



## Implementation of The Education Curriculum For ABK

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### ABSTRAK

Peraturan tentang pendidikan inklusi menjelaskan lebih rinci tentang pendidikan inklusi sebagai sistem penyelenggaraan pendidikan yang memberikan kesempatan kepada semua peserta didik yang menyandang kecacatan dan memiliki potensi kecerdasan dan/atau bakat khusus untuk mengikuti pendidikan dan pembelajaran di lingkungan pendidikan bersama-sama dengan peserta didik lainnya. Penelitian ini bertujuan untuk menganalisis pelaksanaan kurikulum pendidikan bagi siswa berkebutuhan khusus. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus yang dilakukan dengan observasi, penelitian, pelaksanaan, analisis data dan penyusunan laporan penelitian. Penelitian ini melibatkan seorang kepala sekolah, 2 orang guru dan 2 orang wali siswa berkebutuhan khusus. Penelitian ini menggunakan teknik pengumpulan data meliputi observasi, wawancara dan studi dokumentasi. Analisis data dalam penelitian ini dilakukan melalui tahapan yang meliputi pengumpulan data, reduksi data, klasifikasi data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pihak sekolah masih belum optimal dalam mengimplementasikan kurikulum bagi siswa berkebutuhan khusus di sekolah dikarenakan kurangnya pemahaman dan masih tingginya kesulitan dalam mengontrol proses pembelajaran terutama pada bagian penyampaian materi dan penilaian.

### ABSTRACT

Regulations on inclusive education explain in more detail about inclusive education as an education delivery system that provides opportunities for all students who have disabilities and have potential intelligence and/or special talents to participate in education and learning in an educational environment together with other students. This study aims to analyses the implementation of educational curriculum for students with special needs. Researchers used a qualitative approach with the case study method which was carried out by observation, research, implementation, data analysis and preparation of research reports. This study involves a principal, 2 teachers and 2 guardians of students with special needs. This study uses data collection techniques including observation, interviews and documentation studies. Data analysis in this study was carried out through stages including data collection, data reduction, data classification, and making conclusions. The results showed that the school is still not optimal in implementing the curriculum for students with special needs at school due to a lack of understanding and the high difficulty of controlling the learning process, especially in the delivering material and assessment section.

### 1. INTRODUCTION

Law of the Republic of Indonesia number 08 of 2016 discusses the rights of persons with disabilities from all aspects of life starting from human rights, legal protection, health, education, employment and social welfare which are carried out based on equality, accessibility, equal opportunities, full participation, without discrimination, inclusive, with special treatment and more protection (Ahmad, 2010; Maya Damayanti & Wicaksana, 2021). Education is one aspect of concern in this law. Long before the law on persons with disabilities was passed, Indonesia had begun to make education one of the guarantees for the rights of persons with disabilities, called students with disabilities at the school-age level (Slee, 2019; Srivastava et al., 2017). In Law number 20 of 2003 concerning the national education system, article 5 states that citizens who have physical, emotional, mental, intellectual and/or social

disabilities and who have special intelligence and talent potential are entitled to special education (Lübke et al., 2019; Whitley & Hollweck, 2020).

Guarantee of the provision of education for all, as stated in Law 20 of 2003 concerning the National Education System article 5 that the right of every citizen to obtain education, needs to be realized through efforts in equal distribution of education for all. Comprehensive education is determined by the opportunity to access education that is broad and equitable for the community (Ahmad, 2010; Hartanto & Yuliani, 2019). Special education is a type of education that is carried out for students who have a level of difficulty in participating in the learning process due to physical, emotional, mental, social disorders, and/or have potential intelligence and special (Done & Andrews, 2019; Slee, 2019). This type of education can be held inclusively or in the form of special education units at the primary and secondary education levels. The national education system gave birth to the Regulation of the Minister of National Education of the Republic of Indonesia (Permendiknas) Number 70 of 2009 concerning Inclusive Education for Students Who Have Abnormalities and Possessing Intelligence Potential and/or Special Talents (Saloviita, 2020; Whitley & Hollweck, 2020).

Regulations on inclusive education explain in more detail about inclusive education as an education delivery system that provides opportunities for all students who have disabilities and have potential intelligence and/or special talents to participate in education and learning in an educational environment together with other students. The aim of inclusive education is to expand opportunities to obtain education for all students with disabilities, and to provide education that respects diversity and is not discriminatory. The basic principle of inclusive education is that all children must have the opportunity to learn together and accommodate their needs without any underlying discrimination (Cioè-Peña, 2017; Sproston et al., 2017). This means that regular/public schools must be equipped to be able to see and to meet the heterogeneous needs of students, including those who have traditionally been excluded, both from school access and participation in schools. The term inclusive education or inclusive education is a word or the term echoed by UNESCO comes from the word Education for All which means friendly education for all, with an educational approach that seeks to reach everyone without exception (Saloviita, 2020; UNESCO, 2017). They all have the same rights and opportunities to get the maximum benefit from education. These rights and opportunities are not differentiated by the diversity of individual characteristics physically, mentally, socially, emotionally, and even socioeconomic status.

Inclusive education is a strategic educational approach to expand access to education for all children with special needs, including children with disabilities that brings together with children normal children in general for learning (Anastasiou et al., 2015; Saloviita, 2020). Inclusive schools are schools that facilitate educational programs that suit the needs and competencies of each child, as well as providing support and assistance that can be provided by educators so that students are successful. Inclusive schools are also interpreted as a place where every child can be accepted as part of the class and build and support each other with educators and peers, or other communities so that their individual needs can be fulfilled (Budiarti & Sugito, 2018; Kamenopoulou & Dukpa, 2018). Inclusive education is an ideology, system and or strategy in the provision of education, in which children with special needs receive educational services in the same learning environment as other children, in a quality manner and in accordance with their needs. Implementation of inclusive schools for children with special needs should create an environment that is friendly to learning, which allows all students to learn comfortably and happily (Budiarti & Sugito, 2018; Iacono et al., 2019).

The implementation of inclusive education in Indonesia is currently quite organized with a percentage of 61%. 149 schools (80.1%) of the 186 school samples already have an inclusive school program. However, the implementation of the inclusive school program still faces several problems. These problems include the incompatibility of the implementation with the basic concepts, the organization of the learning process that has not gone well, there are still many teachers who are not ready and do not understand, the facilities and infrastructure are inadequate, and there are still many mistakes in practice understanding the attitudes and behavior of children with special needs (Done & Andrews, 2019; Sproston et al., 2017). This is inevitably influenced by the readiness of schools in providing services to children with special needs which have not been fully implemented. This is because there are still many schools labelled as inclusive organizers but do not understand how to provide services for children with special needs, both in terms of teaching, assessment and the curriculum itself (Saloviita, 2020; Slee, 2019).

In schools providing inclusive education there is a curriculum that will regulate the education and learning order. Base on previous study etymologically, the curriculum comes from the Greek, latin word meaning "race" or "race" which is basically derived from the original verb *currere* meaning "to run/continue" (Kennedy et al, 2012; Shucha, 2019). So, the term curriculum comes from the world of sports in the ancient Roman era in Greece, which means the distance that must be travelled by runners from the start line to the finish line. Narrowly, the curriculum can also be interpreted as a set of subjects

that must be followed by students to be able to complete their education at certain institutions, while broadly the curriculum is more interpreted as a learning experience that must be experienced by students while attending education at a certain level of education (Abunab et al., 2017; Pinar, 2011). The curriculum is a collection of educational experiences, culture, social sciences, sports, and art science provided by educational institutions for students both inside and outside educational institutions with the aim of developing in all aspects and changing behavior according to educational goals (Budiarti & Sugito, 2018; Goodall, 2018).

Various government policies about inclusive education have elicited different responses from the public regarding how inclusive school administrators interpret and implement the concept and learning process for children with special needs. Some special education is indeed defined as a service rather than a place, but students in some inclusive schools who are identified as having visible disabilities are still placed in separate classrooms, schools and districts because they are believed to be the best solution (Cioè-Peña, 2017; Whitley & Hollweck, 2020). This makes inclusive education which is basically not dissociative in nature makes it so in its implementation under the guise of efficacy and privilege. This makes researchers consider the importance of research on the implementation of the educational curriculum for children with special needs in inclusive schools. For this reason, in this study, we aim to investigate the implementation of inclusive education in schools which can then be described in terms of curriculum forms, learning processes and methods of assessment carried out by schools for children with special needs.

## 2. METHOD

With the description of the problems above, the research was conducted using a qualitative approach, namely the case study method. A case study is a detailed study of a setting, or a single subject, or a repository of documents, or a particular event. In case studies, researchers try to examine individuals or a unit in depth (Cohen et al., 2018). The location of this research was at SD Pembangunan Laboratorium UNP. The implementation of this research regarding curriculum provision, curriculum design forms, and student work assessment starts from design, research, implementation, data analysis, and reporting. The subjects and objects in this study were the principal, 2 teachers, 2 guardians of students with special needs.

Data collection techniques are the most strategic steps in a study, because the main purpose of a research is to obtain data. Without knowing data collection techniques, researchers will not be able to meet predetermined data standards (Sugiyono, 2015). The data collection techniques to be used are observation, interviews, documentation. An interview is a meeting between two or more people to exchange information and ideas through questions and answers so that meaning can be constructed in a particular topic. This is used to obtain information about the form of the educational curriculum for children with special needs in schools. The information that will be obtained in this interview comes from the principal, and 2 teachers, 2 guardians of students with SD Pembangunan Laboratorium UNP. Observation in a study is very important to collect data or information which must be carried out by direct observation of the place to be studied or observed and this research activity will be documented using photographs (Marlina, 2015). The instruments used are listed in Table 1.

**Table 1. Research Grid**

No	Observation Aspect	Observation Indicator	Method of collecting data						SD
			Observation			Interview			
			KS	NO	WM	KS	NO	WM	
1	Curriculum Form	• Curriculum used	√	-	-	√	-	-	-
		• Curriculum modification	√	-	-	√	-	-	-
2	Learning process	• Learning program design	√	√	-	√	√	-	-
		• Learning Media	-	√	-	-	√	-	√
		• Study room conditions	-	√	√	-	√	√	√
3	Rating method	• The form of assessment used	-	√	-	-	√	-	-
		• Aspects measured in the assessment	-	√	√	-	√	√	-

Data analysis in this study was carried out through stages. First, data collection: recording all phenomena found in the field through observation, interviews and documentation conducted with school principals, teachers and student guardians to obtain interview and documentation data. Second, data reduction, namely examining notes from observations, interviews, and documentation studies, and separating data that is considered important and unimportant. This work was repeated to check for possible misclassification. The three data are classified by considering the focus and purpose of the research and fourth, making conclusions, namely making a final analysis in the form of a research report (Cohen et al., 2018).

### 3. RESULT AND DISCUSSION

#### Result

This school facilitates 13 students with special needs spread across grades one to six. These students consist of students with learning disabilities, autism and attention deficit/ Hyperactivity disorder (ADHD). The school principal revealed in interviews that the curriculum used in schools had not been specifically modified before being presented for children with special needs. This makes the learning process undifferentiated because it is still provided with the same portion of content and method without being adjusted to the special needs of children. The teacher's education is based on the 2013 curriculum learning program design (RPP). The basic competencies (KD) contained in the lesson plan are in accordance with the 2013 curriculum, but in this case the KD is not differentiated and is given as is for students with special needs.

The teacher said in interviews that the teacher did not modify the lesson plans according to the students' abilities even though there were students with special learning needs in the class participants. Observations on the thematic learning program designs (RPP) made by the teacher contain the design of learning meetings for several subjects from the themes in the teacher's book without any differentiation in terms of process, product, and content. This is a particular difficulty for students with special needs because they must receive material in the same form and at the same pace as other regular students. Teachers carry out standard handling by equating students with special needs with other regular students. They admit that they do not really understand pedagogical methods in educating children with special needs. In addition, most teachers still rely heavily on the use of the lecture method in delivering learning material. Based on the observations obtained, the teacher gives assignments with the same form and weight of assessment to all students so that it makes it difficult for children with special needs to complete the assignments. As a solution, the teacher asks parents that students with special needs must be given a special accompanying teacher so that someone can help convey learning material personally to students with special needs.

Teachers in interviews stated that they assessed students according to standards that were generally applied to assignment results without any differentiation of questions. The scores obtained by children with needs tend to be much lower than regular children. Some children with special needs almost never do their assignments at all. In general, teachers have not found the right way to give assignments and evaluate achievement of competencies for students with special needs. In the results of observations, students often look quiet and less active in class. The focus of view is unstable during the learning process and is also less involved in group activities, so it tends to be ignored by their friends. Teachers try to keep paying attention to students with special needs during learning, although they often seem to be in a hurry to fully control the class when carrying out special guidance. Some parents of children with special needs are asked to bring in special accompanying teachers so they can help their children in the learning process and socializing at school.

#### Discussion

Students with special needs are children with different characteristics than other children. Differences can be seen significantly in several important dimensions of their functioning, which means that they may be physically, psychologically, cognitively, or socially hampered or exceeded in achieving educational targets (Done & Andrews, 2019; Iacono et al., 2019). The existence of inclusive schools must be one of the accommodations for success for children with special needs, of course, with the readiness and skills of schools and teachers in dealing with students with special needs (Budiarti & Sugito, 2018; Garzia et al., 2019). From the findings above, it is known that the curriculum applied in these inclusive schools has not been modified beforehand. This is not in accordance with the basic concept of inclusive education where learning needs to have an accommodative curriculum, namely a national standardized curriculum that has been adapted to the talents, interests, potential, needs and abilities of students with



special needs as they are. Not only duplicating the curriculum, but adjustments were made starting from setting learning objectives, content, the process of implementing learning, and the evaluation process.

Curriculum modifications were made on time allocation, curriculum content/material, teaching-learning processes or methods, facilities and infrastructure, learning environment, classroom management, learning evaluation, and reporting (Budiarti & Sugito, 2018; Holifurrahman, 2020). Even though the implementation of learning has been adapted to the characteristics of students, a friendly attitude and an open-minded are the basic key in making learning engaging and motivating (Abunab et al., 2017; Lübke et al., 2019).

Many schools experience conditions where they are required to accept students with special needs, but teachers are not properly prepared to meet the needs of the task. Teachers experience difficulties because of a lack of knowledge about how to properly handle students with special needs and how teachers should provide subject matter to students with special needs during learning activities (Arnold & Reed, 2019; Pappas et al., 2018). Schools may be able to find a solution by having a special accompanying teacher. But in fact, not all schools provide special companion teachers, especially for public schools. So far, teaching staff in inclusive education environments are divided into 3 types and each teacher has a different role in fostering an inclusive culture in the learning process. The 3 roles are homeroom teacher, subject teacher and special companion teacher (Jurkowski & Müller, 2018; Siswanto & Susanti, 2019). The use of the classical lecture teaching method is considered not suitable for the learning needs of students with special needs. However, this teaching method was chosen by the teacher because they admitted that they did not understand how to modify learning for students with special needs. As a result, students with special needs find it difficult to understand learning material because of the constraints they have. Moreover, the design of the learning program should have been adapted to the constraints and abilities of students with special needs, both physically and mentally disabled.

Variations in methods and seating arrangements might be able to be a temporary solution to the limited interaction and participation of students with special needs as found in this research problem. Quality learning should use a variety of learning methods with varied seating arrangements. Seating arrangements such as groups forming a circle or sitting on benches will allow them to see one another and encourage active interaction. In inclusive schools, students with special needs should receive learning program that is able to advocate a balanced learning model without gaps supported by staff training, fostering peer awareness, modification of the learning environment, flexible learning designs, positive ethos of acceptance of students with special needs, and appropriate policies (Goodall, 2018; Hamidaturrohman & Mulyani, 2020). Here it can be seen that the shift in the role of educators in the success of policies related to inclusive education is the key. The shift in the roles and identities of educators and education staff as key to the implementation of this policy, as well as the need for responsive and collaborative support encompassing a "shared learning environment" emerged as strong themes in several other research findings (Lübke et al., 2019; Weiss et al., 2018; Whitley & Hollweck, 2020).

In the teacher's effort to avoid mistakes in determining the method and class organization, it is necessary to carry out a diagnosis to understand the characteristics and abilities of students who study in their class. Interestingly, the pedagogical failure does not always stem from the teacher's role in finding reference material. While most of the practical advice is indeed focused on the special needs of students with a particular diagnosis, these specific interventions make teachers forget to consider the most defining and distinctive contextual features of teacher and student classrooms (Deppeler et al., 2015; Holifurrahman, 2020). The feature may not fit into a properly defined diagnostic category. More importantly, the suggested 'best practice' approaches also do not necessarily offer inclusive strategies aligned with the pedagogical principles that underpin teachers' everyday pedagogical decisions in their classrooms (Deppeler et al., 2015; Weiss et al., 2018). This may often be considered trivial by teachers, but the ability to understand the characteristics and learning needs of students is a very important basis in supporting the success of learning (Kamenopoulou & Dukpa, 2018). This will provide better readiness in terms of teachers and students themselves. Teacher readiness itself is influenced by ability, willingness, and motivation. This will indirectly realize the differentiation of quality learning and teaching at the right level. This is consistent with a central vision for an inclusive education system in which all learners of all ages, with all their differences and disabilities, are provided with meaningful and high-quality educational opportunities in community with their friends and peers.

Training support and the provision of appropriate teaching materials for teachers can encourage teachers to develop positive attitudes and skills towards the inclusion of students with disabilities. This requires cooperation from parents, school members, education policy holders, and government agencies. Disagreement between parents and teachers about students' learning skills and readiness can result in a gap between learning in the classroom environment that should be continued at home, and vice versa

(Garzia et al., 2019; Pappas et al., 2018). Parents can act as specialists from outside the classroom, such as visiting teachers and professionals from various fields (health, security, commerce, etc.) who work together to improve problem solving and design and real implementation support for the actualization of students' potential, while also providing professional development for teachers.

Assessment of students with special needs at SD Pembangunan Laboratory in Padang is still being carried out uniformly with other regular students. Not infrequently, students with special needs experience difficulties in completing assessments. This was also recognized by the teacher as a difficult work assignment, to assess whether the learning and delivery of materials and assignments were appropriate. Just as the content of subjects must be adapted to the needs of each student, ideally it must also be applied to the process of taking grades or evaluation (Iacono et al., 2019; Marlina, 2015). Scores that do not reach the target may be caused using inappropriate assessment tools, in contrast to other regular students. Because the tasks given are not in accordance with the level of readiness and mastery of students so that learning is less effective and meaningful for students. Teachers in inclusive schools are not just asked to have the ability to modify the design of learning programs, master basic skills, carry out the learning process, but also be able to measure the learning outcomes of students with special needs with the right techniques. This is realized through various professional trainings that the Indonesian government always strives for. Professional teachers must always be positive and full of responsibility in educating students, especially in dealing with children with special needs (Bakhshi et al., 2017; Jurkowski & Müller, 2018). The attitudes and skills of teachers in inclusive schools are also influenced by the availability of supporting facilities in the classroom and the school environment (Lübke et al., 2019; Saloviita, 2020). How schools strategically utilize their human and financial resources can influence the way schools improve teaching and learning activities. Assessment of learning outcomes that are most likely to be modified can be done by observation and portfolio. This basis to the principle that the differentiation of assessment processes and products that are assessed can be differentiated according to the special needs of students (Óskarsdóttir et al., 2020; Weiss et al., 2018).

From this discussion there are several factors that influence the process of evaluating student work. These factors consist of skills, knowledge, attitudes, and professional competence of a teacher. For this reason, teachers must know the conditions and readiness of students with special needs in learning in addition to continuing to strive to improve self-competence in using appropriate learning methods or models to create appropriate learning (Lübke et al., 2019; Weiss et al., 2018). Modifications or differentiation can be made with reference to the pedagogical elements and practices of inclusive schools which are described as follows: (1) Engaging students in intellectual challenges; (2) There is an arrangement of a supportive learning environment; (3) Adopted from understanding the differences, interests, and potential of students; (4) Integrating assessments throughout teaching and learning activities; (5) Encourage voice and active participation; (6) Recognizing and reflexively monitoring the teaching and learning process; and (7) has a positive effect on student inclusion in the class should be underlined that the readiness and ability of students to learn varies greatly, depending on their individual learning needs. In the case of children with special needs, teachers must also try to overcome the obstacles that students with special needs have without excluding them from their learning community (Deppeler et al., 2015; Óskarsdóttir et al., 2020).

#### 4. CONCLUSION

The curriculum used in inclusive learning is still not suitable so that learning does not run optimally for students with special needs. Lack of understanding and the difficulty of controlling the learning process, especially in the delivery of material and assessment, makes the learning objectives not fully achieved. Learning has not been differentiated so that it cannot accommodate students with special needs. Collaboration between schools and teachers is needed to adjust the curriculum design according to the needs and abilities of students by modifying the existing curriculum. This is done by reducing and differentiating the presentation of material as well as standards or forms of assessment that are differentiated according to the needs and learning abilities of children with special needs.

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