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Inclusive Curriculum as the Foundation for Transforming Vocational Education to be Adaptive, Sustainable, and Equitable at SMK Sumber Bunga

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ABSTRACT

Amidst technological changes and increasingly complex global challenges, vocational education is required to have a curriculum that can meet the diverse needs of students and the developments in the industrial world. This research explores the contribution of an inclusive curriculum as the main foundation in building adaptive, sustainable, and equitable vocational education at SMK Sumber Bunga. An inclusive curriculum not only ensures the involvement of all students—including those with special needs—but also encourages a flexible, competency-based learning approach that is sensitive to local characteristics. Using qualitative descriptive methods, this study observes the planning, implementation, and evaluation processes of an inclusivity-oriented curriculum. The research results show that the application of inclusive principles enhances the relevance of education to the needs of the workforce and strengthens the sense of justice and active student engagement. This initiative has become a cornerstone in creating a vocational education system that is not only responsive to changes but also ensures sustainability and equal access to education for all.

Keywords: *inclusive education, vocational high school, adaptive vocational education, educational equity, curriculum transformation, sustainability, social justice*



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INTRODUCTION

Vocational education in Indonesia is now in the midst of a wave of change that demands a comprehensive transformation, both in terms of content, approach, and curriculum orientation. Vocational schools (SMK) as institutions that prepare skilled labor are expected not only to produce graduates who are ready to work but also to respond to the increasingly inclusive, complex, and sustainable dynamics of the job market. Unfortunately, many vocational schools still do not have a curriculum framework that can accommodate the diverse needs of students, including those from vulnerable groups or with special needs. In this context, an inclusive curriculum emerges as a fundamental approach in vocational education reform. (Widagdo, 2025) mentions that inclusion in education is not only aimed at students with disabilities but also emphasizes the importance of an education system that can embrace all students equally through non-discriminatory policies and practices. This concept aligns with the principles upheld in the National Education System Law No. 20 of 2003, which emphasizes the right of every citizen to receive education without exception.

Vocational education in the contemporary era must be able to go beyond mere mastery of technical skills (Agustin et al., 2025). UNESCO (2020) emphasizes that effective vocational education must cultivate adaptive, inclusive, and environmentally conscious character. This demands the development of a curriculum that is not rigid and uniform, but rather flexible and contextual to the social and economic realities of the students. At SMK Sumber Bunga, the implementation of an inclusive curriculum is a strategic opportunity to realize equitable vocational education. In local

conditions facing challenges such as the digital divide, limited access to learning, and minimal participation of students from marginalized groups, an inclusive curriculum can be a solution-oriented approach that prioritizes diversity and the participation of all parties. Various studies support the significant role of an inclusive curriculum in improving the quality of the learning process and outcomes. It shows that inclusive teaching can create a more responsive learning environment and motivate students, including in vocational education settings. Inclusion in education reflects the values of social justice and is not merely a technical administrative strategy. Therefore, the initiative to develop an inclusive curriculum at SMK Sumber Bunga is not only a response to the current educational challenges but also a transformative step in building an adaptive, sustainable, and justice-oriented vocational education system (Fauzi et al., 2024).

RESEARCH METHODS

This research uses a descriptive qualitative approach to deeply examine the implementation of an inclusive curriculum at SMK Sumber Bunga as a foundation for transforming vocational education into a responsive, sustainable, and equitable system. Data were collected through direct observation of the learning process in various vocational programs, such as Mechanical Engineering, Culinary Arts, and Visual Communication Design, in order to understand how teaching strategies are adapted to the diverse needs of students, both in terms of background and abilities. In addition, in-depth interviews were conducted with 12 key informants consisting of school leaders, curriculum managers, supporting teachers, regular students, students with disabilities, and parents. These interviews aim to explore the perspectives, challenges, and strategies implemented in the execution of inclusive education (Ulfah, 2024).

Data collection is also supported by document analysis of learning materials, such as syllabi, lesson plans, and internal school policies. The analysis was conducted using content analysis methods to assess the extent to which the values of inclusion, sustainability, and justice are reflected in lesson planning. The results of data triangulation indicate that although there are still obstacles, particularly in terms of facilities and teacher competency improvement, the school has made significant progress. This transformation is evident through the use of project-based social learning, differentiated learning strategies, and collaboration with industry that provides internship opportunities for special needs students. Thus, this qualitative approach successfully revealed the dynamics of change towards a more inclusive and equitable vocational education system (Kasar, 2025).

RESULTS AND DISCUSSION

Inclusivity as a Cultural Movement: Breaking Down the Barriers of Exclusivity in Vocational Education

In the world of vocational education in Indonesia, particularly at SMK Sumber Bunga, inclusivity must be viewed as a comprehensive cultural transformation process, not merely an administrative adjustment (Fazira et al., 2025). The exclusivity that has long been entrenched in the education system is not only reflected in policies that restrict access but also in mindsets that create stigma against students with special needs, gender bias in the selection of majors, and a narrow view of vocational education as a "second choice." Therefore, building inclusive education requires a profound collective paradigm shift specifically, shifting the perspective on diversity as a fundamental value in learning, not as a challenge. These inclusive values need to be rooted in the entire school life system, from policies, learning practices, to the social dynamics that occur within it (Toleransi et al., 2025).

This cultural process demands a redefinition of the orientation of vocational education institutions. SMK Sumber Bunga views differences in background, individual conditions, and student preferences as social capital that enriches the learning experience. This effort is not sufficient merely by changing the curriculum structure, but must be accompanied by the formation of a participatory culture where all students feel valued and given space to develop according to their individual characteristics (Yulaichah et al., 2024). An inclusive curriculum, in this case, acts as a vehicle for cultural change that enables schools to integrate principles of justice and adaptability into all dimensions

of learning. The curriculum is designed flexibly to respond to the diverse needs and local potentials, and to adapt to the ever-changing dynamics of the workforce (Perencanaan et al., 2025).

In its implementation, inclusivity also demands updates in teaching methods and the relationship between teachers and students (Fastmadhi et al., 2024). Teachers are no longer the sole center of knowledge but play the role of guides who can facilitate diversity-based learning. At SMK Sumber Bunga, a project-oriented, collaborative, and empathy-strengthening learning approach becomes the main strategy in accommodating diverse learning needs. Teachers and educational staff are provided with continuous training to be able to create inclusive and emotionally, socially, and cognitively responsive learning spaces (Susilowati et al., 2025). In addition, the involvement of families and communities becomes an inseparable part of building a comprehensive and mutually reinforcing educational ecosystem.

Table 1. Conceptual Framework: Inclusivity as a Cultural Transformation in Vocational Education

Component	Paraphrased Academic Description
Central Focus	Inclusivity is approached as a strategy for social and institutional transformation within vocational education systems.
Analytical Approach	Cultural – explores how values, norms, and pedagogical practices shape inclusive or exclusive educational environments.
Core Issue	The persistence of exclusivist structures such as limited access, bias, and discrimination within vocational schools.
Research Aim	To analyze how inclusive cultural shifts can dismantle systemic barriers and foster equity in vocational learning spaces.
Key Dimensions of Inclusion	<ul style="list-style-type: none"> - Equal access to learning opportunities - Recognition of student diversity - Adaptive and flexible curricula.
Cultural Shift Indicators	<ul style="list-style-type: none"> - Mindset change among educators - Curriculum reform toward inclusion - Engagement with families and communities.
Expected Outcome	A vocational education system that is fair, adaptive, socially responsive, and free from structural discrimination.
Contextual Significance	Supports the "Merdeka Belajar" policy and aligns with the Sustainable Development Goals (SDG 4 – Inclusive Quality Education).

The symbolic aspects of school culture also play an important role in building inclusive vocational education. Student representation should no longer be dominated by stereotypes, but rather should showcase the diverse roles and contributions of all individuals. The narrative about students from vulnerable groups should not only be positioned as "beneficiaries," but as active actors who add color and make real contributions to the school community. Efforts such as the use of inclusive language, the provision of teaching media that reflects social plurality, and the organization of school activities open to all groups, are part of a symbolic strategy to foster a sense of belonging among students. Through this approach, the school becomes a space that promotes equality of meaning and social representation (Alimuddin & Yuzrizal, 2020).

By internalizing the values of inclusivity as part of the school culture, SMK Sumber Bunga is building a foundation for vocational education that supports social justice and sustainability. Vocational education no longer solely develops technical skills, but also shapes the character of students to be inclusive, adaptive, and capable of addressing global challenges. Therefore, inclusivity must be the main pillar in every aspect of planning and implementing vocational education. This movement is not a temporary agenda, but rather a long-term process that becomes institutionalized within the structure, culture, and values of a more democratic and equitable national education system (Haribyanto, 2021).

Curriculum Adaptability and Institutional Resilience: Restructuring Learning Frameworks in the Era of Sustainable Education

In this context, the complexity of challenges such as the acceleration of the 4.0 industrial revolution and the transition to 5.0 industry, digital transformation, changes in the job market, and the increasingly diverse characteristics of learners demand a comprehensive and continuous curriculum renewal (Prasetio et al., 2025). In the midst of this landscape, SMK Sumber Bunga needs to position itself as an agent of change that is not only responsive but also anticipatory towards these dynamics. An inclusive and adaptive curriculum must be designed with consideration of the diversity of learning styles, social backgrounds, academic abilities, and special needs of students. It is not enough to emphasize only the technical or vocational dimensions; it is also important to integrate humanistic principles and social justice at every stage of the curriculum design. This is realized through the application of strategies such as contextual project-based learning, digitalization of learning resources to expand access, and individualized formative assessments to authentically and meaningfully capture student development (Soepriyanti et al., 2025).

However, the success of implementing the inclusive curriculum highly depends on institutional resilience. Resilience does not only mean the toughness to endure difficult situations—such as pandemics, economic uncertainties, or regulatory changes—but also encompasses the ability to transform sustainably (Sekolah, 2025). At SMK Sumber Bunga, resilience is built through transparent and adaptive governance, enhancing teachers' capacity to implement transformative pedagogy, utilizing digital technology for hybrid learning, and expanding strategic partnerships with DUDIKA (Business World, Industrial World, and Working World) (Førland & Roxå, 2024). This cross-sector partnership enables authentic, real-world-based learning, preparing students to face the complex and ever-evolving future work context. With the synergy between educational institutions and the industrial ecosystem, learners gain holistic and relevant learning experiences, strengthen work skills, and build professional networks from an early age.

Table 2. Data Collection Method

Data Collection Method	Purpose or Target Use
In-depth interviews	To explore in detail the experiences and perspectives of students, educators, and policymakers regarding inclusion in vocational settings.
Direct observation	To directly observe educational interactions in order to identify inclusive or exclusive practices.
Document analysis	To examine institutional documents and archives (e.g., curricula, regulations) for policies related to inclusivity.
Focus Group Discussions (FGDs)	To gather collective viewpoints from participants regarding the socio-cultural realities of vocational education.
Surveys (structured/semi-structured)	To collect quantitative data on participants' attitudes and perceptions toward the principles of inclusion in education.
Discourse analysis	To investigate how language is used to construct or reinforce exclusive attitudes within vocational education.

Furthermore, the desired transformation of vocational education requires concrete steps to reorganize the structure and objectives of education. This includes the reformulation of learning content to align with the principles of sustainable development, strengthen aspects of social justice, and foster a spirit of social entrepreneurship (Raharjo et al., 2024). The interdisciplinary learning approach and problem-based learning not only enhance the quality of education but also create space to foster 21st-century competencies, such as critical thinking, effective communication, collaboration, and creativity. With this framework, SMK Sumber Bunga is expected to produce graduates who are not only technically competent but also possess social sensitivity, high adaptability, and the courage to become agents of change in society. Graduates like these are needed to build a more inclusive, sustainable, and resilient future amidst the increasingly complex global uncertainties (Rudiyanto et al., 2022).

Structural Justice and Micro Practices: Measuring the Effectiveness of Inclusivity through Class and Policy Realities

1. Structural Justice as the Foundation of an Inclusive Curriculum

Structural justice serves as an important foundation in supporting inclusive vocational education that reaches all layers of learners. At SMK Sumber Bunga, this form of justice encompasses more than just national policies; it also reflects how the distribution of resources, support service systems, and synergy among parties can ensure equal access for all students. Although normative regulations for inclusive education are already in place, their implementation still faces serious challenges, particularly in terms of providing accessible physical facilities, the adequacy of special education teachers, and the availability of diversity-friendly counseling services (Anwar et al., n.d.).

Efforts for internal school reform, such as the establishment of inclusion service units and the implementation of individualized learning programs, become important strategies to bridge the gap between the ideal values of the curriculum and the reality on the ground. Without school policies that genuinely support diversity, the principle of inclusivity is feared to remain merely a policy formality without bringing about significant change. Therefore, strengthening governance and institutional vision becomes crucial in building an educational ecosystem that is truly inclusive and responsive to the social dynamics of students (Putri, 2023).

2. Micro-Practice in Inclusive Learning

Micro-practice in inclusive learning refers to pedagogical actions that take place directly in the classroom and influence individual students' learning experiences. In vocational education, this form of practice becomes very important because the learning approach is often applicative and skill-based. According to Rofiah et al. (2025), responsive teaching through collaborative projects, personal approaches, and the use of contextual methods can create a learning atmosphere that supports the diversity of students.

From an implementation perspective, micro-practice demands the creativity of teachers in adjusting teaching materials and learning methods according to the conditions of the students. Muharam and Afrilia (2025) explain that forms of micro-intervention, such as visual presentation of materials, heterogeneous grouping, and task modification, have proven capable of encouraging active student participation. In vocational learning that emphasizes hands-on experience, strategies such as guided demonstrations and student collaboration become effective solutions to reach students with diverse abilities.

In addition to technical aspects, micro-practice also encompasses social-emotional dimensions, particularly the teacher's ability to build safe and supportive relationships with students. Yuda and Subadra (2025) highlight the importance of empathetic communication, the use of restorative approaches in classroom management, and the willingness to listen to students' voices. In vocational education, which places a strong emphasis on character building, the success of learning heavily depends on the teacher's ability to create an inclusive classroom climate and motivate all parties involved.

However, the reality on the ground shows that there are still gaps in inclusive micro-practices. Santosa's (2024) research shows that the majority of vocational educators do not yet possess adequate inclusive pedagogical competencies. They tend to apply uniform teaching strategies that do not take into account the individual conditions of the students. The absence of adequate training and lack of institutional support result in minimal adoption of micro-practices that are sensitive to the diversity of learners.

Therefore, to realize a truly inclusive and equitable vocational education system, strengthening micro-practices must be a priority. Teachers are not only required to have technical expertise but also social sensitivity, interpersonal skills, and adaptive learning strategies. Inclusive micro-practices are a true reflection of educational institutions' commitment to equality and justice in the teaching and learning process, which ultimately drives the transformation of vocational education to become more responsive and humanistic.

3. Evaluation of Inclusivity Effectiveness from Structural and Practical Perspectives

The success of inclusive education implementation does not solely depend on good intentions or normative discourse, but rather requires comprehensive and sustainable structural support. These structural dimensions encompass several important elements such as inclusive national education policies, school leadership oriented towards social justice, and equitable distribution of educational

resources. (Khikmah, F. Santosa, A. B. & Sudarsono, 2022) emphasize that inclusivity will not be effective if it is not supported by concrete policies that promote teacher capacity development, the provision of accessible facilities and infrastructure, and an evaluation system sensitive to differences in students' abilities and backgrounds. In this context, the existence of a curriculum that accommodates the diversity of students must be followed by clear implementation mechanisms, such as the provision of professional teaching assistants, the availability of assistive technology, and flexibility in time and teaching methods. If not, inclusion will only become an administrative jargon without substance.

Although policy frameworks and institutional structures are very important, the reality of implementing inclusive education in the classroom is the main determinant of its successful implementation. This is where the dimension of praxis takes a central role. A study by (Mulya, 2025) shows that learning strategies capable of accommodating individual student needs, teachers' pedagogical skills in managing heterogeneous classes, and the quality of interpersonal relationships between teachers and students are key to creating a truly inclusive learning space. Failures often occur not because of the absence of inclusion policies, but because teachers lack understanding or skills in applying them in practice. The lack of training, resistance to changes in teaching paradigms, and high administrative burdens are real obstacles in the implementation of inclusive education. Therefore, the effectiveness of inclusion cannot be judged solely by written policies, but also by how those policies are translated into real actions on the ground.



Figure 1. Conceptual Framework: Inclusivity as a Cultural Transformation in Vocational Education

To obtain a comprehensive picture of the effectiveness of inclusive education, the evaluation approach must involve two levels simultaneously: the structural level (macro) and the praxis level (micro). suggests an evaluative approach that combines quantitative and qualitative methods. For example, statistical data on the participation of special needs students in various school programs can be used to assess aspects of accessibility and inclusion. However, to understand the actual learning experience, in-depth interviews, classroom observations, and narrative studies are essential. In other words, the effectiveness of inclusion cannot be measured solely by numerical indicators, but also by deeply understanding how students perceive their presence within the education system. Such analysis opens up space for sharper policy reforms and more empathetic pedagogical interventions. In the context of vocational education, this approach becomes increasingly important given the complexity of students' needs and the demands of a more inclusive and dynamic job market. Collaboration between policymakers, educators, students, and local communities is an absolute requirement to build a vocational education system that is not only formally equitable but also functionally equitable.

CONCLUSION

The implementation of an inclusive curriculum at SMK Sumber Bunga reflects a genuine commitment to transforming vocational education towards a system that is more open, fair, and relevant to the needs of the times. The curriculum is no longer understood as a rigid technical document, but rather as a strategic instrument that guarantees the right to learn for all students, regardless of their social, economic, or individual backgrounds. By making diversity the main foundation in the design of learning, the school has succeeded in creating a more responsive and adaptive educational environment

to differences. The inclusive curriculum implemented reflects the institution's efforts to produce graduates who not only excel in vocational skills but also possess social sensitivity and awareness of their roles in society. This approach expands the role of schools from mere training centers to comprehensive and transformative empowerment hubs.

Furthermore, an inclusive curriculum serves as a strategic link between the world of education, the world of work, and the local community. Through the adjustment of contextual content and learning methods, schools help shape adaptive learners who can collaborate across backgrounds and possess an open mindset skills that are essential in facing the dynamic challenges of the workforce. Nevertheless, the success of this initiative heavily relies on the sustainability of institutional support, synergy among parties, and consistency in implementing policy and cultural changes within the school. Therefore, continuous efforts are needed to strengthen teacher capacity, evaluate the learning system, and develop strategic partnerships with industry and the community to ensure that inclusivity truly becomes the core of vocational education transformation.

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