

## ABSTRAK

**Ulpah Siti Aisah, Manajemen Layanan Peserta Didik Berkebutuhan Khusus di SD Tunas Unggul Mandalajati Kota Bandung.**

Sejak berdirinya sekolah pada tahun 2003, SD Tunas Unggul Kota Bandung sudah menyelenggarakan pendidikan inklusif dan menerima peserta didik berkebutuhan khusus. Kehadiran peserta didik berkebutuhan khusus di sekolah regular adalah suatu hal yang baru bagi sebagian tenaga pendidik umum. Layanan yang diberikan harus sesuai dengan jenis kebutuhan peserta didik berkebutuhan khusus. Seluruh aspek pendidikan seperti sarana prasarana, kurikulum, tenaga pendidik dan kependidikan harus dapat mendukung layanan bagi peserta didik berkebutuhan khusus yang fleksibel. Upaya tersebut menarik untuk diteliti dalam proses pengelolaan layanan peserta didik berkebutuhan khusus.

Tujuan penelitian ini adalah untuk mengetahui dan mendeskripsikan latar alamiah sekolah, perencanaan, pengorganisasian, pelaksanaan, dan pengawasan layanan peserta didik berkebutuhan khusus faktor pendukung dan penghambat layanan peserta didik berkebutuhan khusus dan hasil manajemen layanan peserta didik berkebutuhan khusus.

Penelitian ini menggunakan teori manajemen pendidikan inklusif oleh Dedy Kustiawan yaitu perencanaan, pengorganisasian, pelaksanaan dan pengawasan layanan peserta didik berkebutuhan khusus setting pendidikan inklusif.

Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan metode penelitian analisis deskriptif. Teknik yang digunakan dalam pengumpulan data adalah observasi, wawancara dan studi dokumentasi. Analisis data dilakukan dengan unitisasi data, katagorisasi data, dan penafsiran data. Uji abash data dilakukan dengan perpanjangan keikutsertaan, ketekunan pengamatan, triangulasi, pengecekan teman sejawat, kecukupan referensi dan uraian rinci.

Hasil Penelitian ini menunjukkan bahwa kegiatan manajemen layanan peserta didik berkebutuhan khusus di SD Tunas Unggul Mandalajati Kota Bandung dilakukan melalui beberapa tahapan yakni, perencanaan layanan peserta didik berkebutuhan khusus meliputi menyusun visi, misi dan tujuan sekolah, memahami karakteristik peserta didik dengan observasi dan asesmen yang dilakukan dengan proses psiko-test dan sit-in atau kelas kecil, menyusun kurikulum yang fleksibel. Pengorganisasian layanan dilakukan dengan membentuk pusat layanan pendidikan dan psikologi yang disebut dengan *Learning Support and Development Center* atau LSDC yang dikelola oleh psikolog, orthopedagog dan guru pendamping peserta didik berkebutuhan khusus. Pelaksanaan layanan peserta didik berkebutuhan khusus terbagi ke dalam pelaksanaan layanan akademis, non akademis dan penunjang. Pengawasan layanan peserta didik berkebutuhan khusus terdiri dari dua macam pengawasan yakni pengawasan pembelajaran dan pengawasan program layanan. Hasil manajemen layanan peserta didik berkebutuhan khusus SD Tunas Unggul Mandalajati Kota Bandung yaitu terlaksananya program layanan yang sesuai dengan jenis kebutuhan peserta didik berkebutuhan khusus dan standar pencapaiannya, membantu peserta didik berkebutuhan khusus mengembangkan diri sesuai dengan potensinya dan

menciptakan suasana pendidikan yang ramah terhadap semua anak termasuk anak berkebutuhan khusus.



## ABSTRACT

**Ulpah Siti Aisah, *Management of Special Needs Student Services at Tunas Unggul Elementary School Bandung City***

Since the school was established in 2003, SD Tunas Unggul, Bandung has held inclusive education and received students with special needs. The presence of students with special needs in regular schools is a new thing for some general educators. The services provided must be in accordance with the types of needs of students with special needs. All aspects of education such as infrastructure, curriculum, teaching staff and education must be able to support services for students with special needs who are flexible. These efforts are interesting to be examined in the process of managing the services of students with special needs.

The purpose of this study is to find out and describe the natural setting of schools, planning, organizing, implementing, and supervising services of students with special needs supporting factors and inhibiting services of students with special needs and the results of service management of students with special needs.

This study uses the theory of inclusive education management by Dedy Kustiawan which consists of planning, organizing, implementing and supervising the services of students with special needs in inclusive education settings.

The approach used in this research is a qualitative approach with descriptive analysis research methods. The techniques used in data collection are observation, interview and documentation study. Data analysis was performed by data unitization, data categorization, and data interpretation. Abash data test is carried out by extension of participation, perseverance of observation, triangulation, peer checking, adequacy of references and detailed description.

The results of this study indicate that the service management activities of students with special needs in SD Tunas Unggul Mandalajati Bandung City are carried out through several stages, namely planning services for students with special needs including compiling the vision, mission and goals of the school, understanding the characteristics of students by observation and assessment conducted by psycho-test and sit-in or small class processes, compile a flexible curriculum. The organization of services is carried out by forming an education and psychology service center called the Learning Support and Development Center or LSDC which is managed by psychologists, orthopedagogues and accompanying teachers with special needs students. The service delivery of students with special needs is divided into the implementation of academic, non-academic and support services. Supervision of services of students with special needs consists of two kinds of supervision namely supervision of learning and supervision of service programs. The results of the service management of students with special needs SD Tunas Unggul Mandalajati Bandung namely the implementation of a service program that suits the types of needs of students with special needs and standards of achievement, helps students with special needs develop themselves according to their potential and create an educational atmosphere that is friendly to all children including children with special needs.