

**ABSTRAK****PERMASALAHAN SEKOLAH DASAR INKLUSI KELAS BAWAH DI SD  
“SUKA BAHAGIA” WILAYAH KABUPATEN SLEMAN**

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Sekolah dasar inklusi adalah sekolah yang menampung semua siswa di kelas yang sama dengan mengakomodir dan merespon keberagaman melalui kurikulum yang sesuai dengan kebutuhan setiap anak dan bermitra dengan masyarakat untuk memerangi sikap diskriminatif. Konsep pendidikan inklusi merupakan konsep pendidikan yang merepresentasikan keseluruhan aspek yang berkaitan dengan keterbukaan dalam menerima anak berkebutuhan khusus untuk memperoleh hak dasar mereka sebagai warga negara. Tujuan penelitian ini adalah mendeskripsikan permasalahan sekolah dasar inklusi kelas bawah SD “Suka Bahagia” di Wilayah Kabupaten Sleman yang sesuai dengan aspek-aspek penyelenggaraan sekolah inklusi.

Penelitian ini merupakan penelitian kualitatif deskriptif dengan menggunakan metode studi kasus atau *case-studies*. Subjek penelitian adalah Guru Kelas 1, 2, dan 3, dan Kepala Sekolah di SD “Suka Bahagia”. Teknik pengumpulan data pada penelitian ini diperoleh dengan wawancara, observasi dan dokumentasi. Data yang diperoleh dianalisis dengan cara reduksi data, display data dan verifikasi data.

Hasil penelitian yang didapat di SD “Suka Bahagia” : (1) Tipe anak yang diterima seperti lamban belajar, hiperaktif, dan autisme, tidak ada Guru Pendamping Khusus saat penerimaan peserta didik, (2) Cara guru mengidentifikasi siswa berdasarkan pengalaman guru sebelumnya dan ketika proses pembelajaran, (3) Kurikulum yang diterapkan meliputi kurikulum 2013 bagi kelas 1 dan 4, kurikulum 2006 bagi kelas 2, 3, 5, dan 6, (4) RPP dan bahan ajar tidak ada perbedaan bagi siswa yang tergolong ABK maupun siswa lainnya, (5) Siswa ABK berada di bangku depan dan disesuaikan dengan kondisi fisik siswa (6) Assesment yang digunakan secara berkala adalah test psikologi (7) Tidak menggunakan media pembelajaran adaptif saat proses belajar mengajar, (8) KKM bagi siswa ABK berbeda dengan siswa lainnya yang ditentukan oleh Guru Pendamping Khusus.

Kata kunci : Sekolah Inklusi, aspek-aspek sekolah inklusi

**ABSTRACT****THE DIFFICULTIES OF LOWER CLASS INCLUSIVE ELEMENTARY SCHOOL IN SD “SUKA BAHAGIA” SLEMAN REGENCY**

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*Inclusive elementary school is a school which accepted all students in the same class and which accommodates and respond to the diversity through the curriculum which adjusted to each student's need. Inclusive elementary school also cooperates with society to preclude the act of discrimination. The concept of inclusive education is an education concept which represents all aspects which related to accepting students with special need to receive their basic right as a citizen. The objective of this research was to describe the difficulties of lower class inclusive elementary school in SD “Suka Bahagia” in Sleman regency which is suitable with inclusive school implementation aspects.*

*This research was a descriptive qualitative research using case-studies method. The subjects of this research were teachers from 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade along with the Headmaster of SD “Suka Bahagia”. The data collection techniques in this research were interview, observation and documentation. The result data were from data reduction, data display and data verification.*

*The results of the research were as follows in SD “Suka Bahagia”: (1) The types of students accepted were slow-learner, hyperactive and autism students, there was no shadow teacher when acceptance of new learners, (2) The way teacher identifies based on previous teacher's experiences and learning process, (3) Curriculum which implemented in learning process in 1<sup>st</sup> and 4<sup>th</sup> grade was curriculum 2013, and in 2<sup>nd</sup>, 3<sup>rd</sup>, 5<sup>th</sup> and 6<sup>th</sup> was curriculum 2006, (4) RPP (syllabus) and lesson materials for student with special needs were the same with another students, (5) Students with special needs were on the front row of the class and it was adjusted with student's physical condition, (6) The assessment that used frequently was psychology test (7) Teacher don't use adaptive learning media was during the learning process, (8) Passing grade (KKM) for students with special needs (ABK) was different from other students determined by shadow teachers (GPK).*

**Keywords** : *Inclusive school, inclusive school aspects*