

ABSTRAK

Lutfiani; *Manajemen Pendidikan Inklusif pada SMA/SMK di Kabupaten Banjar (Studi Multi Kasus SMAN 1 Martapura, SMAN 2 Martapura, SMKN 1 Martapura)* dibawah bimbingan (1) Dr.Wahyuddin, M.Si, (2) Dr. H. Ahmad Salabi, M.Pd. pada Pascasarjana Universitas Islam Negeri Antasari Banjarmasin 2020

Kata kunci: manajemen, pendidikan inklusif, SMAN, SMKN

Penelitian dilatarbelakangi oleh Undang-undang RI nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional secara khusus pada pasal 5 ayat 2 yaitu warga negara yang memiliki kelainan fisik, emosional, mental, intelektual dan atau sosial berhak memperoleh pendidikan khusus. dan permendiknas nomor 70 tahun 2009 tentang pendidikan inklusif, beberapa sekolah SMA/SMK di kabupaten Banjar telah menjadi sekolah penyelenggara Pendidikan inklusif dan ada 3 sekolah yang memiliki lebih banyak peserta didik berkebutuhan khusus. Tujuan penelitian adalah mendeskripsikan dan menjelaskan manajemen pendidikan inklusif di tiga sekolah SMA/SMK Negeri di kabupaten Banjar. Fokus penelitian adalah Manajemen pendidikan inklusif pada SMA Negeri 1, SMA Negeri 2, SMK Negeri 1 Martapura. Subfokus penelitian, 1. Manajemen kurikulum, 2. Manajemen peserta didik, 3. Manajemen pendidik dan tenaga kependidikan, 4. Manajemen sarana dan prasarana, 5 Manajemen hubungan masyarakat.

Pendekatan penelitian adalah pendekatan kualitatif dengan metode penelitian deskriptif. Teknik pengumpulan data menggunakan wawancara mendalam dan studi dokumentasi. Partisipan penelitian terdiri dari kepala sekolah, wakil kepala sekolah bidang kurikulum, kesiswaan, sarana prasarana dan hubungan masyarakat, koordinator pendidikan inklusif, guru bimbingan konseling, guru pembimbing khusus, dan peserta didik berkebutuhan khusus. Pengecekan keabsahan data menggunakan Teknik triangulasi, Teknik ini melibatkan narasumber ahli yaitu widyaiswara ahli utama dari PPPPTK PLB Bandung.

Hasil penelitian terdiri dari perencanaan, pengorganisasian, pelaksanaan dan pengevaluasian terhadap komponen yaitu, kurikulum, peserta didik, pendidik dan tenaga kependidikan, sarana prasarana dan hubungan masyarakat adalah (1) mensosialisasikan kurikulum adaptif melalui kegiatan bimbingan teknis, workshop, *In House Trainin*, pembelajaran dua sekolah belum memasukan kurikulum adaptif dan satu sekolah yang menggunakan model modifikasi pada indikator pencapaian keberhasilan, proses pengakomodasian kebutuhan peserta didik masing-masing sekolah memiliki perbedaan, ada guru yang belum siap dengan adaptasi kurikulum dan sebagian guru saja yang dapat menerapkan prinsip-prinsip pembelajaran yang aktif, inovatif, kreatif, efektif, menyenangkan (PAIKEM). Pengevaluasian kurikulum menekankan pada

supervisi guru, belum mengarah pada supervisi inklusif. (2) Pengelolaan peserta didik ada yang dibatasi pada keterbatasan tertentu saja, ada yang menerima semua keterbatasan, (3) Perencanaan pendidik dan kependidikan untuk guru pembimbing khusus masih belum direncanakan oleh salah satu sekolah, (4) Ketiga buah sekolah belum memiliki sarana prasarana yang bersifat aksesibel, pengevaluasian sarana dan prasarana menggunakan instrumen kepengawasan yang bersifat umum. (5) Hubungan sekolah dengan masyarakat seperti pusat layanan disabilitas, sekolah luar biasa, forum komunikasi pendidikan inklusif tenaga ahli, orang tua, dan komite sekolah, ada satu sekolah yang memberikan layanan konsultasi terhadap orang tua peserta didik dilakukan oleh kepala sekolah sendiri. Evaluasi hubungan sekolah dengan masyarakat pada tiga sekolah memiliki instrumen evaluasi tetapi tidak memiliki hasil evaluasi kegiatan hubungan sekolah dengan masyarakat secara langsung yang dilakukan oleh kepala sekolah. Substantif temuan penelitian ini adalah pemahaman, sikap positif, empati kepala sekolah ternyata berkontribusi bagi manajemen pendidikan inklusif.

ABSTRACT

Lutfiani: *Inclusive Education Management at Senior High School / Vocational School in Kabupaten Banjar (Multi Case Study of SMAN 1 Martapura, SMAN 2 Martapura, SMKN 1 Martapura) under the guidance of (1) Dr. Wahyuddin, M.Si, (2) Dr. H. Ahmad Salabi, M.Pd. at the Postgraduate Program at the State Islamic University of Antasari Banjarmasin 2020*

Keywords: *management, inclusive education, Senior High School, Vocational school.*

This research is motivated by the Law of Republic Indonesia (Undang-Undang) number 20 of 2003 which stated about the National Education System, specifically in article 5 paragraph 2, namely the citizens who have physical, emotional, mental, intellectual and / or social disabilities are entitled to special education and based on Permendiknas number 70 of 2009 about inclusive education, some State school both Senior High schools and Vocational schools in kabupaten Banjar will have provide inclusive education and there are 3 schools that have more students with special needs. The research objective is to describe and explain the management of inclusive education in three Senior high schools / vocational schools in Kabupaten Banjar. The focus of research is the management of inclusive education at SMA Negeri 1, SMA Negeri 2, SMK Negeri 1 Martapura. The target of the research focus are as follow 1. Curriculum management, 2. Student management, 3. Teacher and the educational staff management, 4. Facilities and infrastructure management, 5 Public relations management.

The research approach uses a qualitative approach with descriptive research methods. Data collection techniques is using in-depth interviews and documentation studies. The Research participants consisted of the principal, vice principal in the field of curriculum, student affairs, infrastructure and public relations, coordinator of inclusive education, counseling guidance teachers, special guidance teachers, and students with special needs (disabilities students). Checking the validity of the data used the triangulation technique, this technique involved the main sources, namely the expert of widyaiswara from PPPPTK PLB Bandung.

The results of the research consisted of planning, organizing, implementing and evaluating components, namely, curriculum, students, teachers and educational staff, infrastructure and public relations. (1) socializing the adaptive curriculum through technical guidance activities, workshops, In House Training (IHT), learning in both of the schools have not included an adaptive curriculum and a school uses a modified model on indicators of success achievemen , the process of the needs accomodation of students in each school are different, there are teachers who have not ready for curriculum adaptation and only some teachers can apply the principles of active, innovative, creative, effective, fun learning (PAIKEM). Evaluating the curriculum emphasizes the

teacher supervision, it has not lead to inclusive supervision yet. (2) The management of students had certain limitations, but there are some students who can accept all limitations, (3) Teachers and educational staff for special need students is still not planned by one of the schools, (4) The three schools do not have accessible facilities, evaluating facilities which is using general control instruments. (5) The school's relationship with the community, such as disability service centers, special need schools, inclusive education communication forums for experts, parents, and school committees, there is one school that provides consultation services for parents of students carried out by the school principal himself. The evaluation of school-community relations in the three schools had an evaluation instrument but did not have the results of the direct evaluation of school-community relations activities carried out by the school principal. Substantive of the findings of this study are understanding, positive attitudes, and empathy from the principals had contributed to the management of inclusive education.