



Evaluation Of Special Education Curriculum At SLB Negeri Cileunyi

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Abstrak

Evaluasi merupakan bagian dari sistem manajemen yaitu perencanaan, organisasi, pelaksanaan, monitoring dan evaluasi. Kurikulum juga dirancang dari tahap perencanaan, organisasi kemudian pelaksanaan dan akhirnya monitoring dan evaluasi. Tanpa evaluasi, maka tidak akan mengetahui bagaimana kondisi kurikulum tersebut dalam rancangan, pelaksanaan serta hasilnya. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana evaluasi kurikulum pendidikan khusus di SLB Negeri Cileunyi. Jenis penelitian ini adalah Penelitian kualitatif menggunakan metode kualitatif yaitu pengamatan, wawancara atau penelaah dokumen. Hasilnya menunjukkan bahwa sekolah SLB Negeri Cileunyi sudah dapat dikatakan sekolah ideal, dengan selalu mengevaluasi kurikulum dan sistem pembelajaran yang inovatif yang timbul sebagai hasil eksperimen kepala sekolah, guru, dan semua komponen yang ada di SLB Negeri Cileunyi, dengan terbukti grafik kenaikan peserta didik baru setiap tahunnya meningkat.

Kata Kunci: Evaluasi, Kurikulum, Pendidikan Khusus, SLB.

Abstract

Evaluation is part of the management system, namely planning, organization, implementation, monitoring and evaluation. The curriculum is also designed from the planning stage, organization then implementation and finally monitoring and evaluation. Without evaluation, one will not know how the condition of the curriculum is in its design, implementation and results. The purpose of this research is to find out how the evaluation of the special education curriculum at the Cileunyi State SLB is. This type of research is qualitative research using qualitative methods, namely observation, interviews or document review. The results show that the Cileunyi State SLB school can be said to be an ideal school, by always evaluating the curriculum and innovative learning systems that arise as a result of the experiments of the school principal, teachers, and all the components in the Cileunyi State SLB, with proven graphs of an increase in new students every the year increases.

Keywords: Evaluation, Curriculum, Special Education, Special Education.

Introduction

Educating the life of the nation is one of the goals of the Indonesian state and nation as stated in the 1945 Constitution of the Republic of Indonesia. The provision of education by schools, the government and the community is one of the manifestations of fulfilling the rights of citizens to obtain education, it is the duty of all citizens to get nine years of basic education that must be implemented without exception and without discrimination.

But in reality not all children are the same, this is what should be a concern, especially children with special needs created by God on earth there is no term for failed products. Disabilities or cognitive or physical deficiencies will not be able to prevent someone from achieving peak performance. In fact, they also harbor enormous self-potential.

However, the treatment of children with special needs in obtaining education is still marginalized. For example, many people who have different physical abilities must be eliminated from the world of

education or work (Asyhabuddin 2008). The same thing is also shown by Purwandari in (Tanjung, 2022), that children with special needs get different treatment in terms of educational services, because they are seen as having obstacles in several dimensions of life, so that in their educational services they must be separated from children who "normal" so that the learning process is not disturbed.

Such conditions are still far from the expectations of the commitment in the Geneva Convention in the form of implementing Education for All (EFA) or Education for All (EFA). This means that, just like other children, ABK also has the right to receive the same educational services.

The general provisions in article 1, in the Law on the National Education System, Education is a conscious and planned effort in creating a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character , as well as the skills needed by himself, the community, the nation and the state. (Saebani, 2016).

Learning design is also one of the objectives of achieving learning to achieve this, a curriculum is needed. According to William M.Alexander and Arthur J.Lewis in (Arifudin, 2022) said that the curriculum is a school's effort to influence student learning in formal and informal education levels and pathways which includes a variety of experiences presented by educational institutions that are compiled with reference to one or several curriculum theories, while curriculum theory is derived or translated from certain educational theories.

The curriculum can be seen as a concrete plan for the application of educational theory that is linked to the values of education that are holistic, integral, and universal, meaning that integrity in the curriculum is systemic and has integration with various educational goals from all aspects, including economic, social, cultural, politics, and state ideology, and directing student education to physical and spiritual education, with the development of talents and interests that are commensurate with the needs of students; and easy to apply in life. It is with the curriculum that educational goals are combined with the vision and mission of education. (Saebani, 2016).

Etymologically, the curriculum comes from the Greek words *curir* and *curre* which are terms for a place to race, run, from a competition that has been formed as a kind of race route that must be passed by the competitors of a race. In other words, the route must be obeyed and passed by the competitors of a race. The consequence is that anyone who takes part in the competition must adhere to the *curre* route. In

the world of education, the term curriculum is interpreted in different ways by experts. The curriculum in the world of education as Ronald C. Doll said in (Arifudin, 2021) that the school curriculum is a process of content, both formal and informal, intended for students to gain knowledge and understanding, develop skills and change appreciation of attitudes and values with the help of the school. Meanwhile Maurice Dulton in (Sulaeman, 2022) says that the curriculum is understood as the experiences that learners get under the auspices of the school.

From these definitions, the curriculum can be interpreted in three contexts, namely as a number of subjects that must be taken by students, as a learning experience, and as a learning program plan.

The development step in the curriculum is to make curriculum plans and implement them in real situations, to find out if the planning and implementation are compatible, an evaluation must be carried out. According to (Darmawan, 2021) that curriculum evaluation is a systematic effort made to improve curricula that are still in the development stage as well as curricula that have been implemented so that they become better prepared in the future.

Evaluation is part of the management system, namely planning, organization, implementation, monitoring and evaluation (Hasbi, 2021). The curriculum is also designed from the planning, organization, then implementation and finally monitoring and evaluation stages (Sinurat, 2022). Without evaluation, one will not know how the condition of the curriculum is in its design, implementation and results.

Based on the background above, this research is related to the evaluation of the special education curriculum at SLB Cileunyi.

Methodology

This study seeks to analyze and describe the special education curriculum evaluation activities at Cileunyi State SLB. The writer uses a qualitative approach to analyze the study of the evaluation of the special education curriculum at the Cileunyi State SLB.

The method used in this study uses a descriptive method or approach, according to Zed in (Rahayu, 2020) that qualitative descriptive research can be interpreted as a series of activities related to socially analyzing events, phenomena or conditions.

This type of research is qualitative research. According to Ibnu in (Arifudin, 2018) qualitative research is a study in which the data is expressed in verbal form and analyzed without using statistical techniques. Based on some of the definitions of

qualitative research above, it can be concluded that qualitative research is a study in which the data is expressed in verbal form, does not use numbers and its analysis does not use statistical techniques.

1. Research Object

In this study the research object consisted of 2 (two), namely formal objects and material objects (Arifudin, 2019). The formal object in this study is in the form of data, namely data related to a critical review of the study of the evaluation of the special education curriculum at the Cileunyi State SLB.

2. Data Collection Techniques

Data collection was carried out using documentation, observation and interview techniques. The data collection technique according to (Bahri, 2021) suggests that it is the most strategic step in research because the main objective of research is to obtain data. There are several ways or techniques in collecting data, including observation, documentation and interviews. Sources of data used in this study include primary and secondary data. According to (Hanafiah, 2021) that primary data is data collected directly from the individuals being investigated or first-hand data. While secondary data is data in the libraries. The primary data in this study are books related to critical reviews of studies on the evaluation of special education curricula, and secondary data obtained from both national and international journals.

3. Data Collection Tools

In this study, the authors will use observation, documentation and interviews as tools for data collection because this research is library research. In other words, according to (Ulfah, 2022) this technique is used to collect data from primary and secondary sources.

4. Data Analysis Techniques

Data analysis is not only carried out after the data is collected, but since the data collection stage the analysis process has been carried out. According to (Apiyani, 2022) that the use of a "qualitative" analysis strategy means that the analysis starts from data and leads to general conclusions. Based on this data analysis strategy, in order to form general conclusions the analysis can be carried out using an "inductive" framework.

5. Research Procedures

The data in this study were recorded, selected and then classified according to the existing categories. The approach used is an analytical descriptive approach. According to (Nasser, 2021) that descriptive analysis (descriptive of analyzing research), namely the search in the form of facts, the results of one's thought ideas through searching, analyzing, making interpretations and generalizing the results of the research conducted. This research

procedure according to (Hanafiah, 2022) is to produce descriptive data in the form of written data after conducting a content analysis of text. After the writer collects materials related to the problems to be discussed in this study, then the writer analyzes and interprets to draw conclusions.

Findings and Discussions

Overview of Special Education at SLB Negeri Cileunyi Bandung Regency

Every parent wants the presence of a child. The child that parents expect is a perfect child without any flaws. According to (Arifudin, 2020) that in reality, no human being is without flaws. Humans are not the same as one another. Whatever the circumstances, humans are uniquely created by the Creator.

As human beings, children with special needs have the right to grow and develop in the midst of their families, communities and nations (Haryono, 2015). He has the right to go to school just like any other sibling who has no abnormalities or is normal. Allah SWT has a noble intention that parents have children with special needs, and humans must believe in this by obeying Him.

Children with special needs are children who need special treatment because of developmental disorders and abnormalities experienced by children. With regard to the term disability, a child with special needs is a child who has limitations in one or several abilities, both physical in nature such as sensory visual impairment (blind), hearing impairment sensory impairment, and limb impairment (paralysis) or cognitive in nature such as mental barriers. (mentally retarded) and barriers to social and emotional interaction (autism).

Law Number 20 of 2003 concerning the National Education System states that the curriculum is a set of plans and arrangements regarding objectives, content, and learning materials and methods used as guidelines for organizing learning activities to achieve certain educational goals.

There are two dimensions of the above understanding, the first is planning and setting regarding objectives, content, and learning materials, and the second is the method used for learning activities.

At the beginning of its establishment, the Cileunyi State SLB in Bandung Regency was a Training SLB for Bandung State SGPLB (School for Special Education Teachers) students. The Bandung State SGPLB was originally established at the P&K Complex on Jalan Rajamantri Kulon Buah Batu, Bandung City, as an effort to meet the practical needs of students in dealing with children with special needs.

In line with the transfer of the Bandung State SGPLB to a new campus in Cibiru Wetan Village, Cileunyi, Bandung Regency in 1986, the SGPLB Training SLB also moved to a new campus in Cibiru, Bandung district in 1987. After the Bandung State SGPLB was transferred/taken over by the IKIP Bandung, which is now UPI in 1994, the Bandung State SGPLB Training SLB was confirmed by the Regional Office of the Department of Education and Culture of West Java Province as the Cileunyi State SLB, Bandung Regency in 1997.

EVALUATION OF EDUCATION CURRICULUM AT CILEUNYI STATE SLB

Based on the results of our research, the Cileunyi State SLB school has it is said to be an ideal school, by always evaluating the curriculum and innovative learning systems that arise as a result of experiments by the principal, teachers, and all components in the Cileunyi State SLB, with the proven graph of the increase in new students increasing every year.

Curriculum evaluation carried out at Cileunyi State SLB includes:

- a. In academics there is not too much emphasis on assessing children about curriculum content, but the depth of the material is adjusted to the abilities of students, prioritizing individual abilities. Schools modify the curriculum content if the SLB curriculum from the Office is too heavy,
- b. There is a shortage of professional skills teachers or none who are certified in their fields, so to overcome this, empower existing teachers to be given courses according to their needs by hiring professional trainers from outside.
- c. Carrying out a diagnostic assessment against the background of the diversity of students aims as an implementation of learning leadership can be carried out well, through this process the profile of each student is formulated as the most important basis in determining a differentiated education service program. Several practices at SLBN Cileunyi have been carried out, including by developing eco-vocational and Disability Service Units for students with certain health conditions. Among them, students with cancer, mental illness, and hydrocephalus.
- d. Professional certification test practice programs, special job fairs Partners who have collaborated are: Mother chef children's foundation, Transmart Cipadung, Canteen at domestic government high schools, Bandung catering, Alfa Mart etc.
- e. The output of learning leadership at SLB Cileunyi is published to the public through social media and an open stage with three forms of exhibitions,

namely: Exposure of SLB Cileunyi at Transmart Cipadung, Special Education Exposure by the West Java Education Office, Exhibition of works in collaboration between Cileunyi State SLB and the Javanese Traditional Artist Community West, Bandung Regency Tourism and Culture Office, West Java Province Transportation Service.

- f. The child-friendly program at Cileunyi State SLB every student has the right to excel and get good service. Of course, this is even easier with the cooperation of parents of students in running the school program. So this child-friendly program does not mention the disability but instead replaces it with the name of an Islamic figure such as: 1) Abdullah Ibnu Umi Maktum for visual sensory impairment (blind), 2) Harun Arrasyid for hearing sensory impairment (Deafness), 3) Salman Al Farizi for intelligence impairment (Deafness), 4) Ibn Sina for movement impairment (Deafness), and 5) Al Fatih for Autism.

Conclusion

Based on the results of the research above, it can be concluded that children with special needs are children who need special treatment because of developmental disorders and abnormalities experienced by children. Cileunyi State SLB is one of the school choices in Kab. Bandung. At Cileunyi State SLB every student has the right to excel and get good service. The diversity of students is the background for the implementation of the diagnostic assessment so that the implementation of learning leadership can be carried out well, through this process the profile of each student is formulated as the most important basis in determining a differentiated education service program. Several good practices in implementing learner leadership at SLBN Cileunyi have been carried out, including by developing eco-vocational and Disability Service Units for students with certain health conditions. Among them, students with cancer, mental illness, and hydrocephalus. It can be said that the Cileunyi State SLB School is an ideal school, by always evaluating the curriculum and innovative learning systems that arise as a result of experiments by the school principal, teachers, and all the components in the Cileunyi State SLB, with a proven graph of the increase in new students every year increasing.

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