



THE IMPLEMENTATION OF CURRICULUM 2013 IN HANDICAP CHILDREN AT SLB D YPAC SURAKARTA, INDONESIA

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Abstract:

Curriculum 2013 is the development of the previous curriculum but emphasized on the improvement and balance between soft skills and hard skills that involve aspects of attitude, knowledge, and skill competencies. The implementation of Curriculum 2013 is not only applied to regular schools or public schools but also special schools. The purpose of this study is to describe the implementation of the Curriculum 2013, the role of teachers, and the obstacles faced in the implementation of Curriculum 2013 against the children with disabilities in SLB D YPAC Surakarta. The result of this research can be concluded that 1) Implementation of Curriculum 2013 on the children with disabilities in SLB D YPAC Surakarta cannot be said perfect and there is some curriculum concept that used before. In this 2016/2017 school year almost all classes apply the Curriculum 2013 as a guide to the curriculum of learning, only the 12th grade still using KTSP, 2) the role of teachers in showing that teachers in the learning program already Make a set of learning such as annual program, semester program, details Effective weeks, and lesson plans (RPP). In addition, teachers who have a role as educators also guide students in learning that apply Curriculum 2013 identical to the scientific approach, teachers try to apply this scientific approach to children withdrawal even in the application has not run maximally because of the obstacles that accompany the child's impulsiveness, 3) problem faced with incomplete textbooks and students, inadequate educational media and a lack of understanding of teachers about the preparation of learning sequences based on the Curriculum 2013.

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Introduction

According to Tirtarahardja (2005: 33), Education is defined as the activities of cultural inheritance from one generation to another generation. The purpose of education contains an image of good, noble, proper, true, and beautiful values for life. The purpose of education has two functions: to provide direction to all educational activities and is something to be achieved by all educational activities (Tirtarahardja, 2005: 37).

National education aims to develop students' potential to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, and responsible for educating the nation (Act No. 20 of 2003). The development and changes that occur in the life of society, nation, and state in Indonesia cannot be separated from the influence of global change, the development of science and technology and art and culture. This ongoing development and change demand the need to improve the national education system including the refinement of the curriculum to bring about a society that is able to compete and adapt to the changing times.

The curriculum is important in the implementation of education because the curriculum is one element that can make a significant contribution to realize the process of developing the potential quality of learners. The curriculum is a planning document that contains the objectives to be achieved, the content of the material and the learning experience that must be done by the students, the strategies and ways that can be developed, evaluations designed to gather information about the achievement of objectives, and the implementation of documents designed in the form of real (Sanjaya in Yani, 2014: 6).

The curriculum that had been used in Indonesia, the post-independence curriculum 1947.1949, 1952, 1964, 1968, 1975, 1984, 1994, Competency Based Curriculum (CBC), Education Unit Level Curriculum (SBC), and the curriculum in 2013. In each curriculum period ever applied, the curriculum concept model used, development principles and policies are used, and the number of subjects with depth and breadth is not the same (Rohman and Amri, 2012: 204). The curriculum as a set of educational plans needs to be developed dynamically in accordance with the demands and changes that occur in society. All national curricula are designed on the basis of the same principles, namely Pancasila and the 1945 Constitution, the difference in the main emphasis of the educational objectives and the approach in realizing them (Rohman and Amri, 2012: 230).

Curriculum applied in Indonesia today is Curriculum 2013. Curriculum 2013 is a curriculum loaded with character education (Yani, 2014: 54). The 2013 curriculum is a curriculum that prioritizes the understanding, skills, and character education. Curriculum 2013 is the development of a curriculum that has been there before, both Competency Based Curriculum (CBC) and a unit of Education Curriculum (SBC) (Fadlillah, 2014: 16).

Changes and curriculum development in 2013 may be assessed the difference with SBC 2006 that is in Curriculum 2013 for primary schools implementing Curriculum 2013 using thematic integrative learning, which in the previous curriculum learning with thematic integrative applied only to low-grade, but in Curriculum 2013, Learning Using integrative thematics applied in grades 1 through grade 6. Integrative thematic learning applied at this level of elementary education presents a learning process based on themes to then be combined with other subjects. Then in the Curriculum 2013, subjects for elementary school level which previously amounted to 10 subjects, are now compressed into 8 subjects only. However, compacting subjects in the Curriculum 2013 instead of reducing student learning hours, it makes students' school hours longer. The new method in Curriculum 2013 requires students to actively participate in learning and observe every theme that is discussed (Mulyasa, 2014: 169)

Another thing that distinguishes both this curriculum is when the structure of the Unit Level Curriculum (SBC) includes Standart Competence (SK) and the Basic Competency (KD), the Curriculum 2013 Standard of Competence (SK) converted into Core Competence (KI) which includes KI 1 For the core competencies of spiritual attitudes, KI 2 for the core competencies of social attitudes, KI 3 for core knowledge competence, and KI 4 for core skills competence (Permendikbud number 67 of 2013). Although there are some differences between the Curriculum 2013 and KTSP, both curriculum is created and designed by the Ministry of National Education and there are some subjects that are still the same as those used in KTSP (Suyadi and Dahlia, 2014: 15). The implementation of the 2013 curriculum is not only applied to regular or regular schools but also applied in Special School (SLB). Implementation of Curriculum 2013 in SLB adjusted to the characteristics and needs of children, considering that each child with special needs has different characteristics and needs in accordance with the obstacles experienced by children. Application of Curriculum 2013 on learning in SLB also uses thematic. This thematic learning is not only applied to one kind of children with special needs but to all the children with special needs either blind, deaf, mentally disabled, handicap, autism except for blind children, hearing impaired, a handicap at SMALB level. Among all types of children with special needs who experience motor obstacles is children withdrawal.

Handicap can be interpreted as a disability. According to Sutjihati Somantri (2007: 121), that the handicap is a state of damaged or disturbed as a result of disruption of shape or resistance to a bone, muscle, and joints in its normal function. This condition can be caused by illness, accident or can also be caused by innate nature. The definition of Handicap according to Musjafak (2010: 1) can be defined as a form of abnormality or disability of the muscular, bone and joint systems of a primary or secondary nature that may lead to impaired coordination, communication, adaptation and disruption of personal integrity.

In general, the level of intelligence of children with abnormalities who have abnormalities in the muscular and skeletal system is normal so as to follow the lessons as with normal children, while the disabled children who experience abnormalities in the cerebral system, the level of intelligence ranging from an idiot (idiocy) to gifted. This is in line with the records obtained by the author from the archive of psychological test and intelligence of learners in YPAC Surakarta 2014 until 2016.

The implementation of Curriculum 2013 on children with impairment is done through learning with the integrated thematic approach at the level of SDLB and SMPLB. For SMALB's use of subject and skill approaches. Integrated thematic learning is a learning approach that integrates the various competencies from various subjects into various themes (Widyastono, 2014: 142). Implementation of Curriculum 2013 on SLB, especially for children with impetus require teachers to be more creative in creating active and conducive learning situation. Such conditions will create a sense of comfort and fun in students while following the process of learning in the classroom.

The role of teachers in the implementation of Curriculum 2013 in SLB is very important. The success of a curriculum to be achieved depends on the ability of a teacher, meaning that the teacher is responsible for the realization of everything that has been stated in an official curriculum (Uno, 2007: 25). In the implementation of Curriculum 2013, the community also has hope for teachers, because the teachers are directly involved in creating learning to form core competence and basic competence (KI-KD). Teachers also facilitate curriculum and learning to be digested by learners, he is a creator as well as an actor change in the attitude of learners. For these purposes, teachers should be able to plan, implement, assess learning effectively, creatively, and fun (Mulyasa, 2014: 71).

In this regard, the study focuses on the implementation of the Curriculum 2013 for children with disabilities, the role of teachers in the implementation of the Curriculum 2013 and the obstacles faced in the implementation of the Curriculum 2013 in children with disabilities in SLB D YPAC Surakarta. Based on observations and interviews on March 17, 2017, one of the SLBs in Surakarta who have implemented

Curriculum 2013 is SLB D YPAC Surakarta. The implementation of Curriculum 2013 at SLB D YPAC Surakarta is done gradually, beginning with the implementation of the 2013 Curriculum for grades 1, 4 and 7 of 2014, for grades 2, 5, 8, 2015, for grades 3, 6, 9, 10, 11, 2016 This school has implemented Curriculum 2013 for grade 1 elementary school, 4 elementary school, and grade 7 junior high school. This can be seen from several documents such as learning implementation plans (RPPs) that have been prepared by previous teachers, as well as the use of thematic books from education centers to support the learning process. Ideally implementing the Curriculum 2013 requires a comprehensive understanding of teachers on concepts, implementation of Curriculum 2013, and the availability of facilities and infrastructure that support and pay attention to the obstacles faced in the implementation of Curriculum 2013 especially in learning for students in the SLAD tunable.

Other studies such as the study conducted by Restu Sani Izzati entitled "*Implementation of Curriculum 2013 for Students with Special Needs in Primary Schools Inclusive Klampis Ngasem I / 246 Surabaya*" The results of this research is the design of the learning device (learning objectives, materials / content, learning processes, and evaluation of learning) in the implementation of Curriculum 2013 for learners with special needs (PDBK) Inclusive Elementary School Klampis Ngasem 1/246 in giving lessons to students with special needs learners in the learning curriculum in 2013 that is less effective, especially for learners with special needs.

Further research by other research as research conducted by Izzah Dienillah daughter, entitled "*Implementation of Curriculum 2013 for children with special needs in learning mathematics in SMPN 4 Sidoarjo*" his research is the implementation of Curriculum 2013 for learners with special needs in mathematics at SMPN 4 Sidoarjo includes learning tools of students with special needs modified by paying attention to the adjustment of objectives, contents, processes, and evaluations made in the form of individual learning programs. Modifications made in the basic competence (KD), indicators, syllabus, lesson plans, by modifying the concept, theory, materials, tools, time, place, learning and evaluation.

Based on these studies it can be concluded that the implementation of Curriculum 2013 for learners with special needs in inclusive schools require a modification in the preparation of the learning device by taking into account adjustments to the objectives, content, process, and evaluation was made in the form of the individual learning program. Furthermore, researchers will examine more about the Implementation of Curriculum 2013 on children withdrawal in SLB. The reason researchers choose the location of research in SLB because SLB is the parent of educational services for children with special needs. Based on this background, the

researchers wanted to examine more deeply about the implementation of Curriculum 2013 at SLB D YPAC Surakarta entitled "*Implementation of Curriculum 2013 for children with physical disabilities at SLB D YPAC Surakarta*".

2. Method

2.1 Approach, Type and Research Design

2.1.1 Approach and type of research

The approach used in this study is a qualitative approach because the instrument is the person ie the researcher himself. Besides this research is done on natural condition (natural setting), where the data collected and the analysis is more qualitative. According to Denzin and Lincoln (in Moleong, 2013: 5) states that qualitative research is a study using a natural setting, with the intent to interpret the phenomenon that occurs and is done by involving various methods.

The type of research used in this study is descriptive facto expost, because the data obtained from the field and will be presented in accordance with what the data. This is in accordance with the definition of descriptive research is research that aims to create a picture of a situation or something of activity systematically, factually and accurately to the phenomena or factors and characteristics of a particular population or region (Wahyudi, 2009: 25).

The reason the researcher chose the qualitative research approach because the researcher wanted to get or obtain information about the implementation of Curriculum 2013 on the children with the abduction in SLB D YPAC Surakarta.

2.1.2 Research Design

Lincoln and Guba (in Moleong, 2013: 385) define proposals or research designs as attempts to plan for specific possibilities broadly without defining what will be done in relation to their respective elements. While Moleong (2013: 385) defines the research design as an effort to plan and determine all the possibilities and equipment needed in a qualitative research.

- a) This research, which has the following designs: Conducting observation to research subject, that is SLB D YPAC Surakarta;
- b) Analyze the observation results to determine whether the study subjects meet the requirements;
- c) Conduct research permission to research subjects;
- d) Make interview and observation guidelines;
- e) Conduct interviews with teachers and principals;

- f) Analyze the interview results;
- g) Make observations to add data;
- h) Analyze observations;
- i) Collect additional data with documentation;
- j) Drawing conclusions from interviews and observations.

2.2 Sources of Research Data

2.2.1 Research Sites

Selection of this research location is done only with one school only that is SLB D YPAC Surakarta. The location of this research is located in Surakarta City, precisely at Jl. Slamet Riyadi No. 364. This location was chosen because SLB D YPAC Surakarta is one of the designated schools of the Directorate of PK LK to implement the 2013 Curriculum in its learning management since the academic year 2014/2015, which is the first year of Curriculum 2013 implementation in Special Education unit, SLB D YPAC Surakarta was appointed by the government as the organizer of the 2013 Curriculum training in 2016, and the availability of data supporting the research. This research is conducted in accordance with the issues raised or investigated, therefore the choice of location tailored to the problem.

2.2.2 Data Sources

The author data source, obtained from:

A. Resource (Informant)

In qualitative research, the position of human data source (source) is a very important role as an individual who has the information (Sutopo, 2002: 50). Based on the above statement, then that will be the main informant is the SMPLB D class teacher and the supporting informant is the principal.

B. Event or Activity

Data or information may also be collected from events, activities, or behaviors as a source of data relating to its research objectives. From observations on events or activities, researchers can know the process of how something happens more definitely because of witnessing themselves directly (Sutopo, 2002: 51). The event or activity used as the data source in this research is the learning activity which exposes the role of the teacher in the implementation of Curriculum 2013 in the child with the obstruction.

C. Documents or Archives

Documents and archives are written materials related to a particular event or activity. In this study, the documents or archives used in relation to the research that will be

conducted in the field on the implementation of Curriculum 2013 in the children with the abduction in SLB D YPAC Surakarta, so it can strengthen the data obtained by researchers in the field.

2.3 Data Collection Technique

Data collection techniques that will be used in this research are:

2.3.1 Interview

A very important source of data in qualitative research is in the form of human being in the position as a resource or informant. To collect information from this data source it is necessary to interview techniques, which in qualitative research is especially done in the form of in-depth interviews (Sutopo, 2002: 58). In this study conducted structured and unstructured interviews. Structured interviews used as data collection techniques know exactly what information is obtained. Therefore, in conducting the interviews, data collectors have prepared research instruments in the form of written questions that alternative answers have been prepared. (Esterberg in Sugiyono, 2012: 233) The form of structured interviews in the form of questions that have been determined and prepared by researchers. Unstructured interviews are free interviews where researchers do not use interview guidelines that have been systematically arranged and complete for data collection. This interview was conducted by SMPLB teacher and principal to ask questions that researchers did not know about the implementation of Curriculum 2013 on the children with disabilities in SLB D YPAC Surakarta. A form of preparation in the interview in the form of an interview question instrument that has been made by researchers developed from the instrument grille.

2.3.2 Observation

Observation techniques are used to extract data from data sources in the form of events, places or locations, and objects and recording images (Sutopo, 2002: 64). This observation is conducted on a learning process that involves the role of teachers in the implementation of the Curriculum 2013 for the child in school inside.

The type of observation used in this study is direct research. The direct observations were made as follows:

A. Observation does not play a role

Researchers act as observers. Researchers observed that activity used as a data source. Researchers have prepared an observation activity sheet instrument to observe the role of teachers in the implementation of the Curriculum 2013 on the child's impulse.

B. Observations play a role

Observation role still divided into two, namely observation role passive and active role observation. The presence of researchers at the research site has been said to be a passive role observation. While the interaction between researchers and informants is said to be an active role play. Observations play an active role will be done when researchers there is something that is not understood by researchers.

C. Documentation

According Sugiyono (2012: 240) argued that documentation study is a complement of the use of observation methods and interviews in Qualitative research. The results of the observations and interviews will be more credible or reliable if supported by existing photographs or academic and artistic papers. Documentation method in research is used as a support tool in obtaining information and data on:

- a) Learning tools consisting of RPP, media, materials, LKS and assessment sheets;
- b) Educational programs for children with disabilities;
- c) Headmaster data and teacher data;
- d) Photographs of activities related to the implementation of the Curriculum 2013 for children with learning disabilities.

3. Results and Discussion

3.1 Implementation of Curriculum 2013 on children with SLBD YPAC Surakarta

Implementation of Curriculum 2013 carried out in stages starting with the implementation of Curriculum 2013 on general or regular education units in the academic year 2013/2014 and then continued on the implementation of Curriculum 2013 in special education units started in the academic year 2014 / 2015. The implementation of Curriculum 2013 in special education units, especially in Surakarta city started at the beginning of the academic year 2014 / 2015. One of the special educational institutions that have implemented curriculum 2013 since the school year 2014/2015 as a school curriculum guide is SLB D YPAC Surakarta.

Implementation of Curriculum 2013 at SLB D YPAC Surakarta really cannot say perfect, new curriculum implemented in the early years of learning in 2014 / 2016. This is consistent with the opinion of the special education and culture ministries of Indonesia concerning technical guide curriculum development in special education in 2013 (2015: 19) who explained that:

"The development and preparation of the 2013 special education curriculum will be done in stages. Beginning with the development and preparation of curriculum for primary and secondary education in the period 2013-2015. A year later, gradually to the

development and preparation of special education curriculum (including the arrangement of learning system) in the period 2014-2016. "

Implementation of Curriculum 2013 at SLB D YPAC Surakarta is not yet perfect, and there are still some concepts from the previous curriculum that are still used. In the 2016/2017 school year, this almost all classes apply Curriculum 2013 as a guide to the curriculum of learning, only the 12th grade still using KTSP. In an effort to implement the 2013 Curriculum in this school, the school participates in training activities on the 2013 Curriculum organized by the government. Approximately 75% of the 20 teachers in SLB D YPAC Surakarta are already included in the Curriculum 2013 training. In addition, facilities and infrastructure are also an important factor in the implementation of this Curriculum 2013. Facilities and infrastructure at SLB D YPAC Surakarta enough support in the implementation of Curriculum 2013, but there are still some that need to be complemented, for example, schools still need the media or props in learning.

Furthermore, regarding the special program given to the child in the implementation of curriculum in the implementation of Curriculum 2013 in SLB D YPAC Surakarta more focused on the ability of self-development and development of movement and skills of children. Self-building capability themselves and children with physical disabilities motion must be maximized, with self-mastery and Self-building good motion, the child may live more independently and do not continue to depend on others. In accordance with a special program described in the report of the academic curriculum changes special education for primary and secondary education by the Ministry of education and culture (2016: 12) that "*program special need be done as a form of compensation or strengthening of a disorder experienced by learners with special needs with the aim to minimize barriers and improve access to more optimal education and learning*". The special needs programs for children with disabilities are Self-Development (PD) and Development of Motion (PG).

Based on observations and interviews in providing self-improvement learning and movement development, teachers adjust to the conditions and abilities of children. In addition, the school also maximizes the skills of children. The learning of this skill is focused on high-grade children.

3.2 The role of teachers in the implementation of Curriculum 2013 on children with disabilities in SLB D YPAC Surakarta

Data from the results of interviews and observations, in general, can indicate that the role of teachers in the implementation of Curriculum 2013 is quite maximum. Based on the results of this study shows that teachers in learning programs at SLB D YPAC

Surakarta has made learning plans such as annual programs, semester programs, effective week details, and lesson plans (RPP) studied from teacher books. In accordance with the nature of the RPP described in Permendikbud number 81 A of 2013 that:

"Every teacher in the educational unit is obliged to prepare the lesson plan for the class where the teacher is teaching. The development of the lesson plan can be done at the beginning of each semester or the beginning of the school year with the intention that RPP is available first in every beginning of learning."

The learning plan is prepared by the teacher each new academic year and then submitted to the principal. This learning program will be evaluated every semester by the principal, and all teachers whether in the coming semester is worth continuing or have to re-plan. Teachers' tasks in addition to teaching teachers are also given additional tasks such as arranging learning materials and making media or visuals used in teaching. This is in line with Moon's theory in Uno (2008: 22) namely, Master as the designer of learning.

In addition to the teacher's role as a learning designer, teachers also play a role in educating children in the classroom. Teachers guide students in learning, in learning that apply Curriculum 2013 synonymous with the scientific approach, teachers try to apply this scientific approach to children withdrawal even in the implementation has not run maximally considering the ability of children with limited mobility to the mobility. Furthermore, in the learning activities, the teacher must have patience because of the character of different children one and the other including cognitive abilities. Basically, the approach taken in interacting with students with special needs have the same trick that is an individual approach, patient, sincere and sincere because of the condition of children with various characters.

This is in accordance with the opinion put forward Mulyasa (2007: 37) that *"the teacher has been a teacher since the existence of life since then also the teacher has done the learning, and indeed it is his duties and responsibilities first and foremost. Teachers help developing learners to learn something they do not already know, establish competence and understand the standard material learned."*

Furthermore, in learning, teachers evaluate the learning outcomes. The teacher evaluates at the end of each lesson, by evaluating the attitude, knowledge, and skills aspects of the students. This assessment is conducted periodically, ranging from assessing the process of learning activities and provide repetitions in during a semester of learning. In this case, in line with Moon's theory in Uno (2008: 25), that Teacher as

Evaluator "The main purpose of assessment is to see the level of success, effectiveness, and efficiency of the learning process. In its function as an assessor of learners' learning outcomes, teachers should continuously follow the learning outcomes that students have achieved over time." Evaluation of the Curriculum 2013 includes assessment of attitudes, knowledge, and skills. Aspects of attitudes in value at the time of learning activities that include the attitude of self-confidence, discipline and work together. For the knowledge aspect, use oral and written test, then in the aspect of skill assessment, conduct the student's evaluation through observation and observation and performance during the learning activity. The assessment is already contained in the Lesson Plan implemented by the previous teacher.

Subsequently reporting of evaluation results to the students recorded in the form of report cards. In preparing the report cards, some teachers are already using the report card Curriculum 2013, and some are still using the KTSP report card. In the 2013 Curriculum report cards prepared by the teacher, the detailed assessment of each Core Competency, which includes the spiritual aspects (KI 1), social aspects (KI 2), knowledge (KI 3), and skills (KI 4). Assessment in report cards Curriculum 2013 described in the form of narrative description and accompanied by an achievement of learning outcomes that are classified in predicate or scale 0-100.

3.3 Obstacles faced in the implementation of Curriculum 2013 on children with disabilities in SLB D YPAC Surakarta

Data from the research shows that there are obstacles in Implementation of Curriculum 2013 in the children withdrawal in SLB D YPAC Surakarta such as the lack of maturity of school readiness in implementing the Curriculum 2013 in the child is forced to make the implementation of curriculum 2013 in this school less than the maximum. The absence of syllabus which is the main reference in making RPP, lack of complete availability of teacher book and student book become one of the obstacles in applying Curriculum 2013 at SLB D YPAC Surakarta. In addition, the availability of media or teaching aids in SLB D YPAC Surakarta feels the need for the addition of a number of instructional media, because the learning media is important and necessary in learning for children withdrawal considering the Curriculum 2013 special education is prepared with the assumption of children experiencing cognitive barriers so that children have difficulty in Understand something that is abstract.

This is in accordance with Permendikbud No. 81a of 2013, namely "*inadequate facilities and infrastructure, teachers and students who are not ready to receive and implement learning using the new curriculum.*"

Furthermore, another obstacle in the implementation of Curriculum 2013 in the children with disabilities in SLB D YPAC Surakarta is the lack of understanding of teachers about the preparation of learning tools based on Curriculum 2013. This makes not all teachers implementing the 2013 Curriculum in learning, compiling tools based on the Curriculum 2013, but some are still compiling learning tools according to the 2006 curriculum. The absence of official examples in the preparation of tools such as syllabus, prota, and promes based on the Curriculum 2013 makes its own reasons For teachers have not set up learning tools based on Curriculum 2013 and not all teachers in SLB D YPAC Surakarta are included in trainings on the implementation of Curriculum 2013 on special education unit.

In addition, there are obstacles in applying a scientific approach to the child in the learning process. In the Curriculum 2013, a scientific approach involves observing, questioning, gathering information, associating, communicating when applied to a child with impairment, not maximally given the limited ability of children with limited mobility to affect their performance and some of the children with impaired cognitive impairment. In addition, there is also a child with the obstruction of obstacles that affect their communication. Based on the results of observations and interviews obtained data that children are forced to require more time in learning and must be done repeatedly. In addition, not all stages in the scientific approach can be achieved maximally. The obstacles that the children have with the disabled become a constraint in implementing this curriculum. Therefore, teachers should adjust to the child's condition and the need for adjustment of learning materials in accordance with the ability of children.

4. Results

4.1 Conclusion

Based on the results obtained through the process of research on the implementation of Curriculum 2013 in children withdrawal in SLB D YPAC Surakarta that has been described and analyzed the research can be concluded that:

A. Implementation of Curriculum 2013 on children with abduction in SLB D YPAC Surakarta

Implementation of Curriculum 2013 at SLB D YPAC Surakarta is not yet perfect, this curriculum began to be applied at the beginning of learning the year 2014 / 2015. Application of Curriculum 2013 at SLB D YPAC Surakarta done gradually, beginning with the implementation of Curriculum 2013 for grade 1 and grade 4 SDLB 2014, for grades 2, 5, 7, 8, 2015, for classes 3, 6, 9, 10.11 in 2016. In the effort to implement the Curriculum 2013, the government participates in providing support for the

implementation of school programs in SLB D YPAC Surakarta. So far, government support for the implementation of school programs such as the provision of teacher books and student books based on Curriculum 2013, in addition the government also held training-training for teachers associated with the implementation of Curriculum 2013 in SLB, approximately 75% of the number of teachers in SLB D YPAC Surakarta has been included in training related exercises on the implementation of Curriculum 2013 on special education units.

B. The role of teachers in the implementation of Curriculum 2013 on children with disabilities in SLB D YPAC Surakarta

The role of teachers in the implementation of Curriculum 2013 in SLB D YPAC Surakarta is quite good. Teachers have compiled learning tools although not all teachers develop learning tools based on the Curriculum 2013, it is because not all teachers in SLB D YPAC Surakarta are included in training on curriculum implementation 2013 so that in its implementation there are still teachers who do not understand the preparation of learning tools based on Curriculum 2013. Furthermore, the curriculum 2013 is synonymous with the scientific approach, in the implementation of the teacher trying to apply the scientific approach to the child's inadvetence, but in its application, this approach is less than maximal if applied to the child is forced to remember the motor obstacles experienced by the students. The teacher modifies in applying a scientific approach to a child with an impairment. A scientific approach that includes the 5 M component (observing, gathering information, asking, trying and informing) not all of the 5 M components can be applied to a child with a persistence, the teacher modifies and adapts to the child's conditions and abilities. Basically, the approach taken in interacting with students with special needs have the same trick that is an individual approach, patient, sincere and sincere because of the condition of children with various characters. In addition, teachers who act as evaluators, conduct an evaluation of student learning outcomes. The teacher evaluates at the end of each lesson. The form of evaluation is done like a child is given the task to write or bold. Not forgetting teachers also provide homework every day. Teachers' evaluations include evaluation in affective, cognitive and psychomotor domains. From the evaluation conducted in general can be seen the development of children's learning, including children who need remedies.

C. Obstacles encountered in the implementation of Curriculum 2013 on children with impairment

The obstacles faced in the implementation of Curriculum 2013 in SLB D YPAC Surakarta include the absence of a syllabus from the government, lack of complete availability of teacher books and student books at SLB D YPAC Surakarta. So far,

teacher books and student books received by SLB D YPAC Surakarta are still incomplete and the need to complete teachers' books and student books to support the implementation of Curriculum 2013 in schools. Because the syllabus does not exist yet and the teacher book does not exist on all themes so the teacher cannot make the RPP paRPP cannot be made entirely. Material is too little

In addition, the availability of media or teaching aids in SLB D YPAC Surakarta feels the need for the addition of a number of instructional media, because the learning media is important and necessary in learning for children with the obstacles because of obstacles in children in understanding something that is abstract.

Furthermore, another obstacle in the implementation of Curriculum 2013 in the children with disabilities in SLB D YPAC Surakarta is the lack of understanding of teachers about the preparation of learning tools based on Curriculum 2013. This makes it impossible for all teachers to apply the Curriculum 2013 in learning, to develop learning tools based on curriculum 2013, but some formulate instructional tools in accordance with the 2006 curriculum. In addition, there are obstacles in applying a scientific approach to children in the learning process. The application of a scientific approach when applied to mentally disabled children is not maximized and is still too difficult to apply given the limited ability of children with limited education. The obstacles that the children have with the disabled become a constraint in implementing this curriculum. Teachers experience difficulties when applying direct learning outside the classroom, the constraint when a hyperactive child is maladaptive if invited to direct learning outside the classroom then teachers need extra supervision and need additional assistance. Therefore, teachers should adjust to the child's condition and the need for adjustment of learning materials in accordance with the ability of children.

4.2 Recommendation

A. For the principal

- a) Always increase cooperation in the implementation of the Curriculum 2013 with all related parties.
- b) Principals should pay more attention to the constraints faced and problems encountered in the implementation of the Curriculum 2013 in the children withdrawal so that the education for the students is more upgraded as optimal as possible

B. For teachers

- a) We recommend that teachers increase knowledge by attending various training or seminars related to the implementation of the Curriculum 2013

as well as improving understanding of the 2013 curriculum, especially in the preparation of learning tools

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