

Thematic Learning Models with the Role-Playing Method in the Merdeka Curriculum in Inclusive Schools

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ABSTRAK

Penggunaan strategi pembelajaran yang menarik bagi semua siswa oleh guru masih kurang, terutama bagi siswa yang memiliki indikator lamban belajar. Tujuan dari penelitian ini adalah untuk mengembangkan model pembelajaran tematik dengan teknik bermain peran di sekolah inklusi. Model pengembangan Hannafin & Peck diadopsi dalam penelitian ini bersama dengan metodologi penelitian dan pengembangan. Tahapan pengembangan dilakukan mulai dari tahapan analisis kebutuhan, perancangan, pengembangan, dan implementasi. Proses review dan revisi akan digunakan dalam tiga level ini. Pakar materi dan desain telah memberikan pengembangan model pembelajaran tematik dengan memanfaatkan pendekatan bermain peran dalam kurikulum Merdeka di sekolah inklusi dengan nilai yang sangat baik untuk keberlangsungan. Rata-rata skor ahli materi menghasilkan skor 97,36%, sedangkan rata-rata skor ahli desain menghasilkan skor 92,10%. Hasil uji efikasi kemudian dikumpulkan dari 14 siswa sekolah inklusif, dengan skor rata-rata 74,90% pada pretest. Hasil posttest sebagai perbandingan memiliki nilai rata-rata 85,14%. Pengembangan yang telah dilakukan dapat dimanfaatkan oleh para guru di sekolah inklusi untuk melakukan kegiatan pengajaran kepada siswa mengenai pembelajaran tematik dengan metode bermain peran dalam kurikulum Merdeka. Hal ini akan memastikan bahwa uji keefektifan yang dilakukan berhasil dengan mendapatkan nilai yang sangat baik. Dalam rangka mewujudkan program pemerintah yang memberikan layanan pendidikan inklusif yang ramah kepada semua peserta didik..

ABSTRACT

The use of teaching strategies that interesting for all students by teachers is still lacking, especially for students who have indicators of slow learning. This study aims to develop a thematic learning model using role-playing techniques in inclusive schools. The Hannafin & Peck development model is adopted in this study along with the research and development methodology. The development phases are carried out starting with the needs analysis, design, development, and implementation stages. Processes for review and revision will be used in these three levels. Material and design experts have given developing thematic learning models utilizing the role-playing approach in the Merdeka curriculum in inclusive schools excellent marks for viability. Average material expert scores result in a score of 97.36%, whereas average design expert scores result in a score of 92.10%. The efficacy test results were then collected from 14 students, with an average score of 74.90% on the pretest. The posttest results, in comparison, had an average value of 85.14%. The development that has been done can be used by teachers at the inclusive schools to carry out teaching activities to students regarding thematic learning using the role-playing method in the Merdeka curriculum. This will ensure that the effectiveness test that was carried out was successful by getting an excellent. In order to realize government programs that provide inclusive education services that are friendly to all students.

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1. INTRODUCTION

A crucial element in ensuring the well-being of the nation is education. This essential element should ensure that everyone can access education without hindrance. The curriculum establishes quality education as a benchmark for learning to fulfill the vision, mission, and objectives of education (Bahri, 2017; Reuge et al., 2021). The curriculum being utilized at the moment is the Merdeka curriculum, which was released by the Ministry of Education, Culture, Research, Technology, and Higher Education of the Republic of Indonesia in the years 2019 to 2024. The curriculum of today must be open to all students, including those with special needs. With the help of inclusive education, general education students and students with special needs can attend the same class (Love & Horn, 2021; Sahli Lozano et al., 2022). Individuals are also emphasized in learning. Schools that promote inclusive education must also ensure that all students participate in the learning process (De Jesus, 2018; Yusuf & Yeager, 2011). So that each student has the same rights in terms of their educational needs. The Merdeka Curriculum incorporates instructors, students, and the academic community in the learning process (Cantika, 2022; Waruwu et al., 2022). Thematic learning is one of the lessons taught. In order to manage learning activities, the thematic learning principle makes use of topics that are tailored to students' interests, environmental circumstances, and instructor preparation (Aperta et al., 2021; Kartini & Waridah, 2018). When teaching a theme, the instructor must also provide materials and strategies to entice pupils to study and hone their talents. Students benefit from thematic learning by understanding and resolving complicated issues in light of their surroundings. Students should be able to recognize, gather, evaluate, and meaningfully interpret information from their environment as a result of thematic learning (Nasution, 2019; Sulhan & Khalakul Khairi, 2019). The study of a certain topic can help pupils develop moral and responsible personalities (Vastyanov et al., 2021; Yuliastri & Ramdhani, 2018). The Merdeka curriculum's theme learning skills can enhance the quality of human resources in the future.

There is earlier studies helped parents in Rusunawa Jatinegara Kaum assess children with exceptional needs (Tarjiah et al., 2022). The outcome is that 51 kids are listed as having special needs. Out of 51 kids, 14 need additional evaluation. Then tested 14 kids who were slow readers and writers on various aspects of reading and writing. According to the assessment results, 3 out of 14 kids had trouble identifying letters when they were jumbled. Sixteen children out of fourteen have trouble telling between letters that resemble the letters U-V, U-N, B-D-P, M-W, and U-Y in terms of shape. Six out of every fourteen kids struggle with reading accuracy. 2 kids struggle to read words and sentences with the letters r or n in the end. The word "Air" becomes "Ari" when read backward. Four kids struggle to read well.

Interviews with four TPA Al-Hidayah teachers were also conducted. According to the findings of interviews conducted regarding Iqra's learning resources, teachers at TPA Al-Hidayah are required to create lesson plans, use instructional resources, and create worksheets when they train students. The teacher only imparts knowledge based on what he or she has learned through studying Iqra in the past. Teachers merely follow the material in Iqra's book since they have never been given training or support in creating Iqra learning materials. The results of the interviews conducted to determine whether there were any slow learners revealed that these students had trouble connecting one hijaiyah letter to another hijaiyah letter and soon forgot how to recognize and grasp the forms of hijaiyah letters. In order to recognize and comprehend the shape of the Hijaiyah letters, the teacher also advised the children to repeat each word three to five times. There were 14 pupils that had slow learning indicators. According to the findings of the most recent interview regarding the teaching strategies employed in Iqra, up until this point, children were simply instructed to line up in accordance with attendance before being instructed one by one to approach the teacher and begin reading Iqra. Many more kids who still need to get in line to read are playing and making jokes while the teacher listens to the students' reading. The utilization of boring teaching strategies that are appealing to all pupils by teachers is still lacking. Based on those research and the findings of four teachers' interviews at TPA Al-Hidayah. In order for students to learn most effectively, integrate learning with various pupils, and meet their learning needs, there is a need for additional study on the development of appealing learning models utilizing acceptable methodologies. The goal of this study is to develop a theme learning model using the role-playing technique for the inclusive TPA Al-Hidayah school.

2. METHOD

The Hannafin & Peck Model was employed in this study's Research and Development (RnD) methodology. The needs analysis stage, the design stage, and the development and implementation stage are the three key stages that make up this development paradigm. Processes for review and revision will be used in these three levels. A Hannafin & Peck development model diagram is show in Figure 1.

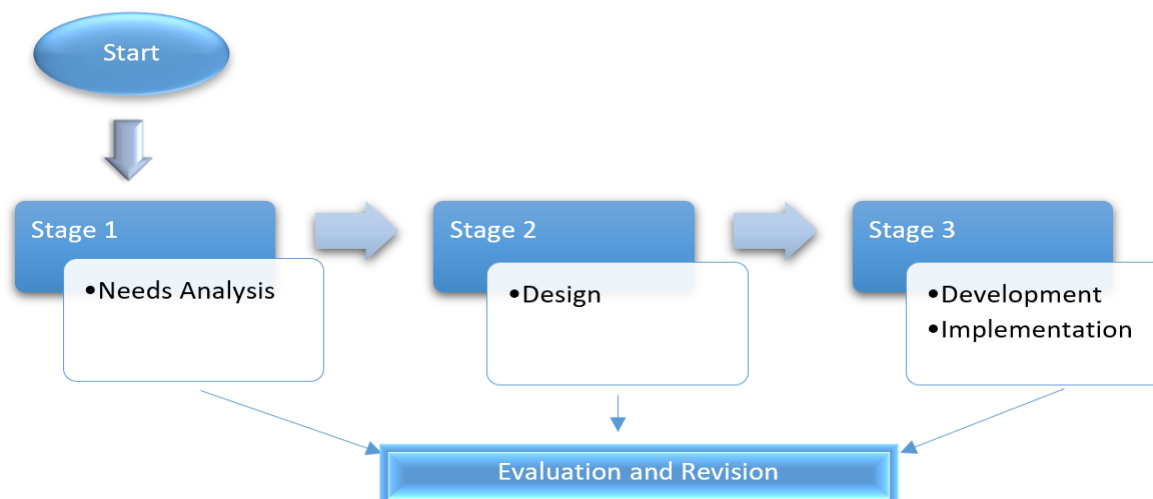


Figure 1. Hannafin & Peck Development Model

Expert validation in this study was carried out with material and design experts. In expert validation, a feasibility-level test is carried out (Ghaffur, 2017). The reference criteria for the feasibility and effectiveness tests are shown in Table 1.

Table 1. Criteria For The Feasibility And Effectiveness Tests

Score (%)	Criteria
85-100	Excellent
69-84	Very Good
53-68	Good
37-52	Fair
0-36	Poor

3. RESULT AND DISCUSSION

Result

Needs Analysis Stage

Four teachers at TPA Al-Hidayah were interviewed as part of the needs analysis step. According to the findings of interviews conducted regarding Iqra's learning resources, teachers at TPA Al-Hidayah do not create lesson plans, use instructional materials, or create worksheets when they train students. The teacher only imparts knowledge based on what he or she has learned through studying Iqra in the past. Teachers merely follow the material in Iqra's book since they have never been given training or support in creating Iqra learning materials. The results of the interviews conducted to determine whether there were any slow learners revealed that these students had trouble connecting one hijaiyah letter to another hijaiyah letter and soon forgot how to recognize and grasp the forms of hijaiyah letters. In order to recognize and comprehend the shape of the Hijaiyah letters, the teacher also advised the children to repeat each word three to five times. There were 14 pupils that had slow learning indicators.

According to the findings of the most recent interview regarding the teaching strategies employed in Iqra, up until this point, children were simply instructed to line up in accordance with attendance before being instructed one by one to approach the teacher and begin reading Iqra. Many more kids who still need to get in line to read are playing and making jokes while the teacher listens to the students' reading. The utilization of boring teaching strategies that are appealing to all pupils by teachers is still lacking. Based on this, it is essential to create a captivating learning model employing techniques that can grab students' attention and motivate them to learn effectively, as well as integrate learning with a variety of students and satisfy their learning needs.

Iqra Learning Guide Design Stage

The design phase for the Iqra learning guide is carried out in accordance with the flow shown in the accompanying diagram show in Figure 2.

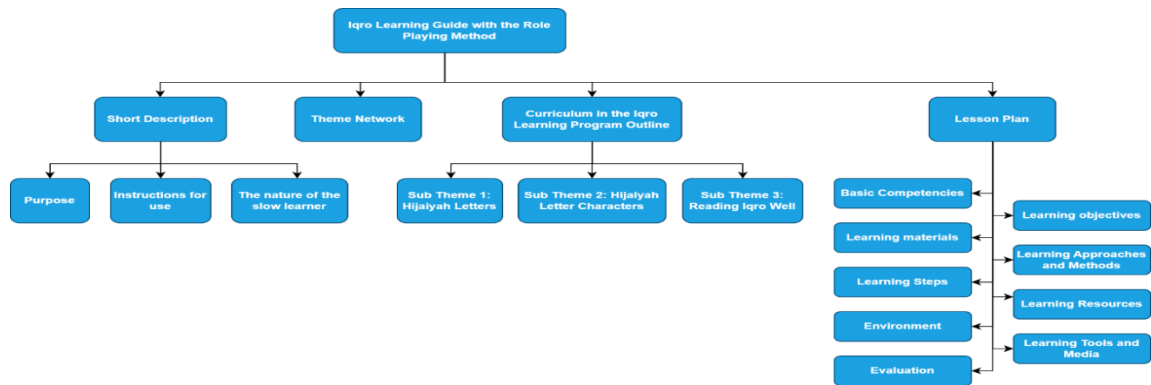


Figure 2. Flowchart for the Role-Playing Method in Iqra Learning Guide

Base on Figure 2, the design of the Iqra learning guide utilizing the role-playing approach consists of various parts, the first of which is a brief explanation of the goal, usage guidelines, and characteristics of slow-learners. The topic network, which follows, lists all of the Iqra learning's themes from beginning to end. Along with examples of semester lesson plans that include fundamental competencies, learning objectives, learning materials, learning implementation, learning methods, learning steps with examples of using the role-playing method, learning resources, learning environment, and evaluation, it is also packed with curriculum-related components. This includes an outline of the Iqra learning program with sub-themes 1, sub-themes 2, and sub-themes 3.

Development Stage

The Procreate Software was used to design the manual during the development stage. The outcomes of the creation of the Iqra learning manual are consist of 1.) Main page display, the main page appears as show in Figure 3.

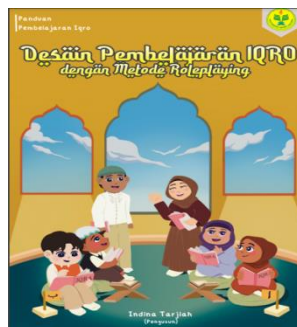


Figure 3. Main Page Display

Base on Figure 3, the cover page of the Iqra handbook, which features an illustration of a TPA room with a greenish-yellow background and the activities of students and teachers, serves as the main page display. 2.) Short Description, the purpose, intended use, and nature of slow learners are briefly described on the following page of the Iqra learning guide (Slow learners). The utilization of media and the comprehension of children with slow learning rates are both covered in this description. Succinct summary of the view is show in Figure 4.

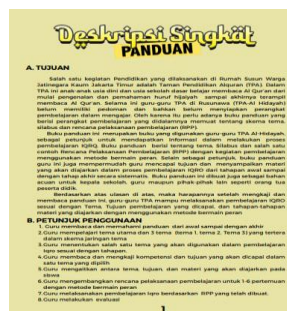


Figure 4. Short Description

Theme Network, the Iqra learning themes and sub-themes specified in the theme network are listed on the following page. The theme network shows relationships between specific themes and subtopics drawn from many academic disciplines. The primary focus of Iqra study in this manual is Iqra, which is further broken down into three sub-themes: first, the sub-theme of understanding hijaiyah letters; second, the sub-theme of identifying hijaiyah characters; and third, the three sub-themes of reading hijaiyah letters fluently. Check out the topic grid is show in [Figure 5](#).



Figure 5. Theme Network

Curriculum and Outline of the Iqra Learning Program. The Iqra learning program's curriculum or framework can be found on this page. A series of experiences and learning activities are planned for TPA students who are slow learners in order to achieve the learning objectives to be achieved, as well as equipped with the allocation of time and learning resources. The process starts with the TPA identity, themes, and sub-themes, followed by basic competencies, subject matter, indicators, and learning activities. The Iqra learning program's curriculum and overview are shown in [Table 6](#).

Kompetensi Dasar	Materi Pokok	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar
1. Memahami huruf hijaiyah	30 Huruf Hijaiyah	<ul style="list-style-type: none"> Menunjukkan huruf hijaiyah Membedakan huruf hijaiyah dengan huruf latin Membedakan huruf hijaiyah dengan huruf arab Membedakan huruf hijaiyah dengan huruf latin Membedakan huruf hijaiyah dengan huruf arab Membedakan huruf hijaiyah dengan huruf latin 	<ul style="list-style-type: none"> Menunjukkan huruf hijaiyah Membedakan huruf hijaiyah dengan huruf latin Membedakan huruf hijaiyah dengan huruf arab Membedakan huruf hijaiyah dengan huruf latin Membedakan huruf hijaiyah dengan huruf arab Membedakan huruf hijaiyah dengan huruf latin 	2 bulan	Kht, Al-Ad Buku Iqra Cara Capak Menemukan Alquran (Buku) Buletin Ummat LPTQ Nasional
1.2 Membaca dua huruf hijaiyah	Membaca 2 huruf hijaiyah	<ul style="list-style-type: none"> Membaca 2 huruf hijaiyah Membaca 2 huruf hijaiyah yang berlainan 	<ul style="list-style-type: none"> Menunjukkan huruf hijaiyah Membedakan huruf hijaiyah dengan huruf latin Membedakan huruf hijaiyah dengan huruf arab Membedakan huruf hijaiyah dengan huruf latin Membedakan huruf hijaiyah dengan huruf arab Membedakan huruf hijaiyah dengan huruf latin 	2 bulan	Kht, Al-Ad Buku Iqra Cara Capak Menemukan Alquran (Buku) Buletin Ummat LPTQ Nasional

Figure 6. Curriculum and Outline of the Iqra Learning Program

Lesson Plan is the goal is to attain a basic competency, and learning objectives have been specified in the learning program, according to the page about the lesson plan, which outlines methods and how to organize learning. This is one way to look at the lesson plan show in [Figure 7](#).

Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan : TPA Al-Hidayah Rusunawa Jatinegara Kaum
 Tema / Sub Tema Pembelajaran ke : Iqra/Huruf Hijaiyah
 Kelas : Iqra Dasar
 Waktu : 2 Bulan

A. KOMPETENSI DASAR
 1.1 Memahami Huruf Hijaiyah

B. TUJUAN PEMBELAJARAN
 1. Siswa dapat menunjukkan huruf hijaiyah setelah di libatkan bermain peran huruf hijaiyah dengan benar
 2. Siswa dapat membedakan bunyi huruf hijaiyah, setelah mengikuti peran sebagai salah satu huruf hijaiyah dengan benar
 3. Siswa dapat membaca bunyi huruf hijaiyah, setelah guru menunjukkan huruf tertentu dengan benar

C. Materi Pembelajaran
 1. 30 Huruf hijaiyah

ا	ب	ت	ث	ج	ح	خ	د	ذ	ر	ز	س	ش	ص	ض	ط	ظ	ع	ف	ق	ك	گ	ل	م	ن	ه	و	ي
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

2. bunyi huruf hijaiyah

ا	ب	ت	ث	ج	ح	خ	د	ذ	ر	ز	س	ش	ص	ض	ط	ظ	ع	ف	ق	ك	گ	ل	م	ن	ه	و	ي
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Figure 7. Lesson Plan

Expert Validation

With the help of design and material experts, the expert validation stage was completed. The validation done through material expert, and validation of the design expert. The validation outcomes are shown in Table 2.

Table 2. Expert Validation Results

Validators	Suggestion	Comment
Rifda Sabrina, S.Pd Material Expert	<ol style="list-style-type: none"> 1. The time allocation for each basic competency should be specified more clearly (example: 2 months with 5 meetings per week) 2. For the subject matter of basic competence 1.4. should be replaced with: <ol style="list-style-type: none"> a. The letters read are 2 harokat in length b. Letters that are read long 4-5 vowels 3. For the subject matter of basic competence 1.5. should be replaced with: <ol style="list-style-type: none"> a. Waqf reading the end of the verse b. Tasydid readings are read with a buzz and not a buzz 	<ol style="list-style-type: none"> 1. In general, Iqra's material is good. The implementation steps are also explained in detail. 2. This Iqra material uses a method that is suitable for children, especially for children who have difficulty learning to use books alone
Dr. Otib Satibi, M.Pd Design Expert	<ol style="list-style-type: none"> 1. KD. 1.1 changed to KD for knowledge. 2. Add competency achievement indicators before learning objectives. 3. The learning objectives editor is equipped with the ABCD format. 	<ol style="list-style-type: none"> 1. We recommend that we patch up the incomplete side of Iqra with criteria from pedagogic and didactic disciplines.

Base on Table 2, A score of 97.36% was obtained for the material expert's questionnaire assessment results. The results of the design expert's evaluation receive a value of 92.10% concurrently. These two values both qualify as excellent values.

Effectiveness Test

This effectiveness test was carried out at the Al-Hidayah TPA in Jatinegara Kaum Rusunawa, East Jakarta. The effectiveness test involved four teachers and 14 students. The effectiveness test was carried out through a pretest and a posttest. The results of the effectiveness test presented in Table 3.

Table 3. Results of Effectiveness Tests

Respondent (R)	Pretest (%)	Posttest (%)	Final Grade Criteria
R1	67.33	72.67	Very Good
R2	40.67	73.33	Very Good
R3	64.00	81.33	Very Good
R4	64.67	80.67	Very Good
R5	79.33	90.67	Excellent
R6	81.33	90.67	Excellent
R7	72.00	87.33	Excellent
R8	83.33	90.00	Excellent
R9	82.67	87.33	Excellent
R10	91.33	94.67	Excellent
R11	88.00	92.67	Excellent
R12	87.33	90.67	Excellent
R13	90.00	92.67	Excellent
R14	56.67	67.33	Good
Average	74.90	85.14	Excellent

Base on Table 3, these facts lead to an average score of 74.90% for the 14 students' pretest results. The posttest findings, in contrast, had a strong predictive value with an average score of 85.14%. Three students received posttest scores below 75, despite the fact that the test outcomes between the pretest and posttest had improved. Further investigation revealed that these three pupils' IQs were lower than the group's average. The provided theme learning model is quite suitable. The three students'

learning materials are still ineffective. Audiovisual media is one of the media that slow learners can use. If solely visual media have been used in the implementation. So you can employ audiovisual materials to aid the learning of slow learners. Pupils who are slow learners can benefit from using audiovisual media. His research on the use of audiovisual media for young individuals with learning challenges is consistent with this. According to his research, incorporating audiovisual materials can spark slow learners' interest in the lesson subject. Students can become more engaged in the teaching and learning process through the use of audiovisual media that combines visuals and music. The role-playing method can be used with this audiovisual material to facilitate topic learning.

Implementation

At the TPA Al-Hidayah Rusunawa Jatinegara Kaum inclusive school in East Jakarta, developing thematic learning models using the role-playing technique was put into practice. The planning, organizing, implementing, and evaluating phases of the implementation process are the first steps. In the planning phase, pupils are identified and their talents are assessed. A brief summary is provided along with the identification and assessment findings. Following that, learning objectives, core competences, and fundamental competencies are examined. Create a network of themes and sub-themes for a number of meetings after that. Creating a curriculum and a broad picture to support a lesson plan is a part of subsequent planning. The planning process has finished.

The following step is to arrange everything in accordance with the created lesson plan. The role-playing approach of learning is applied throughout the course of four postings. By positioning teachers in accordance with specified posts, teachers are organized. His responsibility is to deliver instruction in line with the major and supporting learning themes. Implementation is the subsequent phase. At this point, the planning and arranging must continue. The teacher puts this into practice by making use of engaging material. Additionally, by assisting students, teachers can help them better understand the content they are teaching. After considering the completed stages of the prior phases, an evaluation is conducted. At this point, the teacher explains all he has done and then explains the difficulty so that it can be fixed right away for the future. At this stage of implementation, learning media are required to maximize some of the students' five senses, including sight, hearing, and touch. so that students can use their five senses to enhance their media-based learning and become more active.

Discussion

This study is a follow-up of previous study on parental support and evaluation of youngsters with special needs in the Rusunawa Jatinegara. Regarding a reading and writing examination of 14 slow readers and writers (Tarjiah et al., 2022). Additionally, the findings of four teachers at TPA Al-Hidayah who were questioned about the Iqra learning exercises that were conducted. Further study is required to design a thematic learning model using the role-playing method in the autonomous curriculum at TPA Al-Hidayah inclusive school in order to build on the findings of the assessment and interview results. The Hannafin & Peck Model is used in this study together with the Research and Development (RnD) methodology. The needs analysis stage, the design stage, and the development and implementation stage are the three key stages that make up this development paradigm.

Processes for review and revision will be used in these three levels. In order to complete the needs analysis stage, information was gathered from prior research and interviews with four TPA Al-Hidayah teachers. It is necessary to continue previous research by undertaking efficient and engaging learning (Cahyadi, 2019; Kizilaslan, 2019). A lesson plan, the use of instructional material, worksheet preparation, and the use of teaching strategies that were appealing to all students were all requirements, according to the interviews with four teachers at TPA Al-Hidayah. The use of learning media can make it easier for teachers to provide learning materials to children, and learning methods can be used to make student participation active and collaborative with one another (İlhan, 2021; Tafonao, 2018). However, the teacher must still make the lesson plan as a learning compass that provides direction in achieving learning goals (Amrizul, 2018; Iqbal et al., 2021). When employing the role-playing technique to create theme learning models, some of these things turn into a requirements analysis (Muruganatham, 2015; Rohmanurmeta, 2017). The Iqra learning guide with the role-playing technique was designed with a lesson plan in addition to a brief description outlining the objectives, usage instructions, kid characteristics, theme network, and curriculum. To position the brief description and learning objectives in the designs, a description that briefly explains the learning objectives must be included in the design. This will give teachers guidance in carrying out the educational process. The usage guidelines give a thorough explanation of how to use the media in a responsible manner (Aral et al., 2022; Prasetyo, 2021). To give readers a comprehensive picture of the children's situation, the Iqra learning guide must take into account their characteristics, one of which is that of the slow learners at TPA Al-Hidayah. Children that

struggle to learn often keep quiet and glance down when studying (Iqbal et al., 2021; Wanabuliandari et al., 2021). The learning activities process refers to the curriculum, which includes a crucial learning implementation plan. The function of pupils in the classroom is ideal with a learning implementation strategy. The Iqra learning guide was created utilizing the role-playing technique, and some of these ideas have been incorporated (Nurhasanah et al., 2016; Priatna & Setyarini, 2019). The design stage is complete, and now comes the development step.

This step of development is carried out in accordance with the created design. The Iqra learning program's curriculum and outline, theme network, main page presentation, brief description, and learning implementation strategies are all new developments. Following development, it is evaluated by experts in material science and product design. There are a number of contributions made by subject matter experts that place an emphasis on time management and the subject of Iqra learning. The feedback is referred to when making improvements. These experts evaluated the viability of creating theme learning models with the developed role-playing technique. A score of 97.36% was obtained for the material expert's questionnaire assessment results. The outcomes of the design expert's evaluation receive a value of 92.10% at the same moment. These two values both qualify as excellent values. While the results of the effectiveness test obtained an average score of 74.90% for the pretest results of 14 students.

Then the posttest results get an average score of 85.14%. Three pupils still scored below average on this test. When looked at further, it becomes apparent that the three students are less intelligent than the other kids. The media formerly utilized for submission of material using the role-playing approach was merely image media (Santoso, 2016; Vangrieken et al., 2017). This was modified to audiovisual media, which requires a more thorough explanation. Previous study claims that this media works well for kids who learn slowly (Meijon Fadul, 2019). This is consistent with his studies on the use of audiovisual media for youngsters who struggle with learning. His research revealed that consuming audiovisual media that fell into the very good category increased the learning interest of youngsters who struggle to learn new things. The use of role-playing to construct theme learning models was implemented at the TPA Al-Hidayah Rusunawa Jatinegara Kaum inclusive school in East Jakarta is in line with several previous studies. The sole form of media employed is visual, which is still quite abstract. Previous study asserts that slow learners have subpar cognitive skills and necessitate substantial learning management (Shokoohi-Yekta et al., 2011). Slow learners, according to previous study require more time to receive the teacher's teaching materials (Mandagani et al., 2022). There is a demand for instructional media to aid slow learners. Users using this assistive technology may find it convenient depending on their individual needs (Jauhari et al., 2022; Meijon Fadul, 2019; Setiyawan, 2021). The implication of this study provide overview related to role-playing has been successfully used to create theme learning models for the Merdeka curriculum at TPA Al-Hidayah inclusive schools.. In order to realize government programs that provide inclusive education services that are friendly to all students, recommendations for further research can be implemented in the development of thematic learning models with the role-playing method in the Merdeka curriculum in other inclusive schools with Islamic elementary school education.

4. CONCLUSION

Commencing with the needs analysis stage and moving through the design stage, development stage, and implementation stage. With a very good degree of feasibility from material experts and design experts, developing thematic learning models utilizing the role-playing technique in the autonomous curriculum in inclusive schools has been successful. Teachers at the TPA Al-Hidayah inclusive school and other inclusive schools can use the development that has been carried out to carry out teaching activities to students regarding thematic learning using the role-playing method in the Merdeka curriculum, ensuring that the effectiveness test that has been carried out was successful by getting a very good predicate.

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