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INTISARI

Pendidikan merupakan hak dasar setiap anak termasuk anak berkebutuhan khusus. Pendidikan juga menjadi salah satu prasyarat dalam mendukung Kabupaten Grobogan menjadi kabupaten layak anak. Melalui program sekolah inklusi, Kabupaten Grobogan berupaya dalam pemenuhan kebutuhan pendidikan anak berkebutuhan khusus. Maka dari itu tujuan penelitian ini adalah (1) Mendeskripsikan karakteristik anak berkebutuhan khusus di sekolah inklusi, (2) Mengidentifikasi karakteristik sekolah inklusi di Kabupaten Grobogan, dan (3) Mengidentifikasi sekolah inklusi sebagai upaya perwujudan kabupaten layak anak di Kabupaten Grobogan.

Metode yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data yang digunakan melalui observasi, wawancara, dokumentasi dan didukung juga dengan literatur serta dokumen resmi pemerintah untuk menggambarkan karakteristik anak berkebutuhan khusus dan karakteristik sekolah inklusi. Dari hal tersebut dapat diketahui sejauh mana Kabupaten Grobogan menjadi kabupaten layak anak, khususnya bagi anak berkebutuhan khusus.

Hasil penelitian menunjukkan bahwa ABK memiliki karakteristik yang beragam dan tidak semua ABK mampu mengikuti pembelajaran dengan baik di sekolah inklusi. Secara umum, sekolah inklusi di Kabupaten Grobogan belum memiliki guru pembimbing khusus (GPK) dan kurikulum khusus bagi ABK. Dari segi penyediaan fasilitas khusus pun masih minim dan belum disesuaikan dengan kebutuhan masing-masing ABK. Walaupun demikian program sekolah inklusi sudah mampu memberikan manfaat bagi ABK dan menjadi nilai tambah dalam mendukung Kabupaten Grobogan menjadi Kabupaten Layak Anak.

Kata Kunci: kabupaten layak anak, pendidikan, anak berkebutuhan khusus, sekolah inklusi

STUDY OF INCLUSIVE SCHOOL AS THE EMBODIMENT OF CHILD-FRIENDLY

REGENCY IN GROBOGAN

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ABSTRACT

Education is a fundamental right of every child including the children with special needs. Education is also one of the prerequisites in favor of Grobogan Regency to be child-friendly regency. Through the inclusive school program, Grobogan is attempts to fulfill the needs of education for children with special needs. Therefore the purpose of this study are (1) to describe the characteristics of the children with special needs in inclusive school, (2) to identify the characteristics of the inclusive school in Grobogan, and (3) to identify the inclusive school as an effort to create of child-friendly regency in Grobogan.

The method used was descriptive qualitative by collecting data using observation, interview, documentation, and supported by the literatures and official government documents to describe the characteristic of a child with special needs and also the characteristic of the inclusive school. Therefore It how far Grobogan is a child-friendly regency, especially for children with special needs.

The results showed that the children with special needs had diverse characteristics and was identified not all of them have able to follow learning process in inclusive school. In general, the inclusive school in Grobogan neither have special mentors nor a special curriculum for children with special needs. The special facilities for children with special needs are inadequate and have not adapted to the needs of each of children with special needs. However, the inclusive school program was proved to give benefits for children with special needs and become a value added for supporting Grobogan Regency to be Child-Friendly Regency.

Keywords: child-friendly regency, education, children with special needs, inclusive school