). SLB itself was involved with SD N 1 Nambah Rejo, but it is not directly involves in the inclusive school program operation but play a role as training resource or a speaker that give the material about student with special needs. Government supports the inclusive school in the form of granting operational permits, financing and also improving human resources (HR). The inclusive school funding supports by the government through "Dana BOS". On the other hand, to increase the quality of human resources done by provided training. The admission of new students both ABK and regular is done independently and openly. Each ABK student helped based on their each difficulties. SDN 1 Nambah Rejo uses a graduation system, ABK students follows the regular student system which the curriculum was modified and fitted to student with special needs.

- d. The evaluation of inclusive school curriculum implementation at SD Negeri 1 Nambah Rejo, Central Lampung.

The evaluation that held by SD N 1 Nambah Rejo includes classroom learning, administration and coordination of staff and teachers as human resources who are directly involved in the inclusive school program. The evaluation held on every six months at the end of each semester before receiving report cards. It is emphasizes on administration, classroom learning and human resources as implementers of inclusive schools such as evaluations for teachers and staff who involved directly than others. It does not emphasizing to the evaluation of the ABK students themselves. The evaluations for the student is only exams at the end of each semester, it is for bot student, the regular and student with special needs. These evaluation suitable for regular students, not ABK. ABK have different abilities and difficulties from regular students so that the evaluation cannot accurately describe the development of ABK students.

#### IV. Conclusion

SDN 1 Nambah Rejo has four stages of inclusive school curriculum management. These stages are planning, organizing, implementing, and evaluating. At the planning stage the school does not make separate plans between regular students and ABK. The regular curriculum has been used by the school which the curriculum setted by the government so in its implementation the schools modify and adapt to the needs of ABK students. In organization inclusive school curriculum management, the school did not make detail data of student development specifically for ABK. Evaluation is also a regular student evaluation so it cannot describe the detail of the abilities of ABK students.

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