

ABSTRAK**PERMASALAHAN SEKOLAH DASAR INKLUSI KELAS BAWAH
DI SD “HARAPAN MULIA” KABUPATEN BANTUL**

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Sekolah inklusi adalah sekolah reguler yang mengakomodasi dan mengintegrasikan siswa reguler dan siswa penyandang cacat dalam program pendidikan yang sama. Sekolah inklusi yang ideal merupakan sekolah yang memenuhi delapan aspek penyelenggaraan sekolah inklusi. Penelitian ini bertujuan untuk mendeskripsikan permasalahan sekolah inklusi yang dilaksanakan berdasarkan pada delapan aspek penyelenggaraan sekolah inklusi kelas bawah di SD “Harapan Mulia” Kabupaten Bantul Yogyakarta pada tahun ajaran 2017/2018.

Jenis penelitian yang digunakan adalah metode kualitatif. Subjek penelitian adalah Guru Kelas I, Guru Kelas II dan Guru Kelas III SD “Harapan Mulia” Kabupaten Bantul. Teknik pengumpulan data yang digunakan dalam penelitian ini yaitu dengan wawancara semi terstruktur, observasi non-partisipan, dan dokumentasi. Data yang diperoleh dianalisis dengan cara reduksi data, data display, dan penarikan kesimpulan dan verifikasi. Uji keabsahan data dilakukan dengan menggunakan uji kredibilitas dengan triangulasi sumber, teknik, dan waktu penelitian serta uji transferabilitas.

Hasil penelitian menunjukkan bahwa dari delapan aspek penyelenggaraan sekolah inklusi di kelas bawah, SD “Harapan Mulia” Kabupaten Bantul baru memenuhi dua aspek yaitu: penataan kelas yang ramah anak dan pengadaan dan pemanfaatan media pembelajaran adaptif. Permasalahan terkait delapan aspek penyelenggaraan sekolah inklusi yang ditemukan peneliti yaitu (1) Pelaksanaan PPDB tidak didampingi oleh Guru Pendamping Khusus (GPK); (2) Kurangnya tenaga pendidik khusus membuat pendampingan siswa berkebutuhan khusus menjadi kurang maksimal; (3) Pelaksanaan identifikasi awal pada PPDB belum maksimal karena ketidakhadiran GPK; (4) Belum adanya pengembangan kurikulum untuk mengakomodasi seluruh peserta didik; (5) Belum adanya rancangan kegiatan pembelajaran dan bahan ajar khusus bagi siswa berkebutuhan khusus; (6) Indikator materi belum disesuaikan dengan kemampuan siswa, terutama bagi siswa berkebutuhan khusus; (7) Sekolah belum melakukan *screening* secara berkala; (8) Soal evaluasi bagi siswa berkebutuhan khusus masih belum sesuai dengan kemampuan siswa karena bobot soal masih sama untuk seluruh siswa.

Kata Kunci: sekolah inklusi, delapan aspek penyelenggaraan sekolah inklusi, permasalahan sekolah inklusi

ABSTRACT**THE DIFFICULTIES OF THE LOWER CLASS OF AN INCLUSIVE ELEMENTARY SCHOOL AT "HARAPAN MULIA" ELEMENTARY SCHOOL IN BANTUL REGENCY**

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Inclusive schools is regular school that accommodate and integrate regular students and students with disabilities within the same education program. Ideal inclusive schools expect to meet the eight aspects of organizing an inclusive school. This study intend to described the inclusive school problem that is implemented based on eight aspects of the implementation of lower grade inclusive schools at "Harapan Mulia" elementary school of Bantul regency of Yogyakarta in academic year of 2017/2018.

The research applied qualitative method. Research subjects are Class I Teachers, Class II Teachers and Class III Teachers SD "Harapan Mulia" Bantul Regency. The data gathering techniques conducted in this study was semi-structured interviews, non-participant observation, and documentation. The obtained data analyzed by data reduction, display, conclusion, and verification. The validity test of the data is done by using credibility test with sources triangulation, techniques, research time and transferability test.

The research pointed out that from eight aspects of the implementation of inclusion schools, the school fulfilled only two of them: the arrangement of child-friendly class and the procurement and utilization of adaptive learning media. Problems related to eight aspects of the implementation of inclusion schools found by researchers are (1) Implementation of PPDB did not accompanied by Special Accompaniment Teacher (GPK); (2) Lack of those special educators resulting in less maximum output; (3) Implementation of initial identification to PPDB could not be maximized due to the absence of GPK; (4) The absence of curriculum development to accommodate all learners; (5) The absence of learning activities design and special teaching materials for students with special needs; (6) The indicator of the material has not been adjusted with students ability, especially for students with special needs; (7) Schools have not been screened periodically; (8) Problem evaluation for students with special needs still not in accordance with the ability of students because the weight of the problem still the same for all students.

Keywords: *inclusive school, eight aspects of inclusive school implementation, inclusive school problems*