



The Implementation of *Kurikulum Merdeka* in Learning English to Students with Special Needs

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Abstract. *Inclusive education is a part of Indonesian education, unlocking the potential of children with special needs and enabling them to thrive like ordinary children. So, the inclusive education needs a great planning or a good management education, especially in Kurikulum Merdeka. Relate to this issue, this study aims to investigate the implementation of the Kurikulum Merdeka in English language learning for inclusive students. The research method used is case study using observation, interview, and documentation as triangulation techniques. The respondent involved in this study were headmaster, English teacher, shadow teacher, the counsellor and students with special needs in the 7th grade of SMP Plus Rahmat Kediri. The research instruments used were observation sheets, interview guidelines, and documentation. The results showed that implementing Kurikulum Merdeka in English learning positively impacts inclusive students' ability to understand the subject matter, actively participate in learning activities, and increase learning motivation although it had to be . In addition, this curriculum also helps teachers design more inclusive learning and provide equal opportunities for all students. This research recommends that schools in Indonesia continuously improve and adapt the Kurikulum Merdeka to support better inclusive Education.*

Keywords: *Kurikulum Merdeka, English Learning, students with special needs*

Introduction

One of the greatest gifts bestowed by Allah SWT to every couple of parents is a child. Every parent will try hard to provide the best for the child's growth. One is to supply suitable Education, but not all children are born flawless into the world; some children are born with some limits, typically referred to as children with special needs. However, everyone born into the world, either normal or born with special needs, has the same rights to everything, including receiving a good education. According to Padmadewi which is stated in (Juliary, 2021) special needs students could be characterised as children who undergo severe physical, mental, academic, social, and psychological pressures on their development relative to other children of similar age. While (Nugroho & Marantika, 2019) explain that there are some common signs of possible learning disabilities, those are difficulty reading and writing, problems with math skills, memory problems, attention problems, problems following instructions, difficulty with time-related concepts, difficulty with organization, impulsive behaviour, inattentiveness. Appropriate reactions in school and social contexts, problems sticking to tasks, difficulty finding the right way to say things, immature speech, inconsistent academic progress, issues listening effectively, language and difficult to understand concepts.

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On the other hand, children with special needs are classified as those with physical, mental, intellectual, social, or emotional constraints or disorders that significantly impair their growth or development compared to children of the same age (Fitriani & Prahmana, 2021).

Furthermore, Utari (2022) notes that children are defined as having physical needs including those with abnormalities in the sense of sight, hearing, speech, and limb function. Children with mental needs include those with more significant mental talents (super normal), sometimes known as gifted or superior children, those with abilities or superior children, and those with mental abilities (abnormal). Children with social abnormalities have problems adapting their behaviour to their superior peers and those with aberrant mental capacities. Children with intrinsic anomalies in the social realm are children who have problems adapting their behaviour to the circumstances. Therefore, children with special needs require a proper education, as education no longer belongs to a single group or culture. In addition, even children recognised as exceptional now receive government-backed education guarantees (Dewi, 2019).

According to the government's Regulation No. 13 of 2020 on reasonable adaptations for disabled learners. The PP No. 13 of 2020 is one of the formulated rules of Law No. August 2016 Regarding People with Disabilities. Inclusion is an educational word that aims to incorporate kids with special needs in the conventional school curriculum (Saputri & Nurcholis, 2022). It means that all children are in the same classroom, the same school. This entails delivering meaningful learning possibilities for previously excluded communities, not simply children with impairments, but also minority speakers. Inclusive Education is an endeavour to develop a friendly and inclusive learning environment for all students, including those with special needs (Churiah et al., 2020). With the growth of inclusive Education, the evolution of a more humane educational paradigm enables all children to acquire a quality education. They supply each kid with specialised attention and educational services (Andini, 2022). One of the difficulties in inclusive Education is how to provide effective and helpful learning for inclusive students, especially in English language learning. Learners in Inclusive Education have been managed under the Regulation of the Minister of National Education (Permendiknas) Number 70 of 2009 on Inclusive Education, which provides that learning is carried out in one educational environment with learners in general (Kurniawan, 2020).

Inclusive education is an element of Indonesian education, unlocking the potential of children with special needs and enabling them to thrive like other children. So, the inclusive education wants a superb planning or a powerful management education. Inclusion education management is the process of planning, organizing, executing, and monitoring in order to sustain an inclusive education system in accordance with an objective that has been established (Bahri, 2022).

Kurikulum Merdeka is a curriculum designed by the Indonesian government to strengthen students' competency and character and promote freedom in determining the chosen educational route. Education units and educators have the flexibility to determine learning activities and teaching instruments under learning objectives, the environment of the education unit, and the characteristics of students (Menteri Pendidikan, Kebudayaan, 2022). Based on (Arriani et al., 2022) the aim of inclusive education in *Kurikulum Merdeka* is to provide the widest opportunity for all students who have physical, emotional, mental and social disabilities, or have the potential for intelligence and/or special talents to obtain quality education according to their needs and abilities; and realizing the implementation of education that respects diversity and is not discriminatory for all students. Barlian et al. (2022) highlight that each school is also free to design additional work programs that can enhance the competences of its learners, and these programs can be tailored to the vision and purpose and resources available at the school.

Several earlier study have studied the implementation of the Kurikulum Merdeka in English language learning for inclusive children. For example, research conducted by (Susiani, 2022) suggests that implementing the Kurikulum Merdeka can enhance motivation and excitement for learning, develop creativity, critical reasoning, independence, and

strengthen the spirit of cooperation and align students' competencies. Daga (2021) further says when instructors fully comprehend the essence of the Merdeka Curriculum, they can be more independent thinkers, creative and innovative, as well as happier while teaching. The research of Dewi (2019) stresses that some English learning design for children with special needs contains strong learning planning and a systematic learning process. Including a selection of learning strategies, models, methodologies and media suitable for inclusive students and appropriate evaluation according to student requirements. Those are co-teaching, differentiated instruction, peer-mediated instruction, and interventions. The most effective implementation of personalised education is in inclusive classes, when all children are present. (Juliary, 2021).

In addition, numerous studies have also studied the optimum English learning media for inclusive kids. Research conducted by Rostikawati et al. (2020) reveal that teachers in general, notably English teachers or tutors for children with special needs (ABK tutors), still use normal teaching materials and methods to deliver material to the kids they teach. Combining this media with technology makes the media innovative and interactive, making it easier for pupils to absorb the content.

Therefore, this research is expected to produce a better grasp of learning preparation. Implement *Kurikulum Merdeka* and evaluation or assessment systems in English language learning for inclusive students in special schools so that it can provide suggestions and recommendations for policymakers, teachers, and educational institutions to improve the quality of inclusive Education in Indonesia.

Theoretical Framework

Inclusive Education:

Inclusive education is the underlying notion that attempts to give quality education to all children, including those with special needs (Arriani, 2023). Inclusive education is an educational service for children with exceptional needs who attend normal schools by putting children with special needs according to the intensity of their problem. (Nurfadillah, 2021). To achieve inclusive education, a shift in thinking is required, technical arrangements, policies, culture, classroom management, and the execution of the principle of adaptability. The notion of adaptation in inclusive education demands schools to pay attention to 3 (three) dimensions, which include: curricular, instructional, and learning environment (ecology). (Arriani, et al, 2021)

Knowledge about a specific type of disability, its strengths and weaknesses, learning styles, and cognitive ability is one of the determining factors of an inclusive education, as a lack of such or a lack thereof leads to teachers failing to construct universal learning that can be enjoyed by both groups. This failure has an impact on the implementation of inclusive education in general, underlining the significance of inclusive educational trainings for pre-service teachers at the beginning of teacher education programs at Indonesian universities. ((Florian, 2019)). Inclusive education presented an alternative based on a fundamental approach that said local schools should cater for all learners. Inclusive education was classified as process of boosting involvement and diminishing exclusion from the culture, community and curriculum of mainstream schools (Florian, 2019).

Students with special needs

Students with special needs are students who have hurdles and issues owing to both internal and external variables which have an impact on the emergence of problems in the learning process in everyday life. Those with special needs are classed into students with special needs, permanent and temporary (Rina et al., 2021). It is also supported by Law Number 8 of 2016 (Undang-Undang Republik Indonesia Nomor 8 Tahun 2016 Tentang Penyandang Disabilitas, 2016) Article 4 indicates that many sorts of persons with disabilities include, (a) physical disabilities, (b) intellectual disabilities, (c) mental disabilities, or (d) sensory disability. Article 4 paragraph (2) specifies that the various types of disabilities as

referred to in paragraph (1) can be experienced single, multiple or multiple over a long period of time as decided by medical personnel in line with the provisions of statutory regulations.

Relate to those, the nature of inclusivity is about the right of pupils with special needs. Students should be given the opportunity to develop their potential. To realise this potential, the education system must be structured recognising the differences that exist in students. Those who have unique disabilities and/or have exceptional learning requirements must have access to high-quality and suitable education (Tabroni et al., 2022).

Kurikulum Merdeka

Kurikulum Merdeka is a curriculum produced by the Ministry of Education and Culture in Indonesia. It aspires to provide flexibility to educators to provide quality learning that is suited for the demands and learning environment of their students (Kementerian Pendidikan dan Kebudayaan, 2020) Relate to the inclusive pupils, this curriculum applies inclusive learning in its class, where teachers need to introduce different variants to students. The purpose of this curriculum is to improve children's learning outcomes and to confront the crisis of learning in Indonesia (Marlina, 2022).

The Merdeka Belajar curriculum fosters inclusion by being implemented in inclusive schools. The curriculum is meant to improve children's learning results and tackle the crisis of learning in Indonesia (Aryani et al., 2020). Teachers are educated to learn the curriculum by applying to various courses both online and offline. the application of the curriculum still being segregated with the weight of subjects for students with disabilities being larger in special classes than in ordinary courses, and teacher competency regarding inclusive education curricula which was still poor (Arriani et al., 2022)

Here are some ideas to integrate the Merdeka Belajar curriculum in inclusive schools include: 1. Providing training for instructors by doing online and offline, 2. Applying inclusive learning in its class, where teachers need to introduce varied distinctions to pupils by encouraging inclusion and diversity in the classroom, 3. Personalized learning by helping students learn at their own pace and according to their own interests, 4. Self-sustaining change is aimed to help students obtain the skills and knowledge they need to become self-sufficient learners.(Aryani et al., 2020).

Teaching English for students with special need

In employing the English in teaching learning, simplification of lesson plans can be employed as a stage in educating youngsters with unique requirements (Suharsih, 2022). Apart from that, the trainer additionally prepared drawing and media employing playing techniques (games). The learning process will become more relevant when the teacher reflects once the lesson is over.

Based on Arriani et al. (2022) the youngsters should undergo identification process and assessment by the psychologist and school. After that the school should develop students' Learner Learning Profile which contains the actual conditions of obstacles/disorders, characteristics, effects, service plans and media needed for intervention. Then the English teacher should build the lesson plan by changing change learning outcomes, learning objectives, and the flow of learning objectives to select an acceptable learning model aided by shadow teacher.

The implementation of learning in class is carried out by implementing the learning plans that have been established. Teachers implement adjustments to the learning process in class. The process relates to tasks that must be carried out by students, teachers and other components, so that they can master the abilities required in learning. The learning process is tied to six things, namely: material (stuff), questions, tools, time, place and technique. (Arriani et al., 2022)

Materials and Method

In this research, a descriptive case study was undertaken. The application of the case study is especially beneficial for getting a thorough understanding of a topic, occurrence, or phenomenon of interest within its authentic, real-world setting (Yin, 2009). The instances are often explored in depth to provide a knowledge of individuals' experiences, challenges, insights, developmental trajectories, or performance within a particular linguistic, social, or educational situation. Rather than explain structures, hypotheses, and findings in terms of statistical patterns or trends acquired from a broader sample or survey of a community of language learners, as in certain quantitative studies, a qualitative case study of a person gives a contextualized human profile. (Morris et al., 2019; Priya, 2021)

In this example, the respondents engaged as study subjects are the principal, the English teacher and shadow teacher who taught the inclusion class at SMP Plus Rahmat in Kediri and counsellor teacher as validation data. It was an inclusion school and a *Kurikulum Merdeka* driving school, so it was able to be ensured that the selected respondents had a wide experience and understanding of implementing the *Kurikulum Merdeka* and English language learning for inclusion students at the school that was the subject of the research. This research involves a full investigation of the principal, the English teacher and two shadow teachers who taught the inclusion class at SMP Plus Rahmat in Kediri. The purpose was to obtain insights into their experiences, perspectives, and practices within the inclusive educational setting.

The data collection technique comprised procedures such as interviews, observations, and document analysis. Interviews with the principal and teachers gave useful qualitative data on their experiences, challenges, and approaches in teaching and managing an inclusion class. Observations were done to understand the dynamics within the classroom and to capture the interactions between teachers and students. Additionally, document analysis might have meant evaluating essential papers such as lesson plans, instructional materials, and school policies. In terms of data analysis, a qualitative method was employed. This entailed thematic analysis, where repeating themes and patterns are detected from the given data. The purpose is to develop a nuanced knowledge of the experiences and behaviours of the principal and teachers in the inclusive educational system. The findings would be presented in a descriptive analysis, presenting a complete and contextually rich picture of the occurrence under consideration.

Results and Discussion

Results

Implementing the *Kurikulum Merdeka*, the current curriculum, undoubtedly gets enough attention in the education industry in Indonesia, primarily if this curriculum was applied in inclusive schools where students were merged from various backgrounds especially for the children with special need. The study was conducted at SMP Plus Rahmat in 7A class and 7B class by using case study. The A class consisted of two inclusive students without shadow teacher and three inclusive students with two students aided by shadow teachers in and one without shadow teacher.

The Preparation for the Implementation of *Kurikulum Merdeka* at SMP Plus Rahmat

As the first inclusive school to drive the *Kurikulum Merdeka*, SMP Plus Rahmat had been implementing this curriculum for three years. At the beginning of the year, the school's focus in this implementation was to provide an understanding to all related parties of this new curriculum. Starting from subject teachers, supporting teachers, all educational staff in the school and even parents of students were also given an understanding of the new curriculum that was going to be applied in school. Based on the research results and the data obtained from the interview with the headmaster of SMP Plus Rahmat Kediri, she explained that various preparations had been undertaken in facing this new curriculum especially in implementing inclusive education. Internal and external preparations were required, such as conducting workshops with professional presenters and holding work meetings with all relevant school stakeholders. They were, furthermore, providing socialization to students and parents

regarding the description of the new curriculum at school so that they understand the latest curriculum which will be applied in the school.

Understanding the new curriculum was essential for the teacher to understand the proper implementation and provides a good impact on all parties in the school. In addition to the school preparation that had been well prepared, the preparation of teaching implementation was also an important thing that must be considered by the school, especially the English teacher; in this case, the data obtained from the interview with the English language teacher and two shadow teachers. The English teacher explained that preparation is undoubtedly needed in inclusive schools with various student backgrounds. English teachers were indeed required to prepare lessons by the backgrounds of the students in the class especially.

By interviewing the 7th grade English teacher, this study determined that before implementing classroom learning, English teacher had to coordinate with multiple parties, such as counsellor teachers to obtain information about the class to be taught to determine what the learning picture looks like and how it will be implemented. Some classes with inclusive students with special shadow teachers were also essential points that English teachers had to be consider. Coordinating with the shadow teachers made it easier for English teacher of 7th grade to regard what needs to be done in class related to the learning that was going to be implemented. Then, the results explained by the teacher that the preparation before teaching in the class was the same as teaching the regular class without inclusion student. All students with the special needs got the same lesson or the same topics in class because of their ability in achieving lesson were confirmed well by the psychologist. The shadow teachers only needed in the classroom to assist the two students with special need in 7th B. Here, the English teacher had to coordinate the contain of the material and steps applied for the students with special needs.

From the counsellor teacher, it was known that in 7th A, there were a student with slow learner and a student with 30% of deafness and dyslexia. Both of then were not assisted by shadow teacher due to the parents' economic condition. While in 7th B, there was a student with Attention Deficit/Hyperactivity Disorder, and he did not need a shadow teacher. Then there was a student with a mental illness (concentration disorder), although he was in a normal cognitive state. He needed to be accompanied by a shadow teacher. The last was a student with autism and slow learner symptom. He needed a shadow teacher in assisting him in communication and study.

The Implementation of *Kurikulum Merdeka* at SMP Plus Rahmat

Since the Minister of Education delivered the latest curriculum through special considerations. The headmaster argued that the policies made were aimed at improving the quality of Education in Indonesia. SMP Plus Rahmat, one of the schools that implemented the *Kurikulum Merdeka*, was realizing the positive impact of this new curriculum, especially since SMP Plus Rahmat was an inclusive school requiring specific policies in Education. This *Kurikulum Merdeka* gave schools the freedom to modify existing learning in schools that are holistic, comprehensive, and integrated and paid attention to the needs and interests of students' talents.

Implementing this new curriculum with the concept of differentiated learning was very suitable for the needs of inclusive schools, especially at SMP Plus Rahmat. This curriculum accommodated the uniqueness, interests, talents, and characteristics of students. Thus, students with special needs also had the opportunity to develop themselves. These things stimulated the enthusiasm and interest of educators in implementing *Kurikulum Merdeka*. In addition to make teachers more innovative and creative, teachers were given more expansive space to create learning methods suitable for students with special needs so that these students feel equal to other students. As in English language learning, even though students are given the same topic, students with special needs can still participate by applying differentiated learning and various approach in assessment and the task given. It could be seen from the teaching observation and verified from teacher's interview.

Teachers allowed students to understand and carry out each learning activity (process differentiation) without special restrictions. The students were sat in group based on interests, needs and characteristics. While students accompanied by shadow teachers were going to be assisted when they needed more explanation and approach. On the process, the students were studying by listening to the teacher while others were writing a note based on the material presented and the rest were trying to practice with friends.

In 7th A class, based on the observation and explanation from counsellor and English teacher, there were two students with special needs were not accompanied by the shadow teacher because of their parents did not have enough money to pay shadow teacher tuition. Although the condition of the students was not assisted by shadow teacher, the English teacher actually was able to assist this student due to the character and psychology. Then, in the 7th B class, the students who were accompanied by the shadow teachers, did the activities based on their interests, needs and characteristics. The shadow teachers helped the students to have a conducive class and gave assistance to the students to understand the lesson from the English teacher. Thus, students in both classes (7th A and 7th B) were able to learn according to each student's achievement, interests, needs and characteristics based on the diagnostic assessment done in the first semester. The students were able to follow the class activity based on their interests and talent..

In addition to a more flexible learning process, the *Kurikulum Merdeka* had many exciting programs. One of which was a project-based learning program (project to strengthen the profile of Pancasila students) which taught students to collaborate, work together, work together, be able to think critically, and so on. SMP Plus Rahmat students are enthusiastic about the program because the learning system was flexible and only sometimes in the classroom. It also provided an exciting experience for students especially for those with special needs because they learnt life skills through the program. With various themes in the P5 program, students with special needs in 7th were able to focus on finding talents and achievements of students by the interests, talents, and characteristics of these students.

Based on the observation, and supported by the interview, it was gotten information that the English teacher was carried out the lesson by giving repetition or drilling, contextual, friendly learning, simple, life skills based, and uses simple language and develops effective communication with the students more flexibility in giving the task and assessment to the students with special needs in achieving the goal and score of English. The students' mood, condition and ability were used as the consideration. The shadow teachers were going to modify tools/equipment, content, or time given to assist the students with special needs based on their condition and emotion. Those become the main consideration in the implementation of teaching learning process done by the teacher.

The Evaluation of *Kurikulum Merdeka* at SMP Plus Rahmat

The implementation results in 7A and 7B classes were able to be seen in students' achievement in every learning activity. *Differentiated learning* gave freedom to students in the execution of learning, as well as the learning outcomes that was going to be differentiated (product differentiation). Every student was going to present the results of their learning either in the paper, videos, speaking or another kind of the students' results. They all are according to the students' interests, talents and abilities. It gives insight to English teachers in evaluating and assessing learning. Based on the interview and document analysis in SMP Plus Rahmat, especially in English lessons, students had adjustment in Criteria for Achieving Learning Goals (*Kriterian Ketercapaian Tujuan Pembelajaran*). Learning assessment takes the form of formative and summative assessments. The assessments both in formative and summative were aimed to measure the progress achieved by students, whether students have achieved the learning objectives that have been set, and determine the follow-up program that would be carried out.

In doing assessment instruction, the English teacher was going to repeat the order several times and using picture or direct example to make the order was able to be understood.

Then, the shadow teachers were going to assist the students with special need in doing the assessment process by supporting them in delivering meaning, questions, or order but not by giving the answer of the assessment. The teacher then measured the students with special needs' achievement using the similar assessment rubric as in normal students. The difference was in adjusting Criteria for Achieving Learning Goals (Kriteria Ketercapaian Tujuan Pembelajaran) for students' with special needs based on their needs.

Based on the document and teacher's interview it was gotten that the score of the students with special needs were not achieve the similar score as in normal students except the student with concentration disorder who often achieved the score as in normal students. The teacher also noted that the communication with their parents made them realize the condition of their children's score and achievement.

In developing sustainability, community meeting (*komunitas belajar*) discussed the issue of students with special needs, discussed to achieve teachers' awareness and teachers' strategy in teaching learning process to fit the students' needs both for normal and special needs students. The role of shadow teachers and counsellor were needed to strengthen the teacher in the classroom activities and designing the assessment based on the students' condition and how to improve their learning outcome.

In 2023, this is the third year of implementing the *Kurikulum Merdeka* at SMP Plus Rahmat, so this school had completed a complete implementation in grades 7th and 8th. After implementing the curriculum for several years, SMP Plus Rahmat also routinely comprehensively evaluates the existing program. The results of the reflection are outlined in the follow-up plan. Then the follow-up plan is made into a program plan supported by the school's financial plan. So, SMP Plus Rahmat holds regular evaluations such as monthly evaluations, semester evaluations and annual evaluations. It is intended that each program implemented can progress and continuously improve with this reflection especially in supporting inclusive program.

Discussion

From the preparation, it was gotten the information that the preparation in teaching English for Inclusive students was of teaching English for inclusive students were similar procedure as in guidance of *Pelaksanaan Pendidikan Inklusif* written by Arriani et al. (2022) and the research of Suharsih (2022) that the preparation of teaching material and lesson plan should refer to the students' condition. It was proven from interview that the lesson plan made was given equally and modification in the learning process was going to be applied based on the students' condition.

In teaching learning process, the teacher coordinated with shadow teacher to fit the material given flexibly and based on the students' condition. The teaching learning process emphasizes on finding their talents, interests, and characteristics. From those it can be stated that the teaching learning process for students' with special needs in SMP Plus Rahmat has accordance with the research from Susiani (2022) and Tabroni et al. (2022). It was stated that the implementation of teaching had to be more flexible and interesting based on the student's condition. Furthermore, the role of shadow teacher is needed in guidance the students' learning in order they did not disturb other students.

The assessment implemented was done based on the students' condition and the adjustment in Criteria for Achieving Learning Goals. The assessment was to measure and to make decisions about progress achieved by students, whether students have achieved the learning objectives that have been set, and determine the follow-up program that will be carried out.. This condition was related to the guidance of *Pelaksanaan Pendidikan Inklusif* written by Arriani et al. (2022) in presenting the teaching learning process and assing the students with special needs.

From those, we can relate that the assessment and evaluation used in SMP Plus Rahmat has supported by the research of Dewi (2019) that inclusive school should prepare English

learning design for children with special needs includes good learning planning and a systematic learning process. Including a selection of learning approaches, models, methods and media suitable for inclusive students and appropriate evaluation according to student needs. Those are co-teaching, differentiated instruction, peer-mediated instruction, and interventions. The most effective application of differentiated instruction is in inclusive classrooms, where all students are present. (Juliary, 2021).

Conclusion

Based on the results of the research that has been conducted, implementing the *Kurikulum Merdeka* in English language learning for inclusive students in SMP Plus Rahmat can provide significant benefits for inclusive students. English teachers in this school have implemented *Kurikulum Merdeka* well in learning English for inclusion students. Besides that, using the *Kurikulum Merdeka* allows English teachers to be more flexible in adapting learning according to the needs and abilities of inclusion students, and the English teacher uses process differentiation and product differentiation in teaching English, especially in 7A and 7B classes. English language learning for inclusion-students-needs to be adapted to the needs and abilities of inclusion students, and different approaches to learning are needed. English language learning for inclusion-students-needs is directed at developing language skills relevant to the needs and life goals of inclusive students. Therefore, teachers and educational institutions need to pay attention to the needs and abilities of inclusion students in learning English and develop *Kurikulum Merdeka* to provide more meaningful learning experiences for inclusion students. More research needs to be done to identify effective English language learning approaches and strategies for inclusive students in special schools. Thus, inclusive Education in Indonesia can continue improving its quality to provide equal opportunities for all students to get a quality education.

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