

Article inclusive curriculum management

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INCLUSIVE EDUCATION CURRICULUM MANAGEMENT WITH MODIFICATION HUMANISTIC DESIGN

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Abstract

This article aims to analyze and explain the management of inclusive education through the modification of the humanistic curriculum. 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 (IES) 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 qualitative methods with the type of field study and case study design. Data collection techniques through in-depth interviews, participant observations, and documentation studies. The results of this study show that inclusive education is designed and implemented by combining normal children with special needs. Learning requires adjustment (modification) of teaching materials, methods, media, funds, class management, and 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 also learning which must adjust to the student's abilities, speed, difficulties, and interest in learning. A child with special needs (CSN) is not forced to master competencies that are beyond his ability. They are not asked to pursue smarter students but are not left also 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 even been enshrined in the International Declaration. The Universal Declaration of Human Rights of 1948 described at the International Convention on the Right of Children (CRC) (Pais & Bissell, 2006), contains various agreements by restating the rights of children who hold disability status, race, minority, girls, and 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, it has recognized 50 reasons for a description of children. In fact, education is a facility so that the position of man as an object can be developed (Sauvé, 1996) so that 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 also long appeared. Since 2014 there have been two special journals that seriously and intensively publish the results of research on disabilities (Khasanah, 2018). Noting the amount of research that was born related to disability and the number of Extraordinary Schools (SLB) became an encouraging oasis. According to data reported by the Ministry of Education and Culture (Kemendikbud, 2017), it is stated that the number of special schools throughout Indonesia is 545 (public), and 1,525 (private). The total number is 2,070 SLB. Meanwhile, the number of new students alone—in 2016—was 10,774 (public) and 17,217 (private). The total number of new SLB students throughout Indonesia is 27,991 students. For East Java Province, there are 69 (public) schools with 966 new students and 4,237 old students. Then there are 368 schools (private) with 3,373 new students and 13,179 old students (Purbaningrum, Kurniawan, & Martarina, 2017).

The fact that proliferation of special schools, both private and public, actually has a serious conflict with theoretical developments about the handling of students with disabilities in (Al-Hamdi, 2017). In theory, the discourse on handling students with disabilities has been very advanced and developed along with the demands for equality from human rights views that are also growing (Lukitasari, Sulasmono, & Iriani, 2017). The paradigm developed, initially, was the Individual-Medical Model (Hogan, 2019; Holden, 2016; Smith, 2008). This paradigm has a view that disability is an individual problem and a tangible form of God's punishment to parents when pregnant because it violates the taboos of pregnancy, so it is not a matter of the state. The solution offered is the medical path, that is, doctors and psychiatrists. Thus, education for them is nothing but being placed in a special learning environment, because it is considered abnormal, disabled, and has limitations. This is what became known as the "Extraordinary School" (Putra, Herningrum, & Alfian, 2021).

Education serves to advance human resources in Indonesia, this has been written in the text of the proclamation of independence in the preamble to the 1945 Constitution, thus education becomes one of the great ideals for Indonesia. Pancasila as a complete basis, then from Education is a conscious effort that is used as educating Pancasila people (Giri, Ardini, & Kertiani, 2021). As in 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".

Sadly, many children from poor families and people with disabilities are separated and even do not go to school because of ingrained social prejudices and resistance to change, children with disabilities are always separated in the education system, which results in discrimination against children in society (Barnes, 1992). Whereas discrimination has a great effect on learning which results in many children dropping out of school (Nora & Cabrera, 1996). If previously inclusion education facilities did not exist, then this is a big project to rebuild a better education system and consider children who are excluded from access (Wulandari, 2021).

The inclusion education curriculum is needed as a foundation for the implementation of learning because the curriculum is an important component that has a strategic role in a quality education system (Hamalik, 2007). However, the inclusion curriculum in Indonesia is still not optimal because its management has not been fully coordinated (Ni'mah, Istirohmah, Hamidaturrohmah, & Widiyono, 2022). This can be proven by the fact that there are still many schools that run the program less clearly, starting from the management system, implementation,

supervision, and assessment of the program, in another sense that the management is less professional.

Schools that run an inclusion curriculum program can be used as a reference in government programs (Carr & Harris, 2001; Cassano, Costa, & Fornasari, 2019), where schools can feel what and how people with disabilities feel. Therefore, the service facilities for them can be improved as well as possible to support comfort. According to researchers, this matter can provide enormous benefits for people with disabilities (Hasibuan, 2012).

The management of the inclusion curriculum must be done properly and professionally so that schools can achieve national education goals while also being able to achieve the goals of the institution itself. The inclusion curriculum must be designed as well as possible to run an inclusion-based school implementation program, so that it can be carried out properly in its implementation, including its evaluation (Carr & Harris, 2001). Because it must adapt to changing conditions and situations that are useful for knowing the development of the school environment with the application of the current curriculum used in educational uni¹³

Based on the existing literature, several empirical studies have been carried out to investigate the implementation of disability education in East Java to improve its quality management (Aisyah, 2020; Sulistyadi, 2014). Previous studies have revealed how the effectiveness of disability education depends on the abilities produced by people with disabilities (Anfridho & Setyawan, 2019). Thus, good management and understanding of people with disabilities will be that they have a better future. Inclusion education is not just a right, but rather an obligation in both formal and non-formal educational institutions (Haling, Halim, Badruddin, & Djanggih, 2018).

Literature Review

Curriculum Management in Inclusive Education

Curriculum management is a set of actions oriented toward the achievement of certain objectives developed in several areas of activity of school organizations and in Preparing learning goals, contents, methods, and evaluations (Bahri, 2022; Tirado, Concepción, Barriga, Concepción Barrón Tirado, & Díaz Barriga, 2016). Curriculum management contains activities in the form of planning, and implementation to the assessment stage (AR, Usman, & ZA, 2018). This term refers to an effort made by the institution to improve the quality of learning in schools (Clough, 1998). There is cooperation established between internal school parties that is useful for institutions to manage procedures for the implementation of education in schools by relying on certain goals. According to Hilda Taba (Taba, 1970), to know the relationship of the curriculum with education it is necessary to decipher a certain concept (Bhuttah, Xiaoduan, Ullah, & Javed, 2019; Johnson, 1969). Curriculum management also needs to pay attention to various decisions made at several different levels. The learning experience according to Taba is necessary to apply the main objectives in the realm of curriculum design (Taba & Elzey, 1964, 2022).

Inclusion education provides an education that provides opportunities for all students who have disabilities and have the potential for intelligence and or special talents to take part in education or learning in an educational environment together with students in general (Natalia & Mundilarno, 2019). The term inclusion is used to describe the unification of children who have special needs into school programs (Thomazet, 2009). Inclusion also means that educational goals for students who have problems/obstacles can be involved in comprehensive school life

and can accept children who have barriers into the curriculum (Fitria, 2012), the environment, social interaction, and the school vision. Inclusion Education is an education that serves in providing opportunities for all children to get an education that exists in public schools 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, Ruminati, & Sutrisno, 2014). Inclusive education is carried out by paying attention to each student's needs, to improve the quality of educational programs for all students (Nugroho & Mareza, 2016). In addition, there are several other definitions of inclusion education formulated in the Agra seminar which was approved by 55 Participants from 23 Countries in 1998. This definition was later adopted in the South Africa white Paper on Inclusive Education with almost no change (Dalton, Mckenzie, & Kahonde, 2012). From the various opinions above, it can be concluded that inclusion curriculum management is an activity in the form of planning and implementing to the assessment stage in inclusion education to achieve the goals that have been set.

Humanistic Curriculum

The humanistic curriculum grew out of the development of humanist philosophical thinkers. The basis they use comes from the concept of Personalized Education developed by John Dewey rooted in the theory of Progressive Education (Howlett, 2013), and J. J. Rousseau from the theory of Romantic Education (Oelkers, 2002; Vaughan, 2018). (Oelkers, 2002; Vaughan, 2018) Both provide opportunities for students to occupy the main place because they have special potential, can learn, be able to search, and can develop on their own, so the teacher serves as the person in charge of creating situations, fostering, and providing encouragement so that students can learn. The purpose of learning according to Humanistic theory is to humanize human beings (Zinn, Proteus, & Keet, 2009). Learning is not just memorization and remembering, but learning is a process characterized by the presence of changes in the student. Changes as a result of the learning process can be shown in various forms, such as changes in knowledge, attitudes, and behavior. The main goal of educators is to help students to develop themselves, and to assist in realizing the potential that exists in them (Korthagen, 2004).

Humanistic emphasizes the important role of activities in the form of exploratory, 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 are explained and felt but not used. This Humanistic Curriculum provides more primary opportunities for students. Starting from the assumption that students are the center of educational activities (Hu & Kuh, 2002), then they are the subject of potential, ability, and strength to develop. Humanistic education emphasizes the role of students. Education is an effort to create a permissive, relaxed, and intimate situation (Robinson III, Jones, & Hayes, 2000). Thanks to this situation, children develop all their potential. According to McNeil, The new humanist is a self-actualized who sees curriculum as a liberating process that can meet the need for personal growth and integrity (McNeil, 2014).

The characteristic of the humanistic curriculum is that it focuses on students who are the main subject of education. This 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 made integrated, meaning that there is an integration between the affective and cognitive domains in it. There is a combination of the values and personality of the learner with his 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 implementation. Even if there is evaluation and refinement, then this is intended to achieve curriculum goals (Reiser, 2001). There are responsibilities marked by R. Linn (Linn & Baker, 1996) related to designing the curriculum, namely: (1) improving the standard of content and outcomes in learning; (2) the school is responsible for measuring the achievement of learners; (3) there is a benchmark for evaluating school performance; (4) improving performance with rewards, interventions and sanctions or punishments (O'Day, 2002).

Methods

Research Design

¹ This research used qualitative methods with a phenomenological approach (Morse, 1994). The type of research is field research with a case study design (Edmondson & McManus, 2007). 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 presents directly the nature of the relationship between the researcher and the respondent. These three methods are more sensitive and more adaptable to the many sharpenings of mutual influences and the patterns of values encountered (Feldman, Bell, & ¹³urger, 2004). This study seeks to dig up 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, called qualitative methods ¹⁴ cause the collected data and their analysis are more qualitative (Cresswell, 2010; Miles, Matthew B., A. Michael Huberman., 2014).

Participant

The participants in this study were ³ 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 technique, where participants were selected according to the main characteristics, namely regular teachers, regular teachers, ¹ and accompanying teachers who teach in inclusive classes. Researchers collected data through interviews, observation, and documentation. the informants are 1 principal, 1 deputy head of curriculum, 17 regular teachers (11 female and 6 male), and 6 accompanying teachers for special needs with an age range of 25-50 years.

¹⁴

Data Collection Technique

Data collection techniques are important in this study to obtain the necessary data. The data collected in this study aims to obtain implementation information related to the management of the inclusion education curriculum so that researchers get a complete and comprehensive picture. Data collection techniques in this study used participatory observations, in-depth interviews, and documentation studies (Denzin & Lincoln, 2008).

Table 1:
Interview Instrument

Component	Subcomponent	Question	Item
Planning	Desain Material Person Infrastructure	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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? 3. How is the follow-up of the results of teacher monitoring and supervision in learning inside and outside the classroom? 4. What are the impacts resulting from the teacher-chosen curriculum improvement process in humanistic? 	4

Data Analysis

The data analysis technique in this inclusion curriculum evaluation research is qualitative descriptive analysis, by describing, and interpreting data from the components to be evaluated is analyzed using qualitative. Activities in data analysis, include data collection, data presentation, data condensation, and verification/conclusion drawing (Miles, Huberman, & Saldaña, 2018). Meanwhile, checking the validity of data through triangulation of data and sources (Bryman, 2004).

- (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. At this stage, a good interpretation of the data is needed so that the data does not fall into the wrong category. Research data consists of three components, namely planning (design), implementation, and evaluation. Each sub-component consists of one question, for a total of twelve questions.
- (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.
- (4) Conclusion drawing stage: In the last step, the researcher draws a meaningful conclusion from the data obtained.

Results and Discussion

Design and Modification of the Inclusion Curriculum

Psychologically personally, it can be observed that children with special needs have abilities that can be a provision 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 as much as possible distinguished. The specific brushing is more based on the character of the child in the curriculum that has been designed. 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). The way of learning is more about the way students can solve a problem or problem. One of the informants explained as follows:

- (1) "The curriculum is designed and modified according to the abilities of the students. There is no grouping of material types against inclusion students. For example, in one class there are one or two inclusive children who are unable to attend 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 CAT 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 news obtained from learners, guardians, and accompanying teachers. From parents, information about the biodata of students will be obtained from 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, children's conditions, and others. The curriculum design process is carried out by entering children's data. The first step is to share the form then filled in by the parents, starting from the date of birth, as well as the child's history, Then, the data is made into one file, and it will be studied by the teacher so that material can be made for the child which will be used for learning in class. According to Mittler the inclusion curriculum requires a special design, but still follows the child's abilities (Mittler, 2012). So, if the child is indeed still really not understanding anything, then the teaching method will be changed by the teacher.

The curriculum planning process begins by entering children's data, then the data 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 CAT 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. In this context, SDI Al-Azhaar implements the Individual Education Program (IEP), if there are several obstacles, curriculum improvements will be made.

After students can learn from existing problems, they are not only high in intellectuality but also have a directed and skilled emotional, is 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 expressed by Hilda Taba is meant as curriculum development not just giving boundaries (Taba, 1963, 1966), but the curriculum can explain thoroughly related to the concept of curriculum and its impact on education which its implementation involves various aspects A series of aspects in the form of decisions are processed based on the vision and mission that has been set by the specific education institution (Ben-Peretz, 1975). According to the needs and abilities of students, the main content learning must also be re-selected.

Regarding the curriculum used, it is contained 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 existence of alignment or modification of the standard curriculum is solely to narrow the distance and obstacles experienced by students. The school specially designed the curriculum according to the abilities of the child. The purpose of this design activity is none other than to plan teaching methods, determine classes, and 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 on 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 (CAT), 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 child will be made material 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 CAT 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 and understand the types of student needs, then carried out mapping. 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 level of ability of learners in his classroom. In addition, psychologists are also important in knowing 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 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 the potential that children have so that students will be able to explore their skills, skills, and potential so that students are equipped to be independent and not depend on others again when the children have grown up in continuing life later

According to Kasstomova, the orientation achieved from individual learning is the existence of self-development in each learner (Kassymova et al., 2019). The inclusion curriculum used in this school is directed at the independence of CSN or students in general, namely on 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 the potential that children have so that students will be able to explore their skills, skills, and potential. Finally, students have provisions when they have grown up in continuing life, so they can be independent and not depend much on others.

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 making the modified 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 begins with the process of assessment, designing individual learning (IEP) using a humanist curriculum that can produce a modificative humanistic curriculum according to the circumstances of the learners.

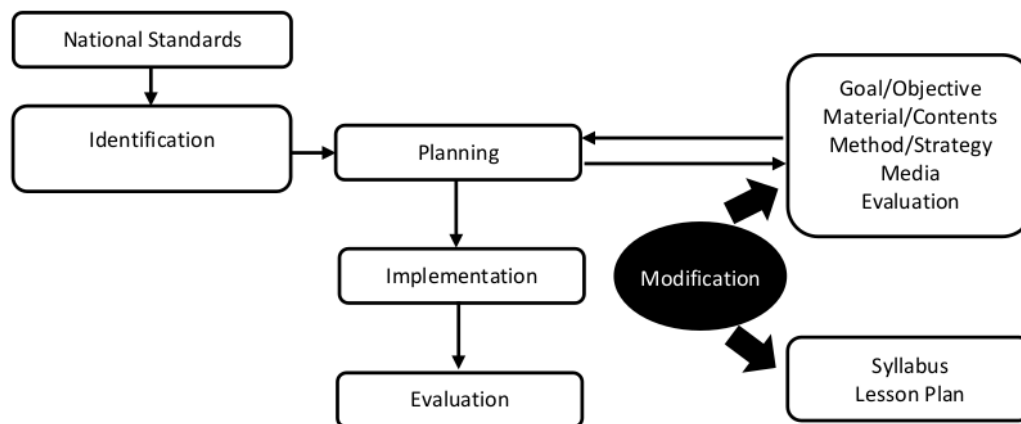


Figure 1:
The Concept of Planning and Modification of the Inclusion Curriculum

Implementation of the Inclusion Education Curriculum

Children with special needs psychologically 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 ² more based on the character of the child in the curriculum that has been designed. Learning in 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 re-guided, except for sports and music subjects. As one of the following teachers stated.

- (3) If 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 regulars such as music, students with special needs (SBK), and sports, but then if the child cannot follow the regular it will be handed over to a special accompanying teacher."

Learning through problem-solving is expected to be able to deliver 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 are simplified and modified according to 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 their duties and responsibilities for the subjects taught and focuses on one subject. However, because students consist of various characteristics of students, namely normal students and students with special needs with various obstacles, in the implementation in the field, the regular curriculum implemented in this school requires modification in such a way to the diversity of student characteristics, regional conditions, and levels and types of education, ethnicity, culture customs, as well as 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, Kelly, & Melograno, 2004).

The implementation of curriculum activities from schools is in line with the theory of curriculum development expressed by Hilda Taba that 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 this curriculum to education (Taba, 1962). In its implementation, curriculum development involves various kinds of decisions. The various decisions are made based on the general objectives that the education or (school) wants to achieve specifically. Meanwhile, the main areas or subjects in the curriculum must be selected according to the needs and abilities of students.

Meanwhile, regarding the curriculum used, this is contained 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 very 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 are and what students need in handling them (May, Gilson, & Harter, 2004). Furthermore, learners are identified and classified according to the type and degree of barriers within the applicable special education category.

The process of implementing the curriculum by entering children's data, then the data will be studied by the teacher for making 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 CAT is also not necessarily able to deal with certain children. The approved curriculum is both simple and complex and also flexible because it adapts to the child's condition.

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. In its implementation, if there are several obstacles, curriculum improvements continue to be carried out so that learning can run effectively and efficiently. The school has a special consultant dealing with students with special needs who collaborate with psychologists (Gilman & Medway, 2007). According to Hamzah individual learning is oriented towards the individual and self-development. This approach focuses on the process by which the individual constructs and organizes himself in a real unique nature (Uno, 2021).

Based on the observations of researchers, the implementation of the curriculum used by the school 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. And the curriculum is chosen 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 series of activities were almost by 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 the existence of small measurement, the implementation of partial trials, followed by revisions, followed by trials of the whole unit, revisions, and finally being able to release the curriculum that has been made in such a way 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 knows the condition of the students during the learning. Curriculum evaluation is carried out once a month, if there are curriculum components that deserve to be improved, there will be improvement and curriculum development.

Furthermore, at the assessment stage, the school has an advanced identification and assessment stage both academic and non-academic, as well as planning by a special and general team in a forum that produces a modification learning plan document. The last stage is the Instruction Stage, the school translates with the implementation of the curriculum of the modification of the inclusion school in the context of learning both in the setting of the inclusion class or a special class, as well as the evaluation of the implementation of the curriculum of modification of the inclusion school periodically.

From this research, it can be seen that the implementation of the curriculum 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 with the grassroots approach, which starts its stages with assessment, designing 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 is by 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 from other 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 that placing students according to their level of education (Heller, 1982). Regular classes get an assessment in the form of numbers, while students with special needs get 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 school is mainly the principal always in communication with the educators. Communication is carried out every two weeks on Thursdays through coordination meetings. If necessary, the principal communicates one by one to the educators and teachers accompanying the class regarding the implementation of the inclusion curriculum. As stated by the accompanying teacher of the class below.

- (1) "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 if you use numerical numbers such as the benchmark of graduate competency scores, it is very unfair to them (Allen & Tanner, 2006). Students with special needs will never achieve numerical grades with the required grade competencies because their condition is not the same as that of other friends. They have special needs so the assessment is also with 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 one week. The activity discusses the appropriate learning methods for teachers, 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, if there is anything that needs to be improved regarding the implementation of the curriculum used.

This is in line with Taylor 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 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 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 opinions of Lerner and Johns who revealed that this identification and assessment process has several objectives, namely (1) screening, (2) transfer/referral; (3) classification; (4) learning design; and (5) monitoring of learner learning outcomes (Lerner & Johns, 2011). Some things that can be used in monitoring, starting from formal evaluation, informal measurement, and continuous monitoring procedures

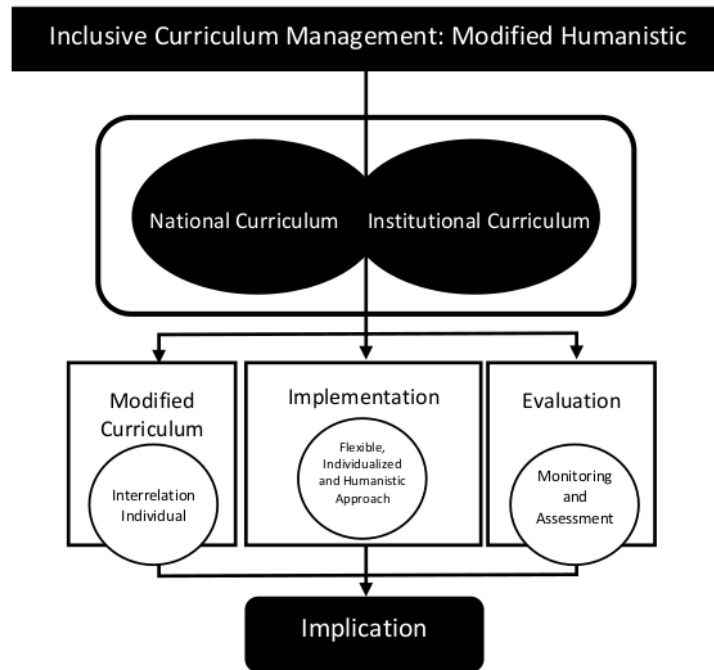


Figure 2:
Modificiative Humanistic Curriculum

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 can develop their abilities, interests, and talents. The curriculum design is designed according to modifying the curriculum that adopts national, institutional, and local curricula based on the characteristics of students with disabilities. The implementation of the curriculum uses a method tailored to the needs of students with special needs using Applied Behavior Analysis therapy for students who are worthy of training; learning refers to the student's program for students who have learning difficulties.

Curriculum evaluation used a formative and summative model with the same standards/indicators of student assessment as regular classes, but grades are lower and there are special indicator qualifications 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. The impact of this modified inclusion curriculum management gives students with disabilities a space to develop skills, and mutual respect between learners, reduce bullying, give appreciation, and get along with other normal learners.

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