



## The Curriculum Accommodations for Children Intellectual Disabilities in Madrasah Ibtidaiyah

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**Abstract:** Intellectual disability is a disorder characterized by significant limitations in intellectual function and adaptive behavior. Children with intellectual disabilities still have the right to receive educational services at special schools or inclusive schools or madrasas. The aim of this research is to describe curriculum accommodations for children with intellectual disabilities at Madrasah Ibtidaiyah. The curriculum accommodation referred to is the process of adjusting graduate competency standards, content standards, process standards and assessment standards. This research uses a qualitative approach with a case study strategy. Research findings show that madrasas accommodate curriculum at three different levels, including (1) using the pure 2013 curriculum, (2) using the 2013 curriculum with modified learning indicators, and (3) using an adaptive curriculum. These three levels are also implemented in content standards, process standards and assessment standards. So it can be concluded that curriculum accommodations for children with disabilities at madrasah ibtidaiyah are developed based on the child's abilities, needs and conditions.

**Keywords:** *curriculum accommodation, intellectual disabilities, madrasah ibtidaiyah*

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### I. Introduction

Education is one of the basic needs for every citizen, including children with special needs who experience mental retardation or what is better known as intellectual disability. The American Association on Intellectual and Developmental Disabilities (AAID) defines intellectual disability as a disorder that occurs before a child is 18 years old and is characterized by significant limitations in intellectual function and adaptive behavior, thereby affecting social abilities and daily activities. .

Even though he has intellectual limitations, he still has the right to receive educational services in accordance with Law No. 8 of 2016 Article 10. Educational services for people with disabilities can be obtained through special education in special schools (SLB) or inclusive education in regular schools. Inclusive education is an education system that provides opportunities for students with special needs (PDBK) to learn together with children in general in regular schools while still paying attention to the diversity of individual characteristics and needs so that children's potential can develop well (Garnida, 2015; Directorate of Special Education Development , 2007). Education units that provide inclusive education are obliged to provide adequate accommodation for PDBK in accordance with UU No. 8 of 2016 and PP No. 13 of 2020

The principles of learning that can be developed to provide appropriate accommodations for children with intellectual disabilities according to Efendi (2009) are: (1) Principle of compassion, (2) Principle of individual service, (3) Principle of readiness, (4) Principle of demonstration, (5) Principle of motivation, (6) Principle of group learning and working, (7) Principle of skills, (8) Principle of instilling and refining attitudes. The appropriate accommodation for students with special needs according to government regulations includes curriculum adjustments based on the needs of these students, which encompass graduate competency standards, content standards, process standards, and assessment standards.

The standard process consists of planning, implementation, assessment, and supervision activities. The planning process can be seen in the identification documents, assessments, Individual Education Programs (IEP), and lesson implementation plans. The implementation process is the execution of the prepared design results, which consists of opening activities, the main content, and closing activities. The assessment process is conducted to evaluate the readiness to learn, the learning process, and the learning outcomes of PDBK, both in written and oral forms, as well as

through observation. The supervision process is carried out by the head of the madrasa through activities such as supervision, evaluation, reporting, and follow-up on a regular basis.

The assessment standards in accordance with the Minister of Education and Culture Regulation Number 23 of 2016 are implemented by educators, educational units, and the government. All assessment activities for children with disabilities are expected to use a flexible assessment system that can still measure the capabilities of PDBK (Murniarti & Anastasia, 2016). Similarly, the learning outcome reports for children with intellectual disabilities also vary according to the type of curriculum used, namely assessment reports in the form of numbers and progress reports in the form of descriptions or narratives.

In its implementation, inclusive education practitioners in madrasas face several challenges influenced by the limited number of madrasas that have practically implemented inclusive programs, the lack of experienced educators and educational staff, and the scarcity of supporting facilities for the execution of inclusive programs. Purwanti (2016) in her research on curriculum accommodation at an elementary school in Sukabumi Regency stated that the accommodations made by the subject teacher were quite aligned with the needs and abilities of the students, although not everything was documented in writing.

The Ministry of Religious Affairs has contributed to the development of inclusive education through Ministerial Regulation Number 90 of 2013, which mandates that madrasas provide access for students with special needs. (PDBK). The madrasah that has practically implemented inclusive education at the elementary school level is the Integrated Madrasah Ibtidaiyah Ar-Roihan, located in Lawang District, Malang Regency, East Java Province. Based on the Decree of the Director General of Islamic Education Number 3211 of 2016, MIT Ar-Roihan has officially been designated as a madrasah that provides inclusive education.

The aim of this research is to understand how curriculum accommodation for children with intellectual disabilities is structured, which includes graduate competency standards, content standards, process standards, and assessment standards. Based on this background, the author intends to conduct research titled "Curriculum Accommodation for Children with Intellectual Disabilities in Madrasah Ibtidaiyah." The results of this research are expected to enhance experience and enrich knowledge related to inclusive education in Indonesia, particularly at the madrasah ibtidaiyah.

## II. Method

This research employs a case study method with a qualitative strategy. The use of qualitative methods with a case study strategy is very suitable for exploring in depth the inclusion program, particularly regarding curriculum accommodations for children with intellectual disabilities in elementary madrasahs.

This research focuses on the Integrated Elementary School (MIT) Ar Roihan, located at Jl Monginsidi 2, Lawang District, Malang Regency, East Java Province. MIT Ar Roihan in Kepala I by Mrs. Laili Qomariyah, M.Pd. MI Terpadu Ar-Roihan is an independent educational institution that is not affiliated with any particular political group or party. This madrasah was established in 2008 and is under the auspices of the Ar-Roihan Islamic Education Foundation, chaired by Farid Afandi.

The data sources for this research refer to Noeraini & Sugiyono (2016) opinion, which includes research informants and archival documents. The data collection techniques used in this study refer to Yin (2015), namely 1) Interviews, 2) Observations, and 3) Document Studies.

In the analysis of research data, the researcher uses the opinions of Rahardjo (2017), which are divided into six categories: 1) Data collection, 2) Data refinement, 3) Data processing through source triangulation and technique triangulation, 4) Data analysis, 5) Data analysis process, 6) Conclusion of research results

### III. Results and Discussion

#### A. Result

##### 1) Graduation Competency Standards

The SKL for PDBK in elementary madrasahs is divided into three groups: 1) pure 2013 curriculum; 2) modified 2013 curriculum; and 3) adaptive curriculum. The differences in graduate competency standards can be seen in the following table 1.

Table 1. The differences in graduate competency standards

	Curriculum 2013	Curriculum 2013 Modification	Adaptive Curriculum
Content	there is no change	the basic competencies are the same, but the learning indicators are different	Basic competencies according to needs are not the same as the 2013 curriculum.
Characteristics of PDBK	academically capable.	able academically, although not completely	Not academically capable and has developmental challenges.
Graduation Standar	having the competencies that have been established	having the same competencies but adjusted to individual abilities.	Aspects of development: communication, social interaction, daily activities, life skills, spirituality

##### 2) The content standards

The content standard includes the curriculum and the scope of material divided into three groups: 1) Curriculum 2013, which uses a curriculum structure that includes basic competencies and a scope of material that is the same as that of regular students. 2) Modified Curriculum 2013, which uses a curriculum structure and scope of material that is almost the same as that of regular students. The similarity percentage is around 60-70%. The differences are due to adjustments or modifications in several aspects such as indicators, learning objectives, and the scope of the material tailored to the children's abilities. 3) Adaptive curriculum is a curriculum developed and created by the madrasah according to the needs and abilities of PDBK. The competencies in this curriculum are not the same as those in the 2013 curriculum.

##### 3) Process standards

This standard relates to the implementation process of learning, which is divided into three parts:

*Planning*, the planning process is divided into three stages: 1) identification and observation conducted by the inclusion team to gather information regarding the strengths and weaknesses of students with special needs. 2) the preparation of the Individual Education Program (IEP) by the special education teacher, which serves as the syllabus for students with special needs for one semester or one academic year (each student has different needs). 3) the development of the Learning Implementation Plan (RPP) by the special education teacher.

*Implementation*, The process of implementing learning consists of: 1) The number and ratio of students with disabilities (PDBK) to special education teachers (GPK). At MIT Ar-Roihan, there are 78 children with various types of disabilities and 51 special education teachers. The ratio of PDBK to GPK is 1:1, 1:2, and 1:3. The differences in the ratios of GPK to PDBK correspond to the teachers' capabilities and the children's level of disability. 2) Time allocation. In normal learning, 1 lesson hour (JP) has a duration of 35 minutes. For PDBK, having a flexible study time according to their abilities and conditions is essential. 3) Learning activities. The learning scenario consists of opening, core, and closing activities. The opening activities include greetings, prayers, and reciting the Asmaul Husna. The core activities are carried out flexibly based on the students' abilities and the learning material. The closing activities include reflection, prayer, and farewell.

*Supervision*, The supervision process is carried out by the head of the madrasa and the inclusion coordinator. In each monitoring process, there are different results and follow-up actions.

*Assessment standards*, The forms of assessment conducted by educators include daily assessments (PH), end-of-semester assessments (PAS), and end-of-year assessments. (PAT). The

assessment instruments are prepared by special guidance teachers; however, for students with special needs who can follow the regular class curriculum, the assessment instruments are prepared by the class teacher and/or subject teachers. The role of the GPK in the assessment process is to accompany, read the questions, explain, and help simplify the questions so that they are easily understood by students with special needs.

For students with special needs, these evaluation instruments are prepared by special tutoring teachers. The principle of assessment for PDBK is based on its capabilities, so there are no specific standards for its evaluation.

Assessment by the government is carried out through written tests, namely the national exam (UN). The preparation of the instruments is conducted by the central government; however, for the past two years, the national exam has been abolished, so the government's assessment has been replaced with the madrasah exam.

### *B. Discussion*

The standart accommodation of graduate competencies at MIT Ar-Roihan Lawang is divided based on the curriculum model used. Students following the 2013 curriculum have characteristics that show no barriers in the academic field, so their graduation standards are aligned with those of regular students. This is in line with the statement by Murniati & Anastasia (2016) that students in inclusive education who undergo the teaching and learning process using the same curriculum as regular classes and utilize competencies according to national education standards will have a graduation system that involves taking exams with the same minimum passing criteria. If they pass, they will receive a diploma.

According to Sumadi (2021), curriculum modification refers to adjusting or changing several components of the national curriculum (objectives, materials, processes, and evaluation) based on the conditions, abilities, and needs of students with special needs. MIT Ar-Roihan Lawang implements curriculum modification by simplifying indicators based on the abilities of these students, while still using the basic competencies (KD) that align with national education standards. The characteristics of PDBK following this curriculum include having mild obstacles in their academic field, such as being a slow learner and having ADHD.

PDBK that follows the modified 2013 curriculum learning still undergoes examinations, but with assessment standards that have been adjusted to their abilities. At the end of graduation, MIT Ar-Roihan still issues diplomas for PDBK, but accompanied by an attachment of a letter explaining that the student participated in an inclusion program to minimize misunderstandings in interpreting the grades. This aligns with the opinion of Murniati & Anastasia (2016), which states that the graduation system for PDBK using a modified curriculum still follows the school exams, but with materials and questions that have been adjusted to the abilities of PDBK, after which they receive a certificate of graduation (STTB).

Learning using an adaptive curriculum is conducted in the resource room. Adaptive curriculum is part of curriculum development using the omission model. According to Jannah & Marwiyah (2020), the omission model involves removing components either partially or entirely because the curriculum is considered difficult and not aligned with the needs of PDBK, making it impossible to implement. The characteristics of students with special needs following an adaptive curriculum include having obstacles in academic fields and difficulties in several developmental aspects such as speech, communication, behavior, and others. MIT Ar-Roihan Lawang establishes its graduation competency standards in the aspects of communication and simple social interaction, such as greeting and responding to greetings, expressing gratitude, apologizing, and other social values.

The content standards outline the qualifications of graduates' abilities, which include attitudes, knowledge, and skills (Minister of Education and Culture Regulation Number 20 of 2016). The development of these content standards discusses curriculum accommodations and the scope of material for PDBK.

The curriculum accommodations for PDBK at MIT Ar-Roihan Lawang consist of three types: 1) the 2013 curriculum, 2) the modified 2013 curriculum, and 3) the adaptive curriculum. According to Jannah & Marwiyah (2020), curriculum accommodation can be carried out using various models, including duplication, modification, substitution, and omission. The components that can be

developed in the curriculum for PDBK include objectives, content, process, and evaluation. Based on W/L/39/4, MIT Ar-Roihan Lawang employs three curriculum development models for PDBK, namely the national curriculum (duplication model), modified curriculum (60-70% similar to the national curriculum), and adaptive curriculum (modification, omission). The national curriculum is used by PDBK that do not face academic barriers, allowing them to adopt the same curriculum standards as regular students. The modified curriculum is tailored to the needs and abilities of PDBK, making it very flexible. Meanwhile, the adaptive curriculum uses an omission development model, meaning it does not utilize the national curriculum. Modified curriculum and adaptive curriculum are developed by special education teachers together with the inclusion team based on information obtained through the assessment process.

Learning materials for students with special needs in inclusive madrasahs are tailored to their abilities and needs. Sumadi (2021) states that the accommodation of materials relates to the level of depth, difficulty, and breadth of the material, which tends to be lower than that used by students in regular classes. However, the PDBK that uses the 2013 curriculum aligns the scope of its materials with those of regular students. Thus, the accommodation of the scope of material for PDBK is adjusted to the curriculum and its capabilities. Standard accommodation processes for students with special needs are carried out through planning, implementation, assessment, and supervision:

According to the Ministry of National Education (2010), in the process of designing learning activities in inclusive classrooms, there are important components that must be considered, including classroom management planning, material organization, methods, learning procedures, learning resources and media, and assessment.

According to Budiyanto et al., (2017), identification is finding, while assessment is measurement. Both activities have the same goal, which is to gather detailed information regarding the condition and abilities of the child, which will be used as a basis for developing the learning program. Therefore, identification and assessment are very important initial steps in the development of learning programs for students with special needs. The identification and assessment activities are carried out by the class teacher, subject teachers/guidance counselors, special education teachers, parents, and/or professionals such as psychologists/psychiatrists. (Garnida, 2015). The identification process at MIT Ar-Roihan is attended by all new students (not just those with special needs) at the beginning of the school year. The identification process was carried out by the inclusion team using the Multiple Intelligence Research (MIR) test in collaboration with Next Edu Surabaya. From the results of the MIR, it can be determined that the child is suspected of having special needs, then the inclusion team informs the parents and requests them to attach the results of the psychological assessment test.

Armed with the results of the MIR, psychological tests, and further observations, the inclusion team compiled an initial assessment that includes the child's profile, assessment results, diagnosis outcomes, and recommendations. The results of the initial assessment are then provided to the special guidance teacher (GPK) to be used as a basis for developing the learning program, namely the Individual Education Program (IEP).

The IEP contains a learning program designed based on the assessment results of a child's individual abilities (Assjari, 2005). In another statement, Assjari (2005) adds that formulating the IEP should include the following five aspects: 1) the abilities of the child based on assessment results (description of strengths, weaknesses, and needs), 2) a formulation of general goals to be achieved within one year, which is then detailed in specific objectives, 3) methods or approaches used to develop the child's abilities, 4) a projected timeline for providing services (start-end), and 5) evaluation procedures used to measure success or failure in the process of providing services to the child.

Development of Assessment Standards. According to Sumarni et al., (2019), the development of assessment standards involves the process of collecting and processing information aimed at measuring the learning outcomes of students, which is generally referred to as assessment. PDBK requires accommodations in the assessment process based on the type of barriers and their abilities. These accommodations can be made by adjusting the time, methods, and materials/content. Murniati & Anastasia (2016) argue that the assessment system in inclusive education is expected to use a flexible assessment system that can still measure the abilities of students with special needs. Assessments by educators can utilize various techniques and methods, including authentic

assessment, self-assessment, attitude assessment, performance assessment, and tests. (Hadiana, 2015). The forms of assessment for student learning outcomes in PDBK by the MIT Ar-Roihan teacher include daily assessments (PH), end-of-semester assessments (PAS), and end-of-year assessments. (PAT). The preparation of the assessment instrument is carried out by the special guidance teacher (GPK) based on the material that has been taught and adjusted to the capabilities of the PDBK.

According to the Minister of Education and Culture Regulation No. 23 of 2016, the Minimum Completeness Criteria (KKM) is a learning completeness criterion established by educational units that aligns with graduation competency standards and takes into account the characteristics of students, subjects, and the conditions of the educational unit. PDBK that uses the 2013 curriculum has its KKM standard aligned with regular classes, while PDBK that uses the modified 2013 curriculum and adaptive curriculum does not have a specific KKM. (fleksibel).

The final assessment by the government is conducted through the End-of-Class Survey and the National Reference School Assessment (Hadiana, 2015). The National Reference School Assessment (PeSAN) is generally known by the term National Examination. (UN). Based on research data, the national exams have not been conducted in the last two years, so the assessment of learning outcomes by the government has been carried out by each teacher in their respective educational institutions. The assessment for PDBK is prepared by a special team consisting of sixth-grade teachers, while still adhering to the principle of adjusting to the conditions and abilities of PDBK. The assessment report by the government is documented in the form of a diploma from the Ministry of Religious Affairs. The certificate is written based on the accumulated report card grades from grades 4, 5, and 6. It also includes an attachment of a letter stating that the student participated in an inclusion program, so the assessment system was measured by the teachers at the educational institution. It is hoped that this will minimize misunderstandings related to the interpretation of the learning outcomes written on the diploma.

#### IV. Conclusion

Accommodations in the Graduate Competency Standards (SKL) for children with intellectual disabilities can be implemented through curriculum development tailored to their abilities, namely: the 2013 curriculum, the modified 2013 curriculum, and the adaptive curriculum. Accommodations in the content standards related to the curriculum and the scope of materials for children with intellectual disabilities are divided into two models, namely modification and adaptation.

Accommodation at the process standard is carried out through the stages of planning, implementation, assessment, and supervision. These four processes are conducted flexibly according to the conditions, abilities, and needs of the PDBK (People with Disabilities). Accommodation at the assessment standard is adjusted to the conditions of children with intellectual disabilities while still being able to measure their abilities. Based on the parties involved in the assessment, it consists of teachers as educators, schools as educational units, and the government as the organizer of education.

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