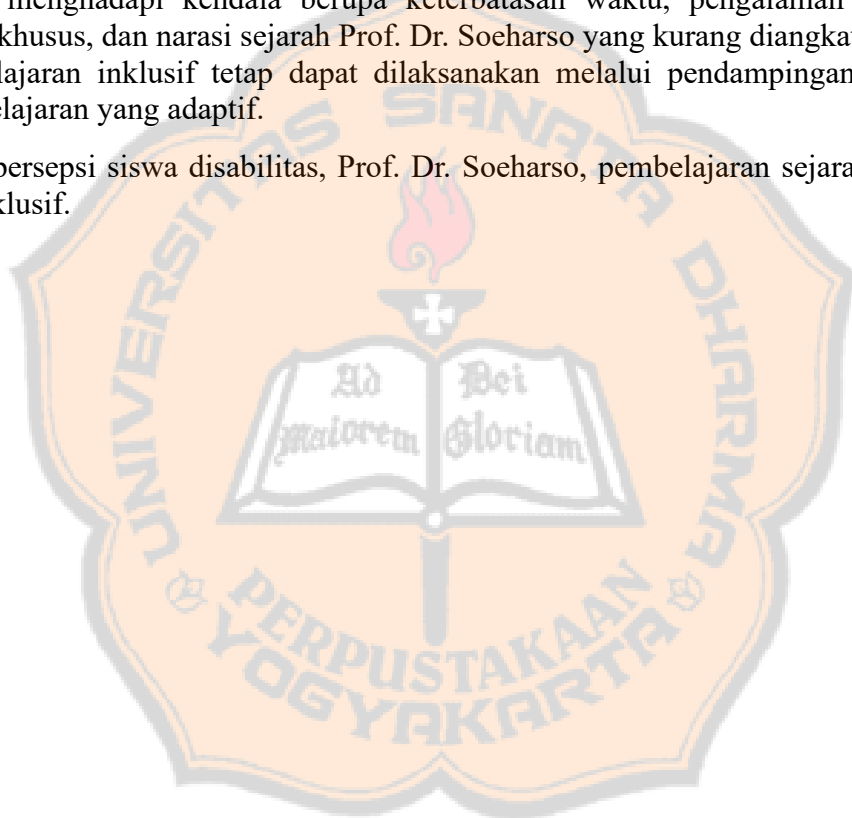


ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan pemahaman siswa disabilitas mengenai peran dan kontribusi Prof. Dr. Soeharso, mengetahui persepsi diri dan motivasi siswa disabilitas terhadap narasi sejarah perjuangannya, serta mengidentifikasi tantangan dan peluang guru sejarah dalam pembelajaran inklusif di SMA Pangudi Luhur St. Louis IX Sedayu. Penelitian menggunakan pendekatan kualitatif deskriptif dengan menggunakan teknik analisis data wawancara, observasi, dan dokumentasi. Informan penelitian terdiri atas satu guru sejarah dan dua siswa disabilitas. Hasil penelitian menunjukkan bahwa siswa memahami Prof. Dr. Soeharso sebagai pelopor rehabilitasi penyandang disabilitas di Indonesia. Narasi perjuangannya menumbuhkan rasa bangga, memotivasi diri, memperkuat kepercayaan diri, dan mendukung pembentukan identitas diri yang positif. Guru menghadapi kendala berupa keterbatasan waktu, pengalaman terhadap siswa berkebutuhan khusus, dan narasi sejarah Prof. Dr. Soeharso yang kurang diangkat topiknya. Akan tetapi, pembelajaran inklusif tetap dapat dilaksanakan melalui pendampingan individual dan metode pembelajaran yang adaptif.

Kata kunci: persepsi siswa disabilitas, Prof. Dr. Soeharso, pembelajaran sejarah, identitas diri, pendidikan inklusif.



ABSTRACT

This study aims to describe students with disabilities' understanding of the role and contribution of Prof. Dr. Soeharso, to determine the self-perception and motivation of students with disabilities towards the historical narrative of his struggle, and to identify the challenges and opportunities for history teachers in inclusive learning at Pangudi Luhur St. Louis IX Sedayu High School. The study used a descriptive qualitative approach using interview, observation, and documentation data analysis techniques. The research informants consisted of one history teacher and two students with disabilities. The results showed that students understood Prof. Dr. Soeharso as a pioneer in the rehabilitation of people with disabilities in Indonesia. The narrative of his struggle fostered a sense of pride, motivated themselves, strengthened self-confidence, and supported the formation of a positive self-identity. Teachers faced obstacles such as limited time, experience with students with special needs, and the lack of discussion about Prof. Dr. Soeharso's historical narrative. However, inclusive learning can still be implemented through individual mentoring and adaptive learning methods.

Keywords: *perceptions of students with disabilities, Prof. Dr. Soeharso, history education, self-identity, inclusive education.*

