

Curriculum Adaptation in Learning Student with Special Needs at Inclusive Schools Surakarta City

¹Istiqomah Putri Mirasandi, ²Abdul Salim, ³Muhammad Akhyar, ⁴Herry Widyastono

^{1,2,3,4} Magister Pendidikan Luar Biasa, Universitas Sebelas Maret, Surakarta, Jawa tengah, Indonesia

Abstract. The study aims to determine the ability of Special Assistance Teachers in adapting the curriculum for Children with Special Needs in inclusive schools. The research was carried out in Public Elementary School 1 of Pajang Surakarta. The research subjects were special companion teachers in inclusive schools. Data collection on the teacher's ability to adapt the curriculum using the interview method with special accompanying teachers and documentation methods regarding learning devices for children with special needs at school. The analysis technique uses qualitative analysis of triangulation models from Miles and Huberman. This analysis model consists of three stages, namely the stage of data reduction, data presentation, and conclusion. The results of the study showed that most of the special assisting teachers had not been able to adapt the curriculum, because some of the special assistant teachers were not graduates of Special Education. Special mentoring teachers need interventions to improve their competence in curriculum adaptation.

Keywords: Curriculum Adaptation, Special Assistance Teachers, Inclusion Schools

1. Introduction

In Indonesia, the implementation of inclusive education is contained in the Directorate General of Dikdasmen Circular Letter Number 380 / C.C6 / MN / 2003 dated January 20, 2003 on inclusive education and Minister of National Education Regulation number 70 of 2009 on inclusive education for learners who have abnormalities and potential intelligence and/ or special talent.

Inclusion education in general is the provision of education for people with physical or psychological barriers or in the broader sense of the actual involvement of each child in the curriculum, the environment and the interactions that exist in the school without discriminating background. The existence of inclusive education is intended to develop the potential and save their future from educational discrimination that tends to neglect children with disabilities (Divine, 2013, pp. 26-27).

Reception of children with special needs by public schools and communities in inclusion environments makes children with special needs have a wider opportunity to get education like other normal children to be better able to develop

the potential as needed. Characteristics of each child with special needs vary widely, including in learning. The diversity in each child needs to be accommodated by implementing the curriculum adaptation so that the learning can run optimally according to the students' ability.

Inclusion education curriculum uses a regular curriculum (national curriculum) that is modified according to the stage of development of children with special needs, taking into account the characteristics and level of intelligence of each student (Supardjo, 2016). Regular school in Surakarta City has implemented inclusive program, one of them is State Elementary School 1 Pajang. Special Assistant Teachers at State Elementary School 1 Pajang Surakarta formulate a Special Lesson Plan and Individualized Educational Program for each student they accompany.

Some Special Assistant Teachers in State Elementary School 1 Pajang Surakarta is not graduated from Special Education. Teachers Special Assistant Teachers is a classroom teacher or a teacher of the field of study appointed by the principal to assist children with special needs. Therefore, the teachers have not really understood the concepts and needs of

children with special needs, including in the process of learning in the classroom.

The model curriculum in schools inclusion for children with special needs can be grouped into four, namely: duplication curriculum, modification curriculum, substitution curriculum and curriculum omission. Curriculum duplication is a child with special needs using a curriculum whose level of difficulty is equal to the average / regular student. This curriculum model is suitable for children with visual impairment, children with hearing loss, children with speech impairment, a child with a physical disorder, and a child with behavioral disorders. These students have no intellectual barriers, however, it is necessary to adapt the process using Braille for children with visual impairment, and children with hearing loss using sign language in their delivery.

Curriculum modification is an average/regular student curriculum tailored to the needs and abilities/ potential of children with special needs. The substitution of the curriculum is that some parts of the average/ regular child curriculum are abandoned and replaced with more or less equivalent. This curriculum model for children with special needs tailored to the situation and conditions. Omission Curriculum is part of the general curriculum for certain subjects totally eliminated, because it is not possible for children with special needs to be able to think equals the average child.

The curriculum components that need to be adapted to suit the needs of special needs children (Divine, 2013, pp. 172-177), include objectives, materials or teaching materials, instructional strategies, instructional media, and learning evaluations. The curriculum objectives are intended for the development of demands, conditions, and needs of society and are based on thoughts that are consistent with philosophical values.

Student with special needs who have above-normal intelligence, the material within the regular school curriculum can be extended and deepened and added new material not present in the regular school curriculum, but the material is considered important for gifted children. Children with special needs who have relatively normal intelligence of material in the regular school curriculum can be retained or the degree of difficulty is lowered slightly. Meanwhile, children with special needs who have below-normal intelligence of material in

the regular school curriculum can be reduced or lowered difficulty levels as needed or even eliminated certain sections.

Based on the learning process, there are two learning strategies, namely (1) Learning planning should be made based on assessment results and made together between classroom teachers and special teachers in the form of individual learning programs, (2) Implementation of learning prioritizes cooperative and participatory learning methods, the same opportunities as other students, are shared responsibly and implemented collaboratively between special teachers and classroom teachers, and by using diverse media, resources, and environments with circumstances.

The use of media as an intermediary in the learning process has value and function that is very valuable for the creation of a conducive learning climate. The use of media to train children to strengthen the sensitivity and skills optimally supported by teacher motivation. The curriculum assessment is intended to see the effectiveness of the curriculum used by teachers in applying the curriculum.

Constraints in the implementation of inclusive education (Illahi, 2013, p.131), is a difficulty in harmonizing the regular school service standards that have been running and the variation in the learning needs of children with disabilities; school have not been able to provide the right program for children with special needs with conditions of intelligence below average; there is no evaluation system learning outcomes, both normative and summative appropriate to the needs of children with special needs; the lack of learning resources and facilities that accommodate the mobility and learning needs of children with disabilities; not all regular teachers have the competence to provide children with special needs services and the lack of special teachers in inclusive schools.

Other obstacles in the implementation of inclusive education, ie all members of the school have an understanding about inclusive education and the services of children with special needs; there is still an assumption where children with special needs will affect the thoroughness of learning outcomes end of the year, resulting in children with special needs in special schools moved ahead of the exam; inclusion service still not integrated in the school system and climate so that there are

two labels of students, children with special needs and regular; not all inclusive education policy makers understand about inclusion system; the implementation of inclusive education is poorly prepared ; not yet optimal provision of teaching materials according to the needs of children with special needs.

Based on the introduction at above, the purpose of this study is to determine the ability of Special Assistant Teachers in adaptation of curriculum for children with special needs in State Elementary School 1 Pajang Surakarta.

2. Methodology

The research used descriptive qualitative research type. The study was conducted at State Elementary School 1 Pajang Surakarta. Subjects in the study were special escort teachers at State elementary School 1 Pajang Surakarta. The selection of the subjects is based on the purpose of research is to determine the ability of Special Assistant Teachers in adapting the curriculum for Students with Special Needs. Election of State Elementary School 1 Pajang as a place of study because the school is one of the inclusion schools which became the pilot school in the inclusion program.

Data collection techniques used interviews and documentation. Interviews were conducted with several special escort teachers regarding their ability to adapt curriculum to children with special needs in the schools. Documentation data is obtained from tools compiled by special escort teachers.

Data analysis technique used in this research is interactive model analysis (Interactive Model of Analysis) from Miles and Huberman. Analysis of this model consists of three components, namely data reduction, data presentation and drawing conclusions. In the data reduction phase, the researcher collects information about curriculum suitable for the children with special needs, then collects the data related to the preparation of curriculum and learning tools in State Elementary School 1 Pajang Surakarta then sorted according to the level of adaptation.

At the data presentation stage, the data is presented in narrative based on the data that has been collected, but is still temporary and may change if more accurate new information is found. The last stage is drawing conclusions. At

this stage, data from the results of reduction and presentation of data is verified, if the data obtained has a sharpness or equal to the previously obtained data, then taken conclusions.

3. Result and Discussion

Results of interviews between researchers with one of the Special Assistance Teachers in 2018, Children with special needs in State Elementary School 1 Pajang Surakarta numbered 11 people who are in class I to class VI. Student with special needs in the State Elementary School 1 Pajang Surakarta consists of various types of abnormalities, namely cerebral palsy, slow learning, mentally dissabled, autism, hearing impairment, and speech disorders. Meanwhile, the number of Special Assistant Teachers in the school is 5 people and most of them are not graduates of Special Education.

Student with special needs received at State elementary School 1 Pajang Surakarta are children who do not experience intellectual barriers, and have good fine motor skills, so that children can write and read. Student with special needs in these schools are not accompanied in full class, they are only accompanied occasionally when students experience difficulties, due to the lack of special assistant teachers. In addition, the special assistant teachers at the school not only served as special assistant teachers but most of them were class teachers appointed by the principal to become special assistant teachers.

Based on documentation data about learning tools at State Elementary School 1 Pajang Surakarta, it can be seen that some teachers have adapted learning for children with special needs in the school. Adaptation has been done in terms of learning strategies, because the competencies that must be completed children with special needs and regular children alike. An example of his adaptation, to a deaf child in an indicator retelling short text content is adapted by rewriting the text content using his own language. Another example, on the indicator of question and answer is adapted with the teacher write the question then the students write down the answer.

Adaptation of the curriculum to children with special needs can be done through 4 ways, namely duplication (adapting in full),

modification (adjusting curriculum components with student skills), substitution (changing curriculum components with more or less equivalent), and omission (eliminate some parts that are not possible for student with special needs to be able to finish it).

The selection of curriculum adaptation types is based on students' ability. Children with special needs who have no intellectual obstacles use this type of duplication by adapting the full regular curriculum. Children with special needs above average (IQ>125) may follow a curriculum or enrichment program. Meanwhile, children with special needs with below average intelligence (IQ<90) can adapt the regular curriculum according to the characteristics of the students.

Adaptation of the curriculum can not only be done on learning strategies, but also can be done on objectives, materials or teaching materials, learning strategies, learning media and learning evaluation (Illahi, 2013, pp.172-277). In the curriculum objectives, can be adapted in accordance with demands, conditions, and needs in the community in accordance with the conditions of students.

The curriculum used in schools that organize inclusion programs is a curriculum adapted or flexible to the needs of students covering with the Competency Standards and Basic Competencies (Kustawan, 2012). Finland is one example of a country that has applied a flexible curriculum well (Halinen and Jarvinen, 2008). Materials or teaching materials, can be adapted using several models of duplication, modification, substitution, and omission.

Adaptation to materials or teaching materials can be done by indicating the adapted learning indicators. For example marking 1 star on a duplicated indicator, 2 stars on a modified indicator, 3 stars on a substituted indicator, and 4 stars on an omitted indicator. At the end of the indicator column can be given a description of the number of different stars on the learning indicator. Each child receives different adaptations depending on his ability. Here is an example of adaptation of materials or teaching materials by 80% for children with special needs in inclusive schools on math subjects:

Table 1. Material Modification Table

No	Basic competencies	Modification Indicators
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1.	Understand and study systems of linear inequalities	Determine the completion of the linear inequality system of two variables ** *) Determine function, purpose, and constraints that must be met in a linear programming problem *) Describe the constraints as areas in which the linear inequality system meets * *) Determine the optimum value of the objective function as the completion of the linear program *) Interpreting the optimum value obtained as a linear program solution * **)
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Information:

- Duplication = *)
- Modification = **)
- Substitution = ***)
- Omission = ****)

Adaptation in terms of learning strategies can be done using cooperative and participatory learning methods by providing equal opportunities between children with special needs with regular children. The use of instructional media can adapt in various ways. For example, a child with visual impairment is given more visual media, while a child with hearing loss is given more audio. Meanwhile, curriculum evaluation is adapted in accordance with the given materials or materials. For children with hearing loss, eliminate oral assessments (listening) and replace them with sign language in oral tests, use more in written tests and performance tests.

The flexibility of this curriculum for children with special needs of children with intellectual impediments needs to be implemented in the form of Individualized Educational Program. (Hermanto, 2010). The results of the evaluation serve as the basis for the preparation of Individualized Educational Program for companion teachers and class teachers (Maftuhatin, 2014).

Special Assistant Teachers at State Elementary School 1 Pajang Surakarta adapted the curriculum according to the curriculum adaptation components devised by the divine (2013, pp.172-177). However, it can only adapt the material parts and learning strategies. Although not yet as a whole, it is a good improvement rather than no adaptation at all, so children with special needs can learn according to their level of ability.

The supporting components and determinants of successful inclusion schools, especially learning in the classroom are teachers, facilities, and learning infrastructure. These components are as much as possible prepared and conditioned so that children with special needs are not treated discriminatively. The success of the learning program in this inclusive education program is largely determined by the support of all parties, including the harmony of thinking on children with special needs, between government, teachers and society (Illahi, 2013, pp. 167-187).

Many supporting factors related to the environment, including the role of parents, special schools, and the government. Directorate of Special School Development, 2006 which stated that the curriculum used in the implementation of inclusive education basically uses the regular curriculum applicable in public schools (Susanto, 2012), which is the education unit level curriculum that accommodates the needs and abilities of children in accordance with the talent and interests. In addition to the regular curriculum, curriculum aligned to inclusive education also need to be equipped with Individualized Educational (Mudjito, Harizal, and Elfendri, 2012). However, since the level of obstacles of each child with special needs varies greatly, ranging from mild, moderate to severe, then in the implementation, regular curriculum needs to be adapted to fit the needs of children (Khairunnisa, et al, 2017).

4. Conclusion

Special Assistant Teachers at State elementary School 1 Pajang Surakarta have adapted the curriculum according to the curriculum adaptation components devised by the divine (2013, pp.172-177). However, only limited to adapt the material and learning strategies. although not yet as a whole, it is a good improvement rather than no adaptation at all, so children with special needs can learn according to their level of ability. Therefore, special assistant teachers at inclusive schools including State Elementary School 1 Pajang Surakarta need intervention for improve competence they into adaptation curriculum through seminars, training, workshops, and other.

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