

Implementation of Adaptive Curriculum for the Development of Students with Special Needs (PDBK) in Kendal District Inclusive Schools

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ABSTRACT

This study aims to determine the implementation of an adaptive curriculum for the development of students in Kendal District. Improving the quality of human resources is very important by creating education that is not discriminatory, one of which is through inclusive schools in carrying out their teaching. Curriculum adjustments are needed, one of which is an adaptive curriculum to be able to carry out learning activities in inclusive schools. The method used in this research is a qualitative method with a phenomenological approach. The subjects in this study were students with special needs with the speciality of slow learners and mentally disabled. The place of implementation is SDN 1 Puguh and SDN 2 Penyangkringan. Data analysis techniques used by collecting data, reducing data, presenting data and drawing conclusions. The results showed that the implementation of the adaptive curriculum was carried out by planning, implementation and evaluation and showed that the implementation was well done, although there were still some obstacles. The implementation of an adaptive curriculum for the development of students with special needs is appropriate in its stages and is expected to provide a good example for inclusive schools that will implement an adaptive curriculum.

Keywords: Adaptive Curriculum, Students with special needs, Inclusive School

INTRODUCTION

The quality of human resources has high demands, in accordance with the increasing development of education. The quality of education encourages the achievement of sustainable development goals and objectives in the era of the Sustainable Development Goals (SDGs) until 2030 and has an impact on the achievement of goals and targets in the SDGs, which are related to increasing Indonesia's human development index (Bappenas, 2022). The role of schools as educational services is key in the close linkages to the process of activities to build the quality of human resources; on the other hand, education is an open system that influences the environment in its manifestation (Budiasih, 2020).

Schools are a means for students to socialize with other people on an ongoing basis and develop their potential and abilities as a whole. This is done to form the maximum quality of resources for increasing the abilities, knowledge, understanding, or skills of students (Widiyanto & Putra, 2021). The government has an obligation to provide education in a democratic, non-discriminatory manner, uphold human rights, and not compare individuals who have limited students with needs with physical, emotional, mental, intellectual, and/or social disorders (Nastiti, 2020). One school that can be a place for the education of regular students and students with special

needs is an inclusive school (Munajah, Marini, & Sumantri, 2021).

Nurwan (2019) explains that inclusive education policies have goals for all groups. This is in line with Law Number 20 of 2003 concerning the National Education System, which provides an explanation that educational services are also intended for students with physical, emotional, mental, and intellectual disabilities, as well as social in the form of inclusive education. Inclusive school education services for students with special needs, according to Divine in Widyawati (2017), must respect and avoid discriminatory actions, regardless of their physical or mental limitations. The goals of inclusive education include providing broad opportunities for all students who have physical, emotional, mental, social, or special intelligence disabilities to obtain quality education according to their needs and abilities (Kustawan, 2012: 19) and realizing students with special needs (PDBK) who are independent, adaptable, and of good quality (Garnida, 2015). Educational efforts for students with special needs (PDBK) have been carried out through several avenues (Sarah & Neviryani, 2020). One way is through the implementation of inclusive education through inclusive schools.

Inclusive education in regular schools that organize inclusive education by providing access for students with special needs (PDBK) helps develop different strengths and potentials for each student (Puspawaradani, Anggadewi, & Evanjeli, 2020). This policy is implemented for regular students and students with special needs (PDBK) in accordance with the stages of child development, national development, and the development of science, technology, and education units. These efforts are made to avoid discrimination against students with special needs (Rahmatika, Ratrianasari, & Widodo, 2020).

The inclusive school policy has an impact on regular schools that provide inclusive education. One of those affected is related to the adjustment of curriculum

implementation. The curriculum is a guide to learning that is included in the national standards of education on content standards. The curriculum contains objectives, materials for lessons, content, and methods of teaching in order to achieve educational goals (Nastiti, 2020). According to Kustawan and Hermawan (2013), ideally, a flexible curriculum in the process of its preparation is carried out by the Curriculum Development Team at school with members of the principal, class teacher, subject teacher, guidance and counseling teacher (counselor), special supervising teacher, parents, and professional practitioners, namely psychologists and therapists.

The implementation of the inclusive school curriculum refers to the national curriculum (Kamaliah, 2018: 107–108) according to students' abilities to create optimal learning (Puspawaradani, Anggadewi, & Evanjeli, 2020). The curriculum that can be implemented in inclusive schools is an adaptive curriculum. Adaptive curriculum, namely the national curriculum, is adapted by adjusting parts of the curriculum and learning environment to the learning abilities of students according to age groups in an inclusive education environment (Thariq & Wedi, 2020).

Previous research on the implementation of the adaptive curriculum shows that there are obstacles in the form of a lack of collaboration between class teachers and special supervising teachers in implementing the adaptive curriculum and the absence of standard administrative standards related to the adaptive curriculum in schools providing inclusive education (Mukarromah, 2016). Research conducted by Prakosha (2018) explains that the implementation of an adaptive curriculum does not provide a special syllabus, so there is a need for a special syllabus in inclusive schools, and it is necessary to conduct training or workshops for teachers about curriculum for inclusiveness. Further research conducted by Widiyanto and Putra (2020) explains that an adaptive curriculum for inclusive schools can be achieved by

modifying learning methods in order to create optimal physical, social, emotional, intellectual, and spiritual assessments.

According to Fernandes (2017: 125), Putri (2020) explains that the implementation of inclusive education is a top-down implementation. The implementation of inclusive education is ideally proposed by schools as organizers so that they are able to provide great opportunities to help provide inclusive education services (Jannah & Marwiyah, 2020). The results of limited observations made by the author at elementary schools in Kendal Regency that were affected by inclusive schools according to the Decree (SK) of the Head of the Kendal Regency Education and Culture Office Number 000/0115/Disidikbud in 2021 concerning the determination of schools providing inclusive education in Kendal Regency, which include SD Negeri 2 Sukorejo, SD Negeri 2 Penjakringan, SD Negeri Kumpulrejo, SD Negeri 1 Magellan, and SD Negeri 1 Puguh. The school has students with special needs with details. SD Negeri 2 Sukorejo has 9 PDBK with a specialization of 1 disabled person, 6 learning difficulties, 1 hyperactive, 1 mute, SD Negeri 2 Penjakringan has 8 PDBK with a specialization of 8 slow learners, SD Negeri 1 Magelang has 20 PDBK with a specialization of 4 mildly mentally impaired, 10 moderately mentally impaired, 5 cerebral palsy, 1 deaf, and SD Negeri 1 Puguh has 2 PDBK with a specialization of 2 slow learners.

The special needs of students with special needs (PDBK) in inclusive schools require proper handling for the development of each PDBK. According to Mardhiyah, Dawiyah, and Jasminto (2013: 54), concepts, methods of identification, and treatment processes in providing treatment for students who have special needs need to be understood by regular teachers, psychologists, special companion teachers, and parents so that early information is needed. to be effective in providing appropriate strategies related to attention, education, learning, and development in inclusive schools for

students with special needs (PDBK). The development of students is a process of change throughout the ages that includes biological, cognitive, and socio-emotional factors (Santrock, 1996). The developmental aspect influences the development of physical structure, the nervous system, and muscle strength (Latifa, 2017). The development of students has characteristics and uniqueness; therefore, it is important for educators or other educators to understand each student in order to create good self-change between students physically and mentally (Umi, Marsidin, Subandi, 2020).

Based on limited interviews with teachers and school principals who were affected by becoming inclusive schools, they conveyed the limitations in understanding the adaptive curriculum that had an impact on the management of learning activities. A limited interview by the author explains the obstacles experienced by schools with the existence of an adaptive curriculum, including limitations in the process of providing stimulus and material to regular students and students with special needs. The learning media used has limitations in terms of providing information because there are differences in information received, implementation of regulations, and changes in the concept of learning for regular and inclusive students, which results in limited learning so that it is less conducive. This greatly impacts the development of PDBK in achieving learning objectives.

The above phenomenon explains the difference between the goals of implementing inclusive schools and ideal conditions in schools; therefore, the author seeks an overview regarding the implementation of an adaptive curriculum for the development of students with special needs (PDBK) in inclusive schools in Kendal Regency and tries to explain it comprehensively.

LITERATURE REVIEW

Students with special needs

Students with special needs are a term for students who have deficiencies that are not experienced by students in general. According to Mohammad Effendi (2006: 4), students with special needs (children with special needs) are students with special characteristics that are different from students in general without always showing mental, emotional, or physical disabilities. In RI Law No. 20 of 2003 concerning the national education system. Students who have physical and mental disorders are called students with special needs. Students with special needs can also be interpreted as students who, because of their physical, mental, or social conditions and/or intelligence or special talents, require special assistance in learning (Wardani, 2013: 15).

Development of Physically Impaired Movement Students

Physically disabled students are students who have orthopedic abnormalities or one of the forms of disturbance of the normal function of bones, muscles, and joints, which can be congenital, disease, or accident, so that if they want to move or walk, they need assistive devices (Ratri, 2016). According to the Directorate of Special Education (2010), basically abnormalities in disabled students can be grouped into two major parts, namely (1) abnormalities in the cerebral system (Cerebral System) and (2) abnormalities in the muscular and skeletal system (Musculus Skeletal System).

Development of Students with Specific Learning Disorders Slow learners

Slow learners are those who have low learning achievement (below the average student in general) in one or all of the academic areas but are not classified as mentally retarded students. The IQ test score shows a score between 70 and 90 (Cooter & Cooter Jr., 2004; Wiley, 2007). Their intelligence is indeed below average,

but they are not incapable students; they just need to struggle hard to master what is required in the regular class (Agustin, 2011: 38). Furthermore, slow learners are students who are slow in the learning process, so they need more time than a group of other students who have the same level of intellectual potential (Haryanto, 2011: 144).

Inclusive Education

Inclusive education is the process of making schools a place that supports and stimulates staff and students through the wider community to encourage the achievement of inclusive students (Booth & Ainscow, 2002: 4). Saloviita (2015) argues that inclusion refers to the full diversity of students, including gender, ethnicity, culture, language, religion, socioeconomic status, disability, and special educational needs. Inclusive education is one of the efforts made by the government to provide the widest opportunity for all students, both normal students and students with special needs such as people with disabilities and other groups of disadvantaged students (Devy, 2017: 2). Inclusive schools believe that good teaching is passionate teaching that encourages every learner to learn and provides an appropriate environment, encouragement, and meaningful activities. Inclusive schools base curriculum and daily learning activities on something known as good teaching and learning (Edwar, 2010).

Inclusive School Education Policy

Educational policy is an activity in formulating steps and stages in the implementation of education through the elaboration of the vision and mission of education, which aim to achieve educational goals at a certain time. Riant Nugroho (2008:35–36) explains that education policy is public policy in education. Educational policy is concerned with a collection of laws or rules governing the implementation of the education system, which include educational goals and how to achieve these goals. Education policy must be in line with public policy.

Implementation of Inclusive Education

The implementation of inclusive education is the shared responsibility of all elements in education, none other than so that inclusive education truly becomes a means of developing all the potential of students (Mansur, 2018). The implementation of inclusive education is related to the management of inclusive learning for students with special needs, consisting of a process that starts with planning, implementation, and assessment to achieve effective and efficient educational goals (Andriyani, 2017).

Adaptive Curriculum Concept

Adaptive curriculum is a curriculum based on data and feedback assessment in a fast cycle in the process of improving students or educational programs (Carney, Mejiano, Burnsted, & Quirk, 2018; Natasha & Prasetyanngyas, 2022). The adaptive curriculum adapts certain parts of the curriculum that are designed based on age groups in inclusive education (Puspitarini, 2017; Natasha & Prasetyanngyas, 2022). Learning for Students with Special Needs in the School Environment, according to Tarmansyah (2007: 154), must adapt the curriculum to the talents and potential of students. In inclusive learning, the curriculum model for students with special needs is grouped into four, namely:

1. Duplication of curriculum

Students with special needs use a curriculum that has the same level of difficulty as average or regular students. This curriculum model is suitable for students who are blind, deaf, mute, quadriplegic, or hearing impaired. The reason is that these students do not experience intelligence barriers. However, it is necessary to modify the process, namely blind students using Braille and deaf and mute students using sign language in their delivery.

2. Curriculum modification

The average or regular student curriculum is adapted to the needs, abilities, or potential of students with

special needs. The downward modification of the curriculum is given to mentally retarded students, and the upward modification of the curriculum (escalation) is given to gifted and talented students.

3. Curriculum substitution

Curriculum substitution means that some parts of the student curriculum are, on average, abolished and replaced with more or less equivalent ones. This curriculum model is designed for students with special needs by looking at the situation and conditions.

4. Omission of curriculum

Curriculum omission, namely part of the general curriculum for certain subjects, is totally eliminated because it does not allow students with special needs to be able to think on an equal footing with the average student.

MATERIALS & METHODS

In this study, the type of research used is qualitative research with a phenomenological approach. The data and data sources used in this study are primary data and secondary data obtained from interviews with informants, as well as other data in the form of documentation archives and photographs that support the main data. Data collection techniques in this study used interviews, observation, and documentation. This qualitative data analysis technique was carried out interactively. Activities in data analysis in this study are data collection, data reduction, data presentation, and the conclusion.

RESULT AND DISCUSSION

In the research results section, the researcher explained the results of the research from observations and in-depth interviews with informants. The information conveyed by the informants relates to the experience and implementation gained and the obstacles experienced by the principal, teachers, and students with special needs that are felt in inclusive schools.

The results of this study are divided into two parts, namely: 1) the implementation of adaptive curriculum in inclusive schools; and 2) the development of students in inclusion schools. The following is the result of this explanation:

Implementation of Adaptive Curriculum Implementation in Inclusive Schools

In accordance with government policy, Kendal Regency implements and develops inclusive education. The current condition of implementing inclusive education has spread across Kendal Regency by establishing inclusive education provider schools contained in the Decree of the Head of the Kendal Regency Education and Culture Office regarding the Determination of Schools for Inclusive Education Organizers in Kendal Regency. The schools referred to are SD Negeri 2 Sukorejo, SD Negeri 2 Penjakrangan, SD Negeri Kumpulrejo, SD Negeri 1 Magelung, and SD Negeri 1 Puguh. Inclusive schools are held to reduce barriers to students with special needs (PDBK). The focus of the research used two schools, namely SD Negeri 2 Penjakrangan and SD Negeri 1 Puguh.

Penjakrangan 2 Public Elementary School and Puguh 1 Public Elementary School are regular schools but have become inclusive schools because of a decree from the Education Office. Adaptive or modified curriculum planning was initially planned in the PDBK assessment process, after knowing the number of PDBK and specificities possessed, so that curriculum adaptation was carried out. In carrying out adaptive curriculum planning or modifying the curriculum, it is necessary to consider, especially the readiness of the teacher and the initial assessment or knowing the specificities of the PDBK who will become students.

Planning for the implementation of the adaptive curriculum at SD Negeri 2 Penjakrangan and SD Negeri 1 Puguh was carried out because there were considerations related to the initial

assessment of students with special needs to determine the specificity of students so that schools and teachers can prepare for learning according to the characteristics of students. The determination of these characteristics can be used as a consideration in determining the curriculum that will be used by schools. Principals and teachers who already know the assessment will know the abilities and needs of students, both students with special needs and regular students. Observations/Results of your study should be written in this section along with tables/charts/figures etc. write serial numbers and appropriate heading/title of tables and legend/caption of figures.

Based on the PPI (Individual Learning Program) guidelines for 2021 pages 15-18, students with special needs (PDBK) have a characteristic component, namely aspects of students including cognitive, affective, psychomotor and level of ability or achievement. The class teacher or accompanying teacher must know that PDBK has appropriate learning needs. Based on research conducted by researchers at SD Negeri 2 Penjakrangan and SD Negeri 1 Puguh, each teacher must pay attention to the abilities of slow learner PDBK and mental retardation (attached PDBK characteristics) including aspects of academic ability, special behavior patterns, skills in daily life -day.

The role of educators in implementing adaptive curriculum is very important, namely determining the duties of each teacher, both special accompanying teachers or class teachers, knowing their responsibilities in providing learning for students so that they are more centered and focused on achieving learning goals.

The role of students in implementing an adaptive curriculum provides information about the number of PDBK and regular participants so as to provide schools with opportunities to map out the functions and duties of each teacher in carrying out their obligations.

The role of facilities and infrastructure in the implementation of an adaptive curriculum is a reference for schools to determine the need for advice in providing stimulation and the needs of each student with special needs. The role of the environment in the implementation of an adaptive curriculum provides a comfortable place for each learner to learn and foster abilities and skills in improving their skills for everyday life.

Results of Implementation and Assessment of PDBK Using Adaptive Curriculum

The results of the implementation and assessment of PDBK in SD Negeri 2 Penjakringan and SD Negeri 1 Puguh include short-term and long-term goals. Each purpose of learning will be adapted to certain subjects. Therefore, each slow learner and mentally retarded PDBK has different goals, so it is necessary to pay attention to indicators of success in each subject taken by PDBK (attached is a document about the competence of one subject and material). The guide to implementing learning for PDBK is the PPI, which is a reference for determining the weaknesses and strengths of PDBK, whether they are slow learners or mentally retarded. The implementation of adaptive curriculum pays attention to student goals that must be achieved in learning; therefore, each PDBK will have different goals according to the specificity it currently has.

Evaluation of the Determination of SKL (Graduate Competency Standards) and KKM (Minimum Completeness Competence) in Adaptive Curriculum Implementation

In accordance with the research that has been carried out by researchers in carrying out the evaluation and assessment stages, the focus of the school is on the weaknesses and strengths of students with special needs so that there are no SKL or KKM. SKL and KKM are focused on regular students; this is in accordance with PPI, which explains

that each PDBK has weaknesses and strengths that vary according to the specificities possessed; therefore, each teacher must pay attention to the specificities that exist in PDBK and then pay attention to the weaknesses and strengths that are possessed in each subject taken by PDBK. have recommendations according to the required stages.

Barriers to Adaptive Curriculum Implementation

Barriers experienced by class teachers and special companion teachers in implementing adaptive curriculum are:

1. Teachers become less focused on learning, especially in explaining material, because they have to adjust between regular students and PDBK.
2. Teachers have a special burden when conveying material that can be accepted by all students.
3. The teacher must always prepare material that is appropriate to the stages of development of each student.
4. Special accompanying teachers must know the specificities of each student with special needs so they can provide the stimulation they need.
5. The different abilities of students with special needs provide that each student must have the appropriate stimulation and companion.

Obstacles for students with special needs:

1. Students have difficulty participating in learning that is focused on regular students.
2. Students must attend class hours according to the regular class for each subject taken according to their level.
3. Students have the possibility of a lack of stimulation due to the limited media and material presented.
4. Limited media for each particular specificity

CONCLUSION

Based on the results of the research and discussion that have been carried out by researchers regarding the implementation of

adaptive curricula in schools providing inclusive education in Kendal Regency at SD Negeri 2 Penjakringan and SD Negeri 1 Puguh, the following conclusions can be drawn:

1. Planning for Adaptive Curriculum Implementation

The implementation of inclusive education at SD Negeri 2 Penjakringan and SD Negeri 1 Puguh is based on the Decree (SK) of the Head of the Kendal Regency Education and Culture Office Number 000/0115/Disidikbud in 2021 concerning the determination of schools providing inclusive education in Kendal Regency. Schools determine the implementation of an adaptive curriculum based on the results of coordination with school principals, teachers, and special accompanying teachers regarding the specificities of their students.

2. Implementation and Assessment for PDBK Using the Adaption Curriculum

The implementation and assessment of PDBK at SD Negeri 2 Penjakringan and SD Negeri 1 Puguh follow the rules from PPI 2021. This is to find out the achievements of PDBK.

3. Evaluation of the Determination of SKL (Graduate Competency Standards) and KKM (Minimum Completeness Competence) in the Implementation of Adaptive Curriculum

The evaluation does not use SKL and KKM but takes into account the weaknesses and strengths of PDBK.

Declaration by Authors

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