

INNOVATIVE CURRICULUM MANAGEMENT IN REALIZING INCLUSIVE EDUCATION: A LITERATUR REVIEW

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Abstract

This study is a systematic literature review that aims to identify innovative forms of curriculum management to support inclusive education for learners with special needs. Based on a literature review of ten articles published between 2018 and 2023, this research classifies inclusive curriculum management into four main categories: curriculum planning, curriculum organization, curriculum implementation and curriculum evaluation. Each category offers management strategies that can be adapted to create a learning environment that supports and embraces student diversity. The planning process includes modifying the curriculum to accommodate students' specific needs, while organizing focuses on collaboration among staff and effective utilization of resources. Implementation involves adaptive teaching methods that match students' individual abilities, and evaluation aims to assess success and make continuous improvements to the curriculum. The findings provide practical guidance for educational institutions in developing a more inclusive curriculum, which not only improves access to education but also quality and equity in learning.

Keywords: Curriculum management, Innovation, Inclusive education

INTRODUCTION

Children with special needs often face various challenges in obtaining equal and meaningful education, (Hanifah et al., 2022). Although there is a national policy governing inclusive education, as stated in Permendiknas Number 70 of 2009, the implementation of inclusive education in various educational institutions still faces serious obstacles, (Afrianty, 2020; Nazifah et al., 2021; Yuliartini et al., 2021). Some schools struggle to provide a supportive learning environment for learners with diverse special needs, especially regarding the management of curriculum, resources and facilities that are responsive to student diversity, (Herlina et al., 2023; Kusmaryono, 2023). In addition, the lack of effective management systems and adequate governance procedures in the implementation of inclusive learning often results in suboptimal education quality, where many children with special needs are not fully accommodated in learning, (Suvita et al., 2022).

Inclusive education aims to provide opportunities for all students who have special needs or who are gifted as widely as possible to get quality and meaningful educational opportunities while also realizing the implementation of education that respects diversity and is not discriminatory, (Leijen et al., 2021; Muchsin et al., 2022). Educational services are tailored to the abilities and needs of children through various modifications and adjustments, such as in the curriculum, teaching staff, learning system, assessment, and facilities and infrastructure, (Mukminin et al., 2019). The inclusion

approach seeks to create an inclusive learning environment, where all children feel accepted, respected and supported in their efforts to learn, (Supardi, 2023).

Curriculum management includes the process of planning the curriculum, organizing and organizing curriculum components, implementing the curriculum in the classroom, and evaluating the implemented curriculum, (Nabila et al., 2023). Curriculum management generally involves rearranging subjects in the curriculum, changing and improving curriculum objectives, and adding or subtracting learning content, (Firman, 2020; Hamdana et al., 2023). This suggests that curriculum management involves organizing and developing curriculum components to meet educational needs and objectives that change over time, (Putra et al., 2020). Curriculum management has a central role in creating an inclusive learning environment that stimulates optimal development for each individual, (Veradegita et al., 2021). The implementation of innovative curriculum management is the responsibility of educational institutions to accommodate all learners in the school, (Mutaqien & Ratnasari, 2023). Planning that is responsive to student diversity, organization that allows collaboration and active participation, implementation with a competency-based approach, and holistic evaluation of student development, (Ardianti & Amalia, 2022; Azizah, 2021).

The urgency of this research lies in the pressing need to develop innovative curriculum management strategies to support inclusive education. With the right management approach, the curriculum can be adapted and reorganized to meet the challenges of learner diversity and cater to their specific needs, so that every child can learn and develop optimally. Curriculum management that is responsive to individual differences not only assists educational institutions in developing more inclusive programs, but also helps create learning environments that value diversity and promote educational equity. This research focuses on assessing strategies in innovative curriculum management to support inclusive education, highlighting important elements such as adaptive curriculum planning, responsive organization of materials and methods, and holistic evaluation.

METHODS

This research design uses the literature review method with a systematic search on the Google Scholar database. The database search was conducted in June 2023. Selection of journals used in Indonesian language with a range of publications in the last five years, by determining the inclusion and exclusion criteria that are relevant to the research topic. The search terms used were: curriculum management, curriculum model development, inclusive education, curriculum modification. A combination of relevant keywords can be used in the journal search to obtain results that meet the research objectives. This study applied certain criteria in selecting journals to be analyzed. The criteria for journals analyzed include, a) articles containing research on inclusive school curriculum

management, b) articles published in the last 6 years (2018-2023), c) articles in Indonesian and d) articles in the form of research articles.

After searching and checking that the abstracts matched the purpose of the literature review, the researcher identified relevant articles and proceeded to access the full text of the articles. The selection of the literature was done through a selection process that considered the predetermined criteria. The relevant information obtained from the literature will be presented in the analysis and discussion of the study.

RESULT

This study examines ten journals that specifically address the topic of curriculum management in inclusive schools and the various forms of curriculum modifications implemented to support learner diversity. A summary of the findings from each journal has been compiled in Table 1, which serves to provide a brief overview of the main approaches and results obtained from these literature sources.

Tabel 1. Summary of Research Results in Journal Review

Title	Objective	Research Methods	Findings
Implementasi Kurikulum Pada Sekolah Penyelenggara Pendidikan Inklusif (Sebrina & Sukirman, 2019).	Looking at the implementation of the curriculum in schools that organize inclusive education related to aspects, planning, implementation and evaluation of learning as well as supporting and inhibiting factors in the implementation of	Qualitative, descriptive research methods through interviews, observations and documentation studies.	1. Aligning the curriculum by developing individualized learning programs. 2. Adjustment of learning implementation on material delivery and learning outcomes.

	inclusive education.		
Manajemen Kurikulum Pendidikan Inklusif (Mukhtar, 2021)	How the implementation of inclusive education from the aspect of curriculum management at the State Junior High School 1 Sangatta Utara.	Qualitative research method with a naturalistic approach.	<ol style="list-style-type: none"> 1. The curriculum and learning arrangement refer to the 2013 curriculum which modified the basic competencies and materials. 2. Curriculum organization uses Integrated Curriculum, by grouping one subject with another. 3. Curriculum implementation directs more social change
Manajemen Pengembangan Kurikulum Sekolah Inklusi (Siswanto & Susanti, 2019).	How to develop curriculum in inclusive schools.	Using qualitative research methods obtained through observation, interviews and document analysis.	<ol style="list-style-type: none"> 1. The treatment given is tailored to the abilities of each student. 2. Curriculum development is tailored to student characteristics.
Implementasi Kurikulum Anak Berkebutuhan Khusus Di Lentera Hati School Kudus (Rahmawati, 2019).	Knowing the implementation of the curriculum for children with special needs and knowing the factors that support and hinder curriculum implementation.	Field research using an analytical descriptive qualitative approach.	<ol style="list-style-type: none"> 1. The adaptive curriculum is based on the regular curriculum which is adapted to the needs of students by reducing the achievement indicators and sub-materials provided. 2. Modifying weekly lesson plans and daily lesson

			plans both in structure and components.
Penerapan Manajemen Kurikulum dan Pembelajaran Pendidikan Inklusif Berkebutuhan Khusus (Putra et al., 2020).	Knowing and explaining clearly and in detail about curriculum management and learning for inclusive education for children with special needs.	Using descriptive qualitative research methods with case study methods.	<ol style="list-style-type: none"> 1. Curriculum management begins with planning the syllabus, and Individualized Learning (ILE) which is tailored to each student with special needs. 2. Classifying the division of tasks for implementing learning in regular classes and in learning resource classes. 3. Implementation of the curriculum for each learning model has differences but still leads to lesson plans and PPIs. 4. evaluation of curriculum implementation is carried out by providing a review of the assessment of learning outcomes.

Pengembangan Model Kurikulum Sekolah Inklusif Berdasarkan Kebutuhan Perseorangan Anak Didik (Fajra et al., 2020).	Establishing the empirical validity of a curriculum model for children with special needs.	Data collection is done through interviews, documentation and observation with data analysis using descriptive qualitative.	<ol style="list-style-type: none"> 1. The general curriculum used needs to be adjusted to suit the needs of children with special needs, in the form of reducing or streamlining basic competencies. 2. The curriculum used adjusts the learning methods and evaluation of learning outcomes.
Implementasi Modifikasi Kurikulum Pada Mata Pelajaran IPA Di Sekolah Dasar Inklusi (Studi Pada Siswa Kelas VI SD 1 Tirenggo Bantul) (Natalia & Nisa, 2020).	Describe the implementation of curriculum modifications in the components of objectives, content, process, and evaluation in science subjects in Class VI SD 1 Tirenggo.	Descriptive qualitative research method with data collection observation, interviews and documentation.	Curriculum modifications that have been implemented in the components of objectives, content, process and evaluation.
Implementasi Kurikulum 2013 Dalam Pendidikan Inklusi Di Royal Wells School Kota Bekasi (Purnama, 2021)	Describes the curriculum and evaluation in inclusive education in elementary schools.	Qualitative research with descriptive methods obtained through observation, interviews, and documents.	<ol style="list-style-type: none"> 1. Curriculum alignment by conducting assessments. 2. Developing an individualized learning program. 3. Adjustments to the learning process and evaluation.
Kurikulum dan Pembelajaran Program Pendidikan Inklusif	Knowing the application of an effective	Qualitative descriptive research method,	<ol style="list-style-type: none"> 1. Implementation of a modified regular curriculum.

PAUD (Kurniawati et al., 2023).	curriculum in an institution that organizes inclusive education.	through observation, interviews and documentation.	2. The implementation of Individualized Learning (ILE) is very effective.
Implementasi Pengembangan kurikulum Pendidikan Agama Islam Berbasis Inklusi Di SD Tumbuh 2 Yogyakarta (Mutaqien & Ratnasari, 2023)	Knowing the implementation of PAI curriculum development at SD tumbuh 2 Yogyakarta.	Qualitative research method with a curriculum development approach.	Curriculum development through three component aspects, namely planning, implementation, and evaluation.

DISCUSSION

Based on the review of the ten journal articles used, this study identified various approaches in innovative curriculum management that can be applied in schools with inclusive programs. These approaches are classified into four main categories covering aspects of curriculum planning, organization, implementation, and evaluation, each of which has an important role in supporting inclusive education.

Curriculum Planning

Planning the inclusive education curriculum, the principal involves teachers to formulate the implementation system, there is an inclusive education management coordinator as the responsible implementer. In planning, the curriculum used is modified to suit the needs of students with special needs to be carried out in the regular classroom learning process (Mukhtar, 2021; Putra et al., 2020; Savitri & Irdamurni, 2020; Siswanto & Susanti, 2019). Knowing the needs of students through assessment which will later become a reference in class grouping and the development of individualized learning programs(Purnama, 2021; Sebrina & Sukirman, 2019).

The general national curriculum is then modified which is specific. inclusive education curriculum planning activities are carried out in several stages, namely, determining the vision, mission, and objectives (Kurniawati et al., 2023). Developing a curriculum that will be implemented in inclusive schools must first go through the planning aspect (Mutaqien & Ratnasari, 2023).

Determination of a curriculum used in schools with inclusive organizers needs a careful planning process so that all students in the school can be accommodated. The steps that can be taken

in the planning process are starting from the holding of a meeting by the school by involving parents of students to identify the curriculum to be used, analyzing the needs of the curriculum to be implemented by evaluating the needs of students both regular and inclusive, after further analysis formulating the curriculum concept. The curriculum used for inclusive learners is modified according to the characteristics of the learners, and after the concept is formulated, then determine the implementation of the concept to produce a curriculum that will guide the implementation of inclusive education.

Organizing Management

The organization of the inclusive education curriculum aims to integrate material from various subjects, so that students can see the relationship between the concepts taught in a broader context (Idhartono et al., 2023). Curriculum organization that adapts the regular curriculum to the needs and abilities of students is carried out by adjusting achievement indicators and adjusted sub-materials (Rahmawati, 2019). The curriculum used involves adjustments to learning methods (Fajra et al., 2020).

Curriculum used in inclusive schools needs an appropriate organization so that the curriculum is designed in such a way that it can be integrated with material from various subjects. In the curriculum, the achievement indicators set consider the needs and abilities of students by reducing them to make them more suitable for the level of development and abilities of students with special needs. In addition to the achievement indicators, the sub-materials taught can be adjusted in the curriculum by simplifying or eliminating them. Adjust teaching methods by considering the learning styles, comprehension levels and needs of learners with special needs when determining and implementing effective learning methods.

Curriculum Implementation Management

Curriculum implementation for each learning model has differences but still leads to learning objectives (Putra et al., 2020). Modifying weekly lesson plans and daily lesson plans both in structure and components (Rahmawati, 2019).

Implementing the inclusive education curriculum, there needs to be a management process that involves various related parties. Coordination and cooperation must be carried out both internally between the principal and teachers and externally between the school and the parents of students. This is important to ensure effective and comprehensive implementation of the curriculum. In curriculum development, teachers are required to play a role and understand the content of the curriculum because it will have an impact on daily learning activities. Implementation of the inclusive education curriculum includes several aspects, namely, preparation of learning programs, implementation of

teaching and learning activities and learning methods, classroom management models and learning evaluation.

Related to the curriculum implementation model, then several curriculum models in inclusive education settings include: (1) Duplication, where the curriculum for children with disabilities is equated with the general curriculum, (2) Modification, where the general curriculum is changed to suit the needs and abilities of children with disabilities, (3) Substitution, where some parts of the general curriculum are removed but replaced with something more or less equivalent, (4) Omissions, where some parts of the general curriculum are removed altogether because it is not possible for children with disabilities.

Curriculum Evaluation Management

Curriculum evaluation serves to provide information and considerations regarding the achievement of a program, the suitability of teaching materials and materials, and the evaluation of the teaching and learning process which is useful for improving the curriculum that has been used. Evaluation of curriculum implementation is carried out by providing a review of the assessment of learning outcomes (Putra et al., 2020). The evaluation is carried out by subject teachers, supervising teachers, organizing coordinators, and school principals with their respective duties and responsibilities according to their capacity (Mukhtar, 2021).

Evaluation through lowering the difficulty level of the questions, the time limit given in the process of working more and freeing up work anywhere (Sebrina & Sukirman, 2019). Curriculum evaluation in schools in inclusive education is not only carried out on students but is carried out in aspects of teacher performance evaluation, teacher administration evaluation, inclusive education program evaluation, evaluation of facilities and infrastructure, evaluation of the use of learning media (Veradegita et al., 2021). Thus, through a comprehensive evaluation process, it will ensure that the inclusive education curriculum implemented is running well and in accordance with the needs and potential of students with special needs. The results of this evaluation can also be the basis for making improvements and development to improve the quality of inclusive education.

CONCLUSION

Innovative curriculum management is essential in supporting inclusive education. Four main aspects curriculum planning, organization, implementation, and evaluation play an important role in creating a welcoming learning environment for students with special needs. Curriculum planning focuses on adapting objectives and materials to suit students' specific needs, while organizing involves collaboration among staff and effective use of resources. Implementation includes adaptive teaching methods that allow students to learn together in regular classes, and evaluation is conducted

to assess the effectiveness of the curriculum in meeting students' needs on an ongoing basis. The findings provide practical guidance for educational institutions in creating a curriculum that is inclusive and responsive to student diversity.

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