

## ABSTRAK

### PELAKSANAAN PENDIDIKAN INKLUSIF BAGI SISWA TUNALARAS (Studi Deskriptif di Sekolah Dasar Tunas Harapan Bandung)

Oleh Ayu Aditya Saputri  
Departemen Pendidikan Khusus

Anak tunalaras merupakan anak yang mengalami gangguan perilaku, emosi, dan atau sosial sehingga kurang dapat menyesuaikan diri dengan baik terhadap lingkungan keluarga, sekolah, dan masyarakat. Karena karakteristik maupun sifat anak tunalaras yang cenderung mengganggu dan merugikan serta seringkali melakukan pelanggaran di sekolah inilah banyak anak tunalaras yang dikeluarkan dari sekolah. Padahal, pendidikan merupakan hak bagi setiap orang, tak terkecuali bagi anak yang berkebutuhan khusus terutama anak tunalaras. Pendidikan inklusi adalah salah satu model pendidikan yang disarankan untuk berbagai tipe anak berkebutuhan khusus tidak terkecuali anak tunalaras. Pendidikan inklusif merupakan layanan pendidikan yang mengakomodasi dan melibatkan semua anak dalam kelas yang sama, dengan tetap memperhatikan kebutuhan dan kemampuan individual anak. Penelitian ini dilakukan di sekolah penyelenggara inklusi yang memiliki siswa tunalaras yakni SD Tunas Harapan Bandung. Tujuan dari penelitian ini adalah memperoleh gambaran mengenai pelaksanaan pembelajaran siswa tunalaras melalui pendidikan inklusif di SD Tunas Harapan. Penelitian ini menggunakan metode deskriptif kualitatif, yaitu penelitian yang diarahkan untuk memberikan fakta – fakta atau kejadian secara sistematis dan akurat berdasarkan data yang diperoleh. Teknik pengumpulan data dengan wawancara, observasi, dan dokumentasi. Pembahasannya dianalisis dari hasil wawancara dan observasi. Narasumber dalam penelitian ini berjumlah 4 orang, yaitu Guru pendamping khusus 2 orang, wali kelas serta kepala sekolah. Hasil penelitian menunjukkan bahwa segi persiapan pembelajaran sudah cukup baik karena dilakukan sesuai dengan fungsinya dan mengakomodasi kebutuhan belajar siswa tunalaras. adapun pelaksanaan pendidikan inklusi bagi siswa tunalaras belum sesuai dengan konsep pendidikan inklusi karena masih adanya pemisahan belajar antara siswa tunalaras dengan siswa reguler, serta tidak adanya program khusus untuk siswa tunalaras.

Kata Kunci: *Pendidikan inklusi, Sekolah dasar, Tunalaras.*

## ABSTRACT

### IMPLEMENTATION OF INCLUSIVE EDUCATION FOR EMOTIONAL AND BEHAVIOR DISORDER CHILDREN (Descriptive Study in Tunas Harapan Primary School)

By Ayu Aditya Saputri  
Special Need Education Departement

Emotional and behavior disorder children is a child who have behavioral, emotional, and social disorders or making it less able to adapt well to the family, school, and community. Due to the characteristics of emotional and behavior disorder children that tend to disturb and harm as well as the often foul in this school many emotional and behavior disorder children were expelled from school. In fact, education is a right for everyone, not least for children with special needs, especially emotional and behavior disorder children. Inclusive education is one of the educational model suggested for different types of children with special needs, emotional and behavior disorder children no exception. Inclusive education is an education service to accommodate and include all children in the same class, with regard to the needs and abilities of individual children. This research was conducted in school that organizer inclusion and have a emotional and behavior disorder student, Tunas Harapan Bandung Primary School. The purpose of this study is obtaining an overview of the implementation of emotional and behavior disorder student learning through inclusive education in Tunas Harapan Primary School. This study uses qualitative descriptive method, the research directed to provide the facts or events systematically and accurately based on the data obtained. Data collection techniques with interviews, observation, and documentation. The discussion was analyzed from interviews and observation. Resource persons in this study consists of 4 people, which is 2 Special needs teachers, homeroom teacher and the principal. The results showed that the preparation aspect of learning is good enough as it is done in accordance with its function and accommodate the learning needs of emotional and behavior disorder student.. As for the implementation of inclusive education for emotional and behavior disorder student not in accordance with the concept of inclusive education because there is still separation between emotional and behavior disorder student with regular students, and the school doesn't have a special program for emotional and behavior disorder student.

*Key Note: Inclusive Education, Primary School, Emotional and Behavior Disorder Children.*