

INCLUSIVE EDUCATION CURRICULUM IMPLEMENTATION AT AL-AZHAR 34 ISLAMIC ELEMENTARY SCHOOL IN MAKASSAR

PENERAPAN KURIKULUM PENDIDIKAN INKLUSIF DI SD ISLAM AL-AZHAR 34 MAKASSAR

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Abstract

Inclusive education is an effort to provide equal educational services for all students, including children with special needs (ABK). This study aims to describe the implementation of the inclusive education curriculum at Al-Azhar 34 Islamic Elementary School in Makassar, through the planning, implementation, and evaluation stages. The study used a qualitative approach, with data collected through interviews, observation, and documentation. Research informants consisted of the principal, class teachers, and special assistant teachers. The results showed that the school integrated the national curriculum and the modified Al-Azhar curriculum through the Individual Learning Program (PPI). Learning was carried out collaboratively between class teachers and assistant teachers, with learning strategies adjusted to student needs. Evaluation was carried out individually and continuously through weekly progress reports and monthly evaluations. The findings indicate that the school has implemented the inclusive curriculum adaptively and collaboratively.

Keywords: *Inclusive Curriculum, Inclusive Education, Individual Learning Program (PPI)*

Abstrak

Pendidikan inklusif merupakan upaya untuk memberikan layanan pendidikan yang setara bagi seluruh peserta didik, termasuk anak berkebutuhan khusus (ABK). Penelitian ini bertujuan mendeskripsikan penerapan kurikulum pendidikan inklusif di SD Islam Al-Azhar 34 Makassar melalui tahap perencanaan, pelaksanaan, dan evaluasi. Penelitian menggunakan pendekatan kualitatif dengan pengumpulan data berupa wawancara, observasi, dan dokumentasi. Informan penelitian terdiri atas kepala sekolah, guru kelas, dan guru pendamping khusus. Hasil penelitian menunjukkan bahwa sekolah mengintegrasikan kurikulum nasional dan kurikulum Al-Azhar yang dimodifikasi melalui Program Pembelajaran Individual (PPI). Pelaksanaan pembelajaran dilakukan secara kolaboratif antara guru kelas dan guru pendamping dengan penyesuaian strategi pembelajaran sesuai kebutuhan peserta didik. Evaluasi dilakukan secara individual dan berkelanjutan melalui laporan perkembangan mingguan dan evaluasi bulanan. Temuan ini mengimplikasikan bahwa penerapan kurikulum yang adaptif dan kolaboratif dapat menjadi model bagi sekolah lain dalam mengembangkan layanan pendidikan inklusif yang sesuai dengan kebutuhan peserta didik.

Kata Kunci: *Kurikulum Inklusif, Pendidikan Inklusif, Program Pembelajaran Individual (PPI)*

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1. Introduction

Inclusive education is an approach that places all students, without exception, in the same learning environment by providing educational services tailored to their individual needs. The basic principle of inclusive education is the recognition of student diversity and the guarantee of every child's right to receive a quality education without discrimination. In Indonesia, inclusive education has been regulated through various national policies, including Act No. 20 of 2003 on the national education system, Minister of National Education Regulation No. 70 of 2009 on inclusive education, and Act No. 8 of 2016 on persons with disabilities. These regulations affirm that inclusive education provides opportunities for students with disabilities, as well as those with exceptional intellectual potential and special talents, to learn alongside their peers in a welcoming and non-discriminatory environment.

Within the context of inclusive education, students with special needs are children who experience developmental delays, whether temporary or permanent, caused by various factors, including disorders, social, emotional, and cultural conditions. They have different needs compared to children in general, and their ability to grasp and understand learning materials also varies. Some students may be slower, some may be on par with other children, and some may even be faster. Therefore, it is important to adapt the curriculum to suit the special needs and characteristics of each student (Ariani, 2022). According to Fajri (2019), curriculum development involves four stages: designing, planning, implementing, and evaluating. Therefore, curriculum development involves not only how the subject matter is structured, but also how the curriculum is implemented through learning strategies and delivery methods for students.

Furthermore, Rusman (2019) argues that curriculum implementation encompasses several important aspects of education. These aspects form the basis for curriculum implementation to achieve learning objectives optimally. Three key elements in curriculum implementation are program development, learning implementation, and evaluation. Program development encompasses the preparation of annual and daily programs, guidance and counseling services, and remedial programs. Learning implementation refers to students' interaction with the learning environment, encompassing the introductory, core, and closing activities outlined in the lesson plan. Evaluation, meanwhile, is conducted continuously throughout the implementation of the curriculum.

Despite the establishment of inclusive education policies, their implementation continues to face significant challenges, particularly in developing and implementing a curriculum that is responsive to the needs of students with special needs. In many schools, the curriculum remains uniform, thus failing to accommodate differences in student abilities, characteristics, and learning needs. Ariani (2022) found that the implementation of inclusive education in elementary schools still faces obstacles in developing Individual Learning Programs (PPI) and adapting learning materials for students with special needs. Similarly, Hidayat, Rahmi, Nurjanah, Fendra, & Wismanto (2024) and Putri, Wardany, Mubar, Meidina, & Sulasminah (2026) explained that the limited number of special assistant teachers and the lack of modification of learning strategies are obstacles to the implementation of an inclusive curriculum. Therefore, curriculum adjustments are needed in content, learning strategies, media, and evaluation to ensure the learning process runs optimally and meets the needs of each student.

Al-Azhar 34 Islamic Elementary School in Makassar is a private elementary school that has implemented an inclusive education model. The school caters to students

with various special needs, including autism, ADHD, learning disabilities, and hearing impairments. To accommodate these needs, the school has developed a curriculum that integrates the national curriculum, the Al-Azhar curriculum, and an Individual Learning Program (PPI) specifically designed for each student with special needs. This integration of three curricular components makes the school a relevant research site for examining how an inclusive curriculum is planned, implemented, and evaluated in an integrated manner at the elementary school level.

Several previous studies have discussed the implementation of inclusive education in elementary schools. Ariani (2022) found that the implementation of inclusive education continues to face obstacles in developing PPI, with inconsistent implementation across schools. Hidayat Rahmi, Nurjanah, Fendra, & Wismanto (2024) and Putri, Wardany, Mubar, Meidina, & Sulasminah (2026) also stated that the implementation of the inclusive curriculum is still hampered by the limited number of special assistant teachers and the lack of learning modifications to suit the needs of students with special needs. Furthermore, Masyithoh (2021) explained that implementing PPI supports students with special needs' learning, but its implementation is not optimal due to limited coordination between classroom teachers and assistant teachers. In contrast to these prior studies, the present study focuses on the comprehensive implementation of an inclusive education curriculum, encompassing integrated planning, implementation, and evaluation, at Al-Azhar 34 Islamic Elementary School in Makassar. Furthermore, this study specifically examines the collaboration between classroom teachers and assistant teachers in delivering an adaptive curriculum through the integration of the national curriculum, the Al-Azhar curriculum, and the PPI. Accordingly, this study aims to provide an empirical understanding of inclusive curriculum implementation practices and the forms of educator collaboration used to meet the needs of students with special needs at the elementary school level.

2. Research Method

This study employed a qualitative approach. This approach was chosen because it aimed to deeply understand the implementation of the inclusive education curriculum in the specific context of Al-Azhar 34 Islamic Elementary School in Makassar. The research employed descriptive analysis, focusing on the content of interviews, observations, and documentation. Three subjects participated in this study: one principal, one class teacher, and one special assistant teacher.

Data collection techniques included in-depth interviews with the principal, class teachers, and assistant teachers; observations of classroom learning implementation related to the process of mentoring students with special needs by their assistant teachers during the learning process; and documentation in the form of PPI, lesson plans, and weekly progress reports.

Data validity was maintained through source and method triangulation. Source triangulation was conducted by comparing data from interviews with the principal, class teachers, and special assistant teachers to obtain consistent information regarding the implementation of the inclusive education curriculum. Meanwhile, method triangulation was conducted by comparing the results of interviews, observations, and documentation, such as the PPI, lesson plans, and student progress reports, to ensure the validity of the research data.

The data sources in this study were obtained through interviews with the principal, class teachers who teach inclusive students, special assistant teachers, and school documents such as curriculum, lesson plans, data on students with special needs, and policy documents related to inclusive education at Al-Azhar 34 Islamic Elementary School in Makassar.

The stages of data analysis used in this research refer to the Miles and Huberman model, which includes three main stages: (1) data reduction, namely the process of filtering and simplifying relevant data to sharpen the focus of the analysis, (2) data presentation, namely organizing data in narrative form, tables, or images to make it easier to understand, and (3) drawing conclusions, namely formulating meanings and findings based on data that has been analyzed continuously throughout the research process until a conclusion is obtained that is valid and in accordance with the research focus.

3. Results and Discussion

3.1 Results

The implementation of the inclusive education curriculum at Al-Azhar 34 Islamic Elementary School in Makassar begins with a curriculum-planning stage that involves an initial assessment of each student with special needs' abilities, needs, and learning barriers. Based on the assessment results, the accompanying teacher develops an PPI, which serves as a reference for daily and weekly learning. The national curriculum and the Al-Azhar curriculum serve as the primary references, which are then modified to meet students' specific needs. Adjustments are made by reducing learning achievement indicators and selecting core competencies aligned with each student's potential.

Based on an interview with M, the principal of Al-Azhar 34 Islamic Elementary School in Makassar, he stated the following:

“The curriculum for each child with special needs is different, but essentially, the curriculum focuses on reducing or not equating competencies with those of their peers in general, thus adapting to the child's abilities. Learning objectives exist for children in general, but because the abilities of the inclusive child are not met, the indicators or objectives are lowered.”

The curriculum is implemented inclusively and collaboratively. Students with special needs participate in teaching and learning activities alongside other students in regular classes. However, in certain circumstances, when students with special needs have difficulty concentrating or exhibit behaviors that require special attention, learning is shifted to a more conducive special room. There, students with special needs can receive intensive guidance tailored to their needs. The learning process uses a variety of media and visual, motor, and social approaches to enrich the learning experience and adapt to each student's individual learning style. As explained by S, the accompanying teacher, he stated:

“In teaching students with special needs, the first step is to engage them with things they enjoy so they feel comfortable. Children's learning focus is short, so they are constantly reminded. If it's not conducive, the child is taken to the special needs room, where aids such as numbers, Lego, and educational games are provided.”

Observations show that during classroom instruction, the class teacher delivers the material while the accompanying teacher personally assists special needs students. Students with special needs remain in the regular class but can be moved to the special needs room if they have difficulty focusing. The class teacher coordinates with the accompanying teacher to ensure that the learning activities provided are understood and implemented by the students. The special needs teacher plays an active role in helping students complete assignments, maintaining learning focus, and mediating social interactions between students with special needs and regular students.

As stated by H, the homeroom teacher at Al-Azhar 34 Islamic Elementary School in Makassar, as follows:

“The material is the same, but they're given easier access. They're treated differently from their peers in a classroom setting, but individually. So, the accompanying teacher collaborates with the homeroom teacher regarding the material achievement for students with special needs.”

Evaluation of the inclusive curriculum is conducted individually based on indicators established in the PPI. Evaluation is conducted on an ongoing basis, weekly through progress reports and monthly evaluations. Assessments cover academic, social-emotional, and independence aspects. Each student's progress is discussed in regular meetings between the accompanying teacher and parents. Teachers also compile learning outcome reports in the form of special report cards that describe each lesson's achievements.

Based on an interview with M, the principal of Al-Azhar 34 Islamic Elementary School in Makassar, he stated the following:

“The evaluation is in the form of weekly reports, which become monthly reports, and these are submitted to parents.”

Another opinion was expressed by S, a teacher assistant at Al-Azhar 34 Islamic Elementary School in Makassar:

“The development reports for students with special needs are prepared using welfare. The child's development is recorded weekly in welfare, including challenges in learning, student activities in class, and suggestions from the teacher.”

The findings indicate that written evaluation reports, including weekly progress reports and monthly PPI reports, are prepared as report cards. These reports serve as a collaborative reflection tool between teachers, the principal, and parents to ensure that inclusive learning is progressing as expected. Therefore, the school has a robust evaluation system for realistically and holistically identifying the learning progress of children with special needs.

In addition to outlining the roles of each party involved, the results of this study can be summarized in a matrix that highlights the key points for each stage of inclusive curriculum implementation: planning, implementation, and evaluation. This matrix is designed to provide a systematic overview of the inclusive curriculum implementation process at Al-Azhar 34 Islamic Elementary School in Makassar.

Table 1. Research Results Matrix

Aspect	Research Result	Data Source
Planning	Curriculum planning is conducted through an initial assessment to determine students' abilities, needs, and learning barriers. Based on the assessment results, the accompanying teacher develops an PPI. The national curriculum and the Al-Azhar curriculum serve as primary references, which are then modified by adjusting learning achievement indicators to suit the student's abilities.	Principal interview and PPI documentation
Implementation	Learning is conducted inclusively in regular classes with the assistance of a special needs teacher. Students with special needs participate alongside regular students, but can be transferred to the special needs (ABK) room if they have difficulty focusing. Learning utilizes visual media, motor skills, and educational games to support student learning.	Interviews with accompanying teachers, homeroom teachers, and observations.
Evaluation	Evaluations are conducted individually based on the indicators in the PPI. Assessments are conducted continuously through weekly reports, monthly evaluations, and special report cards that cover academic, social-emotional, and student independence aspects. Evaluation results are used as a collaborative reflection tool between teachers, principals, and parents.	Interview with the Principal, accompanying teachers, and documentation.

3.2 Discussion

The implementation of an inclusive education curriculum at Al-Azhar 34 Islamic Elementary School in Makassar demonstrates the school's commitment to a student-centered approach. The school implements inclusive education through the student welfare program (special treatment for children with special needs). The school not only accommodates students with special needs but also provides inclusive learning systems, policies, and practices tailored to each student's characteristics and individual needs. This practice aligns with the definition of inclusive education, which requires children with special needs to study in mainstream schools alongside their peers (Hasanah, Asdiqoh, & Famularsih, 2024).

The results of the study indicate that the implementation of the inclusive education curriculum, from planning through evaluation, has been aligned with the principles of inclusive education. The inclusive curriculum planning at Al-Azhar 34 Islamic

Elementary School in Makassar is structured and tailored to the individual needs of students with special needs. The findings indicate that the school does not use a specific curriculum for students with special needs, but rather adheres to the national and Al-Azhar curricula, which are then individually modified through the PPI. This study aligns with the opinion of Pambayun, Salma, Rhomadhoni, & Minsih (2025) that inclusive education requires modifications to the curriculum and learning strategies.

This finding is also supported by Masyithoh's (2021) research, which shows that the PPI are crucial tools for tailoring learning services to the needs of students with special needs in inclusive schools. Furthermore, Budyawati (2020) explains that developing an PPI based on student ability assessments helps teachers determine more realistic and adaptive learning strategies, methods, and targets. Therefore, the use of the PPI at Al-Azhar 34 Islamic Elementary School in Makassar demonstrates the school's systematic efforts to implement a flexible curriculum that is oriented toward individual student needs.

Curriculum modifications are not made by changing the overall learning objectives, but rather by reducing indicators to suit each student's abilities. This finding indicates that the approach used is a general curriculum with adjustments, as explained by Holifurrahman (2020). The formulation of the PPI is carried out collaboratively between class teachers and special assistant teachers, and is supervised by the principal. In this context, teachers are not only curriculum implementers but also designers of flexible, individualized learning strategies. Compared with Ariani's (2022) research, which found that many schools do not yet have a consistent mechanism for developing PPI, Al-Azhar 34 Islamic Elementary School in Makassar demonstrates more advanced practices.

Moving from planning, the implementation of the inclusive education curriculum at Al-Azhar 34 Islamic Elementary School in Makassar demonstrates the flexibility of learning strategies, collaboration among educators, and the adaptation of methods to the individual needs of students with special needs. Learning takes place in regular classes with special assistance provided by a teacher, as stipulated in Minister of National Education Regulation No. 70 of 2009, allowing students with special needs to remain in an inclusive environment while receiving individual support.

This implementation adopts the team-teaching principle, in which the class teacher and the assistant teacher work synergistically during the learning process. The assistant teacher not only provides technical assistance but also continuously monitors the academic and emotional development of students with special needs (Farisia, 2017). Flexibility is crucial to ensure that children's needs are met without hindering the learning process of other students in the class. This synergistic collaboration also reflects the 3H approach (heart, head, hand) in inclusive education, prioritizing commitment, knowledge, and practical strategies (Arriani, Agustawati, Rizki, Widiyanti, Wibowo, Tulalessy, & Herawati, 2021). The assistant teacher not only provides additional services but also assists the class teacher in designing inclusive learning strategies.

This collaboration was then implemented through learning strategies that demonstrated a high degree of adaptability, such as visual and motor-based methods that were particularly helpful for students with communication and concentration difficulties. This approach aligns with Vygotsky's scaffolding theory and the Zone of Proximal Development (ZPD), in which the GPK serves as a facilitator who adapts methods, media, and learning time to students' readiness and learning styles (Janaris, Syamsudduha, & Jamilah, 2024).

In addition to adapting methods, service flexibility is also reflected through the implementation of the pull-out model, where learning can be moved to a special needs room if students face difficulties or classroom conditions are not conducive. This adaptation of learning space and time is crucial to ensuring children's needs are met. This practice also reflects the application of the Universal Design for Learning (UDL) principle, where flexibility in the presentation of materials, participation, and assessment serves as a strategy to reduce learning barriers for all students (Wahyuni & Eliasa, 2025).

Overall, the collaboration between classroom teachers and the special education teacher (GPK) has been a key factor in the successful implementation of the inclusive curriculum at this school. These results align with research by Ningsih, Suriansyah, Harsono, Annisa, & Novitawati (2024), which shows that collaboration between class teachers and GPK plays an important role in improving the quality of inclusive learning. Rosita (2020) explained that collaborative learning can improve teachers' competence in handling students with special needs in inclusive schools. However, Hidayat Rahmi, Nurjanah, Fendra, & Wismanto (2024) and Putri, Wardany, Mubar, Meidina, & Sulasminah (2026) reported that the lack of assistants continues to hinder the implementation of inclusive curricula in several elementary schools. Contrary to these findings, Al-Azhar 34 Islamic Elementary School in Makassar has established a collaborative implementation system with a clear division of tasks and intensive communication between class teachers, special assistant teachers, and the principal, enabling the inclusive learning process to run more optimally.

Beyond planning and implementation, evaluation in inclusive education is not simply a measurement of learning outcomes; it is a crucial tool for understanding individual development, designing follow-up interventions, and strengthening long-term learning success. At Al-Azhar 34 Islamic Elementary School in Makassar, inclusive education curriculum evaluation is conducted comprehensively in stages, in line with the needs of students with special needs (ABK).

The school has implemented continuous assessment, prioritizing formative and authentic approaches. Evaluation is conducted through three main instruments: daily notes, weekly progress reports, and PPI-based evaluations. Daily evaluations are conducted through direct observation and observation of student interactions during learning activities. These notes serve as the basis for developing progress reports and adjusting learning strategies.

The evaluation process adheres to the principles of assessment for learning and assessment as learning, which place assessment as an integral part of the learning process. This system reflects an authentic approach that assesses students in real and meaningful contexts. Weekly progress reports and special report cards are forms of individual assessment that provide comprehensive information, assessing not only cognitive abilities but also students' social and emotional aspects. This reinforces the principle that inclusive education prioritizes student well-being and independence over academic achievement (Setiawan & Apsari, 2019).

Evaluation is used to adjust subsequent learning strategies and determine new indicators in the PPI. Another advantage is the active involvement of parents in the evaluation process, both formally through meetings and informally through daily communication. This practice strengthens school-family collaboration, as Friend & Cook explain (Chomza, 2017). The results of this evaluation also serve as a tool for designing follow-up actions, such as more appropriate interventions or new learning strategies. Thus, the evaluation of the inclusive curriculum at Al-Azhar 34 Islamic Elementary

School in Makassar reflects a holistic, flexible, and collaborative approach. This adaptive, reflective evaluation system ensures the learning process is continuously adjusted to student needs.

4. Conclusion

Based on the research results, the implementation of the inclusive education curriculum at Al-Azhar 34 Islamic Elementary School in Makassar has been carried out through planning, implementation, and evaluation stages that are tailored to the needs of students with special needs. Planning is carried out through curriculum modification and the preparation of PPI, implementation is carried out collaboratively between class teachers and special assistant teachers, and evaluation is carried out continuously through student progress reports. These findings indicate that implementing a flexible, collaborative curriculum oriented to students' individual needs can support the success of inclusive education in elementary schools. The implications of this research underscore the importance of collaboration among schools, special assistant teachers, and parents in creating inclusive and adaptable educational services for students with special needs.

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