Inclusive Education Curriculum Management with Modification Humanistic Design

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Abstract

Inclusive education for children with special needs is considered fundamental for children to adapt more easily to their social environment. The humanistic inclusion education curriculum can be developed through a curriculum modification process that combines the national education curriculum, local content, and the characteristics of children with special needs. Al-Azhaar Islamic Primary School is one of the educational institutions that has successfully organized inclusive education to improve students' abilities academically and socially in a humanist manner. This research uses the field study and case study qualitative methods. Data collection techniques involve in-depth interviews, participant observations, and documentation studies. The results of this study show that effective inclusive education is designed and implemented by combining normal children with those with special needs. Learning requires adjustment (modification) of teaching materials, methods, media, funds, class management, and the learning environment. Teachers find it difficult to carry out learning if the curriculum is not modified; not only do students have to adapt to the situation and the substance of education, but learning must also adjust to the student's abilities, learning speed, difficulties, and interest in learning. A child with special needs is not forced to master competencies that are beyond his or her ability. Children with special learning needs are not asked to keep up with students without learning disabilities but neither are they left waiting for their slower friends. Students who fail in one method and learning technique may not necessarily fail in other different methods and techniques.

Keywords: Management, Humanistic, Modification, Inclusive Education.

Introduction

Education as a right for every child in the world has been enshrined in the International Declaration. The Universal Declaration of Human Rights of 1948, as described at the International Convention on the Right of Children (CRC) (Pais & Bissell, 2006), contains various agreements by restating the rights of children based on disability, race, belonging to an ethnic minority, gender, and engaging in migrant work (Hafen & Hafen, 1996). Unfortunately, although this recognition does not prevent any description within the scope of the education system in children with disabilities, even the children's rights committee and the United Nations have recognized 50

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reasons for a description of children. In fact, education is a facility so that humans as an object can be developed (Sauvé, 1996); thus, education can fully liberate humans in various aspects of knowledge, humanism, technology, and economy (Asante, 2003).

In academic circles, the phenomenon of the magnitude of that attention has long been present. Since 2014, there have been two special journals that published the results of research on disabilities (Khasanah, 2018). Noting the amount of research that was carried out related to disabilities and the number of Extraordinary Schools (SLB) became an encouraging development. According to data reported by the Ministry of Education and Culture (Kemendikbud, 2017), there are 545 public and 1,525 private special schools throughout Indonesia. The total number of SLBs is 2,070. Meanwhile, the number of new students in 2016 alone was 10,774 (public) and 17,217 (private). The total number of new SLB students throughout Indonesia is 27,991 students. In East Java Province, there are 69 public schools with 966 new students and 4,237 old students, as well as 368 private schools with 3,373 new students and 13,179 old students (Purbaningrum et al., 2017).

The proliferation of special schools, both private and public, has been in serious conflict with theoretical developments about the handling of students with disabilities (Al-Hamdi, 2017). In theory, the discourse on handling students with disabilities has been very advanced, along with growing demands for equality from the human rights perspective (Lukitasari et al., 2017). The initial paradigm was the Individual-Medical Model (Hogan, 2019; Holden, 2016; Smith, 2008), which has the view that disabilities are individual problems and a tangible form of God's punishment of parents during pregnancy because it violates the taboos of pregnancy; thus, it is not a matter of the state (Polat, 2020). The only solution offered is the medical path using doctors and psychiatrists. In this perspective, education for disabled children is nothing but being placed in a special learning environment, as they are considered abnormal, disabled, and with limitations. This is what has become known as the "Extraordinary School" (Putra et al., 2021).

Education serves to advance human resources in Indonesia. This is written into the text of the proclamation of independence in the preamble to the 1945 Constitution; thus, education has become one of the great ideals for Indonesia. As a complete basis for the people of *Pancasila*, or Indonesia, education is considered a conscious effort and guiding principle (Giri et al., 2021). Law No. 20 of 2003 concerning the national education system, article 3 (Government, 2006), states that "National education functions to develop abilities and shape the character and civilization of a

dignified nation to educate the nation's life. Thus, education should not discriminate between one individual and another in all aspects of life" (Muhajir, 2022).

Sadly, many children from poor families and with disabilities do not attend school because of ingrained social prejudices and resistance to change. Children with disabilities are always separated in the education system, resulting in discrimination against children more broadly in society (Barnes, 1992). Furthermore, discrimination has a great effect on learning, which results in many children dropping out of school (Nora & Cabrera, 1996). Because inclusive educational facilities did not previously exist, rebuilding a better education system that incorporates children who have been excluded from access is a significant project (Wulandari, 2021).

The inclusive education curriculum is needed as a foundation for the implementation of learning, as the curriculum is a fundamental component that has a strategic role in a quality education system (Hamalik, 2007). However, the inclusive curriculum in Indonesia is still not optimal because its management has not been fully coordinated (Ni'mah et al., 2022). Evidence of this is that there are still many schools that operate the program less clearly, including the management, implementation, supervision, and assessment aspects of the program. Additionally, the management is less professional.

Schools that offer inclusive curriculum programs can be used as references in government programs (Carr & Harris, 2001), in the sense that schools can feel what and how people with disabilities feel. Therefore, the service facilities for them can be improved as well as provide comfort. According to researchers, this can provide enormous benefits for people with disabilities (Hasibuan, 2012).

The management of the inclusive curriculum must be conducted properly and professionally so that schools can achieve national education goals while also meeting the goals of the institution itself. The inclusive curriculum must be designed as well as possible to run an effective inclusion-based school program, implement it properly, and conduct the related evaluation (Carr & Harris, 2001). Because it must adapt to changing conditions and situations, it is relevant to understand the development of the school environment with the application of the current curriculum used in educational units.

Based on the existing literature, several empirical studies have been carried out that investigate the implementation of disability education in East Java for the purpose of improving its quality management (Aisyah, 2020; Sulistyadi, 2014). Previous studies have revealed how the

effectiveness of disability education depends on the abilities developed by people with disabilities (Ansfridho & Setyawan, 2019). Thus, good management and understanding of people with disabilities will project that they will have a better future. Inclusive education is not just a right but rather an obligation by both formal and non-formal educational institutions (Haling et al., 2018).

Literature Review

Curriculum Management in Inclusive Education

Curriculum management refers to the set of actions oriented toward the achievement of objectives developed in several areas of educational activity of school organizations, including preparing learning goals, content, methods, and evaluation (Bahri, 2022; Tirado et al., 2016). Curriculum management contains activities in the form of planning, implementation, and assessment (Usman & ZA, 2018). Curriculum management is considered a design by schools to improve the quality of learning (Clough, 1998). Cooperation is established between different parties with the school parties that helps institutions manage procedures for the adequate delivery of education in schools by using certain goals. According to Taba (1970), to understand the relationship between the curriculum and education, it is necessary to decipher certain concepts (Bhuttah et al., 2019; Johnson, 1969). Curriculum management also must pay attention to various decisions made at several different levels. According to Taba, it is necessary to apply the main objectives of the learning experience in the realm of curriculum design (Taba & Elzey, 1964, 2022).

Inclusive education provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents that enable them to take part in education or learning in an educational environment together with students in general (Natalia & Mundilarno, 2019). The term inclusion describes the unification of children who have special needs into school programs (Thomazet, 2009). Inclusion also means that one of the educational goals of inclusive education is for students with challenges to be involved in comprehensive school life and for children who have disabilities to be accepted into the curriculum (Fitria, 2012), the environment, social interactions, and the school vision. Inclusion education is an educational approach that serves to provide opportunities for all children to receive a public school education with other children (Clough, 1998; Khasanah, 2018).

The education curriculum includes a set of programs, activities, materials, and learning experiences designed for students with special needs to achieve learning objectives as determined

(Wahyuno et al., 2014). Inclusive education is carried out by paying attention to each student's needs and improving the quality of educational programs for all students (Nugroho & Mareza, 2016). Furthermore, several other definitions of inclusive education were formulated in the Agra seminar, which were approved by 55 participants from 23 countries in 1998. These definitions were later adopted in the South Africa white paper on Inclusive Education with almost no change (Dalton et al., 2012). From the various opinions above, it can be concluded that inclusive curriculum management entails the planning, implementation and assessment of inclusion education to achieve the goals that have been established.

Humanistic Curriculum

The humanistic curriculum grew out of the development of humanist philosophical thinkers. The basis of the curriculum derives from the concept of personalized education developed by John Dewey, which is rooted in the theory of progressive education (Howlett, 2013), and J. J. Rousseau's theory of romantic education (Oelkers, 2002; Vaughan, 2018). Oelkers (2002) and Vaughan (2018) both provide opportunities for students to occupy the main place in the learning process; they have special potential, and can learn, search, and develop on their own. In this approach, the teacher serves as the person in charge of creating situations, fostering opportunities, and providing encouragement so that students can learn. The purpose of learning, according to humanistic theory, is to humanize human beings (Zinn et al., 2009). Learning is not just memorization and remembering; rather, learning is a process characterized by the presence of changes in the student. Changes as a result of the learning process take various forms, such as changes in knowledge, attitudes, and behavior. The main goal of educators is to help students develop themselves and to assist in realizing their unique potential (Korthagen, 2004).

Humanism emphasizes the important role of activities in the form of exploration, puzzling, and natural growth (spontaneity) (Ouariachi & Wim, 2020). The curriculum should provide a path to solving the main problem (Tanner, 1988). Many things are thought about but not learned, and many things are explained and felt but not used. The humanistic curriculum provides more primary opportunities for students. Starting from the assumption that students are t the center of educational activities (Hu & Kuh, 2002), they are the subject of potential, ability, and development. Humanistic education emphasizes the role of students. Education requires an effort to create a permissive, relaxed, and intimate situation (Robinson et al., 2000). Thanks to this situation, children develop all

their potential. The new humanist is a self-actualized individual who sees the curriculum as a liberating process that can meet the need for personal growth and integrity (McNeil, 2014).

The humanistic curriculum focuses on the students who are the main subject of education. The curriculum serves to provide an instinctive experience and contribute to the development of personal totality. The quality and openness of learners is the main goal of this curriculum model. The position of education is as a facilitator as well as a mediator to develop the potential possessed by students (Terpollari, 2014). A humanist curriculum is integral, meaning that there is an integration between its affective and cognitive domains. It combines the values and personality of the learner with his or her intellect (Ritchhart, 2004). For the content of the material presented to be effective and efficient, a systemic curriculum is needed as a driving force able to achieve goals in implementing the curriculum. Some steps must be observed when implementing a systemic curriculum. The curriculum in question must have clear goals and processes for its implementation. Even if there is evaluation and refinement, this is also intended to achieve the curriculum goals (Reiser, 2001). There are responsibilities identified by R. Linn (Linn & Baker, 1996) related to designing the curriculum, namely: (1) improving the standard of content and learning outcomes; (2) the school is responsible for measuring the achievement of learners; (3) there is a benchmark for evaluating school performance; and (4) improving performance with rewards, interventions and sanctions or punishments (O'Day, 2002).

Research Methods

Research Design

This research used qualitative methods with a phenomenological approach (Morse, 1994). Researchers apply this qualitative method based on several considerations. First, adjusting qualitative methods is easier and more flexible when dealing with existing realities or phenomena. Second, this method directly presents the nature of the relationship between the researcher and the respondent. These two methods are more sensitive and more adaptable to the many changes of mutual influence and patterns of values encountered (Feldman et al., 2004). This study seeks to collect data based on field facts (Becker & Geer, 2003). Qualitative research methods are often called naturalistic research methods because the research is carried out under natural conditions; likewise, the collected data and their analysis are more qualitative (Cresswell, 2010; Miles et al., 2014).

Participants

The research participants in this study were the head of the school, the deputy head of the school in the field of curriculum, classroom teachers, regular teachers, and assistant teachers at SDI Al-Azhaar Tulungagung, East Java. The selection of participants was carried out using a purposive sampling technique, in which participants were selected according to their main characteristics, namely regular teachers, regular teachers, and accompanying teachers who teach in inclusive classes. Researchers collected data through interviews, observation, and documentation. The informants include one principal, one deputy head of curriculum, 17 regular teachers (11 female and six male), and six accompanying teachers for special needs with an age range of 25–50 years.

Data Collection Techniques

Data collection techniques are used to obtain the necessary data. The data collected in this study aims to obtain implementation information on the inclusive education curriculum so that researchers have a complete and comprehensive picture. Data collection techniques entailed participatory observations, in-depth interviews, and documentation reviews (Denzin & Lincoln, 2008).

Table 1

Interview Instrument

Component	Subcomponent	Question	Item
Planning	Design Material Person Infrastructure	1. How is the curriculum design prepared for students with special needs in a humanistic approach? 2. What materials are prepared for students with special needs in a humanistic approach? 3. How are teachers involved in learning in regular classes with students with special needs in a humanistic approach? 4. What are the support facilities and infrastructure for children with special needs in a humanistic approach?	4
Implementing	Teacher Method Media Assessment	1. What is the teacher's role in learning in regular classes with children with special needs in a humanistic approach? 2. What problems do you face, and how do you solve them with a humanistic approach? 3. What method does the teacher choose to overcome the learning difficulties of children with special needs? 4. What media do teachers use in regular classroom learning with children with special needs? 5. How do teachers assess students in regular classes against normal children and children with special needs?	4
Evaluating	Monitoring Control Follow-up Impact	1. How do teachers monitor learning activities both inside and outside the classroom in a humanistic approach? 2. What kind of supervision does the teacher do in the learning process outside the classroom?	4

3. How is the follow-up of the results of teacher monitoring and supervision in learning inside and outside the classroom carried out?
4. What are the impacts resulting from the teacher-chosen curriculum improvement process in humanistic?

Data Analysis

The data analysis technique used in this research is a qualitative descriptive analysis that describes and interprets data from the components to be evaluated using qualitative techniques. Activities in data analysis include data collection, data presentation, data condensation, verification, and the drawing of conclusions (Miles, et. al, 2018). Furthermore, the validity of the data is checked through triangulation of data and sources (Bryman, 2004). Miles, et. al., (2018) define four steps in qualitative data analysis, including (1) Data collection: the researcher collects data according to questions related to the research theme regarding humanist modified inclusive education curriculum management; (2) Data condensation and categorization: Data collection is continued with data selection, which is focused on simplification, abstraction, and transformation of raw data that emerges from field data. After reduction, the researcher categorizes the data according to their needs. The data are grouped according to the characteristics of the participants, gender, and responses from the principal, deputy head of the curriculum, regular teachers, and teachers accompanying students with special needs (Miles, at. al 2018). At this stage, a good interpretation of the data is needed so that the data are categorized correctly. Research data comprise three components, namely planning (design), implementation, and evaluation. Each subcomponent consists of one question, for a total of twelve questions (Bryman, 2004); (3) Data display: By the research design, the researcher determines the type and form of data entered into the metric box. The data is displayed in the form of a narrative which is grouped into three (Miles, et. al., 2018); and (4) Conclusion drawing stage: In the last step, the researcher draws meaningful conclusions from the data obtained (Bryman, 2004; Miles et. al., 2018).

Results and Discussion

Design and Modification of the Inclusive Curriculum

Psychologically and personally, it can be observed that children with special needs have key abilities for life in the future. With a note, the preparation of learning models and self-development must be up to standard. The composition used in such models is also distinguished as much as

possible. The specific brushing is more based on the character of the child than on the designed curriculum. At SDI Al Azhaar, the curriculum used is the same as the regular curriculum applied in public schools, which uses the 2013 curriculum (K-13). The curriculum is designed in an integrated manner with thematic principles that no longer require the existence of specific subject names (Kadarwati & Malawi, 2017). This way of learning is more about students learning how to solve a problem or problems. One of the informants explained it as follows:

(1) The curriculum is designed and modified according to the abilities of the students. There is no grouping of material types for inclusion students. For example, in one class, there are one or two inclusive children who are unable to stay in the lesson until the end, so they are allowed to go home early. The preparation of individual learning programs refers to K-13. Then, the curriculum is developed according to the needs and goals of the school. Waka curriculum and the inclusion group or team do the inclusion curriculum planning and also together with GPK design the curriculum. Curriculum design always involves teachers teaching in inclusion classes. Before organizing, the curriculum design will be consulted first.

The above statement shows that curriculum planning is carried out by identifying problems in learners through information obtained from learners, guardians, and accompanying teachers. From parents, the biodata of students is obtained at the beginning of entering the inclusion class. From educators, information will be obtained about the level of ability of students in the classroom, which includes biodata of children's abilities and children's conditions. The curriculum design process is carried out by entering children's data. The first step is to share the form filled in by the parents, starting from the date of birth, as well as the child's history. Then, the data are made into one file that will be studied by the teacher so that material can be made for the child to use for learning in class. According to Mittler, the inclusion curriculum requires a special design, but still follows the child's ability level (Mittler, 2012). So, if the child indeed does not understand anything, then the teacher will change the teaching method.

The curriculum planning process begins by entering children's data, which will be studied by the teacher for the creation of learning materials. The information needed for curriculum design is in addition to information about the child's condition as well as skills because each GPK is not necessarily able to handle a particular child. The approved curriculum design is simple, complex, and flexible because it adapts to a particular child's condition. In this context, SDI Al-Azhaar implements the Individual Education Program (IEP); if there are several obstacles, curriculum improvements will be made.

After students learn from existing problems, they are not only high in intellectual ability but also have directed and skilled emotions; this also applies to children with special needs. The same curriculum should still be taught to children with special needs. However, in its application, it needs modification and simplification (Horn & Banerjee, 2009). The curriculum is designed as much as possible to produce the expected learning objectives.

This modification of the curriculum in schools is in line with the theory of curriculum development by Hilda Taba, which is meant as curriculum development not just establishing boundaries (Taba, 1963, 1966), but as thoroughly explaining the concept of curriculum and its impact on education, the implementation of which involves various aspects A series of aspects in the form of decisions are processed based on the vision and mission that have been set by the specific education institution (Ben-Peretz, 1975). According to the needs and abilities of students, the main content of learning must also be reselected.

Regarding the curriculum, it is specified in the regulation of the Ministry of Education and Culture that inclusive education uses curriculum standards at the national level like those in other public schools. The alignment or modification of the standard curriculum is solely to narrow the distance and obstacles experienced by students. The school especially designs the curriculum according to the abilities of the children in question. The purpose of this design activity is to plan teaching methods, determine classes, and offer regular choices or inclusions, as explained by Katz on the importance of the involvement of various parties (Katz, 2013). The parties involved are accompanying teachers, parents, psychologists, and observers.

Curriculum planning and design are carried out by the inclusion coordinator to meet the objectives of the institution and existing facilities. In addition, facilities, staff, training, and supervision are needed. So far, the school has been working on curriculum design training. The curriculum design involves the class assistant teacher (GPK), the homeroom teacher, the parents, and the principal as the supervisor. One of the accompanying teachers of the class explained as follows:

(2)   The process of designing the curriculum by entering children's data, the first is by sharing forms then filled out by parents, starting from the date of birth, as well as the child's history, then the data is made into one file, then it will be studied by the teacher, then the material will be made for the child and then it will be entered into the class. The information needed in curriculum design is in addition to information about the child's condition as well as GPK skills because each of them is also not necessarily able to handle a particular child. The

approved curriculum design is both simple and complex and also flexible because it adapts to the child's condition.

To modify the curriculum, the school carried out several special identification processes to understand the types of student needs, then carried out a mapping exercise. Information can also be obtained from parents about the student's biodata obtained from the beginning of entering the inclusion class. In addition, the educator provides information about the ability level of learners in the classroom. In addition, psychologists also know the condition of prospective inclusion learners (Avramidis & Norwich, 2002). Because students have different tendencies, the institution classifies and places CSN students according to the obstacles experienced so that it is easy to identify the level of needs.

The inclusion curriculum in schools is directed at the independence of students, namely on developing life skills and multiple intelligences. This is one of the inclusion learning plans in addition to academic content called self-development. The purpose of this curriculum planning is to develop children's potential so that students will be able to develop their skills and be equipped to be independent when they have grown up and continue life on their own.

The orientation achieved from individual learning is the self-development in each learner (Kassymova et al., 2019). Based on the observational data, it was found that the curriculum planning used by the school came from a regular curriculum that was modified according to the needs of students. The homeroom teacher and the subject teacher accompany the CSN to work together and are directly involved in the process of modifying the curriculum. The approach used is grassroots, namely the preparation of the group to be handed over to the leadership of the institution (Carrier & Williams, 1995; Oloruntegbe, 2011). This grassroots effort begins with the process of assessment and designing individual learning (IEP) using a humanist curriculum that produces a modified humanistic curriculum based on the circumstances of the learners. See Fig. 1.

Figure 1

The Concept Modification Design of Inclusion Curriculum
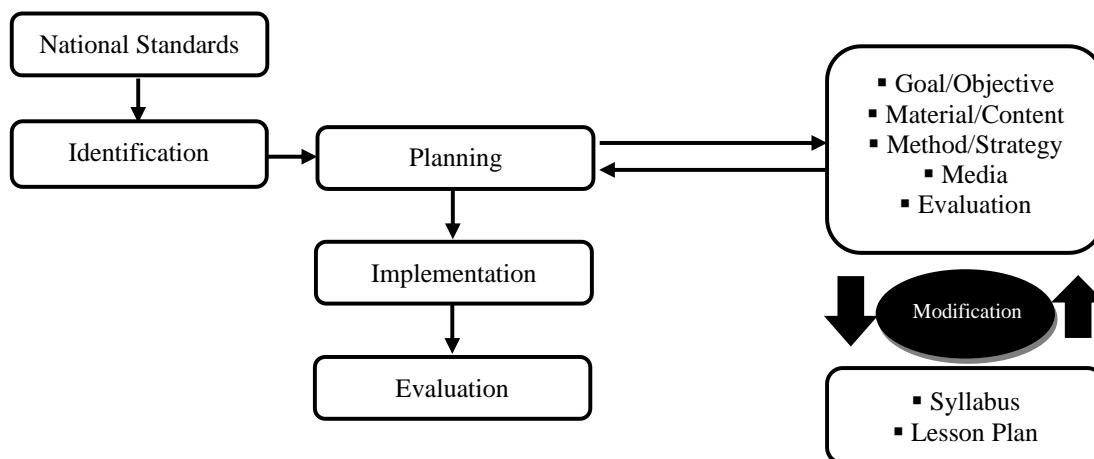
Implementation of the Inclusion Education Curriculum

Children with special psychological needs actually have a unique ability to handle life in the future. The condition is that the model of self-development and learning is prepared according to the right standards and composition. This particular brushing is more based on the character of the child in the curriculum that has been designed. Learning by children with special needs is carried out based on the level of the child's ability. If the child is unable to attend regular classes, then in the next class some subjects are downgraded or reguided, except for sports and music subjects. As one of the teachers stated:

(3)   The child can follow in the regular class during the 1st grade, but when in the 2nd, 4th, and 6th grades, some lessons are lowered in levels such as mathematics and language. But for sports, their music can still merge. Some lessons are included with regular students such as music, students with special needs (SBK), and sports, but then if the child cannot follow the regular curriculum, it will be handed over to a special accompanying teacher."

Learning through problem-solving is expected to be able to help develop students not only in the intellectual aspect but also in all aspects, such as attitudes, emotions, and skills. Students with special needs also use the same curriculum, but it is simplified and modified based on the needs

of learners by different methods (Westwood, 2001). The curriculum is designed as much as possible to produce the expected learning objectives.

In learning, the curriculum is modified and adapted to the goals or vision, and mission of the school. This curriculum is called the subject-centered curriculum approach; namely, the curriculum materials (content) are arranged in the form of separate subjects (Ornstein, 1982). Each teacher has his or her duties and responsibilities for the subjects taught and focuses on one subject. However, because students have various characteristics, namely normal students and students with special needs with multiple obstacles, during implementation in the field, the regular curriculum requires modification to meet the diversity of student characteristics, regional conditions, and levels and types of education, ethnicity, culture customs, socioeconomic status, and gender. Curriculum modifications will be the direction and basis for developing subject matter, learning activities, and indicators of competency achievement for assessment, taking into account the individual abilities of learners (Kelly et al., 2004).

The implementation of curriculum activities in schools is in line with the theory of curriculum development expressed by Hilda Taba; that is, curriculum development not only limits the problem of curriculum development but also outlines a system of concepts that must be used to assess the relationship of the curriculum to education (Taba, 1962). In its implementation, curriculum development involves various kinds of decisions, which are made based on the general objectives that the education or (school) wants to specifically achieve. Meanwhile, the main areas or subjects in the curriculum must be selected according to the needs and abilities of students.

Regarding the curriculum used, it is specified in the regulation of the Ministry of Education that inclusive education uses the national standard curriculum (Indonesia, 2009). However, because the various obstacles experienced by different students are quite varied, it is necessary to modify them. Curriculum modifications are carried out by a team of curriculum developers in the school consisting of principals, class teachers, subject teachers, special education teachers, counselors, psychologists, and related experts. The role of the psychologist is also important in knowing the condition of prospective learners because schools certainly do not have the expertise to know what types of disabled students there are and what students need help in handling (May et al., 2004). Furthermore, learners are identified and classified according to the type and degree of learning challenges within the applicable special education category.

The process of implementing the curriculum by entering children's data is such that the teacher will study the data to make material in classroom learning. The information needed in curriculum design is in addition to information about the child's condition as well as skills because each GPK does not have the ability necessarily to deal with certain children.

With the implementation of this humanist inclusion curriculum, teachers act as companions and special teams to create individual learning programs. The content of the program is a learning program that suits the needs of different students. Every student with special needs has a companion. The school uses an accompanying teacher as the implementer of the learning process. If there are obstacles during implementation, curriculum improvements continue to be carried out so that learning can take place effectively and efficiently. The school has a special consultant to deal with students with special needs who collaborate with psychologists (Gilman & Medway, 2007). According to Hamzah, individual learning is oriented toward the individual and self-development. This approach focuses on the process by which the individual constructs and organizes himself or herself in a really unique way (Uno, 2021).

Based on researchers' observations, the school's curriculum implementation is taken from the existing education office curriculum and then modified according to the needs and abilities of students. In the design of the curriculum, class teachers and accompanying teachers are involved in the preparation of learning program planning using a grassroots approach, namely, the design starts from the bottom and is then approved by the principal and curriculum waka. The curriculum is chosen by identifying learning objectives, namely that it is necessary to analyze and determine the initial ability of students first, then learning is adjusted to the abilities of those students,

After seeing the entire series of implementation of the modified curriculum carried out by the school, the researcher concluded that the activities were implemented almost according to the guidelines issued by the government. The six stages carried out by the school can be categorized into three stages. The stage referral stage in the school has a preparatory stage for the implementation of the inclusion school modification curriculum (Mittler, 2012), initial identification at the time of admission of new learners, and profiling of students. Meanwhile, according to Hilda Taba, the general strategy in curriculum implementation is small measurements, the implementation of partial trials, followed by revisions, followed by trials of the whole unit, more revisions, and finally, the release of the curriculum that has been made to be applied in educational institutions in general (Fraenkel, 1994). Thus, the active role of the teacher is one of

the supporters of curriculum improvement because the accompanying teacher understands the condition of the students during the learning process. Curriculum evaluation is carried out once a month; if there are curriculum components that need to be improved, there will be a subsequent improvement and curriculum development.

Furthermore, the school has an advanced identification and assessment stage that is both academic and nonacademic, as well as planning by a special and general team in a forum that produces a modified learning plan. The last stage is the instruction stage, in which the school translates with the curriculum implementation the modification of the inclusion school in the context of learning in the inclusion class or special class. It also includes a periodic evaluation of the implementation of the modified curriculum of the inclusion school.

From this research, it can be seen that the curriculum implementation in schools was adopted from the Ministry of Education and Culture, then designed and modified according to the needs of students with special needs. The learning used the grassroots approach, which starts with the assessment and design of the Individual Education Program using humanistic curriculum design modification.

Evaluation of Inclusion Curriculum

Evaluation is a process of systematic data collection and analysis that aims to help educators understand and assess a curriculum, as well as improve learning methods. The evaluation aims to find out and decide whether the predetermined program accomplishes the goals that have been set. In its implementation, the evaluation involves students with special needs in the implementation of tests such as daily tests, midterm exams, and final semester exams. However, the questions and assessment indicators are different than those of regular student standards. The standard assessment is equated with regular indicators, but grades for students with special needs are below regular students, and the assessment indicators are not the same as for regular students; as Heller explains, students are placed according to their level of education (Heller, 1982). Regular classes get a numerical assessment, while students with special needs receive an assessment in the form of a description of student behavior during learning.

Agar curriculum can be evaluated according to the needs of students; then, supervision is held between special accompanying teachers and students. However, the principal of the school is always in communication with the educators. Communication is carried out every two weeks on Thursdays through coordination meetings. If necessary, the principal communicates one on one

with the educators and teachers accompanying the class regarding the implementation of the inclusion curriculum. As stated by the accompanying teacher of the class below:

(4)   The communication carried out between the principal and the curriculum staff in evaluating the curriculum in the inclusion class of each teacher, but in the communication, a meeting is aimed at all education and accompanying teachers. The principal gave a large amount of encouragement that is expected to directly affect the souls of the teachers, to be able to implement it in the learning process better."

The reason for using the assessment model for students with special needs narratively is because the use of a numerical assessment, such as the benchmark of graduate competency scores, would be very unfair (Allen & Tanner, 2006). Students with special needs will never achieve numerical grades with the required competencies because their condition is not the same as that of other students. Because they have special needs, they also have a special assessment, namely in the form of a narrative.

Every weekend, Al-Azhaar Primary School holds coaching that is attended by all teachers to discuss obstacles to the implementation of the curriculum for that week. The activity discusses the appropriate learning methods for teachers, and in the forum, teachers are allowed to express opinions and obstacles experienced during teaching. Special accompanying teachers also carry out evaluations with all special accompanying teachers to provide the best service for students with special needs and to make any improvements necessary regarding the curriculum implementation used.

This is in line with Taylor, in that curriculum evaluation occurs at least twice, namely at the beginning and end of curriculum improvement, to be able to measure changes in a certain period (Helsby, 1995). These evaluations should be carried out successively throughout the process of the curriculum improvement being designed. Curriculum improvement is a process that includes activities to carry out evaluation experiments so that the deficiencies found can be corrected for better results (Zimmerman, 2002).

Curriculum valuation is considered necessary to make improvements if students with special needs do not experience development and change. Curriculum evaluation is always carried out jointly and continuously to improve learning (Guskey, 2000). Given that the ability of students with special needs cannot be forced to follow the curriculum reasonably, the flexibility of curriculum development becomes a reference because they have different needs (Lau, 2001). This is in line

with the position of Lerner and Johns, who found that this identification and assessment process has several objectives, namely (1) screening, (2) transfer/referral, (3) classification, (4) learning design, and (5) monitoring of learning outcomes (Lerner & Johns, 2011). Some things that can be used in monitoring include starting from formal evaluation, informal measurement, and continuous monitoring procedures as appearing in Fig. 2.

Figure 2

Modificative Humanistic Curriculum
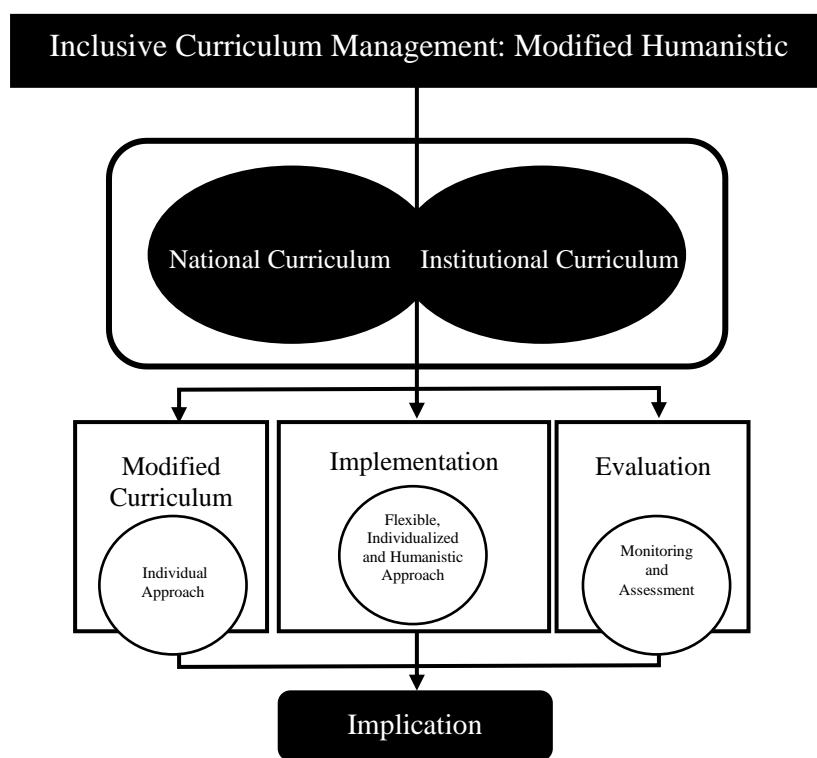
This study implies that curriculum management should apply for all students. Therefore, this study contributes a novelty in that students with disabilities should receive attention inclusively the curriculum design of which refer to humanistic perspective.

Conclusion

It turns out that the management of the modified inclusion education curriculum based on the principles of educational humanism in children with special needs is effective at developing their abilities, interests, and talents. The curriculum design takes place according to modifying the curriculum that adopts national, institutional, and local curricula based on the characteristics of students with disabilities. The curriculum implementation uses a method tailored to the needs of students with special needs using Applied Behavior Analysis therapy for students who are capable of training; learning refers to the student's program for students who have learning difficulties. Curriculum evaluation uses a formative and summative model with the same standards/indicators of student assessment as regular classes, but grades are lower, and there are special qualitative indicators according to their abilities and needs. Evaluation is necessary for the improvement of the program and the inference of the results of the program as a whole. This concept emphasizes the role of criteria (absolute and relative). While improving the curriculum, teachers routinely hold workshops on the curriculum and collaborate with curriculum expert consultants.

This study has limitation in that theories in inclusive curriculum are not yet comprehensive nor the number of participants are small number. Future research is suggested to define the impact of the management of this modified inclusion curriculum gives students with disabilities a space to develop skills, develops mutual respect between learners, reduces bullying, develops appreciation, and helps students get along with other normal learners. Additionally, future research is also recommended to enlarge participants to achieve broader inclusion of inclusive education.

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