



Curriculum Implementation in School of Inclusive Education

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Abstract

In implementing the curriculum there are several stages, namely the planning, implementation and assessment stages. The curriculum used by inclusive education providers is modified according to the needs of the child. This paper aims to look at the implementation of the curriculum in schools providing inclusive education in the aspects of planning, implementing and evaluating learning as well as the factors that support and hinder the implementation of inclusive education. The research method used a qualitative approach with a descriptive method which was carried out at the Minangkabau Nature School and Junior High Schools in Padang. Data analysis techniques were carried out through observation, interviews and documentation studies. The results of this study indicate that; i) the first school has aligned the curriculum with assessments, individual learning programs and discussions with parents, teachers and principals while the second school has not aligned the curriculum, ii) the first school made adjustments to the implementation of learning in the material and evaluation of learning outcomes while the second school made adjustments to the material provided by the special accompanying teacher and the learning evaluation was assessed by the special supervising teacher, iii) learning evaluation is carried out by adjusting the level of difficulty of the questions, the number of questions, and the method of answering the questions using the students' abilities, vi) the support of school principals, colleagues and parents of students is felt while the inhibiting factors are that there are policies that are not yet comprehensive and that funds are inadequate. The results of this study can be used as initial data for future researchers in studying various issues related to this problem as well as various other information relevant to this context.

Article Information:

Received November 18, 2020

Revised December 11, 2020

Accepted January 17, 2021

Keywords: *Application of curriculum, inclusive, education*

INTRODUCTION

The Qur'an Education in Indonesia currently adheres to a segregative education system that is trying towards inclusive education (Adiarti, 2014; Hasnul, 2011). Segregative education is a separate education system, namely the separation of education for special intelligent students and the average student with special needs (Haryono, 2013). Whereas education is for all people without exception and does not discriminate between individuals, the right to obtain an education is contained in the 1945 constitution article 28 C paragraph (1) and is also mentioned in Law No. 20 of 2003 article five regarding the national education system, which states that the government guarantees education for all

How to cite:

Veradegita, M., Najmah, L., Ulvia, R., Batubara, A. N., Tanjung, S. H., Umily, I. (2021). Curriculum Implementation in School of Inclusive Education. *International Journal of Multidisciplinary of Higher Education*, 4(1), 36-43.

E-ISSN:

2622-741x

Published by:

Islamic Studies and Development Center Universitas Negeri Padang

students regardless of race, creed, ethnicity, gender, physical and mental limitations. Segregative education can no longer carry out the main mission of education, which is to humanize humans (Tarigan, 2021).

In accordance with the mandate that education is for all children without exception, try to use an inclusive education system (Ferizaldi & Fazlina, 2020). Inclusive education offers a strategy for promoting effective universal education because it is about building schools that respond to the diverse needs of children and society (Sebrina & Sukirman, 2019). This means it is a matter of access and quality, which means it must be relevant, effective, and affordable. Current policies also emphasize inclusive education as a reform concept in education because it is internationally recognized that an inclusive education approach is an education that humanizes humans.

Inclusive Education according to Wati, (2014); Yunaini, (2021) is the acceptance of children who have barriers in the curriculum, environment, social relations and the concept (vision-mission) of the school. Permendiknas No. 70 of 2009 concerning Inclusive Education for students who have disabilities and have potential intelligence or special talents reveals that the purpose of inclusive education means: i) provide the widest opportunity for all students who have physical, emotional, and mental disorders, and social or have the potential for intelligence or talent to obtain quality education according to their needs and abilities. ii) Realizing the implementation of education that respects diversity, and is not discriminatory for all students with special needs. iii) The original purpose of holding inclusive education is to give the right to education to all children and to create a friendly education for all children, without exception. Providing quality education, to explore the potential of each child according to the needs and abilities of the child.

Inclusive education is seen as good because, in addition to humanizing people, inclusive education implemented in Indonesia is expected to be able to equalize education for Classification of students with special needs (PDBK) where the child with special needed (ABK) is not required to go to special schools to receive education services because the number of special schools is not as big as regular schools, as a result, Classification of students with special needs (PDBK) can find the nearest school and it is practically accessible to them. The child with special needed (ABK) then the equal distribution of education and education services for all Indonesian children can be fulfilled. Inclusive education is also a form of embodiment of the Regulation of the State Minister for Women's Empowerment and Child Protection number 11 of 2011 concerning the Child-Friendly District or City Development Policy which ensures that every child gets access to quality education and development without discrimination.

As stated by Harris & Hofer, (2011) that the curriculum is considered to be a plan of learning which is a curriculum meaning a plan that contains learning plans, or learning that is intentional or planned. In line with this, Sukmawati, (2021) reveals "Curriculum is the experiences that are planned to be owned by students". The curriculum as an educational blueprint, making the curriculum a guide that contains the direction and goals of education, can be assumed to be education broadly or nationally, as well as individual child education and contains learning experiences that have been planned so that students have. The definition of curriculum in Indonesia is contained in Law No. 20 article 1 paragraph 19 of 2003 concerning the National Education System which states that "Curriculum is a set of plans and arrangements regarding objectives, content, and learning materials, as well as methods used as guidelines for organizing learning activities to achieve certain educational goals".

A curriculum that is developed according to the right foundation, makes the curriculum relevant, but it is not only the basis of the curriculum that makes the curriculum relevant, a curriculum must meet the principles of curriculum development so that the curriculum can be used or implemented (Prasetyo & Hamami, 2020; Shofiyah, 2018). States that in developing a curriculum it is mandatory to follow the principles of relevance, flexibility, continuity, effectiveness, and efficiency. Curriculums that do not have a

foundation or foundation will also be easily changed and irrelevant to be implemented from time to time, while curricula that do not meet the principles of curriculum development will be difficult to implement in the field.

As the author has pointed out in the background section of this article, the application of the curriculum for schools providing inclusive education has received attention from the government, such as in the modification of the curriculum for students with special needs and there have been many articles discussing this material, such as (Ainscow, 2005). If you say that an inclusive school means a school that accommodates all students in the same class, discusses the implementation of the curriculum in schools that provide inclusive education, while Hofman & Kilimo, (2014) explains the problems faced by schools implementing inclusive education at the elementary school level. The researchers above only focus on the problems encountered in implementing the curriculum, but this research specializes in the process of implementing the curriculum in schools providing inclusive education in the of Padang.

METHODS

The research method uses a qualitative approach which refers to the research objectives and the nature of the research which emphasizes the process and looks at activities that occur in the field naturally or with a natural background so that the data obtained is descriptive data to reveal a phenomenon or event that is natural in accordance with existing conditions without being determined anything (Mulyadi, 2013; Ranjan et al., 2015). The descriptive format aims to reveal, and summarize various conditions, various situations, or various variables that exist in the community which is the object of this research according to what happened (Amaratunga et al., 2002; Riski et al., 2018).

Data collection techniques were interviews, observation and documentation studies, using interview guides, field notes and checklists. Using two schools as the object of research, and in each school, the respondents consisted of principals, teachers, and elements. Data validation used triangulation of data sources where statements from school principals, teachers and parents of students confirmed one another and triangulated methods, in data collection using different methods, namely interviews, observation and documentation (Brantlinger et al., 2005; Nisa' & Fatmawati, 2020).

RESULT AND DISCUSSION

Based on interviews with informants, namely the curriculum representative of Junior High School Padang as well as the principal and supervising teacher of Minangkabau nature school, the results of the analysis include that there are important themes related to curriculum implementation in schools providing inclusive education in the of Padang, namely planning, implementation, and assessment. For more details, you can see in figure 1 the application of the curriculum at Minangkabau Natural School and the application of the curriculum at Junior High School Padang, as shown in figure 2 below:

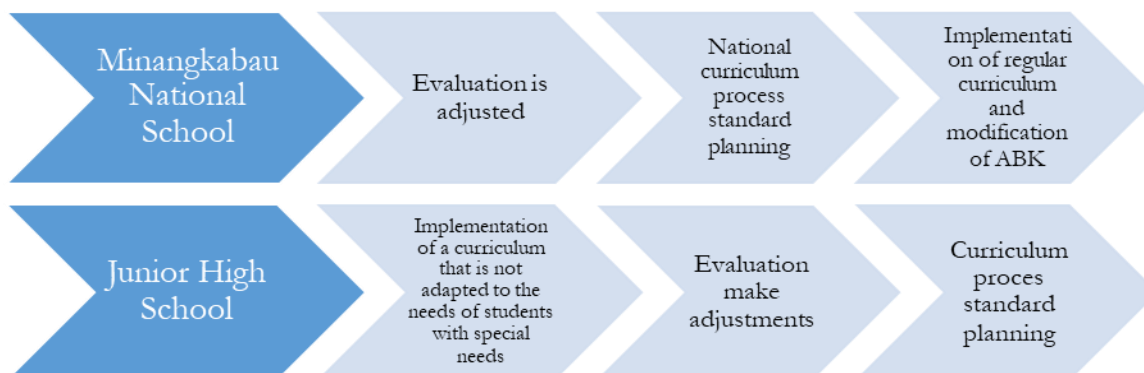


Fig. 1 Implementation of Inclusive Curriculum

Based on the picture above, the author can explain that in-depth interviews were held with several informants so that in the implementation of the school curriculum implementing inclusive education in the city of Padang it can be explained that there are three important points in its application, namely planning, implementation and evaluation. To make it more interesting, the author will describe excerpts from interviews with informants based on three friends as explained above. The description of the interview that the author will display is a brief statement excerpt from the informant when the interview was conducted. Although the interview excerpts were conveyed by the informant in a slightly different language, they actually have more or less the same goals and objectives.

The first theme is the learning plan for implementing the school curriculum for inclusive education providers the interview excerpt information a learning plan for the implementation of the school curriculum for inclusive education. At the Minangkabau Natural School, the learning planning process refers to the standard national curriculum process where before entering the child with special needed (ABK) students into the school, psychological tests are carried out first, if the results match the acceptance standards at inclusive schools, then ABK students can only attend this school. At Junior High School Padang, the lesson plan is adapted to students who first enter an inclusive school at the elementary level, so that these students can be accepted in new student admissions. Students with special needs will be registered first before regular children register.

The second theme is the implementation of the curriculum for schools providing inclusive education as conveyed by the informant below the interview excerpt information implementation of the curriculum for implementing the school curriculum for inclusive education providers. At the Minangkabau Natural School, the implementation consists of a regular curriculum and a modified curriculum for students with special needs which is adjusted to the level of student needs, namely by implementing individual learning programs for students with special needs and providing a special teacher who will assist these students. At Junior High School Padang, in the implementation of the curriculum, this school applies an independent curriculum and there are no modifications for students with special needs and in this school, there is also no special supervising teacher.

The third theme is learning evaluation for schools providing inclusive education as conveyed by the informant below the interview excerpt information evaluation of learning in the implementation of school curricula providing inclusive education. In the Minangkabau Natural School, in the evaluation process, of course, regular students are different from ABK students in that their assessments are separated because the classes for regular students and ABK students. At Junior High School Padang, in the evaluation, ABK students will receive fewer questions compared to normal students in the ABK class and normal students in one class and the results of the evaluation are also the same, but the difference lies in the number of exam questions students receive. In implementing the curriculum there are several stages, namely the planning, implementation and assessment stages. Lesson planning is related to using curriculum documentation such as protea, promissory notes, syllabus and lesson plan, as well as in the implementation process carried out by the teacher and how the teacher can implement it according to the curriculum. Meanwhile, in the assessment stage, it is carried out to find out the learning outcomes that have been carried out.

Planning, in the first school the class teacher carried out curriculum planning using porta, promissory notes, and lesson plans for regular students, while curriculum alignment was carried out by special supervisors and discussions with class teachers. The curriculum alignment process begins with the teacher identifying and assessing children to find out the level of ability of students with special needs after that class teachers, special supervising teachers and school heads modify the curriculum for students with special needs according to their needs. In addition, special supervisors also develop according to their abilities.

Learning planning that is carried out for both regular students as well as students

with special needs still refers to the standard national curriculum process, where elementary schools use a thematic approach. All material in each subject is united by one predetermined theme. While the tactics used use a scientific approach. The learning models used are problem-based learning models, project-based learning models, and examples of inquiry or discovery learning.

In the second school, the class teacher conducts lesson planning for regular students because there is no special supervising teacher at this school, so the PPI program has not been implemented for students with special needs. In addition, class teachers have not aligned the curriculum for students with special needs due to time constraints. Students with special needs at this school will be separated and there are only 2 or three students in the class so that class teachers are able to adjust to regular students. For students with special needs learning planning is still less relevant because it still refers to regular learning planning.

The curriculum applied to schools providing special education is still the national curriculum, in accordance with Permendiknas No. 70 of 2009 concerning Inclusive Education for students who have disabilities and have potential intelligence or talents who reveal that the curriculum used permanently refers to the national curriculum standards, but for PDBK who have intellectual barriers, as a result, are unable to follow the national curriculum standards, so they can share curricula that accommodate the needs and abilities of PDBK with adjustments made. The curriculum that will be implemented is planned in advance, for students with special needs, meaning that the curriculum is adapted.

Teachers must understand what the curriculum is adapted and harmonized for and which parts can be adjusted (Naz & Murad, 2017). Provides that to accommodate educational needs for PDBK in regular schools there needs to be differences or adjustments, several aspects that can be adjusted are curriculum content, learning methods, achievements to be achieved, and evaluation. Curriculum development for regular and PDBK is separated but still coordinated between homeroom teachers, GPK, parents and school principals. GPK as the curriculum development team feels that curriculum development for PDBK is still not stable in terms of format and accountability reports. Documentation reports are not billed by supervisors or local offices so that the format and curriculum documentation reports will be adapted to the human resources available at the school without any format or document requirements that need to be prepared. This will also result in schools not developing curriculum modifications for PDBK. do not feel like a necessity.

Implementation, in the first school. Implementation of learning follows the planning procedures that have been prepared in the RPP and PPI for students with special needs. Learning in class as much as possible involves all students. In the preliminary activities, all students must pay attention to the class teacher. The class teacher delivered reinforcement of literacy, character, religion and strengthening habits. Then the class teacher reviews the previous material by asking questions and answers to students. After that when entering the core activities, students with special needs who get different material will be guided by a special supervising teacher. At certain times, assignments or group learning activities will include students with special needs in the group. The method used is lecture, and the media used is mostly video lessons. Students with special needs also use customized textbooks and video lessons. In the closing activity, the class teacher delivered material reinforcement and assignments for regular students, and students with special needs. Given by special tutors. Thus the implementation of learning in class involves all students in learning together, but in certain materials and at certain times, students with special needs. Accept differences in material, as well as assessment and learning media to be adapted to the abilities of each student with special needs.

In the second school, the implementation of learning in class is guided by the lesson plans, but the lesson plans used by regular students and students with special needs are still equated. Learning activities in class involve all students, in the preliminary activities

the teacher provides motivation for students to remain enthusiastic in Study. Then the teacher conveys the material to be learned and repeats the lesson from the previous week. The core learning activities, the class teacher begins by mentioning the material all students pay attention to, then after finishing providing explanations it is continued with practice questions, when regular students work on practice questions, the class teacher visits students with special need to re-mention the material that has been given adapted to the abilities of students with special needs, by simplifying the material and language. The method used is lectures, while the media used means textbooks. In closing activities, the teacher reviews today's material by asking questions and answers, giving questions that students with special needs can also answer.

The implementation of learning that is carried out in inclusive classes is unique with the existence of PDBK and a different curriculum between PDBK and regular. Learning applications in class still involve all students, try to get all students involved in it and there is no difference, but there are still adjustments for PDBK. Following are some of the modifications made by the school when the implementation of learning is reviewed from several aspects. Learning Materials, states that the material for PDBK is different from using regular students by making adjustments to good abilities for students who have problems as well as CIBI students (Sebrina & Sukirman, 2019).

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Material modification is carried out by looking at PDBK's academic ability, the class teacher conducts an assessment of PDBK's cognitive ability, and how far the material can be received. For first schools, the GPK teacher records every material received by PDBK and maps material that has or has not been completed, so that teachers and parents can see progress. According to these notes, the teacher or GPK continues to provide further material at the second school, the class teacher recorded the depth of material that could be completed by PDBK in a daily journal

Evaluation, evaluation still refers to the standard process of the national curriculum, namely authentic assessment to assess attitudes, knowledge and skills in the first school, the evaluation and evaluation instruments were carried out by the homeroom teacher assessing regular students and special supervising teachers providing assessments for students with special needs by making adjustments to both the form of the questions and the method of solving the questions. Special supervising teachers will ask students with special needs individually using questions that are not the same depending on the weaknesses of each child.

In the second school, the evaluation instruments for both regular students as well as PDBK were developed by the class teacher, regular students would get more questions compared to students with special needs and in working on questions the teacher helped some PDBK by reading the questions so they could be better understood. There are also differences between regular students and ABK.

Learning evaluation is the same as regular academic evaluation in the form of written questions or verbal questions, while behavior and performance evaluation use a behavior journal. The first school to share assessment instruments for PDBK was developed by GPK, and the implementation of assessments for PDBK was also guided by GPK. The assistance given during the exam application for PDBK means helping to read the questions so that students understand more about the meaning of the questions, if students cannot spell, then they are assisted to dictate answers that have been called by

students. Whereas in the second school, the classroom teacher used the implementation of the impact evaluation instrument to develop by simplifying the material and answers and helping to read the questions for some PDBK.

Supporting and inhibiting factors for the implementation of inclusive education in implementing inclusive education, of course, we have several supporting and inhibiting factors. Supporting factors are leaders who are open to input, collaborate and find solutions to children's problems with the help of colleagues. There is support from parents of students, government support in the form of a flexible curriculum and support for facilities and infrastructure and open citizens. While the inhibiting factors in the implementation of inclusive schools are the implementation of policies that are unclear and do not touch technically, and inadequate funds, especially in making supporting events and recruiting special supervising teachers.

CONCLUSION

In implementing the curriculum there are several stages, namely the planning, implementation and assessment stages. To see the implementation of the curriculum in schools providing inclusive education in the aspects of planning, implementing and evaluating learning as well as the factors that support and hinder the implementation of inclusive education. The results of this study indicate that; i) the first school has aligned the curriculum with assessments, individual learning programs and discussions with parents, teachers and principals while the second school has not aligned the curriculum, ii) the first school has made adjustments to the implementation of learning in the material and evaluation of learning outcomes while the second school has made adjustments to the material provided by special companion teachers and learning evaluations are assessed by special supervising teachers, iii) learning evaluations are carried out by adjusting the level of difficulty of the questions, the number of questions, and how to answer questions using students' abilities, vi) the support of the principal, peers and parents of students is felt while the inhibiting factors are policies that are not yet comprehensive and lack of funds adequate. The results of this study can be used as initial data for further researchers in examining various matters relating to this issue as well as various other information relevant to this context

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International Journal of Multidisciplinary of Higher Education

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