

INTISARI

Adanya kebijakan penyandang disabilitas yang tertuang dalam UU Nomor 8 tahun 2016 tentang Penyandang Disabilitas serta Pergub DIY Nomor 27 tahun 2017 tentang Pedoman Penerimaan Peserta Didik Baru, telah memberikan kesempatan yang luas bagi para penyandang disabilitas untuk mengenyam pendidikan serta memperoleh kesempatan kerja. Sehingga, tujuan dari penelitian ini yaitu mengetahui tingkat kesiapan Sekolah Menengah Kejuruan (SMK) di Kota Yogyakarta dalam menyelenggarakan pendidikan kejuruan yang inklusif untuk merespons kebijakan tersebut. Pengukuran tingkat kesiapan mencakup 8 aspek kesiapan yaitu: input siswa, kurikulum, tenaga pendidik, proses pembelajaran, sarana prasarana, pendanaan, manajemen, dan lingkungan. Penelitian ini merupakan penelitian kuantitatif dengan metode survei, dengan subjek penelitiannya yaitu guru-guru dari SMK yang berada di Kota Yogyakarta. Teknik pengumpulan data yang digunakan adalah dengan menggunakan kuisioner, observasi, dan wawancara. Analisis data dengan menggunakan metode statistik deskriptif.

Hasil yang diperoleh dari penelitian ini antara lain: (1) Pada aspek lingkungan, 72,2 % SMK di Kota Yogyakarta termasuk dalam kategori sangat siap; (2) Pada aspek proses pembelajaran, 22,2% SMK termasuk dalam kategori sangat siap; (3) Pada aspek input peserta didik, 22,2% SMK termasuk dalam kategori sangat siap; (4) Pada aspek manajemen, 22,2% SMK termasuk dalam kategori sangat siap; (5) Pada aspek kurikulum, 11,1% SMK termasuk dalam kategori sangat siap; (6) Pada aspek tenaga pendidik, 11,1% SMK di Kota Yogyakarta termasuk dalam kategori sangat siap; (7) Pada aspek pendanaan, 22,2% SMK termasuk dalam kategori sangat siap; (8) Pada aspek sarana dan prasarana, tidak ada sekolah yang termasuk dalam kategori sangat siap maupun siap. Dua puluh dua koma dua persen (22,2%) SMK di Kota Yogyakarta termasuk dalam kategori kurang siap; (9) Secara keseluruhan jika dilihat dari semua aspek, 2 SMK di Kota Yogyakarta (11,1%) termasuk dalam kategori sangat siap dalam menyelenggarakan pendidikan inklusif. Rendahnya tingkat kesiapan SMK menunjukkan bahwa pemerintah DIY perlu mengadakan program pengembangan pendidikan vokasional inklusif yang terintegrasi antar Dinas.

Kata kunci: kesiapan sekolah, pendidikan inklusif, kebijakan penyandang disabilitas

ABSTRACT

The existence of the People with Disability (PwDs) policy in Indonesia such as UU Nomor 8 tahun 2016 (Law No. 8 of 2016 on People with Disabilities) and Pergub DIY Nomor 27 tahun 2017 (Gubernatorial Regulation of Special Region of Yogyakarta No. 27 of 2017 on Guidelines for Acceptance of New Learners), has provided wide opportunities for PwDs to receive education and to obtain employment opportunities. Thus, the purpose of this study is to determine the level of readiness of Vocational High School (SMK) in Yogyakarta City in implementing the inclusive vocational education in response to those policies. There were 8 aspects for the measurement of the readiness level, namely: students input, curriculum, educators, learning process, infrastructure, facilities, management, and environment. This research was a quantitative research with survey method, with the teachers of SMK in the city of Yogyakarta as the subject of the research. The data collection technique used was questionnaires, observations, and interviews. The descriptive statistic method was used for the data analysis.

The result of this research were: (1) On the environmental aspect, 72.2% of SMKs in Yogyakarta City were included in the highly prepared category; (2) On the learning process aspect, 22.2% of SMKs were included in the well prepared category; (3) On the students input aspect, 22.2% of SMKs were included in the very well prepared category; (4) On the management aspect, 22.2% of SMKs were included in the well prepared category; (5) On the curriculum aspect, 11.1% of SMKs were included in the category of highly prepared; (6) On the educators aspect, 11.1% of vocational schools in Yogyakarta were included in the very prepared category; (7) On the active aspect, 22.2% of the SMKs were included in the very prepared category; (8) On the facilities and infrastructure aspect, there was no school which was included in the very well prepared or prepared category. Twenty two point two percent (22.2%) SMKs in Yogyakarta City were included in the less prepared category; (9) Overall, as seen from all of the aspects, two SMKs in Yogyakarta City (11.1%) were included in the very well prepared category. The low level of the readiness indicates that the Yogyakarta Government needs to establish an integrated inclusive vocational education program among institutions.

Keywords: *school readiness, inclusive education, disability policy*