

**ABSTRAK****PENERAPAN RANCANGAN BAHAN AJAR YANG RAMAH ANAK  
DI SALAH SATU SEKOLAH INKLUSI; STUDI DESKRIPTIF**

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Sekolah dasar inklusi menerima anak berkebutuhan khusus di satu sekolah yang sama dengan teman sebayanya. Untuk menunjang pembelajaran, guru perlu mengembangkan bahan ajar yang sesuai dengan karakteristik ABK & siswa reguler. Penelitian ini bertujuan untuk mengetahui penerapan rancangan bahan ajar yang ramah anak di sekolah dasar “Harapan Mulia, Mekar Jaya, Cinta Kasih, dan Pagi Cerah” wilayah Kota Yogyakarta. Jenis penelitian yang digunakan adalah kualitatif deskriptif dengan metode studi kasus, teknik pengambilan data yang digunakan yaitu wawancara semi terstruktur, observasi dan dokumentasi. Subjek penelitiannya adalah guru kelas atas, guru kelas bawah, GPK, dan Kepala Sekolah. Data yang diperoleh akan dilakukan reduksi data, *display* data, dan penarikan kesimpulan. Hasil penelitian di “SD Harapan Mulia, Mekar Jaya, Cinta Kasih, dan Pagi Cerah” adalah guru belum sepenuhnya dapat memenuhi 10 kriteria merancang bahan ajar yang ramah anak di sekolah inklusi.

Hasil penelitian menunjukkan bahwa guru belum sepenuhnya dapat menerapkan 10 kriteria merancang bahan ajar yang ramah anak di sekolah inklusi. Guru sudah menerapkan 10 kriteria tersebut dalam rancangan pembelajaran yang ramah anak akan tetapi dalam penerapan rancangan bahan ajar yang telah dibuat, guru belum sepenuhnya dapat menerapkan rancangan bahan ajar tersebut pada anak di dalam kelas. Dari 10 aspek tersebut, ada 4 aspek yang berhasil dirancang dan diterapkan oleh guru di dalam kelas dan ada 6 aspek yang sudah dirancang guru akan tetapi kurang dalam penerapannya di dalam kelas. Guru belum bisa memaksimalkan penerapan rancangan bahan ajar yang ramah anak, karena kurangnya waktu; guru belum memahami karakteristik anak; guru kesulitan membuat pembelajaran yang menarik minat anak; banyaknya jenis ABK dikelas juga mempengaruhi guru dalam merancang bahan ajar yang ramah anak.

**Kata kunci:** Sekolah Inklusi, Anak Berkebutuhan Khusus, Bahan Ajar Ramah Anak.

**ABSTRACT****IMPLEMENTATION OF CHILDREN-FRIENDLY  
TEACHING MATERIALS DESIGN IN ONE OF INCLUSIVE SCHOOL; A DESCRIPTIVE  
STUDY**

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*Inclusive Elementary Schools admit children with special needs in the same school with special needs in the same school with their peers. To sustain the education process, teachers need to develop a teaching material that matches to the characteristics of students with special needs and regular students. This study aims to discover the implementation of children-friendly teaching materials design in following elementary school: Harapan Mulia, Mekar Jaya, Cinta Kasih, and Pagi Cerah in Yogyakarta Region. This study was carried using descriptive qualitative research and cases study method. The data collection techniques was semi structured interviews, observations and documentation. The subjects for this research was upper class teachers, lower class teachers, lower class teachers, GPK, and headmaster. The data then processed through data reduction, data display, and conclusion drawing. The results in Harapan Mulia, Mekar Jaya, Cinta Kasih, and Pagi Cerah elementary school is that the teachers are not able to fully implement the 10 criteria in designing children-friendly teaching materials in inclusive schools*

*The result of this research suggested that teachers are not able to fully implement the 10 criteria of designing teaching materials that are children friendly in inclusive schools. Teachers have already managed to implement 10 criteria in designing the children friendly materials, but in realization of the design, teachers are not able to fully implement the design in their classes. Out of 10 aspects, 4 aspects are successfully designed and implemented inside of their classes, while 6 aspects are designed but less-successfully implemented in their classes. Teachers have not maximize the implementation of the children-friendly teaching materials, due to the lack of time, poor understanding of the students' characteristics, teachers' difficulty in designing an interesting materials, and also the variety of the students with special needs in class also affects the teacher's ability in designing children-friendly teaching materials.*

**Keyword :** *Inclusive school, children with special needs, children-friendly teaching materials.*