

ABSTRAK**PROSES IDENTIFIKASI ANAK BERKEBUTUHAN KHUSUS DI
SEKOLAH INKLUSI: STUDI DESKRIPTIF**

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Identifikasi merupakan upaya untuk mengenali yang diduga memiliki kebutuhan khusus. Pengenalan atau identifikasi anak berkebutuhan khusus merupakan proses yang paling penting karena menentukan langkah selanjutnya dalam melakukan asesmen. Proses asesmen digunakan untuk menentukan program rencana pembelajaran yang tepat. Tujuan penelitian ini mendeskripsikan proses identifikasi anak berkebutuhan khusus di sekolah inklusi pada tahun 2018/2019. Jenis penelitian yang digunakan yaitu penelitian kualitatif dengan metode studi deskriptif, teknik pengambilan data yang digunakan yaitu wawancara semi-terstruktur, observasi, dan dokumentasi. Subjek penelitian adalah kepala sekolah, guru kelas atas-kelas bawah, dan GPK. Data yang diperoleh dianalisis dengan cara reduksi, *display* data dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa identifikasi anak berkebutuhan khusus kurang maksimal, karena mengidentifikasi masih tergantung kepada GPK dan psikolog. Guru belum terlalu paham tentang karakteristik anak berkebutuhan khusus. Guru menetapkan anak tergolong anak berkebutuhan khusus pada saat proses belajar mengajar dan tergantung pada hasil asesmen. Belum semua guru mengikuti pelatihan dari Dinas Pendidikan Kota Yogyakarta Unit Layanan Disabilitas untuk mengenai anak berkebutuhan khusus, sehingga guru yang belum mengikuti pelatihan mendapatkan informasi dari guru yang sudah mengikuti pelatihan dan GPK. Selain minimnya informasi tentang anak berkebutuhan khusus, guru juga mengalami kesulitan karena orang tua siswa masih merahasiakan kondisi siswa, seperti kondisi fisik, mental, sosial, dan emosioanl sehingga membuat guru sulit untuk mengidentifikasi dan memantau perkembangan anak.

Kata kunci: proses identifikasi anak berkebutuhan khusus, studi deskriptif, sekolah inklusi.

ABSTRACT***IDENTIFICATION PROCESSES OF CHILDREN WITH SPECIAL NEEDS IN INCLUSIVE SCHOOL: DESCRIPTIVE STUDY***

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Identification is one of methods to recognize students that tend to have special needs. Children with special needs recognition or identification is the most essential fundamental before processing the next step in doing assessment. Assessment process is used to decide the appropriate learning method program. The purpose of this research was to describe the Identification processes of children with special needs in Yogyakarta in 2018/2019. This research was qualitative research by using descriptive study method. Data sampling methods was using semi-structured interview, observation, and documentation. The method subjects were school principal, lower-class teacher, upper-class teacher, and GPK (teacher). The collected data was analyzed using reduction, data display and conclusion.

The research showed that the identification process of children with special needs were not optimal because it also depended on the teacher (GPK) and psychologist. The teacher still learnt about the characteristic of children with special needs so the teacher identified the children with special needs during the learning process and based on the assessment result. Only some teachers joined related seminars about children with special needs as a result the teachers who did not attend the seminar would get the information from other teachers. Beside the fact of the limited information about children with special needs, the teachers got another issue because of the parents. The parents tended to hide the real condition of their child so it was hard for the teachers to identify and monitor the children development.

Keywords: *special needs identification children processes, descriptive study, inclusive school.*