

ABSTRACT

Damri 2019. The Implementation of Inclusive Learning in Junior High School 23 Padang. Dissertation. Postgraduate Programs of Padang State University

This research was derived from a problem found in the preliminary research indicating that there were several obstacles occurred while conducting teaching and learning process in an inclusive school. This study aims to examine the implementation of inclusive learning including preparation, implementation, student learning outcomes, learning assessment, and constraints faced. SMP Negeri 23 Padang was chosen as the location of the research as it is included in the pilot project and is regarded as the oldest school organizing inclusive learning in Padang and even in West Sumatra.

This research employs qualitative approach with three stages. The first stage is designing research instruments, choosing the location, and obtaining data through observation, interviews, and documentation studies. The number of the key informants selected through purposive sampling is 20. In the second stage, the researcher determined and analyzed general areas, selected areas, focused and selected observations, and then processed the data. Furthermore, in the third stage, the researcher identified general and specific findings, drew conclusions, and wrote a research report.

This research can be classified into a descriptive study. The results of the research reveal that (1) The plan and the implementation of inclusive learning have been strongly supported by the school fellows, community, and Special Education Department of FIP UNP but the school does not yet fully meet the requirements to conduct inclusive learning. (2) The inclusive learning process is generally integrated with regular students and those with special needs are handled by GPK. (3) Some students with special needs are not able to complete the learning mastery, but they have better achievement in skills, worship practices, arts and sports. (4) Head of Educational Department of Padang City, school principals, teachers, and students with special needs state that inclusive learning at SMPN 23 Padang run fairly well under various constraints. (5) The boundaries faced are (a) the regular teachers have lack of knowledge and skills on the concepts, characteristics, psychological and emotional condition of the students with special needs, (b) the regular teachers have lack of ability to interact and communicate with students with special needs, (c) the regular teachers often complain of serving students with special needs and frequently delegate their duties to GPK, (d) the teachers get difficulties to manage and create conducive classroom atmosphere. (e) GPK manage formidable tasks, and (f) the inclusive learning guidance books are not sufficient.

Based on the results of the research, the researcher concludes that instead of having various hindrances in implementing inclusive learning, SMP Negeri 23 is still tenacious to conduct the program. The researcher suggests the government to be serious to carry out equal and qualified inclusive learning, and find a professional solution.

Ignoring the current situations will lead to a tangled thread that is potential to be a paradigm. People will get an impression that the government seems to impose the inclusive program under numerous constraints.

ABSTRAK

Damri. 2019. Pelaksanaan Pembelajaran Inklusi di Sekolah Menengah Pertama Negeri 23 Padang. Desertasi Program Pascasarjana Universitas Negeri Padang

Penelitian ini berawal dari temuan penelitian yang menunjukkan adanya masalah dalam pelaksanaan pembelajaran di sekolah inklusi. Penelitian ini bertujuan mengkaji pelaksanaan pembelajaran inklusi dari persiapan/perencanaan, pelaksanaan, hasil belajar siswa, penilaian sekolah terhadap pembelajaran, dan kendala yang dihadapi sekolah pelaksana pembelajaran inklusi. Sekolah ini dijadikan lokasi penelitian karena termasuk *pilot project* sekaligus sekolah tertua yang menyelenggarakan pembelajaran inklusi di Kota Padang bahkan di Provinsi Sumatera Barat.

Penelitian ini menggunakan pendekatan kualitatif dengan tiga tahapan. Tahap pertama membuat instrumen penelitian, menentukan setting dan lokasi, mengambil data melalui observasi, wawancara, studi dokumentasi. Informan kunci yang terseleksi secara purposif berjumlah 20 orang. Tahap kedua menentukan dan menganalisis kawasan-kawasan umum, kawasan terseleksi, observasi terfokus dan terseleksi, kemudian dilakukan pengolahan data. Tahap ketiga membuat hasil temuan umum dan khusus, menyimpulkan hasil dan menulis laporan penelitian.

Pelaksanaan penelitian ini fleksibel, diuraikan dalam bentuk deskriptif. Secara prinsip temuan ini mendapat sekaligus menjawab tujuan penelitian antara lain: (1) Untuk melaksanakan pembelajaran inklusi didukung kuat oleh warga sekolah, masyarakat dan Jurusan PLB FIP UNP, namun pelaksanaanya belum memenuhi syarat sebagai sekolah inklusi yang setara dan bermakna, (2) Proses pembelajaran inklusi secara umum menyatu dengan siswa regular, sedangkan untuk ABKh yang mengalami kesulitan ditangani secara khusus oleh GPK, (3) Hasil belajar siswa berkebutuhan khusus bervariasi ada yang tuntas dan ada yang belum, sedangkan untuk keterampilan, praktik ibadah, seni serta olahraga banyak yang berprestasi, (4) tanggapan kepala Diknas kota Padang, kepala sekolah, guru, dan siswa berkebutuhan khusus menyatakan bahwa pelaksanaan pembelajaran inklusi di SMPN 23 Padang berjalan sesuai dengan kemampuannya dengan berbagai keterbatasan, (5) Permasalahan yang dihadapi sekolah adalah (a) masih rendahnya pengetahuan dan keterampilan guru reguler untuk memahami konsep, karakteristik, kondisi psikologis dan emosional siswa berkebutuhan khusus, (b) terbatasnya kemampuan interaksi dan komunikasi guru reguler dengan peserta didik berkebutuhan khusus. (c) guru reguler sering mengeluh melayani siswa berkebutuhan khusus sehingga penanganannya sering dilimpahkan kepada GPK. (d) guru mengalami kesulitan mengelola kelas, (e) GPK mendapat tugas yang berat, (f) Terbatasnya ketersediaan buku panduan pembelajaran inklusi

Kesimpulan penulis, meskipun SMPN 23 Padang memiliki berbagai keterbatasan, sekolah ini tetap melaksanakan pembelajaran inklusi. Saran penulis, jika pemerintah sungguh-sungguh melaksanakan pembelajaran inklusi yang setara dan bermutu, tuntutan di atas harus dicarikan solusinya secara profesional. Kalau kondisi ini terus terabaikan berarti pemerintah membiarkan benang kusut ini menjadi paradog, maka hampir dapat diduga pemerintah terkesan memaksakan program inklusi ini.