

LAYANAN PENDIDIKAN INKLUSIF BAGI PESERTA DIDIK TUNANETRA

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Abstrak

Mayoritas dari peserta didik tunanetra menerima pendidikan di sekolah luar biasa. Meskipun begitu, beberapa dari mereka terdapat pula yang mendapatkan layanan pendidikan di sekolah berlatar inklusif. Maka dari itu, peneliti melakukan sebuah penelitian kualitatif pada layanan pendidikan diberikan kepada peserta didik tunanetra pada sekolah dengan latar inklusif di salah satu sekolah menengah atas swasta yang berada di Kota Bandung. Terdapat empat aspek utama yang diteliti melalui wawancara tidak terstruktur dan bersifat terbuka, *focus group discussion*, observasi, dan studi dokumentasi, yaitu: (1) proses kegiatan belajar mengajar, (2) *support system*, (3) aksesibilitas lingkungan fisik, dan (4) proses sosialisasi.

Pada proses kegiatan belajar mengajar di sekolah ditemukan penunjang pembelajaran pada penggunaan media yang digunakan oleh peserta didik tunanetra, metode pengajaran guru, penyesuaian dalam evaluasi pembelajaran, dan adanya kelompok belajar pada masing-masing mata pelajaran. Pada aspek-aspek seperti penggunaan kurikulum berdiferensiasi, penggunaan media ajar oleh guru, serta belum tersedianya *support system* yang berupa guru pendamping khusus, tutor sebaya, dan fasilitas SENCO maupun pusat sumber yang dapat dimanfaatkan untuk mengoptimalkan pemberian layanan pendidikan bagi peserta didik tunanetra menjadi kendala dalam pemberian layanan pendidikan bagi peserta didik tunanetra. Pada aksesibilitas lingkungan fisik tidak ditemukan adanya modifikasi lingkungan maupun layanan pendampingan orientasi dan mobilitas bagi peserta didik tunanetra oleh sekolah. Sedangkan pada proses sosialisasi peserta didik tunanetra di sekolah aspek penerimaan, penyesuaian diri, proses sosialisasi

Kata kunci: *inklusi, pendidikan inklusif, tunanetra*

INCLUSIVE EDUCATION SERVICE FOR VISUALLY IMPAIRED STUDENTS

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Abstract

The majority of visually impaired students are receiving their education at special school. Nonetheless, some of them are having their education rights fulfilled at inclusive setting school. Therefore, author conducted a qualitative study on how the education services were delivered to visually impaired students in a private inclusive setting based high school in Bandung. There are four main aspects were examined in this study through unstructured and open-ended interviews, focus group discussion, and observation, which are: (1) process of learning and teaching, (2) support system, (3) accessibility of physical environment, and (4) socialisation process.

In the process of learning and teaching at school learning supports were found in utilised media used by visually impaired students, teacher's teaching method, adaption in learning evaluation, and the availability of study group in each subjects. But, in some aspects such as inavailability of differentiated curriculum, teaching media, and inadequacy of support system that might be use to optimise the education service delivery to visually impaired students had become the learning barriers for visually impaired students . In the accesibility of physical environment there was no modification was found as well as the service in orientation and mobility assistance for visually impaired students initiated by the school. Whereas in socialisation process of visually impaired students at school there was no necessary problem found in the aspects of reception, self-adaptability, and socialisation process outside learning activity.

Key words: inclusion, inclusive education, visually impaired,