

ABSTRAK

Deni Hamdani / Judul Tesis: “Kajian Pelaksanaan Pendidikan Inklusif Bagi Anak Autisme di SDIT Amalia Kabupaten Bogor”. Prodi PKKh SPs UPI.

Penelitian ini tentang kajian pendidikan inklusif bagi anak autisme di SDIT Amalia Kabupaten Bogor. Tujuan penelitian ini untuk mendapatkan gambaran mengenai pelaksanaan pendidikan inklusif bagi anak autisme di SDIT Amalia Kabupaten Bogor dengan fokus dukungan sistem sekolah, ketersediaan layanan khusus dan adaptasi lingkungan fisik, pembelajaran dalam setting pendidikan inklusif, kolaborasi sekolah dengan *stakeholder* dan desain program pelaksanaan pendidikan inklusif yang selanjutnya dirumuskan sebuah desain program pelaksanaan pendidikan inklusif bagi anak autisme. Pendekatan penelitian yang digunakan adalah kualitatif yang bersifat deskriptif. Data diolah dengan analisis deskriptif dengan model Miles dan Huberman melalui proses data *reduction* yaitu memfokuskan data-data yang menjadi fokus penelitian, data *display* yaitu data yang sudah direduksi disajikan dalam bentuk narasi, dan *verification* yaitu menyimpulkan. Hasil penelitian menunjukkan bahwa pelaksanaan pendidikan inklusif bagi anak autisme di SDIT Amalia sudah berjalan. Pada prakteknya pelaksanaan pendidikan inklusif memerlukan dukungan sistem sekolah untuk pengembangan staf berupa kegiatan pendidikan dan pelatihan, ada program layanan khusus dan lingkungan fisik yang diadaptasikan untuk ABK, tersusun rencana pelaksanaan pembelajaran (RPP) yang diadaptasikan untuk ABK dan program pembelajaran individual (PPI), perlu berkolaborasi dengan *stakeholder*, dan perlu adanya rumusan desain rancangan program pendidikan inklusif meliputi: a) penerimaan peserta didik berkebutuhan khusus (PDBK), b) data dan informasi mengenai PDBK, c) Desain Program pendidikan Inklusif, d) penyiapan sumber daya manusia; Kepala sekolah, guru, TU, komite dan Rekrutmen guru pembimbing khusus (GPK), e) penyiapan sumber daya fisik yang diadaftasikan untuk ABK, f) Penyiapan daya dukung; pedoman implementasi pendidikan inklusif di sekolah, pedoman asesmen dan penilaian, pedoman layanan khusus ABK, pedoman sosialisasi dan kolaborasi sekolah, dukungan sistem sekolah penyusunan kebijakan implementasi pendidikan inklusif di sekolah, g) Indikator hasil pembelajaran, h) pembelajaran setting inklusif: penyusunan RPP yang diadaptasikan untuk ABK, Penyusunan PPI/IEP, h) monitoring dan evaluasi, i) *education for all*, ramah dan bermutu.

Kata Kunci : Kajian Pelaksanaan Pendidikan Inklusif, Autisme, dan SDIT Amalia

ABSTRACT

Deni Hamdani / Thesis Title: "Study of the Implementation of Inclusive Education for Children Autism in Bogor regency SDIT Amalia". Prodi PKKh UPI SPs.

This research on the study of inclusive education for children with autism in SDIT Amalia Bogor regency. The purpose of this study to get an overview of the implementation of inclusive education for children with autism in Bogor regency SDIT Amalia with a focus on support for the school system, the availability of specialized services and adaptation to the physical environment, instructional role in inclusive education settings, schools collaboration with stakeholders and design programs that further the implementation of inclusive education formulated a program design implementation of inclusive education for children with autism. The approach used in this study is descriptive qualitative. The data were processed with descriptive analysis with Miles and Huberman models through data reduction process that focuses the data are the focus of the study, the data display is already reduced data presented in narrative form, and verification is concluded. The results showed that the implementation of inclusive education for children with autism in SDIT Amalia already running. In practice, the implementation of inclusive education requires school systems to support staff development activities such as education and training, there are special programs and services are adapted to the physical environment ABK, structured lesson plan (RPP) which is adapted for the crew and learning programs individual (PPI), should collaborate with stakeholders, and the need for the formulation of the draft design of inclusive programs include: a) the admission of students with special needs (PDBK), b) Data and information regarding PDBK, c) Inclusive Education Program Design, d) preparation of human resources; Head of School , teacher, TU, committees and special teachers recruitment (GPK), e) preparation of physical resources diadaftasikan for ABK, f) Preparation of carrying capacity; Guiding implementasi

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inclusive education in schools, assessment guidelines and assessment, special services ABK guidelines, guidelines socialization and collaboration of schools, school systems support the implementation of inclusive education policy in schools, g) Indicators of learning outcomes, h) inclusive setting learning: preparation of lesson plans adapted to ABK, Preparation PPI / IEP, h) monitoring and evaluation, i) education for all, friendly and quality.

Keywords: Assessment Implementation of Inclusive Education, Autism, and Amalia SDIT

