

# **EVALUASI PROGRAM PENDIDIKAN SEKOLAH DASAR INKLUSI DI YOGYAKARTA**

## **ABSTRAK**

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan program pendidikan inklusi di SD 1 Trirenggo, SD N Karanganyar, dan SD Muhammadiyah Notoprajan terkait sejarah pendidikan inklusi, input pendidikan inklusi, proses pendidikan inklusi, dan keberhasilan pendidikan inklusi.

Penelitian ini menggunakan pendekatan kualitatif jenis penelitian evaluatif komparatif. Tempat penelitian ini SD 1 Trirenggo, SD N Karanganyar, dan SD Muhammadiyah Notoprajan. Subyek penelitian ini adalah kepala sekolah, guru pembimbing khusus (GPK), dan siswa berkebutuhan khusus. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Teknik analisis data dengan cara induktif.

Hasil penelitian menunjukkan bahwa : 1) Sejarah SD 1 Trirenggo dan SD N Karanganyar lebih siap melaksanakan pendidikan inklusi daripada SD Muhammadiyah Notoprajan. 2) Input meliputi pelatihan dan persiapan guru, serta sarana prasarana SD 1 Trirenggo lebih lengkap dan juga intens dalam persiapannya di bandingkan SD N Karanganyar dan SD Muhammadiyah Notoprajan. 3) Proses yang dilakukan meliputi metode, media pembelajaran, sistem penilaian, kesulitan dan harapan siswa, SD 1 Trirenggo, SD N Karanganyar dan SD Muhammadiyah Notoprajan sudah bisa dikatakan bagus di karenakan dalam memfasilitasi anak berkebutuhan khusus sudah sesuai dengan apa yang di butuhkan oleh siswa berkebutuhan khusus tersebut, 4) keberhasilan ketiga sekolah tersebut sudah berhasil di buktikan dengan tujuan agar anak berkebutuhan khusus mendapatkan pelayanan dan fasilitas yang sama dengan siswa normal dan sudah bisa di terapkan di masing-masing sekolah dan selain itu juga terdapat peningkatan baik dalam ranah afektif maupun kognitif pada siswa berkebutuhan khusus di ketiga sekolah yang ada di Yogyakarta.

Kata kunci : evaluasi program pendidikan inklusi, pendidikan inklusi, anak berkebutuhan khusus

# THE EVALUATION OF THE INCLUSIVE ELEMENTARY SCHOOL EDUCATION PROGRAM IN YOGYAKARTA

## ABSTRACT

This research is to describe the implementation of the inclusive education program at SD (Sekolah Dasar – Elementary School) 1 Trirenggo, SD N (Negeri – Public) Karanganyar, and SD Muhammadiyah Notoprajan related to the history of inclusive education, inclusive education input, inclusive education process, and inclusive education success.

This research used qualitative approach with evaluative comparative research type. The location of the research is at SD 1 Trirenggo, SD N Karanganyar, and SD Muhammadiyah Notoprajan. The subjects of this research were the headmaster, GPK (Guru Pembimbing Khusus – Special Guidance Teacher), and students with special needs. The data collecting techniques were observation, interview and documentation. The data analysis technique was inductive method.

The research result shows that: 1) The history of SD 1 Trirenggo and SD N Karanganyar is more ready to implement the inclusive education compared to SD Muhammadiyah Notoprajan. 2) The inputs consist of training and teachers' preparation, and the facilities of SD 1 Trirenggo are more complete and more intense on the preparation compared to SD N Karanganyar and SD Muhammadiyah Notoprajan. 3) The processes conducted included method, learning media, scoring system, students' difficulties and expectations, SD 1 Trirenggo, SD N Karanganyar, and SD Muhammadiyah Notoprajan are considered good since they are able to facilitate children with special needs well and the facilities are suitable with what the students need. 4) The three schools are successful, and it is proven by the objectives that the children with special needs receive the same service and facilities as normal students. It can also be applied to each school and furthermore, there are improvements not only in affective aspects but also in cognitive aspects of children with special needs in the three schools located in Yogyakarta.

**Keyword:** the evaluation of the inclusive education program, inclusive education, children with special needs