

# Modification Curriculum For Learning By Child With Special Needs at Inclusive Education Provider School

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**Abstract:** This study aims to describe the characteristics and modifications of the curriculum for learning by child with special needs (CWSN) and at the Pajang 1 Elementary School as a school providing inclusive education in Surakarta City. This type of research is qualitative research. Data collection techniques using interviews, observation, and documentation. Data were analyzed through data reduction steps, data display, and verification/drawing conclusions. The technique of checking the validity of the data is done by triangulation of methods and data sources. The results showed that the characteristics of children with special needs in Pajang 1 Elementary School Surakarta were six types of CWSN, namely slow learners, low vision, autism, cerebral palsy, speech difficulties, and deafness/speech. The learning process for children with special needs uses an adaptation and modification curriculum that is tailored to the characteristics of the child's needs. Schools have used the 2013 Curriculum which has been modified and adapted according to the stage of ability of children with special needs, this modification is in the learning materials and methods. The media and evaluation used are in accordance with the individual learning program.

**Keywords:** learning, CWSN, inclusive education, autism

## INTRODUCTION

Inclusive education refers to the needs of all children in getting education, without any differences in terms of physical or psychological children (education for all). Inclusive education means that schools must accommodate all children regardless of their physical, intellectual, socio-emotional, linguistic or other conditions (Tarmansyah, 2012: 45). Inclusive education is an education system to provide opportunities for all children to learn together in public schools by paying attention to diversity and individual needs, so that children's potential develops optimally (Indianto, 2013: 9). When the educational environment, such as teachers and children work together to minimize the barriers that children face at school, then this is one of the characteristics of a friendly school (Welcoming School). This Welcoming School has been reinforced in the Salamanca Statement (Salamanca Statement, 1994) which was adopted at the 1994 world conference on education for special needs which recognized that "Education for All" is in the education world. This means that all children can learn, each children are different, and difference is a strength. Thus the quality of the learning process needs to be improved through collaboration between students, teachers, parents, and the community.

Child with special needs (CWSN) are child with special characteristics that are different from children in general without always showing mental, emotional, or physical disabilities. According to Article 15 of Law no. 20

of 2003 concerning the National Education System, the type of education for children with special needs is special education. Every person with a disability has the right to obtain education at all levels, pathways, types, and levels of education (Article 6 paragraph 1). Every person with disabilities has the same rights in developing their talents, abilities, and social life, especially for children with disabilities in the family and community (Article 6 paragraph 6 of Law No. 4 of 1997 concerning persons with disabilities). The reality faced by CWSN and children who have learning difficulties have not fully received special attention at school. The level of education prepared for this inclusive is elementary school education which is expected to be able to solve one of the problems for handling education for CWSN. It can be compared with previous research (Tarnoto, 2016) that there are several problems including: problems related to handling students with special needs by teachers in the classroom, problems related to the lack of teacher competence in dealing with students with special needs, problems related to the lack of parental care for children with special needs, problems related to the large number of students with special needs in one class, and problems related to the lack of cooperation from various parties such as the community and government. Based on initial observations made by researchers at Pajang 1 Elementary School of Surakarta, when the break took place it seemed that regular students interacted well with CWSN students, invited CWSN students to play, and interacted without discriminating against their peers. Therefore, this greatly encourages CWSN students in development and growth. However, there are still obstacles in the infrastructure even in learning that has not been fulfilled optimally.

Curriculum in inclusive education should be adapted to the needs of children. In inclusive learning, the curriculum for CWSN is grouped according to the needs of their children, such as curriculum duplication (doubling), curriculum modification (change), curriculum substitution (replacement), and curriculum omission (deletion). Therefore, schools should provide opportunities to adapt the curriculum to children who have various abilities, talents and interests. The learning process is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials and guide learning in the classroom or otherwise (Rusman, 2012: 133). This is regulated in Mayor Regulation (Perwali) Number 25-A of 2014 concerning the implementation of inclusive education. All schools that implement inclusive programs do not yet have ideal teachers from the number of students with special needs who need them, and there are still many elementary schools that experience a shortage of special assistant teachers and infrastructure that is not fully supported. It can be compared with previous research (Sulistiyadi, 2014) that the implementation of inclusive education policies in Sidoarjo Regency has been carried out as expected. The existence of regular schools that serve inclusive education is able to provide alternative special education services for child with disabilities that are more affordable for the entire community of Sidoarjo. Commitment in carrying out duties and functions related to the implementation of inclusive education policies is evidenced by the Sidoarjo declaration in the field of special and inclusive education.

One of the schools that implements inclusive education is Pajang 1 Elementary School of Surakarta, especially in Laweyan District which has implemented inclusive education. Based on observations, some children with special needs who attend school here have several obstacles, namely: slow learners, autism, cerebral palsy, low vision, difficulty speaking, and speech deaf. Based on data from the Education Office, Pajang 1 Elementary School was one of the first inclusive schools in Surakarta City to provide inclusive education in 2003. The principle applied by the school is that each individual has their own uniqueness and ability to achieve achievement. This is in line with the statement that innovation in the implementation of inclusive education can facilitate the development of the potential of children with special needs (Hornby, 2014). The learning process is carried out differently from regular schools because this school has students with special needs who are handled with learning process innovations that are in accordance with the characteristics of the child. This is a form of awareness to the public that children with special needs can also attend public schools, not only special schools (extraordinary school). Pajang 1 Elementary School provides a Special Assistant Teacher facility for children with special needs to assist in the learning process that takes place in the classroom. This is in line with Smith (2014) who stated that the presence of accompanying teachers in the school system providing inclusive education is vital because their contribution is very large. However, the number of available Special Assistant Teacher is still minimal. Class teachers are still in the adaptation stage because of the official policy regarding teacher transfers in Surakarta City with a rolling system. The situation is getting worse due to the lack of facilities and infrastructure and the unavailability of clinical services for CWSN caused by funding problems. As a solution to the low number of Special Assistant Teachers in schools, the principal took the initiative of collaborating with an extraordinary school of Surakarta to assign Special Assistant Teachers to visit Pajang 1 elementary school at three times a week. In addition, there are additional Special Assistant Teacher formations by recruiting Special Education graduates from Sebelas Maret University who are appointed as additional staff. Based on the information above, this research was conducted to determine the learning process carried out and the types of characteristics of children with special needs.

## METHOD OF RESEARCH

This research uses a qualitative approach with a case study research design. It can be interpreted that this research is focused on one phenomenon that is selected and understood in depth (Sukmadinata, 2011:101). This study aims to describe some of the characteristics of children with special needs and the learning process at school. The data obtained came from interviews, observations, and documentation. Interviews were conducted with the informants, namely the principal, class teacher, special assistant teacher. While the observations were carried out to obtain information and obtain sufficient data (Gulo, W., 2011:116). Documentation is used to obtain data in the form of documents, photos, videos, and data at schools as well as supporting research data in the form of CWSN data which is used to strengthen data on inclusive education providing schools (Suparno, Paul., 2010:58). Data analysis techniques include data reduction in the form of analysis to sharpen, select, focus, build, and organize data. Data display is the only qualitative data analysis technique based on narrative texts in the form of field notes as well as verification or conclusion drawing of analysis results that can be used to take action based on data collection, data reduction, and data presentation in research (Sugiono, 2012: 09). To check the validity of the data, researchers used triangulation methods, namely re-checking the data in different ways and the data source was checking the data that had been obtained from the main information by asking for the truth (Creswell, 2015: 415).

## RESULT AND DISCUSSION

### Characteristics of Children with Needs

Pajang 1 Elementary School of Surakarta as the first inclusive education provider school as well as a pilot implementation in conjunction with the presence of a policy that in every district/city area must have an inclusive organizing school. This was conveyed by special assistant teachers, namely: slow learner students, low vision, cerebral palsy, autism, speech difficulties, and speech deaf. Each has different characteristics. As guaranteed by the 1945 Constitution, all Indonesian citizens have the full rights and obligations that inclusive education in 2004 states that the existence of children with disabilities and other children with special needs in Indonesia are entitled to equal rights in speech, opinion, education, welfare, and health. As stated by Chamidah (2012: 26) there are 6 categories of inclusive students in comprehensive service training for children with special needs in inclusive education providers, namely slow learners, autism, cerebral palsy, impaired vision (low vision), children with communication/speech disorders as well as hearing and speech impairments (deaf/speech).

#### 1. Slow Learner

Based on the findings in the field, there are slow learner students, the level of understanding of slow learner students is below normal children, so students with special needs need to be accompanied when learning takes place to provide a higher level of understanding. This is in accordance with Chamidah (2012: 26), slow learners (slow learners) have intellectual potential slightly below normal but not including mental retardation. Similarly, according to (Kurnia, 2017: 24) slow learner children who have intellectual potential slightly below normal children, these children have longer time to do academic tasks than other normal children. Some things experience obstacles and delays in thinking, responding, stimulating and adapting socially, but still far more than those with mental retardation, slower than normal, they take more time to be able to complete academic and non-academic tasks. This is in line with previous research (Amalia, 2018:16) that the slow learner child learning model in elementary schools must be implemented properly.

#### 2. Autism

At Pajang 1 Elementary School of Surakarta, there are students with special needs with autism Asperger's Syndrome which relatively have good verbal language, with mild nonverbal language problems, interests, and limited linkages, only students with special needs with autism use mood more in doing all their activities. This is in accordance with (Kurnia, 2017:25) there are four categories. First soldered autism is a very severe verbal and nonverbal barriers to unusual behavior. Both Asperger's syndromes have relatively good verbal language with mild nonverbal language problems, limited interest and engagement. The third is PPD-NOS (Not Otherwise Specified), a nonverbal language problem that does not meet the other PDD disorder criteria. The fourth is Rett's disorder, a degenerative neurological disorder that is very rare in girls. The expert opinion above can be adapted to the findings

in the field. This is the same according to (Friend, 2015) abnormalities in the development of the nervous system in a person are mostly caused by hereditary factors that can be detected since the baby is 6 months old.

### 3. Cerebral Palsy

Based on the findings in the field, it is closely related to cerebral palsy students where students lack confidence and are still hesitant when asked or answer questions from the teacher so they need the help of a special assistant teacher to help during learning. Students with special needs need continuous guidance, this is to train the level of self-confidence of students. A syndrome in which there are disorders of the motor system, attitude, body, brain abilities, and neurological symptoms with mental retardation, which is called brain dysfunction before its development is complete. This is in accordance with Chamidah (2012:67) conditions that affect the control of the motor system as a result of lethargy in the brain or a neuromuscular disease caused by developmental disorders or damage to parts of the brain associated with motor function control. In addition, according to Delphie (2011: 123), cerebral palsy disorder caused by difficulty in movement comes from brain function, there are also abnormalities of movement. Due to brain dysfunction, there are abnormalities in language, speaking, writing, emotions, learning, and psychological disorders.

### 4. Low Vision

Based on the findings in the field related to low vision students. Low vision students have limited vision but are not yet classified as blind, total blind are still visually impaired with eyeglasses. This is in accordance with Kurnia (2017: 23), children with visual impairments (blind) are divided into two, namely total blindness and still have vision or can be called low vision. The same thing was conveyed by Marilyn (2015: 428), children experience vision that gets worse from time to time.

### 5. Speech Deaf

Based on the findings in the field, it is related to speech-impaired students with listening disabilities ranging from mild to severe. Deaf children lack self-confidence, lack of emotional control, and choose to be silent or speak very briefly and even ignore not looking at their faces when they are uncomfortable. This is supported by the statement of Chamidah (2012: 78), speech-impaired children do not have the skills to communicate and the skills needed in the educational process in the classroom. This is the same according to Kurnia (2017: 23) children who have hearing loss and speech disorders are less proficient in using language in everyday life according to their age development stage.

### 6. Speech Disorder

Based on the findings in the field that students who have difficulty speaking are weak in the nervous system so that it affects the muscles that function to speak, they are less able to pronounce words, but for high self-confidence, they are even very enthusiastic and enthusiastic about learning with their peers This is in accordance with Chamidah (2012: 60), children who experience speech disorders, articulation (pronunciation), or fluency of speech, which results in deviations in language form, language content, or language function, thus requiring special education services. Children who experience communication disorders are not always caused by mental retardation. This is according to Marilyn (2015: 415) the inability to understand in using language or difficulty in speaking.

The education of CWSN has the principle that it includes all students regardless of deficiencies or abnormalities that all students are equal and receive learning in the classroom without distinguishing the learning process. This is regulated in the Mayor's Regulation (Perwali) Number 25-A of 2014 concerning the implementation of inclusion that schools that organize inclusive programs are not yet able to have teachers who are in accordance with the needs of children with special needs in addition to inadequate infrastructure. This is because each school has its own way to minimize these obstacles.

Based on the Decree of the Head of Disdikpora Solo No: 954/55/kep/sd-AUD/2013 regarding education guarantees for children with special needs there are 15 elementary schools, 7 junior high schools, and 6 high schools/vocational schools. This is in line with previous research (Setyabudi, 2018) that positive perceptions of the implementation of inclusive education are currently experiencing development. This is in line with research on readiness to implement inclusive education in mapping the potential of schools that can be used as the implementation of inclusive education based on welcoming schools for all children with special needs in Aceh District. Research from Hastina (2018) needs to show that there is monitoring and evaluation as well as reflection actions to improve the system of providing inclusive education starting from infrastructure, special assistant teachers, and evaluation. This also agrees with Nugraheni's research (2018) that infrastructure and communication facilities are able to create comfort and improve school culture for mutual respect between school members who are fully supported by all school members who play an important role in creating comfortable schools for inclusive education. Some of the theories above serve as material that the implementation of inclusive education at Pajang 1

Elementary School is appropriate and in line with the ideal childah as a public school set by the city government as a school that accommodates learning for children with special needs.

### Modified Curriculum for Learning by Child with Special Needs

Pajang 1 Elementary School implementation of the learning process for the six ABK carried out adaptively and modifikatif which will be managed directly by a special assistant teacher. The learning carried out for children with special needs with the characteristics of slow learners, autism, cerebral palsy, low vision, speech deaf, and speech difficulties uses a modified curriculum. Based on research findings that CWSN undergo a learning process with a modified curriculum, namely the curriculum used is adjusted to the child's ability level. Starting with the Individual Learning Program (PPI) that is owned, it is adjusted to the child's ability level. This curriculum adaptation and modification begins with learning materials, learning strategies/methods, learning materials, and learning assessments. Children with this disability take part in learning together with other friends in class I with the assistance of a special assistant teacher. Special assistant teacher will modify the curriculum according to the ability and level of knowledge of their children so that in the process of mentoring children can still learn according to the material that has been adapted to their level of ability. Special assistant teacher will provide additional hours of learning in certain situations related to children's understanding of the material being studied. Meanwhile, during the outside hours of learning, the child will receive therapy according to the child's needs by professionals (therapists). In certain situations, special assistant teacher still uses the fullout system for children with special needs who have not been able to participate in optimal learning such as children with autism, slow learners, and other special needs children who are urgent.

Learning must be adapted to the needs of children or the difficulties faced by children to understand when the learning process takes place without distinguishing between children with special needs and normal children (Budiyanto, 2017: 156). This is also in line with previous research (Anafiah, 2018) that teachers fully support the activities of children with special needs in a directed manner and do not see students with special needs as troublesome, in fact all students are given the opportunity together in class. Teachers must be able to modify or duplicate the curriculum according to the needs of the child. Duplicate curriculum is a way of developing curriculum for students with special needs by using the same curriculum as used by students in general. Curriculum modification is that the general curriculum is changed to suit the abilities of children with special needs, so that children are able to use the curriculum according to their needs and abilities (Molina in Basit, 2020). This is in line with previous research (Rahma, 2019) that teachers must be able to be creative in using learning methods, so that learning is not monotonous every day and has learning tools. Modified Curriculum can be based on the following figure.

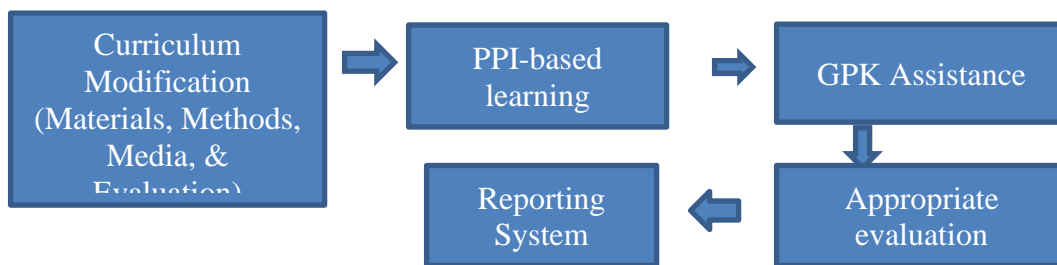


Figure 1. Modified Curriculum

Provide infrastructure to support the school learning process in addition to providing training to teachers on children with special needs so that if inclusive schools really are implemented in every school. The school has provided suitable facilities for students with special needs. Principals must be disciplined towards teaching staff and require each of them to have learning tools as a reference in the process of implementing learning. This is also similar to previous research (Mikyung, 2018) that teachers believe in educating children with special needs in inclusive schools and are able to apply according to the needs of children.

The results of this discussion can also be compared with previous research (Minsih, 2018) that inclusive learning has been going well, the system used is a system of similarities in the learning process, communicating and interacting in everyday life without seeing differences. The difficulties faced by teachers during learning include intellectual intelligence, family background, and social environment. The learning process by adopting lesson plans from classroom teachers is no longer using PPI. The academic assessment of classroom teachers is no different from normal students, while special assistant teacher attaches information about the abilities and development of children with special needs during learning, the development of achievement of children with special needs is not suitable because inclusive schools are different from an extraordinary school.

In article 8 of Permendikbud No. 7 of 2009 that the inclusive school learning process considers the principles that must be in accordance with the category of inclusive students. This can be harmonized with the Surakarta city education office government also often holds workshops attended by each school and 2 representatives of special assistant teachers in order to evaluate and further improve understanding of the level of development of each school. Provinces plan to fund inclusive schools even though parents still fully support the needs of children with special needs in schools. It can be compared with previous research (Made, 2018) that the School Operational Assistance (BOS) fund is a form of basic education funding sourced from APBN funds so that it requires transparent and accountable management. This is also in line with previous research (Minsih, 2019) that individual identification of each child with special needs is very much needed in the implementation of inclusive education in elementary schools. This is also related to research (Sugiarto, 2019) that the obstacles faced in the process of learning activities are that the teacher must provide clear instructions and provide detailed understanding of the material repeatedly to students with special needs repeatedly until the student understands and is willing to do it. .

So it can be concluded that the inclusive education learning process must understand the characteristics of children with special needs and understand the barriers and shortcomings of each individual. Pajang 1 Elementary School of Surakarta uses the 2013 curriculum, the PPI is compiled by special assistant teachers who are modified according to the needs and abilities of students with special needs in the materials, media, methods and evaluation systems. Special assistant teachers received various trainings from the Surakarta City Education Office on a regular basis as an evaluation material and to improve the understanding of each school level.

## CONCLUSION

The characteristics of child with special needs at Pajang 1 Elementary School of Surakarta have six of them, low vision students, slow learners, autism, cerebral palsy, learning difficulties, and speech deaf. The implementation of inclusive schools at Pajang 1 Elementary School of Surakarta has not been implemented optimally. one of them is in infrastructure and the lack of special assistant teachers. This implementation is in collaboration with the Surakarta City Education Office, while also collaborating with the Surakarta City Special School. For the distribution of appropriate teaching staff, especially special assistant teachers. The supporting factors for the implementation of this inclusive school program are supported by the education office and the guardians of students with special needs.

The learning process for child with special needs at Pajang 1 Elementary School of Surakarta is different from the learning process for regular students. This can be seen from the learning process of students with special needs who still have to be fully accompanied by special assistant teachers besides that special assistant teachers must also duplicate and modify the curriculum of classroom teachers to suit the abilities of children with special needs. The curriculum used is the 2013 curriculum which is modified according to the ability level of the special needs children. The difficulty faced by the teacher during learning takes place is to better adjust the characteristics that include intellectual, intelligence, as well as family background and the surrounding environment. There is no difference in the academic assessment of classroom teachers for child with special needs with regular students, the difference is only in the level of difficulty where the child with special needs assessment is attached with a certificate regarding the abilities and development of children with special needs from professionals during the learning process. The conclusion in this study showed that in @FiersaBesari's tweet which satirized the government, it was found that there were 15 utterances that violated the principle of politeness. The maxims violated by speakers in speaking were the maxim of generosity, the maxim of wisdom, the maxim of appreciation, the maxim of consensus, and the maxim of sympathy. So it could be concluded that five from six maxims that exist were violated by netizens or speakers who were in the reply column of the @FiersaBesari twitter account. From those five maxims that were violated, the most dominant was sympathetic maxim. It was violated by the speaker in the reply column of @FiersaBesari's tweet. Here it could be concluded that there were still many impolite speeches in criticizing the Indonesian government.

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