



Management School Curriculum of Inclusion in the Kindergarten the Talents of Semarang

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Abstract

Management curriculum is one of the primary management substances at school. Basic principles of curriculum management is trying to let the learning process can be run well. Talents kindergarten is inclusion in Semarang who receive learners with the various needs of children without distinction, either normal or children in need special. Formulation of the problem in the writing of this is how the planning, implementation, and evaluation of the curriculum in the kindergarten school of Semarang Talents as inclusion. This type of research is qualitative research in methods of case studies. Data collection method using observation, interview, and documentation. The data obtained are examined the validity of the data with the triangulation of sources and triangulation methods. Data were analyzed with the interactive model of data analysis, techniques Miles and Huberman. Based on data analysis, planning curriculum in kindergarten Talents Semarang arranged through work meetings between the principal and the teacher to design a learning device refers to the 2013 curriculum, early childhood education program that includes annual, semester, weekly, and daily. For children in need of special school still in the drafting stage of Talents as the school inclusion is basically almost the same with other conventional school. The curriculum used in reference to 2013 curriculum, early childhood education. The implementation of the curriculum through the learning process includes the structuring materials and tool main, welcoming the presence of children, play facilities, the line enters the classroom, morning devotion, transition, opening activities, the core activity of playing on central, eat together portland, closing activities, and the evaluation activities on that day. Curriculum evaluation activities carried out regularly once a week by teachers and principals on Friday, while reports of child development reported to parents each semester through report cards

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INTRODUCTION

Early childhood is a very important period in the entire stage of human development. At the time this happened encalation child development gos not happen in the next period, so the experts mentioned as the golden age of development. Golden age is during the first five years, at which time a child has huge potential to grow. Age 0-5 years 90% of the physicalbrain child is already formed, this time a child should begin to be directed (Hasan, 2012:29). Awarenessof the educational needs are now likely to rise. Education aims at humanizing mankind and bring someone into a human quality, which means to make humans so that prosperous life side by side with communities both locally and globally and able to plan for the future of her life independently. This discription can be defined that education is a process to induce learners so that is able to adapt as best as possible with the environment and can produce changes in all things including behaviour, attitude, and intelectual changes.

One of the important components in the system of education is the curriculum. The curriculum is a component of education made reference by any unit education , either by the organizer or the organizer, particularly by teachers and principals. Understanding the curriculum according to Wiles (Yulianti, 2008) are: "curriculum comes from the latin "currere" from of a verb (to run) run, inside webster said the curriculum of greece "curricula" who has some sense of the curriculum include: (1) wrought-competition, the distance that must be accomplished runners race train; (2) a path to pedati or race; (3) race which began from the start and end with the finish."

The curriculum has a central positionin the educational process because the curriculum directs all forms of educational activities with the aim of enabling the achievment of educational goals. Curriculum as an educational program organized and well developed will produce learners that comply with national process, meaning that without a good and appropriate curriculum will be difficult achieve the aims and objectives of education who aspired to.

According to Suyadi (2011:92) management curriculum is managing effectively and efficiently towards a set of learning materials that must be mastered, to reach learners grow hibiscus optimally. So that the curriculum can be managed effectively and efficiently, then the curriculum must adhere to the principles of management curriculum. Management curriculum is the primary management substances at school.

The basic principle of this curriculum management is trying to let the learning process can be run well, with benchmark goal achievement by students encouraging teachers to develop and continuously refine strategies the lesson (Mukminin, 2010:20).

Children have the same opportunity to obtain education, through education the whole potential proteges can be dug and developed optimally, whether normal or student children in need special. Thus there is no reason to exclude education children in need special, let alone laid waste to her in obtaining an education. The cocept of inclusive education seems to be the answer to all the problems that children in need of special twisted because less attention over the government. The convention of the united nations held in 1989 ha been declared the rights of the cild, and asserted that all children are entitled to education without discrimination in any form. The declaration followed by The Salamanca Statement and Framework for Action on Special Needs Education at the Salamanca Declaration stressed that as long as all should allow study together regardless of any difficulties ordifferences that may exist on them (Zaenah, 2012:56).

Inclusion education towards Indonesia formally declared on 11 August 2004 in Bandung with the hope of raising the regular schools to prepare for education for all children (Latif, 2013:322). Education inclusion as a model approach to education for children i need of special has become an interesting study in Indonesia in the last decade. It is apparent from the presence of government and public attention to the increasingly serious to accomodate the needs of the implementation of inclusive education in various form of policy and supporting facilities. The declaration makes Indonesia give the obligation for school to accomodate all children including children who have physical abnormalities, intellectual, social, emotional, linguistic or other abnormalities. The school must also provide educational services for children who gifted or difference, steet children, child workers, children from remote communities or switch places, children from ethnic group speaking, ethnic or cultural minorities, and children who are pone to other marginalized.

Inclusion is a term used to discription the unification for the children in need special. Inclusion of language comes from the united kingdom inclusion. The word inclusion more positive in bringing together children who have barriers. A lot of different opinions about the sense of inclusiveness. According to Smith (2012) inclusion as

the goal of education for students who have the barriers into the curriculum, environment, and social interaction at school. Smith's opinion can be interpreted as that every child in need should get special education services. Children in need education service should design curriculum to suit the needs of the child. Children in need special should also get the environment education and social interaction that support them to learn.

Talents kindergarten as kindergarten inclusion in Semarang accept all students without discriminating disadvantage or advantage of a child. Talents kindergarten currently has students from various sort of religion, namely Islam, Christianity, Buddhism, and also Khatolik. In addition to the religion in school Talents also had pupils with a variety of needs such as autistic children, learning difficulties, and hyperactivity. Hom education inclusion has a purpose of its own so that education still runs well. According to Permendiknas number 70 in 2009 (Kustawan, 2013) explaining the purpose of the inclusive education are: 1) Provide opportunities widely to all learners who have abnormalities of physical, emotional, mental, and social or has the potential intelligence and special talents or to acquire quality education according to the needs and ability. 2) Realize the organization of education that values diversity, and it is not discriminatory for all learners.

The success the learning process in an institution's inclusion cannot be separated from the curriculum. The implementation of the curriculum of the school inclusion should really meet the needs of every child in need. Teachers in the institutions of inclusion in addition must modify the curriculum should also have the right strategy so that the learning process can run smoothly and well. The statement in accordance with the research conducted Windiarti (2015) about Inclusive Classroom: Some Lessons From The UK stating that the: "Grouping in learning, break down the group, changing the task, and independent learning is the strategy for teachers to manage the children with different abilities. Furthermore, the assessment that they have done based on the National Curriculum inclusion which set a suitable learning challenges, response to pupils' diverse needs, and overcome potential barriers to learning and assessment."

The research result may imply that grouping in the learning break up the group, and independent study is a strategy for teachers to manage children with differing abilities. In addition to their assessments completed based on the national curriculum, set the matching learner, addressing the needs of diverse students and to overcome the

obstacles of potential. The planning of learning must truly comply special needs which is owned by the child, so that the curriculum used can be easily adapted to the needs of child. According to Mudjito (2012:226) curriculum model of special services there are three programs, namely:

Regular curriculum mode that is model curriculum where students follow a programme of special service curriculum regular just like other learns in the same class.

Model curriculum modification is modify teacher on learning strategies, the type of assessment, as well as on other additional program with fixed refers to the need of learners.

Individual education program prepare teachers who developed together with a team of developers and involve classroom teacher special education teachers, principals, parents, and other relaxed experts. This model is intended on learners who have barriers to learning that it is not possible to follow the learning process based on the regular curriculum.

Learning inclusion rather than simply follow the curriculum guide book from the central government but would have to include the presence of learning methods, class management, and planning that special individual learning so that the need for modification to the curriculum. Talents kindergarten as kindergarten inclusion currently still use the regular curriculum, but currently Talents kindergarten are developing individual curriculum for children in need special.

RESEARCH METHODS

Research methods in this research is qualitative method with approach case studies. According to Moleong (2012:6) qualitative research is research that intends to understand the phenomenon of what is experienced by the subject for example behaviors, perceptions, motivation, actions and other descriptive manner in the other descriptive manner in the form of words and language. The studies describe management school curriculum of inclusion in the kindergarten the Talents of Semarang. Research will be carried out on Talent kindergarten Semarang of central Puspowarno in the street addressed IX number 6 Salaman Mloyo neighborhood west of Semarang.

The source of the data in this study consist of primary and secondary data. Primary data is data that is retrieved directly from the informant, the informant in this research is a principal, two teacher kindergarten in class A, two teacher kindergarten in class B Talents Semarang. Second-

dary data that is obtained by taking the research material through the literature that has to do with research about school curriculum management inclusive. Method of data collection is the most important step, for is in tge collection of data the researchers used several methods, namely observation, interview, and dokumentation. Data analysis techniques used i this research is interactive analysis models Miles and Huberman. This research stage is the stage of data collection, and presetation,data reduction, and the withdrawal of the conclusion. Validity of the data using the investigation technique of triangulation. Triangulation according to Moleong (2012: 330) is the technique of examination validity data that utilise the something else. Triagulation is used source and triagultion methods.

RESULTS AND DISCUSSION

Result and discussion of the research that has been carried out in accordance with the outline of the problem. The first problem is how the formulation of planning curriculum in the Talent kindergartenthat produces the substantif theoryof Semarang that planning the curriculum in stacking the principal and includes annual program, semester, weekly, and daily. For the children in need special Talent is still in the stage of preparation of individael programs. It also complies with the Permendikbud number 146 year 2014 of 2013 curriculum of early childhood education that to plan learning early childhood education units than devise programs that include program semester, weekly study implementation plan, implementation plan of instruction daily and article 10 that the curriculum for children need special is a 2013 curriculum early childhood education developed further in accordance with the child's needs and potential.

The result of the second discussion of how the implementation of the curriculum in kindergarten that result Talent of Semarang substantif theory that the implimentation of the curriculum through the learning process includes the structuring materials and ool main, welcoming the presence of children, play facilities, the line enters the classroom, morning devotion, transition, opening activites, the core ativity of playing in teh sentra, eat together portland, closing activities, evaluation activities on that day. This according Permendikbud numbe 137 by 2014 about national standards early childhood education that the implementation of the study carried out on the basic of daily learning implementation

plans that include opening activities, core activities, and closing activities.

The result of the deliberation of the third evaluation of how the curriculum in kindergarten that result Talent of Semarang substantif theory that the evaluation of the curriculum in kindergarten routine done by teacher Talent once a week on Friday, while for reporting to parents the school's Talenta report it every semester. This is in accordance with the Permendikbud number 137 by 2014 about childhood education standards article 23 that the results of the assessment in the form of reports on child development re communicated to parents in thde senester.

Research undertaken have limitations for the study the learning done in the morning and afternoon to make time for the interview conducted after learning with teachers who are already getting tired so the interview is sometimes insufficient.

CONCLUSION

From the result of research conducted in kindergarten Talent then it canbe inferred that the Semarang: Planning the curriculum in kindergarten Talent Semarang composed the principaland teachers at the beginning of the new school year includes the annual program, semester, plan weekly activities, and plan daily activities. The applied Talent of kindergarten curriculum Semarang refers to 2013 curriculum, early childhood education while for the children in need special kindergarten Talent still designing individual programs. The implementation of the curriculum in kindergarten learning programs using the Talent of Semarang sentra model. Process management activities include the structuring materials and tool main, welcoming the presence of children, play facilities, the line enters the classroom, morning devotion, transition, opening activities, play activities in sentra, eat together portland, closing activities, evaluation activities on that day. The evaluation activities of the curriculum implemented routine once a week by teachers and principals on Friday, while report of child development are reported to parents each semester through report cards.

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