

Design of Inclusive Education Curriculum at Madrasah Ibtidaiyah Foundation of Sabilul Muttaqin Islamic Boarding School Mangiran Pare Kediri East Java Indonesia

Yuni Masrifatin¹, Ahyak², Nur Effendi³, Imam Junaris⁴

¹STAIM Nganjuk

^{2,3,4}UIN Satu Tulungagung

ABSTRACT

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This study aims to find an inclusive education curriculum design, namely the educational design model for students with disabilities is provided in three types of educational institutions, namely special schools (SLB), extraordinary elementary schools (SDLB) and integrated education. This study uses a qualitative approach, a qualitative approach contains an assessment of the problem that will produce detailed and in-depth descriptive data. This research analyzes and discovers thoroughly and completely the design of inclusive education at Madrasah Ibtidaiyah Yayasan Pesantren Sabilul Muttaqien Pare Kediri. The result of this research is that the Design of Inclusive Education based on local wisdom was prepared on the basis of a meeting at the beginning of the year with the foundation, principal and all teachers (FGD). With several main topics of discussion, namely learning objectives, formulating goals for each regular class and inclusive class with various targets tailored to the needs of students, student assessment, curriculum analysis, preparation of early evaluation instruments, determining the next level of learning in accordance with early evaluation, determining post-level learning methods are determined, monitoring learning activities, mid-semester and end-of-semester exams for all regular students and complete oral and written tests for all students with special needs.

Keywords:

Curriculum Design, Inclusive Education.

A. RESEARCH CONTEXT

Education is the right of all Indonesian citizens, both normal and those with special needs. The government facilitates its people to get education services equitably. Especially after the declaration of nine years of compulsory education.

Corresponding Author: Yuni Masrifatin

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All citizens are required to attend primary school.¹ Likewise, students with special needs do not escape the attention of the government. Education for participants with disabilities in Indonesia has been accommodated through Government Regulation Number 72 of 1991 concerning Special Education.²

Education for students with disabilities is provided in three types of educational institutions, namely special schools (SLB), extraordinary elementary schools (SDLB), and integrated education.^{3,4} Special schools (SLB) as the oldest educational institution, accommodate students with the same type of disorder. For example, SLB for the Deaf and the Blind⁵. Extraordinary elementary schools accommodate

¹ Indah Permata Darma and Binahayati Rusyidi, "Pelaksanaan Sekolah Inklusi di Indonesia [The Implementation of Inclusive Schools in Indonesia]," *Prosiding KS:Riset & PKM* 2, no. 2 (2003): 223–27.

² Endro Wahyuno Endro Wahyuno, Ruminiati Ruminiati, And Sutrisno Sutrisno, "Pengembangan Kurikulum Pendidikan Inklusif Tingkat Sekolah Dasar," *Sekolah Dasar: Kajian Teori dan Praktik Pendidikan* 23, No. 1 (2014).

³ Martini Janmaris, 2018, *Anak Berkebutuhan Khusus Profil, Asesmen dan Pelayanan Pendidikan*, Ghalia Indonesia, IKAPI, Jakarta, 33

⁴ Johandri Taufan and Fachri Mazhud, "Kebijakan-Kebijakan Kepala Sekolah dalam Penyelenggaraan Pendidikan Inklusif di Sekolah X Kota Jambi," *Jurnal Penelitian Pendidikan* 14, no. 1 (2016).

⁵ Umbulharjo Yogyakarta, "Studi Kasus Proses Pembelajaran Inklusi di Tk Islam Pelangi Anak Negeri Umbulharjo Yogyakarta Case Study of Inclusion Learning Process in

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various types of children with disabilities into one so that in one school or even one class consists of various kinds of students with disabilities, for example, deaf, quadriplegic, visually impaired, mentally retarded, mentally retarded, and so on.⁶

In practice, all of them made their own curriculum for handling special needs with almost the same learning barriers. So, children who study in these educational institutions are people with various types of disabilities. There are no ordinary or regular students who enroll in these schools assuming there is no curriculum for regular. The school is a reference for people who have children with special needs.

Integrated education or what can be called inclusive education is a regular school that accommodates children with disabilities with the same curriculum, teachers, teaching facilities, and teaching and learning activities.⁷ However, this type usually only accommodates blind children, and even then, sometimes there are still many schools that object to accommodating them.⁸ In its later development, the government issued Law Number 20 of 2003 concerning the National Education System which gave a new color in the provision of education for students with disabilities.⁹

We want all children, regardless of conditions, to be able to enter an educational institution from home. However, raising children with special needs is a separate issue if you have to live with an educational institution. To develop a formal curriculum, educational institutions must continually improve and evaluate many issues of progress, especially when dealing with special-need children who require extra thinking beyond a lot of energy and money. Therefore, educational institutions prefer not to accommodate children with disabilities or children with disabilities because they have to work twice. Even forcibly admitting or children with special needs, they impose a comprehensive curriculum and struggle to keep up with children with special needs, with no comfort or safety for them as a result. So they will eventually pick it up and wait for it to pass.

In their explanation, Article 15 and Article 32 state that special education is education for students with disabilities or students who have extraordinary intelligence which is held inclusively or in the form of special education units at the primary and secondary education levels.¹⁰ In this explanation, students with special needs become one in a class that is inhabited by regular students and get the same lessons, the same teachers and the same treatment. So that there will be no discrimination in educational institutions with the assumption that all children who are around regular schools and may access freely to receive education in these schools.

Inclusive education is relatively widely opened by various educational institutions in Indonesia because the spirit of inclusive education is indeed in accordance with the nation's philosophy which states *Bhinneka Tunggal Ika*.¹¹ In addition to official government (state) educational institutions, it turns out that there are not a few non-governmental or private institutions that provide space for inclusive education in their institutions.

However, when compared to the number of children with special needs, the number of educational institutions that provide space for inclusive education is not sufficient. Data for 2010 issued by the Directorate General of Primary and Secondary Education Management of the Ministry of Education and Culture, schools that provide inclusive education totaled 814 schools with a total of 15,181 students.¹² If calculated this amount is still very far from being sufficient. This means that there are still many children with special needs who cannot access refrigerated schools or schools in the vicinity of their homes. It is necessary for the government to maximize the number of existing schools and make it an inclusive school with a curriculum and handling that is maximized and facilitated.

Madrasah Ibtidaiyah Yayasan Pesantren Sabilul Muttaqin Mangiran Lamong Badas Pare Kediri is a private Ibtidaiyah madrasa under the auspices of the Ministry of Religion that has implemented inclusive education on an

Tk Islam Pelangi Anak Negeri Umbulharjo Yogyakarta," 2013, 1020–29.

⁶ Marilyn friend and william D Bursuck,(2015) Menuju Pendidikan Inklusi, panduan Praktis untuk mengajar, Pustaka Pelajar, Yogyakarta.; Kelas Iv Et Al., "Pola Komunikasi Nonverbal Guru Dalam Proses Belajar Mengajarbagi Siswa Tunarunggu di Sekolah Luar Biasa Negeri Pembina Pekanbaruoleh : Septia Mantari Putri" 2 (2018): 5–14.

⁷ Program Studi, Pendidikan Matematika, And Universitas Muhammadiyah Surakarta, "Pasca Implementasi Program Pendidikan Inklusi" 13, No. 1 (2012): 74–85.

⁸ Jati Rinarki Atmaja, 2018, Pendidikan dan Bimbingan Anak berkebutuhan Khusus, Remaja Rosdakarya, 56

⁹ Siti Hajar and M G Mulyani, "Analisis Kajian Teoretis Perbedaan, Persamaan dan Inklusi dalam Pelayanan

Pendidikan Dasar Bagi Anak Berkebutuhan Khusus (Abk)," Jurnal Mitra Swara Ganesha 4, no. 2 (2017).

¹⁰ Amiroh Muntaz, "Proses Adaptasi Sosial Siswa Disabilitas dengan Siswa Nondisabilitas di Sekolah Inklusi (Studi Kasus pada Siswa Tunanetra dDi SMP Inklusi Taman Pendidikan dan Asuhan Kabupaten Jember)," 2015.

¹¹ Aini Mahabbati, "Pendidikan Yang Inklusif dan Menyenangkan" (Diakses Dari Http://Staff. Uny. Ac. Id/Sites/Default/Files/Penelitian/Aini ..., 2012).

¹² Jazim Hamidi, "Perlindungan Hukum terhadap Disabilitas dalam Memenuhi Hak Mendapatkan Pendidikan dan Pekerjaan," *Jurnal Fakultas Hukum UII* 23, no. 4 (2016): 652–71. ; Rona Fitria, "Proses Pembelajaran dalam Setting Inklusi di Sekolah Dasar," *Jurnal Ilmiah Pendidikan Khusus* 1, No. 1 (2012): 90–101.

ongoing basis from year to year.¹³ This continuity makes researchers want to know the concepts and designs used so that they can run inclusive education independently. This madrasa became one of the references from several cities around it. In this case, the design of inclusive education in Madrasah Ibtidaiyah is a very interesting thing to study and study. All students side by side in warm and comfortable communication, both those with special needs and regular students.¹⁴

B. THEORETICAL REVIEW

Design means the whole, structure, framework or outline, and the sequence or systematic of activities.¹⁵ In addition, the word design can also be interpreted as a systematic planning process carried out before the development or implementation of an activity¹⁶. Meanwhile, learning design is a grid of applying learning and learning theories to facilitate one's learning process.¹⁷ Learning design is also defined as the process of formulating goals, strategies, techniques, and media. On the other hand, Gagne et al developed the concept of instructional design by stating that instructional design helps a person's learning process, which process itself has immediate and long-term stages. According to them, the learning process occurs because of internal and external learning conditions.

The internal condition is the ability and readiness of the learner, while the external condition is the designed environment setting. This preparation of external learning conditions is called learning design. For this reason, learning design must be systematic and apply the concept of a systems approach in order to successfully improve the quality of one's performance. They also argue that the learning process that occurs internally can be grown, and enriched if the external learning factors can be designed effectively.

Learning design not only acts as an organized approach to the production and development of teaching materials, but is also a genetic process that can be used to analyze learning and human performance problems and determine appropriate solutions to overcome these problems. According to Brigg, design begins with analytical activities that are used to describe the real learning problem, which needs to be solved.¹⁸ After being able to determine the real problem, the next step is to determine alternative solutions that will be used to overcome learning problems.

A teacher as a designer of instructional activities for learning programs needs to determine the right solution from the various alternatives. Furthermore, he can apply the solution to overcome the problem at hand. Evaluation is the next step so that later you can find out the design or design that is in accordance with the learning and the design can be applied in the learning process. Broadly speaking, according to Brigg, learning design consists of several important steps, as follows:¹⁹

1. Purpose
2. Destination details
3. Formulation of goals
4. Goal analysis
5. Preparation of the evaluation of learning outcomes
6. Sequence of learning levels
7. Determination of learning activities
8. Activity monitoring
9. Trial revision (formative or summative)

The purpose of learning in an educational institution and analysis of the environment and student learning needs is to design specifications for an effective and efficient learning process that is in accordance with the environment and student learning needs, and develop materials to be used in learning activities. Implementation of learning design, implementation of formative and summative evaluation of the learning program component of learning design. The essence of learning design only includes four components, namely students, objectives, methods and evaluation. First, in determining the design of learning and the subjects to be delivered, it is necessary to know that what is actually done by the designers is to create a conducive learning situation so that learning objectives can be achieved and students feel comfortable and motivated in the learning process.

Students before and during learning can be influenced by various factors, both physically and mentally, for example fatigue, sleepiness, boredom, and boredom. This will reduce the concentration of students and of course there will be a reduction in the absorption of material which also affects the grasping power to understand the material. Other things that can affect the quality of student learning are the appearance of teaching materials and the teacher's delivery style in delivering the material.

¹³ Interview with the Head of Madrasa by telephone 09 March 2019 07.00

¹⁴ Interview with Mbak Ratna "the guardian of MI YPSM Mangir Pare from Nganjuk " 02 March 2019 :08:15

¹⁵ Departemen Pendidikan Khusus and Universitas Pendidikan Indonesia, "Desain Pembelajaran Anak Berkebutuhan Khusus dalam Kelas Inklusif," *Jassi Anakku* 17, No. 1 (2016): 47–55.

¹⁶ Enda Puspita, "Menyusun Perencanaan Pembelajaran AUD Enda Puspitasari," *Menyusun Perencanaan Pembelajaran Anak Usia Dini* 01, No. 1 (2012): 67–76.

¹⁷ Khusus and Indonesia, "Desain Pembelajaran Anak Berkebutuhan Khusus dalam Kelas Inklusif."

¹⁸ Ina Agustin, "Manajemen Pendidikan Inklusi di Sekolah Dasar Sumber Sari 1 Kota Malang," *Education and Human Development Journal* 1, No. 1 (2017), <https://doi.org/10.33086/ehdj.v1i1.290>.

¹⁹ Enda Puspita, "Menyusun Perencanaan Pembelajaran AUD Enda Puspitasari."

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Second, the purpose of each formulation of learning objectives is always developed based on the competence or performance that must be possessed by students when they finish studying. If the learning objectives or competencies are assessed as complex, the learning objectives are broken down into easily achievable sub-competencies. On the other hand, learning design combines the needs of students with competencies that must be mastered with certain requirements under predetermined conditions.

Third, methods related to learning strategies that should be designed so that the learning process runs smoothly. Methods are ways or techniques that are considered accurate for delivering teaching materials.²⁰ In learning design this step is very important because this method determines the actual learning situation. On the other hand, the expertise of a learning designer is also seen in how to determine the method. In this concept the method is a component of a simple learning strategy.

Fourth, evaluation of this concept considers assessing student learning outcomes very important. Indicators of the success of achieving a learning goal can be observed from the assessment of learning outcomes. Assessment is often done by answering objective questions²¹. Assessment can also be done in a non-questionable format, namely with observation instruments, interviews, questionnaires, and so on. The nature of learning design is student-oriented. Learning design does refer to students. Each individual student is considered to have their own characteristics. According to Smaldino,²² Each student has differences because of general characteristics, internal characteristics that affect the delivery of material such as reading ability, education level, age, or social background.

Initial abilities or prerequisites are basic abilities that students must have before students learn new abilities.

Until now, support for inclusive education is growing, however, there are still relatively many differences in understanding and views of it or even disagreements. This is due to the progressive understanding of inclusive education so that it experiences continuous improvement in line with the deepening of people's reflections on the practice of implementing inclusive education itself.²³ The reason that this definition of inclusive education becomes important is because it will underlie the principles and values of inclusive education itself.

It is very real; a lot of people say that this inclusive education is another version of extraordinary education.²⁴ Inclusive education has evolved as a movement against exclusionary policies and practices. The birth of inclusive education, one of which is intended to improve the quality of education.²⁵

Inclusive education has various meanings. Stainback argues that inclusive schools are schools that accommodate all students in the same class.²⁶ This school provides educational programs that are challenging, but according to the abilities and needs of each student, as well as the help and support that teachers can provide for children to succeed.²⁷ More than that, inclusive schools are also places where every child can be accepted, be a part of the class, and help each other with teachers and peers, as well as other community members so that their individual needs can be met.²⁸

Staub and Peck stated that inclusive education is the full placement of children with mild, moderate, and severe disabilities in regular classes.²⁹ This shows that the regular

²⁰ A Aly, "Studi Deskriptif Tentang Nilai-Nilai Multikultural dalam Pendidikan di Pondok Pesantren Modern Islam Assalaam," *Jurnal Ilmiah Pesantren*, 2015, 9–24, <http://jurnalilmiah.assalaam.or.id/id/wp-content/uploads/2015/02/2-STUDI-DESKRIPTIF-TENTANG-NILAI-NILAI-MULTIKULTURAL-DALAM-PENDIDIKAN.pdf>.

²¹ Lilik Maftuhatin et al., "Evaluasi Pembelajaran Anak Berkebutuhan Khusus (Abk) di Kelas Inklusif di SD Plus Darul 'Ulum Jombang," *Jurnal Studi Islam Oktober 5*, No. 2 (2014): 1978–306.

²² Khusus and Indonesia, "Desain Pembelajaran Anak Berkebutuhan Khusus dalam Kelas Inklusif."

²³ Jazim Hamidi, "Perlindungan Hukum Terhadap Disabilitas dalam Memenuhi Hak Mendapatkan Pendidikan dan Pekerjaan," *Jurnal Fakultas Hukum UII 23*, no. 4 (2016): 652–71.

²⁴ Stella Olivia, pendidikan Inklusi untuk Anak Berkebutuhan Khusus, CV Andi offett Yogyakarta, 2017, 34 : Abdurrahman Wahid, "Islamku, Islam Anda, Islam Kita : Agama Masyarakat Negara Demokrasi," *The Wahid Institution*, 2006, 412, <https://doi.org/10.1017/CBO9781107415324.004>.

²⁵ Elkana Catur Hardiansah, "Pengantar Edisi Khusus 55 Tahun Pendidikan Planologi: Pembangunan Kota Inklusif di Era Desentralisasi," *Jurnal Perencanaan Wilayah dan Kota 26*, No. 1 (2015): 1–6.

²⁶ Sandra M. Gonzales, "Cultivating Familismo: Belonging and Inclusion in One Latina/o Learning Community," *International Journal of Inclusive Education 0*, no. 0 (2019): 1–13, <https://doi.org/10.1080/13603116.2019.1602362>. ; J Smith, ed Moh Sugiarnin Mif Baihaqi, Sekolah untuk semua, teori dan implementasi inklusi. Nuansa Cendekia, 56; Peraturan Menteri Pendidikan Nasional Nomor 70 Tahun 2009 tentang Pendidikan Inklusif Bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/atau Bakat Istimewa.

²⁷ Hamidi, "Perlindungan Hukum terhadap Disabilitas dalam Memenuhi Hak Mendapatkan Pendidikan dan Pekerjaan."

²⁸ Bandi Delphie, Pembelajaran Anak Tunagrahita; Suatu Pengantar dalam Pendidikan Inklusi, (Bandung: PT. Refika Aditama, 2006), H. 1-3

²⁹ Marilyn Friend and William D Bursuck, (2015) Menuju Pendidikan Inklusi, Pustaka Pelajar, Yogyakarta, 33 ; Taruri Deti Aniska, "Layanan Anak Berkebutuhan

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class is a relevant place for learning for children with disabilities, regardless of the type of disorder and regardless of its graduation.³⁰ Meanwhile, Sapon-Shevin stated that inclusive education is an educational service system that requires all children with disabilities to be served in nearby schools, namely in regular classes with their peers.³¹

Therefore, the emphasis is on school restructuring, so that it becomes a community that supports the fulfillment of the special needs of each child. This means that schools are rich in learning resources and have support from all parties, namely students, teachers, parents, and the surrounding community.³² Through inclusive education, children with disabilities are educated together with other (normal) children to optimize their potential.³³ This is based on the fact that in society there are normal children and children with disabilities who cannot be separated as a community.³⁴

Inclusive schools are schools that accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions,³⁵ including children with special needs. Inclusive schools as a means aimed at addressing the various needs of all learners through increasing participation in learning, culture, and society, as well as reducing exclusivity or exclusion in and from education. Thus, it is necessary to change and modify the content, approach, structure, strategy, with a reasonable view that protects all children; and it is the responsibility of the regular education system to educate all children. Inclusive education is a visible approach.

Inclusion is the practice of educating all students, including those with severe or multiple disabilities, in regular schools where children with special needs are usually enrolled.³⁶ Inclusive education is a practice that aims to fulfill

human rights to education without discrimination by providing quality educational opportunities to all children without exception, so that all children have the same opportunities to actively develop their personal potential in the same environment.³⁷ Within the limited understanding and acceptance of the existence of children with special educational needs, teachers need knowledge and experience in dealing with children with special educational needs.

An educational background that does not provide provisions for children with special needs causes almost all regular teachers in primary schools to face problems in dealing with them. In addition, limited knowledge and acceptance of teachers can also affect the teacher's treatment of children with special needs. This acceptance is also still rare, so it is not surprising that there are still many negative views changes in the education system in order to respond to the diversity of students. This allows both teachers and students to feel comfortable with diversity and see it as a challenge and enrichment in the learning environment.

C. DISCUSSION

Inclusive education according to Stainback is a school that accommodates all students in the same class³⁸. Madrasah Ibtidaiyah Yayasan Pesantren Sabilul Muttaqien Pare Kediri is an educational institution that prepares itself as an educational institution that provides inclusive and continuous education, planning starting from the teaching and learning process, procurement of aids, procurement of special classes, graduation standards and preparation of human resources, namely regular teachers, special teachers and accompanying teachers who will be part of the success of the implementation

Design of inclusive education in inclusive elementary schools The school that initially only accepted

Khusus di Sekolah Penyelenggara Pendidikan Inklusif (SPPI) Sekolah Dasar Wilayah Kecamatan Lendah Kabupaten Kulon Progo," *Hanata Widya* 5, No. 5 (2016).

³⁰ Rina Raudhotul Jannah dan Dr. Sukiman, 2018, *Metode Bermain Peran Inklusif Gender pada Anak Usia Dini*, Gava Media Yogyakarta.. 43

³¹ Dadang garnida, 2015, *Pengantar Pendidikan Inklusi*, Refika Aditama Bandung. 23 ; Siti Hajar And M G Mulyani, "Analisis Kajian Teoritis Perbedaan, Persamaan dan Inklusi dalam Pelayanan Pendidikan Dasar Bagi Anak Berkebutuhan Khusus (Abk)," *Jurnal Mitra Swara Ganesha* 4, No. 2 (2017)

³² Indah Permata Darma and Binahayati Rusyidi, "Pelaksanaan Sekolah Inklusi di Indonesia [The Implementation of Inclusive Schools in Indonesia]," *Prosiding KS:Riset & PKM* 2, no. 2 (2003): 223–27.

³³ Anggoro Wulansari, "Pengaruh Penandaan (Signifikasi), Penguasaan Sumber Daya (Dominasi), Dan Legitimasi Pendidikan Inklusi terhadap Inklusivitas Pendidikan Sekolah Dasar di Kota Surakarta dalam Perspektif Guru" (Universitas Sebelas Maret, 2016).

³⁴ Nissa Tarnoto, "Isi Artikel 626984286959 - Permasalahan-Permasalahan yang Dihadapi Sekolah Penyelenggara Pendidikan Inklusif," *Humanitas* 13, no. 1 (2016): 50–61. ;

³⁵ Sofy Ariany Hasan, Muryantinah Mulyo Handayani, and M Psych, "Hubungan Antara Dukungan Sosial Teman Sebaya dengan Penyesuaian Diri Siswa Tunarungu di Sekolah Inklusi," *Jurnal Psikologi Pendidikan dan Perkembangan* 3, No. 2 (2014): 128–35.

³⁶ Di Sekolah Dasar, "Pengembangan Media Pembelajaran Sekolah Dasar Islam Yapita Merupakan," n.d., 77–89.

³⁷ Siska Eko Mawarsih et al., "Pengaruh Perhatian Orang Tua dan Motivasi Belajar terhadap Prestasi Belajar Siswa SMA Negeri Jumapolo" 1, no. 3 (2013): 1–13.

³⁸ Gonzales, "Cultivating Familismo: Belonging and Inclusion in One Latina/o Learning Community." ; J Smith, ed Moh Sugiarmim mif baihaqi, *Sekolah untuk semua ,teori dan implementasi inklusi*. Nuansa Cendekia, 56; Peraturan Menteri Pendidikan Nasional Nomor 70 Tahun 2009 Tentang Pendidikan Inklusif Bagi Peserta Didik Yang Memiliki Kelainan Dan Memiliki Potensi Kecerdasan Dan/Atau Bakat Istimewa.;

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three students with special needs was quite confusing to handle. Putting it together in a regular class actually adds to the problem. Finally Mr. Salis, one of the teachers who has experience as a trainer for autistic children, makes learning designs to deal with the increasing number of students with special needs entering this school. Through FGD with all teachers and the school committee by discussing the initial design, namely:

1. The purpose of learning is to educate students and educate to become human beings
2. Formulating goals for each regular class and inclusive class with various targets tailored to the needs of students
3. Student assessment, i.e. every time there is registration, it will be directly assessed and identified as students with special or regular needs
4. Curriculum analysis, namely determining the right curriculum based on an initial assessment so that all students are accommodated for their educational needs.
5. Preparation of early evaluation instruments, namely evaluation of each student's completeness
6. Determine the next level of learning in accordance with the early evaluation so that the continuation of learning and repetition of the material obtained can be identified
7. Determination of post-level learning methods to be more effective
8. Monitoring of learning activities from the principal according to the completeness book owned by students
9. Mid-semester and end-of-semester exams for all regular students and complete oral and written tests for all students with special needs

Simplifying the curriculum by conducting an assessment of the students with special needs and then providing special services which then make the students with special needs to be handled properly and can adjust when they are put into the regular class. Since then, this school has experienced an increase in the acceptance of students with special needs³⁹.”

Meanwhile, at Madrasah Ibtidaiyah YPSM, the learning design is based on an annual meeting that brings together the chairman of the foundation, the teacher council and the madrasa committee. The designs compiled include:

1. Determination of the vision, mission and objectives of implementing inclusive education.
2. Formulation of goals that are divided into achieving targets for regular classes and inclusion classes separately.
3. Partnership with a special clinic for children with special needs

4. Confirmation of inclusive classes for students with special needs based on observations from Bunda clinic.
5. Analysis of learning at all levels of inclusive classes and adjusting the needs of students with various curriculum modifications.
6. Formulation of curriculum for each student with special needs and learning targets as well as increasing the level of learning.
7. Determination of the next learning activities both methods and media that must be followed by students.
8. Supervision by the head of the madrasa in accordance with the diaries owned by students.
9. Mid-semester and end-semester exams with varying targets.
10. Determination of rewards for those who pass according to the target.

These two designs are not much different from the design proposed by Brigg. Broadly speaking, according to Brigg, the learning design consists of several important steps, namely:⁴⁰

1. Purpose
2. Destination Details
3. Goal Formula
4. Goal analysis
5. Preparation of the evaluation of learning outcomes
6. Sequence of learning
7. Determination of learning activities
8. Activity Monitoring
9. Revision trial (formative or summative)

Both schools provide educational programs that are appropriate, challenging, but in accordance with the abilities and needs of each student, as well as the help and support that teachers can provide for children to succeed. Madrasah Ibtidaiyah YPSM also organizes inclusive learning in daily life with clear regulations, namely assignments to teachers and students with existing rules. The distribution of teachers in Inclusive Elementary Schools consists of regular teachers, classroom teachers, inclusive teachers, assistant teachers, therapists and shadows. At Madrasah Ibtidaiyah YPSM consists of clinical therapists, inclusive class teachers, assistant teachers and special teachers for the Koran as well as extra teachers. This is in accordance with the human resources allocated for the policy of East Java Governor Regulation No. 6 of 2011 in the implementation of inclusive education programs in education units, which include:⁴¹

- a. Class teacher and subject teacher
- b. Special educator teacher

³⁹ Interview with Mrs. Widya, the inclusive class teacher on December 24, 2019 at 10.00 WIB

⁴⁰ Enda Puspita, “Menyusun Perencanaan Pembelajaran AUD Enda Puspitasari.”

⁴¹ Yusuf, Choiri, and Supratiwi, “Evaluation of Inclusive Education Policies at the Level of Primary and Secondary Education in Indonesia (Evaluasi Kebijakan Pendidikan Inklusif Di Tingkat Satuan Pendidikan Dasar Dan Menengah Di Indonesia).”67

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- c. Other education personnel and other professional psychologists,
- d. Counseling guidance, therapists -medical/paramedical personnel.

Inclusive education is an educational service that provides educational services for children with special needs at the nearest school with other children. All students are accommodated in one madrasa. So that they have the opportunity to get the same education, this is a separate thought in preparing its management. For this reason, clear regulations are needed in carrying out the ongoing learning process.

“Teachers at this madrasa are divided into several groups, and each has their own duties. There are those in special classes, apart from classroom teachers or subject teachers, each inclusive class needs the support of a special education teacher. The involvement of teachers in inclusive classrooms is flexible according to needs based on special service programs that have been prepared previously. Regular teachers (class teachers or subject teachers) who teach in inclusive classes as intended must have a positive attitude and concern for students with special needs and inclusive education, have basic knowledge and skills about educational services for students with special needs which can be obtained through personal/professional development activities. And there are some who are special school graduates, others are PAI graduates ”

With a good educational approach without discrimination. This principle is inherent in institutions that are researched that all students are accepted and no one is rejected. And this is in accordance with the teachings of Islam which reads that Allah once rebuked the Prophet Muhammad. for he is surly and turns away from the blind. The Qur'an tells the story as follows.

- (1) He (Muhammad) turned sour and turned away, (2) because a blind man had come to him, (3) do you know maybe he wanted to cleanse himself (from sin), (4) or He (wanted to) get a teaching, then the teaching was beneficial to her? (5) As for those who feel that they are self sufficient, (6) So you serve them, (7) Yet there is no (reproach) on you if He does not purify themselves (believers), (8) And as for those who come to you hastily (for get teaching), (9) while he is afraid of (Allah), (10)

So you ignore him, (11) never (madrasah ibtidaiyah increasingly)! Verily, the teachings of God are a warning, (12) So whoever wills, surely he will pay attention to them, (13) in the glorified Books, (14) exalted and purified, (15) in the hands of writers (angels)), (16) the noble and the dutiful⁴²

The basic principle of inclusive education is: as far as possible, all children should learn together regardless of difficulties or differences that may exist between them.⁴³Class Inclusion is a practice that educates all students, including those who experience severe or multiple barriers, with specific handling and always an assessment is carried out on each learning completeness. This learning is carried out in regular schools which are usually attended by non-special needs children⁴⁴.

Another recent definition from Ofsted quoted in Ainscow, says that a school that practices inclusive education is a school that pays attention to the teaching and learning, achievement, attitude and well-being of every child.⁴⁵ Furthermore, it is also said that an effective school is a school that practices inclusive education⁴⁶, where all children are given a curriculum that is in accordance with their abilities and in accordance with their learning difficulties, both at the light and intermediate level and even at the upper level. This requires a strong analysis to develop the learning design and of course it is carried out with various alternative solutions.

In educational institutions that provide inclusive education, it is absolutely necessary to pay attention to each student, especially students with special needs with many and unequal variants of needs. Institutions that are able to accommodate variants of special needs with this curriculum variant are considered complete in the implementation of inclusive education. Various problems that arise have already got the right solution because it has been predicted in advance by the principal.

Universal design is a design approach to produce facilities and products for everyone (as users) in general, without physical limitations, age ranges, and also gender. With this design approach, a facility or product will experience a 'compromise' so that everyone as a user can be accommodated for their needs in their activities, without excluding some people. The word Universal Design comes

⁴² QS. 'Abasa Ayat 1-16. Orang Buta Dalam Surah 'Abasa Tersebut Bernama Abdullah Bin Ummi Maktum. Dia Datang Kepada Rasulullah saw. Meminta Ajaran-Ajaran tentang Islam; Lalu Rasulullah saw. Bermuka Masam dan Berpaling dari padanya, Karena Beliau sedang Menghadapi Pembesar Quraisy dengan Pengharapan Agar Pembesar-Pembesar Tersebut Mau Masuk Islam. Maka Turunlah Surat Ini Sebagai Teguran Kepada Rasulullah saw.

⁴³ Muntaz, "Proses Adaptasi Sosial Siswa Disabilitas dengan Siswa Non Disabilitas Di Sekolah Inklusi (Studi Kasus

Pada Siswa Tunanetra di SMP Inklusi Taman Pendidikan Dan Asuhan Kabupaten Jember)."

⁴⁴ D I Sekolah Dasar, "Pengembangan Media Pembelajaran Sekolah Dasar Islam Yapita Merupakan," n.d., 77–89.

⁴⁵ "With Special Educational Needs in Inclusive Schools."

⁴⁶ Baharun and Awaliyah, "Pendidikan Inklusi Bagi Anak Berkebutuhan Khusus dalam Perspektif Epistemologi Islam.,"; Kharisul Wathoni, "Implementasi Pendidikan Inklusi dalam Pendidikan Islam," Ta'allum: Jurnal Pendidikan Islam 1, No. 1 (2013): 99–109.

from Ronald L. Mace, professor from North Carolina⁴⁷. This research institution accepts all students with various categories. Then an assessment and observation is carried out to be placed in the appropriate class. This refers to the principle of environmentally friendly schools, which means that the benefits of schools are not only enjoyed by some community groups but also throughout all communities, especially the community around the school, regardless of the type of student without exception.

Organizing education that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to participate in education or learning in an educational environment together with students in general⁴⁸. Based on Article 1 of the Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 concerning Inclusive Education for Students with Disabilities and Potential Intelligence and/or Special Talents, it is stated that: Inclusive education is a system of providing education that provides opportunities for all students with disabilities. and have the potential for intelligence and/or special talents to participate in education or learning in an educational environment together with students in general.

Curriculum design at Madrasah Ibtidaiyah YPSM is a time for health clinical observations and re-assessments for students with special needs which are carried out at the beginning of student acceptance and when these students experience serious difficulties in learning. Meanwhile, observations on mild learning difficulties can be done by inclusive teachers without having to go to the clinic or be assisted by classroom or shadow teachers. There is periodic supervision from the head of the madrasa which aims to determine the development of students with special needs and as evaluation material to provide further material.

D. CONCLUSION

This section concludes the research on the design of inclusive education at Madrasah Ibtidaiyah YPSM Kediri. And the conclusions and research suggestions are:

The design of inclusive education based on local wisdom was prepared on the basis of a meeting at the beginning of the year with the foundation, school principals and all teachers (FGD). With several main topics of discussion, namely learning objectives, formulating goals for each regular class and inclusive class with various targets tailored to the needs of students, student assessment, curriculum analysis, preparation of early evaluation instruments, determining the next level of learning in accordance with early evaluation,

determining post-level learning methods are determined, monitoring learning activities, mid-semester and end-of-semester exams for all regular students and complete oral and written tests for all students with special needs

E. RECOMMENDATION

1. The technique of preparing the design of inclusive education must be complete with various predictions for the completion of various problems that will arise later.
2. School managers must continue to modify all school programs, especially regarding the handling of students with special needs. Prepare curricula with various categories of special and specific needs. So that when it comes to accepting new students and there are various categories of special needs, just apply. Inclusive education providers are really ready to welcome learning.
3. Preparing competent human resources in the world of children, especially in the world of extraordinary children, so that the treatment is right on target and able to develop the potential of each student with special needs. Handling over all obstacles quickly resolved properly and on time.
4. Prepare all kinds of tools, media and innovative learning methods so as to attract students to be diligent and feel at home in class.
5. Determine the advantages that will become a reference for the surrounding community to be interested in sending their children to school in their own educational institution.

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⁴⁷ Hajar and Mulyani, "Analisis Kajian Teoritis Perbedaan, Persamaan dan Inklusi dalam Pelayanan Pendidikan Dasar Bagi Anak Berkebutuhan Khusus (Abk)."

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