

## **English Curriculum Analysis for Mental Retardation Students**

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### **Abstract**

English language learning success is determined by many factors, such as the administration curriculum, which is used as lesson preparation, method, and evaluation of media used. as well as in SMPLBN Kepahiang, requiring a systematic analysis to analyze the curriculum to support learning success. This prompted the authors to conduct this research. This research aims to curriculum analysis for Mental Retardation Students in SMLBN Kepahiang. The researcher used a descriptive qualitative method. Observation, unstructured interviews, and documentation were used as the data collection technique. To enhance validity, the researcher used the triangulation method. The finding shows that formulation of learning objectives or indicators and determining the materials and props used cannot be guided by the applicable curriculum but depends on the student's condition. The forms of evaluation used in the process of learning English are used as an evaluation tool in learning the English language is SMPLBN Kepahiang multiple choice questions by preparing the material as well as the activities carried out at the end of the semester; barriers to evaluating the election is a straightforward question with a vocabulary that students easily understand. Suppose the student is considered not finished, then performed remedial continuously. It is suggested that The Headmaster try to complement a variety of facilities and infrastructure required and improve teachers' performance. English teachers try to improve the administrative requirements, ways of learning, and instructional media used.

Keywords: Curriculum, Mental Retardation, The Student's Condition

### **A. Introduction**

Education is an essential aspect of the development of a country (Nursaniah, 2023) and fair education is a great yearning for the nation (Guo et al., 2019). However, the question of justice is fair for him to get an education, anyone. Not just education, but even a quality education.

All citizens of Indonesia, without exception if he has any abnormalities or not, have the same right to education; the 1945 Constitution guarantees this. he 1945 constitution and the National Education System Institution (UU) No. 20 of 2003 emphasize that all citizens have an equal right to receive high-quality education. Additionally, the Law of the Republic of Indonesia number 08 of 2016 protects the rights of persons with disabilities in various aspects of life, including education, by ensuring equality, accessibility, and full participation without

discrimination. This law grants special treatment and increased protection to persons with disabilities (Ahmad, 2010).

Education is a significant aspect addressed in this legislation (Fitra et al., 2023). Even before the enactment of this law, Indonesia had already recognized education as a fundamental right for persons with disabilities, who were referred to as students with disabilities during their school-age years (Slee, 2019; Srivastava et al., 2017). This highlights that children with disabilities are entitled to the same educational opportunities as their non-disabled peers. This is precisely what happened in Indonesia is still a long way to realize the constitution. Education for a disabled-only problem encountered problems more complicated.

As mentioned, children with special needs (ABK) ABK possess limited or impaired physical, mental, and social behavior that implies a form of education services (Putro & Suharto, 2021). Appropriate educational services for ABK is education that considers the capabilities, characteristics, and needs of the disability/disorder of every child who aims to develop their human potential and can ideally develop optimally (Murniarti & Anastasia, 2016).

ABK is known for education services for exceptional education. Yet it is referred to as special education or ortopedogik. Derived from the Greek *Ortos* straight, good, average, *paedos* means child, and *anglos* means education or guidance (Kardilah et al., 2018). So special education means education that is straightening, repairing, and normalizing. In the legislation of the national education system (Undang-undang No 20 Tahun 2003) pasal 32 said that Special education (exceptional education) is the education for students that have difficulty following the learning process due to physical, emotional, mental, and social and or have the intelligence and unique talents.

The government has guaranteed ABK education in the Act to get an education like an average child. This law is a legal basis that gives equal rights in obtaining a decent education for all ABK. Today, special education in Indonesia is segregated chiefly, separating the unique needs of normal children and placing them in special schools or Sekolah Luar biasa (SLB). SLB comprises preschool TKLB, primary education (SDLB), and Secondary education (SMLB). With the classification of types of schools, special schools for the Blind, special schools for the deaf B, C for mental retardation SLB, SLB D for a quadriplegic, SLB E, for Tunalaras, SLB G To Tunaganda. Segregratif education model is intended that the crew receive education following the characteristics of disability/disability to develop the ability to optimally (Sukardari, 2019).

SMPLB N Kepahiang is a school for children with special needs or mental retardation, such as deaf, mentally retardation, physically disabled, blind, and autistic students. But in learning English in SMPLB N Kepahiang just given to they are deaf-mute, mentally retardation, and blind students. The Headmaster of SMPLB N Kepahiang, said that the pressure point in learning the English language for students with mental retardation is not on the benefits of learning the language but rather the extent to which the child can receive any material. Mathematics and English are not an exception for students with mental retardation to study. Every child is entitled to receive any material as long as educators are responsible.

The curriculum is the core of the educational process (Simponi & Pratama, 2020). These circumstances underscore the importance of understanding and addressing the challenges posed by the curriculum in educating students with mental retardation (Nana Syaodih Sukmadinata, 2012). It determines the process, goals, and outcomes of an educational system, serving as a guide in teaching at all levels and types of education (Arifin, 2011). As the guideline for learning in schools, the curriculum must be thoroughly understood by educators, as it serves as their primary instruction (Rahmawati & Anggraini, 2017). However, at the onset of implementing the 2013 curriculum, criticism arose, with one issue being the readiness of teachers (Alawiyah, 2015). Other issues included teacher readiness, the content and packaging of the curriculum, and various interpretations in its application (Syarwan, 2014).

In this research, the researcher discusses teachers' curriculum preparation to teach English to students with mental retardation in SMPLB N Kepahiang. Mental retardation students have been researched by Lia Riko Nika with the title 'Teacher Strategies in improving student's Ability in Vocabulary to mentally retarded students.' But different because her thesis only improves Vocabulary for mental retardation. Mental retardation students in SMPLB N Kepahiang have studied English differently from regular schools. The outstanding school unavailability of the raw curriculum from the Department of Education because students with mental retardation have a level of capability that is much different from an average student, so the Department of Education cannot determine the standard of competence, basic competence, and other things for the mental retardation students. In this case, the teachers must develop and design their curriculum for mental retardation students."

## **B. Method**

### **1. Subject of the Research**

The subject of the research is "intended to be the subject studied by researchers." The issue is to be the center of attention or research goals. These research subjects may not have used the data source (Arikunto, 2019). The Research subjects are the English teacher, the headmaster, and the preparation for learning English in SMPLBN Kepahiang.

### **2. Research Method**

This study used descriptive qualitative. The writer collects systematic, factual, and accurate data with the descriptive method. The illustrative process explains the data, which correlates with the fact, situations, variables, and phenomena that happened when the research was conducted. The object being Researched on be behavior and the perspective of which phenomenon, the relation between variables (correlative), and the contrast between two conditions or more (Sugiyono, 2015).

Cresswell mentions that the qualitative method is a process of investigation. The descriptive research purpose is to collect a particular data interest factually, and Qualitative Research is done to design theory, not to test the theory. In other words, qualitative research is finding new knowledge or accurately formulating a new idea (Creswell & Poth, 2017). Hancock also supports this argumentation; he says that qualitative research concerns

individuals' opinions, experiences, and feelings producing subjective data. Moreover, Qualitative Research is a contextually-bound undertaking that positions the observer within the world being studied. It involves capturing various forms of data, such as field notes, interviews, discussions, photographs, recordings, and personal reflections. Through these means, qualitative research strives to comprehend and interpret phenomena based on the meanings and interpretations people attribute to them (Creswell & Poth, 2017).

Data collected in qualitative research is characteristic, with one problem with data gathering and the researcher as the instrument. An indispensable aspect of scientific research, when it comes to data examination, is employing an appropriate method of analysis. In line with the preceding statements, this thesis examines the data by elucidating the curriculum phenomenon utilized in Teaching English for Mental Retardation.

### **3. Source of Data**

Primary data is the primary data source obtained in this study. The preliminary data in this study is the English teacher and the headmaster of an outstanding school (SMPLBN) in Kabupaten Kepahiang. Secondary data is complement data. Complementary data in this study are books, journals, and reading support.

### **4. Technique of Data collection**

In qualitative research, the researcher herself is the main instrument to collect the data. Here, the researcher was also helped by some devices, such as:

#### **1) Observation**

Observation is the conscious noticing and detailed examination of participants' behavior in a naturalistic setting (Heigham & Croker, 2009). Observation techniques are used to see and observe the changes in social phenomena that grow and develop for the observer to see the particular moment, and it can separate the unnecessary thing. Researchers used structured observation. The main feature of this observation is a framework that includes the factors in the first set of categorizations and the specific characteristics of each element in those categories.

##### **a. Observation material**

The content and situations that would be systematic observation are generally more limited. As a tool for descriptive research, researchers formulations based on more specific. The territory or scope of compliance is limited following the purpose and research.

##### **b. Ways of Recording**

Issues that have been carefully formulated, allowing answers, responses, or reactions, can be noted carefully. High accuracy in the observation procedure enables the investigator to hold a "quantification" of the results of its investigation. The types of indications or particular behaviors that arise can be calculated and tabulated. It will be an elementary analysis of the results.

## **2) Interview**

One powerful technique of qualitative study collecting data is the interview. Interviews can be used for collecting information that is not obtained from observation. Yin recommends applying open-ended interviews; the researcher can directly ask the participant about the event and their opinion (Nasution, 2002). The interview is verbal communication to get information. The interview is a process of oral interview between two people or more than face-to-face to get direct information. The researcher would like to do some interviews by asking some questions to the respondent. According to Margono, there are two types of interviews; those are structured interviews and unstructured interviews.

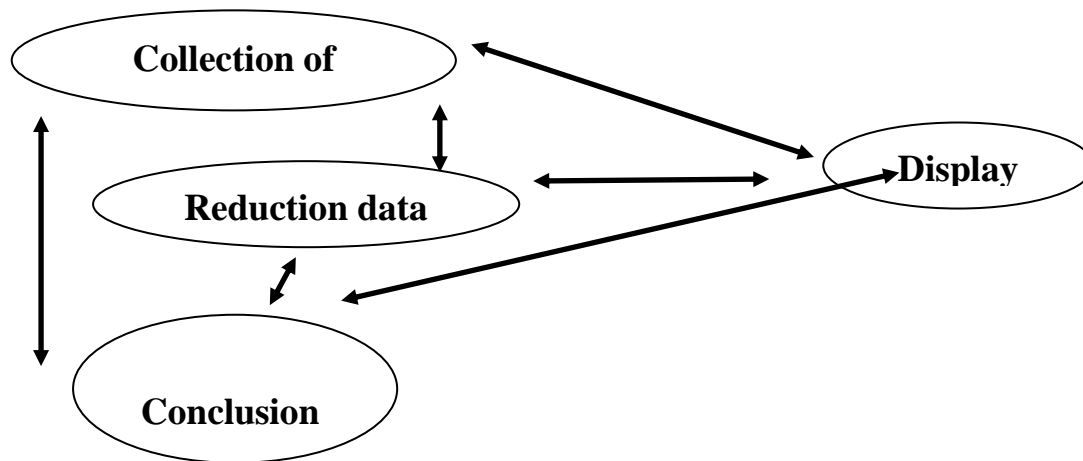
An unstructured interview is characterized by its lack of preplanned questions, enabling spontaneity and the opportunity for questions to arise organically during the interview. In contrast to a structured interview, which follows a set of standardized questions, the unstructured approach is considered a qualitative research method that emphasizes the validity and depth of the interviewees' responses. However, it may sacrifice some reliability and make it more difficult to discern patterns among interviewees' answers compared to structured interviews. Despite this, the unstructured interview fosters a stronger rapport between the interviewer and interviewee, resembling a natural conversation. For this reason, This Research takes the unstructured interview because the respondents were also allowed to answer the question freely based on their perception of the Curriculum for Mental Redartation.

## **3) Documentation**

Documentation is the written stuff. Documentation methods are performed to investigate objects written objects, such as books, magazines, regulatory documents, diaries, and so on.

## **5. Technique of Data Analysis**

Data analysis is the process of systematically searching and structuring interview transcripts, field notes, photos, documents and other material to be interpreted and given meaning, giving researchers an understanding of the research focus is then presented as a result of research. In this study, collected data were analyzed qualitatively with data analysis techniques (Creswell & Poth, 2017). To establish the validity of the data required inspection techniques. Four criteria can be used to test data Collection of data, Reduction of data, Display of data, and conclusion. as illustrated below :



**Picture 1. Components In The Analysis Of Data (Interactive model)(Sugiyono, 2015)**

The conclusion is that the collected data needs to be verified continuously during the study, and the data obtained can be guaranteed validity and objectivity. The data obtained by observation, documentation, and interviews were analyzed with descriptive analysis. According to Faisal and Sugiono, Collecting data and making conclusions is not something that occurs linearly but rather an interactive cycle (Sugiyono, 2015). The interim analysis results in this research will always be matched with the newly acquired data. The data analysis is data collection, reduction, display, and conclusion to be meaningful and easy to understand. Data collection is data collection efforts of information, facts, and data required in the study. Data reduction is screening activities, choosing various information, facts, and data per the formulation of the problem. The conclusion is summed up all the information obtained.

### **C. Result and Discussion**

Based on the finding, it could be seen that the curriculum in teaching English to mentally retardation Students at SMPLBN Kepahiang.

#### **1. The Administrative Preparation of Learning in Learning English For Mental Retardation Students in SMPLBN Kepahiang.**

Researchers found some information after interviewing English teaching curriculum for mental retardation students in SMPLBN Kepahiang. The respondent is an English teacher d SMPLBN Kepahiang. Researchers find some data on what teachers consider in preparing a draft of English language teaching.

##### **a. Determining The Competency Standards**

The Department of Education Regulation No. 22 of the Year 2006 provisions on the Content Standards. Competency standards must be owned and done after the students follow the learning process, the ability to perform or display student learning, competency in a particular subject to be possessed by the student, and the ability to be

maintained by students in the subjects. When associated with the results of the interview with the English teacher SMPLBN Kepahinag said :

*“Mental retardation students have a different level of intelligence or IQ with normal children; they have a low IQ level, so the determination of basic competence I saw the student's condition and then as I know, I formulate competency.”*

So it can be analyzed that what the teacher does is appropriate because of the content standards. We need to know the condition of our learners so that what we design goes well.

#### **b. Determine The Basic Competencies**

In manufacturing or preparing teachers of English competency standards, SMPLBN only considers the students' condition and the material to be supplied. Whereas in preparing competency standards, a teacher not only focuses on the students' material and condition. But also in the preparation of the competency standard, several requirements must be met to be able to formulate a good KD as follows:

- 1) Formulation is purpose made to be centered on the student, referring to the changes in behavior that are the subject of learning as learners.
- 2) Formulation KD should reflect the operational behavior that can be observed and measured using the operative word.
- 3) Formulation KD must contain the meaning of the subject or the subject matter taught during the teaching and learning activities.

#### **c. Determining Indicators**

In the preparation of English teachers of SMPLBN indicator said that :

*“In formulating the indicators, I consider what material I should give and how the content delivery suits them to achieve my teaching goals optimally.”*

Should in the preparation of indicators that things must be considered in the hands:

- 1) Indicators are markers of achievement. Measurable behavior changes characterize KD, including attitudes, knowledge, and skills.
- 2) Indicators are developed following the characteristics of learners, subjects, academic units, and potential areas and formulated in measurable operational verbs and observable. Indicators are used as a basis for preparing the assessment tool.
- 3) Operations Verbs (KKO) indicator starts from easy to challenging levels of thinking, simple to complex, near to far, and from the concrete to the abstract.
- 4) Verb operational at KD truly represented and tested its accuracy to the description given in the verb operational indicators.

#### **d. Determining Method of Learning**

In determining the method of learning, English teachers of SMPLBN Kepahiang not only look at student conditions and the material that would be delivered but also should pay attention to the following:

### 1) Objectives

What is meant by the goal to be achieved is the purpose of teaching. The purpose of teaching a formula that describes the behavior change that would be obtained and teaching students as a result. In teaching systems, the goal should be to provide a clear picture of the forms of behavior that the students can expect because the goal should be a narrow and specific formula. In determining the review specifically, three elements must be considered, which include cognitive, affective, and psychomotor aspects. Clear and specific goals will give you a grip and instructions on teaching methods. This is consistent with the method's function as a way to achieve the goal. Thus it is clear that selecting appropriate teaching methods to achieve the objectives must pay attention to its intended purpose.

### 2) Factors students

Subject teaching students is critical in the learning process, and each student has individual diversity. It should consider student age, background, potential, abilities, and motivation. It needs to be considered in the selection of teaching methods. Besides, the number of students who take the learning process also dramatically influences the choice of teaching methods.

### 3) Factors teacher

In the learning process, the teacher has the task of encouraging, guiding, and facilitating learning to teach students to succeed. One of the factors for success in teaching and learning, teachers must be able to implement a way to achieve that goal. Teachers are required to use various methods, singly or varied, regarding the objectives to be completed. Each teaching method has its goodness and weakness. A suitable way for a teacher is not necessarily good for the other teachers in delivering the course material. To produce an effective method, teachers should be able to understand and appreciate the kindness and weaknesses of each of these. Based on teachers' ability to use and select teaching methods, it can support the achievement of effective teaching and learning process.

### 4) Factor properties of the material to be presented

The contents of the learning process will be reflected in the material studied by students. This will affect the teaching methods to be selected by knowing the nature of the subject matter first.

## **e. Determine The Instructional Media**

In determining instructional media, only pay attention to the condition of the student teachers and supporting facilities condition of the school. When the media is a factor supporting teacher learning in presenting the material. In the determination of instructional media, the teacher should do the following:

- 1) Choosing the media should be based on the instructional objectives to be achieved.

- 2) Choosing media should fit the characteristics of the students or the target
- 3) Choose the media type that must be adjusted to the desired learning stimuli (audio, visual, motion, etc.).
- 4) Choosing the media must be tailored to the circumstances or environment background.
- 5) Choosing the media should understand the local conditions and breadth of coverage that would like to be served.

#### **f. Determining Learning Materials**

In determining instructional materials, teachers only see the condition of the students, whereas the selection of teaching materials is not only seen from the aspect but:

- 1) Course material should be appropriate to the achievement of instructional objectives. Education develops the learner's cognitive, affective, and psychomotor personality. The fulfillment of these functions is divided into fields of study subjects. Thus, a given topic should support the achievement of instructional issues to realize the tasks performed by school education.
- 2) Course material should follow the progress of students in general.
- 3) Course material should be organized systematically and continuously. This meant that the materials and ingredients next one there is a functional relationship in which the material became the basis of the following materials.
- 4) Course material should include things that are factual and conceptual. Concrete, accurate material is easy to remember, while the conceptual nature of materials contains abstract concepts and requires a deeper understanding.

## **2. The Evaluation Forms Used In Learning English for Mental Retardation Students at SMPLBN Kepahiang.**

### **a. Preparations in The Evaluation of Learning English**

In preparation for the evaluation, the English teacher of SMPLBN Kepahiang only considers learning materials; the teacher should have to do the following:

- 1) Determining Goals. The evaluation aimed to determine the learning achievement by every student's mastery of competencies appropriate lesson plans prepared by the subject teacher or classroom teacher. Competencies that students must master include cognitive, psychomotor, and affective.
- 2) Determining the Evaluation Plan. Plan evaluation of learning outcomes in the form of a lattice, such as a matrix that describes the relationship between the purpose of the behavior (the ability to learn to master the targeted students) and course content (presentation material students learn to achieve competence) and evaluation techniques that will be used in assessing the successful mastery of competencies by students.

- 3) Preparation of Evaluation Instruments. The instrument evaluation of learning outcomes to obtain descriptive information and non-test. The test can be objective or descriptive, capable of forming a non - observation sheet test or questionnaire. Objective tests to establish the short answer, true-false, matching, and multiple choice with many variations: regular, the relationship between the terms, complex, case analysis, graphs, and tables images. Test descriptions, also called subjective tests, can take the analytical form of free, unlimited free, and unstructured. In addition, in preparation for the test instrument or notes, teachers should refer to the guidelines for preparing each type and shape of the test instrument or non-test instruments arranged to qualify. At least both principal instrument conditions apply (legitimate) and are reliable (trustworthy).
- 4) The collection of data or information. Collecting data or information in the form of testing is the implementation/use of the evaluation instrument should be conducted objectively and openly to obtain valid information, and trustworthiness is very useful for improving the quality of learning.
- 5) Analysis and interpretation. Analysis and performance should be made immediately after collecting the data or information. The study is in the form of a description of the results of evaluating student learning outcomes, such as mastery of competencies; 'Reinterpretation is the interpretation of the results of the analysis of student learning outcomes. Analysis and understanding of the scoring step are preceded by a stage of mastery of the competency determination attainment by each student. Providing printing tasks and student work must be carried out immediately after the implementation of the data collection or information and conducted objectively. To ensure scoring objectivity, teachers should follow the guidelines for the type and form of instrument tests/evaluations used.
- 6) Follow-up. Follow-up is a follow-up activity analysis and interpretation of results. Part of the Evaluation of learning outcomes is essentially a follow-up related to the continuation of learning that will be implemented based on the evaluation of knowledge that has been done concerning the implementation and assessment of education.

#### **b. The forms of evaluation**

English teacher SMPLBN only uses this type of multiple-choice test, whereas the states in the review do have not only a wide variety of multiple-choice, such as:

- 1) The short answer / short answer: This form is used to determine students' suitable level of knowledge and understanding. The amount of material that could be tested much, but the level of thinking that is measured tends to be low.
- 2) Matching: This form is suitable for determining the facts and concepts. Coverage can matter a lot but tend to be low-level thinking.

- 3) Performance: This form is suitable for measuring a person's ability to perform specific tasks. Test participants were asked to demonstrate their ability and skills in a particular field—performance assessment based on job analysis.
- 4) Portfolio: This form is suitable to determine the development to assess the student's work with a collection of his work or student work assignments. A portfolio is a collection of works/jobs done by students. The results have been subsequently assessed to see the development of student's abilities and how this can be done well if the number of students is insufficient.

#### **c. The Assessment Standards**

The determination of English teacher assessment standards not only has to look at the condition of the ability of their students, at least judging standard setting can be done with 3, such as :

- 1) Standards absolute: So named because this criterion is fixed (not negotiable) and not influenced by a group's accomplishment. Suppose the evaluation and the standards may be formulated as follows: to be declared to have passed, the student should be able to answer questions correctly at least 70 % of the test. This means that students who answered less than 70 % of the given problem correctly cannot be declared a success, no matter what happens.
- 2) Relatively standard, relative to a student's success, is determined by its position among the students who take the evaluation. It can also be said that success is affected by the relative comparison of the achievements (average) group.
- 3) Standards act itself. If you use this success criterion is based on the performance of students who performed earlier, for example, a week ago, Kholid able to answer 4 out of 10 questions and is now able to answer 7 of 10 questions, this is progress ( success ) for him and can be passed.

#### **d. Time of Evaluation**

The time Evaluation should not only be done at the end of the semester but can be done at the end of the lesson, the learning process interlude, daily, weekly, and others.

#### **e. Follow-up evaluation results**

Based on the results of evaluations that have been conducted, the teacher can design follow-up activities that need to be done in the form of repair (remedial) for specific students, as well as a refinement of the learning program. And also not only remedial to do but also must perform the activities described by the following steps :

- 1) Identify the strengths and weaknesses of the learning evaluation report. Report learning outcomes need to be seen and studied by educational policymakers. By looking at the report's results, it can be identified whether it is appropriate for learning with the learning objectives. By knowing the report's

results, weaknesses that occur in the learning process will also be identified. In addition to identifying the learning process, it can be seen whether the learning tools and indicators are following the material or learners that there is a problem, it is necessary to separate analysis. Successes and failures in the evaluation of learning outcomes occur because of the following factors, among others:

- a) academic factors
- b) Non-academic; it could have been a factor involving family disharmony, isolating themselves from friends, such as the economy does not have a book.
- c) Learners themselves; it is necessary to interview the learners concerned, parents, or close friends. The utilization of information to improve the quality of learning outcomes must be supported by students, parents, principals, teachers, and other school communities.

## 2) Improved learning outcomes

After finding out that there are various forms of failure, it is necessary to improve lessons. The learning process will result in maximum learning outcomes being good. Knowing the successes and failures identified the activities that can be done to maximize the learning process, tailored to the causative factors of success and failures. Or in other words, we propose an alternative solution that should lead to efforts to cope with losses and strengthen support learners' learning success.

## 3) Designing a remedial learning program (repair)

Remedial learning programs are provided for specific competencies that learners have not mastered. The program is conducted after students after students take the test or thorough competency exams, but students are getting score values below predetermined minimum standards. And it only is a maximum of two times; when the participants were already doing the remedial program twice, but the value is still below the standard minimum, treatment should involve the parents or guardians of the students. The steps can be done in implementing remedial learning, among others:

- a) Analysis of the needs and activities to identify students' difficulties and needs.
- b) Designing and other students' motivation.
- c) We are doing learning, designing lesson plans with meaningful learning activities, and selecting the approach, methods/techniques, and materials.
- d) By improving existing lesson plans and some components, learning plans need to be adjusted to the results of the analysis of the needs of students.
- e) Setting up the device, for example, about the various worksheets.
- f) Implement learning, namely by providing clear direction and increasing the value.

Then the remedial learning model there are three, namely:

- a) Held before or after school hours.
- b) Carried out by taking some of the students who need remedial from regular classes (regular) to remedial classes.

- c) Implemented with the involvement of some teachers (team).
- 4) Designing the planning, implementation, evaluation, and remedial learning programs.

The success of the learning undertaken tracked our success in implementing the learning. To know where the location of the error so that the learning outcomes still fail, we can use the management principles of management of managerial activities, namely, planning, implementation, evaluation, and improvement.

The analysis of the curriculum for students with mental retardation at SMPLBN Kepahiang, as discussed in the article, can be connected to several theories and previous research. Firstly, the theory of Inclusive Curriculum emphasizes the importance of considering the individual needs and characteristics of each student in curriculum design. Previous research has highlighted that inclusive curriculum tailored to the diversity of students, including those with special needs like mental retardation, can enhance learning outcomes and student experiences (Sharma, R. & Desai, 2020). This supports the finding that in SMPLBN Kepahiang, determining competency standards, learning indicators, and teaching materials should be adjusted to the students' conditions. Secondly, the theory of Special Education for Mental Retardation offers approaches to learning tailored to the needs and abilities of students with mental retardation. Previous studies have shown that individualized learning approaches, the use of adapted learning media, and formative assessment can enhance learning for students with special needs (Hallahan et al., 2019).

These findings support recommendations to improve administrative preparation for learning and select appropriate teaching methods for students at SMPLBN Kepahiang. Thirdly, the theory of Special Education Evaluation relates to effective evaluation methods for measuring the learning progress of students with special needs. Previous research highlights the importance of using various forms of assessment, including formative tests, portfolio assessments, and direct observation, to understand students' learning achievements (Yell, 2018). The curriculum analysis at SMPLBN Kepahiang indicates that evaluation primarily uses multiple-choice tests, but other forms of assessment such as short-answer tests and portfolios can also provide valuable insights into students' progress. In conclusion, by aligning the findings of the article with theories and previous research, it can be inferred that adjusting the curriculum, teaching methods, and evaluation to accommodate the special needs of students with mental retardation is a crucial step in improving inclusive education quality at SMPLBN Kepahiang and similar institutions. These steps can help create a learning environment that supports the progress and well-being of students with special needs.

#### **D. Conclusion**

Formulating learning objectives or indicators, and determining the materials and props used cannot be guided by the applicable curriculum but depends on the student's condition. The form of evaluation used in the process of learning English is used as an evaluation tool in learning the English language is SMPLBN in Kepahiang multiple choice questions, matching pictures, matching, short answer, and portfolio by preparing the material as well as

the activities carried out at the end of the semester; barriers to evaluating the election is a straightforward question with a vocabulary that students easily understand. If the student is considered not finished, then performed remedial continuously.

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