

The Implementation of Inclusive Curriculum in Al Azhaar Islamic Elementary School and Noble National Academy Elementary School in Creating Children-Friendly School

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Abstract

The aim of this study is to explain the implementation of aspects in the inclusive education curriculum and character building that leads to the development of character values in primary education. Education is held as a part of fulfilling the rights of every child to develop their academic potential and non-academic potential. In order to reach the goal, every child has a right to get a good education, including children with special needed. This study is a descriptive qualitative study. The data was obtained from the learning description in the design development of inclusive curriculum and characters that are integrated in the curriculum. The techniques used to collect the data are literature review and interview with the teacher of schools that uses inclusive curriculum program in Kurikulum Tingkat Satuan Pendidikan (KTSP). The discussion is obtained from the study result of the character development implementation in the inclusive curriculum description at school, especially in Al Azhaar Islamic Elementary School and Noble National Academy Elementary School.

Keywords

curriculum; primary education; inclusive



I. Introduction

The quality of education in Indonesia that is expected can be spread evenly for all generation, in reality, can only be obtained for some people. Campbell-Phillips (2020) states that education plays a critical role in our lives and it is a bit blurry when to imagine what type of society we would have without education. Not every child can get an access for education and children in remote areas are excluded from the applied education system. Heterogeneous society gives its own uniqueness in the curriculum development that is based on the students' orientation. However, the curriculum in Indonesia keeps improving and strives for the involvement of students as the object of education in the learning materials and the education process at school. This definitely urges the independent curriculum development by school to adjust to students' needs at school dominantly.

Related to the national education system, Law No 20 in 2003 states the importance goal of national education. The goal of national education is to educate people, create civilized-nation character, develop human potential, and create human who has good moral, good characters and knowledge, human who uphold democracy, and human who is creative, healthy, independent and responsible. Those common goals need to be specified in Indonesia education system that has very high plurality. Besides the geographic condition that gives high heterogeneity, students' diversity can also be a hint for the need of curriculum development that is relevant and flexible so it can reach all groups. This is

important to support education to reach the goals that have been mentioned in the curriculum and the education goal.

When education becomes basic rights for all citizens, it cannot be excluded for certain groups, such as children with disability or children with special needs. Basically, all humans are equal before Allah, so that in social life, there is no difference to get equal education. The presence of education also becomes the basic effort in changing life to be more conducive and creating new opportunities for children to be able to access education, especially for children who has potential in the skill development or talent development so that they will develop and progress. This refers to the article 31: 1, of the 1945 Constitution about inclusive education.

Unfortunately, children with disabilities are unfortunate in the process of education. The social prejudice and perception for these children makes their mentality and their parents' down which makes them cannot get education as they should. As the separation for children with special needed happens continuously, there will be a gap of discrimination against children in society. This aspect causes one of society unawareness in implementing the important point of inclusive education. The lack of impartiality of the curriculum, that mostly only directs students to develop their academic potential, becomes one of obstacles in the development and implementation of inclusive curriculum.

Inclusive schools are regular schools that carry out or provide inclusive education services in their learning programs. According to Olsen, inclusive schools can accommodate all students, regardless their family background, racial differences, physical condition differences, emotional, language or social condition differences. Meanwhile, Government Regulation of National Education Number 70 in 2009 (Permendiknas no 70 tahun 2009) in Indonesia states that inclusive education is the development of education administration systems that gives opportunities for students with disabilities who have intelligence potential and/or special talent to follow the educational or learning process in the educational environment together with other students.

Those are in line with the international agreements, Conventional on the Right of Person with Disabilities and optional Protocol passed in March 2007 that encourages the realization of an inclusive education system. In this case, inclusive education leads to the fulfillment of the rights of all children to get equal opportunities in getting education, to get equal right to implement education in academic or non-academic character development. This development will be adjusted to the needs and urgencies of each country based on various considerations. In reality, inclusive education gives one of learning alternatives that reaches children with special needed to get equal social and spiritual treatment with formal education approach.

Other than that, the education of inclusive schools in Indonesia consists of some models. Sinaga (2020) states that learning is the actualization of the curriculum that requires teacher activeness in creating and growing the activities of students in accordance with the programmed plan. According to Pertama and Rusyidi (2015) the models of inclusive schools that can be carried out in Indonesia are: (1) Regular Class (Full Inclusion), where children with special needed learn together with normal children in a regular class all day long using the same curriculum, (2) Regular Class with Cluster, where children with special needed learn together with normal children in the regular class in a special group, (3) Regular Class with Pull Out, where children with special needed learn together with normal children in a regular class but in certain times they are placed in another room to learn with a shadow teacher, (4) Regular Class with Cluster and Pull Out, where children with special needed learn together with normal children in a regular class

in a special group, and in certain times they are placed in another room to learn with a shadow teacher, (5) Special Class with Various Integrations, where children with special needed learn in a special class in a regular school but in certain subjects they can learn together with normal children in a regular class, and (6) Full Special Class, where children with special needed learn in a special class in a regular school.

The concept and understanding of the education for children with disabilities continues to develop, in line with the dynamics of society. These current thinking sees the issues of the education for children with disabilities from perspective that is more humanist and holistic and it pays more attention on the individual differences and children's needs. This development of inclusive education system at least gives equal view to children with special needed and normal children. It is expected that the presence of inclusive curriculum removes the border and gap between children with special needed. All this time, the system built through Special School/Sekolah Luar Biasa (SLB) has extended the gap for student with disabilities. Those schools confirm exclusivism which actually hampers children in their study. Other than that, the development of children in special school does not have relevant criteria that make the curriculum development not uniform.

Inclusive education is education rule that integrates special education services and regular education services in an education system in regular schools. From this inclusive education, children with special needed are expected to be able to go to the nearest schools and schools that will accept all children without special qualification. In the concept of special education, inclusive education is defined as the integration of special education implementation and regular education implementation in an integrated education system. As for what is meant by special education is an education that is implemented for special children in the sense of being gifted and talented or disabled due to physical, motor, intellectual, emotional, and social barriers.

II. Research Methods

Descriptive qualitative study is a study that is based on the development-research design and according to Borg and Gall (1983) they are (1) needs survey, (2) planning, (3) initial format development, and (4) initial trials on a limited scale with case study method or approach. The techniques used to collect the data in this study are observation, interview, and literature review. The first step in collecting data for the need survey is observing the behavior and habit of children with disabilities who study in the inclusive education in elementary school level. Besides, there is also an observation of appropriate treatments given to inclusive children. This observation is also conducted for the tentative curriculum used by school for children with disabilities. The procedure is describing the result of knowledge-need survey for children with disabilities obtained from the observation of behavior and daily habit and then analyzing the relation of character building at school.

III. Discussion

Based on the data about the implementation of inclusive education in the elementary school level it can be explained by seeing the kinds and number of children with special needed in inclusive school. In every inclusive school in elementary school level, there are various kinds of children with special needed with their own characteristic, and those are slow learner, mentally disabled student, deaf student, blind student, autistic

student and physically disabled student. Meanwhile the number of children with special needed that are accepted in inclusive school depends on the readiness of each school in handling children with special needed. point in their schools.

From two schools that are studied in this research, Al Azhaar Islamic Elementary School and Noble National Academy Elementary School, both have students with special needed that are in line with special curriculum development by adding inclusive point in their schools.

3.1 Inclusive Curriculum Development in Tulungagung Al Azhaar Islamic Elementary School

Other than that, the developed curriculum design in the implementation of inclusive class of that elementary school refers to the students' need level. The arrangement of the inclusive curriculum has referred to the urgency and the importance level of the education unit that uses curriculum. Tulungagung Al Azhaar Islamic Elementary School is the only school that implements inclusive program. This inclusive education is a new step in education that integrates the learning system in regular education and the learning system in special education. This inclusive education is an effort that is aimed to provide facility of special schools that can carry on learning process for children with special needed and normal children in order to fulfill the rights of every child to get education so that they can make social contact with the environment where they live.

Mr. Nurchosin, S. Si., S. Pd is the principal of Tulungagung Al Azhaar Islamic Elementary School. According to him, planning is one of few important steps in the managerial activity series, including the series of curriculum implementation of inclusive school. One of the forms of planning carried out by school is focusing on the curriculum planning in order to make sure that this inclusive curriculum is in accordance with its specificity of students with special needed. In its implementation, school must involve all parties and create a special team. In that team, there are some tasks that must be done such as analyzing the individuals to help the teacher's task, knowing issues related to skill, and giving feedbacks or recommendations.

The information needed for inclusive curriculum planning is obtained by identifying students' problems through stories obtained from students, parents, and shadow teachers. Students' needs can be observed from the students' condition in the screening process. This action is carried out to identify students with various learning programs. For this screening process, the process is through the data obtained from parents. Then, the data are validated by a psychologist. Lastly the teacher can do the screening based on the kinds of students' needs that will be accepted in inclusive school. Next school also provides a psychiatrist if needed.

Meanwhile according to the principal of Noble National Academy Elementary School, the development of inclusive curriculum begins with determining the type of curriculum in inclusive class from the assessment results. Children with special needed are in a therapy class named pull out. The curriculum in this class is definitely designed differently from the regular class that is called syllabus and IEP. IEP is made through the coordination between the teacher and students' parents. Before designing IEP, the teacher makes the outline of the design. Meanwhile students' parents can request the focus of the learning materials. There are some types of children with special needed that must be handled in Noble National Academy Elementary School. As it is said by the principal that this year there are two types of inclusive children and they are autism and down syndrome, one student in the first grade, two students in second grade, two down-syndrome students in the fourth grade, and one autism student in the sixth grade.

The learning process for children with special needed in Noble National Academy Elementary School is conducted based on the ability level of children. If the student cannot follow the learning process in the regular class, the level of some subjects in the next level will be lowered or re-bombing, except for music and physical education subject. Beside self-building activity, there are also sport day and support day every Friday for the inclusive class. The activities of the sport day are swimming, yoga, cycling, and cooking. Meanwhile the life-skills activities in the regular class are photography and journalism.

Based on the researcher's observation, the curriculum design uses the standards of general curriculum which are then modified and adjusted to students' abilities. In designing curriculum, the classroom teachers and shadow teachers should be involved to make lesson plans using grass-roots approach or a design model that starts from the basis which is then approved by principal and deputy head of curriculum. Dick and Carey design explains that before planning a learning design, identifying learning objectives that is adjusted to the initial abilities of each student and later adapted to the learning to be used should be done first.

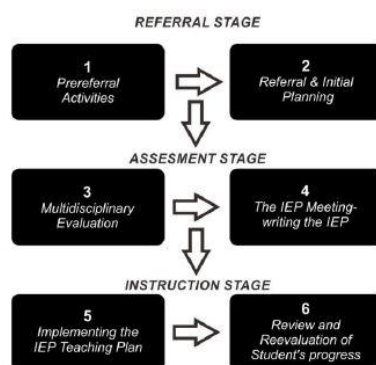


Figure 1. Stages of Learner and Johns' Version

There are three stages of Learner and Johns' version above. The first stage is Referral stage where school conducts preparation of curriculum modification for inclusive class, conducts initial analysis when the school accepts new students, and makes students' profile. The next stage according to Learner and Johns is Assessment Stage where the school conducts advanced identification and assessment helped by some teams, such as health professional and other teams which later produce lesson plan and PPI documents modified from education authorities' curriculum. Instruction Stage is the last stage. From the modification of curriculum, then school translates the assessment results by implementing the modified curriculum of inclusive schools in the learning process of inclusive class or special class and evaluating the implementation of modified curriculum of inclusive schools periodically.

The point that becomes references in developing the inclusive curriculum is focusing more on schools to carry out an equal education. In inclusive curriculum education, some aspects become references for the curriculum development requirements before it focuses on the development of the material that is used in inclusive school. Some aspects that become main references of inclusive school are shadow teachers, school facilities, learning facilities and infrastructures, and equipment to support learning activities for children with special needed.

3.2 The Needs of Inclusive Curriculum Development

a. Shadow Teacher

Besides a classroom teacher who is involved in a regular class, the inclusive curriculum also requires a shadow teacher to give appropriate treatments for children. The presence of a shadow teacher is aimed to give maximum services in handling children with special needed, accompany them, and give them instructions in the learning process at school. In doing the task of conducting the learning process and learning activities in inclusive school, a good conceptual collaboration between classroom teacher and shadow teacher is needed. This collaboration can be seen when there is a student with special needed who find difficulties in following the learning process in the regular class and the classroom teacher gets in touch with the shadow teacher to give that student a treatment. This treatment is giving individual guidance to the student with special needed.

For the next steps, the shadow takes the student with special needed to the resource room or special guidance room to be handled individually. The presence of shadow teachers is important considering the number of children with special needed at school and the kinds of special needs that they have. Students with special needed are not like other students that can be handled by one teacher in a class. Students with special needed need at least one shadow teacher for ten children, so that the shadow teacher can give maximum services in delivering learning materials or guiding the children psychologically.

Some problems that can be identified by the shadow teacher when giving treatment to the students with special needed are usually related to individual attitude of the student with special needed. Children with special needed usually have unusual behavior, such as hyperactive, annoying their friends, disobedient, and many more if they are not supported with adequate facilities and infrastructures. These problems become important point in implementing inclusive curriculum in regular school related to the basic school readiness and that point is qualified and appropriate teachers.

b. Learning Facilities

One of important aspects that need attention in implementing the development pattern of inclusive curriculum at school is the existence of school facilities. Besides the need of shadow teacher, school facilities for students with special needed need to be considered in the development of inclusive model. One of the examples is in giving a treatment for students who find difficulties in learning. This child who find difficulties in learning has dimensional abnormalities in some aspects that needs to be considered in designing and implementing learning program, such as (1) the learning materials should be adjusted to the obstacles and problems that the students face, (2) it needs a systematic learning description that is made from concrete understanding to abstract understanding, (3) it uses various learning media based on the obstacles, (4) the learning process is according to the sequence and level of children' understanding.

The importance of school facilities encourages schools to provide children with special needed to have good facilities and infrastructures in carrying out the learning process. Special needs of a child need to be maximally supported to give appropriate education services for children. The shadow teacher in this case also needs to give variative learning media and the development of learning models that is appropriate for children with special needed. Learning facilities and infrastructures also should be reviewed in such a way to determine their suitability. The purpose is to transfer learning materials effectively and efficiently for students with special needed.

For example, in the implementation of learning process the classroom teacher gives observing-text learning. The shadow teacher who knows the students' difficulties

especially for students with special needed should prepare the tools and equipment that can be used in understanding the text for them.

Other than that, the development model of facilities and infrastructures also needs to be discussed well between the classroom teacher and shadow teacher. Things that are usually considered as obstacles by the shadow teacher are facilities and infrastructures that do not support the teacher in guiding children with special needed with their heterogeneous needs. A special guidance room in the school and inclusive curriculum should adjust to students' needs, and the completeness and feasibility of facilities. The narrow room and the limited media or properties for students with special needed tend to hinder the teacher in handling the student.

c. Supporting Equipment

Supporting equipment in this case is the availability of equipment that is used to support learning activities for students with special needed. The availability of supporting equipment needs to be considered by school in developing inclusive curriculum in a regular school. This is important considering that the implementation of inclusive school in regular school needs to show equality in the curriculum implementation to reach the goal of equal education for schools. Therefore, supporting equipment for these children with special needed becomes one of main aspects in the development of inclusive curriculum at school.

The needs' diversity that students have needs to be an evaluation for schools in providing supporting equipment. For example, to support children who have learning limitations or children who have learning difficulties, school needs to provide supporting equipment such as variative and various learning media, accessible learning source for students with special needed and maximum guidance from shadow teacher that can be adjusted to students' needs. The case is different for ADHD children who need high concentration in learning, they need an appropriate place to train their focus level and motoric skill to use and develop their psychomotor aspects.

For children with autism, their special need is usually a concentration training that definitely needs a room and appropriate supporting equipment to avoid disruption from the outside. Then children with autism also need to develop themselves with motoric training, verbal skill training, and nonverbal skill training through appropriate learning media. These are not only to train their sense but also to indirectly train their social sense and spiritual sense. The shadow teacher also needs to train their approaching skill and learning strategy in using the provided facilities.

IV. Conclusion

Based on the study conducted, the inclusive curriculum development in regular schools has an identification of some important points in its implementation. Those are considered as a reference for schools in implementing inclusive curriculum to create child-friendly schools. Basically, schools need to develop inclusive curriculum based on their readiness related to the presence of shadow teachers, the availability of facilities and infrastructures in supporting the learning process, and the availability of learning activities' supporting equipment for the children with special needed. If those aspects cannot be fulfilled, the regular schools need to get an evaluation and improvement related to the development and the implementation inclusive curriculum at school. This study conducted in Al Azhaar Islamic Elementary School and Noble National Academy

Elementary School has made efforts to provide facilities, shadow teachers, and supporting equipment in the curriculum development process for regular school. Those efforts consider that each inclusive class has differences in implementing the curriculum. Other than that, classroom teachers and shadow teachers also should teach the competences that students are still lack and teach based on the objective of inclusive class, so that the goal of education can be accomplished efficiently and effectively.

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