

ABSTRAK

Nur, Ertika Laily (2025). Faktor – Faktor Yang Mempengaruhi Implementasi Sekolah Inklusi Di TK ABA 18 Kota Madiun. Skripsi. Program Studi Pendidikan guru Pendidikan Anak Usia Dini Fakultas Keguruan Dan Ilmu Pendidikan, FKIP. Universitas PGRI Madiun, Pembimbing (I) Hermawati Dwi Susari, S.Psi., M.Pd. , Pembimbing (II) Dr. Rosyida Nurul Anwar, M.Pd., I.

Pendidikan adalah aktivitas penting dalam mempersiapkan anak menghadapi masa depan, dengan pendidikan inklusif bertujuan memenuhi kebutuhan beragam peserta didik, termasuk anak berkebutuhan khusus (ABK). Anak-anak berkebutuhan khusus sering menghadapi diskriminasi dan tantangan pada mengakses pendidikan, dengan banyak sekolah umum yang enggan menerima mereka karena ketidakmampuan guru. Oleh karena itu, diharapkan penyediaan layanan pendidikan dan institusi sekolah yang sesuai, seperti sekolah inklusi, yang diatur pada Peraturan Menteri Pendidikan Nasional nomor 70 Tahun 2009 buat memberikan kesempatan belajar bersama bagi seluruh peserta didik. Penelitian ini bertujuan untuk mengetahui lebih dalam tentang faktor-faktor yang mempengaruhi implementasi sekolah inklusi di Taman Kanak-kanak ABA 18 Kota Madiun. Metode penelitian yang digunakan adalah kualitatif studi khusus, dengan tujuan mendeskripsikan dan menganalisis realitas atau permasalahan yang terjadi di lapangan secara mendalam melalui wawancara, observasi, dan dokumentasi langsung. Teknik pengumpulan data dalam penelitian ini melibatkan observasi dan wawancara. Instrumen yang digunakan adalah lembar pengamatan, ceklist pertanyaan, catatan wawancara, dan kamera untuk dokumentasi. Observasi meliputi pemusatan perhatian terhadap objek dengan indra dan pencatatan rinci. Wawancara dilakukan melalui tanya jawab dengan informan utama seperti kepala sekolah dan guru pengampu. Kesimpulan dari penelitian ini adalah adanya beberapa faktor kunci yang mempengaruhi implementasi sekolah inklusi di TK ABA 18 Kota Madiun, termasuk kompetensi pengajar, ketersediaan sarana, serta tantangan dalam penanganan anak berkebutuhan khusus dan kurangnya pengetahuan tentang pendidikan inklusi. Hasil penelitian mengidentifikasi beberapa faktor kunci yang mempengaruhi implementasi sekolah inklusi di TK ABA 18 Kota Madiun. Faktor pendukung meliputi kompetensi tenaga pendidik (guru bersertifikat pendidikan inklusi), adanya pelatihan guru, faktor lingkungan yang responsif, serta dukungan dari orang tua dan guru. Sementara itu, faktor penghambat melibatkan keterbatasan sarana prasarana, kurangnya tenaga pendidik inklusi, kurangnya pengetahuan tentang pendidikan inklusi, dan keterbatasan alat bantu pendidikan inklusi. yang mempengaruhi implementasi sekolah inklusi di TK ABA 18 Kota Madiun, termasuk kompetensi pengajar, ketersediaan sarana, serta tantangan dalam penanganan anak berkebutuhan khusus dan kurangnya pengetahuan tentang pendidikan inklusi.

Kata Kunci: Implementasi, Sekolah Inklusi, Faktor Pendukung, Faktor Penghambat

ABSTRACT

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Education is an important activity in preparing children for the future, with inclusive education aimed at meeting the needs of diverse students, including children with special needs (ABK). Children with special needs often face discrimination and challenges in accessing education, with many public schools reluctant to accept them due to the incompetence of teachers. Therefore, it is hoped that the provision of educational services and appropriate school institutions, such as inclusive schools, which is regulated in the Regulation of the Minister of National Education number 70 of 2009 to provide joint learning opportunities for all students. This study aims to find out more about the factors that affect the implementation of inclusive schools in ABA 18 Kindergarten Madiun City. The research method used is qualitative special studies, with the aim of describing and analyzing the reality or problems that occur in the field in depth through interviews, observations, and direct documentation. The data collection technique in this study involves observation and interviews. The instruments used were observation sheets, question checklists, interview notes, and cameras for documentation. Observation includes focusing attention on objects with the senses and taking detailed notes. Interviews were conducted through questions and answers with key informants such as school principals and teachers. The conclusion of this study is that there are several key factors that affect the implementation of inclusion schools in ABA 18 Kindergarten Madiun City, including teacher competence, availability of facilities, as well as challenges in handling children with special needs and lack of knowledge about inclusive education. The results of the study identified several key factors that affect the implementation of inclusive schools in ABA 18 Kindergarten in Madiun City. Supporting factors include the competence of educators (certified teachers in inclusive education), the existence of teacher training, responsive environmental factors, and support from parents and teachers. Meanwhile, the inhibiting factors involve limited infrastructure, lack of inclusion educators, lack of knowledge about inclusive education, and limited inclusion education tools. which affects the implementation of inclusion schools in ABA 18 Kindergarten Madiun City, including teacher competence, availability of facilities, as well as challenges in handling children with special needs and lack of knowledge about inclusion education.

Keywords: Implementation, Inclusive Schools, Supporting Factors, Inhibiting Fac