

ABSTRAK**ASESMEN SISWA BERKEBUTUHAN KHUSUS DI SD INKLUSI: STUDI
DESKRIPTIF**

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Pendidikan inklusi merupakan sistem pendidikan bagi anak berkebutuhan khusus yang diintegrasikan masuk ke dalam kelas reguler untuk belajar bersama anak-anak normal lainnya di sekolah umum. Sekolah inklusi yaitu sekolah reguler yang mengakomodasi dan mengintegrasikan siswa reguler dan siswa berkebutuhan khusus dalam program yang sama. Tujuan penelitian ini yaitu untuk mendeskripsikan penerapan asesmen siswa berkebutuhan khusus di SD inklusi.

Jenis penelitian yang digunakan yaitu penelitian kualitatif deskriptif. Teknik pengumpulan data yang digunakan yaitu wawancara semi terstruktur, observasi, dan studi dokumentasi. Data yang diperoleh kemudian dianalisis dengan cara reduksi data, *display* data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan asesmen kurang maksimal, penyaringan atau *screening* tidak dilakukan secara berkala. Tidak ada program khusus yang dilakukan sekolah, hanya menjalankan program tambahan pelajaran atau les. Keterampilan-keterampilan lainnya di luar bidang akademik diberikan oleh guru kepada semua siswa. Hal yang dilakukan sekolah yaitu memodifikasi kurikulum melalui penyederhanaan indikator atau penurunan KKM bagi siswa berkebutuhan khusus. Selain itu juga penerapannya dalam kelas guru lebih memperhatikan siswa berkebutuhan khusus dan dengan telaten mengulang materi yang dibahas. Sekolah melakukan evaluasi program dengan melaporkan secara narasi pada setiap akhir semester dengan guru-guru dan kepala sekolah. Kegiatan evaluasi ditujukan untuk mendiskusikan program bagi siswa berkebutuhan khusus untuk ke depannya.

Kata kunci: sekolah inklusi, aspek penyelenggaraan sekolah inklusi, penerapan sekolah inklusi, asesmen.

ABSTRACT**ASSESSMENT OF STUDENT WITH SPECIAL NEEDS AT INCLUSIVE
ELEMENTARY SCHOOL: DESCRIPTIVE STUDY**

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Inclusive education is an education system for children with special needs who are integrated into regular classes to study with other children in regular schools. Inclusive schools are regular schools that accommodate and integrate regular students and students with special needs in the same program. The purpose of this research was to describe the schools assessment of students with special needs in inclusive elementary school.

The research was descriptive qualitative. The techniques for data collection were semi-structured interviews, observation, and documentation. Then, the obtained data were analyzed by data reduction, data display, and conclusion. The results of the research showed that the assessment was not maximal and the screening was not done regularly. There was no special program provided by the school. There was only additional course. The teachers also taught non-academic skills to the students. Curriculum placement which was done by the schools was modifying the curriculum through simplifying the indicators or decreasing the Minimum Criteria for Mastery Learning for students with special needs. In the classroom, the teachers paid more attention to students with special needs and repeated the discussed materials patiently. The schools conducted the evaluation program by reporting narratively every semester with teachers and principals. The purpose of evaluation activity was to discuss the programs for students with special needs in the future.

Keywords: *inclusive school, aspects of the management of inclusive school, implementation of inclusive school, assessment.*