

# The Implementation of the Kurikulum Merdeka in Increasing the Self-reliance of Children with Special Needs at Alam Surya Mentari Kindergarten

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## Abstract

*Purpose:* The purpose of this study is to explore how the *Kurikulum Merdeka* is implemented in increasing the self-reliance of children with special needs at Alam Surya Mentari Kindergarten.

*Methodology:* This study employs a descriptive qualitative approach. Data were collected using triangulation techniques and sources, including interviews, field notes, and documentation. Observations focused on learning activities, teacher-child interactions, and encouragement given to children with special needs.

*Results:* The findings demonstrate how the implementation of the *Kurikulum Merdeka* contributes to the development of self-reliance in children with special needs. Data from multiple sources showed evidence of both success and ongoing challenges in the curriculum's application, particularly in fostering autonomy and engagement in inclusive classroom settings.

*Applications/Originality/Value:* This research provides valuable insights into the real-world application of the *Kurikulum Merdeka* in inclusive education settings. The results can be used to optimize curriculum implementation, enhance motivation and independence in children with special needs, and improve the overall quality of inclusive early childhood education. This evaluation reflects a meaningful effort toward developing a more inclusive, child-centered curriculum.

## Introduction

Education is the right of all citizens that has been guaranteed in the Law, which is contained in the 1945 Constitution article 31 paragraphs 1 and 2 (Indonesia, 1959). Education plays an important role in nurturing character and increasing students' knowledge. The core of education can be seen from the curriculum. The curriculum is very crucial in showing the direction of future educational goals so that it is implemented maximally (Martin & Simanjanong, 2022). The curriculum is expected to act as the forefront in improving the quality of national education. The curriculum, which has been recognized as a cornerstone in the educational foundation, serves as a fundamental guide, shaping the learning content, process, objectives, and assessment methods. Scientific sources underscore the important role of the curriculum in forming educational outcomes and facilitating effective learning experiences (Coşkun Yaşar & Aslan, 2021). Responding to the evolving needs of society, Indonesia's education landscape is witnessing continuous curriculum progress, exemplified by initiatives such as the *Kurikulum Merdeka*, which is strategically designed to solve contemporary educational challenges (Fauzan et al., 2023).

The *Kurikulum Merdeka* contains the concept of child-centered learning. The *Kurikulum Merdeka* has a variety of learning content so that children can learn learning to strengthen their competencies (*Kementrian Pendidikan, Kebudayaan, Riset Dan Teknologi*, 2021). The basic concept in the *Kurikulum Merdeka* holistically looks at learning as a whole. Learning must begin with competency mapping, the learning planning process, and the implementation of initial, formative, and summative assessments (Nugraha, 2022). The *Kurikulum Merdeka* is very relevant to the current learning era, especially in the selection of learning methods (Yamin & Syahrir, 2020). because the principles of implementing the *Kurikulum Merdeka* are implemented based on the needs of children. This process aims to create inclusive and enjoyable learning (Yarsama, 2022) and Learning in the *Kurikulum Merdeka* is designed to be more flexible and contextually oriented, cultural context, school mission, and children's needs (Festiyed et al., 2022).

The advancement of the world of education can replace the paradigm of learning which should be flexible, open and change according to conditions that need to be pursued to the maximum, as well as the level of early childhood education which is the basic phase or foundation according to the *Kurikulum Merdeka*. In this *Kurikulum Merdeka*, children will be stimulated in such a way that they are in line with their interests, talents and potential. An effective way of learning for

early childhood is through the process of playing, because through play it will be seen that educators can provide various stimuli so that learning will be very meaningful. Stimulation is made by providing a lot of space and opportunities that will train children's socialization skills with the surrounding environment, including teachers and parents, based on this concept will emerge a role in the development of aspects of child development which is not only the responsibility of the school but there are parents who take part in creating character (Gunadi, 2019). So in 2020, Indonesia initiated a new Curriculum, namely the Kurikulum Merdeka, which is a sure strategy to carry out learning that is more suitable and related. With the principle of self-reliance, the Kurikulum Merdeka is another way for students to improve their basic abilities in more detail for each child and match their respective talents (Dini et al. 2023).

The level of education that is one of the levels that needs to be maximized in the educational curriculum is Early Childhood Education (PAUD). Early childhood needs to be monitored for growth and development, this is because the most basic period of the child's development and growth process determines the child's life in the next period. So, it is necessary to set the curriculum appropriately and *bijkasana* for PAUD children, so that children's basic abilities can grow and develop correctly. By implementing inclusive education, it can be used as a way to minimize the possibility of the need for children to adjust hard (Bunbury, 2020).

The application of the Kurikulum Merdeka in the realm of PAUD with all its principles prioritizing freedom of learning, (*PAUDPedia Kemendikbudristek*, n.d.). The Kurikulum Merdeka focuses on mastering the 4C aspects (critical thinking, creativity, communication, and collaboration) as an integrated part of school readiness to be the underlying thing for the implementation of learning in the Kurikulum Merdeka (Anton & Trisoni, 2022). With this curriculum, children are not only taught to sit and learn to read, write, and count (Calistung), but also invited to think creatively, think critically, collaborate with others, and communicate effectively.

The education carried out does not discriminate between physical shape and color, ethnicity, race, and economic position. including those who have limitations. Law No. 20 (of 2003) related to the National Education System states that children who are underdeveloped or have special needs are entitled to full education without discriminatory treatment. Development and growth, as well as children's intellectual abilities can be maximally stimulated by taking Early Childhood Education (PAUD). It is stated in Law Article 28 No. 20 of 2003 related to Early Childhood Education that it is explained that:

- a) The implementation of PAUD is carried out through basic education
- b) The implementation of PAUD in the form of formal, non-formal, and informal education
- c) Early childhood education pathway: Kindergarten, RA, or other equivalent forms
- d) PAUD for non-formal education: Family planning, TPA, or other equivalent forms
- e) Early childhood education in the informal pathway: family education or education organized by the environment
- f) Provisions regarding PAUD as referred to in paragraph (1), paragraph (2), paragraph (3), and paragraph (4) are further regulated by government regulations (Nasional, 2003)

Inclusive learning is a series of learning activities that unite children with special needs and normal ones to learn together with children of their age as in public schools (Budiyanto, 2017). Education for ABK has been contained in Law of the Republic of Indonesia No. 20, this article provides an output of educational services for ABK in the form of inclusive education (Amka, 2020). Education for children who suffer from disorders, mental limitations, developmental delays, disorders, or have special intelligence and talent abilities can be called inclusive education (Wati et al., 2024). Children with special needs can receive education in general institutions, especially for PAUD (Fakhrul et al., 2023). The hope for the government is that preschools as a whole will accommodate children with special needs, the active involvement of various parties will not be established if the institution lacks the necessary facilities, teachers with superior competence, parental encouragement, and classes that generally justify the diversity of each child (Wijayanti, 2024).

Inclusive education for children with disabilities in Indonesia is enshrined in the Regulation of the Minister of National Education of the Republic of Indonesia No. 70 in 2009 Article 3:1, which describes the classification of children with special needs, covers: visually impaired, speechless, deaf, Down syndrome, deafness, disability, specific intellectual disabilities, slow learners, autism, limb disorders, as victims of the abuse of drugs, illegal drugs, and other dangerous substances, has other limitations and is disabled. Inclusive education is an interesting thing that is prioritized to enhance the quality of education services for children with special needs. In this case, inclusive education is one of the reasons to realize an education that is interesting, fun and suitable for every child. Realizing the importance of inclusion, in 2018, the implementation of inclusive education in various educational institutions has become the main focus in terms of linking education to what each child needs but, after the development of the times, an obstacle or challenge has been found about the effectiveness of the implementation and the concrete effect on children's self-reliance.

In implementing inclusive education, the government is obliged to pay attention to the crucial things described in Permendiknas No. 70 of 2009, such as special groups of students accepted into inclusion schools, restrictions on the number of ABK students, the availability of special teachers, learning infrastructure, operating fund assistance, and the curriculum used by schools that carry out inclusive education for ABK students (Harefa et al., 2023). Government Regulation Number 70 of 2009 states about the objectives of inclusive education, namely:

- 1) Acknowledging the importance of implementing education that values diversity and is non-discriminatory for every child

- 2) Providing broad terms to children who have physical, mental, emotional and social disorders or have the potential for intelligence and/or special talents to obtain quality education according to their needs and abilities (*Undang Undang Peraturan Menteri Pendidikan Nasional, 2009*).

The researcher reviewed a study that had been conducted before to be used as a reference material related to the Implementation of the Kurikulum Merdeka in Inclusive Schools, the research was conducted by (Fatimah et al. 2023) entitled, "Analysis of the Implementation of the Kurikulum Merdeka in Inclusive Elementary Schools". This study aims to analyze the implementation of the Kurikulum Merdeka in elementary schools. This research uses a qualitative approach. The subject in this study is SD Negeri 2 Kebumen. Data collection techniques are carried out using observation, interviews, and documentation. The implementation of the Kurikulum Merdeka includes planning, implementation, and evaluation, learning planning has been well prepared such as the creation of teaching modules; making diagnostic, formative, and summative assessments; the creation of the P5 module. The difference between the previous study and this study lies in the object of the research site and the aspect of the focus of the target. Previous research carried out research in elementary school, while researchers carried out research in kindergarten. The focus of the previous research on curriculum implementation included planning, implementation, and evaluation, while in this study the focus on Curriculum Implementation was reviewed from the aspect of Self-reliance of children with special needs.

The core of education can be seen from the curriculum, the curriculum is very crucial to show the direction of future educational goals so that it is implemented maximally (Martin & Simanjorang, 2022). The level of education that is one of the levels that needs to be maximized in the educational curriculum is Early Childhood Education (PAUD). Early childhood needs to be monitored for growth and development, this is because the most basic period of the child's development and growth process determines the child's life in the next period. So, it is necessary to set the curriculum appropriately and *bijkasana* for PAUD children, so that children's basic abilities can grow and develop correctly. By implementing inclusive education, it can be used as a way to minimize the possibility of the need for children to adjust hard (Bunbury, 2020).

One of the indicators of attitude values that need to be trained and developed is self-reliance. Since childhood, the attitude of self-reliance in children can be seen from the way they behave and behave routinely. Early childhood self-reliance attitudes can be fostered by teaching attitude routines. both physical attitudes, responsibility, confidence, self-help, discipline, desire to share as well as the ability to control emotions (Sulistianah & Tohir, 2020). In learning, children are trained to be able to do their own activities, be proactive, never give up and be pro-active when doing tasks, understand how to learn, be responsible, be able to manage their attitudes and thoughts, show their confidence (Sa'Diyah, 2017).

Nowdays the value of self-reliance is one of the character values that needs to be given a lot of attention because many families treat children like a king, serving whatever children need from morning to night. Especially children who are always served by their helpers at home every day because they have parents who are very busy outside the home. From the description above, the questions in this study include:

1. How is the Implementation of the Kurikulum Merdeka at Alam Surya Mentari Kindergarten?
2. What is the impact of the implementation of the Kurikulum Merdeka on the self-reliance of children with special needs there?

Therefore, the researcher wants to write and know the application of the Kurikulum Merdeka to Increase the Self-reliance of Children with Special Needs at Alam Surya Mentari Kerten Kindergarten, Laweyan, Solo.

## Method

The method used is the Descriptive Qualitative Method with data collection using triangulation to test the validity of the data. The data triangulation technique used is triangulation of techniques and sources through the examination of interview records, field notes, and documentation records from various data sources through interviews, observations, and documentation. Qualitative research is research used to define, or analyze a social phenomenon, attitudes, perceptions both individually and in groups (Ansori, 2020). The qualitative approach implements a comprehensive method to explore how to increase the self-reliance of children with special needs, especially in optimizing the implementation of the Kurikulum Merdeka.

The data analysis technique uses an interactive model from Miles and Huberman, namely through the stages of reduction, display, and verification or conclusion. This study uses triangulation to test the validity of the data. The data triangulation technique used is triangulation of techniques and sources through the examination of interview records, field notes, questionnaires, and documentation records from various data sources

Observation was carried out at Alam Surya Mentari Solo Kindergarten. The observation method is a method that collects data that is carried out by observing in depth, either directly or indirectly in the field (Joesyiana, 2018). This study uses a holistic approach that integrates literature analysis with direct observation to provide a comprehensive description related to the Implementation of the Kurikulum Merdeka.

## Result and Discussion

## **Implementation of the Kurikulum Merdeka at Alam Surya Mentari Kindergarten**

### **Definition of Kurikulum Merdeka**

Respondents explained that the Merdeka curriculum is a child-centered curriculum, so that children can choose activities according to their interests, and teachers are only facilitators. The definition is shown in the following respondents' statements,

*"... The Kurikulum Merdeka focuses on children, if it used to be centered on teachers, so in the Kurikulum Merdeka children can choose activities according to their interests, teachers are only facilitators..." (Teacher 2)*

The difference between the Kurikulum Merdeka and the previous curriculum is that if the Kurikulum Merdeka is child-centered and in terms of theme taking, it can be determined from the child's situation at that time. This is shown in the following respondents' statements.

*"... In kindergarten, we have always focused on children, in the past, the theme was determined in advance, but now it is seen from the child's condition that day..." (Principal)*

The Kurikulum Merdeka is a curriculum that focuses on children, which means that children are free to choose their own activities, explore in developing their ideas and experiences. In taking the theme that can now be taken from the initiative of the child who appeared that day so that it is more flexible and according to the child's interests so that learning is more meaningful.

In research conducted by (Sasmita and Darmansyah, 2022) stated that the Kurikulum Merdeka is also designed to be simpler and more flexible, this is expected to make teachers focus on essential materials and students are more active according to their interests. The similarity of this statement with this study is that children are more deeply involved in activities according to their interests, while the difference is that other aspects are not mentioned in this study.

### **Advantages and Disadvantages of the Kurikulum Merdeka**

The respondents explained that the Kurikulum Merdeka has advantages, namely that the content of the Kurikulum Merdeka is in accordance with the needs and development of children, focusing on child-centered or focused learning. This is shown in the following respondents' statements.

*"... The advantage is indeed in accordance with the child, then the focus is on the child more precisely..." (Principal)*

In the research conducted by (Lutfiana, 2022) said that teachers are obliged to encourage children to increase their knowledge from exploring their own experiences from various sources, making child-centered learning this is in line with what was obtained from this research, namely that this curriculum is in accordance with children in the sense of supporting children to explore from various sources and focus on children.

Respondents also explained that the Kurikulum Merdeka has shortcomings, namely the output to children is less than maximal and there is also a lot of administration that is quite complicated so that it burdens some teachers. This is shown in the following respondents' statements,

*"... The disadvantage is that because of Merdeka, the child is less than maximal in giving activities or when completing tasks, so because there may be limitations for example, calistung is not allowed, even though actually calistung can be taught but not forced, so it depends on the child, so the output is less maximal..." (Teacher 2)*

*"... The shortcomings are the administrations that are wow, quite a lot, teachers are finally burdened with administrations, not to mention other tasks related to the Kurikulum Merdeka..." (Principal)*

Based on the statement, it was explained that there are shortcomings of the Kurikulum Merdeka, namely the lack of maximum children's output in completing tasks and administrative tools that are too many and complicated to burden teachers.

### **Supporting and Inhibiting Factors of the Kurikulum Merdeka**

Respondents explained that Alam Surya Mentari Kindergarten has participated in being part of the driving school, therefore there are many driving factors in maximizing the Kurikulum Merdeka, including: the implementation of the Kurikulum Merdeka can be monitored properly, there is a task of implementing reflection every month, evaluation, monitoring visits to check whether it is in accordance with the implementation or not, there is also a monthly reporting zoom meeting and a thorough review of the material. This is shown in the following respondents' statements,

*"... because we participate in the driving school, so we are well monitored, in addition to monitoring from the PPGP, we have to carry out for example reflection activities every month, then the evaluation activities have monitoring, then there is a visit to see if we have implemented it appropriately or not, besides that there is another zoom whose monthly reporting is very complete, not to mention the materials that are thoroughly discussed once a month..." (Principal)*

Respondents also explained related to the obstacles in implementing the Kurikulum Merdeka, namely the quality factor of teachers that has not been maximized and the Kurikulum Merdeka which is still in the stage of continuous improvement and renewal. This is shown in the following respondents' statements,

*"... because the teacher factor is still not maximal in acceptance, and the Merdeka curriculum itself is also still in the process of being improved, there are reflections, and renewals..." (Teacher 2)*

Based on the statement, it is explained that the supporting factors for the success of the Kurikulum Merdeka include: monitoring, reflection, evaluation, reporting, to complete peeling of learning materials or materials and so on. Meanwhile, the factors that can hinder the implementation of the Kurikulum Merdeka are that the quality of understanding and acceptance of teachers has not been maximized, also because the Kurikulum Merdeka is still improving so that teachers have difficulty adjusting to these changes or improvements.

### **Implementation of the Kurikulum Merdeka at Alam Surya Mentari Kindergarten**

The Kurikulum Merdeka or Self-reliant Learning in Early Childhood Education is also known as Merdeka Play, the concept is that in the learning process applies learning through play, this concept is very much in line with the needs of early childhood. Freedom of learning in its concept is a sure way to raise the degree of Indonesian education. Through Self-reliant Learning, students will be honed to have the 4C skills, namely critical thinking, creativity, communication, and collaboration. With this ability, children not only become memorizers, but also can formulate and apply new discoveries in various fields, have good character, and positive social skills (Prameswari, 2020).

Critical Thinking is a thinking skill to solve problems or make decisions about the problems faced (Arnyana, 2019). Respondents explained that critical thinking is carried out in various learning activities. This is shown in the following respondents' statements,

*"... the emergence of children's ideas when given group activities, for example in block play activities..."*

This is supported by the explanation of other respondents who stated as follows,

*"... Critical thinking means to each individual, it means that he is creative in creating something or making something and then explaining, it means that he has thought critically. Oh, this is the tower, if you don't put it here, it will fall, it means that the tower must be straight up, for example, like that..."*

In the observation carried out by the researcher, the researcher found that one of the children named Y was very happy to pay attention to the objects around him and asked what the object was, what its function was and asked how to use it, showing the critical attitude of the child. While the two respondents above explained that critical thinking appears in each child in a different way, it can be when given group activities, it can be when creating something or when creating something and then he explains something he creates, it is proof that there is a critical thinking process that arises from them. This can be seen in the following image,



**Figure 2.** Children can develop ideas about objects around them

Creativity is a person's ability to create new things, both in the form of ideas and real works (Arnyana, 2019). Teachers should be able to develop children's creativity, creativity itself requires the ability of children to produce new and original ideas or solutions. This is shown in the following respondents' statements,

*"... The solution to the child's problem does not only depend on the solution given by the teacher..." (Teacher 2)*

At the time of providing learning activities by teachers, it is hoped that children will appear creative, because children's solutions to problems are certainly different, children's solutions can appear by themselves according to their own way without having to be like the way taught by the teacher. This can be seen in the following image,



**Figure 3.** Kids Can Create Something With Blocks/Lego

Communication is the ability to convey new thoughts, ideas, ideas, knowledge, and information to others through oral, written, symbolic, pictures, graphics, or numbers. These skills include the skills of listening, obtaining information, and conveying ideas in front of a crowd (Zubaidah, 2018). This is shown in the following respondents' statements.

*"... Children are given the opportunity to express their opinions, tell them to choose what toys are suitable, from there 2-way communication is formed, not just 1-way..." (Teacher 2)*

Respondents explained that each child is given the opportunity to express their opinions on learning activities, for example in having activities according to their interests, this is done so that 2-way communication is formed between teachers and children. This can be seen in the following image.



**Figure 4.** 2-Way Communication Between Teacher and Child

Collaboration is the skill of working together, synergizing with each other, adapting to various roles and responsibilities, and respecting differences. In collaborating, there will be mutual filling in each other's shortcomings and advantages, so that the problems faced can be solved properly together. This competency can be trained in learning, where teachers play an important role in creating collaborative activities in students (Sholikha & Fitrayati, 2021). Therefore, it can be concluded that collaboration can be interpreted as the ability of a person to work together in a group to achieve a common goal. This is shown in the following respondents' statements.

*"... Children can cooperate with their friends, not only in terms of playing but in terms of learning, children will learn problem solving as well, so they need to collaborate with friends..." (Teacher 2)*

Respondents explained that collaboration appears in children when playing in groups, where they can work together with their friends so that problem solving can arise. This can be seen in the following image.



**Figure 5.** Children paint freely using turmeric

## ***The Impact of the Kurikulum Merdeka on Children with Special Needs at Alam Surya Mentari Kindergarten***

### ***Definition of Children with Special Needs***

Respondents in this study emphasized that children with special needs are children with special conditions that are different from other children and need special treatment from children in general. The definition is shown in the following respondents' statements.

*"... ABK is an abbreviation for Children with Special Needs, which means that this child does need something special that is different from other children, including attention, education, nutrition, and so on..." (Teacher 1)*

According to another respondent, children with special needs have different privileges from their friends so that they are treated with special treatment, if children with special needs are given the right treatment or services, they will get maximum results in developing their potential. This is shown in the respondent's statement as follows:

*"... Children with Special Needs are children who have special privileges that are different from their friends but they have special privileges that of course we must treat specially, if given the right service, God willing, they will maximize their potential..." (Principal)*

The statement was expressed by Teacher 1 and the Principal who explained that Children with Special Needs are children who have different privileges from other children so that special services are needed, if they are given appropriate services, their potential will develop maximally.

In research conducted by (Nirma et al., 2021) states that Children with Special Needs (ABK) are children who in the process of growth and development, both physical, mental, intellectual, social, and emotional are different from children in general. The definition by Teacher 1 and the research conducted by (Nirma et al., 2021) have a similar definition of the point that children with special needs are children who are different from their friends or children in general, but the difference is that the Teacher 1 respondents mentioned special points on ABK, while in the study (Nirma et al., 2021) mentioned special points on their growth and development.

In research conducted by (Ashari, 2021), it is stated that children with special needs have the right to be given education or stimulation to further optimize their limitations and advantages. The definition by the School Head in this study and the research conducted by (Ashari, 2021) have the same meaning that if the right service is given, it will obtain optimal results or advantages.

### **The impact of the Kurikulum Merdeka on the Self-reliance of ABK**

In general, self-reliance can be interpreted as a person's ability to deal with various situations that exist through actions and thoughts by not involving others in resolving these situations. This ability of self-reliance is very necessary to be instilled in children from an early age. The attitude of self-reliance is shown by actions in the form of children's dependence on others and being able to make decisions and overcome problems. Respondents explained that the Kurikulum Merdeka can have a significant impact on the self-reliance of ABK at Alam Surya Mentari Kindergarten. This is shown in the following respondents' statements.

*"... The Kurikulum Merdeka, if for special children for us, has a very big impact, especially for self-reliance, a sense of responsibility, which seems that when children complete tasks, carry out activities, children tend to carry out them on their own without help, the second self-reliance is like habituation of habits such as toilet training, tidying up their own things..." (Teacher 2)*

Based on this statement, it is explained that there is a significant impact on the self-reliance of Children with Special Needs at Alam Surya Mentari Kindergarten, this can be seen from children who can complete their activities self-reliantly without the help of others, with assistance at the beginning, then the cultivation of life skills such as toilet training, putting things in their place, and so on.

In research conducted by (Pangastuti et al., 2020) explained that self-reliance is a situation where a person in his life is able to decide or do something without the help of others. The similarity of this statement with this study is that children can be said to be self-reliant if they can do something or their own activities without the help of others, while the difference is that in this study the examples are described in more detail. This can be seen in the following image.



**Figure 6.** Children can wear their socks and shoes self-reliantly

### **Ideal curriculum for children with special needs**

The respondent explained that the curriculum that is suitable for children with special needs is the Kurikulum Merdeka because the implementation of learning begins with providing direction and assistance first, then children can learn to complete learning activities self-reliantly. This is shown in the following respondents' statements,

"... In my personal opinion, this Kurikulum Merdeka is suitable for ABK, so we give direction, we provide assistance first, then later the child will learn to complete all activities self-reliantly..." (Teacher 2)

For respondents, the curriculum that is most appropriately applied in improving the development of children with special needs is the Merdeka curriculum because through the process of providing direction and assistance first, then children will learn to complete their activities self-reliantly.

## Conclusion

The conclusion of this study answers the question of how the Implementation of the Kurikulum Merdeka in Increasing Early Childhood Self-reliance in Alam Surya Mentari Solo Kindergarten. Children's self-reliance can be seen from their ability to complete their activities self-reliantly. The need for synergy between the government, teachers, and parents as well as all school residents to want to harmonize education and form a positive environment, especially for children with special needs so that they can develop optimally in terms of physical, mental, intellectual, attitude and self-reliance. The theoretical benefit of this study is that it can be used as a reference for the next research with a similar theme. The next research can elaborate in more detail on the step by step implementation of the curriculum in learning so as to support ABK maximally. Practically this research is useful for researchers and parents to know about children's abilities. The information obtained from this study can also be used as a reference for the community to understand and provide developmental support to Children with Special Needs.

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