

ABSTRAK

MANAJEMEN PEMBELAJARAN BAGI PESERTA DIDIK BERKEBUTUHAN KHUSUS PADA SEKOLAH DASAR PENYELENGGARA INKLUSI

Oleh

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Permasalahan dalam penelitian ini yaitu manajemen pembelajaran bagi peserta didik berkebutuhan khusus di SD Negeri belum memiliki Pendidik Pendamping Khusus, seluruh proses pembelajaran ditangani langsung oleh wali kelas. Penelitian ini bertujuan untuk mendeskripsikan perencanaan, pengorganisasian, pelaksanaan, dan evaluasi pembelajaran bagi anak berkebutuhan khusus. Penelitian kualitatif dengan pendekatan studi kasus, melalui teknik wawancara, observasi, dan studi dokumentasi. Penelitian ini dilaksanakan di SD Negeri, informan dalam penelitian ini adalah kepala sekolah dan 6 pendidik yang menangani anak berkebutuhan khusus di SD Negeri. Hasil penelitian menunjukkan bahwa perencanaan pembelajaran dilakukan melalui identifikasi awal kemampuan dan karakteristik PDBK, pengorganisasian pembelajaran dilaksanakan dengan menempatkan wali kelas sebagai pendamping PDBK, pelaksanaan pembelajaran dilakukan secara fleksibel melalui penyederhanaan materi, dan evaluasi pembelajaran dilakukan secara sederhana melalui observasi harian, tugas yang disesuaikan, tindak lanjut berupa pengulangan materi atau tugas tambahan.

Kata kunci: Anak berkebutuhan khusus, manajemen pembelajaran.

ABSTRACT

LEARNING MANAGEMENT FOR STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE ELEMENTARY SCHOOLS

By

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The problem in this study was the management of learning for students with special needs in a public elementary school that did not yet have a Special Education Assistant Teacher, so all learning processes were handled directly by the classroom teacher. This study aimed to describe the planning, organizing, implementation, and evaluation of learning for students with special needs. It employed a qualitative research design with a case study approach, using interviews, observations, and documentation as data collection techniques. The research informants **were** the principal and six teachers who handled students with special needs at the school. The results showed that learning planning was conducted through an initial identification of the students' abilities and characteristics, the organization of learning was carried out by assigning homeroom teachers as companions, the implementation was conducted flexibly through the simplification of materials, and the evaluation was carried out in a simple manner through daily observation, adapted assignments, and follow-up actions such as repeating materials or providing additional tasks.

Keywords: Learning management, students with special needs.