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IMPLEMENTATION OF CURRICULUM AND INSTRUCTIONAL ADAPTATIONS FOR CHILDREN WITH SPECIAL NEEDS IN INCLUSIVE PRIMARY SCHOOLS**MULIATUL MAGHFIROH¹, MAD SA'IP²**State Islamic Institute of Madura^{1,2}*mulia@iainmadura.ac.id¹, madsai@iainmadura.ac.id²***Abstrak**


Mengajar anak berkebutuhan khusus membutuhkan kesabaran ketelatenan dan serangkaian kurikulum yang harus diterapkan, metode serta media yang bervariasi, hal ini seiring perkembangan zaman era digitalisasi dengan banyaknya tantangan yang harus diselesaikan. Inovasi demi inovasi harus dilakukan salah satunya yaitu adaptasi kurikulum. Namun tidak hanya kurikulum dikembangkan namun harus di implementasikan supaya pembelajaran ABK lebih terarah dan berhasil sesuai kebutuhan bagi ABK. Pada penelitian ini bertujuan mengetahui bagaimana implementasi adaptasi kurikulum dan instruksional pada ABK di Sekolah Dasar Inklusif. Adapun hasilnya yaitu dapat di implementasikan dengan menggunakan model eskalasi, duplikasi, modifikasi, substitusi dan Omisi.

Kata Kunci: Adaptasi, kurikulum, Eskalasi, Duplikasi, Modifikasi, Substitusi, Omisi, Inklusif.

Abstract

Teaching children with special needs requires patience and a series of curricula that must be applied, varied methods and media, this is along with the times of the digitalisation era with many challenges that must be resolved. Innovation after innovation must be made, one of which is curriculum adaptation. But not only is the curriculum developed but it must be implemented so that learning for children with disabilities is more focused and successful according to the needs of children with disabilities. This study aims to find out how the implementation of curriculum and instructional adaptations for children with disabilities in inclusive primary schools. The results are that it can be implemented using the escalation, duplication, modification, substitution and omissions models.

Keywords: Escalation, Duplication, Modification, Substitution, Omissions.

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INTRODUCTION

Education in Indonesia has experienced quite rapid development, especially with regulations or provisions that allocate 20% of the state budget to the education sector. However, on a practical level, this development is only felt by certain educational institutions, especially regular ones. Meanwhile, institutions containing ABK students, be it SLB or inclusive schools, have not fully felt the development.

Every citizen, including children with special needs, has the right to receive education. This is mandated by the 1945 Constitution, which affirms that every citizen has the right to receive instruction. These principles are realised in Law No 20 of 2003 on the National Education System. In addition, Law No 8 of 2016 on Persons with Disabilities, although not specifically regulating it, covers various aspects of the rights of persons with disabilities, including their right to education. Within this framework, inclusive education can be considered a strategic effort to support the educational rights of persons with disabilities (Erni Murniati, 2016).

In addition, there is Government Regulation No 19 of 2017 on National Education Standards (Permen 19/2017): This regulation regulates national education standards, including guidelines for the implementation of inclusive education at the primary and secondary education levels (BPK regulation, 2017), and also Minister of Education and Culture Regulation No 50 of 2018 on Inclusive Education (Permendikbud 50/2018) This regulation is more specific about inclusive education, providing guidelines for implementation in schools and organising education for children with special needs.

Permendiknas Number 70 of 2009 concerning Inclusive Education for Learners with Disabilities and Potential for Intelligence and/or Special Talents states that inclusive education is an education delivery system that provides opportunities for all students who have disorders 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 (BSKAP Kemendikbud Ristek, 2022).

The current curriculum in Indonesia is the Merdeka Curriculum. The Merdeka Curriculum in its implementation must be supported by the provision of training, the provision of teacher learning resources and innovative teaching tools, supported by school principals and local offices. The Education Unit in the Provision of teaching tools in question is in the form of textbooks, supporting teaching materials, for example, the design and scheme of learning objectives, school operational curriculum, teaching modules and

the Pancasila Student Profile strengthening project which is available on a digital platform for teachers (AA Mansur, et al, 2022).

The Merdeka curriculum has accommodated all levels of TK/RA, SD / MI, SMP / MTs, SMA / MA, but its implementation is still not massive, there are still correlations and synchronisation with the vision, mission of the institution, students, teaching human resources, doctrine of educational institutions, hidden agendas of these educational institutions, and also the local wisdom around them so that the implementation process is not the same.

This condition triggers curriculum development to be up to date, ideally the use of the national Merdeka curriculum should be the main benchmark, but its implementation is still not massive. It is necessary to implement curriculum and instructional adaptations for children with special needs as a bridge to implementing the independent curriculum for children with disabilities of various academic levels.

Research related to the title above is First, Research by Erni Murniati et al with the title inclusive education at the primary school level: concepts, implementation and strategies. This research describes the concept, how implementation and strategies that can be carried out in organising inclusive education. Second, Research by Adela Aurent Mansur et al with the title implementation of the independent curriculum in children with special needs (Case Study of the Sustainability of Islamic Religious Education in Children with Special Needs Slow Learning) This study focuses on the application of the Independent Curriculum to children with special needs with Slow learning characteristics (AA Mansur et al, 2022). Third, Deby Aprilita Utama, Marlina Marlina with the research title Implementation of the Independent Curriculum for Children with Special Needs. application of the independent curriculum for children with special needs in SLB in West Sumatra Province (Deby Aprilita U et al, 2023). What is the distinction from the 3 studies above is that this research is more about the process of implementing curriculum and instructional adaptations as a bridge to the independent curriculum applied to children with special needs so that it adapts according to the needs of children with special needs. This study aims to determine the implementation of curriculum and instructional adaptations for children with disabilities in inclusive primary schools.

METHODS

The approach used in this study is qualitative with the type of Descriptive Research, because it is to explain and identify existing problems, such as existing conditions, opinions discussed and ongoing processes, consequences or impacts of current or developing trends (Creswell, 2012).

The location of this research is Inclusive Elementary School Galuh Handayani in Surabaya. The data collection technique uses interviews, observations and documentation studies of the required data sources, the purpose of which is to determine the implementation of the curriculum and instructional adaptation for children with special needs in inclusive elementary schools. Data analysis techniques in this study include; data condensation, data presentation, and conclusion drawn (Matthew B, Miles, 1992). The data

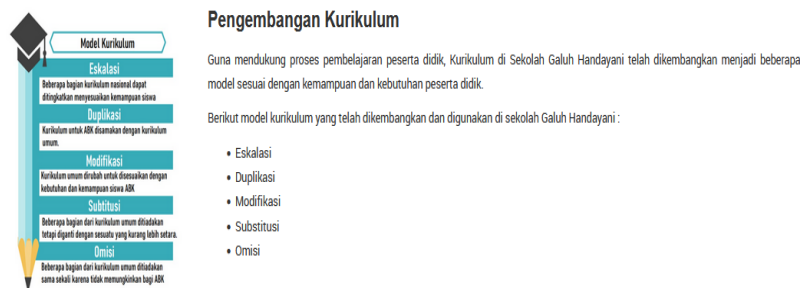
that has been analyzed, the validity is still checked through diligent observation and triangulation, namely by using source and method triangulation.

RESEARCH RESULTS AND DISCUSSION

Research Results

Galuh Handayani Inclusive Primary School is one part of Galuh Handayani Surabaya Inclusive School, located on Jl. Manyar Sambongan 83 - 89 Surabaya with the motto We Care We Empathy. At Galuh Handayani Inclusive Elementary School, students have various criteria, there are ATBK and ABK. ATBK are children without special needs / non-disabled while ABK are children with special needs. In this school, students have different religions and ethnicities. The students respect and value each other despite their different characteristics, ethnicities and religions. Galuh Handayani implements updated information technology and international standard classrooms. In this school, education is friendly and sustainable. The concept of education at Galuh Handayani school follows the concept of inclusive education, where Galuh Handayani school implements and maintains a friendly classroom community, accepts diversity and respects differences and there is no bullying. Inclusive education at Galuh Handayani school is organised in a sustainable manner at all levels of education ranging from kindergarten - elementary - junior high - high school to College by involving all relevant educational components.

From the exposure of various primary data, both teachers and stakeholders of Galuh Handayani Elementary School, that at the time of the 2013 curriculum, Galuh Handayani Elementary School used the Duplication Modification Substitution and Omissions (DMSO) Curriculum, but since the implementation of the independent curriculum, this school has adopted curriculum adaptation and instructional escalation duplication modification substitution and omissions (EDMSO).



Pictures. 1. Official Website of Galuh Handayani Inclusive Primary School

From the data above, the community can see that Galuh Handayani Inclusive Primary School implements curriculum development with the EDMSO model.

First, the Escalation Model: This model involves an acceleration and expansion programme both in terms of time and material mastery. The application of this model is more specifically aimed at students who show the potential for special intelligence and talent and have exceptional learning speed. Escalation/Acceleration is usually targeted at students who have high academic ability, high IQ, gifted children/special talents.

Second, Duplication: This model involves using the same curriculum for children with disabilities and non-disabled learners. In this case, learners with special needs may face less severe barriers so they can still follow the general curriculum applied in the education unit.

Third, modification: This model involves modifying and simplifying the general curriculum without losing its substance, so that it suits the needs and abilities of learners with special needs. These modifications can be made to the objectives, content, methods and assessment.

Fourth, Substitution: This model involves replacing some parts of the general curriculum with more or less equivalent materials. For example, for a visually impaired child, the drawing activity may be replaced with another equivalent activity, such as singing or making sculptures out of soft materials.

Fifth, Omissions/Simplifications: In practice, some specific parts of the general curriculum are largely omitted to suit the characteristics and capacities of learners with special needs. Alternatively, an individualised, personalised curriculum can be developed based on the results of identification and assessment.

In addition to the implementation of the curriculum model above, it is also supported by classroom management both inside and outside the classroom. In the classroom, regular classroom teachers collaborate with classroom assistant teachers to implement the above curriculum models according to the needs of children with disabilities and ATBK. In addition to regular class teachers, there are special class teachers who help students who are suitable as targets of the substitution and omissions curriculum models. In addition, vocational learning for children with special needs can be integrated into a variety of curriculum models, and implementation can involve strategies of escalation, duplication, modification or omission, depending on the individual needs and characteristics of the children.



Pembelajaran Vokasi SD
Kegiatan Pembelajaran Vokasi SD Galuh Handayani

Picture 2. Galuh Handayani Inclusive Primary School Vocational Learning



Picture 3. Galuh Handayani Inclusive Primary School Vocational Learning

Discussion

Curriculum adaptation applied in inclusive schools is a variant of the regular curriculum that is adapted to the abilities, potential and characteristics of students' needs. The adjustment involves modifications to the content of the material, the determination of learning time, learning methods, assessment processes, and types of learning media that are adapted to the needs of students.

Meanwhile, the term instructional comes from the word instruction. It can mean teaching, lessons, or even orders or instructions. In the world of education, the word instructional does not mean orders, but teaching and or lessons, or better known as learning. (Kiki Zakiah et al, 2023)

In Galuh Handayani inclusive primary school, the students are of different religions and ethnicities. this is as described by Zumrotul Mukafa in his research in this school also adheres to multicultural education (Zumrotul Mukafa, 2012). Multicultural education is a process of instilling a way of life of respect, sincerity, and tolerance for the diversity of cultures, religions that live in the midst of a plural society (Introduction to multicultural education, ed. Boston; Allyn & Bacon 2002).

Galuh Handayani Surabaya Inclusive School students consist of children with special needs and children without special needs. This is almost the same as the characteristics of Inclusive Schools of various levels according to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 5 Paragraphs 2, 3, and 4 describes the definition of children with special needs as individuals with certain characteristics. First, children who have physical, emotional, mental, intellectual, and/or social abnormalities; second, children who show the potential for special intelligence and talent; and third, children who come from remote or underdeveloped areas and isolated indigenous peoples, all of whom have the right to receive special service education (SISDIKNAS, 2003).

In addition, when linked to the guidelines for the implementation of inclusive education by the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, it turns out that the concept of Children with Special Needs (ABK) and Children without Special

Needs (ATBK) is commensurate with the concept of Special Basic Education (PDBK) which can be divided into two categories, namely temporary PDBK and permanent PDBK. Temporary special needs include children who experience learning and developmental barriers due to external factors. Permanent PDBK refers to children who face learning and developmental barriers that stem from internal conditions and are the direct result of disability, such as loss of vision, hearing, or impaired intellectual development (BSKAP KEMENDIKBUDRISTEK RI, 2022).



With the various characters of learners with special needs, the learning process must use a diverse curriculum. The main principle underlying the implementation of inclusive education is that all learners, without exception, have the ability to learn, and the differences between them are used as strengths to develop their potential.

Another common principle in the implementation of inclusive education is the presence of learners with special needs in the classroom, so that they can participate and be accepted in a unified educational environment. In implementing inclusive education, curriculum implementation is based on the principle of flexibility, which allows adjustments according to the conditions, characteristics and needs of learners.

This general principle is in line with the principles of the Principles of Inclusive Education, namely First, the principle of equity and quality improvement Inclusive education is a philosophy and strategy in an effort to equalise opportunities to obtain educational services and improve the quality of education that allows access to all children and respects differences. Second, the principle of diversity. There are individual differences in terms of abilities, talents, interests, and needs of learners, so education should be sought to adapt to the needs and individual characteristics of learners. Third, the principle of meaningfulness Inclusive education must create and maintain a classroom community that is friendly, accepting, diverse and respectful of differences, and meaningful to learners' independence. Fourth, the principle of sustainability Inclusive education is organised in a sustainable manner across all types, pathways and levels of education. Fifth, the principle of involvement The implementation of inclusive education must involve all relevant education components (Directorate of PPK-LK Primary Education, 2011).

The principle of adaptation in the implementation of inclusive education means that education units must pay attention to three dimensions related to adaptation, namely curriculum, instructional and learning environment (ecological) (BSKAP Kemendikbud Ristek, 2022).

Curriculum adaptation is related to adjusting the content, materials or competencies taught to learners. In adapting the curriculum, teachers have the flexibility to add new skills to replace or master expected competencies, or replace them with other equivalent competencies. Alternatively, teachers can also simplify the competencies to be achieved, and this simplification process is adjusted to the learners' initial abilities, conditions and learning preferences identified through assessment. In adapting the curriculum, education units need to ensure the following: First, demonstrate flexibility and innovation. Secondly, ensuring an inclusive school policy is in place. Thirdly, make adjustments to the curriculum by planning for the whole class, setting open and clear teaching objectives, using alternative teaching methods, utilising appropriate technology and preparing in advance. Fourth, ensuring the availability of a supportive physical environment and developing a supportive education unit environment. Fifth, building teamwork and collaboration. Learning adaptations relate to the ways, methods and strategies that teachers can use to ensure learners master the targeted material or competencies. Teachers are given the flexibility to adjust the learning process in the classroom by considering the varied conditions of learners with special needs. This is in line with the flexibility for teachers to choose and adjust students' learning styles, by students' interests, profiles, learning styles if there are children with special needs. (DD. Elviya et al, 2023)

Adaptation of the learning environment involves setting the learning atmosphere, including where, when, and with whom learning is carried out, as well as the availability of learning tools and resources that suit the needs of students. (Hamidaturrohmah et al, 2023) Hamidaturrohmah also explained that the application of curriculum and instructional adaptations can be carried out using the escalation, duplication, simplification / modification and substitution models.

A suitable programme for children with special needs using the Escalation/Acceleration method is an accelerated learning programme specifically designed to meet the child's exceptional learning speed and special intelligence potential. In this context, the programme may include faster mastery of the material and a more in-depth expansion of the material, according to the child's level. abilities and interests of children with special needs. This programme aims to ensure that the child can develop their potential optimally through accelerated learning. For example, if learners are able to count 1-100 while their friends are still able to count 1-50. So learners with faster abilities must be pursued by the class teacher to provide learning challenges that are higher than their friends so that the ability of these learners follows the flow of their speed. Parents, if they know their child's ability to follow the accelerated curriculum model, should always collaborate with the school to improve their child's ability both academically and non-academically.

A suitable programme for children with special needs under the Duplication model is one that adapts the curriculum specific to the child, to be in line with the general curriculum applied to learners without special needs in the education unit. In this context, children with special needs can follow the same curriculum as their peers, with certain adjustments that allow them to achieve competencies and learning materials according to their abilities. The programme may provide additional support or adapted inclusive learning methods to ensure full participation and optimal understanding for children with special needs in the regular education environment.

An appropriate programme for children with special needs using the Modification model is an educational programme that adopts a general curriculum and then adjusts or modifies it to suit the individual needs and abilities of the child. In this context, modifications may involve adjustments to learning objectives, content, teaching methods and assessment. For example, for a child with learning difficulties in mathematics, a modification programme may reduce the complexity of the material, simplify instruction, and provide additional support such as more concrete teaching materials or more visual teaching methods.

Modification programmes can also involve adjustments in assessment, where the form of assessment or assessment criteria is adjusted in a way that allows children with special needs to demonstrate their understanding without feeling overwhelmed. By using the modification model, educational programmes can be designed to meet the individual needs of children with special needs so that they can achieve academic progress according to their potential. Implementing the learning process is the next step after the learning plan has been developed. At this stage, teachers apply modifications to the learning process in the classroom according to the plan that has been made. This process includes activities that must be carried out by learners, teachers and other components so that they can master the learning process.

Competences expected during learning. The learning process involves six main aspects, namely: content (material), problems, tools, time, place, and method. Modifications in this process can be made in various ways, including: Firstly, content modification: Learning materials are adjusted to the facts, concepts, procedures, and metacognition that learners must learn to achieve the expected competencies. For example, for general learners in Maths, the topic of discussion can be related to the volume of a space. Meanwhile, for PDBK learners with intellectual disabilities in the same subject and topic of discussion, the material can be the shape of a building. Second, question modification: The questions used are adjusted to the material taught to PDBK, and the tasks given are different from other learners. Third, Modification of tools: Assessment can use special tools such as braille, computers with the JAWS (Job Access with Speech) programme, and special teaching materials/resources. Fourth, Time modification: Giving an extension of time or providing special explanations/learning outside of general learning hours. Fifth, Modification of venue: Assessments can be carried out in a specific place, individually, with seating in a specific location, for example, close to the teacher. Sixth, Modification of method: The assessment is conducted orally, where the teacher reads out

the questions and the students write down the answers, or it can involve assistance with peer tutors.

This learning process is carried out with various approaches, such as repetition or drill, contextual learning, friendly approach, simple learning, based on life skills, using simple language, and developing effective communication (Annisa Nur Utami, 2023). In addition, there is an Individual Education Programme (IEP), which is a programme developed by teachers to overcome obstacles and improve the abilities of PDBK individually. PPI includes various components, such as the level of students' abilities, general and specific learning objectives, description of learning services, time and duration of services, and evaluation. The PPI is developed after identification and assessment are conducted to understand the specific needs of each PDBK.

A suitable programme for children with special needs with the Substitution model is an educational programme that replaces some elements or activities of the general curriculum with alternative activities or materials that are more suited to the needs of the child. Here is an example of a programme with a substitution model: for example, a child with a visual impairment, the substitution when drawing activities can be replaced with activities using hand materials or the introduction of shaped objects through touch. And the ratio of printed books can be replaced with audio books or audio books. Use of assistive technology such as screen readers.

Furthermore, if the child has a hearing impairment then the substitution method is 'Listening Comprehension' lessons can be replaced with story writing activities or the use of materials that support visuals and writing. If the child has motor difficulties then the substitution method if he/she participates in activities that involve fine motor skills can be replaced with activities that focus on developing cognitive or verbal skills. If the child has concentration difficulties then substituting more interactive teaching methods that focus on the use of visual stimulation can be used as an alternative to increase the child's participation in learning. In each case, substitutions should be designed to ensure that children with special needs remain actively engaged in learning and can achieve their educational goals in a way that is appropriate to their individual circumstances and needs.

An appropriate programme for children with special needs using the Omissions model is an educational programme that selectively removes certain aspects of the general curriculum to suit the characteristics and abilities of children with special needs. Here is an example of a programme with an omissions model, firstly, if a child with learning difficulties in mathematics, the omissions reduce or eliminate some mathematics topics that are complex and not suitable for the child's level of understanding. While Adjustment: Focus on more basic maths topics and use more concrete or visual teaching methods. Secondly, if the child has attention and hyperactivity disorder (ADHD) then the way to do omissions is by reducing the duration or intensity of activities that require high concentration. For Adjustment: Providing pauses or variations in activities to maintain the level of engagement and reduce fatigue. Thirdly, if the child is on the Autism Spectrum then the way to do omissions is by reducing or adjusting in complex social interactions and overly stimulating learning situations. While Adjustment: Focus on more structured

learning strategies and reduction of excessive stimuli in the learning environment. Fourthly, if the child has a language difficulty then the solution is to adjust in writing tasks that are too complex or tasks that require high verbal ability. As well as adjustments: Focus on developing communication skills through more visual methods or using assistive technology.

The programme is designed to ensure that the omitted curriculum matches the needs of children with special needs, so that they can access and master learning materials more effectively according to their abilities. The Galuh Handayani Inclusive School has also carried out vocational activities for its students according to the data above. This is a necessity for children with special needs who are able to be trained to carry out vocational learning activities. This is in line with Curriculum theory related to vocational programs and independence for children with special needs who attend special schools is the main priority, which is arranged in a ratio of 40% academic and 60% vocational. Learning life and work skills (independence program) is important for the lives of students with special needs (PDBK), so the portion is larger. This is so that after completing school, these skills can be used to work and live independently. (N Wahyuni, 2018). Learning these skills requires a management system that involves various parties functionally (parents, schools, industry or business units and government and society) (Setiawan Suriansah et al, 2021)

The Escalation model in the context of vocational learning for ABK means providing an acceleration or expansion program in time to ensure that students can master skills and knowledge more quickly or in depth. This can be applied to crew members who have special intelligence potential or talents in certain vocational fields. The duplication model involves using the same or similar curriculum to the curriculum used by non-ABK students. ABK may be able to follow a general curriculum, however, with a level of support and adaptation to suit their needs. Meanwhile, vocational curriculum modifications can include adjustments to content, teaching methods or assessments to meet the needs and ability levels of ABK.

These modifications can take the form of simplifying the material, using more visual teaching methods, or providing extra time on assignments or exams. Meanwhile, if the Omission model in the context of vocational learning means eliminating or adapting several aspects of the general curriculum that are inappropriate or too challenging for ABK. This is done to ensure that ABK can access the material more effectively. Implementation of this strategy depends on the needs and skill levels of individual crew members.

The best approach may involve a combination of strategies to achieve effective inclusion and support the development of vocational skills of crew members. It is important to involve a multidisciplinary team, including teachers, special education professionals, and parents, in determining the best strategy for each ABK.

The results of this study are very important, especially for ABK and ATBK individually and for schools institutionally to strive and ensure that they have the same rights and can adapt to different environments and systems.

CONCLUSION

Implementation of curriculum and instructional adaptations for ABK in Inclusive Elementary Schools, namely using escalation, duplication, modification, substitution and omission models. Apart from implementing the curriculum model above, it is also supported by classroom management inside and outside the classroom. If in the classroom, the regular class teacher collaborates with the class assistant teacher to implement the curriculum model above according to the needs of ABK and ATBK children. Besides regular class teachers, there are special class teachers who help students who are suitable as targets for the substitution and omission curriculum models. Besides that, vocational learning for Children with Special Needs (ABK) can be integrated into various curriculum models, and its implementation can involve Escalation, Duplication, Modification or Omission strategies, depending on the needs and individual characteristics of ABK.

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