

A Reconstruction of Educational Curriculum of Children with Special Needs (ABK) for Inclusive Elementary School's Prospective Teachers

Endang Poerwanti
 University of Muhammadiyah Malang
 endangpoer@yahoo.com

Abstract. The government has made an effort to change its policy of inclusive education for children with special needs (ABK) by involving these children in a regular class to study together with other children. However, a new problem has arisen. Teachers in regular schools are not educated and prepared specifically for managing a class for ABK. In response to this situation, PGSD (elementary school teacher education) department of UMM offers a teacher education to support the government's program by producing graduates who are competent to manage classes for ABK in the inclusion school. To achieve this, the curriculum is designed to equip students with the following competencies. (1) Understanding who ABK is, (2) Understanding how ABK learns, and (3) Having the competence to manage classes for ABK. Data were collected using questionnaires, curriculum content analysis, interviews, and documentation, and analyzed using percentage. A qualitative analysis was to analyze the interviews results and curriculum analysis. There were 300 students of the 6th semester involved in this research. Findings showed that some materials were not mastered by most students, so the expected learning outcomes might not have been achieved. Therefore, revisions to the syllabus and materials, especially those related to ABK teaching and learning, were required.

Keywords: *ABK curriculum*

INTRODUCTION

According to the national curriculum, elementary school teacher education is designed to create graduates who can teach students in the regular class or the so-called "normal" class. However, there are some students with a disability or have special needs, commonly known as children with special needs or *anak berkebutuhan khusus* (ABK). ABK refers to

children who are experiencing a deviation of growth from the normal criteria of physical, psychological, emotional, or social aspects, which need special education to develop their potential. [1]-[2]-[3]-[5]-[11]-[17].

The Education and Culture Minister Regulation (Permendikbud) No. 70 Year 2009 about inclusive education highlight the education reformation system for ABK. Through inclusive education, ABK is educated together with 'normal' children in regular schools emphasizing equality to optimize the potential of the ABK. [6] - [7] - [10] - [11].

Indeed, both ABK and 'normal' students deserve equal education access, as they are part of the community. Therefore, ABK needs to be given the same opportunities to receive education at the nearest school or elementary school in this case. The thing is, teachers at regular schools are not specifically educated to conduct teaching for ABK. Also, some schools are not equipped with adequate facilities and infrastructure to carry out such learning, and the school's education is not well managed. [13] - [14] - [15].

In response to this, the Elementary School Teacher Education (PGSD) study program at University of Muhammadiyah Malang (UMM) design specific learning for its teacher students which provide them with special competence of teaching ABK in inclusive school to complement the three graduate profiles that have been nationally approved. To achieve this goal, students are not only prepared to become professional teacher candidates but also equipped with relevant competencies through three learning outcomes, namely (1) having a good understanding of ABK, (2) having a good understanding of how ABK learns, and (3) having a good competence to teach ABK.

These competencies aim to increase teacher professionalism and sense of responsibility. So, if they recognize children who experience abnormal growth or need special assistance, the teacher knows well how to handle them, what to do, and whom to ask or to work with. The curriculum instruments to achieve the

aforementioned learning objectives have been prepared. The learning plans and teaching materials have been systematically arranged and developed for the implementation of teaching and learning to meet the learning goals. Thus, the PGSD study program graduates are expected to be able to manage ABK learning in inclusive elementary schools based on ABK learning principles: (1) early recognition; recognizing the deviating growth of the students earlier will help teachers to handle the situation more easily, (2) optimizing students' potential; children who have deficiencies in one aspect of growth need to find special advantages or potential to be developed optimally, and (3) independence; children must be prepared to be able to live independently according to the potential and ability they have. [5] - [7] - [21] - [22].

Some discoveries show that not all inclusive elementary schools have special facilitator teachers or *guru pendamping khusus* (GPK) who can provide assistance for ABK, so it is the responsibility of the class teachers to provide learning services for ABK [6] - [7] [9] - [12] - [19] - [20] including various learning management that depend on principal's policy as the manager of the school. [13]-[15].

The general objective of this research is to provide recommendations for RPS curriculum reconstruction in ABK subjects through several steps. (1) check the compatibility of teacher competency needed in inclusive elementary school and the curriculum and syllabus of ABK subject groups at PGSD, (2) check students' understanding of the learning outcomes in ABK courses as a provision for managing ABK learning in inclusive elementary school, and (3) prepare a curriculum reconstruction proposal for ABK courses.

METHOD

Data were collected through interviews, curriculum content analysis, questionnaire, and documentation. The interviews aimed for the East Java provincial inclusive school development team. Subsequently, the interview results were developed into a questionnaire, distributed to 300 students at the sixth semester of PGSD to check their understandings of the materials related to inclusive primary schools set by the inclusive school team. Meanwhile, curriculum content analysis was used to analyze the syllabus and learning design conducted by lecturers for ABK courses. Quantitative data from questionnaire results were analyzed using percentages, and qualitative analysis was used for the interviews results and curriculum analysis.

RESULT

The results of the interviews with the inclusive school development team showed that the inclusive

elementary school had to accept all types of disabilities, depending on the school resources. In every class there had to be at least one ABK or 10% of the number of students in the class at most. Ideally, inclusive elementary schools hire professionals who can assist ABK students in their learning, such as GPK, Psychiatrists, or other professional staff. In contrast, there were many pitfalls in inclusive schools, where teaching ABK became the responsibility of the class teacher.

In 2007, PGSD-UMM launched inclusive education as a special program, considering that as an elementary school teacher candidate, they might find various cases of deviant growth in students in their actual teaching. For this reason, PGSD graduates were prepared for this situation and given materials about ABK learning. The general courses in PGSD were accompanied with ABK course and other education courses, and the supporting materials for ABK education were offered in optional courses. The course materials for ABK course were based on teacher competency required in inclusive schools, which include (1) Inclusive Education Policy, (2) Define who ABK is, (3) ABK Identification, (4) Assessment, (5) Academic Assessment Services, (6) Development services and self-capacity Assessment, (7) Assessment Report Compilation, (8) Curriculum Modification, (9) Individual Learning Programs Development, and (10) Learning Model for ABK.

Furthermore, by taking stakeholder needs into accounts, there were some changes in 2015. Since then, PGSD students were required to take all ABK education courses (11 credits) consisting of four courses, they were: 1) Inclusive Education for ABK (2 credits); 2) ABK Assessment (3 credits) for Early ABK Learning recognition competencies in class; 3) 1st ABK Learning (3 credits) containing competency in understanding how ABK learns, and 4) 2nd ABK Learning (3 credits): ABK Clinic to practice teaching ABK.

However, the requirements were slightly revised in 2016, and ABK education courses were offered in 8 credits as follow: 1) Inclusive Learning for ABK: understanding ABK (2 credits); 2) ABK Assessment (2 credits) for early ABK learning recognition in class; 3) 1st ABK Learning (2 credits) containing competency in understanding how ABK learns, and 4) 2nd ABK Learning (2 credits): The ABK clinic to practice teaching ABK

Meanwhile, the results of the questionnaires distributed to 300 students in the sixth semester reveal that out of 10 competencies required for conducting teaching and learning process for ABK in elementary schools, there were 6 competencies that students mastered well, because less than 15% of the students (276 students) stated that they mastered well the competencies of (1) Inclusive Education Policy, (2)

Defining who ABK is, (3) ABK Identification, (4) Assessment Understanding, (5) Compiling Assessment Report, and (6) Individual Learning Programs Development.

Other two materials were considered as enrichment materials. In this case, more than 20% (68 students) had difficulties understanding the materials and required more learning and practice. These materials were ABK learning material model and curriculum modification (particularly developing learning outcome evaluations for ABK).

Other courses focusing on competency achievement for the academic assessment, development assessment and self capacity needs to be revised considering that more than 35% (108 students) stated that they did not master the knowledge and skills, and it made them unprepared to implement those materials in class.

Based on the data analysis above, the researcher made lesson plans for ABK materials revision that can be used as a reference for the education program in reviewing curriculum, specifically related to ABK learning education program. The main competencies of ABK teachers and the essential learning materials for PGSD students are shown in table 4.1 below.

Table 4.1 Main Competencies for ABK Teachers

Main competencies of teachers for the inclusive class in regular school									
1. Understanding Who ABK is 2. Understanding how ABK learns 3. How to teach ABK									
1	<table border="1"> <tr> <td>Inclusive Learning Policy</td> <td> a. Government policy about inclusive learning b. Regional policy for real implementation c. School policy support </td> </tr> <tr> <td>Define who ABK is</td> <td> a. Define who ABK is b. ABK characteristics c. Causes of ABK d. Attempts to optimize ABK growth </td> </tr> <tr> <td>ABK Identification</td> <td> a. Early identification b. ABK identification instrument c. Early identification instrument using exercise </td> </tr> </table>	Inclusive Learning Policy	a. Government policy about inclusive learning b. Regional policy for real implementation c. School policy support	Define who ABK is	a. Define who ABK is b. ABK characteristics c. Causes of ABK d. Attempts to optimize ABK growth	ABK Identification	a. Early identification b. ABK identification instrument c. Early identification instrument using exercise		
Inclusive Learning Policy	a. Government policy about inclusive learning b. Regional policy for real implementation c. School policy support								
Define who ABK is	a. Define who ABK is b. ABK characteristics c. Causes of ABK d. Attempts to optimize ABK growth								
ABK Identification	a. Early identification b. ABK identification instrument c. Early identification instrument using exercise								
2.	<table border="1"> <tr> <td>Assessment Understanding</td> <td> a. Main concept of assessment and identification b. ABK assessment scope c. Assessment instrument development d. Referral service </td> </tr> <tr> <td>Academic Assessment Service</td> <td> a. Assessment based on curriculum (academic assessment) b. Reading assessment c. Mathematics/arithmetic assessment d. Writing assessment </td> </tr> <tr> <td>Development and Self Capacity Assessment Service</td> <td> a. Assessment based on development (non-academic assessment) b. Perception development assessment (visual, auditory, kinesthetic, tactile) c. Motor development assessment (gross motor, fine motor, balance, coordination) d. Language development assessment (receptive language and expressive language) </td> </tr> <tr> <td>Assessment Report Arrangement</td> <td> a. Arranging an assessment report b. Arranging ABK case study </td> </tr> </table>	Assessment Understanding	a. Main concept of assessment and identification b. ABK assessment scope c. Assessment instrument development d. Referral service	Academic Assessment Service	a. Assessment based on curriculum (academic assessment) b. Reading assessment c. Mathematics/arithmetic assessment d. Writing assessment	Development and Self Capacity Assessment Service	a. Assessment based on development (non-academic assessment) b. Perception development assessment (visual, auditory, kinesthetic, tactile) c. Motor development assessment (gross motor, fine motor, balance, coordination) d. Language development assessment (receptive language and expressive language)	Assessment Report Arrangement	a. Arranging an assessment report b. Arranging ABK case study
Assessment Understanding	a. Main concept of assessment and identification b. ABK assessment scope c. Assessment instrument development d. Referral service								
Academic Assessment Service	a. Assessment based on curriculum (academic assessment) b. Reading assessment c. Mathematics/arithmetic assessment d. Writing assessment								
Development and Self Capacity Assessment Service	a. Assessment based on development (non-academic assessment) b. Perception development assessment (visual, auditory, kinesthetic, tactile) c. Motor development assessment (gross motor, fine motor, balance, coordination) d. Language development assessment (receptive language and expressive language)								
Assessment Report Arrangement	a. Arranging an assessment report b. Arranging ABK case study								
3	<table border="1"> <tr> <td>Individual Learning Program (PPI) Development</td> <td> a. Individual Learning Program (PPI) for ABK b. PPI principles c. PPI arrangement procedure </td> </tr> <tr> <td>Curriculum Modification</td> <td> a. Curriculum orientation b. Curriculum modification c. Determining success indicator d. Determining ABK evaluation </td> </tr> <tr> <td>ABK Learning</td> <td> a. Compensatory service for ATN, ATR, ATG, ATD, AKB, and Autism b. Arranging PPI based on assessment results that have been completed and related to ABK compensatory program c. Practicing (having simulation) PPI arrangement result for ATN, ATR, ATG, ATD, AKB and Autism </td> </tr> </table>	Individual Learning Program (PPI) Development	a. Individual Learning Program (PPI) for ABK b. PPI principles c. PPI arrangement procedure	Curriculum Modification	a. Curriculum orientation b. Curriculum modification c. Determining success indicator d. Determining ABK evaluation	ABK Learning	a. Compensatory service for ATN, ATR, ATG, ATD, AKB, and Autism b. Arranging PPI based on assessment results that have been completed and related to ABK compensatory program c. Practicing (having simulation) PPI arrangement result for ATN, ATR, ATG, ATD, AKB and Autism		
Individual Learning Program (PPI) Development	a. Individual Learning Program (PPI) for ABK b. PPI principles c. PPI arrangement procedure								
Curriculum Modification	a. Curriculum orientation b. Curriculum modification c. Determining success indicator d. Determining ABK evaluation								
ABK Learning	a. Compensatory service for ATN, ATR, ATG, ATD, AKB, and Autism b. Arranging PPI based on assessment results that have been completed and related to ABK compensatory program c. Practicing (having simulation) PPI arrangement result for ATN, ATR, ATG, ATD, AKB and Autism								

Based on the main competencies above, the researcher and ABK subject lecturers revised the syllabus and lesson plans for ABK education courses.

Furthermore, textbooks were being prepared as a handbook for lecturers and students. The books would be written by several lecturers (in a team), so the students received similar materials, although taught by different lecturers.

CONCLUSION

Based on the results of the study, the following conclusion can be drawn.

(1) PGSD -UMM responds to the issue of inclusive class by producing graduates who have excellent competence in teaching ABK in inclusive schools. In addition to the three nationally approved graduate profiles, PGSD UMM graduates are expected to have some other competencies; such as understanding who ABK is, understanding how ABK learns, and having an excellent ability to teach ABK.

(2) The results of the questionnaire distributed to 300 of 6th-semester students of PGSD show that there are 6 competencies mastered by the students (> 85%): Inclusive Education Policy, Defining who ABK is, ABK Identification, Assessment Understanding, Compiling Assessment Report, and Individual Learning Programs Development. Other two materials (ABK learning material model and curriculum modification) were considered as enrichment materials, in which more than 20% (68 students) had difficulties understanding the materials and required more learning and practice. Other courses focusing on competency achievement for the academic assessment, development assessment and self capacity needs to be revised since more than 35% (108 students) stated that they did not master the knowledge and skills

(3) Based on the results of the data analysis, a draft revision of the learning instrument in the form of syllabus and lesson plans is prepared for the ABK education course. Also, textbooks are being prepared as a handbook for lecturers and students, which will be written by lecturer team. Using the textbook, it is expected that the students in different classes receive similar materials, although taught by different lecturers.

Suggestion: Considering the importance of this material in the field, it expected that PGSD continues to develop ABK learning materials and practices, so the graduates will be professional teachers with excellent skills and competencies to conduct ABK teaching and learning process in schools. Also, and perhaps more importantly, it is hoped that the ABK material development in PGSD UMM will inspire other PGSD study programs to do similar things for better inclusive education in Indonesia.

REFERENCES

[1] Aini Mahabbati. "Pendidikan Inklusif untuk Anak Dengan Gangguan Emosi dan Perilaku

- (Tunalaras)”, *Jurnal Pendidikan Khusus*, Vol.7 No.2, 2010.
- [2] A. Ashman and J. Elkins, *Educating Children with Special Needs*. New York: Prentice Hall, 1994.
- [3] Baihaqi. *Perspektif Anak dengan Kebutuhan Khusus*. Bandung: Rineka Cipta, 2004.
- [4] A. Dapa, Duyo, Usman, Marentek. *Manajemen Pendidikan Inklusif*. Jakarta: Departemen Pendidikan Nasional Direktorat Jenderal Pendidikan Tinggi Direktorat Ketenagaan, 2007.
- [5] Effendi. *Anak Berkebutuhan Khusus*. Surabaya: Usaha Nasional, 2007.
- [6] Zaenal Alimim, “Reorientasi Pemahaman Konsep Special Education Ke Special Needs Education dan Implikasinya terhadap Layanan Pendidikan dan kurikulum LPTK”. *Jurnal Asesmen dan Interpersi Anak berkebutuhan Khusus*. Vol.3-2, 172-181, 2004.
- [7] Direktorat Pembinaan Sekolah Luar Biasa. *Kegiatan Belajar Mengajar di Sekolah Inklusif*. Jakarta: Direktorat Jenderal Manajemen Pendidikan Dasar Dan Menengah Departemen Pendidikan Nasional, 2006.
- [8] L. Eriksson, J. Welander, and M. Granlund, “Participation in everyday school activities for children with and without disabilities”. *Journal of Developmental and Physical Disabilities*, 19(5), 485–502, 2007.
- [9] K. Fuadi, “Analisis Kebijakan Penyelenggaraan Pendidikan Inklusif di Provinsi DKI Jakarta”. *Hikmah Journal of Islamic Studies*, 11 (2): 1-27, 2016.
- [10] D. P. Hallaha and J. M. Kouffman, *Exceptional Children: An Introduction to Special Education*. Boston: Pearson, 2006.
- [11] W. L. Heward, *Exceptional Children: An Introduction to Special Education*. New Jersey : Merrill, Prentice Hall, 2003
- [12] Hargio Santoso. *Cara Memahami dan Mendidik Anak Berkebutuhan Khusus*. Yogyakarta: Gosyen Publishing, 2012
- [13] Hermanto SP. Penyelenggaraan Pendidikan Inklusif Membutuhkan Keseriusan Manajemen Sekolah, *Jurnal Pendidikan Khusus*, Vol. 6, No. 1, 2010.
- [14] D. Kustawan, & Meimulyani, Y. *Mengenal pendidikan khusus & pendidikan layanan khusus serta implementasinya*. Jakarta : Luxima, 2013.
- [15] F. Mangunsong, *Psikologi dan Pendidikan Anak Berkebutuhan Khusus*. Depok: Lembaga Pengembangan Sarana Pengukuran dan Pendidikan Psikologis (LPSP3) Fakultas Psikologi Universitas Indonesia (FPU), 2009
- [16] Mudjito, dkk. *Pendidikan Layanan Khusus*. Jakarta: Baduose Media, 2014.
- [17] National Disability Authority. *Ask Me: guidelines for effective consultation with people with disabilities*. Dublin: National Disability Authority, 2002
- [18] WHO (World Health Organisation). *International Classification of Functioning, Disability and Health*. Geneva: WHO, 2001
- [19] E. Poerwanti, “Paradigma ‘Educational For All’ dalam Praktek Pembelajaran Inklusi di Sekolah Dasar”. *Jurnal Sekolah Dasar*, May., Th.22 No. 1, 2013
- [20] A. Sudrajat, “Pemberdayaan dan Pengembangan Sumber Daya Manusia pada Sekolah Inklusi”. *Jurnal Ilmu Pendidikan*, Jul., Vol 41 No.2, 2014
- [21] J. Thompson. *Memahami anak berkebutuhan khusus*. Jakarta : Erlangga, 2012
- [22] United Nations. “Convention on the Rights of Persons with Disabilities”. [Online]. Available: <http://www.regeringen.se/content/1/c6/12/36/15/618de295.pdf>