



IMPLEMENTATION OF INCLUSIVE EDUCATIONAL CURRICULUM AT MIDDLE SCHOOL

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Abstract:

Inclusive education is an educational approach that aims to provide equal learning opportunities for all students, including students with special needs. This article aims to analyze the implementation of an inclusive education curriculum in secondary schools, focusing on the challenges, implementation strategies, and results achieved. This research uses qualitative methods with data collection techniques through interviews and observations in several secondary schools. The research results show that despite various challenges, implementing an inclusive curriculum can increase the engagement and academic achievement of students with special needs.

Keyword: *Inclusive Education, Curriculum, Students with Special Needs, Strategy*

INTRODUCTION

Inclusive education has become an important issue in the world of education, especially in efforts to provide equal learning opportunities for all students, regardless of their abilities or special needs. In secondary schools, implementing an inclusive curriculum requires comprehensive strategies and approaches to ensure that all students can access quality education. This article aims to explore the implementation of an inclusive education curriculum in secondary schools, highlighting the challenges faced, implementation strategies, and results achieved.

RESEARCH METHODS

This research uses a qualitative approach with a case study method in several secondary schools that have implemented an inclusive curriculum. Data collection techniques used include in-depth interviews, participant observation, and document analysis. Interviews were conducted with various parties, including teachers, school principals, students and parents. Participatory observation is carried out in the classroom to directly observe the inclusive learning process. In addition, document analysis was carried out on lesson plans, school policies, and student progress reports. 1. In-depth Interviews: Interviews were conducted with 15 teachers who teach in inclusive classes, 5 school principals, 20 students with special needs, 20 students' parents. This interview aims to gain an in-depth understanding of the experiences, perceptions and challenges faced in implementing an inclusive curriculum.

Participatory Observation: Observations were carried out for one full semester in five different high schools. namely Lubbul Labib Middle School, Banyuwanyar Middle School, Gending Middle School, Maron Middle School and

Tegalsiwalan Middle School. This observation aims to see directly how the inclusive curriculum is implemented in the classroom, interactions between teachers and students, as well as the participation of students with special needs in the learning process.

Document Analysis: Documents analyzed include lesson plans, school inclusive policies, student academic progress reports, and evaluation results records. This analysis aims to see how policies and planning are implemented and their impact on the success of inclusive education.

DISCUSSION AND RESULTS

The research results show that the implementation of an inclusive curriculum in secondary schools faces various significant challenges. These challenges include a lack of resources, a lack of teacher training, and negative attitudes from some communities toward students with special needs. However, this research also found that with the right strategy, implementing an inclusive curriculum can be successful.

Lack of Resources: Many schools still lack adequate learning aids and facilities to support inclusive education. This is a major obstacle in providing a suitable learning environment for students with special needs. Observations show that in some schools, students with physical disabilities have difficulty accessing classrooms that are not equipped with adequate accessibility.

Lack of Teacher Training: Teachers who teach in inclusive classes often feel they lack sufficient competence and knowledge regarding effective learning strategies for students with special needs. Interviews with teachers show that they need more training and support in managing inclusive classrooms.

Negative Attitudes from the Community: Negative attitudes and lack of understanding from the community about inclusive education are also obstacles. Some parents of regular students are worried that the presence of students with special needs will disrupt their child's learning process.

However, despite facing various challenges, this research also found several effective strategies in overcoming these problems:

Curriculum Modification: Curriculum that is flexible and tailored to individual student needs has proven effective in supporting inclusive learning. Curriculum modifications include adjustments to teaching materials, teaching methods and evaluations designed to suit the abilities and needs of each student.

Intensive Training for Teachers: Training and professional development for teachers is the key to the successful implementation of inclusive education. Teachers who receive intensive training on inclusive strategies show increased competence and confidence in teaching students with special needs.

Kolaborasi Antara Guru: Kolaborasi antara guru pendidikan umum dan Special education teachers are critical to the success of inclusive education. These teachers can work together to design lesson plans, identify student needs, and provide appropriate support in the classroom.

Support from Parents and Community: Support from parents and community is also very important in creating an inclusive learning environment. Awareness campaigns and outreach programs can help change society's negative attitudes towards inclusive education.

CONCLUSION

Implementing an inclusive education curriculum in secondary schools is a complex process but is very important to ensure that all students have equal

learning opportunities. Despite the challenges, with the right strategies and adequate support, inclusive education can be successful and provide major benefits for all students. Further research is needed to explore other aspects of inclusive education and to develop best practices in its implementation.

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