

Abstrak

CUCU LAELASARI: “Manajemen Penyelenggaraan Pendidikan Inklusif Sekolah X di Kota Bandung”. Penelitian ini tentang manajemen sekolah dalam menyelenggarakan pendidikan inklusif yang mencakup fungsi perencanaan, pengorganisasian, pengarahan dan pengontrolan pada komponen-komponen manajemen sekolah: kurikulum, tenaga pendidik dan kependidikan, kesiswaan, keuangan, sarana prasarana, dan hubungan sekolah dan masyarakat, dengan tujuan untuk menggali, menghimpun, dan menganalisis informasi empirik penyelenggaraan pendidikan inklusif sekolah X. Penelitian dilakukan menggunakan metode deskriptif dengan pendekatan kualitatif dengan teknik pengumpulan data wawancara terhadap beberapa sumber data terkait dengan garapan manajemen, observasi semi terstruktur, dan triangulasi. Data dianalisis melalui tahapan reduksi, data disajikan proses verifikasi penarikan penarikan kesimpulan awal. Dari data yang ditemukan dan dianalisis, menghasilkan gambaran bahwa sekolah X sudah menjalankan manajemen pendidikan inklusif mulai dari perencanaan, mengorganisasian, pengarahan, dan pengontrolan terhadap komponen-komponen manajemen sekolah, namun ada beberapa hal yang belum dilaksanakan secara optimal, kurikulum direncanakan di awal tahun berdasarkan asesmen namun pada proses pembelajaran masih terkesan terpisah antara siswa reguler dan siswa ABK, belum menerima siswa dengan berbagai jenis ABK, tenaga pendidik belum 100% memenuhi kualifikasi akademik, belum seluruh guru mengajar sesuai dengan pendidikan yang diampunya, sudah memiliki tenaga khusus yang tergabung dalam tim TSI, sarana prasarana sekolah dipenuhi oleh yayasan dengan mempertimbangkan kebutuhan sekolah, asesibilitas ABK belum sepenuhnya terpenuhi, pembiayaan sepenuhnya oleh yayasan, sekolah hanya merencanakan dan melaporkan yang dipenuhi oleh yayasan. Sekolah sudah menjalin hubungan dengan pihak lain. Rekomendasi untuk sekolah penyelenggara inklusi, kurikulum yang dimodifikasi dapat dilaksanakan dengan melibatkan ABK dalam pembelajaran, siswa ABK jenis apa pun bisa diterima dengan diimbangi tenaga khusus yang sesuai kulaifikasi akademik, dan kompetensi pendidik, sarana prasarana memberi asesibilitas bagi ABK, anggaran dirumuskan dalam RKAS/RKS, hubungan (*net working*) dengan pihak lain agar dijalin, dibina dan diperluas.

Kata Kunci: Manajemen sekolah, Pendidikan inklusif.

Abstract

CUCU LAELASARI: “The Management of Implementation of Inclusive Education at School X in Bandung City.” This research concerning school management in inclusive education that includes the functions of planning, organizing, directing and controlling on the components of management: curriculum, educators and educator assistance, student affairs, finance, infrastructure, and school community and society, with the aim to explore, to collect and to analyze empirical information dealing with inclusive education at school X. the research was conducted using a descriptive method with qualitative approach to data collection techniques interviewing multiple data resources associated with the claim management, semi-structured observation, and triangulation. Data were analyzed through the stage of reduction, the data presented withdrawal verification process of early conclusion. The data found were analyzed, generating an illustration that school X is running inclusive education management from planning, organizing, directing and controlling of the school management, but there are some things that have not been implemented optimally, the curriculum is planned in the beginning of the year based on assessment but the learning process is still impressed separate between regular students and students with special needs, not accept students with various types of students with special needs, the educators are not 100% in line with academic qualifications, not all teachers teach in accordance with their disciplines, the school has special teachers that has joined with TSI team, school infrastructure met by taking into consideration the of student with special needs are not fulfill thoroughly, financing entirely by foundations, the school only plan and report that has fulfilled by foundation. The school has a good relationship with others. Recommendation for school organizer of inclusion, the modification of curriculum can be carried out with students with special needs in teaching and learning, all types of handicap students can be accepted, it is supported by special teachers that in line with academic qualification and educators competencies, infrastructure gives the easiness for students with special needs, the budget is formulated in RKAS/RKS, the relationship (net working) with others should be forged, nurtured and expanded.

Keyword: school management, inclusive education.