

Implementation of the Independent Learning Curriculum in Inclusive Schools

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Abstract

This research post report aims to recognize and analyze the Implementation of the Free Learning Curriculum in Inclusive Schools. This research uses qualitative procedures using a descriptive approach. This method is done by analyzing data or materials obtained from various references such as books, journals, and/or articles. Based on the results of the analysis, it can be concluded that the Independent Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Inclusion schools are schools that also provide education for children with special needs (ABK). In the end, in the implementation of the independent curriculum, learning in inclusive schools aims at various models and methods.

Keywords: Implementation, Curriculum Merdeka Belajar, School of Inclusion.



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INTRODUCTION

The Merdeka Curriculum is a curriculum whose goal is to optimize the talents and interests of students that focus on essential material, developing student character, and student competence. Before the Merdeka Curriculum was used, it had previously been tested by 2,500 schools in the driving school program and by 2022 it would not only be implemented in driving schools, the Merdeka Curriculum would also be implemented in all schools in general. The Merdeka Curriculum will begin to be implemented in the 2022/2023 Academic Year at all levels, namely kindergarten, elementary, junior high, and also high school.

The Independent Curriculum will begin to be implemented in the 2022/2023 Academic Year with the aim of restoring learning after the Covid 19 pandemic. It is hoped that in 2024 the Independent Curriculum can be implemented in all school districts nationally along with evaluations also carried out by the government regarding the implementation of the Independent Curriculum as an effort to restore learning has decreased due to the pandemic (Rafikayati, A., Badiah, L. I., Alifah, F. D., & Salsabila, I. B. (2022)). For now, schools can start implementing the Independent Curriculum in stages according to the capabilities of the school, especially from the readiness of the human resources of the teachers of each school. Even if the school is not ready, it can still use the K-13 curriculum and the emergency curriculum while observing the progress of the school's readiness. This choice is returned to the school how prepared the principal and teachers are in each school.

The Independent Curriculum is a curriculum that respects the concept of diversity (differentiation) in students. The independent curriculum respects the potential and characteristics of students so that learning in the classroom must adapt to the characteristics of students and not vice versa. With the enactment of this independent curriculum, many teachers do not understand deeply about this curriculum change so that many teachers experience difficulties in implementing the Independent Curriculum.

In its implementation, the Independent Curriculum must be supported by the provision of training, the provision of teacher learning materials and innovative teaching tools, supported by the school principal and the local office. The Education Unit in the Provision of teaching devices in question is in the form of textbooks, supporting teaching materials, for example the design and scheme of learning objectives, school operational curricula, teaching modules and projects to strengthen the Pancasila Student Profile which are available on a digital platform for teachers.

Schools providing inclusive education must be prepared for all the consequences due to the diversity of characteristics of normal students and students with special needs, this of course requires schools to make adjustments both in terms of curriculum, facilities and infrastructure, learning systems and assessment systems. Curriculum and education are two things that are closely related, which cannot be separated from one another. Where is the curriculum as an actualization of educational tools, a means of achieving educational goals. The curriculum is an important thing to pay attention to in the educational process, because the curriculum directs all forms and activities of the educational process in achieving goals. Thus the curriculum is an educational plan that can provide guidance and guidance on the type, scope, sequence, content, and process of education. Curriculum as a guide in the implementation of education, as well as learning activities in order to achieve educational goals, so that the position and function of the curriculum is very important (Mansur, A. A., Fatkhuriza, A. L., & Wijaya, D. H. (2022).

Because essentially all children have the same opportunity to get an education. Through education, all the potential of students can be explored and developed optimally. Both normal and special needs students. This is related to the mandate of the 1945 Constitution article 31 paragraph 1 and paragraph 2 concerning the rights and obligations of every citizen to receive education and Law number 20 of 2003 article 5 paragraph 1 concerning the right of every citizen to obtain quality education. Thus there is no reason to abolish education for children with special needs (ABK), let alone neglect ABK in obtaining education. Moreover, students with special needs have obstacles in participating in learning, these obstacles start from the heaviest gradation to the lightest. For students who have severe disabilities, they can be educated in special schools or Special Schools (SLB) and Special Elementary Schools (SDLB) (UUD 1945, 2003). Meanwhile, those who have learning disabilities at moderate and mild gradations can be educated in public schools/regular schools, with certain requirements. Education for ABK in public schools/regular schools is called an inclusive school. The goals of inclusive education include overcoming the limited number of existing SLB and SDLB (because SLB and SDLB are only able to educate 1% of school-age ABK) and to accelerate the achievement of the compulsory basic education education program for ABK in Indonesia. Problems related to ABK include: a) curriculum implementation that is applied and proportional to be used as a reference in learning; b) adaptation to developing an independent learning curriculum for ABK; c) learning teacher difficulties; d) the teacher's difficulties in determining the value of ABK abilities. In general, this study aims to determine the implementation of the curriculum for inclusive schools based on the individual needs of students. In particular, the research aims to: 1) determine the adaptation model of inclusive school curriculum development based on individual needs and 2) knowing the application of curriculum development to students with special needs.

RESEARCH METHODS

Research procedures using qualitative methods are a process of studying and analyzing based on data and a descriptive approach. Sources were obtained from various references such as books, journals and articles.

RESEARCH RESULTS AND DISCUSSION

In this research that I conducted at one of the private elementary schools in Bandung, where the implementation of the independent learning curriculum for inclusive schools is very continuous with several important roles, namely:

School Role

In this case the school must be able to understand in advance the needs of each student, especially for students who have special needs. Schools must be able to implement and provide facilities for each of these students. Not only accepting children who have special needs without preparing advice and infrastructure for the needs of these students. Every student who has special needs has a character according to their respective strengths. For example, when a student needs calm or a tantrum is going on, a separate place or room has been provided so that other students are not disturbed, and in particular, they have worked with a third party to deal with students with special needs.

Schools in the early stages must have cooperation with several psychologists and understand each of the characteristics of students who have these special needs. In the early stages the school provides a test for each of these students in order to find out every student's needs. The school provides special learning for students who have special needs according to the needs of each student, such as when there are exams there are several students who must be given a special room to do it. Because sometimes students who have special needs have their own imagination and needs, they cannot be equated with students in general. But in this case students who have special needs are not distinguished from students in general.

There is an agreement with the parents and good talk so that the student can successfully participate in learning at school, as is the case if the student is being tested, especially when together with a psychologist, has said that the student has special needs, then the school should talk to parents to consider their child has a helper to help learning take place. Because if only the teacher in the class handles it, it will be a little difficult, especially if the class has several students with special needs. As one example, if the child has advantages where the child is hyperactive. Hyperactivity is a condition where the child cannot stay still or even has difficulty focusing. However, children who are active and full of energy do not mean hyperactive. Suspicion whether the child is active, full of energy or even hyperactive, can be seen from his ability to carry out various daily activities. Of course, in this case the student really needs a helper to help when learning takes place.

In this case the school must also provide training in the implementation of the independent learning curriculum for each teacher. Hold briefings and evaluations at least once a week. In this case the teacher will know more about each other and the planned programs that the school provides, especially in the learning process. To avoid miscommunication and confusion with each other. Schools must be open to everyone who relates to one another.

Teacher Role

The role of the teacher is very important when learning takes place, because success in the learning process lies in the role of the teacher. The teacher must be able to handle the classroom atmosphere so that students can learn according to the needs of each student, especially in their daily lives. The teacher's learning process does not only understand the independent learning curriculum or the models and methods that will be applied in class. However, the teacher must first understand the characteristics of each student, especially students who have special needs. In the process of learning the independent curriculum, of course, in this case the teacher does not only understand and learn, because in this case the

teacher is strongly encouraged to take part in existing or provided training. Teachers must be open to each other and consult with the parents of each student. The existence of an agreement that is carried out not only with the school but also with parents is very important.

In this private elementary school in Bandung there are several teachers, namely there are homeroom teachers, field teachers, trainer teachers. So in this case all teachers must communicate well with each other. It is the homeroom teacher who has an important role in dealing with his students with the support of field teachers and teacher trainers. Everything has to support each other. The models and methods of learning take place not only in the classroom. In this private elementary school in Bandung, every lesson takes place for each field teacher who already has his own room, which is indoors and outdoors, occasionally outside the school. For teacher trainers, this is returned to each student's talent interest. The learning process takes place with the homeroom teacher not only learning in the classroom, sometimes learning outside the classroom, by taking the concept of playing while learning.

The learning process takes place so that there is no boredom or boredom. But students feel happy and happy, learning is easily understood by every student. Where in the private school in Bandung, where school is Monday-Friday, leaving in the morning and returning home in the afternoon will not be felt because the learning process takes place not only in one place, not even the teachers who teach are the same. Even though it happened that one day the learning took place with the homeroom teacher, but learning was made not boring by not just learning in the classroom. Because what I personally understand, actually learning doesn't have to only be about subjects or sitting quietly in class. In all things we have to learn and understand, for example counting using fallen leaves can be used as an easy to understand and fun lesson.

The Role of Parents

In the role of parents is very necessary for the learning process to take place. Parents who better understand the characteristics of their respective children and know the needs of their own children before entering elementary school. Parents must be willing to cooperate either with the school or the teacher. In this case, parents must be open so that there is no discrepancy between at school and at home. Meet the needs of each of their children and support for the smooth running of the learning process, especially for parents who have children with special needs. With the support of parents, the learning process will be appropriate in general. In accordance with the earlier agreement. Parents must adapt how the development of their children. Because in this role parents are needed, the treatment of parents at home is very influential when at school.

Friend Role

The process of the role of friends at school is very influential, especially for classmates. For the success of the learning process, the role of friends helps each other and helps their friends when learning takes place. In this case it is also very influential on the models and methods carried out especially for students who have special needs. At one of the private elementary schools in Bandung, there are not only one or two teachers who teach, in this case there are homeroom teachers, field teachers, and teacher trainers. The learning process that is applied to students is not only in one class, because there are several learning field teachers who already have their own room, Even the homeroom teacher does not only work together in class, sometimes playing while learning outside the classroom, for the trainer teacher himself, this is according to the interests and talents of the students.

In this case the school holds more activities that are very supportive to hone and find out the interests and talents of each student. In this case the school has a fair attitude, I remember that fair is not always equal, but fair is according to each portion. According to the discussion above, several roles have been very supportive of the models and methods applied by these elementary schools. Everything is according to the agreement at the beginning and all roles have agreed and mutually support each other. So the learning process takes place very well, in accordance with the needs and interests of each student's talents.

CONCLUSION

The role of the school, the role of the teacher, the role of parents, the role of friends is very influential in the implementation of the independent learning curriculum in inclusive schools. Each role is mutually sustainable and very important in the learning process at school. If one role cannot work together, it will be difficult in the learning process for students at school, especially those with special needs. Of course, the application of the independent curriculum learning model in private elementary schools in Bandung makes students not feel bored or bored, because learning takes place not only in the classroom and not only the teachers. Of course, the learning methods are very diverse. In this case, the school has many activities that make students more fun and find out the interests and talents of each student.

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