

Implementation of Inclusive Education at Muhammadiyah 1 Krian Elementary School in Implementing the Independent Curriculum P5 Program

Feri Tirtoni^{1*}, Amelia Puja Novianti², Amalia Qurrotul A'yun³, Riswanda Apri Pramila⁴, Amalia Habibah Eka Nur Putri⁵

Primary School Teacher Education Study Program, Universitas Muhammadiyah Sidoarjo, Indonesia

* Corresponding Author Email: feri.tirtoni@umsida.ac.id

***Abstract.** This research aims to evaluate the implementation of inclusive education at the Muhammadiyah 1 Krian elementary school in the Implementation Program of the Strengthening Pancasila Student Profile (P5) Project in the Independent Curriculum. The Merdeka Curriculum, which emphasizes flexibility and developing students' individual potential, includes P5 as an effort to shape students' character and competencies according to Pancasila values. Inclusive education focuses on engaging all students, including those with special needs, in the same learning activities. The research method used was qualitative with a case study approach at SD Muhammadiyah 1 Krian which implemented P5. Data was collected through in-depth interviews with teachers, school principals and observation of P5 activities. The research results show that the implementation of inclusive education in the P5 program faces a number of challenges, such as a lack of special training for teachers, limited resources, and a lack of understanding of students' special needs. However, this research also found opportunities including increased student engagement, development of social and emotional skills, and a more inclusive and welcoming learning environment for all students. In conclusion, despite the obstacles, the P5 program in the Merdeka Curriculum has great potential to support inclusive education at SD Muhammadiyah 1 Krian, provided there is adequate training policy support for educators, and active participation from all stakeholders. Inclusive education in elementary schools has challenges that must be faced, but it also provides opportunities to create a more inclusive environment and develop the potential of students with special needs. Continuous efforts are needed from all relevant parties to create a more inclusive education system and provide equal opportunities for all students to achieve quality education.*

***Keywords** - inclusive education, independent curriculum, P5 program, challenges in inclusive education, student involvement.*

I. INTRODUCTION

Inclusive education is education provided to students who have disabilities, have potential intelligence and special talents, and children who are unable to learn due to certain reasons: disabilities, autism, mental retardation, homeless children, who have talents and potential within themselves. Inclusive Education is an educational service system for Children with Special Needs in regular schools (Saputra, 2018). The 1945 Constitution Article 32 paragraph (1) has emphasized that "every citizen has the right to receive education": in the 1945 Constitution Article 32 paragraph (2) confirms that "all citizens have the right and obligation to attend basic education and the government is obliged to pay for it". Constitution Number 20 of 2003 concerning the National education system, Article 5 paragraph (1) which confirms that "every citizen has the same right to obtain quality education". This law is strong evidence of the presence of inclusive education in society. (Aprini, 2007)

Inclusive education has become the main focus in building a more just and inclusive education system. This is reflected in the Indonesian government's efforts through the implementation of the P5 Independent Curriculum Program, which aims to strengthen inclusive education at the elementary school level. Inclusive education emphasizes the importance of providing appropriate education for every individual, including those with special needs. Although efforts have been made to realize inclusive education, challenges still exist in its implementation in elementary schools. Some of these challenges include the readiness of teaching staff, adequate facilities, support from the school environment and community, as well as developing a curriculum that supports diversity. Realizing inclusive education programs at the elementary school level is a challenge for school principals,

teachers and even the community. More attention must be given to inclusive teaching in elementary school classes, considering that elementary school children still require intensive attention from education with the presence of students with special needs, achieving learning goals is of course not easy. Inclusive education for children with special needs is not yet understood as an effort to improve the quality of educational services in elementary schools.

The teacher said that his insight regarding inclusion in teacher education should always be friendly and kind in the sense that children with special needs can develop optimally and children with special needs should not be separated or differentiated from normal children. Then teachers also have the opinion that inclusion programs are also held to help children believe in their abilities. The teachers also believe that inclusive education can help them in serving ABK in the classroom. When teachers come face to face and meet children with special needs in class, the teacher feels sorry for the child with special needs. Teachers feel sorry when they see that students with special needs do not understand the material that has been given, so sometimes teachers try to explain the material again to students with special needs. Apart from that, teachers also try to find ways from various reference sources to handle children with special needs in the classroom. The teacher invites children with special needs to talk about how they understand the subject. Apart from the children, the teacher also invites parents to discuss the child's development at school.

Inclusive practices represent a new challenge for school leaders. Taylor & P. Ringlaben argue that the existence of inclusive education creates new challenges for teachers, namely making significant changes in educational programs and preparing teachers to meet all the needs of students, both with special and non-special needs. They also explain the importance of teachers' attitudes towards inclusion, namely teachers who those who have a more positive attitude towards inclusion are better able to organize teaching and curriculum for students with special needs, and teachers who have a more positive attitude. may have a more positive attitude towards participation (Taylor & P. Ringlaben, 2012). Another study that looked at teachers' attitudes towards inclusion is (Darling-Hammond & Berry, 2006), who found that effective inclusive classrooms resulted from teachers' beliefs about trust and protection in improving students' academic achievement. Anna Rozana et al, found that teachers who took part in the training showed an adequate or high attitude, where teachers were willing to work harder to do the same for each student and showed affection for each student.(Rahman et al., 2023). Based on these facts, this research was prepared which aims to determine the relationship between teacher attitudes and skills and inclusive learning in elementary grades.

II. METHOD

This research uses a qualitative approach to explore the implementation of inclusive education in elementary schools in the context of the Independent Curriculum P5 Program. A qualitative approach allows researchers to understand in depth the experiences, perceptions and practices that occur in the field. The research was conducted through a case study at the SAKRI elementary school which has implemented the Independent Curriculum P5 Program with an inclusion approach. Data collection techniques used include participatory observation, in-depth interviews with relevant stakeholders (teachers, students, parents), and analysis of documents related to policies and implementation guidelines.

An effective method used by teachers is training or seminars because with this method the teacher will understand more about the student's condition. This training is also useful for increasing the knowledge and skills of a teacher in dealing with inclusion. A teacher must also have a broad understanding of inclusive children and understand the various challenges that may occur in excluded

children. Understand both medical and non-medical matters, developmental disorders and disabilities that interfere with their development. This knowledge is implemented to help teachers be able to design learning that can be accessed by these children, not only normal children, but must also be accessible to excluded children. The implementation of inclusive children's education is still not optimal, there are still many schools that do not accept inclusive children in their schools for reasons of lack of facilities and infrastructure, no accompanying teachers, teacher competence in inclusive learning, school management and learning assessment. One of the causes of this incident was due to a teacher's lack of knowledge about preparing lesson plans, selecting media, etc.

The approach that teachers can take with included children is to try to involve included students in regular classes, the aim of which is to create an inclusive environment and provide opportunities for included children to play with their friends. Evaluation also needs to be carried out in order to monitor the development and progress of inclusive learning. Evaluation should not only involve teachers, but also specialists, health experts, especially parents too (Untuk et al., 2024)

III. RESULTS AND DISCUSSION

The results of the research show that the implementation of inclusive learning in the implementation of the P5 independent curriculum in elementary grades faces several challenges and opportunities. One of the biggest challenges is the lack of adequate training and faculty understanding of inclusive learning strategies. In addition, the lack of school and community support is an obstacle in creating an inclusive environment. The style used in ABK learning requires special assistance by the teacher because children's learning styles are different, therefore teachers must design lesson plans, methods, media and learning strategies for students that should be adjusted to the students' needs and different from the learning design for regular students.(Prastiwi & Abduh, 2023). The implementation of inclusive school policies must be studied in depth to find out whether the implementation of inclusive education is in line with the policies, needs and goals set by the government. Learning activities must be in accordance with the curriculum, balanced learning and existing student needs so that when implementing learning for children with special needs and ordinary children it is hoped that they can achieve their goals.

However, there are also a number of good practices that can be examples for other schools in implementing inclusive education. Among these are the use of a differentiation approach in learning, collaboration between teachers and support staff, and the active participation of parents in supporting their children's development. The implementation of learning becomes an interaction that needs to be carried out by teachers and students to achieve goals with different learning plans and methods by adjusting the conditions of the students.(Prastiwi & Abduh, 2023)

A. Independent Curriculum

The independent curriculum is an effort by the Ministry of Education and Culture to overcome the learning crisis and support learning recovery. This curriculum is varied intracurricular learning where the content will be more optimal by giving students adequate time to understand concepts and strengthen their abilities.(Utama & Marlina, 2023). SD Muhammadiyah 1 Krian (SAKRI) does not yet have a special curriculum related to inclusive education. ABK children still follow and receive learning material in class like regular children, only the material given to ABK is different. During the implementation of the inclusion program, the school forms an inclusion coordinator who is responsible for implementing this inclusion program. The ABK teacher team manages the implementation of inclusive education planning, implementation and evaluation of inclusive education. Apart from that, as part of planning, schools develop work programs that are implemented

throughout the year, such as regular school meetings, Special Assistant Teachers (GPK) with parents, evaluations, services and facilities.

Before learning begins, the teacher prepares a predetermined lesson plan which is then modified to suit the needs of ABK students which are different from regular children by adding the teaching media used, methods and several modifications needed by ABK students. Then in the learning process, ABK is accompanied by a Special Assistant Teacher (GPK) as a center of education who has an important task in assisting ABK. GPK has duties and roles in organizing inclusive schools (1) Compile and prepare assessments together with class teachers and subject teachers, (2) Building a coordination system between teachers, the school and parents of students, (3) Assisting ABK in learning activities together with class teachers or subject teachers, (4) Providing special service assistance for ABK who have obstacles in participating in activities learning, (5) Providing continuous guidance and taking special notes when participating in learning activities, (6) Providing assistance (a variety of experiences) to class teachers and subject teachers in providing educational services to ABK (Nadratanna'im, 2023). Regarding the strategies and methods used, the teacher does not yet have a specific one for ABK students. However, to provide an interesting learning impression, the teacher provides an interesting learning experience as much as possible by providing teaching media, digital teaching media and outdoor learning with ABK students.

The abilities of ABK students and regular students are of course different, so the evaluation carried out is also different from other regular students. In implementing inclusive education, 3 curriculum models are used, namely: general curriculum, modified curriculum and individualized curriculum (Hoar et al., 2021). Then, in the ABK assessment, there is a special assessment format that considers the type and level of the ABK. In assessment, especially KKM, there is no difference between children with special needs and regular children, schools only differentiate the methods used in assessment such as the content of the questions and the level of difficulty of the questions in documenting students' learning outcomes, for example in report cards which do not differentiate between the grades of ABK students and other regular students. so there is no discrimination. The reason for implementing an inclusive education system is also based on research findings which show that children with mental disabilities do not work as well as their normal peers in public schools. However, when comparing the results of children with mental disabilities who attend public schools with the results of children with mental disabilities who attend special schools, the group of children with mental difficulties in public schools shows higher academic success and better social skills. (Tyas Pratiwi et al., 2022).

This is in line with the goal of inclusive schools, namely providing equal education without discrimination where all children with special needs and regular children receive the same education. Inclusive education also provides several appropriate special services that provide the same education as other regular children of their age. The implementation of inclusive education for ABK still faces obstacles in implementing classroom learning, such as teachers who do not only explain once or twice, but explain many times, especially to slow learners, where teachers find it difficult to make children concentrate on their learning. According to Dayinta Galih Jananidhi, the assessment of slow learning children is carried out by combining 2 different question scores and then averaging them, then all these scores will be given by the homeroom teacher and GPK. However, if GPK can accompany the assessment, then the assessment can be carried out simply by the homeroom teacher (Galih Jananidhi, 2017)

B. Challenges in Inclusive Education and Student Engagement

The implementation of inclusive schools is certainly not free from various problems. This is

not only related to the readiness of teachers, but also to students, parents and the government, as well as the lack of facilities and infrastructure but also the lack of cooperation between parties. In this context, teachers are the main factor in the inclusive education process, even though if there is no assistance from other parties, inclusive implementation will not run well. These problems will be interconnected if educators do not understand about ABK so that the environment finds it difficult to find what is needed by students with special needs and this affects the teaching and learning process. (Nur Halimah, Elis Lisyawati, Khairunnisa, 2024)

The following are the obstacles faced in implementing fully inclusive schools, both internal and external to the school. The obstacles faced are:

1. Facilities and infrastructure

Inclusive education facilities and infrastructure are hardware and software that support the successful implementation of inclusive education in an educational unit. These facilities and infrastructure are needed to support learning and ensure effective and optimal learning for children with special needs. Facilities in education that can be used include teaching tools, teaching media, books and other teaching tools needed to support the learning process. Some examples of facilities needed include; (1) Assessment tools to measure vision and hearing, (2) Learning aids such as hearing aids for deaf children, vision aids for blind children, and physical aids for quadriplegic children, (3) Teaching aids for autistic children, such as different teaching aids according to the child's needs, (4) Learning aids to acquire academic skills. Special infrastructure for inclusive children, one of which is for blind children; (1) Space is needed to carry out assessment activities and skills. (2) Deaf children need space to carry out assessment activities, speech development exercises, development of sound perception, training and physical skills. (3) Children with mental retardation need space for sensory training, self-development and consultation. (4) Children with physical and mental impairments also need a separate space to practice their skills and do physical exercise. The need for facilities that meet students' needs is an obstacle in implementing classroom learning. such as classrooms that are facilitated with special pathways for the physically impaired, hearing aids for the deaf, braille letters/books for blind children and other facilities. These facilities and infrastructure also help meet the needs of children with special needs, such as special rooms for children who are blind, deaf, mentally disabled and physically disabled (Saputra, 2018).

Every tool or equipment needed by children with special needs must have a special storage place that is safe and easy to reach. It is also important to remember that each child has different needs and infrastructure facilities and must be individually tailored to meet that child's needs. Apart from that, inclusive education also requires careful planning, provision of adequate facilities and infrastructure, as well as teacher and staff training which must be prioritized to ensure a supportive school environment for all students. The comfort of children with special needs is also a priority, such as the facilities and infrastructure used in schools being safe and easily accessible to students. Adequate facilities and infrastructure are also needed to support inclusive education, such as special toilets, special rooms and special tools that make it easier for children to access learning. Don't forget the non-physical facilities that inclusive children need to have, namely an appropriate and adapted curriculum. This curriculum is needed to meet the needs of students special needs. This curriculum can be adapted to the learning styles and interests of children with special needs. Cooperative and collaborative learning provides opportunities for children

with special needs to work together with other students so that they can learn together.

2. Teachers' ability to teach and lack of training

The lack of teacher skills and understanding in educating ABK is one of the obstacles to the success of inclusive education. Around 50% of teachers communicate directly with students with special needs regarding learning, explaining the material repeatedly. Teachers' teaching skills are the most important key in improving student learning outcomes. There are several aspects that teachers master, including; (1) Teachers must have pedagogical skills that enable deeper understanding of students, planning and implementing learning that meets students' needs and characteristics, as well as sustainable development, (2) Basic skills that teachers must have are also important, such as asking questions, closing learning and leading learning effectively. Asking questions can help teachers clarify and obtain information about what students want to understand, as well as attract students' attention and develop thinking skills. (3) Teachers can act as facilitators, reinforcers, motivators, inspirers and learning engineers. They must be able to provide services that facilitate the student learning process and lead lessons that encourage learning. (4) Teachers must be able to develop a curriculum that is in accordance with the curriculum objectives and use learning plans that are appropriate to the objectives and environment. They also need to know how to select, organize and arrange learning materials according to students' needs. (5) Teachers must be able to continuously assess students' learning processes and outcomes and use the results of these assessments to improve teaching programs. They must also be able to develop students continuously by analyzing learning processes and outcomes. (Angreni & Sari, 2020). Lack of training for teachers results in unpreparedness or early collapse of education due to teacher readiness, teacher ability is a very important aspect to create school education for inclusive children that is comfortable, safe and peaceful. The ability that teachers have to deal with inclusion children is much different from regular children in terms of the ability to educate, love and protect. Therefore, the importance of training, seminars which must continue to be held at school and outside school in order to prepare for these needs. Training is not only for accompanying teachers but also for general teachers. The abilities that teachers must have are (1) the teacher's ability to plan the learning process (2) the teacher's ability to carry out learning (3) the teacher's ability to evaluate student learning outcomes (4) the teacher's ability to manage the class.

This lack of ability or training for teachers results in difficulties in preparing (RPP) for ABK so that Teachers use the same lesson plans as regular children without modification and do not even use ABK lesson plans in implementing learning. The lack of ability and training also results in difficulties in preparing or delivering material to ABK students. Then teachers will also have difficulty determining the right learning method for students with special needs that is appropriate to apply. The solution to dealing with these problems is to have discussions with other teachers about the problems they are experiencing in ABK learning.

3. Placement of Children with Special Needs in Class

The placement of students in classes is based on the IQ test taken when entering school. The school will place ABK students based on the type of condition each child has. However, almost 100% of them are placed in normal and regular classes together with other students (Angreni & Sari, 2020).

Identifying the obstacles faced, with inclusive education that equalizes education.

There are reasons that are obstacles to this education. Equally for all children. One of the factors, because he is embarrassed and afraid of going to school, which means he gets the impression that there is discrimination in education, this is reflected in the child and makes him reluctant to go to school. This discriminatory behavior makes education unequal among all children who need education and causes ignorance in the future. The second factor, namely the lack of support from both parents or family in children's education. Third, there is a lack of services in remote areas and inaccessible settlements, making it difficult for children with special needs to receive a proper education. These three things are very important in the progress of education for ABK. Apart from that, there is still low competence of teaching staff in innovating to develop inclusive curriculum models that suit their needs (Nur Halimah, Elis Lisyawati, Khairunnisa, 2024). The lack of school infrastructure results in the placement of children with special needs at the same level as regular children, although it appears that children with special needs must be differentiated both in terms of equipment space and learning. Their learning styles are also different from regular children. There are students with special needs with playing learning styles and skills. This is also a bluff for the government to improve or facilitate public schools that accept children with special needs. Placing children with special needs in regular classes results in the class not being conducive to learning, this is influenced by the learning style of children with special needs in regular classes. However, sometimes parents don't want their children to be differentiated from regular children, even though parents also know that the child has limitations and should be placed in a different room. The economic conditions in Indonesia, which are increasingly increasing over the years, have become one of the main factors that is not conducive to inclusive education, which means that children with special needs should be placed in different rooms with different tools and need accompanying teachers and ultimately parents with. Due to economic limitations, they prefer to be placed in regular classes with minimal aids and the same teachers as regular children. Not only that, one of the factors that influences non-conduciveness in inclusive education is the shy nature of parents who do not want their children to be differentiated from other classes from regular children. The placement of inclusive children in different rooms aims to develop students' learning from study skills, physical training, assessment, emotional training, etc. There are times when children with special needs will be placed in the same room as regular children so that they can learn from these friends and so that they can interact more widely with regular children without being differentiated and so that the children do not feel isolated.

IV. CONCLUSION

Based on research findings, it can be concluded that the implementation of inclusive education in elementary schools in the implementation of the Independent Curriculum P5 Program still requires greater attention. Further efforts are needed to improve the understanding and skills of teaching staff, strengthen collaboration between schools and the community, and improve facilities and infrastructure that support inclusive education. Attention is not only sufficient for education for inclusive students, but teachers must have a level of professionalism for learning for students. Learning plans for students are able to improve the quality of learning outcomes and achieve specified goals, so the independent curriculum is also an effective learning plan for regular students and even ABK which meets students' learning needs.

With the implementation of inclusive education in elementary schools in the implementation of the Independent Curriculum P5 Program, several challenges and opportunities were found. One of

the main challenges is the lack of adequate training and understanding among teaching staff regarding inclusive learning strategies. This causes teachers to be unable to effectively teach and support the learning needs of students with special needs. Apart from that, the lack of support from the school and community is also an obstacle in creating an inclusive environment. Strong collaboration between all relevant parties is needed to create an inclusive environment for students with special needs.

Thus, inclusive education in elementary schools has challenges that must be faced, but also provides opportunities to create a more inclusive environment and develop the potential of students with special needs. Continuous efforts are needed from all relevant parties to create a more inclusive education system and provide equal opportunities for all students to achieve quality education.

ACKNOWLEDGEMENT

We give all our praise to Allah SWT who has given us His Grace and Grace so that we can complete the article entitled "Implementation of Inclusive Education at Muhammadiyah 1 Krian Elementary School in Implementing the Independent Curriculum P5 Program". I would like to express my thanks to all parties who participated in working together in the success of the articles we have created. Thank you to the Principal, Teacher Council and Staff of SD Muhammadiyah 1 Krian who have given permission to interview us as a source of information to support the success of writing this article. We also thank our supervisors for their support and guidance, so that we can complete this article as well as possible. And don't forget my group of friends for their help and completion of this article. We hope that this article can provide useful knowledge in education for inclusive schools, as well as become a reference for readers and educators in other inclusive schools.

REFERENCES

- Angreni, S., & Sari, R. T. (2020). Identification and Implementation of Inclusive Education for Children with Special Needs in West Sumatra Elementary Schools. *AULADUNA: Journal of Islamic Primary Education*, 7(2), 145. <https://doi.org/10.24252/10.24252/auladuna.v7i2a4.2020>
- Aprini, E. (2007). Legal Certainty of Land Rights Certificates in Relation to the Provisions of Article 32 paragraph (2) of Government Regulation Number 24 of 1997 concerning Registration 2. http://eprints.undip.ac.id/15532/%0Ahttp://eprints.undip.ac.id/15532/1/Erpinka_Aprini.pdf
- Darling-Hammond, L., & Berry, B. (2006). Highly qualified teachers for all. *Educational Leadership*, 64(3), 14-20.
- Galih Jalanidhi, D. (2017). Identification of Teachers' Barriers to Learning in Inclusive Schools SD Negeri 2 Petir Piyungan, Bantul. *Widia Ortodidaktika Journal*, 6(8), 823-833.
- Hoar, A. Y., Amsikan, S., & Nahak, S. (2021). Analysis of Student Errors in Solving Comparison Story Problems in Class VII Students of SMPK St. Isidorus Besikama. *MATH-EDU: Journal of Mathematics Education Science*, 6(1), 1-7. <https://doi.org/10.32938/jipm.6.1.2021.1-7>
- Nadratanna'im, S. (2023). The Role of Special Assistance Teachers for Children with Special Needs at Sd Muhammadiyah 5 Jakarta. 1-23.
- Nur Halimah, Elis Lisyawati, Khairunnisa, A. M. (2024). Islamic Character Formation of Learners through Multiple Intelligences at Sekolah Alam Tangerang. *Journal of Basic Educational Studies*, 4(1), 671-687. <https://journal.laaroiba.ac.id/index.php/eduinovasi/article/view/5759/4149>
- Prastiwi, Z., & Abduh, M. (2023). Implementation of Inclusive Learning in Elementary Schools. *Journal of Elementaria Edukasia*, 6(2), 668-682. <https://doi.org/10.31949/jee.v6i2.5235>
- Rahman, R., Sirajuddin, S., Zulkarnain, Z., & Suradi, S. (2023). Principles, Implementation and Teacher Competencies in Inclusive Education. *Aksara: Journal of Nonformal Education Science*, 9(2), 1075-1082.
- Saputra, A. (2018). Government Policy on Inclusive Education. *Golden Age: Scientific Journal of*

Early Childhood Growth and Development, 1(3), 1-15. <https://doi.org/10.14421/jga.2016.13-01>

- Taylor, R. W., & P. Ringlaben, R. (2012). Impacting Pre-service Teachers' Attitudes toward Inclusion. *Higher Education Studies*, 2(3), 16-23. <https://doi.org/10.5539/hes.v2n3p16>
- Tyas Pratiwi, L., Nur Maghfiroh, M., Septa Andika, D., Nur Marcela, I., & Faza Afifah, A. (2022). Problems faced in the implementation of inclusive schools in Indonesia. *Journal of Basic Education Flobamorata*, 3(2), 314-318. <https://doi.org/10.51494/jpdf.v3i2.704>
- For, L., Didik, P., & Khusus, B. (2024). Teacher training on modifying and providing reasonable accommodation for learners with special needs. April. <https://doi.org/10.24198/kumawula.v7i1.51531>
- Utama, D. A., & Marlina, M. (2023). Implementation of Merdeka Curriculum for Children with Special Needs. *Educative: Journal of Education Science*, 5(2), 1695-1706. <https://doi.org/10.31004/edukatif.v5i2.5500>