

PENGEMBANGAN PROGRAM LAYANAN PENDIDIKAN INKLUSIF DI SEKOLAH X BANDUNG

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Abstrak

Dewasa ini banyak bermunculan sekolah yang memberikan layanan pendidikan inklusif atau dikenal dengan Sekolah Inklusif. Pada sekolah inklusif kebutuhan anak terhadap pendidikan diakomodasi tanpa menghiraukan kondisi fisik, sosial, emosional, linguistik, dan kondisi lain termasuk anak berkebutuhan pendidikan khusus. Sekolah X yang berlokasi di Bandung merupakan sekolah yang sudah cukup lama menyelenggarakan praktik layanan pendidikan inklusif namun pada perjalanannya sekolah sering kali menemui kendala dan sulit mengidentifikasi kesulitan tersebut. Untuk itu penulis melakukan eksplorasi dan evaluasi terhadap pemahaman dan penerimaan terhadap pendidikan inklusif dan anak berkebutuhan khusus, serta evaluasi pada layanan pendidikan inklusif yang sedang berlangsung untuk kemudian merumuskan program pengembangan yang diharapkan dapat meningkatkan kualitas layanan pendidikan inklusif. Penelitian dilaksanakan dengan metode kualitatif terhadap kepala sekolah dan 16 orang guru. Penelitian ini menemukan temuan-temuan, antara lain (1) pemahaman guru terhadap pendidikan inklusif yang tidak merata, (2) penerimaan terhadap pendidikan inklusif dan anak berkebutuhan khusus sudah baik (3) pembelajaran bagi siswa berkebutuhan khusus yang masih terkotak-kotakan, (4) kompetensi *teacher aid* atau disekolah ini dikenal dengan sebutan guru pendamping yang tidak memenuhi kriteria, dan (5) kolaborasi yang belum terjalin antara guru dan Tim IEP. Berdasarkan temuan-temuan tersebut peneliti merumuskan program pengembangan yang diharapkan dapat meningkatkan layanan pendidikan inklusif di Sekolah X.

Kata Kunci: pengembangan program, layanan pendidikan inklusif, sekolah inklusif.

DEVELOPMENT PROGRAM OF INCLUSIVE EDUCATION SERVICES IN SCHOOL X BANDUNG

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Abstract

Nowadays there are numbers of school which offer inclusive education services or simply known as Inclusive School. Students' education needs of inclusive school are totally accommodated with no regard to students' physical, social, emotional, linguistic conditions or even other else conditions including children with special education needs. School X, located in Bandung, has already been carrying up inclusive education services for a quite long time, 9 years; however, during journey the school stands, the school often faces constraints and finds them difficult to identify. Thus, the author conducted exploration and evaluation towards understanding and acceptance of inclusive education and children with special education needs, as well as carried out evaluation to the ongoing inclusive education services in order to formulate the appropriate development programs which are expected to improve the quality of inclusive education services. The qualitative method was applied to conduct this research to the school principal and 16 teachers of that school. The research resulted that (1) not all teachers have good understanding of inclusive education; (2) good acceptance of inclusive education and child with special needs (3) the learning for students with special education needs is not implemented comprehensively, (4) teacher aid competence in this school does not meet the standard, and (5) there was not yet established collaboration between teachers and IEP team. According to the findings of the research, the researcher formulates development programs that are expected to be able to improve inclusive education services in School X.

Key words: development program, inclusive education service, inclusive school.