

ABSTRAK

“Pengembangan Sekolah Dasar Negeri Pasirluyu Sebagai Sekolah Inklusif Melalui Program Pendampingan”

(Abdul Matiin Haqq, 1402100, Prodi Pendidikan Khusus SPS UPI)

Penelitian ini tentang implementasi pendidikan inklusif. Penelitian ini dilakukan di SDN Pasirluyu Bandung yang merupakan sekolah inklusif. Tujuan penelitian adalah untuk mengembangkan SDN Pasirluyu menjadi sekolah yang lebih inklusif melalui program pendampingan. Metode penelitian yang digunakan penelitian kuantitatif dan kualitatif. Hasil temuan dari penelitian ini adalah indeks inklusif SDN Pasirluyu untuk dimensi budaya 81,32%, dimensi kebijakan 88,27% dan dimensi praktek 76,02%. Skor rata-rata indeks inklusif mencapai 81,87%, berada dalam rentang 81%-100% yang berarti sangat baik. Data yang diperoleh dari penelitian kualitatif yang bertujuan untuk menggali lebih dalam terhadap indikator indeks inklusif yang mendapatkan nilai di bawah 75% dan juga mencari tahu kebutuhan sekolah dalam meningkatkan nilai-nilai inklusif sekolah tersebut. Dari hasil temuan penelitian ini terdapat kebutuhan sekolah adalah perlunya peningkatan kemampuan guru terhadap pengembangan kurikulum dalam mengakomodir keberagaman kebutuhan peserta didik, dengan kebutuhan tersebut dirancanglah program pendampingan yang berupa pelatihan dan workshop pengembangan kurikulum. Dalam keterlaksanaan program pendampingan ini terdapat peningkatan pemahaman dan keterampilan dalam melakukan pengembangan kurikulum.

Kata Kunci: Pendidikan Inklusif, indeks inklusif, pengembangan kurikulum.

ABSTRACT

“Development of State Primary School Pasirluyu as an Inclusive School through Mentoring Program”

(Abdul Matiin Haqq, 1402100, Special Education Department - School of Postgraduate Study UPI)

This is a study of implementation of the inclusive education. This research was conducted in State Primary School Pasirluyu Bandung, which is an inclusive school. The purpose of this research is to develop State Primary School Pasirluyu to be a more inclusive school through a mentoring program. The method used was quantitative and qualitative research. This research showed that the index for inclusion of State Primary School Pasirluyu in cultural dimension was 81,32%, policy dimension was 88,27%, and practice dimension was 76,02%. The mean score of the index for inclusive reached 81.87 %, in the range 81 % -100 %, which means very good. The qualitative data was used for a deeper investigation of the indicators in index for inclusion gaining the score under 75% and to find out the school needs in increasing the inclusive values of the school. From the findings of this research known that the school needs to increase the teachers' competency in developing the curriculum to accommodate the student diversity. Based on that school need, a training and workshop of curriculum development was held as a mentoring program. In the process of the mentoring program, there was an enhancement of comprehension and skill of the teachers in developing the curriculum.

Keywords: Inclusive education, index for inclusion, curriculum development.