

## ABSTRAK

### PERMASALAHAN SEKOLAH DASAR INKLUSI KELAS ATAS DI SD “HARAPAN MULIA” WILAYAH KABUPATEN BANTUL

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Setiap warga negara berhak untuk mendapatkan pendidikan termasuk Anak Berkebutuhan Khusus (ABK). Akan tetapi, belum semua ABK mendapatkan pendidikan dengan layak karena sekolah memiliki keterbatasan untuk menangani ABK. Penelitian dilakukan untuk mengetahui permasalahan yang terjadi berkaitan dengan penyelenggaraan sekolah dasar inklusi kelas atas di SD “Harapan Mulia” wilayah Kabupaten Bantul.

Jenis penelitian yang digunakan adalah kualitatif deskriptif dengan menggunakan metode studi kasus (*case-studies*). Subjek pada penelitian ini yaitu kepala sekolah, guru kelas IV, guru kelas V, dan guru kelas VI SD “Harapan Mulia”. Teknik pengumpulan data pada penelitian ini menggunakan wawancara, observasi, dan studi dokumentasi. Data dianalisis dengan cara reduksi data (*data reduction*), penyajian data (*data display*), dan penarikan kesimpulan (*conclusion drawing*).

Hasil penelitian: (1) Sekolah tidak menyertakan Guru Pendamping Khusus (GPK), konselor, atau psikolog dalam kegiatan Penerimaan Peserta Didik Baru (PPDB). (2) Sekolah tidak memperhatikan sumber daya yang dimiliki ketika melakukan kegiatan PPDB. (3) Sekolah memiliki keterbatasan biaya untuk melakukan asesmen secara rutin. (4) Guru tidak menyertakan ABK dalam menyusun bahan ajar. (5) Guru memiliki keterbatasan waktu dalam mendampingi ABK. (6) Ruang kelas kotor dan cenderung silau karena jendela menghadap ke arah timur dan barat. (7) Guru menggunakan metode ceramah untuk mengulangi materi apabila anak mengalami kesulitan. (8) Soal evaluasi untuk ABK dan bukan ABK sama.

**Kata kunci:** sekolah dasar inklusi, permasalahan sekolah dasar inklusi, anak berkebutuhan khusus

**ABSTRACT**

**THE DIFFICULTIES OF THE UPPER CLASS OF AN INCLUSIVE  
ELEMENTARY SCHOOL AT “HARAPAN MULIA” ELEMENTARY  
SCHOOL IN BANTUL REGENCY**

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*Every citizen has the right to get education including for the ABK (Children with Special Needs). But, not all of ABK got education properly because schools have limitations to deal with the ABK. This research conducted to know the problems that happened to the implementation of upper class of an inclusive elementary school at “Harapan Mulia” Elementary School in Bantul regency.*

*The type of this research was qualitative descriptive which using case studies method. The subjects of this research were headmaster, grade four teacher, grade five teacher, and grade six teacher in “Harapan Mulia” Elementary School. The data collection techniques of this research were interview, observation, and study documentation. The data was analysed by data reduction, data display, and conclusion drawing.*

*The result of this study were: (1) The school was not for Special Assistant Teacher (GPK), counselor, or psychologist in New Student Acceptance (PPDB) activity. (2) The school have not paid attention to the school’s resources to deal with ABK when PPDB activity. (3) The school had limited costs for conducting assessments routinely. (4) Teachers did not include the ABK in preparing the teaching materials. (5) Teachers had limited time in accompanying the ABK. (6) The classrooms were dirty and tends to glare because the windows faced east and west. (7) The teachers only used speech method if the children had difficulty of understanding the materials. (8) The evaluation exercises for ABK and not ABK are the same.*

**Keywords:** inclusive primary school, inclusive primary school problems, special needs children