

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan bagaimana strategi guru pendamping khusus dalam implementasi Kurikulum 2013 bagi anak berkebutuhan khusus di sekolah inklusi SMK Muhammadiyah 3 Yogyakarta serta faktor pendukung, penghambat dan solusi untuk mengatasi hambatan dalam implementasi kurikulum 2013 bagi anak berkebutuhan khusus di sekolah inklusi SMK Muhammadiyah 3 Yogyakarta.

Penelitian ini merupakan penelitian kualitatif. Pengumpulan data penelitian ini melalui observasi terstruktur, wawancara terpinpin serta dokumentasi. Penelitian ini menggunakan analisis data yang mengacu pada model Miles dan Huberman yang meliputi pengumpulan data, reduksi data, penyajian data, verifikasi data dan menggunakan *triangulasi* untuk memeriksa keabsahan data.

Hasil penelitian menunjukkan bahwa strategi guru pendamping khusus dalam mengimplementasikan kurikulum 2013 bagi anak berkebutuhan khusus di sekolah inklusi SMK Muhammadiyah 3 Yogyakarta menekankan kepada Startegi GPK di SMK Muhammadiyah 3 Yogyakarta lebih menekankan pada melakukan suatu tindakan untuk mencapai suatu tujuan dengan sasaran yang sudah ditentukan oleh sekolah dalam perkembangan kemampuan berfikir dan soft skill ABK melalui pendekatan secara personal. Implementasi kurikulum 2013 bagi ABK di sekolah inklusi SMK Muhammadiyah 3 Yogyakarta yaitu GPK memilih strategi dengan menyesuaikan kemampuan ABK, menyediakan ruangan khusus yang kondusif dan relevan, melibatkan ABK secara aktif dalam mengikuti pembelajaran di kelas, GPK membantu ABK mencapai standart yang telah ditetapkan, membimbing ABK, mengatasi berbagai cara untuk menyelesaikan masalah serta membuat penelilaian untuk ABK. Faktor pendukung pelaksanaan strategi guru pendamping khusus dalam implementasi Kurikulum 2013 bagi anak berkebutuhan khusus di sekolah inklusi ini adanya kerjasama yang baik antara koordinator inklusi, GPK, orang tua ABK, karyawan, serta pimpinan sekolah. Faktor penghambat kurannya kapasitas GPK dan peran orang tua. Solusi yang dilakukan dengan menekankan pada komunikasi yang baik dengan ABK.

Kata-kata Kunci: Strategi Guru Pendamping Khusus, Implementasi Kurikulum 2013, Anak Berkebutuhan Khusus, Pendidikan Inklusi.

THE STRATEGIES OF SPECIAL EDUCATION TEACHERS (GPK) IN THE IMPLEMENTATION OF 2013 CURRICULUM FOR SPECIAL NEEDS CHILDREN (ABK) IN INCLUSIVE SCHOOL OF SMK MUHAMMADIYAH 3 YOGYAKARTA

ABSTRACT

This research aims to describe how the strategies of special education teachers (GPK) in the implementation of 2013 curriculum for special needs children (ABK) in inclusive school of SMK Muhammadiyah 3 Yogyakarta and the supporting and obstructing factors and the solutions to handle the obstacles in the implementation of 2013 curriculum for special needs children (ABK) in inclusive school of SMK Muhammadiyah 3 Yogyakarta.

This research was a qualitative research. The data collection technique were through structured observation, guided interview, and documentation. This research used the data analysis referring to Miles and Huberman model covering data collection, data reduction, data presentation, data verification, and triangulation to validate the data.

The results of the research show that the strategies of special education teachers (GPK) in the implementation of 2013 curriculum for special needs children (ABK) in inclusive school of SMK Muhammadiyah 3 Yogyakarta emphasizing on the strategies of special education teachers (GPK) in SMK Muhammadiyah 3 Yogyakarta focusing more on the goal of doing particular actions to achieve certain goals with the target set by the school in the development of thinking ability and soft skill of the special needs children (ABK) through personal approach. In the implementation of 2013 curriculum for special needs children (ABK) in inclusive school of SMK Muhammadiyah 3 Yogyakarta, the special education teachers (GPK) select the strategies adjusted with the abilities of the special needs children (ABK), provide special rooms which are conducive and relevant, involve the special needs children (ABK) actively in following the learning in classrooms, assist the special needs children (ABK) to meet the standards set, guide the special needs children (ABK), take some ways to solve problems, and assess the special needs children (ABK). The supporting factors of special education teachers (GPK) in the implementation of 2013 curriculum for special needs children (ABK) in this inclusive school are there is a good coordination among the inclusive program coordinator, the special education teachers (GPK), the parents of special needs children (ABK), staffs, and the school leaders. Meanwhile, the obstructing factors are the lack of the competency of special education teachers (GPK) and the role of the parents of special needs children (ABK). The solution taken is by emphasizing on having a good communication with the special needs children (ABK).

Keywords: The strategies of special education teachers (GPK), the implementation of 2013 curriculum, special needs children (ABK), inclusive education.