

Curriculum Learning in Inclusive Class Setting

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Abstract: The implementation of Inclusion system in the school environment today is still not in accordance with the rules of inclusion paradigm itself that is friendly to all. This research aims to search for the actual implementation of how the planning system development and implementation services of curriculum program in the class settings on inclusive schools. In this article, the method uses is qualitative analysis with interview approach, observation, and documentation of the three schools, special guidance counselors and coordinators of inclusion classes in first grade of primary school, along with the data in the field to support the research by analyzing the empirical and theoretical evidences. The study concluded that the implementation of the development and implementation of programs in the school curriculum on inclusive schools are basically quite good, but it's just not maximized fully in the implementation because those schools don't fully facilitate and accommodate the needs of supporting the development of the curriculum itself yet according to the needs in the school environment.

1 INTRODUCTION

The curriculum program of learning in inclusive classroom settings, especially for students with special needs in education services become an important topic for researchers. There are several journal explaining implementation of inclusive programs in schools, and understanding about inclusive system itself in the school as well as where the understanding of a teacher to an inclusive system that particular service program at Children Special Need (Robyn Bentley-Williams, et al. 2016; Kamal Lamichane, 2014, 201 5; Doug Porter and Martin Onyach-Olaa, 2010; James Mc Laskey and Nancy L. Waldron, 2010; Leda Kamenopoulou et al, 2015). It is clear that the approach to learning in children with special needs requires special methods in inclusion system applied in schools. Like when a teacher can provide a very special practical and thorough services, specific strategy in class setting is needed. Likewise, involvement in social interaction must be more sensitive and responsive to learners. It all could be solved by examining all forms of education services implementation on Children with Special Needs. In addition, the school should be able to

accommodate all the needs of students and educators for the implementation of special services program in inclusive schools. This study therefore felt important because there are still many shortcomings regarding the empirical data from previous studies in the field.

Previously we have observed from several sources that have been doing the research on learning curriculum implemented in an inclusive school. By understanding the special learning curriculum in classroom settings, we feel it is very important to understand because it involves the child's success in achieving the learning material (Mary Waring, 2007; Patrick Redmond et al, 2006). The importance of understanding an inclusive system that is applied in this school institution is very influential on the enforceability of learning programs in schools as a basic goal in achieving the targeted material (Tawanda majako, 2016; Robyn Bentley-Williams and Jennifer Morgan, 201 3). Of several journals above, we realized the needs for ongoing innovation so that educators could be more sensitive and find new studies in the field compared to previous studies, especially in the learning program on inclusive schools in inclusive classroom settings.

The learning curriculum applied in an inclusive setting classroom is certainly not equal to the application in classroom or school in general. There are some differences in managing the technical mechanisms from preparation, services, up to the execution on students in delivering materials. The implementation of the Inclusion system in the school environment is still not in accordance with the rules of inclusion paradigm itself that is friendly to all. This research aims to search for the actual implementation of how the planning system development and implementation services of curriculum program in the classroom settings on inclusive schools. The stages we did from the start were: observation, interviews and documentation retrieval. In this study, the method used is qualitative analysis with interview approach, observation and documentation of three schools, special guidance counselors and coordinators of inclusion classes in first grade of primary schools, along with the data in the field to support the research by analyzing the empirical and theoretical evidences. We hope that the result of this research could give the latest contribution to the implementation order in schools where the inclusion system is applied. Hope that the development and implementation of the curriculum program in an inclusive school is well developed, not only in theory but also in the implementation. We recognize that application in the field is not fully applied in schools yet because the schools haven't yet fully facilitated and accommodated the needs of supporting the development of the curriculum itself according to the needs in the school environment.

2 METHOD

Figure 1 shows an outline of mapping between the objective/factual conditions in the field about the stages of assessment and special educational services with ideal conditions according to the analysis or literature review whether it is appropriate or not to the needs of students in the field. The chart can be considered a mapping analysis in which the descriptive research methodology mapping is simpler and accurate than the research with analysis mapping (Daft, 2003).

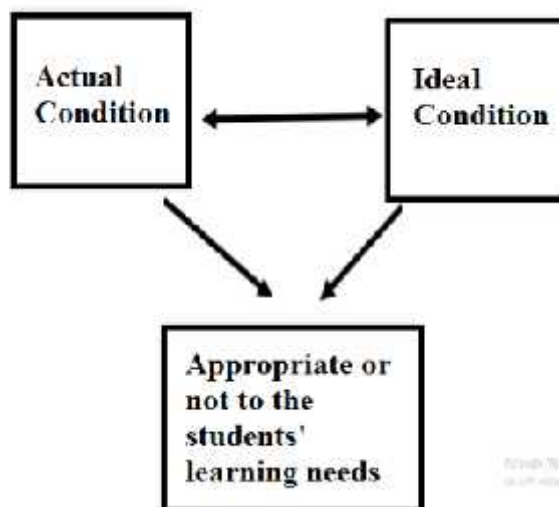


Figure 1: Analysis mapping chart between the actual and theoretical.

Figure 2 shows the mechanism outline of research methods as a development of analysis mapping chart. Once the data is enough, the study of theory continued with the execution at the field with patterns of documentation, observation and interviews to obtain empirical facts in school. The draft then was validated to see whether it was appropriate or not to be applied in a classroom setting in implementing the classroom setting in school curriculum in this inclusive settings, of which we have developed from this hypothesis until we bring the assumption of this hypothesis. This chart can be said as an accurate analysis of descriptive research methodology than the previous research of data collection method (Sugiyono, 2013).



Figure 2: Analysis method mechanism chart in the field.

The object of our study focused on two classes of 3rd grade students. By involving the total of 20 students in each class, 2 teachers, as well as 2 teacher's assistants, and 1 coordinator of this inclusive program. The approach methods used in this were observation, interviews and assessment. Test instrument was given only to students, while we conducted interviews only for teachers, assistants,

and a program coordinator. The study was conducted in 2016, from January to June. Our assessment was done by conducting the mathematic subject material in second semester of 3rd grade students. The location of the study was a private school in Bandung Regency, West Java, Indonesia.

3 RESULTS AND DISCUSSION

The inclusive philosophy is friendly to all. If it is applied in the world of education, the education is naturally friendly at all components in the school, ranging from accessibility of buildings, human resources, administrative setup or management, facilities, up to the students as participants to get a portion of educational services according to their needs. Lots of experts, such Lamichhane (2015) in his research entitled Social inclusion of people with disabilities in the journal. However, in reality there are still a lot of challenges to overcome. As time goes, the improvements of inclusion system are conducted in order to put the friendly education system for all into a realization.

We can still feel the Application of Inclusion system in the school today is still not in accordance with the rules of inclusion paradigm itself that is friendly to all. It is actually not easy to run this inclusion of this system, there are several consequences and stages in implementing the educational services mechanism in an inclusive setting. However, if the implementation of education services in inclusive settings is well managed, of course the impact is not only felt by children with special needs alone but to all aspects that exist in the school itself, including all teachers would be more reliable and professional, and it could continue increasing their knowledge. Besides, we cannot deny that facilities and infrastructures to support children's learning involve children with special needs, in which, the learning process requires some concrete media where special skills from an educator are needed.

The essence of the implementation in preparing educational programs in the curriculum that adapts to the needs of children is essentially a part of technical implementation of inclusion system. Whereas, stages or regulations contained in the system mechanisms of inclusion themselves need special education or experts who actually comprehend, understand, and be ready to apply the program. How the planning system development and implementation services of curriculum program in the classroom settings on inclusive schools runs the course should be in

accordance with its rules or the rules of the paradigm of inclusive philosophy itself. The exact steps undertaken in this study should refer to several sources which have conducted research studies on inclusive. After that, we can develop it because as time passes and there are changes, new paradigm will surely emerge and we should be ready to face it as educators, by keep innovating and creating something through this journal.

There have been many related articles about the methods in analyzing research on inclusive. With the approach of interview, observation and documentation of the three schools, special guidance counselors and coordinator of inclusion classes in first grade of a primary school, along with the data in the field to support the study completely by analyzing the empirical and theoretical evidences. There are some of the results of the study reported to be in a problem, in which the development of implementation and curriculum programs in the inclusive schools are basically still not quite optimal. The application of implementation is conducted because the schools haven't thoroughly facilitated and accommodated the needs of supporting the development of the curriculum itself according to the needs in the school environment.

4 CONCLUSIONS

Implementation of the Inclusion system in the school environment still doesn't fully suit the inclusion paradigm, which is, friendly to all. The method used in service planning of development and implementation of curriculum programs in the classroom setting on an inclusive school was qualitative analysis, with interview approach, observation, and documentation on the three schools where the objects were special supervising teachers and inclusion class coordinators on first grade along with the data in the field to support the research by analyzing the empirical and theoretical evidences.

The research concludes that the implementation of the development and implementation of curriculum programs in inclusive schools are basically pretty well and good, but the implementation is not fully maximized in schools because they cannot facilitate and accommodate the needs of supporting the development of the curriculum itself according to the needs in the school environment yet.

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