

An Analytical Study on the Implementation of the Educational Unit Curriculum at State Special School 1 Pagaruyung, Tanah Datar Regency

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ABSTRACT

This study aims to analyze the implementation of the Education Unit Curriculum (KSP) at Special School 1 Pagaruyung, Tanah Datar Regency, focusing on the implementation process, applied strategies, challenges faced, and solutions implemented to improve curriculum effectiveness. The research method used is qualitative with a phenomenological approach, collecting data through observation, in-depth interviews, and document analysis. The research subjects include the school principal, curriculum development team, and teachers. Data analysis was conducted interactively, involving data reduction, data presentation, and conclusion drawing. The results show that the implementation of KSP at SLB Negeri 1 Pagaruyung has been adapted to the needs of students with special needs, although significant challenges such as limited facilities, teacher competence, and collaboration with parents exist. The strategies implemented include teacher training, curriculum adjustments, and continuous evaluation. This study recommends strengthening teacher training, improving facilities and infrastructure, and encouraging active parent involvement to support the successful implementation of the curriculum.

Keywords: Implementation, Educational Unit Curriculum, Special Schools

1. INTRODUCTION

Education is a fundamental right of every citizen, regardless of their physical, mental, or social condition. In this context, special education plays a crucial role in ensuring that children with special needs receive appropriate educational services that align with their individual potential (Utama & Marlina, 2023). Special Schools (*Sekolah Luar Biasa* or SLB) serve as educational institutions specifically designed to meet these needs, employing approaches that differ from those used in general education settings (Arifin, 2012).

One of the key components in supporting the quality of education in SLBs is the curriculum being implemented. The curriculum must address students' needs holistically, covering cognitive, affective, and psychomotor aspects, while also adapting to the demands of the times (Fatchulloh, 2024). Since the COVID-19 pandemic, the Ministry of Education, Culture, Research, and Technology has developed the Education Unit Curriculum (Kurikulum Satuan Pendidikan or KSP) as a flexible and adaptive learning recovery strategy. SLB Negeri 1 Pagaruyung, under the supervision of the Tanah Datar District Education Office and categorized as a "*Sekolah Penggerak*" (driving school), has implemented this curriculum. However, its implementation presents various complex challenges, ranging from limited infrastructure and teacher competency to insufficient collaboration with parents. These issues require special attention, as the application of KSP in SLBs demands individualized, adaptive, and inclusive learning strategies.

Based on this background, several research problems arise: How is the implementation process of the Education Unit Curriculum (KSP) carried out at SLB Negeri 1 Pagaruyung? What strategies are employed in the implementation of KSP at SLB Negeri 1 Pagaruyung? What are the challenges encountered in implementing KSP? What solutions are applied to overcome these challenges?

In line with these problems, the objectives of this study are to analyze the implementation process of KSP at SLB Negeri 1 Pagaruyung, to identify the strategies applied in the implementation of KSP by the school, to describe the challenges encountered during KSP implementation, and to formulate solutions to address these challenges.

The significance of this study can be viewed from both theoretical and practical perspectives. Theoretically, this research is expected to contribute to the development of theories and practices related to curriculum implementation in special education settings. Practically, the findings can serve as a reference for teachers and school administrators in SLBs to design more effective curriculum implementation strategies that align with the unique characteristics of students with special needs.

2. LITERATURE REVIEW

2.1. Theoretical Framework

Analysis is a systematic process of breaking down an object, problem, or data into smaller components in order to understand, evaluate, or explain certain aspects of the subject. In this context, analysis emphasizes the identification of underlying patterns, relationships, and processes so that conclusions can be drawn based on available evidence (Sudirman, 2019).

Implementation, within the context of management, is a critical phase where plans are translated into real actions. It is defined as the process of applying an idea, plan, or policy into actual activities aimed at achieving specific goals. According to several scholars, implementation involves motivating and organizing human resources to effectively carry out tasks in accordance with established plans.

Curriculum implementation is a tangible form of educational policy execution within schools. G.R. Terry describes implementation as the motivation of team members to achieve organizational goals through pre-planned and managed actions. Similarly, Salvana et al. (2023) states that implementation is the process by which policy is transformed into concrete actions to achieve intended objectives.

Westra emphasizes that implementation is the realization of a plan by considering available resources, implementers, location, and time. In line with this, Sujino (2019) asserts that implementation reflects the optimal use of manpower in order to achieve organizational goals effectively.

2.2. Concept of the School-Based Curriculum

The School-Based Curriculum (*Kurikulum Satuan Pendidikan/KSP*) is an operational document developed by educational institutions based on the national curriculum framework and structure (Sulistiyani et al., 2022). It provides flexibility for schools to design contextual learning plans that align with the characteristics and needs of their students (Sulistiyorini, 2012). The KSP encompasses the school's profile, vision, mission, objectives, organizational structure, and learning plans.

In the context of Special Schools (*Sekolah Luar Biasa/SLB*), the curriculum is tailored to meet the specific needs of students with disabilities, including those with intellectual disabilities, visual impairments, and hearing impairments (Suparno & Purwanto, 2007). The KSP emphasizes flexibility, the fulfillment of the right to education, and character development through meaningful learning experiences and project-based learning.

2.3. Implementation of the School-Based Curriculum in Special Schools

The implementation of the School-Based Curriculum in SLBs aims to create an inclusive learning environment that is responsive to students' diverse abilities. The curriculum is adjusted to accommodate students' intellectual, physical, or social challenges, with flexible learning outcomes and time allocations.

The curriculum structure in SLBs follows the general education levels (elementary, junior high, and senior high), but includes modifications in skill programs, essential subject matter, and differentiated learning methods. This approach is supported by Regulation of the Minister of Education, Culture, Research, and Technology No. 12 of 2024, which highlights the importance of curriculum development based on each school's specific conditions and characteristics.

2.4. Curriculum Implementation Strategies

Effective implementation strategies for the KSP in SLBs include continuous teacher training, the development of relevant learning materials, ongoing evaluation, and collaboration with parents (Hasibuan, 2019). In addition, community involvement and the efficient use of available resources are essential strategies to ensure successful curriculum implementation.

A top-down curriculum development model is also employed, in which curriculum policies and content are designed by a central development team and then implemented at the school level. Principals and teachers serve as key actors in adapting and applying these strategies to meet the unique needs of their students.

2.5. Challenges in Curriculum Implementation

The implementation of the KSP in SLBs faces several challenges, including limited teacher understanding of the new curriculum, lack of training, inadequate facilities, and difficulties in adapting teaching methods. Students may also struggle to adjust to more independent and flexible learning approaches.

Other obstacles include low parental involvement, insufficient access to technology-based teaching aids, and administrative burdens that overwhelm teachers. These challenges present significant barriers to the effective and high-quality implementation of the curriculum in special education settings.

3. RESEARCH METHODS

3.1. Research Design

This research uses a qualitative approach with a phenomenological research type. This approach is chosen to understand the experiences, perspectives, and practices of the school in implementing the Education Unit Curriculum (KSP) at SLB Negeri 1 Pagaruyung. The focus of this study is to examine the subjective meaning held by education practitioners regarding the curriculum implementation at their school. The phenomenological approach allows the researcher to explore direct experiences from informants involved.

3.2. Research Subjects and Location

This research is conducted at SLB Negeri 1 Pagaruyung, Tanah Datar Regency, West Sumatra Province, managed by the Tanah Datar Regency Education Office. The research subjects consist of the principal, teachers, and curriculum development team who are directly involved in the planning, implementation, and evaluation of KSP at the school.

3.3. Data Collection Techniques

Data is collected using three main techniques:

1. Direct observation to observe the implementation of learning and KSP in the classroom.
2. In-depth interviews with the principal, teachers, and curriculum team to gather detailed information about their experiences and practices at the school.
3. Documentary study by reviewing documents such as curriculum plans, evaluation reports, and other relevant documents related to KSP implementation.

3.4. Data Analysis Techniques

The data is analyzed interactively using the Miles and Huberman model, in three stages:

1. Data reduction to filter important information from the collected data.
2. Data presentation to organize the data in a narrative form that is easy to understand.
3. Conclusion drawing and verification to formulate the analysis results that address the research questions.

To ensure the validity of the data, this research uses triangulation of sources and methods by comparing the results from observation, interviews, and documentation.

4. RESULTS AND DISCUSSION

4.1. Research Findings

The research findings indicate that the implementation of the Education Unit Curriculum (KSP) at SLB Negeri 1 Pagaruyung is carried out through several stages: planning, implementation, and evaluation. The planning phase begins with the formation of a curriculum development team and an analysis of the students' characteristics. In the implementation phase, teaching is tailored to meet the individual needs of students through a differentiated approach. Evaluation is conducted periodically to assess the success of the program and make improvements. SLB Negeri 1 Pagaruyung has prepared the KSP document in accordance with the applicable guidelines. The document includes the characteristics of the educational unit, the vision and mission, as well as the learning plan. Additionally, the school also implements co-curricular and extracurricular programs to support the achievement of the Pancasila student profile.

4.2. Data Analysis

Based on the interviews and observations, it was found that teachers face challenges in preparing lesson plans that are tailored to the needs of each student. However, teachers actively participate in training and reflect on their teaching practices to improve teaching quality. Adjustments are also made to teaching materials to ensure they are more contextual and easier for students with specific barriers to understand. Collaboration between teachers, the principal, and parents is an important strategy in supporting the successful implementation of KSP. Teachers also use visual learning media and other aids to support the learning process for students with special needs. Learning evaluations are conducted through flexible formative and summative assessments that are individualized.

4.3. Discussion

The findings of this study align with the principles of the Merdeka Curriculum, which emphasizes flexibility, student-centered learning, and the importance of adjusting teaching materials. The implementation of KSP at SLB Negeri 1 Pagaruyung shows that the success of curriculum implementation is highly dependent on teacher competence, the availability of facilities, and support from parents and the community.

The main challenges faced include limited facilities, difficulties in learning administration, and a lack of understanding from parents regarding the importance of their involvement in their children's education. The solutions taken by the school include teacher training, simplifying administrative tasks, and improving communication with parents. This approach has proven to enhance the effectiveness of curriculum implementation and increase student motivation.

5. CONCLUSIONS

The implementation of the School-Based Curriculum (Kurikulum Satuan Pendidikan or KSP) at SLB Negeri 1 Pagaruyung is carried out through the stages of planning, implementation, and evaluation. This process is designed to meet the individual needs of students with special needs. The curriculum is developed based on the characteristics of the school and students, and adheres to the guidelines set by the Ministry of Education. The implementation is carried out adaptively, involving teachers, the school principal, and parents in the learning process.

The strategies applied include teacher training, adjustment of teaching materials, differentiated instruction, and the use of visual media. Challenges faced include limited resources, teacher competencies, and low parental involvement. To address these issues, the school has fostered active collaboration, simplified administrative processes, and strengthened communication with relevant stakeholders.

This study shows that the success of implementing the School-Based Curriculum at SLB is significantly influenced by the readiness of human resources, policy support, and partnerships with parents and the community. The findings of this study can serve as a reference for the development of a more inclusive and responsive curriculum to meet the needs of students with special needs in the future.

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