

Rohmat. 2017, Problematika Pendidikan inklusif di SD Negeri Ngawen Kecamatan Sidayu Kabupaten Gresik Skripsi Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing 1 Priyono Tri Febrianto, S.Sos., M.Si. Pembimbing 2 Indah Setyo Wardhani, S.Pd., M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk (1) Mendiskripsikan problematika pendidikan inklusif di SDN Ngawen Sidayu Pendidikan inklusif merupakan sistem pendidikan yang menerapkan *education for all* dalam lembaga tersebut, artinya dalam sekolah tersebut terdapat 2 macam siswa yakni siswa ABK dan siswa biasa. di SD Negeri Ngawen terdapat Guru Pendidikan khusus yang diberikan kepercayaan oleh kepala sekolah untuk mengatur kegiatan pembelajaran yang diberikan kepada siswa ABK. Penelitian ini menggunakan penelitian kualitatif deskriptif. Informan dalam penelitian ini yaitu guru kelas V yang di kelasnya terdapat siswa ABK, Guru Pendidikan Khusus, kepala sekolah SD Negeri Ngawen dan Wali Murid. Teknik pengumpulan data ialah dengan menggunakan teknik wawancara, observasi dan dokumentasi. Data yang terkumpul direduksi dan ditriangulasikan kemudian dianalisis oleh peneliti. Berdasarkan hasil penelitian di lapangan Penyelenggaraan Pendidikan inklusif yang ada di SDN Ngawen kurang maksimal, hal ini dilihat dari banyaknya problematika yang dimiliki oleh SDN Ngawen meliputi: a. Guru : (1) Guru Pendidikan khusus yang merangkap sebagai guru kelas 1 (2) Kurangnya pembinaan terhadap guru kelas terhadap pengelolaan kelas yang didalamnya terdapat siswa ABK. b. Sarana prasarana : Fasilitas yang terdapat pada sarana prasarana di SDN Ngawen kurang memadai untuk pembinaan siswa ABK berdasarkan kebutuhan mereka c. Kurikulum : Kurikulum yang tidak dimodifikasi atau disesuaikan dengan kebutuhan dari siswa ABK yang ada di SDN Ngawen.

Kata Kunci : Pendidikan inklusif, problematika, siswa ABK.

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ABSTRACT

The aims of this study are to (1) Describing the problematics of inclusive education in Ngawen National Elementary School of Sidayu. Inclusive education is a concept of education that implements education for all within the institution means that in the school there are 2 kinds of students ie students with special needed and regular students. In Ngawen National Elementary School of Sidayu there is a special Education Teacher who is a teacher who is given the trust by the principal to organize learning activities provided to the students of the child with special needed. This research uses descriptive qualitative research. The informants in this research are the teachers of fifth class, special Education Teachers, principals of Ngawen National Elementary School of Sidayu and Parents. Data collection used were interview, observation and documentation. The collected data is reduced and the triangulation is analyzed by the researcher. Based on the results of research in the field this is seen from the many problems that are owned by at Ngawen National Elementary School of Sidayu. include:

a. Teachers: (1) Special Education Teachers who also serve as first class teachers (2) Lack of guidance to classroom teachers on the management of the classroom in which there are students with special needed. b. Facilities infrastructure: Facilities in the infrastructure facilities at Ngawen National Elementary School of Sidayu are inadequate for the development of students with special needed based on their needs c. Curriculum: The curriculum is not modified or adapted to the needs of students with special needed in Ngawen National Elementary School of Sidayu.

Keywords: Inclusive education, problematic, students with special needs.