



Analysis of the Implementation of the Merdeka Curriculum in Self-Development Learning for Elementary School Level Mentally Disabled Children at the Pandita Special School

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Abstrak

Kurikulum merupakan perencanaan yang berisi tentang tujuan pembelajaran yang harus dicapai oleh siswa. Kurikulum sekolah Pandita mengacu pada kurikulum merdeka. Penelitian ini berfokus pada implementasi kurikulum merdeka pada pembelajaran bina diri anak tunagrahita tingkat SD dengan tujuan untuk mengetahui proses implementasi kurikulum merdeka pada pembelajaran bina diri, faktor pendukung dan penghambat. Penelitian ini dilaksanakan pada Juli 2024. Metode yang digunakan adalah metode kualitatif deskriptif dengan cara melakukan wawancara, observasi dan dokumentasi. Keabsahan data dilakukan dengan cara triangulasi data. Pemahaman pendidik sekolah khusus Pandita mengenai tujuan, materi, metode dan evaluasi pembelajaran sudah terbilang cukup baik tentang kurikulum merdeka, karena dalam mengimplementasikan pembelajaran bina diri di dalam kelas pendidik sekolah khusus Pandita telah menggunakan aturan-aturan yang telah ditetapkan oleh kurikulum merdeka.

Kata kunci : Anak Tunagrahita, Kurikulum Merdeka, Bina Diri

Abstract

The curriculum is a plan that contains learning objectives that must be achieved by students. The Pandita school curriculum refers to the independent curriculum. This research focuses on the implementation of the independent curriculum in self-development learning for mentally retarded children at elementary school level with the aim of knowing the process of implementing the independent curriculum in self-development learning, supporting and inhibiting factors. This research was carried out in July 2024. The method used was a descriptive qualitative method by conducting interviews, observation and documentation. Data validity is carried out by data triangulation. Pandita special school educators' understanding of the objectives, materials, methods and evaluation of learning is quite good regarding the independent curriculum, because in implementing self-development learning in the classroom Pandita special school educators have used the rules set by the independent curriculum.

Key words : Mentally Disabled Children, Independent Curriculum, Self-Development

INTRODUCTION

The Ministry of Education and Culture (Kemendikbud) introduced an educational program called "Freedom to Learn" by compiling a curriculum program tailored to student needs. Through Minister of Education, Culture, Research and Technology regulation No. 12 of 2024, the independent curriculum has been officially established as the basic framework and curriculum structure for all educational units in Indonesia. This program is expected to support improving the quality of education. Apart from being a form of effort to improve the quality and quality of education, the independent learning program is also an effort to improve human quality in Indonesia. The success of the independent learning program really depends on the competence of teachers as the spearhead of education. The independent learning program is a continuation of efforts to improve and improve the education system in Indonesia. Independent learning is also an activity to make students feel comfortable in learning. Education programs for mentally retarded children are not programs that are completely separate and different from general education. Children with intellectual disabilities require special education and services that are different from regular children in general. Places of education included in the segregation system are special schools (SKh) or special schools (SLB). With the existence of special schools (SKh) or special schools (SLB), it is hoped that they will become educational institutions that can make the nation's children prosperous and intelligent, not only for formal education, but also for non-formal education. Along with developments and changes that occur in the education system, the need to continuously

improve the national education system includes improving the curriculum to realize the process of developing the quality of student potential.

According to Lilinus & Sembiring (2020), mentally retarded children are children with special needs with mental barriers that exist in children with developmental disorders. Where they are unable to follow directions correctly. Children with intellectual disabilities have academic abilities below average, which means that children find it difficult to develop according to their age like normal children. Therefore, mentally retarded children really need special attention and learning. The older a mentally retarded child becomes, the more they lag behind normal children, so it is not surprising that mentally retarded children are still dependent on their parents and still need guidance from parents and teachers. Children's low level of intelligence means they cannot take care of themselves, such as bathing, eating, drinking, dressing, tying shoes and other self-care activities.

The Pandita special school in Serang city is a special school that has implemented an independent curriculum since 2023. Initial observations have been carried out by researchers at the Pandita special school in Serang city which focuses on mentally retarded children at elementary school level. Based on the results of initial observations through interviews conducted by researchers, it shows that the implementation of the independent curriculum at the Pandita special school began last semester (2023) and is still in the socialization and slow implementation stage. Teachers still experience obstacles in implementing the independent curriculum. Based on the results of the interview, the

principal said that there were obstacles experienced by teachers at SKh Pandita in implementing the independent curriculum, namely the lack of school infrastructure and lack of mastery of the concepts of the independent curriculum so that there were still teachers who referred to the 2013 curriculum.

METHOD

This research was carried out at the beginning of the learning year, namely from July 16 to 13 August 2024, which lasted for 1 month and was carried out during study hours at school. The method used in this research is a descriptive qualitative method. By using this descriptive qualitative method, researchers will observe and understand the implementation process and obstacles to the independent curriculum in the self-development learning process for mentally retarded children at elementary school level at the Pandita special school. According to Sugiyono (2023), data collection techniques are the most strategic step in research, because the main aim of research is to obtain data. In this research, researchers only used three data collection procedures, namely: interviews, observation and documentation. To validate the data, to fulfill data validity checks, this research carried out triangulation in the form of data reduction, data presentation and drawing conclusions. The following is a grid of research instruments:

Data Collection Technique	Observed Aspects	Sub Aspects Observed
Interview	Self-development learning objectives	Formulation of learning objectives, obstacles to

Data Collection Technique	Observed Aspects	Sub Aspects Observed
		achieving learning objectives and solutions
	Self-development learning materials	Design of learning materials, obstacles to learning materials and solutions
	Self-development learning method	Use of methods and strategies, obstacles in determining strategies and solutions
	Evaluation of self-development learning	Evaluation of learning and solutions
Observation	Self-development learning objectives	Formulation of learning objectives, obstacles to achieving learning objectives and solutions
	Self-development learning materials	Design of learning materials, obstacles to learning materials and solutions
	Self-development	Use of methods and

Data Collection Technique	Observed Aspects	Sub Aspects Observed
	learning method	strategies, obstacles in determining strategies and solutions
	Self-development learning materials	Evaluation of learning and solutions

DISCUSSION

Self-Development Learning Objectives

To find out the results of the research analysis, there were 5 educators who were sources of information for the researchers, namely, the principal, deputy principal for the curriculum department and three class teachers. The creation of an independent curriculum aims to provide flexibility and freedom for educators and students in the learning process. One important aspect of the independent curriculum is the formulation of learning objectives. Learning objectives help educators plan teaching and learning activities systematically and logically. At the Pandita special school, to determine a learning objective, an assessment is needed for the child. Carrying out an assessment here is not just about finding out about the child's condition. However, to determine goals that are in accordance with what the child needs and requires.

Based on findings in the field, assessments are carried out at the beginning of the learning semester for children with intellectual disabilities, so that learning objectives are made according to the child's needs. This is in accordance with what

Asmiati, (2024) stated. A learning assessment is required or an affective cognitive test is carried out at the beginning of learning at the beginning of the semester. In the results of research at the Pandita special school, it was found that educators' understanding of the independent curriculum in preparing learning objectives was in accordance with the applicable provisions made by the Ministry of Education and Culture in the book entitled Academic Study of the Curriculum for Learning Recovery (2022). In the stage of formulating learning objectives, the first step that must be understood is Learning Outcomes (CP), educators will start to get ideas about what students should learn in a particular phase. After determining the phase that is suitable for students, educators must formulate learning objectives, simply designing more concrete learning objectives.

Self Development Learning Materials

Based on findings in the field, it was found that mentally retarded children need to be taught self-development material so that children can be independent and not depend on other people. The self-development material consists of self-care, self-care, self-help, communication and socialization skills. This is in accordance with what Abadi (2022) stated, self-development or daily activities refer to activities that are personal in nature. In the independent curriculum, teaching modules are the main tools that educators must have. In delivering self-development learning material to students, educators need to prepare a series of self-development learning materials that will be taught in the teaching module first.

After determining the learning objectives, the next step is to determine what self-development learning materials will be

conveyed by educators to students in the classroom, after that, compiling teaching modules in accordance with the provisions contributed to the independent teaching platform.

Based on the results of research in the field, of the 3 educators, only 2 used teaching modules. The principal and deputy principal for the curriculum department confirmed that not all Pandita special schools use teaching modules as tools. However, 2 educators, the principal and deputy principal for the curriculum department revealed that the use of teaching modules as teaching tools has proven to be effective and makes it easier for educators to prepare self-development learning material that will be delivered in the classroom.

Self-Development Learning Method

Learning methods have clear goals about what will be achieved. Learning methods help clarify the steps that must be taken and organize a learning process. If the right learning method is used, it will be accepted by students and will get the desired results. In the field discoveries, the method used by the Pandita special school was the demonstration method. According to Pandita special school educators, the demonstration method is very good and has been proven to be effective in the self-development learning process. The demonstration method is an effective method for learning self-development because the demonstration method teaches students to practice things and rules directly or through the media. This is in accordance with what Rina (2020) stated, the demonstration method is directed at solving problems that are rooted in personal and social dimensions.

Based on the research results, educators at the Pandita special school use the demonstration method for self-development lessons. Pandita special school educators' understanding of the self-development learning methods used is understandable and in accordance with the provisions contributed to the independent teaching platform. Educators at the Pandita special school simultaneously chose the same method, namely, the demonstration method for delivering self-development learning material.

Evaluation of Self-Development Learning

In evaluating independent curriculum learning, it is not only carried out with written tests. Evaluation is also carried out through project assignments that hone students' skills in collaborating, communicating and thinking critically. Evaluation can also be done through teacher observation of student progress and student self-reflection on the learning that has been carried out.

Based on findings in the field regarding the context of self-development learning evaluation, Pandita special school educators have an important role in preparing evaluations that are in accordance with the independent curriculum, namely not only to determine student learning outcomes, but also to improve the learning process. This is in accordance with what Wardani (2023) stated, evaluation of independent curriculum learning must be carried out by considering learning principles that encourage students to actively learn, think critically and creatively and take into account the local context. Evaluation is also not only carried out with written tests, but also through project

assignments, teacher observations, and student self-reflection.

Based on the results of research in the field, educators at the Pandita special school conducted a learning evaluation at the end of self-development learning and the type of evaluation used was summative evaluation. The advantage of summative evaluation is to determine student progress and determine how well students have mastered the learning objectives at the end of the lesson. According to the Pandita special school educator, the results of using this type of summative evaluation were as expected and went well.

CONCLUSION

Based on the research results obtained from the data reduction process, data presentation and drawing conclusions related to the analysis of the implementation of the independent curriculum in self-development learning for mentally retarded children at elementary school level in special schools for Pandita, it can be seen from the picture of drawing conclusions as follows:

Pandita special school educators' understanding of learning objectives in self-development learning is quite good, because before determining self-development learning objectives, educators must carry out an assessment of the students. This assessment is carried out to obtain data on students' initial abilities and see the needs of students. After that, educators can determine self-development learning objectives so that the self-development learning objectives are tailored to the needs of students. Educators' understanding of self-development learning material does not yet fully understand the use of an independent curriculum, because there are still educators who still use RPP (Learning Implementation Plan) as a teaching tool.

Pandita special school educators' understanding of self-development learning methods and strategies already fully understands the independent curriculum quite well, because in implementing self-development learning in the classroom special school educators use the demonstration method as a self-development learning method, as well as using problem-based learning strategies as a self-development learning strategies. In the process of evaluating self-development learning, Pandita special school educators simultaneously use a type of summative evaluation to evaluate the self-development learning process and see the extent of students' abilities after being given self-development learning.

Pandita special school educators in determining self-development learning objectives, determining self-development learning materials, self-development learning methods and strategies, and the process of evaluating self-development learning, so far have not experienced any difficulties.

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