

A Model of Inclusive Education Curriculum in Islamic Education Institutions: A Case Study in Banten Province, Indonesia

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ABSTRACT

Purpose – The objective of this study was to describe and analyze the inclusive education curriculum model according to the Decree of the Director General of Education in 2016.

Design/methods/approach – Qualitative descriptive methods in this study were used to describe the use of the inclusive curriculum model thoroughly and empirically in Islamic schools (Madrasah). In-depth interviews, observation, and document studies are used to collect field data using triangulation to conclude.

Findings – Based on the field data results, the development of the curriculum for the four Madrasahs which were the target of research adapted more show duplication by modifying some of its elements/items/components. No fully modified curriculum components were found but only learning strategies or approaches based on the needs and conditions of students with special needs. This has an impact on the potential development of children with special needs who are not yet optimal.

Research implications/limitations – This research was conducted in 4 Madrasah in Banten Province. There are 18 Madrasah in other provinces which have become pilot projects for inclusive education.

Originality/value – The maximum development of a student's potential can be made possible by various other development models, such as modification, substitution, and omission.

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Introduction

The government has paid attention to children who have disabilities to be able to get an education in public/regular schools. This is under the mandate of 1945 Constitution article 31, paragraph 1 of the 1945 Constitution, which states that every citizen has the same opportunity to obtain an education, including children with special needs. Further confirmed in Law no. 20 of 2003 in articles 5 and 15 that special education can be held inclusively and in the form of special education units. According to Kustawan (2016), inclusive education is an education system that provides opportunities for all students who have disabilities and have the potential for intelligence and unique talents to participate in

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education or learning in an educational environment with students in general. Specifically, inclusive education is regulated in Permendiknas No. 70 of 2009, which states that inclusive education is an education delivery system that provides opportunities for all students with disabilities with the potential intelligence and unique talents to get an education or learn in an educational environment together with normal students.

In its implementation, inclusive education aims to provide opportunities for children with special needs and create education that respects diversity. Inclusive education is a form of implementing education without discrimination. Inclusive education is hoped to create a generation of people who can think inclusively about differences (Saadati & Sadli, 2019). Until now, around 2,500 schools with special needs and about 124 thousand inclusive schools can accept children with special needs outside the current Special Needs Schools (SLB) (Prambadi, 2021). However, the implementation of education policies in Indonesia has not been able to reach all school-age children to access education, especially children with disabilities. About 35 percent of children with special needs in Indonesia have not been appropriately served.

The implementation of inclusive education at schools/Madrasah also found many obstacles. The problem of inclusive education is not only one aspect but it is a system that supports one another in every component. The results of research conducted by Sari and Hendriani (Sari & Hendriani, 2021) showed that the problems encountered in implementing inclusive education are poorly trained teaching staff, negative stigma, less applicable authority policies, lack of knowledge of educators, accessibility barriers, limited learning resources, and financial limitations. This is in line with the findings of research conducted by Agustin (Agustin, 2019) that the main problems in implementing inclusive education are related to the lack of teacher competence in dealing with students with special needs, the lack of teacher ability in the learning process, the unavailability of resources for providing special services for special needs students, there is no plus curriculum, and various types of students with special needs have diverse characteristics. Another problem is the lack of parental concern for special needs students and cooperation from multiple parties, such as the community, professional experts, and the government.

The results of research conducted by Sumarni (Sumarni, 2019) regarding the evaluation of the implementation of inclusive education in the 2015 pilot project Madrasah showed that around 10 Madrasah that held inclusive education have some obstacles. This means that they have not implemented inclusive education following the standards or guidelines for implementing inclusive education. The main problems in implementing inclusive education include infrastructure for children with special needs), Special Assistance Teachers (SAT), curriculum, finance, guidance, and supervision of the implementation of inclusive education. Moreover, what is more important is legal protection or special regulations for implementing inclusive education in Madrasahs so that the implementation is more serious and focused.

Obstacles to implementing inclusive education also come from policies. Bourke (Bourke, 2010) argues that policies, procedures, and structures that do not support the development of inclusive education become obstacles and make the implementation of inclusive education less focused and frustrate teachers and practitioners. Another obstacle is from the curriculum side, where implementing inclusive education program without a clear policy from the government can result in inconsistencies in the development of inclusive education program and its use (Rose, Shevlin, Winter, O'Raw, & Zhao, 2012). As one of the main components in education, the curriculum is one aspect that still has problems in its development and implementation, especially in schools providing inclusive education, which has its characteristics for inclusive classes. According to Renato Opertti, Program Specialist for the International Bureau of Education at UNESCO, the curriculum developed by teachers is often rigid and not responsive to the different needs of children. Inclusive education does not require a separate curriculum because it will create segregation. The inclusive education curriculum must be included in the mainstream curriculum. The most important thing is how to change the way of thinking of policymakers, educators, and society (Latief, 2009).

So far, schools providing inclusive education do not yet have guidelines for developing an inclusive curriculum. Schools/Madrasahs develop curricula based on individual needs and conditions. Meanwhile, the skills and abilities to develop a curriculum for PDBK also become obstacles in inclusive education because there are still educators who feel burdened and object to modifying the curriculum or developing individual learning programs for PDBK. Alternatively, it could also be due to the ignorance of educators to develop inclusive education program or a curriculum that can accommodate all the needs of students. The particular curriculum that should exist in inclusive schools has not yet existed. With the development of a "curriculum modification model for inclusive schools based on the individual needs of students," it is hoped that it will fill the void in the particular curriculum in regular schools and overcome obstacles to implementing inclusive education in Indonesia.

This research focused on how the development of inclusive curriculum model developed in Madrasahs. It is known that the Ministry of Religion as the organizer of madrasah education, is also obliged to organize inclusive education based on the Regulation of the Minister of Religion Number 90 of 2013 concerning the Implementation of Madrasah Education which emphasizes that students with special needs have equal rights in education at Madrasah. Thus, Madrasahs are open in their educational services for children with special needs. The implementation of inclusive education in Madrasahs began in 2015 with the assistance of Australia (Australian AID), which contributed IDR 2.5 billion to develop an inclusive madrasah pilot project. Furthermore, the Directorate of Madrasah Education issued the Decree of the Director General of Islamic Education number 3211 of 2016 concerning establishing 22 inclusive Madrasah in 5 (five) Provinces, namely Banten, Central Java, East Java, South Sulawesi, and East Nusa Tenggara.

The choice of location in Banten province was based on considerations that it could be afforded in terms of location and budget. It was also hoped that it could become a representative of the western part of Java and the Sumatra region, as it is known that there are many Madrasahs in the western part of Java and the Sumatra region. Based on the Decree of the Director General of Islamic Education number 3211 of 2016, there are 4 (four) Madrasah pilot projects in Banten province, consisting of 3 junior high schools and one elementary school. The Madrasahs are (1) MTs Yabika in Tangerang Regency (2) MTs Riyadlul Jannah in Tangerang Regency (3) MTs Misbahussudur in Serang Regency and (4) Madrasa Ibtidaiyah Al Hamdaniyah in Serang Regency. These Madrasah were the targets of this research.

Methods

The research method used in this research was descriptive qualitative. It is based on the philosophy of post positivism, used to research natural object conditions, where the researcher is the key instrument, and sampling data sources is done purposively (Sugiyono, 2009). Descriptive research is used to describe an event that is the center of attention without giving special treatment to the event (Arifin, 2012). Descriptive qualitative research is a formulation of the problem that guides research to explore or photograph social situations that will be thoroughly, widely, and deeply examined.

This research was conducted from February 2021 to June 2021. The focus of this research was four pilot project madrasahs in Banten Province, of which two were located in Tangerang Regency and two in Serang Regency, namely MTs Yabika in Jambe District, Tangerang Regency, MTs Riyadlul Jannah in Kresek District, Tangerang Regency, MTs Misbaahus Sudur in Mander District, Serang Regency and MI Al-Hamdaniyah in Padarincang District, Serang Regency.

Data collection methods used were in-depth interviews, observation, and documentation. The informants in this study were the head of the foundation, the head of the Madrasah, the Coordinator of the Inclusive Education Program, Special Guidance Teachers (SGT), Subject Teachers, and Students with Special Needs. The data analysis technique used in this study is descriptive qualitative. The qualitative descriptive analysis method analyses, describes, and summarises various conditions and situations from data collected from interviews or observations regarding the problems studied in the field (Winartha, 2006). The study's data analysis steps are data collection, data reduction, data presentation, and conclusion.

Result and Discussion

1. Basic Concepts of Inclusion Curriculum

In Inclusive Education Management, inclusive education is an educational concept or approach that seeks to reach all individuals without exception. In other words, inclusive

education is: "An education system that is open to all individuals and accommodates all needs according to the conditions of each individual" (Kustawan, 2016). Inclusion is used as an approach to building and developing an environment that is more open, full of humanitarian content and upholding human rights. Inclusive education is an approach that seeks to transform the education system by eliminating obstacles that can prevent every student from participating (Subini, 2014).

In inclusive education, all children learn and receive the same support in the learning process as regular children. If there is a learning failure, that failure is a system failure. Inclusive education can also deal with all types of individuals, not just children with disabilities. Thus, teachers and schools are responsible for children's learning, and learning focuses on a flexible curriculum. Proper education for children with special needs must follow their individual needs (Sunardi, 2013).

In this case, curriculum diversification is necessary considering the diversity of characteristics of students, regions, and schools so that the ways of delivering and achieving competencies must be adapted to the conditions and capabilities of regions and schools. Curriculum diversification is also carried out to serve students with difficulty participating in the learning process due to physical, emotional, mental, and social disorders who have potential intelligence and unique talents. Curriculum diversification also needs to be implemented to serve students from remote or underdeveloped areas, people experiencing natural disasters, social disasters, and financially unstable. Curriculum diversification that serves the diversity of students' abilities is grouped into normal, medium, and high.

According to Mudjito et al. (Mudjito, Elfindri, Harizal, & & Riduan, 2014), the curriculum used in inclusive classes is the general (regular) school curriculum. However, because the various problems experienced by students with special needs vary widely, ranging from those that are mild, moderate to severe, in practice in the field, it is necessary to modify the regular curriculum in such a way as to suit the needs of students. However, for students with special needs, the existing curriculum needs to be adjusted or modified following the abilities of students with special needs.

Developing an inclusive madrasah curriculum means compiling a curriculum following national education standards that accommodates students' needs, abilities, talents, potential, and interests. The development of flexible inclusive education curriculum development design was developed into four models: duplicate, modification, substitution, and omission. The development of the model is adapted to the needs of students, especially students with special needs. Dedy Kustawan (Kustawan, 2016) explains that the principles of flexible curriculum development in inclusive education settings that must be used as a reference by teachers for students with special needs are (1) the general curriculum that applies to students in general needs to be changed or modified to suit with conditions, (2) adjustments to the curriculum with PDBK capabilities occur in the objective, material, process and assessment components, (3) the preparation

of the curriculum does not have to be the same for each component, (4) the adjustment process does not have to be the same for all materials, (5) the modification process is also not the same for all subjects, and (6) the modification process is also not the same for each type of students with special needs disorder.

2. Model of Inclusive Curriculum Development at the Target Madrasah

A curriculum is a set of plans and arrangements regarding objectives, content, learning materials, and methods used as guidelines for implementing learning activities to achieve specific educational goals (Law number 20 of 2003, 2003). Furthermore, in the world of education, educational experts have different interpretations of the curriculum but still have something in common is that the curriculum has a close relationship with the effort to develop students by the goals to be achieved (Sanjaya, 2015). The essence of the curriculum is a lesson plan. Good lesson planning is reflected in the teacher's ability to understand students' needs, goals that can be achieved, and various relevant strategies used to achieve these goals (Hanum, 2014). Learning planning is essential so that the learning process is more directed.

The curriculum reference for implementing inclusive education is the national standard curriculum in public (regular) schools. However, the curriculum needs to be modified because the various obstacles experienced by students with disabilities vary widely. Curriculum modification is carried out because each student is different in abilities in the academic and non-academic fields.

The following is the data model for the development of an inclusive education curriculum at the target madrasah:

2.1. MTS Yabika Inclusive Education Curriculum

The curriculum used at MTs Yabika is the 2013 curriculum issued by the Ministry of Religion. Madrasah heads, SAT representatives, and teachers modified the curriculum for students with special needs (2015/2016). However, for the 2019/2020 school year, MTs Yabika used the Duplication model curriculum because, in the last year, MTs Yabika did not receive the moderate/severe GDPK category and did not require special handling in participating in learning activities. However, the coaching of students who have problems with attitudes and behavior is carried out by the homeroom teacher and the counseling teacher (BP / BK), both incidental as needed and activities routinely scheduled every Saturday.

The curriculum components developed by the four target Madrasah have not been recognized. Even adaptations or modifications at any time are only in the learning approach if needed. Below is an analysis of the implementation of the curriculum model used by MTs Yabika:

Table 1. Curriculum model of MTs Yabika

School	Class	Category	Meaning Learning	Learning Material	Strategy			Evaluation Learning
					Operating	Core activities	Assessment	Report
MTs YABIKA	VII	Slow Learner	duplicate	duplicate	duplicate	duplicate	duplicate	duplicate
	IX	Low Vision	duplicate	duplicate	duplicate	duplicate	duplicate	duplicate

The table 1 explains that, generally, the lesson plan has not been aligned to the conditions and needs of students with special needs. Starting from determining Core Competencies and Basic Competencies Competency Achievement Indicators and Learning Objectives are still based on regular students. The selection of material to be delivered is the same as that given to regular students. Only in the learning process at any time does the teacher adapt and modify the learning strategy if needed or under certain conditions, as for assessing the method, time, and content following students in general.

2.2. MTs Riyadlul Jannah Inclusive Education Curriculum

The curriculum model used is duplication because the reality of the disabled and blind (low vision) students is low. Hence, a fully duplicating model is possible, starting from objectives, materials, processes, and assessments. There is no special treatment for students with special needs seen from the Lesson Plan implemented in the inclusive class. Below is an analysis of the implementation of the curriculum model used by MTs Riyadlul Jannah:

Table 2. Curriculum model of MTs Riyadlul Jannah

School	Class	Category	Meaning Learning	Learning Material	Strategy			Evaluation Learning
					Operating	Core activities	Assessment	Report
MTs Riyadlul Jannah	VII	Disabled	duplicate	duplicate	duplicate	duplicate	duplicate	duplicate
	IX	disabled	duplicate	duplicate	duplicate	duplicate	duplicate	duplicate

Based on the table 2, the curriculum used is a full duplication curriculum model. The subject teacher made a Lesson Plan starting from the objectives, materials, processes, and assessments prepared based on regular students. Here no adaptation modifications are found because participants with special needs in the Madrasah do not have problems with the academic aspect.

2.3. MTS Misbaahus Sudur Inclusive Education Curriculum

MTs Misbaahus Sudur uses the Duplication curriculum model. The reality is that there are students with mental retardation and slow learners that cannot fully duplicate except for the objective aspect. Even then, it cannot be fully achieved as programmed for regular students. Modifications are only made to elements of the learning process by varying various strategies or approaches and learning methods, at certain times, according to the needs and conditions of the subject teachers to make inclusive education program.

Table 3. Curriculum model of MTs Misbahus Sudur

School	Class	Category	Meaning Learning	Learning material	Strategy			Evaluation Learning
					Opening	Core activities	Asessment	Report
MTs Misbaahus Sudur	VII	deaf	duplicate	duplicate	duplicate	duplicate	duplicate	duplicate
	VIII	disabled	duplicate	duplicate	duplicate	duplicate	duplicate	duplicate
	VIII	Slow Learner	duplicate	duplicate	duplicate	duplicate	duplicate	duplicate
	IX	Mentally disabled	duplicate	duplicate	duplicate	modification	duplicate	duplicate
	IX	Slow Learner	duplicate	duplicate	duplicate	duplicate	duplicate	duplicate
	IX	Tunable	duplicate	duplicate	duplicate	duplicate	duplicate	duplicate
	IX	Slow Learner	duplicate	duplicate	duplicate	duplicate	duplicate	duplicate
	V	Slow Learner	duplicate	duplicate	duplicate	modification	duplicate	duplicate

Based on the table 3, the components of the Lesson Plan prepared by the subject teacher are not found to be modified adaptations, only carried out in the core activities. Some teachers develop strategies in the form of assistance to strengthen the material that has been delivered. For the assessment starting from the time, method, and content are the same as regular students.

2.4. MI Al-Hamdaniyah Inclusive Education Curriculum

The inclusion curriculum implemented at MI al-Hamdaniyah is a duplication of the existing curriculum. Students with special needs get the same material as other students. However, the teacher prepares individual learning programs and lesson plans. The implementation is distinguished at the step of the learning activity. Some methods and

media are adapted to the conditions, abilities, and needs of students with special needs. Under certain conditions and at certain times, students with special needs can be drawn to the learning resource room or therapy room to get special learning services from their teacher. Likewise, in the evaluation system, students with special needs undergo the same evaluation/assessment process as other students regarding test questions and exams. Still, in terms of methods and different times, the exam time is added, and the teacher reads the exam questions. Below, it is an analysis of the implementation of the curriculum model used by MI Al-Hamdaaniyah:

Table 4. curriculum of MI Al-Hamdaaniyah

School	Class	Category	Meaning learning	Learning material	Strategy			Evaluation Learning
					Opening	Core activities	Asessment	Report
MI Al-Hamda niyah	III	Slow Learner	duplicate	duplicate	duplicate	duplicate	duplicate	duplicate
	IV	Deaf and speech impaired	duplicate	duplicate	duplicate	duplicate	duplicate	duplicate
	V	Mentally disabled	duplicate	duplicate	duplicate	modification	duplicate	duplicate
	V	Slow Learner	duplicate	duplicate	duplicate	duplicate	duplicate	duplicate
	V	Slow Learner	duplicate	duplicate	duplicate	modification	duplicate	duplicate

The table 4 shows that the modified adaptation is only in the learning management component. The class teacher makes learning strategies/approaches based on conditions and needs. Even though the standard minimum completeness of mastery learning is the same in the assessment component, they have different values. The report of learning outcomes is in the form of qualitative descriptive data. It can be concluded that the lesson plan was prepared using a duplication model curriculum.

3. Analysis

There are five models of the adaptive curriculum, which several experts have concluded: 1) The Escalation model, the curriculum for PDBK, which is raised from the regular curriculum standard designed for CIBI students (Intelligent or Gifted). 2) Duplicate models; the curriculum for PDBK is the same as that used in the regular curriculum. 3) Modification model: the curriculum for PDBK is raised or lowered, adjusted to the needs of students with special needs. 4) Substitution Model: some parts of the curriculum are replaced with equivalent ones. 5) Omission Model: some parts of the curriculum are omitted because it is not possible to do by students with special needs (Mitchell, 2010).

Meanwhile, according to Sukadari (Sukadari, 2019), the curriculum development model in inclusive schools can be divided into several models, including the full regular curriculum model, the regular curriculum model with modifications, and the inclusive education curriculum model.

3.1. Curriculum Duplication Model

The curriculum duplication model is developing and/or implementing a curriculum for students with special needs similar to the curriculum used by regular students or students in general. The duplication model can be applied to four main components: purpose, content, process, and evaluation. This duplication model curriculum adaptation is applied to four parts: objectives, content, process, and evaluation. Graduate competency standards that apply to regular students also apply to students with special needs, as well as core competencies and basic competencies and indicators of success which include spiritual dimensions, attitudes, knowledge, and skills. Duplication of content or material means that learning materials applied to students in general are also used equally to students with special needs. Students with special needs obtain information, theoretical concepts, subject matter, or sub-discussions that are the same as those presented to regular students. In general, the processes or strategies of students with special needs undergo the same learning activities or experiences as those applied to students in general.

Process duplication is considered similarities in teaching methods, learning environments/settings, and learning time using learning media and/or learning resources. Then the preparation of a duplication evaluation means that students with special needs have the same evaluation or assessment as applied to students in general/regular. This Duplication is similarities in exam questions, evaluation time, evaluation techniques/methods, or similarities in the place or environment where the evaluation is carried out.

At MTs Riyadlul Jannah, since the students with special needs are mildly disabled, full Duplication is possible. Except in MTs Yabika, MTs Misbahussudur, and MI Al-hamdaniyah, the average reality of PDBK as a slow learner, full Duplication is not possible except for the aspect of objectives, and even then, it cannot be fully achieved as programmed for regular students.

3.2 Curriculum Modification Model

Modification means changing or adjusting one or several curriculum components using content standards of national curriculum standards. According to Budiyanto (Budiyanto & et al., 2009), modification means changing to be adjusted. This means that the curriculum used in implementing the inclusive program is essentially the regular curriculum that applies in public schools. However, due to the various problems experienced by students with special needs, they vary widely, ranging from mild, moderate to severe. Therefore, in practice, the regular curriculum needs to be modified to suit the needs of students. The modifications carried out in inclusive schools include: 1) time

allocation, 2) curriculum content or material, 3) teaching and learning process, 4) learning environment, 5) infrastructure, and 6) classroom management (Tarmansyah, 2013).

The material prepared is flexible according to conditions and needs. The material design is adjusted to the indicators and learning objectives of students with special needs. The material that has been prepared is modified while still containing flexibility, depth, and different difficulty levels based on the condition or level of ability.

Homeroom teachers, subject teachers, and special supervising teachers only make modifications to strategies, learning media, types of assessment, and reporting of learning outcomes to teaching mild mentally disabled students. This modification is intended to overcome the difficulties of students with special needs caused by their disorder. With minimal modifications, it is hoped that students with special needs will be able to take part in regular curriculum learning.

Modifying the curriculum for regular students, in general, is enough for the teacher to make a Lesson Plan regarding the curriculum from the Ministry of Religion. However, for students with special needs, a teacher modifies it by adjusting the ability level of their students. In 2015/2016, the teachers from the four Madrasahs, apart from making lesson plans for regular students and students with special needs. SAT teachers also create Individual Learning Programs. However, the following year, until the 2019/2020 academic year, the teachers at MTs Yabika, MTs Misbahussudur, and MI Al-Hamdaniyah only made one lesson plan for one lesson but also included it using red writing to emphasize services for students with special needs. This means that, in principle, one class is taught together, but the substance of the lesson is different from students with special needs. In fact, for some time, Misbahussudur's SAT provided additional hours to attend classes held after formal hours and scheduled lesson lessons on Saturdays.

In general, the lesson plan made by the target madrasah teacher refers to the Graduate Competency Standards. They complete the simultaneous teacher administration during the holidays before the next school year. Before implementing the lesson plan, all teachers received guidance from the head of the Madrasah.

While teachers at MI Al-Hamdaniyah have prepared related to individual learning programs and lesson plans. MI Al-Hamdaniyah, although it does not develop the PDBK curriculum specifically, in carrying out the learning process for a makeshift PDBK according to the teacher's ability level, considering that teachers also have very little understanding in terms of learning for children with special needs. It is known that MI Al-Hamdaniyah does not yet have teachers who specifically have a background in Special School Teacher Education (PGSLB). Evi revealed that learning for children with special needs is still very limited. There are still many obstacles in terms of human resources, costs, facilities, and also support from parents (Elis, 2019).

This year MTs Yabika did not modify the Competency Achievement Indicators and Learning Objectives. Likewise, MTs Misbahussudur and MI-Al-hamdaniyah only modify

aspects of the learning process by varying various strategies/approaches and learning methods. When the initial presentation of an equivalent nature, an illustration of the difficulties in students with special needs was obtained, adjustments were made to the implementation process.

3.3. Curriculum Substitution Model

Substitution means replacing. Concerning the curriculum model, substitution is replacing something in the general curriculum with something else. Substitutions are made because this cannot be applied to students with special needs, but they can still be replaced with other things that are equivalent (have more or less the same value). Model replacement (substitution) can occur regarding learning objectives, materials, processes, or evaluation.

MTs Yabika, MTs Misbahussudur, and MI Al-hamdaniyah have students with a mental disorder, which in the curriculum is substituted in the material aspect, which is applied at the intensification level, namely students with learning barriers in the academic aspect. The curriculum is applied following the obstacles experienced by students. Material aspects are initially given as equivalent, then evaluated, and if it is impossible to make the effectiveness substitution.

3.4. Curriculum Omission Model

Omission means eliminating. Concerning the curriculum model, omission implies an attempt to remove something (part or whole) from the general curriculum because it is impossible to give it to students with special needs. In other words, omission means something that is in the general curriculum is not conveyed or not delivered to students with special needs because it is too difficult or does not suit the conditions of children with special needs. The difference with substitution is that in substitution, there is substitute material of equal value, whereas, in the omission model, there is no substitute material (Munawir, 2011).

The reality of learning involves eliminating part of the curriculum for specific subjects. This applies to students with special needs, with a level of intelligence far below average. For example, down syndrome and severe mental retardation. The characteristics of students with special needs are generally easily recognized from their physique and behavior. So that the omission model can be carried out at the beginning of the learning process, although the initial identification and assessment stages are still carried out on students with special needs. Until now, omissions have not been carried out at MTs Yabika, MTs Riyadlul Jannah, MTs Misbaahussudur, and MI Al-hamdaniyah because there is no students with that specification.

Conclusion

Inclusive Madrasahs must be able to develop a curriculum according to the level of development and characteristics of students. The graduates should have competence in

life skills. The teachers must develop a curriculum that considers the diversity of students so that their learning is relevant to their abilities and needs. In general, the target Madrasahs use the regular curriculum duplication model from the regular curriculum. No fully modified curriculum components were found, only strategies or learning approaches based on the needs and conditions of students with special needs. This affects the development of the potential of ABK students not optimal even though the development of the maximum potential of students can be more possible with a variety of other development models, such as modification, substitution, and omission.

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