

Abstrak

Pandangan *Stakeholders* Pendidikan Suku Batak Toba tentang Pendidikan Anak Penyandang Disabilitas dan Implementasinya di Kabupaten Toba Samosir

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Tujuan dari penelitian ini adalah untuk menemukan pandangan *Stakeholders* Pendidikan suku Batak Toba tentang Pendidikan Anak Penyandang Disabilitas dan Implementasinya di Kabupaten Toba Samosir. *Stakeholders* pendidikan dalam penelitian ini terdiri dari satu orang kepala dinas pendidikan, satu orang kepala yayasan H, dua orang kepala sekolah dan tiga orang guru di SDLB di Kabupaten Toba Samosir. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif dan data penelitian ini didapat dengan menggunakan wawancara. Hasil dari penelitian ini membuktikan bahwa pengetahuan *stakeholders* pendidikan mengenai penyandang disabilitas masih perlu dikembangkan sesuai dengan perkembangan ilmu pengetahuan. *Stakeholders* mengetahui pandangan budaya tentang disabilitas dan implikasinya terhadap pendidikan serta mengetahui penyelenggaraan pendidikan bagi penyandang disabilitas di Kabupaten Tobasa berikut hambatan-hambatannya. Para *stakeholders* mendorong terselenggaranya pendidikan yang melibatkan semua pihak, pendidikan yang berbasis panti, dan beranggapan bahwa pengalaman individu dengan penyandang disabilitas akan memberikan dampak pada keseriusan penyelenggaraan pendidikan. SLB dan strategi CBR juga pendidikan inklusif merupakan konsep pendidikan yang dipandang tepat karena dianggap sesuai dengan budaya Batak Toba.

Kata-Kata Kunci: *Stakeholders* pendidikan, pendidikan inklusif, konsep pendidikan, *Community Based Rehabilitation*.

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ABSTRACT

Toba Batak Education Stakeholders' Perspectives Towards Education of Children with Disabilities and its Implementation in Toba Samosir

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The purpose of this study is to find the perspectives of the Toba Batak education stakeholders towards the education of children with disabilities and its implementation in Toba Samosir. The education stakeholders consist of a head of education department in Toba Samosir, head of the H foundation, two principals and three teachers from the Special Primary Schools. This study uses qualitative descriptive approach and research data obtained through interviews. The results of this study demonstrate that the education stakeholders knowledge about disabilities needs improvement in accordance with the development of science. Stakeholders know the cultural views towards disability and its implications, and the education services available for children with disabilities in addition to encountered its problem in Toba Samosir. Stakeholders considered that the education for children with disabilities should be implemented with the cooperation of all parties, application of the institution-based education and that the education development on disabilities will be implemented faster if there is personal experience with people with disabilities. While the education concepts considered appropriate are the special school and the CBR (Community Based Rehabilitation) strategy, also inclusive education because it represents the Toba Batak philosophy.

Keywords: education stakeholders, inclusive education, education concept, Community Based Rehabilitation (CBR).

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