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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 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 character that is integrated in the curriculum. The techniques used to collect the data are literature review and interview with the school teacher 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.

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. 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 with the students needs at school dominantly. For the national education system, Law No 20 in 2003 states the importance goal of national education. The goal of national education is to educate, shaping the character of civilized nation, develop human potential, create human who has 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 promote 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 in getting education. The presence of education is 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 proper education. 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 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*) states that inclusive education is the development of education administration systems that give opportunities for students with disabilities who have intelligence potential and/or special talent to follow the educational or learning process in the educational environment with other students.

Those are in line with the international agreements, Convention on the Right of Person with Disabilities and optional Protocol that passed in March 2007, that encourage 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 the development of character academically or non-academically. This development will be adjusted to the needs and urgency 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 school in Indonesia consists of some models. According to Pertama and Rusyidi (2015) the models of inclusive school 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 special 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 special 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, (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 needs. This development of inclusive education system at least gives the same view for 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, system built through Special School/*Sekolah Luar Biasa (SLB)* has extended the gap for student with disabilities. Those schools confirm exclusivism that which actually makes children hampered in their study. Other than that, the development of children in special school does not have relevant criteria that makes the curriculum development not uniform.

Inclusive education is education rule that integrates special education services and regular education 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 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 disable due to physical, motor, intellectual, emotional, and social barriers.

Research Method

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 as the need survey is doing an observation to the behavior and habit of children with disabilities that study in the inclusive education in elementary school level. Besides, there is also an observation to appropriate forms of treatment given to inclusive children. This observation is also conducted toward 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.

Discussion

Based on the data about the implementation of inclusive education at the elementary school level it can be explained by seeing the type and number of children with special needs in an inclusive school. In every inclusive school at the elementary school level, there are various types of children with special needed with their characteristics, 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. 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 an inclusive point in their schools.

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Besides, design the curriculum developed in the application of the inclusion of class in primary school, referring to the degree to the needs of students. The inclusion of the curriculum has led to the urgency and the extent of the interest of the user education curriculum. Al Azhaar Islamic Elementary School is one of the Islamic Tulungagung inclusions in implementing the program. Education inclusion was the only new move in the world of education on the education system into extraordinary regular education. This is a form of education inclusion efforts whose aim is the supply of school facilities particular that could be conducted learning between children with special needs disabled athletes with a normal for fulfilling the right of every child get their education and social contacts held the environment around them.

Nurchosin, S. Si., S. Pd., is the headmaster of SDI Al Azhaar Tulungagung. According to school principals, planning is one of the stages of several important steps in a series of activities managerial, including the inclusion of activities for the school curriculum. One form of planning done at school is focused on planning the curriculum, by schools to ensure that it is by curriculum inclusion to students with special needs disabled athletes. In doing so, schools must involve all parties and establishing a special team. In a team formed, there are several tasks to be performed as analyze individuals to help the educator, known the skill, and the duty to provide input and recommendations.

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The information is required for the planning of inclusion of curriculum that is by identifying a problem in school tuition through news obtained from school tuition, school tuition, and teachers a companion. The needs of students can be seen from the situation about how to students in the process. The act has to be done to identify the student with the various learning program. A process of screening is through some of the data obtained from the parent and validated by psychologists, and last, the teacher could make selections conforming to a typical student needs that they will receive at school of inclusion of, next school also provides psychiatrist is needed.

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While according to primary school principals Noble National Academy Elementary School, the opening set went with curriculum development of inclusion of the determination of the type to that class of curriculum of inclusion of who selected based on the results of the assessment. Children

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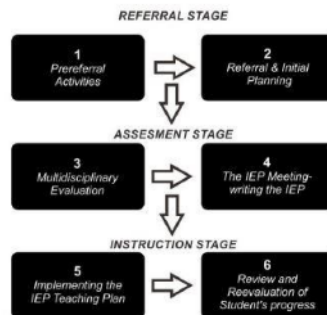
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with special needs are in-class therapy or of the so-called pull-out. Of course, the curriculum on this class has been designed in such a way different from the class regular accompanied by the syllabus and up. IEP is made through coordination between teachers a companion with student guardians. Before IEP is designed, draw up an outline in its design teacher. While wali students can request focus learning material. There are types of children with special needs to repair Noble National Academy Elementary School. As an expression of the school principal that this year there are 2 the kind of kid of inclusion of namely autism syndrome and down companies, with class one is 1 child, there are two children grade 2, the fourth grade down syndrome 2, class 6 autism 1.

Learning in primary schools for children with special needs disabled athletes Noble National Academy Elementary School should be conducted based on the level of a generation of kids able. If a child is regularly unable to follow the lessons in the classroom, then next in class, some subjects revealed the level or in the bombing. But subjects in sports and music. In addition to community development activities, every Friday on the inclusion of special classes at is sport day and support day, to sports day activities pool, yoga, cycling, and cooking class. Activity temporarily living skills in class and journalistic photograph.

Researchers based on observation, design the curriculum used using standard curriculum general who later changed and adapted to the students. Designing the curriculum should involve a companion to grade teachers and learning plans on the grass roots approach or a model design beginning from a then approved by the principals and waka curriculum. Design Dick and Carey explained that before designing design learning should do the identification of the purpose of learning that is tailored to the ability of the beginning of each student and then adapted by learning to be used.



Three rounds of The Learner And The Johns version, the first is the stage or stage substitutional referral stage, this school prepare modification on lesson ten curriculum for the inclusion, do the initial analysis at the time of the acceptance of new students, and in the preparation of the students

In the later stages of the learner and Johns is the stage or stage assessment stage, schools here and continued identification stage assessment assisted by teams, the medical experts professional and some more teams that will produce the lesson plans and personnel engineered education from the curriculum. The instruction stage or stage the teaching is the stage. Of engineered translate the school curriculum and the school curriculum modification assessment inclusion in learning in class inclusion or special class, and schools to evaluate the performance of inclusion in school curriculum modification.

Several points that are used in the development of the inclusive curriculum is more directed to partiality put labels on schools in the education. In the education curriculum of inclusion of some things get a reference in the development of requirements. Before later on the focus of development at matter used in the model of inclusion of school. Several aspects of which is used to a major school of inclusion of among others teachers a companion, of school facilities, learning facilities and infrastructure, air letter as well as learning activities for children with special needs.

Curriculum Development Inclusion

1. Teachers A Companion Specifically

In addition to grade teachers who were involved in regular school, the existence of an inclusive curriculum also requires the addition of teachers a companion specifically to provide treatment

that is suitable for children. Of the addition of teachers, a companion special is intended to provide services to the maximum quality in handling their children with special needs, accompanying, as well as providing directives for the implementation of the teaching process in schools. In carrying out tasks do processes and learning activities in schools inclusion, there should have been its concept of cooperation to be more prosperous and class teachers and teacher. That cooperation when there are crew members who are still experienced difficulty in follow regular classroom lectures, the teacher class can directly contact the teacher too was later given treatment. The treatment that giving guidance individually to the crew members.

In the next step, teacher crew members will bring to the source or special guidance to be handled individually. The importance of the existence of the teacher saw the number of crew members who were in school and special needs. ownedCrew members unlike students can be accompanied by a tutor or guardian class in learning one study groupsCrew members need at least one teacher a companion specifically for a maximum of 10, children so that the services provided by the teacher could well in given the lectures learning or assistance to the child psychologically.

Several obstacles that can be identified by the teacher while having treatment on crew members usually matter relating to the attitudes of individuals. The crew members usually having a special needed behavior unusual as often disrupt, friend difficult told, and more if it is not supported by the good infrastructures. Obstacles by this teacher at least to become the crucial points in the regular school curriculum inclusions in related to school readiness in an elementary manner is the good and proper teaching staff.

2. Learning Facilities

Some important aspects that need attention in applying curriculum development pattern inclusions in school namely the existence of school facilities. Besides that, special needs teachers a companion, the existence of school facilities and its elements for crew members need to become a center of attention in the development of a model of inclusion. For example for special needs children were having in learning. The son with difficulty to study has dimensions abnormality in several aspects of who need be given attention to in designing and delivering learning, some of them are: (1) earning material must be relevant with obstacles and problems children. (2) needed

the discussion of learning which systematic from understanding concrete to abstract, (3) uses various media by the obstacle, (4) according to their learning and understanding the level.

The need for the school facilities with special needs has the means and infrastructure for the implementation of a learning process. The specific need for a child needs to be supported to the full to the delivery of education for children in a proper possible way. Teacher in this case it is also necessary to give many kinds of learning media and the development of models that are suitable for children with special needs. Of facilities and infrastructure learning whatsoever should have been reviewed in such a way as to determine the eligibility of in of their lives. This is meant to provide transfer material that is effective and efficient for children with special needs.

Besides, the model of infrastructure should also be discussed with both the class teacher of teacher's companion. It is usually considered as an obstacle by teacher infrastructure is less supportive of the job in accompanying crew members to the heterogeneous. The special guidance in school curriculum should inclusion can adapt with the required in, students completeness facilities as well as feasibility. The room is narrow and limited media or his showpiece for crew members tending to hinder handling.

3. Support Equipment

Support in terms of equipment was intended to be the availability of equipment used to support learning and activity for children with special needs disabled athletes. The availability of need to be consideration air letter as the school in developing inclusions in a regular school curriculum. The importance of this because the implementation of inclusion in school regular school needs to show equality in the application of a to achieve educational objectives on the spreading at school. So, for children with special needs, air letters as these days become one of the basic inclusions in school curriculum development.

The variation in the needs which normally possessed students to need to become an evaluation for air letter as the school is providing. As an example to support a son who has the limitations of study or the son with learning difficulty, is prepared to begin school air letter as many kinds media and diverse, a source of learning that can be accessed and used by crew members and assistance from the teacher who maximally can be adapted to the needs of a child. The case with children who were having attention deficit-hyperactivity disorder (ADHD), need concentration provide

learning that is high in, there should have been a proper room to train the level of focus children motor skills and training to utilize and develop psychomotor aspects in crew members.

On crew members who are still autistic was suffering from a, usually covering the specific needs necessary concentration exercise which can air letter as of necessity and proper to avoid interference from outside. Then crew members also need to be given to the disturbance of the autism developing themselves by training, sharpening verbal skills and learning media through proper. Apart from can train sensibility students with special needs, also indirectly can train social awareness and spiritual of crew members. Teachers a companion need to train skill in making an approach and strategies of learning in making use of the facilities is.

Conclusion

Based on research, curriculum development based inclusions in regular school having identification important things in practice. It is for this purpose schools to use a curriculum based inclusion to create friendly based school children. At its core, schools need to develop a curriculum based on inclusion school readiness among others relating to a companion specifically of teachers, the provision of facilities and infrastructure in supporting the learning process, and the equipment to support the learning exertion for the crew members. If when aspects in points would not be filled, we are probably regular evaluation and improvements need to be concerned with the development and the implementation of curriculum inclusions in school. Research which is done in considering in Al Azhaar Islamic Elementary School and Noble National Academy Elementary School, 2007 the have to make an effort, teachers a companion, as well as supporting in the process of inclusions in regular school curriculum development. This remembers, in each class of inclusion of there is a difference in the implementation of the curriculum. Educators both teachers a class or teachers a companion should be pursued also competence that is less and teaching consistent with the objectives of the establishment of a class of inclusion, so the purpose of education can be done efficiently and effectively.

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