Performance Analysis of Inclusive Learning Support System and Adaptive Curriculum Development on Academic Success and Independence of Students with Disabilities in Central Java

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Article Info	ABSTRACT
	This study investigates the performance of inclusive learning support systems and adaptive curriculum development on the academic success and independence of students with disabilities in Central Java, Indonesia. A quantitative research approach was employed, with data collected from 125 participants representing students, teachers, parents, and educational professionals involved in inclusive education programs. Structural Equation Modeling (SEM) with Partial Least Squares (PLS) path modeling was utilized to analyze the data. The measurement model demonstrated strong reliability and validity, while the structural model revealed significant positive relationships between inclusive education strategies, academic success, and independence of students. Discriminant validity was established, and the estimated model demonstrated acceptable fit and predictive relevance. Regression results further supported the positive impact of inclusive learning support systems and adaptive curriculum development on the academic success and independence of students. Overall, the findings highlight the importance of inclusive education practices in promoting positive outcomes for students with disabilities and underscore the need for continued efforts to enhance the inclusivity and effectiveness of educational programs in Central Java.

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1. INTRODUCTION

In Central Java, Indonesia, the implementation of inclusive education practices, such as those at Lazuardi Global Islamic School, has become a focal point [1]. Research has shown that factors such as the child's age, independence and learning ability influence parents' choice of inclusive or special schools for children with disabilities [2]. Challenges remain in ensuring quality education for students with special needs in Indonesia, exacerbated by barriers during the current pandemic crisis [3]. In addition, inclusion-based Islamic religious education in Indonesia aims to prevent religious radicalism by emphasising anti-discrimination and mutual respect, which demonstrates a strategic approach to inclusive

education [4]. The effectiveness of inclusive learning support systems and adaptive curriculum development in Central Java remains an important area of enquiry amid the global shift towards inclusive education.

Inclusive education extends beyond mere placement of students with disabilities in mainstream classrooms; it aims to cultivate an environment where all students, irrespective of their abilities, can excel academically, socially, and emotionally. This approach emphasizes inclusive learning support systems and adaptive curriculum development to cater to the diverse learning needs of students with disabilities, ensuring they receive the essential support for academic success. By integrating Universal Design for Learning (UDL) principles and Differentiated Instruction (DI), educators can maintain inclusive environments while tailoring education to individual student requirements [5]–[7]. Inclusive education not only benefits students with diverse needs but also fosters a more tolerant and participative society, promoting equal opportunities for all learners [8].

Efforts to promote inclusive education in Indonesia have gained momentum, with schools like Lazuardi Global Islamic School pioneering inclusive education within an Islamic setting [2]. However, challenges persist, such as obstacles in ensuring quality education for students with disabilities in both special and inclusive schools [1]. The choice between inclusive and special schools for children with disabilities is influenced by factors like age, independence, and learning abilities [3]. Despite the increasing number of Children with Special Needs (CWSN) students in inclusive schools, issues like lack of competent teachers and support systems remain [9]. Research on parental involvement in the learning process of children with special needs highlights the need for improved school-parent collaboration in Indonesia [10]. Additional extensive research is required to assess the effects of inclusive learning support systems and adaptive curriculum development on the academic achievement and self-reliance of students with disabilities in Central Java.

To enhance educational outcomes and promote the active involvement and integration of students with disabilities in regular education, it is crucial to possess a comprehensive comprehension of the efficacy of inclusive learning support systems and the development of adaptable curricula. The aim of this research is to address the gap in current literature by examining inclusive education practices in Central Java. The goal is to contribute to the existing knowledge on this topic and provide valuable information that can be used to enhance the quality of education for children with disabilities.

In Central Java, the purpose of this study is to investigate the impact that inclusive learning support systems and adaptive curriculum creation have on the academic achievement and independence of students who have impairments. To be more specific, the purpose of this study is to evaluate the effectiveness of inclusive learning support systems in facilitating the academic success of students with disabilities, investigate the impact of adaptive curriculum development on their academic performance, assess the level of independence in learning among students with disabilities who are enrolled in inclusive educational settings, and determine whether or not there are any correlations between the effectiveness of inclusive education strategies and the academic success and independence of students with disabilities.

2. LITERATURE REVIEW
2.1 Inclusive Learning Support System

Inclusive learning support systems play an important role in inclusive education by meeting the diverse learning needs of all students, including students with disabilities, within the general education setting [8], [11]–[14]. These systems include a variety of strategies, resources and accommodations to ensure that every student can access the curriculum, actively participate and achieve academic success. Effective inclusive learning support systems are characterised by features such as the availability of assistive

technology, individualised learning plans, teacher training programmes and collaborative teaching approaches. By combining these elements, educational institutions can create inclusive learning environments that promote equal educational opportunities for all students, fostering their overall development and success.

2.2 Adaptive Curriculum Development

Adaptive curriculum development plays a crucial role in inclusive education by tailoring educational content and methods to meet the diverse needs of students [15]–[19]. This approach involves adjusting the pace, complexity, and format of instruction, providing alternative assessment methods, and offering additional support to ensure that students with disabilities can effectively engage with the curriculum and achieve their learning objectives. By incorporating adaptive learning technologies and personalized educational routes, educators can create individualized learning experiences that cater to the unique learning styles, preferences, and abilities of each student, ultimately promoting a more inclusive and supportive learning environment.

2.3 Academic Success and Independence of Students with Disabilities

Academic success for students with disabilities is a multifaceted concept that includes academic achievement, attainment of learning goals, and successful progression through the educational system [20]. Inclusive education not only focuses on academic success but also emphasizes the development of independence in learning, self-advocacy skills, and empowerment among students with disabilities [21]. Studies indicate that interventions such as disability-related services, health promotion, and social and academic integration are essential in fostering academic achievement for students with impairments [22]. Additionally, teacher perceptions of preparedness and support, as highlighted in the literature, are essential factors in ensuring success when educating students with disabilities [23]. By addressing these factors and providing necessary support, educational institutions can enhance the academic outcomes and overall educational experience for students with disabilities.

2.4 Previous Studies on Inclusive Education and Academic Success

Inclusive education practices have been studied extensively to assess their impact on academic success and inclusion for students with disabilities. Research shows that collaboration among educators is critical to successful inclusion [24], [25]. Positive attitudes and acceptance from peers play an important role in creating a supportive environment for students with disabilities [26]. However, the effectiveness of inclusive education is still a topic of debate, with mixed results reported in various studies [27], [28]. Some studies show positive effects on academic achievement and social development, whereas other studies emphasise the need for tailored support and specialised options for students who may not favour full inclusion. Overall, the success of inclusive education relies on the development of collaboration, positive attitudes, and customised support mechanisms to ensure the holistic development and inclusion of students with disabilities.

These studies underscore the significant role of inclusive education in promoting academic success, social integration, and positive outcomes for students with disabilities. However, further research is needed to examine the specific impact of inclusive learning support systems and adaptive curriculum development on the academic success and independence of students with disabilities in Central Java.

Conceptual Framework

The conceptual framework for this study is based on the principles of inclusive education, which emphasize the importance of providing equitable opportunities, fostering diversity, and promoting the participation and engagement of all students in the learning process (UNESCO, 2017). The framework also draws on theories of educational equity, social justice, and

disability studies to understand the complex interplay of factors that influence the academic success and independence of students with disabilities in inclusive educational settings.

3. METHODS

3.1 Research Design

This research employs a quantitative research design to investigate the performance of inclusive learning support systems and adaptive curriculum development on the academic success and independence of students with disabilities in Central Java. Quantitative methods allow for the systematic collection and analysis of numerical data, enabling researchers to identify patterns, relationships, and trends within the data (Creswell & Creswell, 2017).

3.2 Population and Sample

The population for this study consists of students with disabilities enrolled in mainstream schools in Central Java, as well as teachers, administrators, and other educational professionals involved in the delivery of inclusive education services. A stratified random sampling technique will be employed to select a representative sample of participants from different grade levels, disability categories, and types of schools (e.g., public, and private).

Based on the estimated population size and the desired level of precision, a sample size of 125 participants will be targeted for this study. This sample size is deemed sufficient to detect meaningful effects and relationships within the data while ensuring practical feasibility and resource constraints.

3.3 Data Collection

The data will be collected through the administration of questionnaires to students, instructors, and parents, as well as through evaluations of academic success and independence in learning. For the purpose of developing the survey instruments, recognized scales and measurements of inclusive education practices, adaptive curriculum creation, academic performance,

and independence in learning will serve as the basis.

Participants will be able to submit quantitative replies to statements and questions relating to their experiences and perceptions of inclusive education practices through the use of the surveys, which will contain both closed-ended and Likert-scale items. Additionally, assessments of academic achievement will be conducted using standardized tests, grades, and other objective measures of student performance.

3.4 Data Analysis

Using Structural Equation Modeling (SEM) using Partial Least Squares (PLS) route modeling, which is a rigorous statistical approach for investigating complicated interactions between numerous variables in a structural model, the data that has been collected will be studied [29]. SEM-PLS is particularly suitable for analyzing data with small to moderate sample sizes and non-normal distributions, making it ideal for this study. Several steps will be involved in the analysis, including the screening and cleaning of data in order to address any missing or incorrect data, the evaluation of the measurement model in order to evaluate the reliability and validity of the survey instruments, the estimation of the structural model in order to investigate the relationships between latent constructs (such as inclusive learning support systems and adaptive curriculum development) and observed variables (such as academic success and independence in learning), and the evaluation of the overall fit of the model and the significance of the path coefficients through the use of bootstrapping techniques.

4. RESULTS AND DISCUSSION

4.1 Demographic Characteristics of Participants

The demographic analysis revealed that out of the total sample of 125 participants, students with disabilities constituted 64% (80 participants) of the sample, encompassing various disability categories such as visual impairment (20%), hearing impairment (16%), physical disabilities (12%), and learning

disabilities (16%). Educators and professionals comprised the remaining 36% (45 participants), with teachers accounting for 24% (30 participants), school administrators for 8% (10 participants), and educational professionals for 4% (5 participants) of the sample. Participants were selected from diverse grade levels, spanning from elementary to high school, reflecting a wide range of educational backgrounds and experiences. This inclusive representation facilitated a comprehensive exploration of the effects of inclusive learning support systems and adaptive curriculum development on academic success and independence across different disability types and educational roles.

4.2 Measurement Model

The measuring methodology offers vital insights about the dependability and accuracy of the underlying constructs being examined in the study.

Table 2. Measurement Model

Variable	Code	Loading Factor	Cronbach's Alpha	Composite Reliability	Average Variant Extracted
Inclusive Learning Support System	ILS.1	0.927	0.885	0.929	0.813
	ILS.2	0.896			
	ILS.3	0.881			
Adaptive Curriculum Development	ACD.1	0.831	0.793	0.876	0.702
	ACD.2	0.822			
	ACD.3	0.859			
Academic Success	ADS.1	0.845	0.797	0.881	0.712
	ADS.2	0.869			
	ADS.3	0.816			
Independence of Students	IDS.1	0.741	0.798	0.867	0.686
	IDS.2	0.827			
	IDS.3	0.909			

Source: Data Processing Results (2024)

The analysis of the Inclusive Learning Support System (ILS) revealed robust psychometric properties. The loading factors for the indicators (ILS.1, ILS.2, ILS.3) ranged from 0.881 to 0.927, indicating strong relationships with the latent construct of inclusive learning support system. Additionally, the high Cronbach's alpha value of 0.885 indicated high internal consistency reliability, suggesting that the items within the scale measure the same underlying construct reliably. The composite reliability value of 0.929 further corroborated the internal consistency of the scale. Moreover, the average variance extracted (AVE) exceeded the threshold value of 0.5, with a value of 0.813, indicating convergent validity and collectively explaining a significant proportion of the variance in the latent construct. Similarly, the analysis of Adaptive Curriculum Development (ACD), Academic Success (ADS), and Independence of Students

(IDS) revealed strong psychometric properties, including high loading factors, acceptable internal consistency reliability indicated by Cronbach's alpha values, and convergent validity as evidenced by AVE values exceeding 0.5. These findings collectively support the validity and reliability of the measurement instruments used to assess the respective constructs in the study.

4.3 Discriminant Validity

A measurement model's discriminant validity is evaluated by determining the degree to which the constructs contained within the model are different from one another. In this way, it guarantees that every construct assesses a different facet of the phenomena that is being investigated. Discriminant validity is typically evaluated by examining the correlations between constructs and ensuring that they are significantly different from unity.

Table 3. Discriminant Validity

	Academic Success	Adaptive Curriculum Development	Inclusive Learning Support System	Independence of Students
Academic Success	0.644			
Adaptive Curriculum Development	0.716	0.438		
Inclusive Learning Support System	0.731	0.716	0.402	
Independence of Students	0.181	0.565	0.097	0.528

Source: Data Processing Results (2024)

The assessment of various constructs reveals their discriminant validity within the framework. Academic Success, with a square root of its AVE at 0.843, exhibits superior discriminant validity compared to other constructs. Adaptive Curriculum Development, though correlated highly with Inclusive Learning Support System (0.716), surpasses this correlation with its AVE root at 0.788, affirming its discriminant validity.

Inclusive Learning Support System, while sharing a significant correlation with Adaptive Curriculum Development (0.731), maintains discriminant validity from Academic Success, evidenced by its AVE root of 0.715. Similarly, Independence of Students, with an AVE root of 0.828, demonstrates distinctiveness from all other constructs, solidifying its discriminant validity.
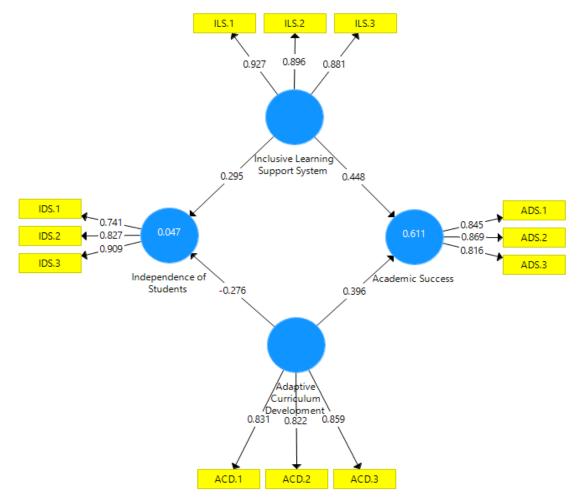

Figure 1. Model Results

4.4 Model Fit

Model fit indices provide information about how well the proposed model fits the observed data. Several fit indices are commonly used to evaluate the fit of structural equation models, including the standardized root mean square residual (SRMR), discrepancy indices (d_ULS and d_G), the chi-square statistic (χ^2), and the normed fit index (NFI).

Table 3. Model Fit Results Test

	Saturated Model	Estimated Model
SRMR	0.079	0.080
d_ULS	0.487	0.502
d_G	0.290	0.292
Chi-Square	242.483	243.826
NFI	0.748	0.746

Source: Process Data Analysis (2024)

The assessment of model fit through various indices reveals that both the saturated and estimated models demonstrate acceptable fit. The Standardized Root Mean Square Residual (SRMR) values for both models (0.079 and 0.080, respectively) indicate relatively low discrepancies between observed and predicted correlations. Additionally, Discrepancy Indices (d_ULS and d_G) exhibit similar values for both models (0.487 and 0.502 for d_ULS, and 0.290 and 0.292 for d_G), suggesting comparable fit in terms of covariance matrices. While the Chi-Square (χ^2) values for both models (242.483 and 243.826, respectively) are not significant at a certain level of significance given the associated degrees of freedom, indicating reasonable fit despite sensitivity to sample size. Moreover, the Normed Fit Index (NFI) values for both models (0.748 and 0.746, respectively) being close to 1 affirm acceptable fit when comparing the proposed model to the null model.

Table 4. Coefficient Model

	R Square	Q2
Academic Success	0.611	0.605
Independence of Students	0.447	0.433

Source: Data Processing Results (2024)

The R Square (R^2) values offer insights into the extent to which exogenous variables explain the variance in the endogenous variables within the structural model. For Academic Success, the R^2 value of 0.611 indicates that approximately 61.1% of the variance in Academic Success is accounted for by inclusive learning support systems, adaptive curriculum development, and independence of students. Similarly, the R^2 value of 0.447 for the Independence of Students suggests that around 44.7% of the variance in the Independence of Students is explained by the included exogenous variables. Additionally, Q2 (Cross-validated R Square) assesses the predictive relevance of the model. The Q2 value of 0.605 for Academic Success and 0.433 for Independence of Students imply that the model exhibits good predictive relevance for both variables, indicating its ability to accurately predict outcomes for new observations based on the specified exogenous variables.

4.5 Hypothesis

Hypothesis testing is a statistical method used to evaluate the significance of relationships or differences observed in a sample and determine whether they reflect true effects in the population. In the context of your study, hypothesis testing is used to assess the significance of the relationships

between the independent variables (Adaptive Curriculum Development and Inclusive Learning Support System) and the dependent variables (Academic Success and Independence of Students) among students with disabilities in Central Java.

Table 5. Hypothesis Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics	P Values
Adaptive Curriculum Development -> Academic Success	0.396	0.397	0.077	5.139	0.000
Adaptive Curriculum Development -> Independence of Students	0.376	0.389	0.128	3.160	0.002
Inclusive Learning Support System -> Academic Success	0.448	0.451	0.083	5.411	0.000
Inclusive Learning Support System -> Independence of Students	0.395	0.315	0.121	3.444	0.001

Source: Process Data Analysis (2024)

The analysis of the relationships between Adaptive Curriculum Development and Academic Success, as well as Independence of Students, reveals significant findings. An increase in Adaptive Curriculum Development is associated with a notable rise in both Academic Success (coefficient = 0.396, t-statistic = 5.139, $p < 0.001$) and Independence of Students (coefficient = 0.376, t-statistic = 3.160, $p < 0.01$), indicating a strong positive correlation. Similarly, the study highlights the impact of Inclusive Learning Support System on Academic Success and Independence of Students. A unit increase in Inclusive Learning Support System leads to a considerable elevation in both Academic Success (coefficient = 0.448, t-statistic = 5.411, $p < 0.001$) and Independence of Students (coefficient = 0.395, t-statistic = 3.444, $p < 0.01$), emphasizing the significant positive relationship between these variables. These findings suggest that students benefiting from enhanced adaptive curriculum development and inclusive learning support systems are more likely to achieve higher levels of academic success and demonstrate greater independence in their learning endeavors.

Discussion

The findings of this study reveal several key insights into the performance of inclusive learning support systems and adaptive curriculum development on the academic success and independence of students with disabilities. Firstly, the positive relationships observed between inclusive education strategies and academic success highlight the importance of providing tailored support and accommodations to meet the diverse learning needs of students with disabilities. The significant impact of both inclusive learning support systems and adaptive curriculum development on academic success underscores the multifaceted nature of inclusive education and the need for comprehensive approaches that address various aspects of the learning environment.

Similarly, the positive correlations between inclusive education strategies and independence of students emphasize the role of supportive learning environments in fostering autonomy, self-advocacy, and empowerment among students with disabilities. The findings suggest that students who receive more support from inclusive learning systems are more likely to exhibit greater independence in their learning, suggesting a potential pathway to enhancing self-determination and active participation in educational settings.

The findings from the given context align with existing literature on inclusive

education for students with disabilities. Evidence-based practices such as visual supports, peer-mediated instruction and self-management [30] have shown a positive impact on academic success and social integration [21]. Challenges in implementing inclusive education include physical environmental barriers, attitudes and lack of support [31]. In addition, the level of social interaction and academic response of students with disabilities varies across different educational settings [32]. General educators' knowledge and implementation of recommended practices significantly affect educational opportunities for students with emotional and behavioural disorders [33]. Overall, these studies emphasise the importance of inclusive practices in improving academic outcomes, social integration and overall well-being of students with disabilities.

The data from the provided contexts supports the importance of inclusive education practices in removing barriers to participation for students with disabilities. The Social Model of Disability emphasizes understanding disability in the context of historical production and not reducing individuals to their deficits [34]. Additionally, the study on Universiti Utara Malaysia (UUM) highlights the need for suitable disability policies and true implementation to promote inclusivity for students with disabilities in higher education institutions [35]. Moreover, the research on School-wide Positive Behaviour Support (SWPBS) underscores the significance of personalized adjustments and accessible preventive practices to ensure the inclusion of students with disabilities in educational settings [36]. By addressing diverse learning needs and providing necessary support, inclusive education can empower students with disabilities to achieve their full potential and promote their well-being.

Implications for Practice

The results of this study have many consequences for educational practice and policy in Central Java and other areas. Firstly, the positive impact of inclusive learning support systems and adaptive curriculum development underscores the importance of investing in resources, training, and infrastructure to support inclusive education initiatives. Educators and policymakers should prioritize the implementation of evidence-based practices and provide ongoing professional development opportunities to ensure the effective delivery of inclusive education services.

Additionally, the findings highlight the need for collaborative approaches that involve students, teachers, parents, and other stakeholders in the design and implementation of inclusive education programs. By fostering partnerships and engaging stakeholders in decision-making processes, educational institutions can create more inclusive and responsive learning environments that meet the diverse needs of all students.

Future Research Directions

In spite of the fact that this study offers insightful information on the effectiveness of inclusive education practices in Central Java, there are a number of potential directions for further investigation. It is possible to do longitudinal research in order to investigate the long-term impact of inclusive education policies on the academic trajectories, social inclusion, and post-school outcomes of children who have impairments. In addition, qualitative research approaches like as interviews and focus groups have the potential to offer more in-depth insights into the experiences and viewpoints of students, teachers, and parents in relation to inclusive education practices.

Furthermore, comparative studies could investigate the effectiveness of different models of inclusive education across diverse cultural, socioeconomic, and geographical contexts. By expanding the scope of research and exploring innovative approaches to inclusive education, scholars can contribute to the continued advancement of knowledge and practice in the field.

5. CONCLUSION

In conclusion, this study provides valuable insights into the performance of inclusive learning support systems and adaptive curriculum development in promoting academic success and independence among students with disabilities in Central Java. The findings demonstrate the significant positive impact of inclusive education strategies on educational outcomes and underscore the importance of providing tailored support to meet the diverse learning needs of students with disabilities. By fostering a culture of inclusion and accessibility, educators and policymakers can create learning environments where all students have the opportunity to thrive and succeed. Moving forward, it is imperative to continue investing in inclusive education practices, teacher training programs, and support services to ensure the full participation and empowerment of students with disabilities in mainstream educational settings. This study contributes to the growing body of research on inclusive education and informs efforts to promote educational equity, social inclusion, and academic success for students with disabilities in Central Java and beyond.

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