

SKEMA SEKOLAH AMAN BENCANA INKLUSI DENGAN MEKANISME SISTER SCHOOL; KAJIAN KESIAPSIAGAAN BERBASIS RISIKO PADA SLB-C (TUNAGRAHITA) DI KABUPATEN BANTUL, DI. YOGYAKARTA

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INTISARI

Penelitian ini bertujuan untuk mengidentifikasi sebaran SLB-C (tunagrahita) dan mendeskripsikan potensi ancaman gempa bumi berbasis risiko terhadap Sekolah Luar Biasa (SLB) C (tunagrahita) di Kabupaten Bantul. Tujuan kedua dari penelitian ini adalah menemukan mekanisme *sister school* inklusi yang dapat diterapkan di SLB-C, khususnya dengan peserta didik tunagrahita ringan dan sedang pada masa darurat bencana dengan menggunakan pendekatan spasial. Pengambilan sampel dalam penelitian ini dilakukan dengan metode purposive sampling pada 13 (tigabelas) SLB-C (tunagrahita) di wilayah Kabupaten Bantul.

Metode pengambilan data dilakukan dengan teknik observasi dan wawancara mendalam kepada para Guru dan Kepala Sekolah di 3 (tiga) SLB-C yang berlokasi di wilayah Kawasan Rawan Bencana (KRB) gempa bumi, yaitu di Kecamatan Pleret, Pundong dan Jetis. Metode analisis yang digunakan adalah analisa kajian risiko, dengan mengolah data elemen berisiko sebagai nilai kerentanan, gempa bumi dengan micro-zonasi patahan sebagai nilai ancaman dan data kualitatif dari hasil wawancara mendalam di sekolah tentang fasilitas sekolah, kebijakan kesiapsiagaan dan pengelolaan bencana, pengetahuan, sikap dan tindakan sebagai nilai kapasitas.

Hasil penelitian ini berhasil mengidentifikasi sebaran SLB-C yang memiliki risiko terdampak gempa bumi sangat tinggi sebanyak 3 (tiga) SLB yang terletak di Kecamatan Pleret, Jetis dan Pundong. Tingkat risiko tinggi terdapat di 9 (sembilan) lokasi SLB-C di Kecamatan Banguntapan, Imogiri, Kasihan, Piyungan, Sewon dan Trirenggo. Pendekatan sekolah aman dengan mekanisme *sister school* yang inklusi dinilai ideal dalam meminimalkan risiko bencana dan memastikan Kegiatan Belajar Mengajar tetap berjalan untuk siswa tunagrahita di sekolah yang paling dekat dengan lokasi SLB-C tersebut. Namun berdasarkan hasil wawancara mendalam, para guru dan Kepala Sekolah mempunyai pertimbangan lain seperti akses, jarak dan keselamatan siswa-siswa berkebutuhan khusus ketika harus dipindahkan ke lokasi yang baru dalam situasi darurat. Terkait dengan inklusifitas, SLB lebih siap dibandingkan dengan sekolah reguler ketika siswa berkebutuhan khusus dihadapkan pada situasi untuk berbaur dengan siswa normal. Mekanisme *sister school* yang inklusi lebih tepat untuk diaplikasikan pada saat pra-bencana dan perlu perencanaan yang panjang saat akan diimplementasikan dalam situasi darurat bencana. SLB dan Sekolah Siaga Bencana (SSB) dalam satu Gugus/Rayon/Kecamatan dapat saling bekerjasama dan

berkoordinasi tentang pengelolaan risiko bencana di daerah rawan bencana gempa bumi, dengan mekanisme koordinasi rutin di bawah supervisi Unit Pelaksana Teknis Daerah Dinas Pendidikan Kab. Bantul. Selain itu, pendekatan inklusi juga dapat dilakukan untuk memastikan SSB dapat berbagi praktik-praktik baik dalam mengaplikasikan Pengurangan Risiko Bencana dan membangun perencanaan Sekolah Aman Bencana pada masa pra-bencana.

Kata Kunci: Inklusi, Sekolah Aman Bencana, Sister school, Risiko, Tunagrahita

A Scheme of Inclusive Safe School with *Sister School* Mechanism; A Study of Risk Based Preparedness for Mentally Retarded Special School in Bantul District, Yogyakarta Special Region

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ABSTRACT

This research is aimed to identify the distribution of Mentally Retarded - Special Schools and conduct the risk assessment for the earthquake hazard to these special schools in Bantul District. The second goal is to reveal the scheme of inclusive safe school through sister school's mechanism which can be applied in Mentally Retarded - Special School, especially for mild and moderate mental retardation's students during emergency using spatial approach (GIS). Purposive sampling method is used in this research in order to identify 13 special schools.

Observation technique and in-depth interview with teachers and School Principals were conducted to collect the data. The data collection is taken in 3 (three) Special Schools located in the center of disaster prone area in Pleret, Pundong and Jetis Districts. Risk assessment is being used to analyze the data; element at risk (number of students, teachers and the condition of the school buildings) is used as a parameter of vulnerability. Meanwhile, the parameter of Hazard was determined by the history of earthquake, micro-zonation of Opak Fault, and damage/loss settlement in Bantul District, as part of the Geographical Information. Lastly, the parameter of capacity can be determined from the level of emergency preparedness in each school, disaster management regulation applied, number of simulation, knowledge, attitude and action (simulation/mitigation) taken from in-depth interview from stakeholders.

The results of this research has successfully identified the distribution of Mentally Retarded - Special Schools in Bantul District. Out of 22 special schools, 3 Schools are identified in a very high risk (prone area), 9 schools are in high and the rest are moderate and low risk of earthquake impact. A safe school approach with inclusive sister school mechanisms is considered ideal in minimizing disaster risk and ensuring teaching and learning activities can be operational during the emergency response. However, based on the in-depth interviews, teachers and principals have other considerations such as access, distance and safety of the mentally retarded students with special needs when it comes to mobilizing them in a new environment. Regarding with inclusivity, Special Schools are better prepared than regular schools when students with special needs are faced with situations to mingle with normal students. The inclusive sister school mechanism is more appropriate to be applied in pre-disaster and requires long planning when it will be implemented in a disaster emergency situation. Special Schools and Schools Ready for Disaster) may have a close coordination on disaster risk management in earthquake prone areas, using a regular coordination mechanism under Cluster/District and supervised by District Technical Implementation Unit of Education Office Kab. Bantul. In addition, inclusion approaches can also be undertaken to ensure Schools Ready for Disaster could share good practices in applying Disaster Risk Reduction and assist in developing special school's disaster preparedness planning.

Keywords: Comprehensive Safe School, Inclusive, Mental Retardation, Risk, Sister School