


The Implementation of the International Baccalaureate Curriculum in an Inclusive Classroom

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Article History	ABSTRACT
Received 02-06-2025 Accepted: 15-07-2025 Published: 08-08-2025	<p>Background: Inclusive education requires curriculum models that are responsive to diverse student needs. The International Baccalaureate (IB) Middle Years Programme (MYP) is one such curriculum that emphasizes inquiry-based learning, student-centered approaches, and global-mindedness, making it potentially suitable for inclusive settings.</p> <p>Purpose: This study aims to describe the implementation of the IB MYP curriculum in inclusive classrooms at Al-Firdaus Junior High School in the 2025 academic year.</p> <p>Method: A qualitative research approach with a case study design was employed. Data were collected through observations, in-depth interviews with subject teachers, homeroom teachers, and curriculum coordinators, and document analysis.</p> <p>Results and Discussion: The findings reveal that learning planning is conducted collaboratively through structured forums such as three-way conferences and collaboration meetings. These involve teachers, students, and parents in setting individual learning goals and adjusting learning plans based on student profiles and needs. During implementation, inquiry-based and participatory strategies are used to actively involve all students, including those with special needs. Homeroom teachers play a crucial role in offering individualized support, instructional adaptations, and emotional support. Evaluation emphasizes individual progress through personalized assignments and portfolios. Key supporting factors include continuous teacher training, collaborative teaching culture, and strong school policy support.</p> <p>Conclusions and Implications: The study confirms that the contextual and collaborative implementation of the IB curriculum fosters an inclusive, responsive, and transformative learning environment. These findings suggest that schools aiming for inclusive practices can benefit from adopting the IB framework with tailored strategies and strong institutional support.</p>
Keywords:	<i>Curriculum implementation; International Baccalaureate; Inclusive Classroom.</i>
	ABSTRAK
	<p>Latar Belakang: Pendidikan inklusif menuntut model kurikulum yang responsif terhadap keragaman kebutuhan peserta didik. Program Middle Years Programme (MYP) dari International Baccalaureate (IB) merupakan salah satu kurikulum yang menekankan pembelajaran berbasis inkuiri, pendekatan berpusat pada siswa, dan wawasan global, sehingga berpotensi cocok diterapkan dalam lingkungan inklusif.</p> <p>Tujuan: Penelitian ini bertujuan untuk mendeskripsikan implementasi kurikulum IB MYP di kelas inklusif SMP Al-Firdaus pada Tahun Ajaran 2025.</p>

Metode: Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Pengumpulan data dilakukan melalui observasi, wawancara mendalam dengan guru mata pelajaran, wali kelas, dan koordinator kurikulum, serta analisis dokumen.

Hasil dan Pembahasan: Hasil penelitian menunjukkan bahwa perencanaan pembelajaran dilakukan secara kolaboratif melalui forum formal seperti three-way conferences dan collab meetings yang melibatkan guru, siswa, dan orang tua. Forum ini bertujuan untuk menetapkan target belajar individu dan menyesuaikan rencana pembelajaran dengan profil serta kebutuhan masing-masing siswa. Pada tahap pelaksanaan, strategi pembelajaran berbasis inkuiri dan partisipatif diterapkan untuk mendorong keterlibatan aktif seluruh siswa, termasuk siswa berkebutuhan khusus. Wali kelas memainkan peran penting dalam memberikan dukungan individual, menyesuaikan instruksi, serta memastikan aksesibilitas materi dan kenyamanan emosional siswa. Evaluasi pembelajaran menekankan pada kemajuan individu, bukan hanya hasil akhir, melalui tugas dan portofolio yang disesuaikan dengan kemampuan dan kebutuhan masing-masing siswa. Faktor utama yang mendukung keberhasilan implementasi kurikulum IB dalam kelas inklusif adalah pelatihan guru yang berkelanjutan, kolaborasi antar guru, dan dukungan kebijakan sekolah.

Kesimpulan dan Implikasi: Studi ini menegaskan bahwa adaptasi kurikulum IB yang kontekstual dan kolaboratif dapat menciptakan lingkungan pembelajaran yang inklusif, responsif, dan transformatif bagi semua peserta didik. Temuan ini memberikan implikasi bahwa sekolah yang ingin menerapkan praktik inklusif dapat memanfaatkan kerangka kerja IB dengan strategi yang disesuaikan serta dukungan kelembagaan yang kuat.

Kata Kunci

Implementasi Kurikulum; International Baccalaureate; Kelas Inklusif



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INTRODUCTION

Inclusive education is an educational approach that embraces diversity and promotes equal access to learning for all students, regardless of their physical, emotional, intellectual, or social condition. It reflects a human rights-based perspective, emphasizing that every child has the right to receive a quality education without discrimination.[1],[2] Inclusive schools uphold a non-discriminatory philosophy that fosters acceptance, participation, and equal treatment of all learners within the same classroom environment.[3] This approach integrates students with special needs into regular learning settings while providing the necessary accommodation to support their development.[4]

Inclusive education also encourages respect for human rights and values diversity as a source of enrichment rather than deviation. Every student is entitled to the same opportunities in the learning process regardless of ethnicity, race, or religion. Schools that adopt inclusive practices implement child-centered services and create learning environment that is friendly, accepting, and non-discriminatory. In this context, inclusive education serves as a foundation for building a more just and equitable society. [5]

The development of education in the era of globalization demands a curriculum that not only emphasizes academic aspects, but is also able to equip learners with skills that are relevant in the 21st century.[6] 21st century skills, such as critical thinking, collaboration, communication, and problem-solving, are the main focus in supporting students' success in an increasingly connected and complex world.[7] One curriculum model that has adopted this principle is the International Baccalaureate Middle Years Programme (MYP).[8] The MYP offers a holistic approach and

integration between subjects, allowing students to understand academic concepts in a real-life context.[9]

In the MYP curriculum, students are encouraged to think critically, creatively, and be able to solve complex problems.[10] An inquiry-based learning approach is at the core of the program, where students are encouraged to identify problems, collect data, and develop meaningful solutions. In addition, competency-based assessment is a key trend that continues to be developed in the MYP, which ensures that students are not only assessed on their academic knowledge, but also their ability to apply that knowledge in real-life situations.[11]

The MYP also emphasizes the importance of character development and social skills, such as empathy, tolerance, and global awareness.[8] This is in accordance with the demands of the times, which increasingly require individuals to have good adaptability in facing global changes and challenges. Thus, MYP is considered as one of the educational models that is responsive to the demands of the times and relevant to the needs of the future, especially in equipping students with the skills and values needed to face an ever-evolving world.[12]

Al-Firdaus Junior High School Sukoharjo is one of two Islamic schools in Central Java that implements the International Baccalaureate curriculum. This school uses the IB Middle Years Program (MYP) for ages 11-16.[13] The profile of IB students in this school is caring, reflective, inquirers, knowledgeable, communicators, principled, open-minded, balanced, and risk-takers. [6] The MYP Curriculum structure consists of local, national, and international content. The implementation of the IB curriculum at the junior secondary level can be a strategic step to improve the quality of inclusive education. However, this implementation requires a deep understanding of how the IB curriculum can be adapted and integrated into diverse school contexts, including how to accommodate the needs of students with different backgrounds and abilities. Previous studies indicate that while the IB curriculum has the potential to improve student competencies, its success is often influenced by factors such as teacher readiness, institutional support, and inclusive policies.[14]

However, despite the growing adoption of the IB curriculum in Indonesia, limited research has explored how this curriculum is adopted within inclusive classrooms-particularly in faith-based educational settings like Islamic schools. Most existing studies focus on general effectiveness, leaving a gap in understanding its application in schools that serve diverse learners with special educational needs.[15]

This study aims to fill that gap by investigating the implementation of the IB curriculum at Al-Firdaus Junior High School, a pioneering Islamic School in Central Java that integrates the IB curriculum with inclusive education practices. The novelty of this research lies in its contextual focus: examining how a globally standardized curriculum like IB is localized and adapted to accommodate inclusive principles in a junior high school setting.

Therefore, this study seeks to explore the planning, implementation, and evaluation of the IB curriculum in inclusive classrooms, as well as to identify the supporting and inhibiting factors that influence its success.

LITERATURE REVIEW

The implementation of the International Baccalaureate (IB) curriculum in inclusive classrooms has become a major concern in the development of global education. The IB curriculum is known for its holistic approach that emphasizes the balanced development of students' cognitive, social, and emotional aspects, as well as instilling the values of internationalism and openness to diversity.[16] In the context of inclusive classrooms, the IB curriculum is designed to be accessible to all students, including those with special educational needs, through the principles of Universal Design for Learning (UDL) and differentiation of learning.

Previous study shows that implementing the IB curriculum in inclusive classrooms has a positive impact on students' academic and social development. A study by Dickson, Perry, and Ledger (2020) conducted a qualitative study on three schools in Australia that previously implemented the MYP to identify the benefits and challenges in supporting student learning that the MYP provides a number of significant benefits to student learning. [8] One of the key advantages is the emphasis on inquiry-based learning and real-world relevance, which encourages students to develop critical thinking, analytical, and problem-solving skills. This is supported by IB policies that emphasize the importance of access and access arrangements in the learning and assessment process, such as extra time, task modifications, and the use of assistive technology. [13]

In addition, research by Tahir Mehmood (2024) highlights the importance of professional training for teachers in the implementation of the IB curriculum in inclusive classrooms. [17] Teachers who have received training related to inclusive education and differentiation strategies tend to be better able to accommodate the needs of diverse students, create a welcoming learning environment, and significantly improve student learning outcomes. However, the main challenges often faced are limited resources, lack of school management support and the need for closer collaboration between teachers, parents, and support personnel.

On the other side, some literature also highlights barriers to the implementation of the IB curriculum in inclusive classrooms. A study by Azzam, T., Mansfield, M., & Larsen, D. (2020) found that educators tend to prioritize fulfilling administrative requirements in the written curriculum such as writing key concepts, Approaches to Learning, and Global Context in unit planning over actually integrating these concepts in daily learning practices. This challenge is even more pronounced when it comes to implementing collaborative learning and learning experiences in the classroom, where most teachers find it difficult to meet IB expectations. [18]

Overall, the literature review shows that the implementation of the IB curriculum in inclusive classrooms has great potential to improve the quality of education and students' learning experiences. However, successful implementation depends on teacher readiness, school policy support, availability of resources, and effective collaboration between all stakeholders. Strengthening teacher training, providing adequate facilities and developing policies that support inclusivity is key to optimizing the implementation of the IB curriculum in inclusive classrooms.

METHOD

This study employs a qualitative approach with a case study design. [19][20] The data used in this research consist of two types: primary and secondary data. Primary data was obtained directly from key informant, namely subject teacher, homeroom teacher, and the curriculum coordinator at Al-Firdaus Junior High School. Meanwhile, secondary data includes documents and references related to the research topic, such as the curriculum, unit planners, and other supporting materials. [19]

To collect the data, the researcher conducted fieldwork at the research site through observation, interviews, and documentation. Referring to the framework of Miles and Huberman, several steps were followed in the data processing technique to present the information and to understand how the International Baccalaureate curriculum is implemented in inclusive classrooms. The first step involved gathering data during the teaching and learning activities in the classroom. Next, the researcher performed data reduction by selecting and sorting relevant findings to serve as the foundation for further observation and interviews. This process data that aligned with the research objectives and supported the analysis of IB curriculum implementation in inclusive settings. The final step involved classifying the data appropriately and drawing conclusions based on the systematically analyzed information.

RESULT AND DISCUSSION

Planning: Collaborative Design and Curriculum Adaptation

A key feature of the planning stage is the three-ways conference, which is a collaborative meeting held at the beginning of each semester. [21] This conference involves homeroom teachers, subject teachers, parents, and the students themselves. The purpose of the conference is to set individual learning targets, discuss students' strengths and challenges, and establish clear expectations for the semester, the outcomes of this meeting are then shared and discussed in subsequent collaboration meetings among the subject teachers, ensuring in a collaborative process. [22]

The implementation of the International Baccalaureate (IB) curriculum in the inclusive classroom of Al-Firdaus Junior High School begins with a careful planning process. The planning stage involves preparing lesson plans that accommodate the needs of students with special needs. Based on observations, teachers develop lesson plans that adapt learning objectives and materials to the IB learner profile and the abilities of each student. [23] [24]

This adjustment is done through collaboration between subject teachers and homeroom teachers. As explained in the interview, at the beginning of the semester, a three-ways conference is held, which is a meeting between homeroom teachers, parents, and students to set individual learning targets. The results of this meeting are then discussed in a collab meeting between subject teachers and homeroom teachers to develop appropriate learning strategies. [25]

“Modifikasi itu bisa sebagian atau total. Kalau total, anak hanya ikut secara sosial, materinya berbeda. Kalau sebagian, materi sama tapi instruksinya dimodifikasi jadi lebih sederhana.”

Implementation: Inclusive Learning Practices

At the implementation stage, teachers at Al-Firdaus Junior High School actively apply a variety of inclusive and participatory learning strategies that align with the Middle Years Programme (MYP) framework. [26] Inquiry-based learning forms the core of classroom instruction, encouraging students to develop critical thinking, reflection, and collaborative skills. Teachers facilitate learning by prompting students to ask questions, explore ideas, and work together to solve problems, fostering an environment where every student is valued and heard.

Observation in the classroom reveal that students with special needs are not only included but are also actively engaged in learning activities. Homeroom teachers play a crucial role in this process by providing individualized support. They assist students in understanding instructions, translate materials to ensure accessibility, and offer emotional support to help students feel safe and confident in the classroom. This multi-faceted support system ensures that student with special needs can participate meaningfully alongside their peers. [27]

The school is committed to ensuring that all student have equal opportunities to express themselves and contribute to classrom discussions. Teachers demonstrate empathy and respect for differences, embodying the IB philosophy of valuing each students' unique strengths and perspectives. One english teacher and curriculum deliverer emphasized this stating:

“Setiap anak punya sisi terang dan sisi gelap. Tugas guru adalah membimbing sisi terang agar semakin terang.”

This statement reflects the schools' approach to nurturing each students' potential and fostering a positive self-concept, regardless of ther abilities or backgrounds.

Evaluation: Emphasizing Progress rather than Comparison

[13] In accordance with the philosophy of assessment in the International Baccalaureate (IB) curriculum, learning evaluation at Al-Firdaus Junior High School does not only focus on final

results, but emphasizes the process and individual development of each learner. This approach prioritizes the principle that each student has a unique starting point, learning pace, and potential. Therefore, students' success is measured based on the extent of progress made from their starting conditions, not based on horizontal comparisons with their classmates. Assessment is comprehensive and holistic, covering cognitive, affective and psychomotoric aspects. [28]

In practice, homeroom teachers play an active role in assessment adaptation process, especially for students with special needs. Teachers provide tasks that have been modified according to the abilities and needs of each student, both in terms of material complexity, form of instruction, and processing time. [29] In addition, student portfolios contain not only academic results, but also documentation of life skills activities designed to support their independence and social participation. This inclusive approach to evaluation demonstrates the school's commitment to not just chasing numbers, but also to facilitating meaningful growth for each child.

“IB lebih melihat progres dari mana siswa itu berangkat, bukan sekedar hasil akhirnya.”

Homeroom teachers are also involved in adapting the assessment for students with disabilities. Teachers give modified assignments, and student portfolios include academic activities and life skills tailored to their level of ability

Supporting and inhibiting factors

Supporting Factors

a. Continuous Teacher Training

Continuous teacher training is an essential component in supporting the successful implementation of the IB curriculum in an inclusive classroom. At Al-Firdaus Junior high School, various forms of training have been carried out in a structured manner, including On-Job Training (OJT), self-development programs, and peer teaching. Through these activities, teachers not only gain theoretical knowledge, but are also equipped with practical skills in managing diverse classrooms, developing differentiated learning plans, and applying pedagogical approaches that are responsive to the needs of learners with different backgrounds and abilities. [30]

The training program also opens a reflective and collaborative space between teachers, where they can share experiences, evaluate learning practices and design pedagogical innovations based on real needs in the field. In addition, the training also covers the use of inclusive learning support technologies, such as visual media, adaptive software, and digital platforms. With this ongoing training, teachers' professional capacity is increased, so that they are better prepared to deal with the complexity of inclusive classroom dynamics and are able to create an equitable, participatory and learner-centered learning environment. [31] [32]

b. Institutional guidance and support

The successful implementation of the IB curriculum in an inclusive classroom environment is inseparable from the important role of educational institutions in providing continuous guidance and support to educators. At Al-Firdaus Junior High School, subject teachers and homeroom teachers receive, academic coordinator and school management team. This guidance is not only administrative but also covers pedagogical, psychosocial and managerial aspects that support teachers in carrying out their roles optimally in the inclusive classroom.

In addition, support also comes from external parties, such as the schools, host foundation, national and international IB partners and the education professional community. This external collaboration is manifested through regular supervision programs, advanced

training and discussion forums between teachers across schools. Schools also play an active role in providing adequate resources, such as disability-friendly learning facilities, access to learning technology and adaptive teaching materials. This comprehensive form of support creates an educational ecosystem conducive to teacher capacity building and a more inclusive, reflective and transformative learning process.[33]

c. Collaboration and good communication

Close collaboration between subject teachers, homeroom teachers, and other school staff is an important foundation in supporting the successful implementation of the IB curriculum. At Al-Firdaus Junior High School, this collaboration is realized through various formal forums such as collab meeting, peer teaching, and periodic supervision, all designed to align learning strategies with the needs of diverse students. This collaboration allows for a clear division of role and synergy between teachers in designing, implementing and evaluating learning that is adaptive and responsive to classroom dynamics.[34][35]

Open, two-ways and continuous communication is the main supporting aspect in this collaborative process.[36] Teachers are given space to share their experiences, discuss challenges faced and find solutions collectively. In the context of an inclusive classroom, this communication also includes an intensive exchange of information between teachers and homeroom teachers regarding the psychological conditions, cognitive development, and social-emotional needs of students with special needs. With this supportive communication, educators are not only better equipped to deal with the complexities of inclusive learning environment for all learners.[37]

d. Inclusive School Policies and Culture

The school has a policy and culture that supports the realization of inclusive education as a whole. In this policy, every student-both those with special needs and regular students-is given the same opportunity to actively participate in the learning process and develop their potential optimally. This policy is not only contained in formal documents but also implemented in learning practices, from curriculum planning, implementation of teaching and learning activities, to the assessment process. The school environment is built on the principles of equality, respect for differences and accessibility for all learners.

The commitment to inclusive education is not only shared by the school management but also by entire school community, including teachers, administrative staff, parents and the students themselves. Teachers actively collaborate with homeroom teachers and parents in developing individualized learning plans that suit students' needs and characteristics.[38] The school culture promotes mutual respect, empathy and collective support in creating safe and empowering learning spaces. Through this approach, the school does not just carry out inclusion as an administrative obligation, but truly makes it a basic value that is internalized in all educational activities.

Inhibiting Factors

a. Differences in Parental Acceptance and Expectations

One of the main challenges in implementing the inclusive curriculum at Al-Firdaus Junior High School is the varying levels of parental acceptance of the principles of inclusive education. Although the school has committed to accommodating individual differences through curriculum modifications and differentiated learning approaches, not all parents can fully accept this concept. Some parents want their children-despite having special-to be treated and assessed with the same standards as regular students. This demand often comes in the form of resistance to curriculum modifications and academic achievement expectations that

are identical to those of regular students, without considering their child's cognitive and emotional capacities.

“Orang tua ingin anaknya diperlakukan sama persis dengan anak regular, padahal kapasitasnya berbeda.”

This statement illustrates the dilemma faced by teachers and schools. On the one hand, they try to maintain the quality of learning and meet the individual needs of students in accordance with the principles of inclusion. On the other hand, they also have to deal with pressure from some parents who have traditional perceptions of education. This situation creates an additional burden for teachers, who not only have to adjust teaching methods and materials, but also try to bridge communication and understanding with parents. Therefore, a more intensive and educative communication strategy to parents is needed so that they can understand the purpose and essence of inclusive education and support their children's learning process constructively.

b. Balancing Academic Demands and Individual needs

The IB curriculum is known for its high academic standards, emphasizes on higher order thinking skills, and inquiry and reflection based learning approach. On the other side, implementing this curriculum in inclusive classrooms demands greater attention to the individual needs of students, especially students with special needs who may have limitations in cognitive, social or emotional aspects. Balancing these two demands-between maintaining academic quality according to IB standards and accomodating students' diverse abilities-is a complex pedagogical challenge for teachers.

Teachers are faced with the need to design learning strategies that are flexible, adaptive, and still meaningful. They must be able to simplify materials with sacrificing the essence of the concept taught, modify instruction according to student learning profiles, and provide alternative assessments that still reflect student competencies holistically. In this context, teachers also need to integrate global academic demands and the local realities of their inclusive classrooms. This balance requires not only a high level of pedagogical skills, but also institutional support, team collaboration and ongoing professional training to keep IB curriculum implementation consistent with inclusive values.

c. Limited Resources and Facilities

Although schools show a strong commitment to the principles of inclusive education, limitations in terms of resource and supporting facilities are still one of the significant obstacles to optimal implementation. Resources such as teaching aids suitable for students with special needs, adaptive learning technology, and a sufficient number of professional support personnel such as therapists and special assistant teachers, are needed to support an effective and equal learning process for all students.

In the context of Al-Firdaus Junior High School, these limitations have an impact on the limited variety of learning approaches and individualized support that can be maximally provided to students with special needs. Reliance on a limited number of teachers and unequal access to inclusive learning tools and media makes it difficult for teachers to develop learning that is responsive to various learning styles and student barriers. Therefore, efforts to increase the capacity of school facilities and allocate more adequate resources are urgent needs so that the quality of inclusive education can be maintained and improved sustainably.

d. Teacher Workload

In implementing the International Baccalaureate (IB) in an inclusive classroom, teachers and homeroom teachers are faced with high workload challenges. Not only are they required

to design learning materials that comply with IB standards, but they must also modify the curriculum to align with the individual needs of students, especially students with special needs. This process includes developing differentiated learning plans, adjusting materials and instruction, and developing flexible and contextualized forms of assessment for individual students.

These conditions demand a high level of time, energy and pedagogical skills which, if not supported by an adequate workload management system and human resources, can have an impact on the quality of the learning process and teachers' psychological well-being. In the long-term, excessive work pressure can lead to stress, burnout and reduced motivation to teach. Therefore, it is important for schools to not only provide training and technical guidance, but also design support systems that ensure teachers' work balance, such as fair division of tasks, provision of collaborative time and respect for teachers' professionalism in an inclusive environment.

Teacher and homeroom teachers often face a heavy workload as they have to prepare materials, modify the curriculum and conduct different assessments for each student. This can affect the quality of learning and teacher welfare.

Aspect	Findings	Supportive Evidence
Planning	<ul style="list-style-type: none"> • Collaborative planning via Three-Way Conferences and Collab Meetings • Individual learning goals set based on student profiles and needs 	<ul style="list-style-type: none"> • Observation and interviews with teachers • “Modifikasi itu bisa sebagian atau total...” (Teacher quote)
Implementation	<ul style="list-style-type: none"> • Use of inquiry-based, participatory strategies • Homeroom teachers provide individualized academic and emotional support • Emphasize on inclusion 	<ul style="list-style-type: none"> • Classroom observation • “Setiap anak punya sisi terang...” (Teacher quote) • Active engagement of students
Evaluation	<ul style="list-style-type: none"> • Assessment focused on progress, not results • Modified tasks and portfolios • Emphasis on cognitive and life skills development 	<ul style="list-style-type: none"> • Teacher interviews “IB lebih melihat progres...”
Supporting Factors	<ul style="list-style-type: none"> • Continuous professional development (OJT, peer teaching) • Strong institutional and external support • Collaborative school culture • Inclusive policies 	<ul style="list-style-type: none"> • Documents and teacher testimony • Interview with teachers
Inhibiting Factors	<ul style="list-style-type: none"> • Parental resistance to modified expectations 	<ul style="list-style-type: none"> • Interview data

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|--|---|
| <ul style="list-style-type: none"> • Tension between academic rigor and student capacity • Limited resources and teacher overloa | <p>“Orang tua ingin anaknya diperlakukan sama...”</p> <ul style="list-style-type: none"> • Lack of assistive personnel/tools |
|--|---|

The results of this study indicate that the implementation of the International Baccalaureate (IB) curriculum, particularly the Middle Years Programme (MYP), can be carried out effectively in inclusive and diverse learning environments, provided it is supported by responsive pedagogical practices and close collaboration between educational stakeholders. The case study at Al-Firdaus Junior High School reveals that the successful implementation of the IB curriculum in an inclusive classroom context depends not only on the quality of the curriculum design itself, but is also largely determined by flexibility in implementation, active involvement of educators, consistent institutional support, and parental participation and understanding of the inclusive approuce.

The flexibility of the IB curriculum allows for adaptation to the needs of diverse learners in terms of materials, methods and assessment. Teachers are encouraged to not only act as material deliverers, but as learning facilitators who are able to design meaningful activities that suit the strengths and needs of each student. The inquiry-based approach that characterizes MYP, when combined with differentiation strategies, allows for a teaching and learning process that is relevant and inclusive for both regular students and students with special needs.

This funding is consistent with a number of previous studies that emphasize the importance of teacher readiness in understanding the principles of inclusion, the ability to make curriculum modifications, and the skills to build effective communication with fellow teachers, students, and parents. At Al-Firdaus Junior High School, collaborative forums such as three ways conference and collab meeting have proven to be good practices in building a common understanding and ensuring that the needs of each student are accommodated in the learning process.

However, this study also highlighted some challenges that still need to be addressed. One of these is the perception of some parents who have not fully accepted the concept of inclusive edication and still expect equal academic results between students with disabilities and regular students, without considering the cognitive capacity of individual children. On the other side, teachers face high workload pressures due to demands to adjust learning, conduct formative assessments and meet institutional and parental expectations at the same time. In addition, limited resources such as the number of accompanying teachers, inclusive teaching materials, and available time are also obstacles in optimizing the implementation of the IB curriculum.

Therefore, it is necessary to strengthen institutional support through more progressive policies, increase teacher capacity through continous training, and raise awareness to parents about the importance of student-centered approach. By strengthening an inclusive education ecosystem, the IB curriculum has the potential to not only produce academically excellent graduates, but also individuals who are empathetic, reflective, and ready to face global challenges in a fair and inclusive manner.

CONCLUSION AND IMPLICATIONS

This study investigates the implementation of the International Baccalaureate (IB) Middle Years Programme (MYP) curriculum within an inclusive classroom setting at Al-Firdaus Junior High School. The findings indicate that the IB curriculum can be effectively integrated into diverse learning environments, provided it is supported by responsive pedagogical proctices and strong collaboration among educational stakeholders. Key to this successful implementation is the

flexibility of the IB curriculum itself, allowing for adaptations in materials, methods, and assessment to cater to the unique needs of diverse learners, including those with special educational needs. Teachers act as facilitators, designing meaningful, inquiry-based activities that align with the MYP framework and address individual student strengths and needs. Collaborative forums, such as three-ways conferences involving teachers, students, and parents, and subsequent collab meetings among subject teachers, have proven effective in establishing shared understandings and ensuring student needs are accommodated in the learning process. Evaluation practices further support this inclusivity by focusing on individual student progress rather than comparative outcomes, utilizing modified tasks and portfolios to reflect diverse abilities and developmental trajectories.

However, the study also identifies several significant challenges. These include varying levels of parental acceptance and expectations regarding inclusive education, with some parents desiring similar academic standards for all students irrespective of their individual capacities. Teachers face significant workload pressures due to the demands of curriculum modification, differentiated instruction, and varied assessment methods. Furthermore, limitations in resources, such as the number of accompanying teachers, inclusive teaching materials, and available time, also act as obstacles in optimizing the implementation of the IB curriculum.

Therefore, these findings have several important implications for educational policy and practice. Firstly, educational institutions and policymakers must strengthen institutional support through more progressive policies, including the provision of disability-friendly facilities, access to adaptive learning technology, and an increased number of professional support personnel. Secondly, teacher professional development must be continuous and structured, focusing on inclusive education principles, Universal Design for Learning (UDL), and differentiation strategies, as well as fostering peer learning and reflective practices. Thirdly, a more intensive and educative communication strategy with parents is needed, schools should clearly articulate the philosophy and benefits of inclusive education, and manage parental expectations regarding academic outcomes for students with special needs, focusing on individual progress. By strengthening an inclusive education ecosystem through supportive policies, enhanced teacher capacity, and parental awareness, the IB curriculum has the potential to not only produce academically excellent graduates but also empathetic, reflective individuals ready to face global challenges in a fair and inclusive manner.

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