

ABSTRAK

SURVEI PENYELENGGARAAN SEKOLAH DASAR INKLUSI DI WILAYAH KABUPATEN KULON PROGO

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Sekolah dasar inklusi adalah sekolah dasar reguler yang menampung atau menerima anak tidak berkebutuhan khusus dan anak berkebutuhan khusus menjadi siswanya. Peserta didik dengan beragam latar belakang belajar bersama dalam satu ruang kelas, mendapat layanan pendidikan yang layak dan memadai bagi perkembangan potensi setiap anak didik. Penyelenggaraan sekolah dasar inklusi di Kabupaten Kulon Progo merupakan wujud pelaksanaan kebijakan pemerintah untuk memenuhi kebutuhan pendidikan bagi masyarakat terutama anak berkebutuhan khusus yang tinggal di daerah pedesaan, sehingga tidak harus bersekolah di sekolah luar biasa yang keberadaannya jauh di kota kabupaten.

Dinas Pendidikan Kabupaten Kulon Progo menetapkan 26 sekolah dasar inklusi yang tersebar di 12 kecamatan. Sekolah dasar reguler yang menyelenggarakan pendidikan inklusi harus menerapkan prinsip-prinsip pendidikan inklusi yang meliputi penerimaan peserta didik baru, identifikasi anak, adaptasi kurikulum, merancang bahan ajar dan pembelajaran yang ramah, assesmen, pengadaan dan pemanfaatan media pembelajaran adaptif, dan evaluasi pembelajaran.

Penelitian ini bertujuan untuk mengetahui sejauh mana sekolah dasar inklusi di Kabupaten Kulon Progo sudah menerapkan prinsip-prinsip pendidikan inklusi. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kuantitatif non eksperimental dengan metode survey *cross sectional*. Data diperoleh dengan cara mengirim angket kepada 66 guru di 11 sekolah dasar inklusi. Guru yang bersedia mengisi angket dan mengirim kembali ada 65 orang. Hasil olah data menunjukkan bahwa 63,63% sekolah dasar inklusi di Kabupaten Kulon Progo sudah menerapkan prinsip-prinsip sekolah inklusi.

Kata kunci: prinsip-prinsip sekolah inklusi dan sekolah dasar inklusi

ABSTRACT

**THE OPERATION OF INCLUSION ELEMENTARY SCHOOL
IN KULON PROGO REGENCY**

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Inclusion elementary school is a regular elementary school which accommodate or accept both students with special needs and regular or normal students with various background learn together in a class, get education services properly adequately for every potential management. In Kulon Progo regency, this program is the government's policy implementation to fulfill the needs of the community specially children in special needs who live in a village, so as they do not have to go far from their regency to attend the school.

The education board of Kulon Progo regency set 26 inclusion elementary school which distributed in 12 districts. The regular elementary school which conducted the inclusion education must apply the principle of inclusion education with covered the acceptance of new students, curriculum adaptation, friendly material and learning design, adaptable usage of learning media, and learning evaluation.

This research aimed to recognize how far the inclusion elementary school in Kulon Progo regency had applied the inclusion education principle. The research method that had been used in this research was Non-Experimental Quantitative Approach, with Sectional Cross Survey Method. The data were obtained by sending questionnaire to 66 teachers in 11 inclusion elementary schools. The teacher who were willing to fill the questionnaire were 65 person. From the data, there were 63,63% of inclusion elementary school in Kulon Progo regency had applied 8 principles of inclusion education.

Key words: inclusion education principle and inclusion elementary school