

**ABSTRAK****PERMASALAHAN SEKOLAH DASAR INKLUSI DI KELAS ATAS SD “SUKA ILMU” WILAYAH KABUPATEN KULON PROGO**

Hera Erisa  
Universitas Sanata Dharma  
2018

Penelitian ini bertujuan untuk mengetahui permasalahan sekolah dasar inklusi di kelas atas SD Suka Ilmu wilayah Kabupaten Kulon Progo pada tahun pelajaran 2017/2018. Jenis penelitian yang digunakan yaitu penelitian kualitatif deskriptif dengan metode studi kasus, teknik pengambilan data yang digunakan yaitu wawancara semi terstruktur, observasi, dan dokumentasi. Subjek penelitian adalah guru kelas atas, panitia PPDB, dan kepala sekolah. Data yang diperoleh dianalisis dengan cara reduksi data, *display* data dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa PPDB kurang maksimal, GPK tidak mendampingi, pencatatan peserta didik baru manual, dan data susunan panitia belum diperbaharui. Identifikasi dilakukan oleh guru kelas 1 atau 2 yang dilakukan berdasarkan pengetahuan guru dan kurang diketahui oleh guru kelas. Kurikulum yang digunakan di kelas atas yaitu K 13 untuk kelas IV dan KTSP untuk kelas 5 dan 6, tidak ada modifikasi kurikulum sehingga sama seperti sekolah reguler. Bahan ajar yang digunakan di kelas atas sama antara siswa ABK dan siswa lain pada umumnya, sekolah membolehkan adanya penurunan materi. Pembelajaran yang berlangsung di kelas atas ramah anak, namun masih ditemukan olok-olokan siswa lain kepada siswa ABK. Penataan ruangan di kelas atas sama seperti kelas reguler pada umumnya. *Assesmen* di SD Suka Ilmu tidak rutin di laksanakan tiap tahun. Tidak ada media pembelajaran adaptif di kelas atas, media pembelajaran biasa tidak digunakan dengan maksimal. Penilaian di kelas atas disesuaikan dengan kondisi siswa, soal ujian yang digunakan sama antara siswa ABK dan siswa lain pada umumnya, evaluasi pembelajaran dilakukan oleh guru secara pribadi seperti refleksi pengajaran.

Kata Kunci: permasalahan sekolah inklusi dan kelas atas

**ABSTRACT****UPPER GRADE INCLUTION SCHOOL PROBLEM IN “SUKA ILMU”  
ELEMENTARY SCHOOL KULON PROGO REGENCY***Hera Erisa**Sanata Dharma University**2018*

*The aim of this study was to find out how the problem in upper grade inclusion school Suka Ilmu Elementary School Kulon Progo Regency. The type of research for this study was descriptive qualitative approach with case study method. The technique for collection the data were semi structured interview, observation, and documentation. The subjects of the study were upper grade teachers, new students committee, and the Principal. The data were being analyzed by data reduction, data display and conclusion.*

*The results of the study were PPDB less than maximal, special counselors did not accompany, manual recording of new students, and the data of PPDB committee had not been updates. Identification was done by the teacher class 1 or 2 which was based on the knowledge of teachers and less known by the upper class teacher. The curriculum used in the upper class was K13 for the fourth grade and KTSP for grades 5 and 6, there was no modification of the curriculum. In upper grade, teachers were using the same teaching materials for student with special needs and the other students in general, the school allows for a simplify of the material. Learning activities in upper grade were child-friendly, but there were still found teasing from another student to student with special needs. The arrangement of the room in upper grade were the same as regular classes in general. Assessment were not routinely carried out every year. There was no adaptive learning media in upper grade, ordinary learning media were not used totaly. The evaluations in the upper grade were adapted to the conditions of the students, the exam for students with special needs were the same as the other students in general, learning evaluation conducted by the teacher so as a reflection.*

*Keywords: issues of inclusion school and upper grade*

