

# SURAT PENCATATAN CIPTAAN

Dalam rangka perlindungan ciptaan di bidang ilmu pengetahuan, seni dan sastra berdasarkan Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta, dengan ini menerangkan:

Nomor dan tanggal permohonan : EC002024251315, 13 Desember 2024

## Pencipta

Nama : **Dr. Dra. Seriwati Ginting, M.Pd., Elizabeth, S.Sos., S.Sn., M.Ds., Ph.D. dkk**  
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Kewarganegaraan : **Indonesia**

## Pemegang Hak Cipta

Nama : **Universitas Kristen Maranatha**  
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Kewarganegaraan : **Indonesia**  
Jenis Ciptaan : **Poster**  
Judul Ciptaan : **Poster Ilmiah: A Study On Curriculum Implementation In Inclusive Education At Schools In Bandung, Indonesia**  
Tanggal dan tempat diumumkan untuk pertama kali : **8 Desember 2024, di Jakarta**  
di wilayah Indonesia atau di luar wilayah Indonesia  
Jangka waktu perlindungan : **Berlaku selama hidup Pencipta dan terus berlangsung selama 70 (tujuh puluh) tahun setelah Pencipta meninggal dunia, terhitung mulai tanggal 1 Januari tahun berikutnya.**  
Nomor pencatatan : **000823747**

adalah benar berdasarkan keterangan yang diberikan oleh Pemohon.

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3	Tessa Eka Darmayanti, S.Sn., M.Sc., Ph.D.	Jl. Pasir Impun No. 50, RT. 002 RW. 012, Mandalajati, Bandung





**Abstract**

The curriculum is the heart of education. Its role as a guide and reference for educational processes is non-negotiable. Inclusive education policies have been implemented since 2003. According to Ministerial Regulation No. 70 of 2009 on Inclusive Education for students with disabilities and those with exceptional intelligence and/or special talents, these students have the right to participate in inclusive education. Additionally, Ministerial Decree No. 56/M/2022 provides guidelines for curriculum implementation based on diversification principles.

However, field studies reveal discrepancies between the regulations & real-world conditions related to curriculum, facilities, and teaching staff. The curriculum used in educational institutions remains general and has not fully implemented the guidelines. This research aims to examine the implementation of inclusive education in 12 elementary, middle, and high schools across four areas in Bandung. The study involves key educational stakeholders such as principals, vice principals for curriculum, teachers (classroom teachers, subject teachers, and special education assistants), inspectors, and representatives from the Bandung City Education Office and the West Java Provincial Office. Interviews and questionnaires were also conducted with parents and students as education recipients.

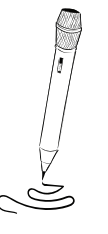
This study employs a qualitative method, focusing on curriculum analysis that emphasizes diversification principles. The findings indicate a significant gap between the guidelines and actual conditions, particularly in curriculum implementation. The research concludes that the application of the inclusive education curriculum has not been realized due to various challenges, including uneven dissemination, unprepared human resources, budget constraints, and the lack of curriculum training agendas and planning.

**Keywords:**  
Curriculum, Inclusive Education, Human Resources

**Introduction**


Indonesia's curriculum has changed frequently since 1945, with a total of twelve major revisions, most recently the Independent Curriculum in 2022. This latest curriculum promotes inclusivity and flexibility, allowing schools to adapt based on their specific needs and student characteristics. Inclusive education, introduced in 2003 and now in over 36,000 schools, aims to provide equal opportunities for all students, including those with special needs. However, implementation faces challenges, including insufficient training for teachers, inadequate facilities, and lack of support for diverse learning environments. This study focuses on the city of Bandung, examining the gaps between inclusive education policies and actual practices. It aims to identify the factors contributing to these gaps and assess the impact on curriculum, staffing, & school infrastructure.

Research Method



**Study Approach**

Qualitative approach to explore the implementation of inclusive education in Bandung public schools.




**Scope**

Covers elementary, junior high, and high school levels across four regions: North, South, West, and East Bandung.


**Sample**

12 schools (three per level across four regions), with each school coded for consistency and neutrality.


Data Collection Methods




Literature review




Document analysis



Observations



In-depth interviews



FGD

Focus group discussions

Interview Topics:

1. School policies for enrolling students with special needs

2. Teacher readiness and competencies

3. Curriculum preparation


4. Class management
4. Assessment methods

5. Training needs


6. Understanding of inclusive education laws

**Informants**


**School staff**




Principals




Vice principals



Homeroom Teacher




Subject Teacher




Guidance Counselors


**Government Representatives**



Bandung City Education Offices




West Java Provincial Education Offices




Recipients of education services

**Additional Focus**



Students' attitudes toward diversity and inclusion



Parents' perceptions of equality and comfort in an inclusive environment



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A Study on

# CURRICULUM IMPLEMENTATION

## IN INCLUSIVE EDUCATION

AT SCHOOLS, IN BANDUNG, INDONESIA

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- Inclusive Education in Indonesia: Regulations & Implementation**
- Policies: Indonesia has policies supporting inclusive education for students with special needs.
  - Inconsistent Implementation: Regulations exist but are inconsistently applied.
  - Teacher Training: Many teachers lack training in inclusive practices.
  - Impact: This limits the effectiveness of inclusive education policies.

- Implementation of Inclusive Education through Merdeka Curriculum**
- Merdeka Curriculum: Flexible and aligned with inclusive education.
  - Teacher Challenges: Many teachers lack training to adapt it for PDBK students.
  - Efforts: Some offer extra help, but inconsistency and burnout occur.
  - Needs: More resources and training are needed to support teachers.

**Study Objective:**  
To understand the challenges and gaps in implementing inclusive education in Bandung schools.

Result and Discussion

- Implementation of Inclusive Education in Bandung**
- Policy vs. Practice: In Bandung, schools claim to support inclusive education, but there is a gap between policy and practice.
  - Missing Processes: Essential steps like screening and transition periods for PDBK students are often absent.
  - Teacher Struggles: Teachers face challenges due to limited resources, lack of special education staff, and inadequate infrastructure.
  - Impact: These issues hinder effective integration of PDBK students into regular classrooms.

- Hope for Inclusive Education in Bandung**
- Teacher Support: Training for teachers and forums for discussion with educators, education offices, and parents.
  - Partnerships: Collaboration with businesses through CSR and universities in psychology, education, and medical fields to enhance teacher training.
  - Goal: Make Bandung a model for inclusive education, providing high-quality services and fostering tolerance and acceptance.
  - Study Aim: Explore the gap between official rules, current school realities, and desired outcomes in implementing an inclusive curriculum.

Conclusion

- **Challenges:** Inclusive education struggles with diverse students, inadequate staff, a general curriculum, and poor infrastructure.
- **Regulations:** Existing rules are not effectively applied or address real-world conditions.
- **Implementation Gaps:** Schools often neglect crucial processes like transition periods and student assessments.
- **Impact:** Lack of special teachers, tailored curricula, and proper facilities undermines effectiveness.
- **Improvement Needs:** Regulations should be tested to ensure curricula, staff, and facilities meet students' needs.
- **Supportive Environment:** A welcoming school atmosphere is key to inclusivity.





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2	640070	Elizabeth Wianto, Ph.D	Pencipta 2

Pembuat Karya Ciptaan sebagai berikut :

Nomor dan tanggal permohonan : EC002024251315, 13 Desember 2024  
Jenis Ciptaan : Poster  
Judul Ciptaan : Poster Ilmiah: A Study On Curriculum Implementation In  
Inclusive Education At Schools In Bandung Indonesia.

Demikian surat penugasan ini dibuat, untuk dapat dipergunakan dan dilaksanakan dengan baik.



Mengetahui  
**Dr. Krismanto Kusbiantoro, S.T., M.T.**  
Dekan Fakultas Humaniora dan Industri Kreatif  
Universitas Kristen Maranatha,

Bandung, 20 Desember 2024

Hormat kami,



**Riki Himawan Mulyadi, S.Sn., M.M., M.Ds.**  
Ketua Program Sarjana Desain Komunikasi Visual  
Fakultas Humaniora dan Industri Kreatif



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di wilayah Indonesia atau di luar wilayah Indonesia

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