Child Education Journal

Independent Curriculum Learning Plan of Reading and Writing in Inclusive Schools

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Keywords	Abstract
ATP, teaching modules, literacy, inclusive.	This study aims to explore the planning of ATP and teaching modules for grade 1 literacy learning with independent learning curriculum at the inclusive school of SDN Sumbersari 2 Malang. This study uses a qualitative approach. Sources of data used by researchers in the form of ATP documentation and Indonesian Language Teaching Module in class I SDN Sumbersari 2 Malang. Data collection is done by means of documentation and interview techniques. The results showed that there was no difference in planning for literacy learning in the form of ATP (Learning Objectives Flow) and Teaching Modules designed by teachers for regular students, hyperactivity/ADHD and mild hearing loss. Teachers use ATP (Learning Objectives Flow) from the Ministry of Education and Culture, teachers do not modify ATP (Learning Objectives Flow) for hyperactive students and mild hearing loss. Teachers design Teaching Modules that are in accordance with teacher handbooks published by the Ministry of Education and Culture. Teachers also do not design/modify special teaching modules for hyperactive/ADHD and mild hearing-impaired students.

Kata Kunci	Abstrak
ATP, modul pengajaran, literasi, inklusif.	Penelitian ini bertujuan untuk mengetahui perencanaan ATP dan modul ajar pembelajaran literasi kelas 1 dengan kurikulum belajar mandiri di sekolah inklusi SDN Sumbersari 2 Malang. Penelitian ini menggunakan pendekatan kualitatif. Sumber data yang digunakan peneliti berupa dokumentasi ATP dan Modul Pengajaran Bahasa Indonesia di kelas I SDN Sumbersari 2 Malang. Pengumpulan data dilakukan dengan teknik dokumentasi dan wawancara. Hasil penelitian menunjukkan bahwa tidak ada perbedaan perencanaan pembelajaran literasi berupa ATP (Alur Tujuan Pembelajaran) dan Modul Pengajaran yang dirancang oleh pendidik untuk siswa reguler, hiperaktif/ADHD dan gangguan pendengaran ringan. Pendidik menggunakan ATP (Aliran Tujuan Pembelajaran) dari Kemendikbud, pendidik tidak memodifikasi ATP (Aliran Tujuan Pembelajaran) untuk siswa hiperaktif dan gangguan pendengaran ringan. Pendidik merancang Modul Ajar yang sesuai dengan buku pegangan guru yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan. Pendidik juga tidak mendesain/memodifikasi modul pengajaran khusus untuk siswa hiperaktif/ADHD dan tunarungu ringan.

A. Introduction

All people have the right to education, including children with special needs. According to Prasetyoningsih (2020), the quality aspect of children with special needs (ABK) can be

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measured from social indicators, including education, health, and welfare. Likewise, article 31 of the 1945 Constitution states that all citizens have the right to education. There is nothing wrong if children with special needs (ABK) receive the same education as regular children. Children with special needs (ABK) are mentally different in sensory abilities, communication skills, physical characteristics, and social abilities (Sari & Paska, 2021).

The Merdeka Curriculum used in the education system in Indonesian at this time is said to be able to accommodate all students, including children with special needs (ABK). The Merdeka Curriculum has the nature of inclusive education in the application of learning. The Merdeka curriculum is similar to inclusive education which has three targets, namely children experiencing learning difficulties, regular children, and children with high grades. The Merdeka curriculum has accommodated and accommodated children with special needs (ABK), where children with special needs (ABK) have low, medium and high levels.

Nasution (2017) stated that planning comes from the word "plan" which means making a decision to achieve a goal. Having targets or goals to be achieved is essential to start a plan. A target or goal is formulated on how to achieve it. A learning plan is very important in the learning process. A successful learning process can be influenced by the success or failure of teachers in compiling or designing learning plans (Suplig, 2020). There are lesson plans, including ATP (Learning Objectives Flow) and Teaching Modules. ATP (Learning Objectives Flow) is a series of learning objectives that are arranged systematically and logically in each learning phase. According to the Ministry of Education and Culture (2021:41), ATP (Learning Objectives Flow) is a learning plan for a more extended period within the scope of the education unit. The syllabus can be developed using or adapting the ATP (Learning Objectives Flow) provided by the Government and the independently developed learning objectives path. ATP (Learning Objectives Flow) has the same function as a syllabus, namely as a reference for learning planning. The concepts of learning objectives include: (1) flow as a guide for teachers and students in achieving Learning Outcomes (CP); (2) learning objectives are arranged based on the order of learning; (3) teachers prepare ATP consisting of a series of learning objectives; and (4) the Government provides several examples of ATP that can be used or modified by teachers, and the Government makes guidelines for the preparation of teaching tools (Kemendikbud, 2022). The teaching module is a document containing the objectives, steps, learning media, and the assessment needed in a unit/topic based on the flow of learning objectives (Kemendikbud, 2021). Educational units and teachers can develop teaching modules according to the learning needs of students. Modified or used modules provided by the Government based on the region's characteristics, teaching units, and students. The following criteria must be possessed by the Teaching Module proposed by the Ministry of Education and Culture (2022): Essential, engaging, meaningful, relevant, and sustainable.

Learning is usually based on the learning aspects. In the teaching and learning process, teachers create a learning experience that leads to achieving expected student learning outcomes (Oktaviani et al., 2021). The teaching and learning process is conducted by teachers and students in the classroom. School literacy in movement is the ability of students to access and intelligently understand through various activities: watching, listening, speaking, reading, and writing (Kemendikbud, 2016). Literacy levels for elementary school beginners in low and high grades are heterogenous; 1) phonetic ability has two levels of ability, namely spelling some combinations of letters (consonants and vowels) independently and spelling other letter

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combinations with assistance. 2) Comprehension of vocabulary with the ability to understand most of the words read with or without assistance. 3) Understanding grammar, the ability to understand the function of punctuation marks, commas, and questions. 4) the ability to use context and illustrations and understand a passage. 5) The ability to interpret and respond to readings by answering almost all questions related to reading. 6) reading behavior, listening, and listening skills when reading with a guide/reading (Anindya et al., 2019).

According to Wahyuni (2010), reading is a physical and psychological process in the form of visually observing writing. The reader recognizes and distinguishes sound images and their combinations using visual senses. Reading is a part of mastering the sound language, described by visual symbols such as reading letters with a variety of children's lovable images and reading syllables such as ba, bi, bu, be, and bo (Utami et al., 2022). There are two aspects of reading proposed by Tarigan (2015). It includes (1) Reading as a mechanical skill (mechanical skills), reading can be considered to be in a lower order (lower order), these aspects include (a) recognition of letter shapes, (b) introduction of linguistic elements (phonemes/graphemes, words, phrases, clause patterns, sentences, etc.), and (c) recognition of relationships or correspondence patterns of spelling and sound (the ability to voice written material). The most suitable activities are reading aloud to achieve the goal of mechanical skills (Tarigan, 2015). (2) Reading as a skill that is comprehension (comprehension skills), reading can be considered in higher order. This aspect includes: (a) understanding simple meanings (lexical, grammatical, rhetorical), (b) understanding significance/meaning (author's intent and purpose, cultural relevance or circumstances, and reader's reaction), (c) evaluation or assessment (content and form of reading), and (d) adjustable reading speed, easily adapted to circumstances to achieve the goal of understanding are most appropriate to reading silently (Tarigan, 2015).

According to Dalman (2016: 3), writing is a communication activity to deliver a message or information to other parties using written language as a tool or medium. Writing for students requires the role of active teachers. Teachers' and students' creativity are essential in teaching and learning to write. Creative teachers can choose and use a good writing learning approach to make students more interested and willing to learn to write (Ciptaningrum, 2018). Some advantages of writing are: (1) increasing intelligence, (2) developing initiative and creativity, (3) growing courage, and (4) encouraging willingness and ability to collect information (Dalman, 2016: 6).

According to Rahmadayani and Hartoyo (2022), the Merdeka Curriculum (Independent Curriculum) with the concept of independent learning in elementary schools can provide "independence" for education implementers, especially teachers and school principals because they are tasked with compiling, developing, and implementing a curriculum based on the potential, needs of students, and schools. The advantages of an independent curriculum include: learning focuses on essential materials and developing student competencies. Students can learn more deeply, meaningfully, pleasantly, and not in a hurry (Kemdikbud, 2021).

According to Herawati (2010), inclusive education is an educational service system that includes children with special needs participating in the learning process with their peers, conducted at the regular school closest to their residence. There is an adjustment in the preparation of the flow of learning objectives and teaching modules proposed by the Ministry of Education and Culture (2022), which can be done as follows: (1) It can be seen from the

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results of the assessment and the results of the learning profile of students with special needs. (2) Determining Learning Outcomes based on the needs, conditions, and barriers of students with special needs. (3) Teachers can determine learning objectives based on the needs, conditions, and barriers of students with special needs. (4) Developing teaching modules based on special-needs students' conditions, needs, and barriers. Children with Special Needs (ABK) in education need special and different services from regular children (Garnida, 2015:1).

According to Siron et al. (2020), hyperactivity/ADHD is characterized by a pattern of attention deficit disorder or persistent hyperactivity-impulsivity. ADHD is one of the most common psychiatric conditions in childhood. This problem can occur due to genetic problems, chemicals, viruses, problems with pregnancy, childbirth, and conditions that can intervene to cause damage to human brain tissue. According to Wuwung et al. (2015), hearing loss is a person's reduced ability to hear, either partially or entirely, in one or both ears, either mild or more severe. Slight hearing loss is a person who experiences hearing loss between 27 and 40 decibels (Smith, 2018: 273).

A previous study by Fauziyah (2022) explored the relationship between reading and writing in early grade 1 during the COVID-19 pandemic. The results showed that the students' writing skills were lacking because their reading skills were not yet fluent. The COVID-19 pandemic is one of the factors affecting writing and reading skills. previous research was not carried out continuously so learning was less effective. The present study is different from that of the previous research in terms of the curriculum applied. The researchers focused on describing the ATP (Learning Objectives Flow) and Teaching Module for Class 1 literacy learning planning with an independent curriculum for learning at the inclusive school of SDN Sumbersari 2 Malang. This study aims to determine the planning of ATP and teaching modules for grade 1 literacy learning with an independent learning curriculum at the inclusive school of SDN Sumbersari 2 Malang.

B. Methodology

This study employs a qualitative approach because the data describes the planning for literacy learning with an independent curriculum for learning at the inclusive school. A case study is also employed because the research describes a particular case in planning reading and writing literacy learning. The main instrument is the researchers who take the data in the form of ATP documents and Teaching Modules at SDN Sumbersari 2 Malang. The researchers serve as observers, collectors, analyzers, inferences, and data reporters. Primary and secondary data sources are obtained in this study. Primary data were obtained through direct interviews with teachers regarding ATP and teaching modules at SDN Inclusion Sumbersari 2 Malang, interviews were conducted for 2 weeks. However, the documentation technique was used to obtain secondary data. Documentation, observation, and interviews were conducted to collect data.

The data analysis includes: (1) The data obtained by the researchers from the research results will be selected by the focus and research needs, (2) the data will be grouped by the researchers according to the focus and needs of the researchers, (3) the data has been grouped will be identified by the researchers under the required focus, (4) after being identified the researchers analyzed the data according to the focus and research needs, (5) then the researchers

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checked the data repeatedly that has been analyzed and then the researchers concludes the data. In addition, the researchers also used validity checking. The researchers matched the results that have been done with the theory. Secondly, the researchers matched the results with the selected research method. Finally, the researchers used an extended time in the study and then match the results in online and offline discussions with peers and teachers.

C. Results and Discussion

Results

In this study, SDN Sumbersari 2 Malang implemented an independent learning curriculum. The independent learning curriculum aims to early hone the interests and talents of students. The independent learning curriculum in Indonesian language learning is used as a different subject than the thematic system. In the independent learning curriculum, the guides for teachers are ATP (Learning Objectives Flow) and teaching modules. In this study, students of class 1 at SDN Sumbersari 2 Malang consisting of 12 students, with two students having special needs on, hyperactive and mild hearing loss, were examined based on the recommendation of the principal of an inclusive school. SDN Sumbersari 2 Malang does not have a Special Companion Teacher (GPK). However, they have classroom teachers with dual roles for hyperactive and mild hearing-impaired students during literacy learning with an independent curriculum for classroom learning.

The researchers asked for documentation regarding the planning for literacy learning on the independent curriculum in the first grade of the inclusive school at SDN Sumbersari 2 Malang. Teachers obtained ATP (Learning Objectives Flow) from the Ministry of Education and Culture during the planning stage. They designed teaching modules, programs, and processes. The following explains a brief interview with Mrs. Sur as a class 1 educator at SDN Sumbersari 2 Malang. "I have been teaching at SDN Sumbersari 2 Malang since the end of 2020. I have never done any training to handle students with special needs. Mr. Irul took the training. I'm not used to dealing with students with special needs, but in that class, yes, but like it or not, we have to handle it. The ATP used for my guide is the appropriate ATP provided by the Ministry of Education and Culture. ATP for children with special needs is also common and in accordance with the one given by the Ministry of Education and Culture without any modifications" (WP/29/09/2022). The following was a list of ATP and teaching modules designed by class 1 teachers at SDN Sumbersari 2 Malang.

1. Learning Objectives Flow (ATP)

An ATP (Learning Objectives Flow) was designed and used by teachers in learning literacy in Indonesian language subjects in grade 1 inclusive schools. ATP (Learning Objectives Flow) in CHAPTER III entitled Beware of Germs!:

Table 1. Document ATP Element

Element
Reading
Writing

(D/ATP/26/09/22)

There are four elements In the ATP (Learning Objectives Flow) of the Ministry of Education and Culture used by teachers (listening, reading and listening, writing and speaking). However, only two elements were included in this study (reading and writing). In ATP (Learning Objectives Flow), this element was used for regular students and special needs. In addition, CP (learning outcomes) was the element of ATP. The following was CP (learning outcomes) in chapter III.

Table 2. Document ATP Element and Learning Outcomes

Elements	Learning Outcomes
Reading	• Students can recognize and spell letter combinations. • Students can recognize, conclude the information in the picture, and explain the conclusion orally and in writing.
Writing	• Students can write or describe ideas related to the reading theme. • Students can write words that are often encountered.

(D/ATP/26/09/22)

Chapter III contains 2 CP (Learning Outcomes) for the reading element and 2 CP (Learning Outcomes) for the written element. The CP (Learning Outcomes) in the ATP (Learning Objectives Flow) is designed by teachers for regular students and special needs students in class I of inclusive schools. There is no difference in CP (Learning Outcomes) used by teachers for students with special needs. Teachers use general CP (Learning Outcomes) for ATP in grade I inclusive schools. In reading literacy learning, teachers expect students to achieve the CP (Learning Outcomes) that teachers have designed in ATP (Learning Objectives Flow).

Teachers designed TP (Learning Objectives) in ATP (Learning Objectives Flow). The following is the TP (Learning Objectives).

Table 3. Document ATP Element and Learning Objectives

Elements	Learning Objectives
Reading	• Students can read syllables correctly. • Students can read syllables well.
Writing	• Students can describe ideas related to the main idea of reading well. • Students can string letters and syllables in writing.

(D/ATP/26/09/22)

There are 2 TP (Learning Objectives) for the reading element and 2 TP (Learning Objectives) for the written element. Teachers did not modify the TP (Learning Objectives) in detail in the learning objectives. Teachers only describe 2 TP (Learning Objectives) in each element. TP (Learning Objectives) made by teachers for students with regular and special needs. Teachers design no particular TP (Learning Objectives) / modifications for students with special needs. TP (Learning Objectives) was designed so that students can achieve the existing CP (Learning Outcomes).

The ATP (Learning Objectives Flow) also has a profile of Pancasila students. This Pancasila student profile is one of the characteristics of the independent learning curriculum. Teachers design Pancasila student profiles in each element. The following is a profile of Pancasila students in the ATP (Learning Objectives Flow) on the elements of reading and writing.

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Table 4. Document ATP Elements and Pancasila Student Profile

Elements	Pancasila Student Profile
Reading	• Independent • Critical reasoning
Writing	• Independent • Creative • Critical reasoning

(D/ATP/26/09/22)

In the profile of Pancasila students in the ATP (Learning Objectives Flow), teachers use 2 Pancasila student profiles on the reading element and 3 Pancasila student profiles on the writing element. The Pancasila student profile designed by teachers was used for regular and special needs students in grade I inclusive schools. The independent learning curriculum has six elements in the Pancasila student profile.

In addition, the teacher determined a time allocation on the ATP (Learning Objectives Flow). Time allocation for learning in CHAPTER III Beware of Germs! as follows.

Table 5. Document of ATP Times Allocation

Time Allocation
24 X 35 JP

(D/ATP/26/09/22)

In ATP (Learning Objectives Flow) in Chapter III, teachers design a time allocation of 24 x 35 JP for learning Indonesian in class I inclusive schools.

2. Teaching Module

In learning planning, apart from ATP (Learning Objectives Flow), there are also teaching modules designed by teachers. The teaching module designed by teachers at the inclusive school of SDN Sumbersari 2 Malang is a general teaching module used in class I in the Indonesian language subject in Chapter III entitled Awas Germs!, where there is reading and writing literacy.

Table 6. Module Teaching General Information and Module Identity

General Information	
Module Identity	
Composer	: Suryati
Institution Name	: SDN Sumbersari 2 Malang
Year	: 2022
School Level	: Elementary School (SD)
Subject	: Bahasa Indonesia
Phase/ Class	: A/ I
Chapter	: III (Awas Kuman!)
Material	: Clean and Healthy Living (Syllablles' ka-', 'ki-', 'ku-', 'ke-', and' ko-'.)
Time Allocation	: 24 x 35 JP

(D/MA/26/09/22)

"There are teaching modules for students. There is no difference between the teaching modules for regular students and students with special needs. Preparation of teaching modules according to the components that are applied to independent teaching, Ms. There is no difference between the same teaching modules because the barriers for students with mild

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special needs can still take part in learning with these teaching modules in the same class as regular students. That's why I didn't make a different/modified teaching module. Besides that, there is no GPK (Special Companion Teacher) at SDN Sumbersari 2 Malang" (WP/29/09/2022).

The following are the components of a teaching module designed by teachers for regular students and students with special needs. In the teaching module, general information contains the module's identity. In the module's identity, the compiler, agency, year of preparation, school level, subject, phase/class, chapter, material, and time allocation are written. The compilers of the teaching modules are grade I teachers at SDN Sumbersari 2 Malang.

The researchers took the design of this teaching module in Chapter III according to the beginning of the study, taking the third – sixth meeting. The following are the initial competencies designed by teachers in the teaching module.

Table 7. Module Teaching Early Competency

Early Competency
Like the previous material, students can explain again about:
1. Meeting 3 (regarding germs)
2. Meeting 4 (regarding sneezing)
3. Meeting 5 (regarding the syllable "K")
4. Meeting 6 (clean and dirty food)

(D/MA/26/09/22)

In the teaching module there are initial competencies which contain reviewing the previous material at meetings 3-6 in order to form a schemata of students regarding the material that has been studied before the next material. The initial competencies were designed by teachers for regular and special needs students in class I at SDN Sumbersari 2 Malang.

Table 8. Module Teaching Pancasila Student Profile

Pancasila Student Profile
• Independent
• Critical Reasoning
• Creative

(D/MA/26/09/22)

In the teaching module designed by teachers, there is a profile of Pancasila students in each lesson. The Pancasila student profile is a hallmark of the independent learning curriculum. Every aspect of learning must be a profile of Pancasila students, including reading and writing literacy, using the Pancasila student profile, which includes independent, critical and creative reasoning.

Table 9. Module Teaching Facilities and Infrastructure

Facilities And Infrastructure
Classrooms

(D/MA/26/09/22)

There are facilities and infrastructure in the teaching module. Teachers design the existing facilities and infrastructure in the teaching module, namely the classroom. The classroom is used by teachers as a means of reading and writing literacy learning in class 1

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inclusive school at SDN Sumbersari 2 Malang. This facility is used for regular students and special needs.

Table 10. Module Teaching Module Teaching

Target Students
12 students

(D/MA/26/09/22)

The teaching module designed by class teachers also has a target because there are 12 students in class 1. Class 1 has ten regular students and two students with special needs.

Table 11. Module Teaching Learning Model

Learning Model
Face to Face Teaching (offline teaching)

(D/MA/26/09/22)

The learning model chosen by the first-grade educator at SDN Sumbersari 2 Malang in the teaching module is face-to-face/direct learning. The learning model chosen by teachers for reading and writing is in class I for regular students and special needs.

Table 12 Module Teaching Core Competencies

Core Competencies
Learning Objectives
• Students can read syllables well.
• Students read the syllables well.
• Students can describe ideas related to the main idea of reading well.
• Students can arrange letters and syllables in writing.

(D/MA/26/09/22)

There are core competencies in the teaching module, including learning objectives. Teachers design the purpose of learning to read and write for regular students and special needs. The learning objectives are designed to achieve the desired learning outcomes at the time of reading and writing.

Table 13. Module Teaching Learning Activities

Learning Activities
• Preliminary activities

• Preliminary activities
   The teacher opens the activity with routine class activities, according to the class agreement (greeting, praying, and checking attendance).
   1. The class is continued with a prayer led by one of the students.
   2. Students are reminded to always prioritize discipline at all times and its benefits for achieving goals.
   3. Sing Garuda Pancasila or other national songs. The teacher reinforces the importance of instilling the spirit of Nationalism.
   4. The habit of reading/writing/listening/talking for 15-20 minutes on non-lesson materials such as world leaders, health, hygiene, healthy food/drinks, and inspirational and motivational stories.
   5. The teacher conveys the learning objectives.
• Core Activities
   1. 1After reading the syllables 'ka-' ,'ki-', 'ku-', 'ke-', and 'ko-' together, the teacher invites students to find syllables that begin with the letter 'k' in the name - animal name.
   2. The teacher can reproduce the pages in the Student Book and ask students to underline or circle the syllables starting with the letter 'k'.

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3. After that the teacher invites students to read the names of the animals together.
4. In this activity, students practice writing animal names that begin with the letter 'k-'.
5. Students can refer to the name of the animal from the previous activity.
6. The teacher can reproduce and distribute animal name cards in the Student Book to be written by students. (a) Students who are not fluent in writing must be guided to imitate the names of animals found in the previous activity. (b) Students who can write fluently can be motivated to write animal names independently or with little guidance.
- Closing Activities
1. Conclude learning by asking students to express their opinions related to the learning materials that have been implemented.
2. The teacher and students close the activity with prayers and greetings.

(D/MA/26/09/22)

In addition to the learning objectives in the core competencies, there are learning activities. The learning activities in the teaching module designed by teachers sequentially include preliminary, core, and closing activities. Teachers designed preliminary, core and closing activities for learning to read and write in class 1 inclusive school SDN Sumbersari 2 Malang. Next is the closing activity, teachers design this closing activity to signify the end of learning time. The preliminary, core and closing activities are designed for regular students and students with special needs. Teachers designed this teaching module for the public at the inclusive school of SDN Sumbersari 2 Malang.

Table 14. Module Teaching Assessment/Evaluation

Assessment/ Evaluation			
Assessment Rubric of Recognizing Syllables Beginning with 'k'			
Student's Name	Don't Mark (Circle/Underline) Syllables Beginning with the Letter 'k' at all	Marking (Circle/Underline) Letter 'k' Only	Marking (Circle/Underline) Syllables Beginning with the Letter 'k'	Marking (Circle/Underline) the Syllables Beginning with the Letter 'k' and Adding His Knowledge About Earthi (For example Marking 'ka-' in the word 'frog' and 'ki-' in the word deer)
	Score 1	Score 2	Score 3	Score 4
1: Not Enough	**2: Enough**	**3: Good**	**4: Excellent**	

Assessment Rubric of writing the animal's names

Student's Name	Writing with complete teacher guidance, for example, by imitating the letter model given to him Score: 1	Writing with Teacher's Guidance in Partial, for example, Writing Letters Dictated by the Teacher Score: 2	Writing Animal Names Independently, But with Many Spelling Mistakes Score: 3	Writing Anim Names Independently Writing Has Some Spellin Mistakes Score: 4
1: Not Enough	**2: Enough**	**3: Good**	**4: Excellent**	

(D/MA/26/09/22)

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The teaching module designed by grade I teachers at SDN Sumbersari 2 Malang includes an assessment/assessment. The assessment is in the form of a rubik's assessment. This assessment rubik is designed for teachers to read and write. Teachers design assessments on teaching modules for regular students and special needs in reading and writing learning in Chapter III, entitled Beware of Germs!. In the reading assessment rubric, teachers use a Likert scale with four alternative answers, namely very good using a score of 4, good using a score of 3, quite good using a score of 2, and less good using a score of 1.

Discussion

Findings from the present study correspond to the work of Fauziyah (2022). The study discusses the relationship between reading and writing in early grade 1 during the COVID-19 pandemic. The results showed that the students' writing skills were lacking because their reading skills were not yet fluent. The COVID-19 pandemic is one of the factors affecting writing and reading skills. Previous research was not carried out continuously so learning was less effective. The research that the researchers did was planning for literacy learning for grade 1 students in inclusive schools, this research is different. The previous research discussed the implementation and the effect of the relationship between writing and reading, while the research that the researchers conducted was about planning for literacy learning which includes ATP and teaching modules. The conditions are also different, in previous studies of the Covid condition where in this condition learning was carried out online, while in the research the researchers only explained the face-to-face learning plan.

Planning for literacy learning with an independent curriculum for learning in class 1 SDN Sumbersari 2 Malang, teachers using the available ATP (Learning Objectives Flow) design from the Ministry of Education and Culture, ATP is used by class I teachers in 1 year of learning Indonesian including in literacy learning. There is no difference in the design of the ATP (Learning Objectives Flow) for regular students and students with special needs in class I inclusive school SDN Sumbersari 2 Malang. Teachers use available ATP for classroom learning. Teachers do not make special/modified ATP (Learning Objectives Flow) for students with special needs because teachers have no experience in making ATP (Learning Objectives Flow) for students with special needs. There is no GPK in the inclusion school of SDN Sumbersari 2 Malang. Moreover, Permendiknas No. 70 of 2009 Article 10 explained that the Special Assistant Teacher (GPK) in an inclusive education should be at least one educator, reinforced by the GPK task that helps classroom teachers handle and manage all administrations of students with special needs in inclusive schools so that the needs of students can be adequately accommodated (Permendiknas No. 70 of 2009 Article 10). GPK should make/modify ATP for students with special needs. Because GPK is an expert in this field, classroom teachers do not have the experience to design/modify ATP for students with special needs. Moreover, classroom teachers have never attended training on children with special needs or about inclusive schools.

Teachers' ATP (Learning Objectives Flow) is obtained/adapted from the Ministry of Education and Culture. The ATP used by teachers is available for regular students with hyperactivity/ADHD and mild hearing loss. This general ATP is used by teachers in grade I in literacy learning. Likewise, the Ministry of Education and Culture (2021:41), regarding ATP as a learning plan for a more extended period within the scope of the academic unit, stated that

ATP could be developed using or adapting the ATP (Learning Objectives Flow) provided by the Government as well as the objective learning flow developed systematically independent. ATP (Learning Objectives Flow) has the same function as a syllabus, namely as a reference for learning planning. Thus, there is nothing wrong if the teachers in class I Indonesian subjects in the planning of reading and writing literacy learning adapt the ATP (Learning Objectives Flow) obtained from the Ministry of Education and Culture. This ATP (Learning Objectives Flow) becomes a reference for teachers for literacy learning in class I inclusive school SDN Sumbersari 2 Malang.

Teachers at SDN Sumbersari 2 Malang designed a general teaching module used by regular students and students with special needs for literacy learning in class I. The teaching module designed by teachers was based on the teacher's book. This teaching module becomes a reference for teachers as a planner before carrying out reading and writing literacy learning for students. Teaching modules usually contain objectives, steps, and assessments in learning. This is in accordance with the Ministry of Education and Culture (2021), regarding teaching modules, namely documents containing objectives, steps, and learning media, as well as assessments needed in one unit/topic based on the flow of learning objectives. The above opinion is strengthened by using teaching modules in the classroom, namely teaching modules as lesson plans. Teachers have the freedom to make their own, choose, and modify available teaching modules according to the context, characteristics, and needs of students the Ministry of Education and Culture (2021: 43). In accordance with the opinion expressed by the Ministry of Education and Culture that teaching modules are learning plans made by teachers before carrying out classroom learning, teachers can design/create and even modify teaching modules according to the existing conditions in the school environment and students.

Teachers should make/modify teaching modules for hyperactive/ADHD and mild hard-of-hearing students. In teaching modules, teachers must design and adapt teaching modules with literacy materials and the needs of students with special needs. This is in accordance with the opinion of the Ministry of Education and Culture (2022) regarding the adjustment of teaching modules in schools that implement an inclusive system that teachers can determine Learning Outcomes (CP) based on the needs, conditions, barriers of students with special needs, teachers can determine learning objectives that are based on the needs, conditions, and barriers of students with special needs and develop teaching modules that are under the conditions, needs, and barriers of students with special needs special.

D. Conclusion

This study revealed that there is no difference in learning planning which includes ATP and Teaching Modules for regular students and special needs. The independent learning curriculum frees teachers to design or use lesson plans. Teachers at SDN Sumbersari 2 Malang chose to adapt ATP (Learning Objectives Flow provided by the Ministry of Education and Culture. Teachers did not modify ATP which was adapted from the Ministry of Education and Culture for students with hyperactivity/ADHD and mild hearing loss. Teachers use available ATP for learning literacy in grade I literacy. Teachers did not design teaching modules for hyperactive/ADHD and mild hearing-impaired students. Teachers designed general teaching modules for regular and special needs students so that there was no difference in the planning

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used by teachers in inclusive schools at SDN Sumbersari 2 Malang ATP and Teaching Modules for students with regular and special needs students.

E. Acknowledgement

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