

Implementation of Modified Curriculum at Elementary School Muhammadiyah 2 Sidoarjo

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Abstract

This study aims to examine the implementation of the Modified Curriculum at SD Muhammadiyah 2 Sidoarjo. A qualitative descriptive approach was used, with data collected through interviews, observations, and documentation. The findings reveal that lesson planning, implementation, evaluation, and the challenges encountered are integral components of the curriculum implementation process. In the planning phase, an initial needs assessment is conducted, followed by the development of a syllabus that includes setting learning objectives and preparing self-instructional modules. During the implementation phase, learning activities are carried out in three stages: introductory, core, and closing, with differentiated classes. In the evaluation phase, students receive support through enrichment programs, counseling, or assignments either individually or in groups. The requirement to develop self-instructional modules in a very short time places a significant burden on teachers.

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1. INTRODUCTION

Curriculum development is an instrument to improve the quality of education. Education is an effort to create an environment where students can learn actively so that they can develop spiritual and religious strength, self-control, personality, intelligence, morals, life sciences, general knowledge, skills, and habits.

Education in Indonesia is undergoing continuous changes aimed at keeping up with the industrial world and the rapid development of science and technology. Without change and improvement in quality, education will stagnate and be unproductive. As a result, the education system must be designed to meet needs and developments.

In education there must be a curriculum, where the curriculum plays an important role in education. The curriculum is a guideline or tool to achieve success in education. If there is no curriculum in an educational unit, learning will not take place. As a result, the government created a curriculum as a bridge to achieve educational goals. The curriculum also functions as the basis for the nation's life and helps students become knowledgeable and moral people.

Asep Saefudin said that "Curriculum is a set of educational or learning plans and educational outcomes that must be achieved by students in teaching and learning activities, and empowerment of educational resources in developing the curriculum itself." (Hamid, 2012:15). Therefore, every part of the curriculum must be useful and function properly. From supervision to evaluation requires developing students and increasing insight for students.

The curriculum is very important for education, so there needs to be curriculum development. In its implementation, schools are given the authority to develop their own curriculum. According to Article 36 of the Republic of Indonesia Law of 2003 Number 20 concerning the National Education System, "The curriculum at all levels and types of education is developed with the principle of diversification in accordance with educational units, regional potential, and students."

There are 4 curricula at SD Muhammadiyah 2 Sidoarjo: Curriculum 2013, Merdeka Curriculum, Ismubah Curriculum, Modified Curriculum. Curriculum 2013 is only implemented in grades 3 and 6. Other than that, the Merdeka Curriculum is already used. This modified curriculum uses the existing curriculum, but is adjusted to the needs of students because SD Muhammadiyah 2 Sidoarjo is an inclusive school, where this inclusive school does not differentiate between students with special needs and regular students.

SD Muhammadiyah 2 Sidoarjo created a modified curriculum. Modification is a curriculum that is carried out for average or regular students that is adjusted to the needs and abilities or potential of children with special needs (ABK). This modified curriculum has started since 2021, actually in previous years it has been determined, but the most valid in 2021.

According to Fitroh, every child is born with the same right to get a decent education. Education determines the reason for human civilization and their quality of life. Likewise, Article 1 of Article 5 of the 2003 National Education Law Number 20 stipulates that every citizen has the right to quality education.

One part of the policy process is the implementation of inclusive education policies in elementary schools. A thorough review is important to ensure that inclusive education programs are implemented properly according to the needs and objectives that have been set. It is the community that decides whether the policy is good for users and socially acceptable.

Thus, it can be concluded that at the planning and formulation stage the best policy. However, it is not clear what is expected from a policy product if the optimization of implementation is not considered at the implementation stage. In the end, it is certain that at the policy evaluation stage, an assessment will be produced that the formulation and implementation are not in line. According to Nurwan (2019), policy making and implementation are not in line, and policy implementation is not in accordance with expectations, even making the policy an obstacle for the policy maker itself.

2. RESEARCH METHOD

This study uses a qualitative approach and descriptive type. Sugiyono (2016:9) states that a qualitative descriptive approach, which is based on the philosophy of postpositivism, is used to investigate the condition of natural objects (as opposed to experiments). Data collection techniques are in the form of triangulation (combination), data analysis is carried out inductively or qualitatively, and the results of qualitative research are more detailed and detailed. Qualitative descriptive research studies an individual, group, or event as much as possible to provide a picture, as well as describe, explain, explain, and answer problems in more detail.

The research was conducted at SD Muhammadiyah 2 Sidoarjo, located at Jl. Pasar Jetis 28, Lemahputro, Kec. Sidoarjo, Sidoarjo Regency, East Java Province. The researcher acted as a data collector in the field and collected data through interviews, observations, and documentation. Interviews were conducted with research subjects relevant to the research.

The informants in this study were the vice principal for curriculum and subject educators at SD Muhammadiyah 2 Sidoarjo. The vice principal for curriculum was the main

tool in this study. The researcher used interview, observation, and documentation techniques to collect data.

3. RESEARCH RESULTS AND DISCUSSION (12 Pt)

The research results present data on the implementation of the modified curriculum, challenges, obstacles, advantages, and disadvantages.

Implementation of Modified Curriculum

The implementation of inclusive education in elementary schools is that students learn in class together in the same environment and educational services. It is believed that having togetherness between regular students and students with special needs (ABK) in schools will have a very constructive and effective positive impact on their integration in school life and then continue in the community environment. In order to live in the community environment, they must be ready from childhood to mix and interact with a very diverse community. Kadir (2015) stated that normal students and students with special needs (ABK) have the ability to learn together, regardless of difficulties and differences in abilities.

Inclusive education helps children with special needs avoid psychological stress caused by their condition. Respecting the dignity and self-esteem of children with special needs (ABK) makes them feel accepted and not isolated by the situations they face, and helps students become more creative and more active. As expressed by Kadir (2015), educational institutions that are able to accept and understand diversity must change the curriculum, infrastructure, and learning systems to meet the unique needs of students.

Education for All states that schools and educational institutions must prepare educators who have the knowledge and understanding needed to educate and teach each individual. Differences between humans and different learning styles are considered normal and natural (Wati, 2014).

Learning planning is a series of actions taken to achieve future goals. In learning planning, SD Muhammadiyah 2 Sidoarjo provides special treatment to students with special needs. Students are given one special educator to handle them, but are still given the opportunity to learn with regular students during learning. Sometimes students with special needs are called to the learning resource room for the purpose of conducting a needs assessment. Need assessment is designed to reveal students' needs on conventional guidance topics in the field of guidance and counseling services.

The purpose of inclusive education assessment is to collect information about students. This information can be used as a consideration for educators in providing services.

Educators at SD Muhammadiyah 2 Sidoarjo compile teaching devices or what are commonly called Document Two. The teaching devices are collected through a link for validation. Here, they can also create teaching modules designed by their respective class educators.

The learning module is implemented through the learning process. Hidayat et al. (2010:27) stated that in implementing learning, educators at SD Muhammadiyah 2 Sidoarjo manage students in a classical manner, there is no difference between regular and ABK. As is common, learning activities are carried out together, but the treatment of educators towards ABK students is different, based on their special needs and readiness. SD Muhammadiyah 2 Sidoarjo uses a pull-out system, namely students with special needs are pulled into the resource room to carry out activities according to their needs. This system aims to make it easier for ABK students to understand material that has not been conveyed

or is left behind during learning with regular students, as well as providing special treatment.

The technique used is one by one, the meaning of one by one is one educator handles one ABK student. The goal is for more detailed supervision and if there is a problem it can be handled immediately.

SD Muhammadiyah 2 Sidoarjo also prepares teaching tools in the form of modules that have been prepared by each class teacher. In learning Mathematics, students use Rational Mathematics. Realistic Rational Mathematics (MNR) is a type of mathematics education that emphasizes how mathematical concepts can be used to solve everyday problems. The goal is to make it easier for students to understand and train them to think critically and be ready to face various mathematics competitions.

Learning evaluation is a process of assessing and measuring learning in which an educator uses instruments to assess and measure student learning achievement. This evaluation aims to provide feedback to educators about their learning strategies and to determine student success in learning.

According to the 2014 Permendikbud Number 104, assessment of learning outcomes by educators is a process of collecting information and evidence about skills and knowledge that is carried out in a structured and well-planned manner during the learning process and afterwards. PTS and PAS evaluations are carried out every week and every day.

SD Muhammadiyah 2 Sidoarjo conducts evaluations once a year, but currently the system has been changed to every semester so that there is no delay in handling and solutions can be found faster. Thus, in the second semester, problems can be handled directly and planned programs can be completed properly.

Extracurricular activities at Muhammadiyah 2 Elementary School, Sidoarjo include Hizbul Wathan, robotics, tahfidz, cooking class, and public speaking.

Challenges & Obstacles to Implementing Modified Curriculum

According to the informant, it is not an obstacle but a challenge. The challenge faced by SD Muhammadiyah 2 Sidoarjo in 2023 is starting in grades II and V to create their own teaching modules. Actually, there are books from the Ministry of Education and Culture and the government, but SD Muhammadiyah 2 Sidoarjo makes its own teaching modules. Teaching modules are media facilities, a number of tools, guides, methods, and guidelines that are designed systematically and attractively.

Educators feel challenged because the teaching modules must be completed in a short period of time. The creation of teaching modules is only carried out on certain subjects, namely Pancasila Education, Arts and Culture, Indonesian Language Class I, and ICT (Information and Communication Technology).

Advantages and Disadvantages

The advantage of the Modified Curriculum is that ABK (Special Needs) students are free to learn with regular students, there is no difference between the two. Students can also participate in extracurricular activities that they are interested in. Learning media is also available to facilitate the learning process. Meanwhile, the disadvantage of the modified curriculum is that students with special needs sometimes have difficulty understanding the explanations of their educators. However, they are taken to the learning resource room to overcome problems related to their development.

4. CONCLUSION

1. Implementation of the Modified Learning Planning Curriculum

The school carries out special student planning for students with special needs (ABK). ABK students (Children with Special Needs) are given one special educator and are given the opportunity to learn with regular students. In addition, the school also conducts a needs assessment to reveal the needs of students. Implementation of Learning Educators manage students in a classical manner and provide special treatment to ABK students based on their needs and readiness. The school uses a pull out system, where ABK students are pulled into the Resource Room to carry out activities. according to their needs. The one by one technique is used, namely one educator for one ABK student.

Learning Evaluation: Evaluation is conducted every semester to ensure the success of student learning and provide input to educators. This evaluation aims to obtain certainty regarding the success of the student learning process and provide feedback to educators regarding what they do in the ongoing learning activities. School Mathematics Learning uses Realistic Nalaria Mathematics (MNR) in learning mathematics. MNR is the type mathematics learning where the focus is on using reason when faced with draft mathematics that aims to solve everyday problems.

2. Challenges of Modified Curriculum SD Muhammadiyah 2 Sidoarjo faces challenges in creating its own teaching modules, especially for grades two and five. Educators feel challenged Because must complete the module creation within a short period of time.

Advantages and disadvantages of ABK (Children with Special Needs) students are free to learn with regular students, there is no difference between the two, students can also take part in extracurricular activities that they are interested in, learning media is also available so that it makes the learning process easier. learning. The shortcomings of the modified curriculum are that students with special needs have difficulty understanding what their teachers explain. But sometimes they are taken to learning resources to overcome problems in their development.

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