



Parents' and Teachers' Perspectives Regarding Inclusive Curriculum Modifications : Challenges and Strategies for Effective Implementation

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Abstract: This study aims to explore parents' and teachers' perceptions of curriculum modifications, the factors influencing their acceptance, and the challenges in implementation. This study employed a systematic literature review method adapted from PRISMA framework guidelines relying on literature sources from Scopus and the Watase Uake tool. Thematic analysis was utilized as the interpretive lens within an integrative review framework involving (1) systematic data extraction, (2) thematic coding, and (3) synthesis. The findings of this study indicate that parents focus more on the impact of modifications on their children's social and emotional development, while teachers emphasize academic effectiveness and technical challenges in implementation. Factors influencing their acceptance include school policy support, involvement in decision-making, and professional training for teachers. The main challenges in implementing an inclusive curriculum include ineffective communication between schools and parents, limited resources, and a lack of teacher training. This study recommends increasing parental involvement in curriculum development, strengthening teacher training, and formulating clearer policies. Closer collaboration between schools, teachers, and parents is key to ensuring the successful modification of the curriculum in inclusive schools. Further studies using an empirical approach are suggested to gain a deeper understanding of the effectiveness of curriculum modifications and their impact on students with special needs.

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Introduction

Inclusive education is an approach aimed at providing a fair learning environment for all students, including those with special educational needs (Alessandro, 2020). One of the main components of inclusive education is curriculum modification, which involves adapting learning materials, teaching methods, and assessments to ensure that all students can access and understand the lessons according to their abilities (Antoninis et al., 2020; Chairunnisa & Rismita, 2022). In various countries, curriculum modification has become a key strategy in creating a more inclusive and responsive education system that caters to individual needs. However, the implementation of curriculum modifications still faces numerous challenges, particularly in terms of acceptance and perception among parents and teachers, who are the primary actors in inclusive education (Adiputra et al., 2019).

As two key stakeholder groups with significant roles in the success of inclusive education, parents and teachers often have differing perspectives on curriculum modifications (O'Leary et al., 2020). Parents tend to evaluate the success of curriculum modifications based on the extent to which their children can participate in an inclusive learning environment without facing significant barriers. In contrast, teachers often encounter challenges in



implementing curriculum modifications due to limited resources, insufficient training, and inadequate school policies (Paseka & Schwab, 2020). Therefore, gaining a deeper understanding of how parents and teachers perceive curriculum modifications, the factors influencing their acceptance, and the challenges in their implementation is crucial for improving the effectiveness of inclusive education systems.

The implementation of curriculum modifications in inclusive schools has become an increasingly prominent topic in inclusive education studies worldwide (Beltran-Almazan et al., 2020). However, although numerous studies have explored the effectiveness of curriculum modifications, there is still a lack of research specifically addressing how parents' and teachers' perceptions and acceptance impact the successful implementation of inclusive curricula (Zaman & Raqib, 2023). In many cases, the lack of communication and parental involvement in curriculum planning has been a major obstacle to the effective implementation of inclusive education (Sultana & Hameed, 2024).

Moreover, teachers often feel unprepared or lack the necessary skills to adapt the curriculum to meet the needs of students with special needs (Maebana & Molotja, 2023). These challenges are further exacerbated by insufficient professional training, limited resources, and administrative pressures in implementing an inclusive curriculum (Sikanyika et al., 2022). Therefore, understanding how parents and teachers respond to curriculum modifications and identifying strategies to enhance acceptance and effectiveness in implementing inclusive curricula are crucial aspects of developing a more inclusive and sustainable education system.

Several previous studies have investigated the significance of curriculum modifications within the framework of inclusive education, emphasizing how such pedagogical adjustments can enhance learning accessibility and participation for students with special educational needs (Almotairi, 2020; Napitupulo, 2023). Universal Design for Learning (UDL) is one of the primary approaches in designing inclusive curricula, emphasizing the importance of flexibility in content delivery, student engagement, and assessment methods (Alessandro, 2020). This approach encourages teachers to develop more adaptive teaching strategies, such as using assistive technology, project-based learning, and more flexible formative assessments (Chairunnisa & Rismita, 2022). However, in the context of parents' and teachers' perceptions, some studies have found significant differences in how they assess the effectiveness of curriculum modifications.

A study conducted by O'Leary et al. (2020) revealed that parents of children with special needs tend to be more accepting of curriculum modifications, especially when they have access to clear information and effective communication with the school. Similarly, Chaidi & Drigas (2020) explained that parents of children with autism are more receptive to curriculum modifications when they receive quality communication and clear information from schools. On the other hand, teachers often experience pressure in adapting the curriculum due to inadequate training and resources (Paseka & Schwab, 2020). Although curriculum modifications are widely recognized as a key component of inclusive education, there is a lack of focused research exploring how the acceptance of these modifications by parents and teachers influences their implementation—particularly within the Indonesian context, where stakeholder involvement, communication gaps, and institutional readiness remain understudied.

Addressing this gap, the present study offers a novel synthesis of literature that integrates both parental and teacher perspectives, framed through social learning theories, to generate practical and culturally responsive strategies for developing inclusive curricula that are not only pedagogically sound but also socially grounded. In Indonesia, inclusive



education has been formally regulated through Ministerial Regulation No. 70/2009, yet implementation varies significantly across regions. In rural and underserved provinces such as East Nusa Tenggara (NTT), challenges such as limited teacher training, cultural resistance, and lack of parental involvement continue to hinder effective adoption (Skotnicka, 2020).

Research Method

This study employed a Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize relevant research on curriculum modifications in inclusive schools (Prajalani et al., 2021). The SLR method was chosen because it enables an in-depth exploration of existing findings while providing new insights into patterns, research gaps, and optimal implementation strategies (Issabayeva et al., 2024). The SLR process in this study followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, which include the stages of identification, selection, data extraction, and synthesis of findings (Lam et al., 2022). To ensure relevance to the latest developments in inclusive education, this study only included research published in reputable academic journals indexed in Scopus between 2015 and 2024 (Alessandro, 2020; Mathur & Koradia, 2018).

To ensure research accuracy and relevance, the selection of literature was based on inclusion and exclusion criteria.

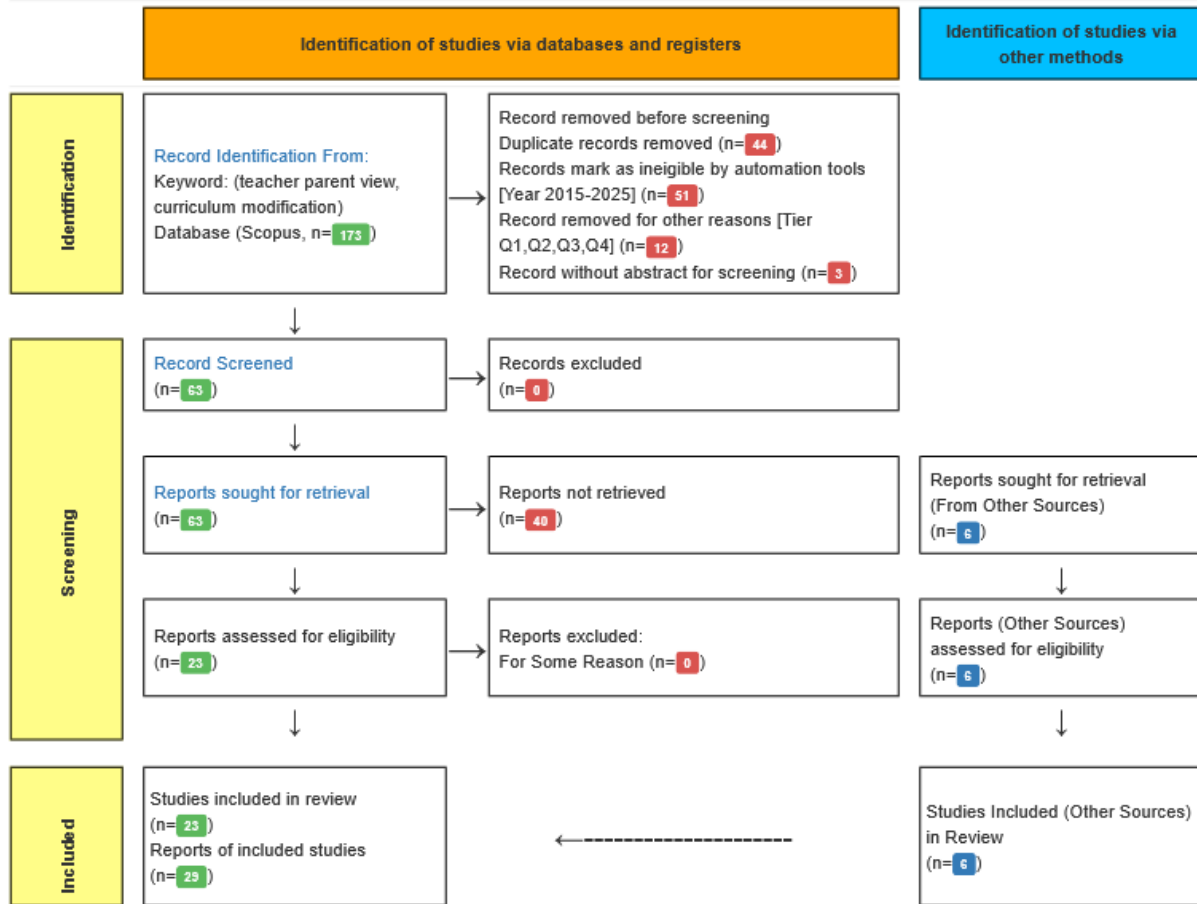
- Inclusion criteria: Studies that discuss parents' and teachers' perceptions of curriculum modifications, factors influencing acceptance, as well as challenges and solutions in implementation. Only articles from reputable Scopus-indexed journals (Tier Q1–Q4) that adopt qualitative, quantitative, or mixed methods approaches are included.
- Exclusion criteria: Studies that do not specifically address parents' or teachers' perceptions, opinion articles not based on empirical data, research with an excessively broad scope beyond inclusive education, and articles available only in abstract form are excluded from the analysis.

The data collection technique in this study was carried out through a systematic search strategy in the Scopus database. The search was conducted using two main keyword combinations: "teacher parent view" and "curriculum modification." The search process involved several steps:

- 1) An initial search was performed by entering the predetermined keywords into the Scopus database.
- 2) Preliminary selection was conducted based on titles and abstracts to ensure alignment with the inclusion criteria.
- 3) Articles that passed the preliminary selection were then fully reviewed to confirm their relevance to this study.
- 4) The selected articles were categorized based on research themes, such as parent perceptions, teacher perspectives, acceptance factors, implementation challenges, and optimal strategies.
- 5) An advanced screening process was conducted based on title, abstract, and full content to refine the selection of studies that meet the inclusion criteria.

Data was collected through a systematic search in the Scopus database using the keywords "teacher parent view" and "curriculum modification". The search results were filtered using the Watase Uake platform, which enables selection based on relevance and quality. The PRISMA diagram for this study is presented in Figure 1.

Prisma Reporting: Special Needs Education



Generate From Watase Uake Tools, based on Prisma 2020 Reporting

Figure 1. PRISMA Diagram

After the initial selection, 173 articles relevant to this study were identified. During the screening stage, articles that did not meet the criteria were removed, including 44 duplicate articles, 51 articles outside the 2015–2025 period, 12 articles from journals outside Tier Q1–Q4, and 3 articles without abstracts. After the initial screening, 63 articles remained for the next stage. Of these, 40 articles were not fully accessible, leaving only 23 articles for further evaluation. Additionally, an extra search using alternative methods yielded 6 additional articles, bringing the total to 29 articles used in the final analysis.

In this SLR study, the primary instrument used was the PRISMA checklist to ensure that each selected article met the established quality standards. Additionally, this study utilized the Watase Uake platform to facilitate the search, selection, and management of relevant literature. This platform allows researchers to:

- 1) Identify articles based on specific keywords.
- 2) Group search results based on relevance and quality.
- 3) Filter publications that meet the predefined inclusion and exclusion criteria.

By combining the PRISMA checklist and the Watase Uake platform, this study ensures that only high-quality studies were included in the analysis, thereby enhancing the validity and reliability of the findings. Furthermore, all references were managed using Mendeley Desktop reference management software to maintain organization in source management.

Thematic analysis was utilized as the interpretive lens within an integrative review framework. Following Robin Whittemore (2005) three-phase process, the data analysis

involved (1) systematic data extraction of key study elements (objectives, methods, samples, findings), (2) thematic coding based on core categories such as stakeholder perceptions and implementation factors, and (3) synthesis to identify overarching trends, research gaps, and implications for inclusive curriculum development.

This study did not involve direct human participants and therefore did not require ethical approval from a research institution. However, to ensure academic integrity, this research adheres to the principles of transparency, accuracy, and replicability in the selection and analysis of literature. All articles used were cited following the American Psychological Association (APA) 7th edition standards to maintain credibility and avoid plagiarism.

Results and Discussion

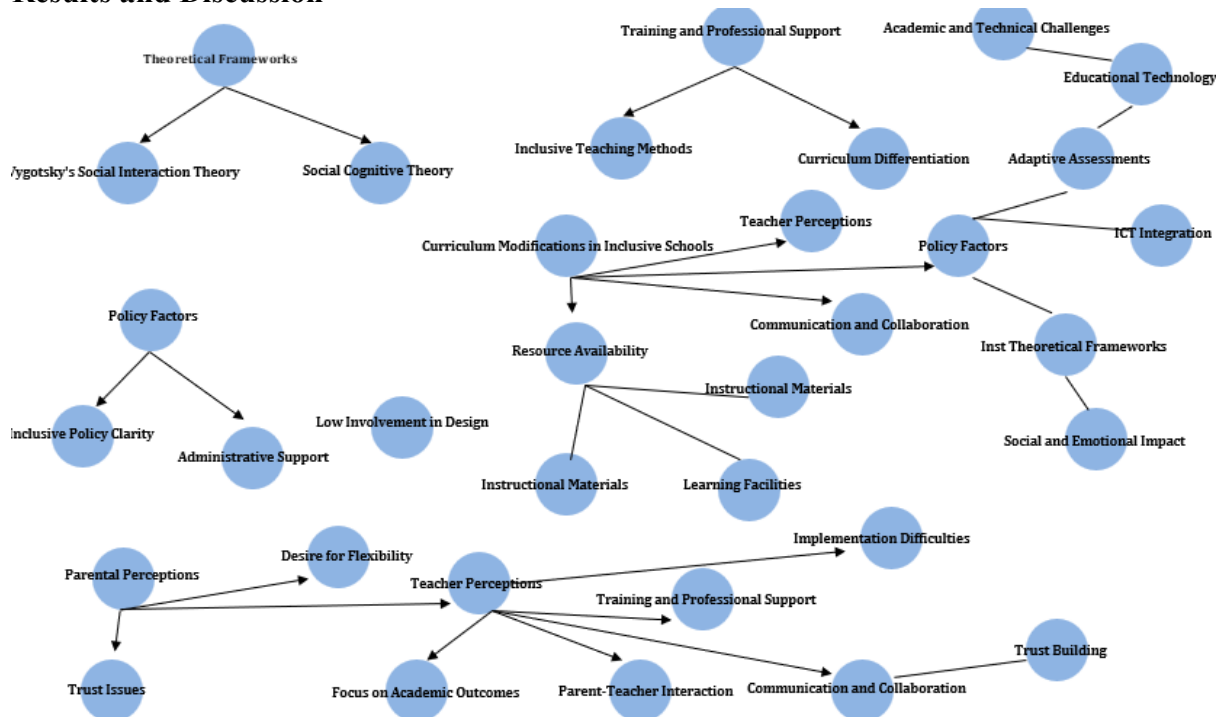


Figure 2. Conceptual Map of Key Factors Influencing Curriculum Modifications in Inclusive Schools

The analysis results indicate that parents' and teachers' perceptions of curriculum modifications in inclusive schools vary greatly, influenced by experience, school policies, and readiness for implementation. Parents tend to assess the effectiveness of curriculum modifications based on their impact on children's social and emotional development, whereas teachers focus more on academic aspects and technical challenges in implementation (Fedoseeva et al., 2024).

Based on literature synthesis, three main aspects are highlighted in the implementation of inclusive curriculum modifications. First, parents' perceptions of curriculum modifications indicate that they support inclusive policies that consider their children's specific needs but feel inadequately involved in the design process. This lack of involvement leads to distrust in its effectiveness (Guastaferrero et al., 2019; Lindner et al., 2022). Second, teachers face significant challenges in implementing modified curricula, particularly in terms of resource limitations, lack of professional training, and unclear implementation guidelines (Wencezlao et al., 2023). Third, acceptance of curriculum modifications is significantly influenced by school policies, involvement in decision-making,



and access to professional training related to inclusive education (Huaman-Romani et al., 2023; Timmins, 2021).

A literature analysis conducted through Watase Uake indicates that the extent to which parents feel involved in decision-making affects their acceptance of curriculum modifications. There is still a communication gap between schools and parents, contributing to distrust in the effectiveness of modified curricula (Rojas Fabris, 2018). Parents who understand the objectives and benefits of curriculum modifications tend to be more supportive of their implementation. However, many of them desire a more flexible curriculum tailored to their child's individual needs (Bangun et al., 2023).

Teachers face challenges in adapting teaching for students with different needs within an inclusive classroom environment. Major challenges include a lack of professional training, limited supporting facilities, and difficulties in applying differentiated instruction (Dalgatov et al., 2022). Furthermore, insufficient tailored resources, such as instructional materials and learning aids, hinder the optimal implementation of inclusive curricula (Tamayo et al., 2016). Similarly, Merga et al. (2021) stated that the lack of material resources significantly hampers teachers' ability to support students struggling with literacy. This confirms that without adequate resources, the effective implementation of inclusive curricula becomes difficult, particularly in public schools that generally face facility constraints.

Several key strategies can be implemented to enhance the effectiveness of curriculum modifications in inclusive schools. Increasing parental involvement in decision-making is a crucial step, requiring schools to be more proactive in engaging them in curriculum development and evaluation so they feel a sense of ownership in their child's learning process (Lacković & Pšunder, 2019). Additionally, continuous teacher training is an urgent need, given that many educators still feel unprepared to implement curriculum differentiation and inclusive teaching methods (Guastaferrero et al., 2019).

Providing adequate resources is also a key factor in supporting the successful implementation of modified curricula. Schools must ensure the availability of facilities and instructional materials adapted to the needs of students with special needs (Bangun et al., 2023). Integrating technology into curriculum modifications can be a solution to improving the effectiveness of inclusive learning, such as through adaptive assessments and personalized learning that accommodate diverse student needs (Timmins, 2021). However, implementing technology in inclusive education requires a structured approach, including teacher training and policies supporting effective technology integration in classrooms (Klement et al., 2017). Teacher training in integrating Information and Communication Technology (ICT) with pedagogical knowledge plays a crucial role in ensuring the successful implementation of technology in inclusive education. Furthermore, policies supporting the creation of interactive and collaborative learning environments are needed to facilitate the learning process for students (Patricio et al., n.d.).

Additionally, school policies supporting inclusive education play a vital role in increasing parents' and teachers' acceptance of curriculum modifications. Schools with clear inclusive policies are more likely to succeed in implementing modified curricula (Lacković & Pšunder, 2019). Strong administrative support, such as adequate resource allocation and professional training for teachers, has been proven to significantly contribute to the success of inclusive education (Guastaferrero et al., 2019).

Effective communication between parents and teachers is also a key factor in ensuring the success of curriculum modifications. Active parental involvement in discussions about curricula can increase acceptance of the changes made (Addi-Raccah & Grinshtain, 2017). Moreover, the utilization of educational technology can be a tool for improving learning



effectiveness if used properly, although it can also pose challenges if teachers do not receive sufficient training in its use (Tuukkanen & Wilska, 2015).

The findings of this study emphasize that parents' and teachers' perceptions of curriculum modifications in inclusive schools play a crucial role in their successful implementation. Although the goal is to enhance accessibility and educational diversity, there are significant differences in how both parties assess the effectiveness and challenges of implementing curriculum modifications. Parents emphasize the impact of modifications on children's social and emotional development, whereas teachers focus more on academic and technical aspects of implementation (Fedoseeva et al., 2024). These findings support previous research stating that parents desire an inclusive curriculum that is flexible and adaptive to their children's needs, while teachers struggle to implement modified curricula due to limited training and a lack of clear technical guidance (Dalgatov et al., 2022).

Furthermore, the communication gap between parents and teachers is a major factor in the low acceptance of curriculum modifications. A study by Leary (2019) found that active parental involvement in curriculum design and evaluation can increase their trust in the inclusive education system. However, many schools still struggle to establish effective communication mechanisms, leading to differing perceptions of the benefits of curriculum modifications. The lack of interaction and transparency in developing inclusive education policies is also a primary barrier to building trust and collaboration between both parties.

Policy factors and the availability of school resources also significantly influence the success of curriculum modifications. Schools with strong inclusive policies are more successful in implementation compared to schools lacking clear guidelines (Beltran-Almazan et al., 2020). The lack of professional training for teachers is a major obstacle, as educators who receive training in curriculum differentiation and inclusive teaching strategies are better able to adapt their teaching methods to the needs of students with special needs (Maebana & Molotja, 2023). Therefore, stronger policy support and continuous training provision are essential factors in enhancing the effectiveness of curriculum modifications.

The findings of this study carry several practical implications for inclusive curriculum implementation. The differing perceptions between parents and teachers highlight the urgent need for improved communication and stronger collaborative frameworks within schools. Active parental involvement in curriculum planning should be institutionalized to foster trust and shared ownership. Furthermore, the challenges faced by teachers such as limited training, inadequate resources, and lack of implementation guidelines underscore the importance of continuous professional development focused on inclusive practices and curriculum differentiation. Schools must also formulate clearer policies that support inclusive education by allocating sufficient resources and integrating technology-based solutions. Grounded in Social Cognitive Theory, which emphasizes the role of social interaction in shaping individual behavior (Fedoseeva et al., 2024) and Vygotsky's Social Interaction Theory, which views collaboration between parents and teachers as central to learning effectiveness (Guastaferrero et al., 2019; Lackovič & Pšunder, 2019) these findings underscore that successful curriculum modifications require strong, reciprocal relationships among stakeholders, ensuring that inclusive education is both pedagogically sound and socially responsive.

Conclusion

This study confirms that curriculum modification in inclusive schools heavily depends on parents' perceptions and involvement, as well as teachers' readiness to implement it. Parents tend to focus more on the social and emotional impact on their children, while teachers face



challenges related to technical aspects and resource limitations. The lack of communication between parents and schools, along with insufficient teacher training, remains a major obstacle to implementing modified curricula. These findings imply that inclusive curriculum planning must prioritize structured collaboration between parents and teachers through continuous dialogue and shared decision-making. Schools should establish formal mechanisms that enable parental involvement not only in the evaluation but also in the design and adaptation of the curriculum. In parallel, targeted professional development programs must be provided to equip teachers with the necessary skills and resources to implement curriculum modifications effectively. Institutional support in the form of clear policies, resource allocation, and training related to inclusive pedagogy is essential to overcome systemic barriers and to ensure that curriculum modifications meet both academic standards and the diverse needs of students with special needs.

Recommendation

To improve the effectiveness of curriculum modifications, more active parental involvement, enhanced teacher training, and clearer policy support are needed. Additionally, closer collaboration between teachers, parents, and policymakers can ensure that an inclusive curriculum truly provides optimal benefits for students with special needs. This study suggests further research with an empirical approach to gain a deeper understanding of the effectiveness of curriculum modifications in inclusive schools.

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