

## The Effectiveness of Inclusion Curriculum in Meeting the Needs of Diverse Students

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**Abstract:** Inclusive education has become a major focus in various countries in efforts to ensure accessibility, equality and justice in education for all individuals regardless of differences. Factors that influence the effectiveness of an inclusive curriculum include support from various stakeholders, teacher knowledge and skills, and challenges in assessing student progress. This research uses the library research method. This data source can be obtained through various sources, both offline and online. Researchers search for related literature sources using online databases such as Google Scholar, ResearchGate, Publish or Perish, WOS, Beliefe search engines and JSTOR, data analysis was carried out by collecting data, reducing data, presenting data, and drawing conclusions. The results of this research show that the active and collaborative role of government, schools, teachers, parents and society is very important in creating an inclusive learning environment . Teachers who are well trained in inclusive teaching strategies are crucial to the success of inclusive education. However, challenges remain in assessing the effectiveness of inclusive curricula, which requires evaluations that take into account students' individual needs and flexible evaluation approaches. Thus, further research is needed to understand more deeply the effectiveness of inclusive curricula and improve inclusive education practices overall.

**Keyword :** Inclusion, Curriculum, Education, Diverse Student

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### Introduction

Inclusive education refers to an approach in which all students, including those with special needs, learn together in the same learning environment. The main goal is to ensure accessibility, equality and fairness in education for all individuals, regardless of their differences or diversity. Implementation of inclusive education includes the use of an inclusive curriculum, which is designed to meet the needs of diverse students in regular classes by providing additional support, modifications, or adaptations as necessary.

This is reflected in various countries around the world that have implemented inclusion policies and practices in their education systems. Countries such as Canada, Australia, the UK and New Zealand have taken concrete steps to promote inclusive education through inclusive education policies and the provision of supportive resources.

For example, Australia has adopted the Disability Discrimination Act 1992 and the Education Standards 2005, which ensure equal educational rights for all students, including those with special needs.

Although the main goal of inclusive education is to create an inclusive learning environment, major challenges arise in evaluating the effectiveness of inclusive curricula. Research has highlighted various factors that influence the success or failure of implementing an inclusive curriculum. One of the main factors is support from stakeholders. Research shows that active involvement and support from various parties, including government, schools, teachers, parents, and communities, is very important for the success of inclusive education (Florian & Black-Hawkins, 2011). Without strong support from stakeholders, implementing an inclusive curriculum may be difficult.

Knowledge and skills are also crucial factors. Teachers need to have a deep understanding of the needs of students with special needs as well as inclusive teaching strategies (Avramidis & Norwich, 2002). Lack of specific knowledge and skills in managing the needs of diverse students can be a barrier to effective implementation of an inclusive curriculum. The availability of adequate resources is important. Inclusive education requires adequate resource allocation, including funding, personnel and supporting facilities (UNESCO, 2009). The availability of adequate resources will enable schools to provide the support services required by students with special needs.

In the context of evaluating the effectiveness of an inclusive curriculum, considering these factors is very important to assess whether the inclusive curriculum has succeeded in meeting the needs of diverse students effectively ('azah et al., 2024). Differences in the needs and preferences of students with special needs complicate the evaluation of the effectiveness of inclusive curricula. Each student has unique characteristics and needs, so they require an individual and focused approach (Sholeh, 2023). Some students may require significant curriculum modifications to achieve learning success, while others may simply need additional support in the regular learning context.

The importance of accommodating individual differences in inclusive education has been emphasized in various studies (Muh Ibnu, 2023). For example, in research by Slee (Slee et al. 2012), they highlight the importance of recognizing the diversity of students with special needs and adapting learning approaches to meet each student's needs. Adapting the learning approach to each student also poses its own challenges in evaluating the effectiveness of an inclusive curriculum. Evaluation must take into account the level of success of students in achieving learning objectives that have been adapted to their individual needs (MI Sholeh, 2023). Therefore, developing evaluation methods that are sensitive and responsive to student needs and preferences is very important in assessing the effectiveness of an inclusive curriculum.

Implementation of the inclusive curriculum does not always go according to expectations, and there are still big challenges in evaluating its effectiveness. A study by Ainscow and Miles (Ainscow and Miles, 2008) highlights that factors such as lack of support from stakeholders, lack of teacher knowledge and skills in managing the needs of diverse students, and limited availability of resources can hinder the success of inclusive

education. Likewise, research by Florian and Black-Hawkins (Florian and Black-Hawkins, 2011) shows that evaluating the effectiveness of inclusive curricula becomes more complex because students' needs vary significantly. Some students may require significant curriculum modifications, while others may simply need additional support in the context of regular learning. Therefore, there needs to be a different approach in assessing and improving the effectiveness of the inclusion curriculum.

Research by Booth and Ainscow (Booth and Ainscow, 2016) emphasizes the importance of strengthening school capacity to implement effective inclusive education. This includes developing supportive policies, ongoing training for teachers, and building an inclusive school culture. Without adequate support from the school level, implementation of the inclusive curriculum may be hampered. Empirical research conducted by Smith, T. (Smith, T, 2011). highlighting that inclusive education is not only related to academic aspects, but also has significant social and emotional implications for students with special needs. Therefore, evaluating the effectiveness of an inclusive curriculum must consider various dimensions of student learning and development.

By considering the challenges and complexities involved in implementing an inclusive curriculum, this research will provide valuable insights for policy makers, educational practitioners, and researchers to improve inclusive education approaches. In this way, it is hoped that the inclusive curriculum can be more effective in meeting the needs of diverse students and creating a more inclusive learning environment for all individuals. Therefore, further research is needed to understand more deeply the effectiveness of inclusive curricula in meeting the needs of diverse students. This research will help identify best practices, barriers and opportunities to improve the implementation of an inclusive curriculum so that it can provide maximum benefits for all students, regardless of their diversity.

## Methodology

This research uses a library research method. Literature study is related to theoretical studies and several references that cannot be separated from scientific literature (zed, 2014) . Data sources are obtained from books, journals, articles, reports, documents and other sources of information relevant to the research topic. This data source can be obtained through various sources, both offline and online, which relate to the Effectiveness of the Inclusive Curriculum in Meeting the Needs of Various Students. In the initial stage of the research, the researcher determined keywords that were relevant to the research topic, such as "Curriculum Effectiveness", "Inclusive Curriculum " and "Diverse students". Then, the researcher conducted a search for related literature sources using online databases such as Google Scholar, ResearchGate, Publish or Perish, WOS, Belief search engine and JSTOR. After obtaining relevant literature sources, the researcher conducted selection using certain inclusion and exclusion criteria. Literature sources that are considered relevant and of good quality are then analyzed and synthesized by the researcher. Data obtained from the literature study is then analyzed descriptively through

grouping main themes and sub-themes related to the Effectiveness of the Inclusive Curriculum in Meeting Needs Diverse Students. The data obtained was analyzed using a qualitative interactive model (Miles MBA, Huberman M., Saldaña J., 2014). This data analysis model consists of data collection, data reduction, data presentation, and drawing conclusions. The results of the analysis were then discussed and concluded by the researchers to provide a comprehensive picture of the effectiveness of the inclusive curriculum in meeting the needs of diverse students.

## **Result and Discussion**

### **Factors that Influence the Effectiveness of Inclusive Curriculum**

#### **Stakeholder Support**

Involvement and support from various parties, including government, schools, teachers, parents and the community, is a key factor in the successful implementation of an inclusive curriculum (Booth, T., Ainscow, M., & Ainscow, M., 2002). This strong support from stakeholders has a significant impact on the effectiveness of the inclusion curriculum. The government has the responsibility to establish educational policies that support an inclusive approach (Bossaert, G et al, 2015). This includes developing policies, regulations, and guidelines that promote accessibility, equity, and fairness in education. The government is also responsible for providing financial resources, infrastructure and training for educators to support the implementation of an inclusive curriculum (Salend, SJ, 2010). Strong government support can create a legal and policy environment that supports inclusive education. This provides a stable foundation for schools and educators to implement an inclusive curriculum with confidence. Additionally, the resources and financial support provided by the government help overcome practical obstacles that may be encountered in implementing an inclusive curriculum.

Schools are directly responsible for implementing an inclusive curriculum in their learning environment (Loreman, T, 2017; Armstrong, Armstrong, & Spandagou, 2009). This includes creating inclusive physical and social environments, providing training for staff on inclusive practices, and designing learning strategies that meet the needs of diverse students (Slee, 2011). School involvement in supporting inclusive education is key in turning the vision into reality at a practical level. Schools that prioritize inclusion usually have a supportive culture, well-trained staff, and organized systems to support the success of an inclusive curriculum. Thus, active support from schools is an important factor in the effectiveness of an inclusive curriculum.

Teachers have a central role in implementing an inclusive curriculum in their classrooms (Freeman & Alkin, 2000). They are responsible for identifying individual student needs, designing inclusive learning strategies, and providing additional supports necessary to ensure that each student can learn effectively (Sapon-Shevin, 2007). Teachers who are actively involved and supportive have a major impact on the learning experience of students with special needs (Thomas & Loxley, 2022). By providing a safe, supportive, and inclusive environment, teachers can help increase student motivation, engagement, and learning achievement (Mastropieri, MA et al, 2015). In addition,

teachers' ability to respond flexibly to the needs of diverse students is also an important factor in the effectiveness of an inclusive curriculum

Parents and families are important partners in inclusive education (Turnbull et al., 2015). They have a deep understanding of their children's needs and preferences, and can provide valuable insights to schools and teachers about how best to support their children's development and learning (Dockett & Perry, 2017). Support and collaboration from parents can help create a supportive and inclusive learning environment at home and at school (Christenson & Sheridan, 2001). By actively participating in their children's educational process, parents can help strengthen the relationship between home and school, as well as support efforts to increase the effectiveness of inclusive curricula (Friend & Bursuck, 2002).

The role of society in creating an inclusive environment that supports all individuals is very important (Williams-Brown et al., 2020). This includes a range of actions, including promoting awareness of the needs of children with special needs, eliminating stigma and discrimination, and supporting inclusion policies and initiatives at local and national levels (Ainscow, 2005). Support from the community can help create an inclusive and supportive culture around students with special needs (Mittler, 2012). By building awareness and understanding of the importance of inclusion, society can help reduce social barriers and create an environment that supports the development and learning of all individuals (Booth & Ainscow, 2002).

Involvement and support from various parties, including government, schools, teachers, parents and the community, has a significant impact on the effectiveness of the inclusive curriculum. Strong support from these stakeholders is needed to ensure successful implementation of the inclusive curriculum. With strong cooperation between all relevant parties, inclusive education can be more effective in meeting the needs of diverse students and creating an inclusive learning environment for all individuals.

### **Teacher Knowledge and Skills**

Teachers' knowledge and skills in managing the needs of diverse students are key factors that contribute to the effectiveness of an inclusive curriculum (Mastropieri & Scruggs, 2010). Teachers who are equipped with a deep understanding of inclusive teaching strategies have a significant impact in creating inclusive and supportive learning environments for all students (Florian & Black-Hawkins, 2011). A good understanding of the needs of diverse students allows teachers to identify the individual needs of students with special needs more accurately. This involves a deep understanding of the various conditions and challenges that students may face, as well as the ability to adapt learning approaches to suit each student's needs.

teachers skilled in inclusive teaching are able to design and implement diverse and differentiated learning strategies (Scruggs & Mastropieri, 1996). They can use a variety of teaching methods, technologies, and learning materials to reach and meet diverse learning needs (Tomlinson, 2014). This includes providing additional support,

modifying assignments, and adapting the learning environment to ensure that all students can access learning materials effectively.

Teachers who have a good understanding of the needs of diverse students are also able to create an inclusive and supportive classroom environment. They can build positive relationships with all students, promote cooperation and respect among each other, and respect diversity in the classroom. In this way, teachers create an atmosphere where all students feel accepted, appreciated and supported in the learning process (Alsarawi, A., 2023; Florian & Rouse, 2009; Slee, 2011).

Furthermore, teachers who are skilled in managing the needs of diverse students can also act as advocates and defenders of the rights of students with special needs. They can communicate with parents, other school staff, and other stakeholders to ensure that students' needs are adequately met and that they have access to necessary resources and supports (Engelbrecht et al., 2017; Slee, 2011). Thus, teachers' knowledge and skills in managing the diverse needs of students not only influence students' academic achievement, but also shape their overall learning experience. Teachers who are well trained in inclusive teaching strategies are an important pillar in the successful implementation of an inclusive curriculum in schools.

### **Availability of Adequate Resources**

Inclusive education is an educational approach that integrates students with special needs into the regular school environment. The main goal is to provide equal educational opportunities for all individuals, regardless of differences in abilities, needs, or backgrounds. However, to realize effective inclusive education, adequate resource allocation is needed, including funds, personnel and supporting facilities. The following is a more in-depth explanation of why the availability of sufficient resources is very important in inclusive education:

1. **Adequate Services:** Each student with special needs may require different types of support services, such as special tutoring, physical or speech therapy, curriculum modifications, and educational technology support. Adequate funding allocation allows schools to provide these services according to the individual needs of each student.
2. **Staff Training and Development:** Teachers and school staff need to be equipped with the skills and knowledge necessary to support the success of students with special needs. This includes training in inclusive teaching strategies, special case management, and an in-depth understanding of diverse special needs. Sufficient funding makes it possible to organize regular staff training and development.
3. **Supportive Facilities:** School physical facilities must be designed and adapted to support the success of all students, including those with special needs. This may include adequate accessibility for students with limited mobility, appropriate sanitation facilities, and necessary equipment or technology to support their learning.
4. **Equipment and Technology:** Students with special needs may require access to special equipment or technology to support their learning. For example, students with

hearing impairments may need sound amplification systems, while students with visual impairments may require special software or hardware. Adequate funding allocation allows schools to purchase and maintain this equipment.

5. **Psychosocial Support:** Students with special needs often require additional support in dealing with the social or emotional challenges they face. This may involve counselling, emotional support, or a special coaching program. Adequate resources enable schools to provide this support through trained personnel and appropriate programs.
6. **Continuous Assessment and Adjustment:** It is important to continuously monitor the progress of each student with special needs and make adjustments according to their needs. This involves regular assessments, individualized learning plans (RPI), and collaboration with the student's parents or guardians. Adequate funding allows schools to carry out these assessments and adjustments on a regular basis.
7. **Monitoring and Evaluation:** To ensure the effectiveness of inclusion programs, there needs to be ongoing monitoring and evaluation. This involves collecting data, analyzing results, and identifying areas that need improvement or improvements. Allocation of adequate resources allows schools to carry out this monitoring and evaluation appropriately.

Thus, the availability of adequate resources is very important in supporting effective inclusive education. Allocation of sufficient funds, personnel and facilities will enable schools to provide the support services required by each student with special needs, thereby ensuring that they have an equal opportunity to achieve their potential in an inclusive educational environment.

### **Complexities in Assessing the Effectiveness of an Inclusive Curriculum Differences in Student Needs and Preferences**

Differences in the needs and preferences of students with special needs add complexity to assessing the effectiveness of an inclusive curriculum because each student has unique characteristics and needs. The following is an explanation of how these differences affect the assessment of the effectiveness of the inclusion curriculum:

1. **Diversity of Student Needs:** The diversity of student needs in the context of inclusive education covers various aspects, ranging from physical, cognitive, sensory problems, to social and emotional needs (Salend & Garrick Duhaney, 1999; Avramidis & Norwich, 2002). Some students may require significant curriculum modifications to achieve their learning goals, such as the use of alternative teaching approaches, adapted learning materials, or special assistive technology (Salend & Garrick Duhaney, 1999; Forlin, 2001). On the other hand, there are also students with special needs who may only need a little additional support in a regular learning context, such as more detailed instruction or additional reference materials (Forlin, 2001). To evaluate the effectiveness of an inclusion curriculum, it is important to have a deep understanding of the various types of student needs and the extent to which the curriculum can meet those needs (Avramidis & Norwich, 2002). A holistic and

comprehensive evaluation must consider the varying levels of student needs and whether existing learning strategies and learning materials can support the success of students with special needs (Salend & Garrick Duhaney, 1999).

2. **Level of Engagement and Participation:** The level of student engagement and participation in learning is an important factor to consider in evaluating the effectiveness of an inclusion curriculum (Florian & Black-Hawkins, 2011). Students with special needs can demonstrate varying levels of involvement in learning, from being actively involved to requiring extra support to participate fully (Avramidis & Norwich, 2002).

Some students may be able to be actively involved in learning and able to follow the regular curriculum with slight modifications (Florian & Black-Hawkins, 2011). They may be able to follow instructions well, participate in class discussions, and complete assignments relatively independently. For these students, evaluating the effectiveness of the curriculum needs to consider their ability to actively engage in learning and achieve the set learning goals.

On the other hand, other students may require more support in the form of individual or small group tutoring, as well as significant modifications in the way learning is delivered (Avramidis & Norwich, 2002). They may need additional explanations, more structured exercises, or additional time to complete assignments. Evaluations of curriculum effectiveness must take into account the level of participation and progress of these students, as well as the extent to which the supports and modifications provided can increase their engagement in learning.

By taking into account the level of engagement and participation of students across these levels of engagement, curriculum evaluation can provide a better understanding of the extent to which an inclusive curriculum can effectively meet the learning needs of students with special needs.

3. **Different Learning Preferences:** Different learning preferences are an important factor to consider in evaluating the effectiveness of an inclusion curriculum (Pashler et al., 2008). Students with special needs may have diverse learning styles and preferences, which influence how they best acquire and process information (Friend & Bursuck, 2002).

Some students may be more responsive to visual learning approaches, where they more easily understand and remember information through pictures, diagrams, or graphs (Pashler et al., 2008). These students may benefit from greater use of visual learning materials in the curriculum.

On the other hand, there are students who prefer an auditory approach, where they are more effective in understanding information through hearing, such as listening to lectures, discussions, or audiobooks (Pashler et al., 2008). For these students, a curriculum that provides opportunities to listen and participate in class discussions may be more appropriate.

Apart from that, there are also students who prefer a kinesthetic approach, where they learn by doing and experiencing the learning material directly (Pashler et al.,

2008). Curricula that include practical activities, simulations, or experiments may be more effective for students with these learning preferences.

Therefore, in evaluating the effectiveness of an inclusive curriculum, it is important to consider the extent to which the curriculum is able to facilitate various student learning styles and preferences (Hall et al., 2012). A holistic evaluation must take into account the suitability of the curriculum to students' learning styles and the extent to which the curriculum meets their learning preferences.

4. **Diverse Measurement of Progress:** Measuring the progress of students with special needs is a challenge that requires diverse and tailored assessment approaches (Cook & Schirmer, 2003). One-size-fits-all assessment methods do not fit all students with special needs because they have different needs and characteristics. Therefore, in evaluating the effectiveness of an inclusive curriculum, it is important to consider the use of various assessment methods that are appropriate to student needs and characteristics (Mastropieri & Scruggs, 2014). Some students with special needs may face difficulties in expressing themselves verbally or in writing (Friend & Bursuck, 2002). Assessment approaches that rely solely on standardized tests or written assignments may not accurately reflect their abilities. Therefore, teachers need to consider using alternative assessment methods, such as direct observation, interviews, portfolios, or practical projects.

These diverse assessment methods allow teachers to assess student progress from various aspects, including academic, social and life skills. For example, a student with language difficulties may be better able to express himself through visual arts than through writing. Therefore, teachers can use art portfolios as a more appropriate assessment method for these students. Diverse assessment approaches also allow teachers to tailor assessments to students' learning needs and preferences. By paying attention to individual learning preferences and learning styles, teachers can choose the most appropriate assessment method for each student, providing a more accurate picture of their progress in meeting learning goals. By using various assessment methods that suit student needs and characteristics, evaluation of the effectiveness of an inclusive curriculum can be more holistic and take into account student progress more comprehensively.

By considering differences in the needs and preferences of students with special needs, evaluating the effectiveness of inclusive curricula becomes more complex. It is important for educational decision makers to recognize and respect the uniqueness of each student, and ensure that inclusive curricula are designed and evaluated to take these needs and preferences into account. This will help ensure that all students have an equal opportunity to achieve their potential in an inclusive educational environment.

### **Challenges in Sensitive Assessment**

Adapting the evaluation approach to each student individually is a challenge in assessing the effectiveness of an inclusive curriculum. This is due to the diversity of needs,

preferences and levels of progress of students with special needs. Here are some aspects to consider in tailoring the evaluation approach to each individual student:

1. **Individual Learning Plans (RPI):** Individual Learning Plans (RPI) are an important tool in inclusive education that are specifically designed to meet the learning needs of students with special needs. The RPI is prepared based on a comprehensive evaluation of students' learning abilities, needs and preferences (Florian & Black-Hawkins, 2011). In the context of evaluating the effectiveness of the inclusive curriculum, RPI has a very significant role.

RPI provides clear guidance on learning objectives that have been tailored to each student (Florian & Black-Hawkins, 2011). It includes specific targets in various learning areas, such as academic, social, and life skills. By considering the RPI in evaluations, educators can assess the extent to which the inclusion curriculum has met the goals set for each student with special needs.

RPI also provides insight into the most effective learning approaches for each student (Florian & Black-Hawkins, 2011). This approach may include specific teaching strategies, curriculum modifications, or the use of specific learning aids. In evaluating the effectiveness of an inclusion curriculum, it is important to consider the extent to which these approaches have been implemented and are successful in supporting student learning progress.

RPI also lists evaluation methods that suit student needs and preferences (Florian & Black-Hawkins, 2011). This evaluation can take various forms, such as formative assessments, observations, or student portfolios. In evaluating an inclusive curriculum, it is important to ensure that this evaluation method allows for holistic assessment of student progress, including progress in achieving the goals set out in the RPI. RPI also considers additional supports and services that students may need (Florian & Black-Hawkins, 2011). This may include access to therapeutic services, technology support, or individual assistance from support staff. In evaluating the effectiveness of an inclusion curriculum, it is important to consider the extent to which the school has provided these resources in accordance with the student needs listed in the RPI.

Research by Avramidis and Norwich (2002) also highlights the importance of teachers' attitudes towards integration/inclusion in evaluating the effectiveness of an inclusive curriculum. A positive attitude and support from teachers is a key factor in the successful implementation of an inclusive approach in education. By considering these two aspects, evaluation of inclusion curricula can be more holistic and thorough, allowing for better adjustments in learning approaches and support for students with special needs.

2. **Differential Assessment Methods:** Differential Assessment Methods are an important approach in the context of inclusive education, especially for students with special needs (Salend & Duhaney, 2015; Pierangelo & Giuliani, 2012). Students with special needs may require different assessment approaches depending on their characteristics and needs. In an inclusive curriculum, assessment approaches should

be adapted to include a variety of assessment methods, such as portfolios, observations, structured tests, and practical projects, according to students' learning preferences and ability levels.

Differential assessment methods allow educators to accommodate the varying learning styles and preferences of students with special needs. For example, some students may be better at expressing their understanding through practical projects or portfolios than through written tests. By using different assessment methods, educators can ensure that all students have an equal opportunity to demonstrate their understanding without being restricted by the boundaries of a single assessment method. Differential assessment methods also allow educators to measure student progress more holistically. In an inclusive curriculum, it is important to pay attention to student development in various aspects, including academic, social and life skills. By using a variety of assessment methods, educators can get a more complete picture of student progress in all of these areas.

Differential assessment methods can also help in assessing students with special needs who have barriers to traditional assessment methods. For example, some students may have difficulty answering written test questions due to communication limitations or motor difficulties. By using alternative assessment methods, such as observations or practical projects, educators can evaluate student progress more accurately and fairly. In the context of an inclusive curriculum, a differential assessment approach is key in ensuring that all students have an equal opportunity to succeed. By providing a variety of assessment methods that suit students' learning needs and preferences, educators can create an inclusive and supportive evaluation environment for all students.

3. **Additional Support in the Evaluation Process:** Additional support in the evaluation process is key in ensuring that all students, including those with special needs, have a fair opportunity to demonstrate their abilities (Friend & Cook, 1992; Turnbull, 1995). Some students may need additional support, such as guidance or assistance from teachers or support staff, to be able to follow and complete the evaluation process well. In the context of inclusive education, evaluation must consider the needs of these students to ensure that they can demonstrate their abilities in an optimal way. additional support can take the form of direct guidance or direction from teachers or support staff (Friend & Cook, 1992). For example, students with learning difficulties may need additional guidance in answering evaluation questions or in understanding the instructions given. By providing this direct support, teachers can help students feel more confident and ready to face the evaluation process.

additional support can also take the form of modification or adaptation of the evaluation instrument (Turnbull, 1995). For example, students with special needs may require modifications to the test format or structure to suit their needs. Teachers can work together with support teams to design evaluation instruments that take into account students' specific needs and ensure that they can demonstrate their abilities in an optimal way. Additional support in the evaluation process may also include a

supportive and welcoming environment for students with special needs (Friend & Cook, 1992). Teachers and support staff can create a comfortable and inclusive environment during the evaluation process, which can help reduce students' stress and anxiety and allow them to focus fully on the evaluation task. Additional support in the evaluation process is key in ensuring that all students have a fair opportunity to demonstrate their abilities. By considering students' needs and preferences, and providing appropriate support, teachers can ensure that the evaluation process is inclusive and supportive for all students.

4. **Flexibility in Time and Format:** Flexibility in time and format is an important element that must be considered in evaluating the effectiveness of an inclusion curriculum (McLeskey & Waldron, 2011). In this context, it is necessary to understand that some students may require different evaluation approaches according to their needs and preferences. flexibility in time refers to the recognition that some students may require more time to complete evaluation tasks (McLeskey & Waldron, 2011). This can be caused by a variety of factors, including a student's skill level, special needs, or information processing speed. Therefore, in evaluating the effectiveness of an inclusion curriculum, it is important to provide flexibility in determining the time required for each student to complete their evaluation assignments.

flexibility in evaluation format is also important to consider (McLeskey & Waldron, 2011). Each student may have different preferences or needs when it comes to evaluation formats, such as written tests, oral presentations, practical projects, or portfolios. In an inclusive curriculum, the evaluation approach must be able to adapt the evaluation format to the individual needs of students, so that they can demonstrate their abilities in the most optimal way. A flexible evaluation approach allows educators to take into account individual student needs and provides an equal opportunity for all students to succeed in the evaluation process. By providing flexibility in the timing and format of evaluations, inclusive curricula can be more effective in meeting the needs of diverse students.

5. **Collaboration with Parents and Other Stakeholders:** Collaboration with parents, related experts, and other related parties plays a crucial role in adapting the evaluation approach to each student individually in the context of inclusive education (Turnbull, 1995; Friend & Cook, 1992; Giangreco et al., 1998). In the evaluation process, parents and other interested parties have valuable knowledge about students' needs, preferences and potential that can enrich their understanding and evaluation approach. Through collaboration with parents, educators can gain deeper insight into students' needs and preferences outside the school environment (Turnbull, 1995). Parents often have a better understanding of their child's health condition, special needs, and learning preferences. Thus, involving parents in the evaluation process allows educators to tailor evaluation approaches more accurately to students' individual needs and characteristics.

Collaboration with related experts, such as psychologists, therapists, or special education specialists, is also invaluable in developing appropriate evaluation

approaches (Friend & Cook, 1992). Relevant experts can provide insight and advice based on their knowledge of a student's particular condition or specific needs. Thus, collaboration with relevant experts can help identify the most appropriate evaluation strategies to understand student progress and needs. Involving other stakeholders, such as school administrators or community support personnel, is also important in supporting an inclusive and comprehensive evaluation process (Giangreco et al., 1998). Cross-sector collaboration enables the exchange of information and resources that can improve understanding and support for students with special needs. Collaboration with parents, related experts, and other interested parties is an important step in tailoring the evaluation approach to each student individually. By involving all parties involved, educators can develop a more holistic and supportive evaluation approach for students in achieving their maximum potential.

## Conclusion

Inclusive education, which aims to ensure accessibility, equality and fairness in education for all individuals regardless of differences, is becoming a major focus in various countries. To achieve this goal, it is important to pay attention to the factors that influence the effectiveness of an inclusive curriculum. Support from various stakeholders, including government, schools, teachers, parents and the community, is crucial in the successful implementation of an inclusive curriculum. The active and collaborative role of these stakeholders helps create an inclusive learning environment. In addition, teachers' knowledge and skills in managing the needs of diverse students also have a significant impact. Teachers who are well trained in inclusive teaching strategies are an important pillar in the success of inclusive education. However, challenges remain in assessing the effectiveness of inclusive curricula, especially considering differences in student needs and preferences. Evaluations should take into account students' individual needs and use a flexible and differential approach in assessing their progress. Given the challenges and complexities involved, further research is needed to understand more deeply the effectiveness of inclusive curricula and improve inclusive education practices overall.

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