

ABSTRACT

IMPLEMENTATION OF INCLUSIVE EDUCATION IN METRO CITY

by

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As contained in Law No. 20 of 2003 on the national education system, Article 5, paragraph 1, which asserts that every citizen has an equal right to obtain a quality education. This is called the concept of education for all. To accommodate children with special needs in the national education system was issued Ministerial Regulation No. 70 of 2009 on inclusive education for students who have disorders and have the intelligence and / or special talents.

The focus of this research on the problems of implementation of inclusive education in Metro City. In uncovering this issue, researchers used the theory of implementation of public policy belonging to Van Meter Van Horn. This research is a descriptive research with a qualitative approach . This research was conducted in Metro City.

In this research found several obstacles in the implementation of inclusive education in Metro City, divided into internal constraints and external constraints. For example, there are no special teachers who were special education and the difficulty in managing the classroom, also there are parents who do not agree that their children should learn with children with special needs.

The conclusion from this research are inclusive education in Metro City is not maximized and need to improvement. Visible from many constraints that occur in the implementation of inclusive education in inclusive schools in Metro City relating to the technical implementation. Therefore, it needs improvement of socialization regarding inclusive education to the public and the understanding of the Ministerial Regulation No. 70 of 2009 that the implementation in accordance with the prescribed rules so that the constraints in the implementation of inclusive education can be minimized.

Keywords: Inclusive Education, Inclusive Schools, Children with Special Needs