

CURRICULUM AND TEACHING MATERIALS AT ALAM PURWAKARTA SCHOOL

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Abstract: This study aims to determine the curriculum and teaching materials for inclusive learning in Alam Purwakarta schools. The research was conducted using a qualitative direct field study approach. Data collection for theoretical studies uses books related to this material. Data were analyzed using descriptive narrative. The results of the study show that the curriculum used in schools this use personal curriculum or curriculum specially made and designed by the team specifically at school. This means that learning adapts to the conditions of the students themselves, not students adapt to learning, which of course these adjustments are related to the curriculum used, and also what teaching materials are used in school it. Curriculum used is personalized curricula in accordance with needs student. Alam Purwakarta Schools is also a lot use natural around as inside teaching materials support activity study teach. The results of the study imply that natural facilities and open spaces really help regular and special-needs students to develop all their potential, have free space for movement and have a good curriculum. or The teaching materials used are relevant to everyday life.

Keywords: Inclusive Education, Curriculum, Teaching Materials

Introduction

Education is one of the rights that must be obtained by every human being. More specifically, Article 28C paragraph (1) of the 1945 Constitution of the Republic of Indonesia states that everyone has the right to develop themselves and get a proper education. Therefore, compulsory education is provided not only for normal people, but can also be obtained by those who have special needs. One of the efforts that can be made to accommodate the needs of students with special needs and non-special needs is through the implementation of inclusive education.

Inclusive education is possible school student learn and grow side by side in the same school. All children need quality education for develop Skills them. However, usually child child need special restricted access they on education and abilities they for participate in social, even economy. And child need special tend to look at adjacent public eye.

In the city of Purwakarta, West Java province, it has the policy of handling education for children with special needs, starting from the kindergarten level, has been implemented in all schools through inclusive schools, but in reality not all schools have implemented it, only a few schools have implemented this inclusive school, one of which is the school that is The object of the author's observation is the Purwakarta Natural School, in this school there are several levels of education starting from kindergarten to junior high school, but in this study the authors focus on the kindergarten level. The problems are: (1) Is curriculum used at school same Among regular children and children special; (2) Is teaching materials used at school safe and can develop aspect development child. This study aims to obtain data regarding the curriculum and teaching materials used in Kindergarten Alam Purwakarta.

Methods

The research is conducted using a descriptive qualitative approach. Data collection using interview techniques, observation and documentation. The respondents in this study are the principal and two alam purwakarta school teachers. Data analysis techniques were carried out with descriptive narrative. With To do written data analysis with detailed, then the data is selected in accordance with purpose. Data presentation is done with narrative and take conclusion. Collecting theoretical study data using books related to this material, data were analyzed using descriptive narration (interviews) and documentation.

Discussion

Inclusive education is education that includes children need special for study together with their peers in regular schools. For obtain equal and appropriate educational services with needs especially. Besides In addition, inclusive education is also a trying approach transform education system with negate possible obstacles obstruct every student for participate full in International World Education has (Sukadari, 2019) also been make deal regarding inclusive education. This poured in the Conventional on the right of persons with disabilities and optional protocol which was ratified in the month March 2007. Exactly Article 24, explained that mandatory for every country organize inclusive education in each Education (Olivia, 2017).

Based on the results of observations made in Kindergarten at Alam Purwakarta Schools, it is known that teachers apply personalized curriculum. Curriculum created compiled by the team inclusion and shadow teachers in alam purwakarta schools. And the curriculum is created with adapt development of each child. With see results development child at each the day.

Inclusive education is a strategic and innovative educational approach to expanding access to all special needs children. Including those with disabilities. Inclusion education is a form of the educational arrangement that unites special needs children with normal children in general to learn. The basic concept of inclusive education is intended to be an educational service system that includes special needs children studying together with regular school children. The scope of inclusive education includes kindergarten, primary school, junior high school, high school, and vocational highschool.

Curriculum is set plans drawn up and developed as well as held for organize Educational activities at certain levels of Education for reach educational goals that have set (Novan Ardy Wiyani, 2016). Curriculum have very strategic position because curriculum arranged for realize Educational goals. Through curriculum source power man could directed and progress something nation will determined. Curriculum must developed in accordance with Step development participant educate, need development national, as well development knowledge knowledge and technology (Sukadari, 2019).

The curriculum is a set of plans and arrangements regarding purpose, the content and materials of the lesson and the manner used as an arrangement for learning activities to achieve

specific goals. Permendiknas No. 70 of 2009 chapter 1 states that Inclusive Education is system maintenance education that provides opportunity to all participant students who have disorder and have potency

intelligence and/ or talent special for follow education or learning in one environment education in a manner together with participant educate.

Permendiknas No. 70 of 2009 chapter 2, the rule explains that inclusive education aims: (1) provides broad opportunities for all learners who have physical, emotional, mental and social disorders, or prosses special according to their needs and abilities; (2) realizing an educatinal arrangement that values diversity and is not discriminations toward all learners.

Then curriculum education inclusion usually use curriculum that applies in schools general. However thereby because variety obstacles experienced participant educate need special varies greatly, ranging from its nature light, medium until heavy. So, in even its implementation in the field, curriculum regular need to be modified such likeness, so in accordance with needs participant educate.

Adaptation is done with a number of method namely : (1) Duplication Model that is duplication it means copy or double. In connection with the curriculum model, duplication means develop and or enforce curriculum for PDBK (Participant educate in need Special) by same or similar with curriculum used for participant educate; (2) Modification Model, Modification means change for customized. In connection with curriculum models for participant educate need special, then the modification model means method development curriculum. With so, participants educate need special undergo appropriate curriculum with needs and abilities; (3) Substitution Model, Substitution means replace. Replacement conducted because Thing the no possible enforced to participant educate need special , however still can replaced with something else lacking more equivalent (have less value more same); (4) Omission Model, Omission means remove. omission means something exists in curriculum general no be delivered or no given to participant educate need special because its nature too difficult or no in accordance with condition child need special.

The Alam Purwakarta School was originally founded in 2013 with 2 students, 1 elementary school child and 1 kindergarten level child with 2 teachers, 1 for an elementary school teacher and 1 for a kindergarten teacher. In 2014 the number of students increased to 16 students and one of them is a child with special needs named Andika. Over the years, the number of students enrolling in natural schools has increased, while the ratio for admitting students with special needs is 10% of regular students, so if there are 10 regular students in total, the ABK acceptance ratio is 1 person.

In make curriculum, at Alam Purwakarta School this involve team inclusion, shadow teacher and psychologist. Make curriculum with adapt development child. Before make curriculum, the teacher sees results test grow flower child. And results detection early that used by parties school for observing child related its development. And observation this conducted with include children in activities class During one month. The result will used for make curriculum appropriate specialty with developments and needs child.

The things that are observed or in analysis a number of among them there is affection child, behavior child, trust child to environment, psychomotor child, body awareless, cognition, language and social. Analysis this taken from evaluation daily filled by the accompanying teacher related behavior exhibited by children with growth indicators ages 0-5 years if seen from analysis aspect psychomotor in a child. Then show up behavior at 2 years old, and seen indicators of development child at 2 years old. If not achieved so must be repeated so that all indicators progress reached.

Learning program plan is a plan learning or preparation teaching made for one or two meetings. Existing components in less RPP more same with syllabus, however the difference is the RPP is made in form lengthy description to lower open it shaped table. On class inclusive all existing components in syllabus and lesson plans may and should be changed (modified) accordingly with condition child need special.

There are two models of RPP formats for learning inclusive for ABK, namely: (1) an

integrated RPP model, meaning that the RPP for ABK children and regular children is combined. So, teacher only have one lesson plan, however inside it load two formula planning, that is planning for regular and formula students planning for crew children. For components that don't experience modification, then only there is one formula (SK, KD, allocation time), whereas for experiencing components change (modification) then there is two formula; (2) the individual RPP/PPI model, meaning the plan model learning made special for student need special, that is separated with regular student lesson plans. This model fully noisy planning teaching for student need special and individual. Individual RPP has two component addition that is identity student need special and capable student moment this.

Because of the curriculum used in schools this use personalized curriculum, which is seen from every aspect development that occurs in children, then curriculum his consists from: (1) individual therapy; (2) Individual Design; (3) RPPIT; (4) Evaluation. Curriculum it's made by a team special in accordance with plot manufacture personalized curriculum.

At Alam Purwakarta School, class divisions are divided into 3 clusters, namely: 1) Regular class: Children with special needs without assistance with children with learning delays (Slow Learning). 2) Regular Class with Assistance (Shadow Teacher): Children who have problems with unfinished developmental stages and have behavior therapy (outside of school). 3) Transition class: This class is called the transition class because as a therapy class for children with special needs towards preparation for entering the regular class, in this transition class all students with various age levels are combined from kindergarten, elementary, junior high, high school. If the child feels ready to enter the regular class, these transitional students will enter the regular class according to their level. There are children in this transitional class who occasionally attend regular classes. 2) Full Transition Class: Children who enter this class are children who are not able to or are not ready to enter regular classes at all.

Kindergarten Alam Purwakarta School is one of the education service providers that implements education for children with special needs in Purwakarta City. In this school there are 2 classes for kindergarten level. 1) T K A with 1 crew member (with shadow teacher). 2) T K B with 1 crew member (without shadow teacher).

Then in developed teaching materials special for inclusive education services must Fulfill a number of principle , like principle renewal teaching materials.

Conclusion and Recommendations

Based on the results of made in Kindergarten at Sekolah Alam Purwakarta, it is known that teachers have curriculum specially used in Kindergarten Alam schools Purwakarta. Curriculum created with see development child, detection grow flower children, who are assisted by the team inclusive, shadow teacher and psychologist. Besides That is, the teaching materials used in KindergartenAlam Purwakarta schools, more many using natural media as teaching materials as well as therapeutic media for child. For example, stones are used as teaching materials that can train sensory motor skills, in addition to using dry leaves to train children's fingers and train their senses. balance with use piece bamboo or paddy fields.

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