

Implementation of Independent Curriculum for Students with Disabilities in Special Schools

Dimas Arif Dewantoro, Rizqi Fajar Pradipta, Ellora Fauziyyah Hanif

Corresponding Author: dimas.arif.fip@um.ac.id

Universitas Negeri Malang, Indonesia

ABSTRACT

This study uses a research approach that combines quantitative and qualitative forms or is commonly called a mixed methods research method. From the results of the research and analysis, it was found that the readiness of schools with principals as samples in the research on the implementation of the independent curriculum was in the fairly appropriate category. In the role of leadership and management of the learning process in schools, principals are expected to develop aspects of school administration, staff management, teacher management, students with disabilities, and school facilities, especially in terms of curriculum implementation or provision of facilities needed to support the education process in schools. 53.85% of special schools develop operational curricula for education units based on examples of curriculum documents. 69.23% of schools overhaul the flow of learning objectives.

Keywords: Independent Curriculum, students with disabilities, Special Schools

INTRODUCTION

The International Classification of Functioning (ICF) states that a person is said to have special needs if they have disabilities/dysfunctions of limbs, limited activities, and limited participation or involvement with the surrounding environment (Kurniawan, 2015). WHO and the World Report on Disability estimate that 15 percent of the world's 1 billion people are individuals with special needs (Shakespeare, 2017). It is fitting that society needs to know and understand special needs well, in order to create a sustainable life between each other. Students with special needs, like society in general, experience obstacles when participating in learning. Due to the different obstacles of each student with special needs, the educational services provided to them need to be adjusted to the characteristics, potential, and abilities they have. That is why it is important for teachers to be aware of the diversity of students (diversity awareness). Therefore, learning for PDBK requires adaptive resources so that they receive knowledge that can equip them later. "Merdeka Belajar" is an innovation of the main program launched in 2022 by Government (Kemendikbud RI) in 2022.

The "Merdeka Belajar" program was published to create fun in learning activities. "Merdeka Belajar" is a policy that gives stakeholders in schools the freedom to innovate and learn independently and creatively (Sherly et al., 2021). The government is encouraged to innovate in creating a fun learning environment without burdening teachers or students with high achievement in the form of minimum scores or criteria. Therefore, learning activities are more relaxed when students can talk more with teachers and learn by directly

observing the surrounding environment. Learning is not only listening to the teacher's explanation, but also forming the character of students, for example brave, independent, social, civilized, polite, capable, and not only based on the assessment system, because in fact each student has their own abilities and competencies. Therefore, it is hoped that in the future students will be formed who are willing to work and have good skills and qualities in society.

Curriculum is a learning tool provided by an educational institution and includes learning plans given to students. According to Nasution (Akhiruddin, et al., 2020), Curriculum is a plan designed to accommodate the teaching and learning process under the guidance and responsibility of a school or educational institution. The curriculum change in 2022, which was later named the Merdeka Curriculum, was initiated by the current Minister of Education and Culture, Mr. Nadiem Makarim. He said that educational reform cannot only be carried out using an administrative approach, but cultural transformation must also be carried out (Satriawan, et al., 2021). Cultural transformation, namely educational units must be able to change the culture in schools to be oriented towards a culture of reading and innovation (culture of learning and innovation) instead of focusing on administration.

The “Merdeka Belajar” Curriculum used in the context of learning recovery in its implementation is carried out in stages, not applied at once at all levels in each educational institution. This aims to review the advantages and disadvantages of this curriculum. Schools are given the freedom to choose three options when implementing an independent learning curriculum (Rahayu, et al., 2022). First, follow some principles without changing the school curriculum you are using. Second: Use your own learning curriculum by using the learning tools that have been provided. Third, schools can utilize the independent learning curriculum by developing their own learning tools. This Independent Learning Curriculum is used as a new innovation to complement and improve the quality of education. Hasibuan (Solehudin, 2022) stated that the quality expected from this curriculum is not limited to output alone, but produces outcomes that can sell to society and the world. The Independent Curriculum was developed by prioritizing basic materials and encouraging the uniqueness and abilities of students. Here the Independent Learning Curriculum has 3 main underlying characteristics, namely: simplifying content and focusing on essential materials. collaborative, applicative, and interdisciplinary project-based learning. design of learning outcomes and arrangement of lesson hours that provide flexibility to design operational and learning curricula according to the level of student ability. The core of the Independent Curriculum is Independent Learning, where teachers and students are subjects in the learning system itself. Here, instructors are anticipated to have a "development attitude" (a creating attitude), so that afterward instructors are able to carry out different compelling learning advancements for understudies. In the interim, for understudies, Free Learning is anticipated to make "mental security" (a feeling of security, certainty, and freedom from fear and uneasiness) within the learning handle so that understudies can create the propensity of inquiring a part of questions, attempting a part, and creating a parcel of work without having to stress approximately disappointment. In its execution, schools that actualize comprehensive instruction utilize the normal school educational programs or the national educational programs, which as of now implies the Autonomous Learning educational programs.

Through Independent Learning curriculum, it is hoped that special schools (SLB) can organize learning that accepts and respects differences, regardless of the physical, cognitive,

or social emotional conditions of their students. In the learning process in special schools (SLB), the curriculum used so that students with special needs are able to receive and understand the material taught, then the curriculum is first modified according to the child's development stage by considering the characteristics and intelligence levels of each student with special needs. This curriculum modification is carried out as an effort to create enjoyable learning and the objectives of learning can be achieved optimally. Modifications that are usually carried out for students with special needs in special schools (SLB), namely the allocation of learning time, content or learning materials, teaching and learning processes, learning environments, classroom management, and facilities and infrastructure for students with special needs. Not only students who must adjust to the situation and substance of education, but the education system must also adjust to the abilities, difficulties, speed, and interests of students.

METHOD

This research is a research using a research approach that combines quantitative and qualitative forms or is commonly called a mixed methods research method. Mixed methods is research in social sciences in everyday life. Johnson and Onwuegbuzie (Bowen, et al., 2017), argue that using mixed methods can help combine different approaches which allow researchers to design research questions in the context and parameters of their research. In addition, this can also help to answer more diverse questions by providing a broader and more creative research approach. In this study, a sequential explanatory design type was used. Creswell (Putra, 2017) said that sequential explanatory is a research procedure where researchers try to combine or expand the findings obtained from one method with findings from another method. Where in this research design the first stage is carried out using quantitative methods and then continued using qualitative methods sequentially, where qualitative findings will later be used to contextualize quantitative data.

This study involved 13 Special Schools in Malang City with various research sources, including Principals, Special Education Teachers, and Leading Teachers. This study can be an illustration and reference for the implementation of the independent curriculum in Special Education units (Special Schools) with the diversity of learning needs of students with disabilities. The research instruments used in this study were interview forms (qualitative method) and questionnaire sheets (quantitative method) as data collection tools where the instruments were developed and compiled by the researchers themselves which refer to the government (2022).

RESULT

Data on students' initial abilities was obtained from carrying out pre-tests and observations made before giving intervention to students. The pre-test was carried out by providing description questions consisting of ten questions. There are 4 test packages, each containing 10 questions with different numbers but with equal difficulty. The pre-test was carried out 4 times with the aim of obtaining stability in student scores. The pre-test was carried out for four days. with the results obtained which can be seen in table 1.

A. Stages of IKM Planning in Educational Units

The stages of IKM planning in special schools include designing the operational curriculum of teaching units, designing a set of learning objectives and assessments, as

well as planning the use and development of teaching materials. Designing operational curriculum of education units, 6 (46.15%) special schools developed educational unit curriculum based on the government by modifying learning planning based on analysis on conditions, teachers and staff, facilities and infrastructure at educational units by involving representatives of parents of students with disabilities or family communities. 7 (53.85%) SLB developed operational curriculum of educational units based on examples of educational unit curriculum documents provided by the government by modifying the organization and planning of learning according to the conditions of the educational unit, this is not based on a reflection of the educational units analysis.

Designing learning objective flow in Special Schools, 4 (30.77%) Special schools develop “learning objective flow” independently by referring to Learning Outcomes. The Curriculum Manager of the learning unit will lead the design process, monitor and ensure the smooth running of the development and evaluation process of the learning objective flow. This makes the development of the learning objective flow part of the curriculum planning and evaluation system for students with disabilities. 9 (69.23%) overhaul the learning objective flow provided by government based on the needs of students.

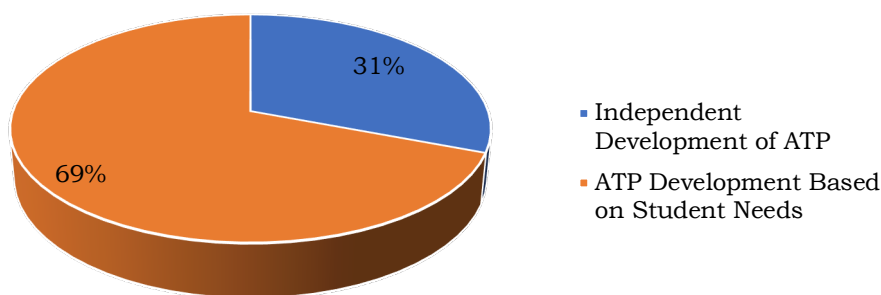


Figure 1. Designing Learning Objective Flow (ATP) in Special Schools

Learning Planning and Assessment, 7 (53.85%) Create learning plans and assessments based on student needs. 6 (46.15%) special needs schools revise learning plans and assessment examples provided by the government based on the needs of students with disabilities. In the planning stage of using and developing learning tools, 1 (7.69%) school attempted to allow teachers to combine different learning tools and adapt them to local contexts and student needs. Teachers can develop learning modules for one or more subjects. They share the learning modules they create with other teachers, and the education office conducts collaborative learning module development sessions5 (38.46%) special schools try to help teachers combine different learning tools to adapt to local contexts and students' needs, and teachers are encouraged to use some learning modules provided by the Government or modified. Many subjects. 7 (53.85%) special schools answered that teachers can choose teaching materials from textbooks, learning modules, and other materials depending on the local context and students' needs.

B. Stages of IKM Implementation in Educational Units

The stages of implementing IKM in special schools include the introduction of projects to improve the introduction of student-centered learning, Pancasila student profiles, student learning stages (primary and secondary), and collaboration between teachers to align with the curriculum and learning needs. 2 (15.38%) special schools with a number that was less or more than the government recommended. Starting with problem identification, project activities develop mainly through student initiatives, with the support of teachers and community partners who act as facilitators and resource persons, to understand concepts and/or solve related problems according to the topic Allows you to focus. 4 (30.77%) special schools have implemented projects to improve the visibility of Pancasila students, but the number is lower or higher than the government recommends. In addition, the project begins with problem identification facilitated by teachers and project activities aimed at conceptual understanding and problem solving according to the topic can be started. 7 (53.85%) special schools have implemented projects to increase the visibility of Pancasila students with fewer or more students than recommended by the government. In addition, the project began with problem identification and was led or managed by teachers, so that project activities began to focus on understanding concepts and/or solving problems according to the topic.

Learning will focus on students with special needs. 5 (38.46%) schools encourage teachers to differentiate methods according to students' needs, achievements, and interests. Teachers are also better at playing their role as facilitators by providing more opportunities. Students must learn independently and be responsible in the learning process. 6 (46.15%) Special schools encourage teachers to use a variety of student-centered that meet students' learning goals and needs. Furthermore, the role of facilitators is enhanced by taking responsibility for the learning process and increasing opportunities for students to learn independently. 2 (15.38%) schools encourage teachers to use a variety of learning methods that are centered on students with disabilities and methods that are in line with learning goals.

When actualizing coordinates appraisal in learning for understudies with extraordinary needs, 3 schools (23.08%) expressed that instructors conducted developmental appraisals and after that balanced the comes about to the students' capacity levels (instructing at school). Instructors can adjust learning throughout the learning handle to assist all understudies accomplish learning objectives, and the instruction office empowers instructors to utilize appraisal comes about in educational programs and learning plan. 9 (69.23%) schools energized instructors to conduct developmental appraisals at the starting of learning, and the comes about were utilized to shape consequent learning according to the execution of the larger part of understudies within the lesson (there was no separated learning arrange). In expansion, instructors conducted appraisals to get input. With respect to deciding students' learning needs and consequent behavior, 1 school (7.69%) detailed that instructors conducted developmental evaluations at the starting of learning and utilized the comes about to distinguish understudies who required more consideration. When planning appraisals, instructors started to guarantee that appraisals and learning objectives were adjusted.

Executing learning concurring to stages for understudies with needs (essential and auxiliary instruction), 2 (15.38%) expressed that it would be utilized to supply standardized learning. Leveling up (educating at the correct level), teachers can alter their learning all

through the learning handle to assist all understudies accomplish their learning objectives, and the instruction office bolsters instructors when planning the educational programs and when learning. 5 (38.46%) SLB conducts developmental evaluations at the starting of their learning, and understudies within the same course are partitioned into two bunches concurring to their learning accomplishments. In this way, each understudy can learn concurring to their learning results, and the school too organizes extra learning programs for understudies who are not prepared to memorize concurring to their course. 6 (46.15%) SLB conducts developmental evaluations at the starting of learning, and instructors distinguish a few who require treatment (materials and/or both) depending on the organize of accomplishment of most understudies within the course, consideration to each understudy or distinctive learning strategies. Usage of collaboration between instructors for educational programs and learning purposes, 6 (46.15%) Uncommon Schools expressed that instructors collaborate in learning arranging at the starting of the semester (arranging) and within the learning handle all through the semester, for illustration through dialogs on understudy learning advance, sharing great hones, sharing data almost instructing instruments, etc., and collaborating for the wants of the Pancasila understudy profile reinforcing venture and being included in educational modules assessment in instructive units. 7 (53.85%) Extraordinary Schools expressed that instructors collaborate within the learning arranging prepare at the starting or conclusion of the semester, for case dialogs on the learning advance of understudies with inabilities at the conclusion of the semester, sharing great hones, sharing data around educating apparatuses, etc., and collaborating for wants of the Pancasila understudy profile fortifying extend.

In order to implement the Independent Curriculum in their educational units, the seven schools have implemented the program in accordance with the provisions of the Government. The activities in question include: 1) Participating in the Learning Committee Training, accompanied by the School Mover facilitator, 2) Carrying out In-House Training activities at their respective schools after completing the PKP (Learning Committee Training), 3) Carrying out Data-Based planning at each level of the Education unit, 4) Participating in capacity building training and intensive mentoring for the School Mover Program at the education unit in accordance with the technical instructions set by the head of the main unit in charge of teachers and education personnel. These activities include Workshops related to IKM topics, three-monthly Education unit reflection activities, monthly PMO, end-of-year reflections, and Stakeholder Forum activities, 5) Utilizing technology platforms for learning and management of Education units, and Implementing Learning with a new paradigm that is oriented towards strengthening competencies and characters that are in accordance with the profile of Pancasila students. The independent curriculum in its implementation is adjusted to the learning phase of each student. To find out the learning phase of students, an assessment is carried out, namely a diagnostic assessment to find out the needs and characteristics of students, in addition to the diagnostic assessment in the independent curriculum there are also formative assessments and summative assessments that can be used by teachers to find out the development of learning (Wahyuni, 2022).

Nurrohman Jauhari et al., (2022) stated that changes to the curriculum framework certainly require adjustments to all elements of the education system. So that in this process requires careful management to achieve quality improvements in learning. In this regard, Mauliddina & Irianto (2023) stated that every school must also be able to implement

and provide facilities for every student who has special needs so that it is hoped that each student is able to have a character according to the skills they have mastered.\

The implementation of the Independent Curriculum must be supported by teacher training, innovative learning materials, and support from the principal and local government in implementing its implementation. Schools are responsible for providing teaching tools such as textbooks, supporting teaching materials, learning objective designs and schemes, school operational curriculum, teaching modules, and projects to strengthen the Pancasila Student Profile, all of which can be accessed by teachers through digital platforms. From the readiness of the school with the principal as a sample in this study, the results of the research data were obtained based on the total score of respondents' answers from the 5 indicators contained in the questionnaire, obtaining 88.9% indicating that according to the principal, the implementation of the independent curriculum for children with special needs in special schools is in the appropriate category and 11.1% the implementation of the independent curriculum is in the fairly appropriate category. In the role of leadership and management of the learning process in schools, the principal is expected to carry out development in aspects of school administration, staff management, management of teachers, students, and school facilities (Angga & Iskandar, 2022). Especially in terms of implementing the curriculum or providing facilities needed to support the education process in schools. The role of the principal also influences teachers in carrying out their duties, so that it will also affect the implementation of the independent curriculum, the learning process and the achievement of educational goals. Based on the analysis of each indicator, it can be seen that the implementation of the independent curriculum in special schools driving batches 1 and 2 in terms of school readiness is in accordance with the implementation of the independent curriculum prepared by the Government

CONCLUSION

The benefits of the “Merdeka Belajar” curriculum in special needs schools are that learning through project activities supports the development of character and skills of the Pancasila disabled student profile, making them think more actively about current issues such as the environment, health and other issues. The Pancasila Disability Student Profile aims to develop the skills of each student through the culture of the educational unit, learning at school and extracurricular activities that are integrated into everyday life.

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