

Inclusive Curriculum Education Modification Management (Case Study at Ponorogo National Immersion Primary School)

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ABSTRACT: *An inclusive school is a regular school that accommodates students with special needs, both those who have abnormalities or special talents that they all study in the same environment and place. One of the activities carried out is journal writing related to the implementation of learning in inclusive settings both done in regular class and Children's Stimulation Unit room. The Inclusive Culture program which was programmed at this institution was welcomed with positive support from parents, all elements of the school and the Education Service Government which are expected to have gradual changes in the inclusive school environment for the community and the District Education Office is more aware of the importance of education for all.*

Sekolah *inklusif* merupakan sekolah regular yang mengakomodasi peserta didik dengan kebutuhan khusus, baik yang memiliki kelainan ataupun bakat istimewa yang mereka semua belajar dalam lingkungan dan tempat yang sama. Salah satu kegiatan yang dilakukan adalah ada penulisan jurnal terkait pelaksanaan pembelajaran dalam *setting inklusif* baik yang dilakukan di kelas reguler dan ruang Unit Stimulasi Anak. Program *Inclusive Culture* yang memang diprogramkan di lembaga ini disambut dengan dukungan positif dari orang tua murid, seluruh elemen sekolah dan Pemerintah Dinas Pendidikan yang diharapkan nantinya ada perubahan yang bertahap dalam lingkungan sekolah inklusif bagi masyarakat dan Dinas Pendidikan Kabupaten lebih sadar akan pentingnya pendidikan untuk semua.

Keywords: *Modification of Curriculum and Inclusive Education.*

I. INTRODUCTION

Data from the 2013 Directorate of Special Education and Special Services Development (PPK-LK) states that in Indonesia there are 330,764 Students with Special Needs (PDBK) of Elementary School age, 125,062 GDPK of which have already been served in 1,823 Special Schools (SLB) in 34 provinces . Meanwhile, there were 15,144 PDBK served in 811 regular schools in the context of inclusive education, so that at least there were still at least 190,558 GDPK of elementary school age who had not received education services.

Based on these data, it can be seen also that if services in GDP are only served in the context of Special Education (SLB) only, the Government can only serve 37.8% of the total GDPK in Indonesia, or there is 62.2% of GDPK which is still not education can be served. Even though explicitly one of the mandates in the Preamble of the 1945

Constitution states that the Government of Indonesia must be able to educate the life of the nation, and Article 31 paragraph 1 states that "Every Citizen has the right to education." (Direktorat Pendidikan Luar Biasa, 2004: 3)

The lack of education coverage for these elementary school-age GDPKs, linked to the regulation and obligation of the Government to be able to serve education to all citizens, the existence of inclusive education services provided through regular schools is seen as very necessary and important to note as the main alternative in serving education These students with special needs. Regular schools that organize inclusive education programs are called inclusive schools. The Salamanca Statement and Framework for Action on Special Needs Education in the paper Portrait of Inclusive Education in Indonesia by Sari Rudiwati, defines inclusive education as follows:

Inclusive education means that : "schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups." (Sari Rudiwati, 2011)

So that it can be interpreted that inclusive schools are regular schools that accommodate all students without regard to physical, intellectual, social emotional, language, geographical, family conditions or other conditions. In this case, the school also accepts students with special needs, both those who have abnormalities or special talents that they all study in the same environment and place.

There are a number of things that need to be considered in order to become an effective inclusive school, Loreman gives his view that there are seven supporting pillars to make inclusive schools effective, one of the seven pillars is school and class room processes (implementation of activities in class and at school) and curriculum and pedagogy (flexible curriculum and pedagogical aspects [Tim Loreman, 2007: 22]). This needs to be considered in the context of inclusive schools, in the implementation of learning in the classroom should have a specific strategy so that the learning objectives can be achieved by each GDP, and the curriculum used should be more flexible and based on the results of curriculum development based on curriculum based assessment) or the needs of students. (Afiful Ikhwan, 2013) Based on this, this study takes a focus on a related problem regarding the management of modifications to the inclusive education curriculum, especially in the National Immersion Primary School, better known as the Ponorogo Immersion Primary School.

In this study, Ponorogo's National Immersion Primary School Primary School Inclusive Education institution was used as the research location. The school is the school that organizes the first multiple-based inclusive education program in Ponorogo Regency intelligence by independently submitting it to the Education Office. (Documentation, 2015)

II. LITERATURE REVIEW

a. Inclusive Education

Staub and Peck said Inclusive Education was "the placement of children with disabilities in the light, moderate and severe levels in the regular class." (Staub &

Peck, 1994: 7-11) This shows that the regular class is a place of learning that is relevant for children with disabilities, regardless of the type of abnormality and its gradation. stated that "Inclusive Education as an education service system requires that all children with disabilities be served in the closest schools, in regular classes with friends of their age". Through inclusive education children with disabilities are educated with other normal children to optimize their potential. (Sue Stubbs, 2002: 38)

Inclusive education means that schools must accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This includes disabled or disabled children and gifted children, street children and working children, children from remote populations and nomads, children from linguistic, ethnic and cultural minorities and children from areas of weakness or other marginal groups. (Sue Stubbs, 2002: 125) Inclusive Education according to UNESCO:

“At the core of inclusive education is the human right to education, pronounced in the Universal Declaration of Human Rights in 1949. Equally important is the right of children not to be discriminated against, stated in Article 2 of the Convention on the Right of the Child (UN, 1989). A logical consequence of this right is that all children have the right to receive the kind of education that does not discriminate on grounds of disability, ethnicity, religion, language, gender, capabilities, and so on.” (UNESCO, 1994)

So that from some understanding it can be concluded that inclusive education gives the meaning of all children, regardless of their abilities or disabilities, gender, status, socio-economic, ethnic, cultural, linguistic and religious backgrounds united in the same school community. Inclusive Education is the implementation of multicultural education that can help students understand, accept, and respect others who are different in terms of ethnicity, culture, values, personality, and physical and psychological functioning.

b. Model of Inclusive Education

Referring to the opinion of Vaughn, Bos & Schumn in the Directorate of Special School Development, the placement of children with disabilities/ those with special educational needs in inclusive schools in Indonesia can be done with various models, namely (Sari Rudiwati, 2011: 12):

- a) Regular class "Full Inclusion": Children with disabilities/ special educational needs learn together with other children in regular/ inclusive classes throughout the day using the same curriculum as children in general.
- b) Regular Classes with clusters: Children with disabilities/ special educational needs study together with other children in regular / inclusive classes in special groups.
- c) Regular classes with pull outs: Children with disabilities/ special educational needs learn together with other children in the regular/ inclusive class, but at certain times are withdrawn from the regular class/ inclusive to the guidance room/ source room to study and receive guidance services from Special Teachers/ Special Mentoring Teachers.

- d) Regular classes with clusters and pull outs: Children with disabilities/ special educational needs learn together with other children in the regular/ inclusive class in special groups, and at certain times are withdrawn from the regular class/ inclusive to the guidance room/ source room to study and receive guidance from the Special Teacher/ Special Advisory Teacher.
- e) Special classes with various integration: Children with disabilities / special educational needs study and receive guidance services from Special Teachers / Special Mentoring Teachers in special classes at regular / inclusive schools; but in certain fields they can study with other children in regular / inclusive classes.
- f) Special classes are full: Children with disabilities/ special educational needs study and receive guidance services from Special Teachers/ Special Advisory Teachers in special classes available at regular/ inclusive schools.

For children with disabilities/ special education needs whose type and level of abnormality are classified as severe; allow for more time to be in a special class/ resource room in a regular/ inclusive school. For children with disabilities/ special education needs whose types and levels of abnormality are very severe, it does not allow learning in regular/ inclusive schools to be channeled to special schools or so-called Extraordinary Schools / SLBs or Rehabilitation/ Social Institutions and "Hospital Schools".

III. METHODS

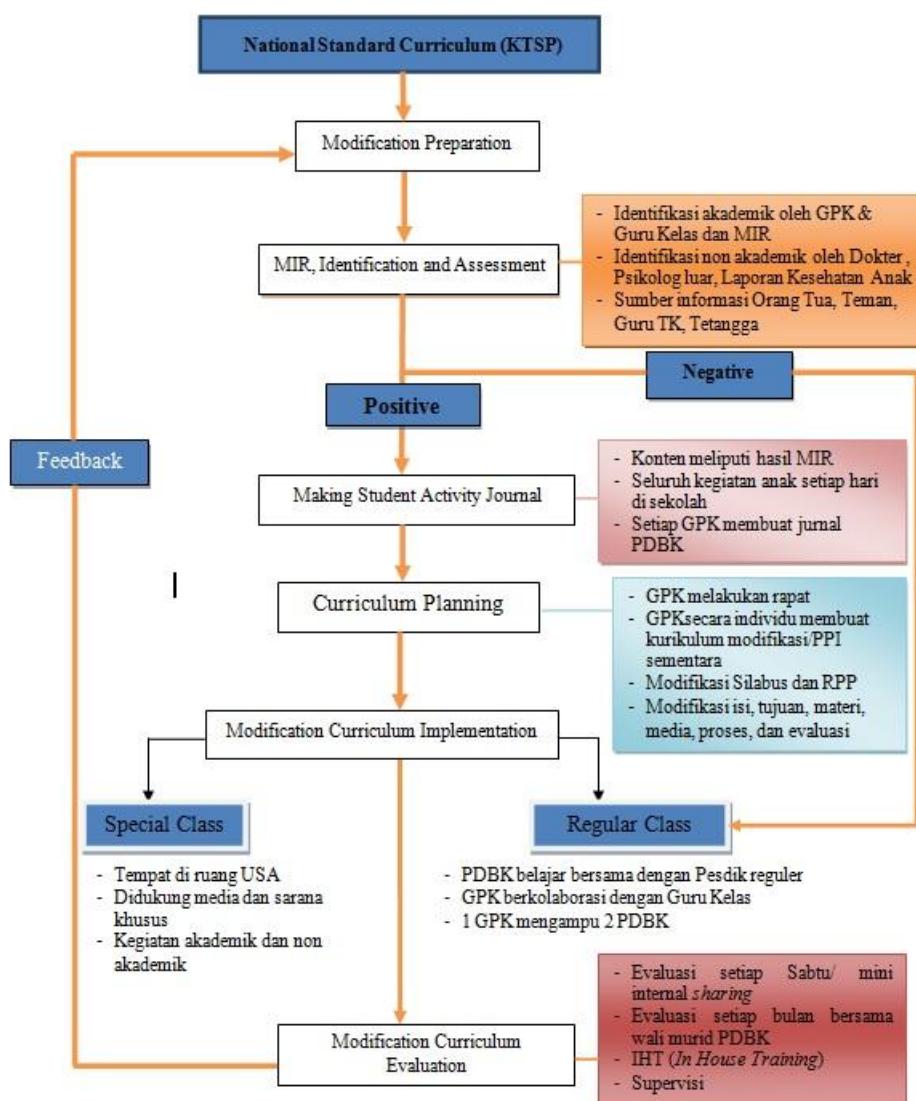
This research uses interpretive paradigm through qualitative approach, case study type. The analysis tool used is qualitative analysis model of Miles and Huberman. The focus of this study are as follows: 1) preparation stage, 2) implementation, 3) evaluation and 4) impact of management modification of inclusive education curriculum.

IV. FINDINGS

1. Stages of Management Preparation Modification of Inclusive Education Curriculum

The management of the inclusive education curriculum in the Ponorogo Immersion Elementary School has referred to the technical guidebook for the implementation of inclusive education in East Java but there are modifications in the implementation of the curriculum tailored to the needs of students to explore the potential of students so that learning is designed based on the competencies of each learners.

So the following is a concept in the form of an inclusive education curriculum management chart in Immersion Primary School according to the results of the research conducted:



The chart above illustrates the whole series of activities implementing the management of the inclusive education curriculum in Immersion Elementary School, the researchers found that the series of activities are more in line with the guideline for organizing inclusive education from the government even though there are several different mechanisms, namely at the journal making stage pre-planning (Afiful Ikhwan, 2018).

- Preparation in Management of Modification of Inclusive Education Curriculum at Ponorogo National Immersion Primary School
- Identification and Assessment of Students with Special Needs (PDBK) at Ponorogo National Immersion Primary School
- Making Activity Journal for Students with Special Needs (PDBK) in Ponorogo National Immersion Primary School
- Planning Modification of Inclusive Education Curriculum at Ponorogo National Immersion Primary School

2. Implementation of the Modification of Inclusive Education Curriculum

In accordance with the curriculum modification planning, Ponorogo Immersion Elementary School implementing in learning divides the class into two, namely class inclusive and special class. This division is based on guidelines and rules from the government that must provide special classes for GDPK. In the Ponorogo Immersion Primary School a special class is held in the Children's Stimulation Unit (CSU) room. (Afiful Ikhwan, EDUKASI, 2016: 128)

So in the Immersion Elementary School institution in the implementation of learning is divided into two classes which are class inclusive and class CSU.

- a) **Inclusive Class:** In an inclusive class setting, all students learn together in one class. This is in accordance with Budiyanoyang's opinion stating that in this class GDPK learns together with regular students. The National Standard curriculum that applies to regular students also applies to PDBK. Mentioned in theory that three curriculum models on inclusive education are three which are implemented in an inclusive class of two curriculum models, namely the regular curriculum and the modified curriculum or regular curriculum with modifications.
- b) **Special Class:** Special classes are places for Special Needs Students (PDBK) located in the source room and in the Immersion Primary School called the Children's Stimulation Unit. Based on exposure to Immersion Elementary School data, these two models are applied according to the needs of students. In this institution the activities of all students are divided into academic and non-academic activities, so for GDPK who are academically unable to follow the regular curriculum either modified or not, academic activities are carried out in the USA space, while PDBK non-academic activities are integrated / non-inclusive ABK. Even to create an inclusive/ inclusive culture environment, every morning both the crew and non-ABK pray together in the regular class.

3. Evaluation of the Implementation of the Inclusive Education Curriculum

The controlling function as a form of evaluation of management modification of an inclusive education curriculum in Ponorogo Immersion Elementary School that evaluates success in achieving goals and targets in accordance with predetermined indicators. Take steps to clarify and correct any irregularities that might be found. Perform various alternative solutions to various problems related to achieving goals and targets. So, in the evaluation phase the focus is on monitoring how the efforts to achieve goals and targets are in accordance with the indicators that have been set. After that, proceed with taking steps to clarify and correct the problems that occur. This is done by doing various alternative solutions to various problems related to achieving goals. If within a month KD is achieved, then in the following month PPI changes KD and increases it, but if it has not been achieved then do remedies with different learning variations and creativity with the same KD. If there is still no change or not achieved then replace KD.

Based on the explanation above, the evaluation is divided into groups, one month and semester. Then in the monthly evaluation, as a place of evaluation with parents of GDPK. In the meeting with the guardian of the GDP in addition to providing PPI PDBK, parenting activities were carried out. Activities vary,

ranging from giving motivation and homework, learning that must be done by parents to improve GDP competency, including simulation activities for handling GDPK. In addition to meeting with student guardians of PDBK, in the evaluation of Immersion Elementary School there is also an In House Training / IHT. IHT activity as a forum for program evaluation that has been carried out during the middle of the semester and also the achievement of learning objectives in regular or USA classrooms. IHT is held when Semester Deuteronomy. IHT activities do not only discuss learning programs, but IHT activities are also engineered to improve educator competencies. there are various activities, one of which is book review which the speaker comes from within the institution. Participants in IHT are all institutional stakeholders.

Within the semester, as an evaluation activity, supervision is carried out by the principal and the Inclusive Consultant. The supervision is divided into two groups. The first group supervises the homeroom teacher and subject teacher and the second group is conducted by an Inclusive Consultant who supervises the GPK. the principal knows what developments are there and the principal must always monitor as well as the Inclusive Consultant. Thus the teacher also feels heeded, thus motivating his performance.

The evaluation in class is carried out flexibly based on the diversity of characteristics and abilities of students. So that the evaluation of learning outcomes in the class is very varied. In inclusive education settings, systematic and continuous assessment of learning outcomes aims to assess student learning outcomes in schools, taking responsibility for the implementation of education to the community, and to know the quality of education at school. Continuous assessment means that continuous observation does not stop and focus on the final exam, but all processes are carefully looked at, so that the teacher gets a complete picture of the learning conditions of students from beginning to end.

4. Impact of Modification of Inclusive Education Curriculum

In Primary Schools Immersion of the impact of curriculum modification is to improve the quality and competence of the teacher itself in providing education services to the GDP. The teacher as an educator has a dual function, as a teacher and educator, the teacher has a big responsibility in achieving educational progress. Teachers are required to have good quality, must master the strategies, methods, media, readiness to teach, patience, and sincerity in facing GDPK.

In addition, the impact of curriculum modification is to build students who excel in cultural, spiritual, intellectual and emotional aspects in accordance with the vision, mission and goals of national education, including various educational objectives below. Remembering this, the teacher must maximize his ability to teach and provide knowledge to students. In Immersion Elementary School in improving teacher teaching competencies mainly related to providing services to ABK, the teacher multiplies the exchange of ideas about matters relating to experience about handling GDP. Exchange of experience can be done at any time, but the school accommodates it in a weekly evaluation every Saturday, as a place to share experiences and problems in which there is also problem solving.

But in addition to this, the school also facilitates teachers in improving quality in service to GDP by bringing in a team of experts. Many GPK have participated in a short course related to inclusive education. Inclusive consultants always optimize

capabilities by participating in various trainings. The knowledge gained from the training is shared with all teachers every Saturday or when IHT activities. So that teachers really are required to be able to serve and understand the characteristics of PDBK in education.

Modification of the curriculum carried out, of course also affects students as the subject served. The curriculum is the core of education, in addition to containing the formulation of the goals that determine the direction in which students will be brought and directed, it also contains a formula for content and learning activities, which will equip students with the knowledge, skills, and attitudes and values they need in the life and implementation of work assignments in the future. The curriculum also affects the quality of people and human resources of a nation. In Immersion Elementary School curriculum modification also had an impact on the formation of the character of ABK and non-ABK students.

Character building in the School is a system that seeks to instill institutional values which include knowledge, awareness, willingness, and actions to carry out these values. In its implementation, these character values must be contained in an inclusive education curriculum. The values adopted by the institution are in accordance with the vision, mission, and objectives of the institution, and to achieve these objectives the education curriculum is one of the media. Value planting in students is done through academic and non-academic activities at the time of learning activities.

V. RESULTS AND DISCUSSION

1. Stages of Management Preparation Modification of Inclusive Education Curriculum

The researcher found that there was a phase of journal writing for students' daily activities after MIR, identification, and assessment, which according to the government chart was not found in that stage. This is part of the school effort in administering data on students with special needs so as to facilitate the school in providing education services to GDPK and is a form of accountability for GPK so that the journal is a GPK guideline to determine the development and characteristics of the PDBK being administered. And when there is a change in GPK, the journal becomes the guideline. The school independently creates the daily activity journal.

Thomas Lombar in David J. Smith stated that responsible inclusion states that students with disabilities have the right to be taught with their friends in integrated places. Inclusively responsible for preparing students to live in an integrated and inclusive society that is responsible for not leaving students so only in programs and regular classes without the support system needed to meet needs. And to meet the needs and support system for students with needs, one of the efforts made by the Immersion Elementary School institution is to modify the curriculum for GDP (J. David Smith, 2006: 401-402)

The school's attention to the curriculum used is in accordance with the opinion of Loreman who gave his view that there are seven supporting pillars for making effective and efficient inclusive schools, namely: (1) Positive attitudes (2) Policy and leadership / policy and leadership (3) School & classroom processes / schools and processes in the classroom (4) Curriculum and pedagogy / curriculum and educators

(5) Community / community (6) Meaningful reflection (7) Training and resources / training, which according to the opinion of the seven pillars is in the curriculum component. (Loreman, 2007: 23)

2. Implementation of Curriculum Modification of Inclusion Education

In accordance with curriculum modification planning, Ponorogo Immersion Elementary School conducts learning in dividing the class into two, namely inclusive classes and special classes. This division is based on guidelines and rules from the government that must provide special classes for GDPK. In the Ponorogo Immersion Primary School a special class is held in the Children's Stimulation Unit/ USA room. (Afiful Ikhwan, Ulul Albab, 2016)

The inclusive education model in Indonesia refers to the opinion of Vaughn, Bos & Schumm in the Directorate of Special Schools Development that provides appropriate education services for children with disabilities/ PDBK according to their individual needs. Thus the placement of GDPK must be chosen more freely among the alternative services provided and based on the potential and type and level of abnormalities. The placement is not permanent, but temporary; thus students with disabilities are able to flexibly move from one alternative service to another alternative, assuming that the intention of needs is particularly changing. The philosophy is inclusive, but in practice provides a variety of alternative services that suit their abilities and needs.

Moreover, it is based on Gargiulo's opinion that one of the reasons underlying this learning collaboration is to make choices in learning and accommodate support for all students in inclusive education by combining general teacher competencies (regular) and GPK. So in inclusive classes Immersion Elementary School defines the ceiling that 10: 1 means 10 non-ABK students with one crew. And in each class there are 20 non-crew members with 2 crew members, who are administered by 1 GPK.

3. Evaluation of the Implementation of the Inclusive Education Curriculum

Based on the results of the research conducted by researchers at the Ponorogo Immersion Elementary School, data were obtained regarding the evaluation of curriculum modification which in detail will be explained in this discussion. For this evaluation phase there are those held in the weekly, monthly and one semester term.

The forms of evaluation in the daily learning activities of PDBK are always written in the daily journal PDBK, and are always reported to the student guardians of PDBK through the WAG media (Whatshap Group). The data is in accordance with Getskow and Konzalt's theory which reveals that in compiling PPI collaboration between teachers and people parents play an important role in GDPK learning, from the beginning to one month PPI is implemented and evaluated in meetings with student guardians of PDBK. (Konczal dan Getskow, 21)

4. Impact of Modification of the Inclusion Education Curriculum

In Primary School Immersion of the impact of curriculum modification is: improving the quality and competence of the teacher itself in providing education services to GDPK. In addition, the impact of curriculum modification is to build superior personal students in cultural, spiritual, intellectual and emotional aspects in accordance with vision, mission, and national education goals, including various educational objectives below.

The community as an outside evaluator was also affected by the modification of the curriculum. Because Immersion Elementary School institutions in academic and non-academic activities in learning also involved community participation such as scientific activities. So that it is expected to be able to change people's perspectives regarding ABK. In line with Ki Hajar Dewantara's education trilogy that family, school and society are the motor of character building and child morality.

VI. CONCLUSION

Based on the results of an in-depth review of this study, conclusions can be drawn as follows:

Management preparation stages of modification of inclusive education curricula at Ponorogo National Immersion Primary School include preparation in the management of modifications to the Inclusive education curriculum, identification and assessment of Students with Special Needs (PDBK), making Activity Journal for Students with Special Needs (PDBK) and planning modification of the Inclusive Education curriculum.

Immersion Ponorogo Elementary School implementing in learning divides the class into two, namely inclusive classes and special classes, both of these models are applied according to the needs of students. In this institution the activities of all students are divided into academic and non-academic activities, so for GDPK who are academically unable to follow the regular curriculum either modified or not, academic activities are carried out in the USA space, while PDBK non-academic activities are integrated / non-inclusive ABK.

Evaluation of the implementation of an inclusive education curriculum in the Ponorogo National Primary School Primary Immersion Primary School for the first, one-month and semester evaluations.

Impact of modification of inclusive education curriculum in National Immersion Primary School Ponorogo is to improve the quality and competence of teachers themselves in providing education services to GDP, to build students who excel in cultural, spiritual, intellectual and emotional aspects according to their vision, mission, and the objectives of national education and the formation of the character of ABK and non-ABK students.

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