



Evaluation of the Success of Curriculum Modification in Indonesia in Addressing Educational Challenges for Children with Disabilities

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ABSTRAK

The prevalence of children with disabilities in Indonesia is very high. According to the Central Statistics Agency (BPS), the number of children with disabilities reached 1.6 million in 2018 and increased to 22.5 million in 2020. These children require an appropriate educational approach, but the implementation of inclusive education still faces challenges. This study evaluates the implementation of inclusive education and the factors influencing the success of curriculum modification interventions. Using a literature review method, 65 articles were identified, and 10 articles met the inclusion criteria and were evaluated. The results show some successes in inclusive education but also challenges such as government preparedness, educational institutions, inadequate regulations, and insufficient infrastructure. The success of curriculum modification interventions depends on teachers' understanding of children's needs and support from the government and society. Inclusive education requires serious and collaborative efforts, including the expansion of government regulations, improvement of human resource management, and partnerships with external stakeholders. An adaptive curriculum model could be an innovative solution to better meet the learning needs of children with disabilities.

Keywords:

Children with Disabilities; Inclusive Education; Prevalence; Curriculum Modification; Adaptive Model

1. Introduction

In Indonesia, the prevalence of children with disabilities has shown a significant figure. Badan Pusat Statistik (BPS) reported that the number of children with disabilities in Indonesia reached 1.6 million. This figure has continued to increase since 2018 as reported by the Survei Sosial Ekonomi Nasional (Susenas), which states that the population of people with moderate and severe disabilities in Indonesia has reached 30 million. The latest data from BPS in 2020 shows that the number of people with disabilities in Indonesia reached 22.5 million, equivalent to about five percent of the total population (Lalingi, Mamonto, & Tumiwa, 2020). As of 2021, the disability rate for children aged 5-19 years reached 3.3% of the total population of 66.6 million (Fabiola & Paramita, 2024), which means that the number of children within that age range with disabilities is approximately 2,197,833.

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The incidence of children with disabilities may include various conditions that affect their development and daily life. Some of these include developmental disorders such as autism, language development disorders, learning disabilities, as well as behavioral and emotional disorders. Children with autism spectrum disorders experience difficulties in communication, social interaction, or understanding information effectively (Fajriyati, Djoehaeni, & Romadona, 2024). Additionally, physical disabilities include conditions that affect a child's physical abilities, such as paralysis, blindness, or other motor impairments. Children with physical disabilities require additional assistance in performing daily activities or accessing inclusive educational environments. Furthermore, children with special educational needs require a teaching approach that is tailored to their individual needs such as intellectual disabilities, sensory disorders, or chronic medical conditions. Children with special educational needs require different teaching strategies or additional support to achieve learning objectives (Endu, Bate, Wau, & Laksana, 2023).

In the context of education in Indonesia children with disabilities are an integral part of society who need special attention. To address this challenge the Indonesian government has implemented inclusive education starting from the earliest educational levels, namely early childhood education up to higher levels (Senior High School). The Law of the Republic of Indonesia Number 20 of 2003 on the National Education System provides the legal foundation for the provision of education for children with disabilities. Article 15 of this Law states that special education is education for learners with exceptionalities or extraordinary intelligence, which is organized inclusively or in the form of special education units at the elementary and secondary education levels (Ferizaldi & Fazlina, 2020). This opens opportunities for the development of inclusive education services that are not only limited to Special Schools (SLB) but are also available in every education unit and level, both in special schools and regular schools. With this policy it becomes a necessity for all educators in public schools to have competence in teaching children with disabilities. This competence needs to be realized through courses on Inclusive education or education for children with disabilities.

The importance of curriculum modification becomes very clear with adjustments made to the goals, processes, and evaluation of learning carried out by teachers which becomes crucial. This modification aims to ensure that each child with a disability can access education tailored to their needs, so that they can reach their maximum potential in development and learning (Septi et al., 2022). However, the implementation of this curriculum modification is often faced with various challenges involving policy aspects, educational practices, and social and community support. Teachers face complex situations in modifying the curriculum to meet the needs of children with disabilities (Kusmaryono, 2023). One of the main challenges is the in-depth understanding of each child's individual needs, as every child has unique characteristics and needs (Soedarsono & Astuti, 2023). Teachers need to be able to identify the specific needs of each child and design appropriate learning strategies. Additionally, the lack of resources and additional support can become obstacles for teachers in modifying the curriculum (Hikmat, 2022). The limited time and energy are also problems considering that teachers often have a heavy workload with many responsibilities outside the learning process.

In an effort to address the issue, a thorough review of the factors that support or hinder the success of curriculum modification interventions in addressing the educational needs of children with disabilities in Indonesia is required. By gaining a deeper understanding of the incidence and prevalence of children with disabilities, it is hoped that more effective and inclusive approaches can be developed to ensure equal access to education for all children in Indonesia. The questions in this research are as follows:

1. How is the implementation of inclusive education in Indonesia from primary to secondary education and to what extent can it accommodate the needs of children with disabilities?

2. What are the factors that support or hinder the success of curriculum modification interventions in addressing the educational needs of children with disabilities in Indonesia?

2. Methodology

To carefully examine the factors that support and hinder the success of curriculum modification interventions in addressing the educational needs of children with disabilities in Indonesia, this study employs a literature review approach. A literature review is a systematic process of collecting, evaluating, and synthesizing relevant research that has been previously conducted in the same or related fields (Mulyah & Khoiri, 2023). The approach used is a rapid review. A rapid review is a research approach that simplifies the literature review process by integrating shorter and more efficient steps (Siombing, J. L., 2021). The purpose of the rapid review, as a simplified version of the systematic review is to meet the need for credible evidence that can be obtained quickly especially for policymakers. The final results of the rapid review can provide the credible evidence that is needed but can be obtained quickly (King, Stevens, Nussbaumer-Streit, et al., 2022). The rapid review method begins by identifying the research objectives through exploring the implementation of inclusive education in Indonesia, identifying the factors that hinder and support interventions in curriculum modification, conducting a literature search using academic databases, selecting articles based on inclusion criteria such as publication year, research type, and relevance to the research question. If the articles meet the criteria they are evaluated by considering factors such as research methodology the samples used and the results obtained. The report is written as a summary of the findings from the analyzed articles and conclusions drawn from the analysis.

The research type in this study was conducted over the last 5 years, from 2019 to 2023, using the Indonesian language. The keywords used are “pembelajaran inklusi,” modifikasi kurikulum”, “kurikulum anak disabilitas”, “adaptasi”, “disabilitas”, and “intervensi pendidikan”. The subjects of the research in the articles are inclusive education providers, both in regular schools and special schools (SLB). The total number of articles initially found was 65, then 15 duplicates from different databases were removed, leaving 50 articles that needed to be revised due to the irrelevant publication years. Subsequently, 40 articles were excluded for not fitting the literature. No experimental, mixed-method, or quantitative studies were found. Finally, 10 complete articles were selected for research analysis, and a full analysis can be seen in the table below:

No	Research Name	Year	Subject	Method	Findings
1	Ichsan Anshory	2018	Regular Inclusive Schools in Indonesia	Literature Review	<p>Inclusive education in Indonesia allows children with disabilities to be integrated with regular children. However, to enhance inclusive education in Indonesia, there are still several aspects that need to be addressed:</p> <ol style="list-style-type: none">1. The government should begin to consider specific regulations.2. Improving human resource management with appropriate qualifications.

No	Research Name	Year	Subject	Method	Findings
2	Rusdiyanto	2018	Islamic Education Teachers at SMP Muhammadiyah 2 Malang	Qualitative	<p>3. Provision of facilities and infrastructure.</p> <p>4. Partnership collaboration with external parties.</p> <p>There are three learning patterns applied for children with disabilities: learning together without assistance, learning together with help from specially trained teachers, and individual learning. Teachers provide a support system for learning with independent learning for high-achieving students, support for students with moderate abilities, and full support for students with low abilities. However, the lack of social integration and interaction between children with disabilities and regular students poses a barrier for children with disabilities to learn more. Additionally, the limited support and assistive devices for disabilities present challenges for teachers in adapting the curriculum to meet the needs of children with disabilities in Islamic education.</p>
3	Septi et al.,	2022	Implementers of inclusive education programs	Literature Review	The government and educational institutions are still unprepared to accommodate the needs of children with disabilities in inclusive education programs in Indonesia. Society still needs education to accept the presence of children with disabilities. Special education also needs to prepare children with disabilities to adapt before they can transition to inclusive schools and centers for further development.
4	Hidayati et al.,	2020	Teachers at Tamansari Elementary School in Yogyakarta	Qualitative	Tamansari Elementary School uses identification and assessment before admitting students with special needs. Then, the curriculum is modified to suit the needs of children with disabilities. Support teachers come from a special school near the location. The supporting factors of this study are the acceptance of children with disabilities and local government support. The barriers to this study include the lack of support teachers and limited infrastructure.
5	Hikmat	2022	Implementers of inclusive education for children with disabilities.	Qualitative	Inclusive education in Indonesia has not yet been implemented in accordance with the proposed concepts and regulations, including the lack of qualified teachers, appropriate facilities, and infrastructure. Barriers to implementing inclusive education still include societal resistance, disharmony between the various involved parties, and the lack of accurate and specific data on the number of children with special needs.
6	Imam Syafi'ie	2022	Inclusive Schools in Indonesia	Literature Review	Some schools have already implemented an adaptive curriculum model for inclusive schools, which includes duplication, modification, and substance. This model requires teachers to adjust the curriculum according to the

No	Research Name	Year	Subject	Method	Findings
7	Arif Muchyidin et al.,	2022	291 Students of MTS Jatinangor who follow mathematics lessons	Literature Review	conditions, situations, and needs of students in the field. Mathematics lessons are integrated with other subjects to discuss certain themes in daily life. Based on the analysis, arithmetic can stimulate the focus of children with disabilities. Furthermore, mathematics for children with mild intellectual disabilities includes concepts such as numbers, space, arithmetic procedures, problem-solving, and measurement. There has been little research and attention given to the mathematics curriculum for schools catering to intellectual disabilities, particularly in Indonesia.
8	Yeni et al.,	2022	Special supervising teacher at SDN Gajahmungkur 02, Semarang City	Qualitative	Curriculum adaptation is reflected in lesson plans with special notes and adjustments to learning indicators for children with disabilities, following the 2013 curriculum. Curriculum adaptation focuses on lesson plans with special notes and adjustments to learning indicators for children with disabilities. However, the adaptation in the school environment is still not optimal, as it lacks wheelchair accessibility.
9	Yury Ulandary et al.,	2023	Implementers of Inclusive Schools in Rural Areas	Literature Review	Teachers in rural areas have a positive attitude toward including students with special abilities, taking into account the various types of needs required. However, the lack of infrastructure facilities in rural schools still hinders children with disabilities from learning effectively.
10	Siti Nur Jannah	2023	Inclusive early childhood education schools	Literature Review	Many early childhood education (PAUD) schools have not yet made modifications to the 2013 curriculum to support inclusive education. This is due to the lack of teacher capability and the ongoing challenges in adjusting to the needs of students.

3. Results

3.1 Literature Review Findings

The implementation of inclusive education in Indonesia, particularly from primary to secondary education, continues to face various challenges despite showing some successes. According to research conducted by Ichsan Anshory (2018), inclusive education in Indonesia has strengths in allowing children with disabilities to learn more independently and integrate with regular children. However, there are significant weaknesses, including the need for guidance and support in curriculum, lesson planning, media, and assessment. This is also supported by the research of Septi et al. (2022), who found that there is a lack of readiness from the government and educational institutions to accommodate the needs of children with disabilities in inclusive education programs in Indonesia. They emphasized that special education is still considered necessary as an initial facility before children with disabilities can transition to inclusive schools and centers for further development.

Research by Rusdiyanto (2018) showed that despite progress in implementing inclusive education, there are barriers such as the lack of social integration and interaction between children with disabilities and regular students. Hikmat (2022) also found that inclusive education in Indonesia has not been implemented according to the proposed concepts and regulations. Other identified barriers include societal resistance, disharmony between various involved parties, and the lack of

accurate data on the number of children with special needs. Nevertheless, there have been positive efforts in several schools, such as the one found in research by Nurul Hidayati Rofiah et al. (2020) at SD Tamansari in Yogyakarta. The school succeeded in implementing a full-class model for inclusive education, modifying the curriculum according to the needs of children with disabilities, and receiving support from the local government.

Recommendations for improving inclusive education in Indonesia include expanding government regulations, improving human resource management, providing adequate facilities and infrastructure, and fostering partnerships with external parties, as suggested by Ichsan Anshory (2018). Furthermore, Imam Syafi'ie (2022) proposes an adaptive curriculum model for inclusive schools that allows teachers to adjust the curriculum to the conditions, situations, and needs in the field. However, the importance of improving infrastructure and the availability of supporting facilities for children with disabilities in schools, especially in rural areas, remains a concern, as found by Yury Ulandary et al. (2023).

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Inclusive education in Indonesia has been the focus of several studies aimed at addressing the educational needs of children with disabilities. Several factors that support and hinder the success of curriculum modification interventions in inclusive education in Indonesia can be identified from various studies. One of the main strengths of inclusive education in Indonesia is its ability to allow children with disabilities to learn more independently and integrate with regular children. Ichsan Anshory (2018) emphasized that the inclusive approach provides significant benefits for the development of children with disabilities. Additionally, research by Rusdiyanto (2018) shows that there are two curriculum models used in inclusive education in Indonesia: a modified curriculum and a customized curriculum. The existence of a customized curriculum model shows efforts to adapt to meet the special needs of children with disabilities. Furthermore, the curriculum adaptation carried out by SD Tamansari in Yogyakarta, as mentioned by Rofiah et al. (2020), signifies a concrete effort by the school to accommodate the learning needs of children with disabilities. Lastly, teachers' positive attitude toward inclusion of differently-abled students is also considered an important supporting factor. Yury Ulandary et al. (2023) found that teachers in rural areas have a positive attitude toward inclusion, which is a crucial aspect in the success of inclusive education.

However, on the other hand, there are still several factors that hinder the implementation of inclusive education in Indonesia. Septi et al. (2022) and Hikmat (2022) highlight the lack of readiness from the government and educational institutions to accommodate the needs of children with disabilities. The lack of regulations, human resources, facilities, and adequate infrastructure are the main obstacles in implementing inclusive education. Furthermore, Rusdiyanto (2018) reveals that there is a lack of social integration and interaction between children with disabilities and regular students. This lack of social interaction can hinder children with disabilities from broadening their social experiences and learning from their surrounding environment. Disharmony among the involved parties also poses a serious obstacle in the implementation of inclusive education in Indonesia. Hikmat (2022) mentions societal resistance, difficulties in coordination between related parties, and the lack of support from various stakeholders as hindering factors. Additionally, the lack of accurate and specific data on the number of children with special needs also poses a problem in planning and implementing inclusive education.

To overcome these challenges, serious efforts from the government, educational institutions, teachers, and society are needed to strengthen the support and implementation of inclusive education in Indonesia. Good coordination between all relevant parties, improvement of teacher qualifications, provision of adequate facilities and infrastructure, as well as strengthening regulations and policies on inclusive education are key to improving the quality of education for children with disabilities in Indonesia.

3.2 Discussion

The discussion of research findings is directed towards exploring the state of the art and novelty, interpretation of the results, comparison with other studies, comparison with theories, and the implications of the obtained results. Specifically, for articles based on intellectual contributions, the subheading "Discussion" is not included, and the author may replace it with subheadings reflecting their thoughts. The limitations of the study or ideas should be stated at the end of this section as a basis for suggestions for future research or for other authors.

The implementation of inclusive education in Indonesia, especially from primary to secondary education, continues to face various challenges, although it has shown some successes. According to the research conducted by Ichsan Anshory (2018), inclusive education in Indonesia has strengths in allowing children with disabilities to learn more independently and integrate with regular children. However, there are significant weaknesses, including the need for different types of guidance and support in terms of curriculum, lesson planning, media, and assessment. This is further supported by research from Septi et al. (2022), which found the lack of readiness from the government and educational institutions in accommodating the needs of children with disabilities in Indonesia's inclusive education programs. They emphasize that special education is still considered necessary as an initial facility before children with disabilities can transition to inclusive schools and centers for further development.

Research by Rusdiyanto (2018) shows that while progress has been made in implementing inclusive education, there are still barriers, such as the lack of social integration and interaction between children with disabilities and regular students. Hikmat (2022) also found that inclusive education in Indonesia has not been implemented according to the proposed concepts and regulations. Other identified barriers include societal resistance, disharmony among the various involved parties, and the lack of accurate data on the number of children with special needs. Nevertheless, there are positive efforts in some schools, such as the research by Nurul Hidayati Rofiah et al. (2020) at SD Tamansari in Yogyakarta. This school successfully implemented a full-class model for inclusive education, modified the curriculum to meet the needs of children with disabilities, and received support from the local government.

Recommendations for improving inclusive education in Indonesia include expanding government regulations, improving human resource management, providing adequate facilities and infrastructure, and fostering partnerships with external parties, as suggested by Ichsan Anshory (2018). Additionally, Imam Syafi'ie (2022) proposes an adaptive curriculum model for inclusive schools, allowing teachers to adjust the curriculum to conditions, situations, and needs on the ground. However, the importance of improving infrastructure and the availability of supporting facilities for children with disabilities in schools, especially in rural areas, remains a concern, as found by Yury Ulandary et al. (2023).

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To overcome these challenges, serious efforts from the government, educational institutions, teachers, and society are needed to strengthen the support and implementation of inclusive education in Indonesia. Good coordination between all relevant parties, improvement of teacher qualifications, provision of adequate facilities and infrastructure, as well as strengthening regulations and policies on inclusive education are key to improving the quality of education for children with disabilities in Indonesia.

4. Conclusions

The implementation of inclusive education in Indonesia has shown success in supporting the development of children with disabilities. Its main strength lies in the ability to enable children with disabilities to learn independently and integrate with regular children. Several schools have implemented a

collaborative classroom learning model and modified the curriculum to meet the needs of children with disabilities. Teachers' positive attitude toward the inclusion of differently-abled students is also an important factor. However, challenges remain in the implementation of inclusive education in Indonesia. The lack of preparedness from the government and educational institutions, inadequate regulations, human resources, facilities, and infrastructure are the main obstacles. Other barriers include the lack of social integration between children with disabilities and regular students, societal resistance, difficulties in coordination among the involved parties, and the lack of accurate data on the number of children with special needs.

To overcome these challenges, serious and collaborative efforts from the government, educational institutions, teachers, and society are required. Good coordination between all parties, improving teacher qualifications, providing adequate facilities and infrastructure, and strengthening inclusive education regulations and policies are essential. Recommendations for improving inclusive education in Indonesia include expanding government regulations, enhancing human resource management, and ensuring the provision of adequate facilities and infrastructure.

Future research can focus on evaluating the effectiveness of the classroom model in supporting inclusive education, analyzing teachers' attitudes and preparedness for the inclusion of students with special abilities. For inclusive education providers, it would be beneficial to equip teachers with social training for children with disabilities and regular students to strengthen the relationship between these two groups within the educational environment.

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