

Direction in Curriculum and Mathematics Learning Model in Inclusive School: A Systematic Literature Review

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Abstract: This study aimed to explore the direction in curriculum and mathematics learning model which were implemented in inclusive school. This study used Systematic Literature Review by selecting scientific articles published in 1990 – 2024 and categorizing them based on the curriculum and mathematics learning model. This study implemented PRISMA method. The data was collected using the official sites of Science Direct, Sinta, ResearchGate, and Garuda. The data was filtered using keywords of curriculum and mathematics learning model in inclusive education. Based on 21 national articles and 7 international articles which discussed the curriculum of inclusive school, there were 5 types of curriculum, namely 1) the Specific Learning Disabilities (SLD) curriculum that was equaled with differentiated regular class curriculum; 2) the curriculum was equaled with general children' curriculum; 3) Merdeka Curriculum; 4) modified curriculum; 5) National curriculum which was integrated with spiritual and akhlaqul kharimah education. In addition, the modes used in mathematics learning which were stated in 17 articles lead to 7 learning models, namely 1) differentiated learning model; 2) modified learning model with direct instruction and/or curricular design; 3) thematic approach; 4) scientific approach; 5) providing additional explanation as reinforcement; 6) joining regular students; 7) empirical approach and theoretical perspective. Based on 17 articles, there were 6 articles which discussed about differentiated learning model. Moreover, 11 articles discussed another learning models. It could be concluded that the direction in curriculum of inclusive school was dominant in implementing modified curriculum and differentiated learning model.

Key Words: Specific learning disabilities; Curriculum; Mathematics learning model; Inclusive School

Introduction

This study began with increasing attention to inclusive schools that deal with children with special needs or specific learning disabilities. This is very consistent with the fact that inclusive education has been recognized by the world and continues to develop to be able to provide the best access to learning for specific learning disabilities (SLD)(Nurjannah & Hermanto, 2023) (Ignacio & Allit, 2023) and it is important to meet the needs of every citizen, especially children with special needs, in obtaining a proper education (Siahaan, 2022). Education for specific learning disabilities is regulated in law and their rights to obtain education are the same as people without specific learning disabilities (Sakiinatullaila et al., 2020). Children with special needs are children who experience limitations or exceptionalities, whether physical, mental-intellectual, social or emotional, which have a significant impact on their growth or development process compared to other children of the same age. (Peraturan Menteri Negara Pemberdayaan Perempuan dan Perlindungan Anak, 2013). Child Protection is all activities to guarantee and protect children and their rights so that they can live, grow,

develop and participate optimally in accordance with human dignity, as well as receive protection from violence and discrimination. (PPPA, 2020). This shows the importance of education for children with special needs both in Indonesia and in other countries through inclusive schools.

Based on Undang Undang Dasar 1945 article 31 paragraph 1 and Undang– Undang Number 20 in 2003 about The National Education System means that the state provides full guarantees for children with special needs to obtain quality educational services. Persons with Disabilities are anyone who experiences physical, intellectual, mental, and/or sensory over a long period of time who in interacting with the environment may experience obstacles and difficulties in participating fully and effectively with other citizens based on equal rights(Peraturan Pemerintah Nomor 13, 2020). Inclusive education is an educational approach that has become a worldwide phenomenon (Ignacio & Allit, 2023)(Hayes & Bulat, 2017). An inclusive school is a school that facilitates educational programs that suit the needs and competencies of each child, as well as providing support and assistance that can be provided by educators so that students are successful (Fajra et al., 2020). Inclusive schools experience many obstacles, both related to the curriculum, limited teacher competence in developing special curricula (Hermanto, 2010), and difficulties in learning (Febriyanti & Nugraha, 2017)(Sakiinatullaila et al., 2020) (Nuary & Yuni, 2022). The aim of inclusive schools is to educate children with disabilities the same as educating children without disabilities, to support children to reach their maximum potential and live productive lives as active members of their community (Hayes & Bulat, 2017)(Wijayanti & Suriani, 2024). Empirical evidence shows that students with special needs are able to learn various skills in inclusive classes (Ignacio & Allit, 2023). This shows that inclusive schools are the main and best choice for students with disabilities.

Learning disabilities for students with specific learning disabilities are the community group with the most eligibility categories based on the Law on Improving the Education of Individuals with Disabilities (IDEA = Individuals with Disabilities Education Improvement Act) (Kugel et al., 2018). While students with SLD may share categorical eligibility, the SLD category covers a very diverse and heterogeneous spectrum of learning challenges. Specific learning disabilities are the result of individual differences in neurological structure and function that affect an individual's ability to receive, process, store, and/or communicate information (Kugel et al., 2018).

Implementation of education in educational units or programs in the path, level and type of education so that the educational process can take place in accordance with national education goals (Peraturan Pemerintah Nomor 13, 2020). The curriculum is an important part of education for normal students and students with special needs. This curriculum relates to social interaction activities that occur in the educational realm in the context of carrying out teaching and learning processes to achieve set educational goals (Bahri, 2017). To meet the developmental and learning characteristics of students with disabilities, curriculum modifications are needed (Cawley & Parmar, 1990)(National Council for Curriculum and Assessment, 2023)(Muchyidin et al., 2022)(Rahmawati, 2019)(Ediyanto et al., 2023)(Fajra et al., 2020)(Salim, 2010)(Casas & Castellar, 2004). The concept of inclusive-based schools at

every level in improving the quality of education by optimizing apart from the role of teachers as the main resource in managing the system to evaluating the learning process as well as modifying the curriculum (Riowati et al., 2022). Therefore, the direction of the curriculum and mathematics learning model must be clear in its implementation in inclusive schools.

Often for children with disabilities there is no access to the curriculum that regular classes have (Hayes & Bulat, 2017) and the learning models used by teachers in regular classes to convey mathematical concepts are of course different for disabled students with different conditions. Therefore, the aim of this research is to examine the direction of the curriculum and mathematics learning models used in inclusive schools. It is hoped that this study can be used as a reference for inclusive schools.

Method

This research uses a literature review method. This method is a systematic approach to collecting, reviewing and analyzing publications relevant to the topic of curriculum and learning models used in mathematics for students with specific learning disabilities (SLD) through inclusive schools. The aim of this research is to obtain an in-depth understanding of the topic under study through a synthesis of existing information (Nguyen et al., 2024)(Pugu & Judijanto, 2024). Research studies are carried out through a systematic process of searching, evaluating and analyzing available publications (both print and electronic) on a particular topic (Sio et al., 2024) (Nguyen et al., 2024). The data source in this study was obtained through Google and Google Scholar which are related to the curriculum and mathematics learning models in inclusive schools. Data was collected through reviewing the official websites of Science Direct, Researchgate, Sinta and Garuda. Database searches were carried out from June 2024 to October 2024 using the keywords SLD curriculum in inclusive schools and mathematics learning models for SLD in inclusive schools. Article year, journal type, and journal country are not limited. The data obtained was then analyzed to understand the study of curriculum direction and the dominant mathematics learning models used and used thematic techniques to identify patterns as a direction for the study. The systematics of this literature review research uses the PRISMA method from the results of adaptation (Page et al., 2021)(Riowati et al., 2022) which is presented in Figure 1 below.

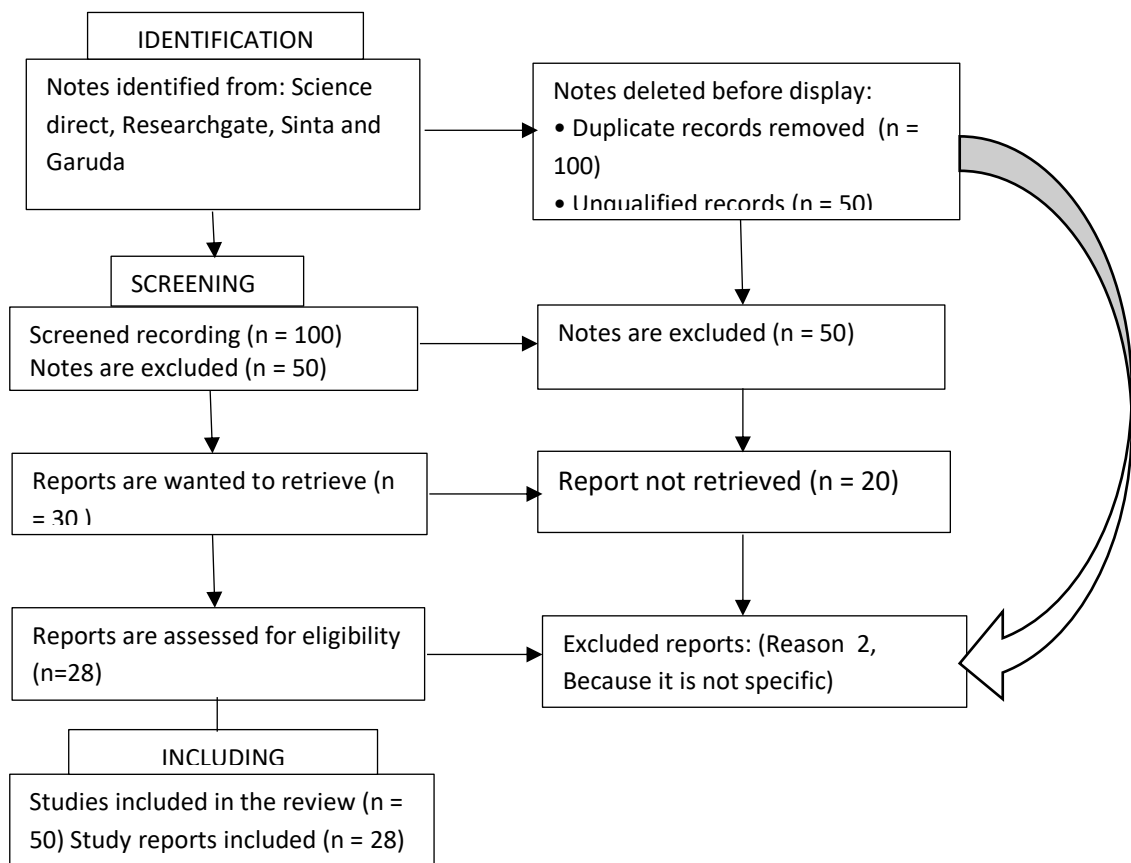


Figure 1. Flowchart for Study Identification Through Database Results

Based on Figure 1 above, it explains the stages of determining the number of articles studied. In the first stage, identify articles according to keywords through Science Direct, Researchgate, Sinta and Garuda. In the next stage, $n = 100$ filtered recordings were obtained (i.e. the oldest articles, namely 1997, 2010, 2013, 2017, 2018 and 2019, and the rest were relatively published between 2020-2024). Then filtering was carried out with the exception of $n = 50$ articles and $n = 50$ articles that did not meet the requirements. Meanwhile, there were $n = 30$ reports/articles that wanted to be taken and 20 that were not taken. Based on the assessment according to suitability, $n=28$ were obtained and 2 articles were not specific. In fact, the studies included in the review were $n = 28$ out of 50 articles. The 28 articles consist of 21 national articles and 7 international articles. There are 28 articles related to the curriculum and 17 related to mathematics learning models.

Results and Discussion

Based on 21 national articles and 7 international articles with details of one article explaining the ABK curriculum in Spain, one article in India groups the curriculum into 5 types, including: Type-1) the SLD curriculum is the same as the regular class curriculum which is differentiated (adjusting to the disabilities suffered by SLD); Type-2) The curriculum is the

same as the general children's curriculum. (Only the material provided is simpler and simpler); Type-3) Independent Curriculum; Type-4) Curriculum Modification; Type-5) National Curriculum which is integrated with Spiritual and Akhlakul Khotimah education based on Child Development Theory, referring to the principle of Playing While Learning through cross-curriculum enrichment to optimize IQ, SQ, EQ in a balanced manner towards the children's environment.

Based on the five types of curriculum, a classification of curriculum trends applied in inclusive schools is then carried out, presented in Table 1 below.

Table 1. Distribution of Directions for SLD Curriculum Types in Inclusive Schools

No.	Article	Curriculum				
		Type-1	Type-2	Type-3	Type-4	Type-5
1.	(Salim, 2010)				✓	
2.	(Nurjannah & Hermanto, 2023)				✓	
3.	(Aslan, 2017)	✓				
4.	(Febriyanti & Nugraha, 2017)		✓			
5.	(Rahmawati, 2019)				✓	
6.	(Fajra et al., 2020)				✓	
7.	(Yunilda et al., 2020)	✓				
8.	(Gusmiati et al., 2024)		✓			
9.	(Cawley & Parmar, 1990)	✓				
10.	(Utama & Marlina, 2023)			✓		
11.	(Rafikayati & Prawoto, 2022)				✓	
12.	(Sakiinatullaila et al., 2020)		✓			
13.	(Ediyanto et al., 2023)	✓				
14.	(Febriyanti & Irawan, 2018)	✓				
15.	(Yunilda et al., 2020)				✓	
16.	(Casas & Castellar, 2004) Spanyol	✓				
17.	(Yunilda et al., 2020)				✓	
18.	(Rafikayati & Prawoto, 2022)				✓	
19.	(Febriyanti & Nugraha, 2017)					✓
20.	(Riowati et al., 2022)				✓	
21.	(Kaur, 2013) India	✓				
22.	(Lewis et al., 1997)	✓				
23.	(Xue, 2024)	✓				
24.	(Zhou, 2024)	✓				
25.	(Kaur, 2013)	✓				
26.	(Holifurrahman, 2020)				✓	
27.	(Nasarudin & Syafii, 2022)				✓	
28.	(Wijayanti & Suriani, 2024)				✓	
Results		11	3	1	12	1

Based on Table 1 above, it shows the distribution of curriculum directions that are mostly implemented towards an integrated curriculum tailored to the sufferer. There are 11 articles that use the first type, namely the SLD curriculum which is the same as the regular class curriculum which is differentiated (adjusting to the disabilities suffered by SLD). Meanwhile,

the 3 articles that explain the curriculum used are the second type of curriculum, namely the regular class curriculum which is more simplified for SLD students. One article uses the independent curriculum, and 12 articles use the modified curriculum, and 1 article uses the National Curriculum which is integrated with Spiritual and Akhlakul Khotimah education. Thus, the direction of the curriculum for SLD students from 28 articles leads to a modified curriculum and a differentiated curriculum. These two types of curriculum provide convenience for inclusive schools, teachers and SLD students.

Based on 28 articles that study the curriculum, not all of them also study the learning model. Therefore, 17 articles were selected separately related to learning models applied to mathematics. Furthermore, in these 17 articles, after analysis and summarization, they lead to 7 learning models consisting of 2 types using learning model naming, 2 types using approach naming, 3 other types using specific naming according to what is done in the classroom. Mathematics Learning Models are classified into 7 types as follows.

- 1) Differentiated learning model
- 2) Modified Learning Model Approach to Instruction and/or Curricular Design
- 3) Thematic Approach
- 4) Scientific Approach
- 5) Providing additional explanations and reinforcement
- 6) Join regular children
- 7) Current empirical evidence and theoretical perspectives

Based on the 7 types of learning models used in inclusive schools, these are used to categorize the direction of the 17 articles. The following is a distribution of articles that refer to mathematics learning models, presented in Table 2 below.

Table 2. Directional Distribution of Types of Mathematics Learning Models for SLD Students in Inclusive Schools

No.	Types of Mathematics Learning Models						
	Model-1	Model-2	Model-3	Model-4	Model-5	Model-6	Model-7
1. (Azhara et al., 2024)	✓						
2. (Wardani et al., 2024)		✓					
3. (Muchyidin et al., 2022)			✓				
4. (Fitriani & Prahmana, 2021)			✓				
5. (Anabanu, 2021)				✓			
6. (Febriyanti & Irawan, 2018)						✓	
7. (Azhara et al., 2024)		✓					
8. (Gersten et al., 2008)		✓					
9. (Berch, 2005)							✓
10. (Sakiinatullaila et al., 2020)					✓		
11. (Nuary & Yuni, 2022)							✓
12. (Suprihatiningrum, 2021)					✓		
13. (Danuri et al., 2023)	✓						

14.	(Kadarisma & Juandi, 2021)	✓						
15.	(Xue, 2024)	✓						
16.	(Zhou, 2024)	✓						
17.	(Kaur, 2013)	✓						
	Result	6	3	2	1	2	1	2

Based on Table 2 above, it shows that the trend towards the learning model used in teaching mathematics concepts in inclusive schools is the first model, namely the differentiated learning model with 6 articles. The next ranking is 3 articles that use the second learning model, namely the learning model of modified approaches to instruction and/or curricular design. Mathematics learning using a thematic approach, providing additional explanations and reinforcement, and the latest empirical evidence and theoretical perspectives are each used in two articles. Meanwhile, mathematics learning uses a scientific approach and combines one article with regular children. This shows the tendency of the learning model/approach/strategy used in mathematics learning to lead to a differentiated learning model. This model prioritizes the needs of each child according to their needs and conditions.

The discussion of curriculum direction in this study focuses on the inclusive school curriculum used in basic education, while for secondary schools it has not been studied specifically. The curriculum in inclusive schools leads to the implementation of a modified curriculum and a differentiated curriculum. This is in accordance with the inclusion-based curriculum modifications that have been widely implemented in Indonesia, from elementary school, middle school to university level (Wardani et al., 2024)(Salim, 2010)(Azhara et al., 2024)(Gusmiati et al., 2024)(Febriyanti & Irawan, 2018)(Yunilda et al., 2020)(Rahmawati, 2019)(Rafikayati & Prawoto, 2022) (Aslan, 2017). Curriculum modifications in inclusive schools are necessary because the characteristics and problems of children with special needs are very different (Nurwidayanti, 2022).

Based on the main objectives of the mathematics curriculum for primary and special schools prepared by the National Council for Curriculum and Assessment (NCCA) namely to develop mathematical skills in a proficient and interrelated manner which includes conceptual understanding, procedural fluency, adaptive reasoning, strategic competence, and productive disposition (National Council for Curriculum and Assessment, 2023). Therefore, the direction of the mathematics learning model in this study is appropriate, namely by using a differentiated learning model that prioritizes the needs of each child based on their conditions (Kaur, 2013)(Kadarisma & Juandi, 2021) (Danuri et al., 2023) (Azhara et al., 2024) (Xue, 2024) (Zhou, 2024). Apart from that, it is also adapted to children's cognitive development from Jean Piaget's cognitive theory (Juardi & Komariah, 2023). Each child has different mathematical abilities and with different limitations, so different learning and treatment models are needed.

Conclusion

Based on the 28 articles studied, it can be concluded that there are 5 types of curriculum in inclusive schools, namely 1) the SLD curriculum is equated with the regular class curriculum with differentiation; 2) The curriculum is equated with the general children's curriculum; 3) Independent Curriculum; 4) Modifying the Curriculum; 5) National Curriculum which is integrated with Spiritual and Akhlakul Kharimah education. The curriculum for SLD students in inclusive schools leads to a modified type of curriculum and a differentiated curriculum.

Meanwhile, the mathematics learning models from 17 articles lead to 7 models, namely 1) Differentiated Learning Model; 2) Modified Learning Model with an Instruction and/or Curricular Design approach; 3) Thematic Approach; 4) Scientific Approach; 5) Providing additional explanations as reinforcement; 6) Join regular children; 7) Empirical approach and theoretical perspective. Many mathematics learning models lead to differentiated learning models because this form of model adapts to the conditions of SLD (specific learning disability) students, so the model is more flexible.

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