

ABSTRAK

UMMI KHAIRUNNISA SIREGAR. Kesiapan Sekolah Dasar Negeri Kota Medan Dalam Menerapkan Pembelajaran Inklusif Di Sekolah. Skripsi. Medan: Fakultas Ilmu Pendidikan Universitas Negeri Medan. 2026.

Pendidikan inklusif merupakan upaya strategis untuk memberikan kesempatan belajar yang setara bagi semua anak, termasuk anak berkebutuhan khusus (ABK), tanpa adanya diskriminasi. Namun, keberhasilan implementasi pendidikan inklusif sangat bergantung pada tingkat kesiapan sekolah dalam menyesuaikan kurikulum, tenaga pendidik, sarana, serta dukungan lingkungan. Penelitian ini bertujuan untuk menganalisis tingkat kesiapan sekolah dasar inklusi di Kota Medan dalam melaksanakan pendidikan bagi anak berkebutuhan khusus. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dengan populasi seluruh sekolah dasar inklusi di Kota Medan. Sampel penelitian berjumlah 17 sekolah dasar inklusi yang dipilih menggunakan teknik purposive sampling. Pengumpulan data dilakukan melalui angket kesiapan sekolah yang mencakup 6 aspek utama, yaitu kurikulum, tenaga kependidikan, sarana dan prasarana, dana, peserta didik, dan lingkungan, dengan jumlah item sebanyak 90 pernyataan. Data dianalisis menggunakan statistik deskriptif untuk menentukan kategori kesiapan sekolah. Hasil penelitian menunjukkan bahwa dari 17 sekolah, terdapat 9 sekolah (52,9%) yang tergolong siap, 7 sekolah (41,2%) tergolong cukup siap, dan 1 sekolah (5,9%) tergolong tidak siap. Sekolah yang tidak siap mengalami kendala pada aspek tenaga kependidikan, sarana prasarana, dan dana, yang ditandai dengan keterbatasan guru pendamping khusus, fasilitas pembelajaran yang belum ramah bagi ABK, serta belum adanya alokasi anggaran khusus untuk kegiatan pendidikan inklusif. Hasil penelitian menunjukkan bahwa sekolah dasar inklusi di Kota Medan telah menunjukkan kesiapan yang baik, namun masih memerlukan peningkatan pada aspek sumber daya manusia, fasilitas, dan pendanaan agar pelaksanaan pendidikan inklusif dapat berjalan optimal dan berkelanjutan.

Kata Kunci : Kesiapan Sekolah, Pendidikan Inklusif, Anak Berkebutuhan Khusus.



ABSTRACT

UMMI KHAIRUNNISA SIREGAR. Readiness of Medan City Public Elementary Schools in Implementing Inclusive Learning in Schools. Skripsi. Medan: Faculty of Education. State University of Medan. 2026.

Inclusive education is a strategic effort to provide equal learning opportunities for all children, including children with special needs (ABK), without discrimination. However, the success of implementing inclusive education depends heavily on the level of school readiness in adapting the curriculum, teaching staff, facilities, and environmental support. This study aims to analyze the level of readiness of inclusive elementary schools in Medan City in implementing education for children with special needs. This study uses a quantitative descriptive approach with a population of all inclusive elementary schools in Medan City. The study sample consisted of 17 inclusive elementary schools selected using a purposive sampling technique. Data collection was carried out through a school readiness questionnaire covering six main aspects: curriculum, teaching staff, facilities and infrastructure, funding, students, and the environment, with a total of 90 items. Data were analyzed using descriptive statistics to determine the category of school readiness. The results showed that of the 17 schools, 9 schools (52.9%) were categorized as ready, 7 schools (41.2%) were categorized as moderately ready, and 1 school (5.9%) was categorized as not ready. Unprepared schools face challenges in terms of staff, infrastructure, and funding, as evidenced by a limited number of special assistant teachers, learning facilities that are not yet accessible to children with special needs, and the absence of a dedicated budget for inclusive education activities. The study found that inclusive elementary schools in Medan City have demonstrated good readiness, but still require improvements in human resources, facilities, and funding to ensure optimal and sustainable implementation of inclusive education.

Keywords : School Readiness, Inclusive Education, Children with Special Needs.

