

# **DIFFERENTIATION OF SPECIAL PROGRAM LEARNING IN THE IMPLEMENTATION OF THE MERDEKA CURRICULUM FOR STUDENTS WITH SPECIAL NEEDS IN SLB SLEMAN REGION**

**by MumpuProf. Dr. Mumpuniarti, M.Pd, Rafika Rahmawati, S.Pd., M.Pd, Diajeng Tyas Pinru Phytanza, S.Pd., M.Pd, Veroyunita Umar, S.Pd., M.Pd**

## **ABSTRACT**

The aim of this research is to create a systematic, factual and accurate description or picture regarding the implementation of the Merdeka Curriculum in special learning programs for students with special needs. This research is planned to be carried out in four major stages, namely needs analysis, instrument development, dissemination and data analysis by carrying out development instruments based on Tomlinson's theory. The results of the research show that the assessment process carried out by teachers to determine the phase of students' abilities is carried out by determining the phase of students based on the results of diagnostic assessments, so that learning is in accordance with the needs and characteristics of students. The assessment process that has been carried out includes based on student needs, types of child specialties, student needs, curriculum, student learning readiness, student interest in learning, special needs program learning profile. The stages of preparing a special learning program plan that is adapted to the Merdeka Curriculum begins with identification or assessment. Implementation of learning differentiation that has been carried out by teachers in special learning programs in the Merdeka Curriculum. Refers to an approach that is tailored to the individual needs of students who have special needs. The goal of differentiation is to provide an effective and relevant education to each student, accommodating their varying ability levels, learning styles, and individual needs

*Kata Kunci: Differentiated Learning, Special Programs, Merdeka Curriculum, Children with Special Needs, Special Schools*