

ABSTRAK

Bella Natasiya, NIM.3211111005 “Praktik Baik Membangun Karakter Dalam Pendidikan Inklusif Bagi Siswa Tunanetra Di SMA Negeri 2 Lubuk Pakam”. Jurusan Pendidikan Pancasila Dan Kewarganegaraan Fakultas Ilmu Sosial Universitas Negeri Medan.

Penelitian ini bertujuan mengeksplorasi praktik baik dalam membangun karakter kemandirian siswa tunanetra di SMA Negeri 2 Lubuk Pakam, sekolah inklusif yang memiliki siswa penyandang tunanetra. Objek penelitian ini adalah karakter kemandirian siswa tunanetra, dengan subjek kepala sekolah, guru, siswa tunanetra, dan teman sejawat. Penelitian ini menggunakan pendekatan kualitatif deskriptif dan berlandaskan teori behaviorisme dan juga teori Humanisasi, yang menekankan pembentukan perilaku melalui interaksi sosial dan penguatan (*reinforcement*). Fokus penelitian meliputi pengembangan kemandirian dalam konteks inklusif, peran guru, serta dukungan lingkungan sekolah. Teknik analisis data menggunakan model Miles dan Huberman: reduksi data, penyajian data, dan verifikasi. Hasil penelitian menunjukkan bahwa kemandirian siswa tunanetra terbentuk melalui dukungan sistematis. Siswa mampu menyelesaikan tugas secara mandiri, menggunakan teknologi bantu seperti pembaca layar, dan aktif dalam kegiatan kelompok. Guru berperan penting melalui metode pembelajaran adaptif seperti penjelasan verbal, rekaman audio, dan bimbingan personal, serta penguatan positif berupa pujian. Teman sebaya turut mendorong kemandirian melalui interaksi sosial yang suportif dan bantuan yang tidak menciptakan ketergantungan. Lingkungan sekolah yang aman dan inklusif mendukung siswa tunanetra dalam berekspresi dan berpartisipasi. Secara kelembagaan, sekolah menyediakan fasilitas ramah disabilitas, seperti jalur akses, komputer dengan perangkat lunak khusus, dan alat tulis braille. Sekolah juga rutin mengadakan pelatihan dan bekerja sama dengan lembaga luar untuk meningkatkan kapasitas layanan inklusif.

Kata Kunci: Pendidikan inklusif, kemandirian, siswa tunanetra, peran guru, lingkungan sekolah.

ABSTRACT

Bella Natasiya, NIM. 3211111005. “Best Practices in Building Character within Inclusive Education for Blind Students at SMA Negeri 2 Lubuk Pakam.” Department of Civic and Citizenship Education, Faculty of Social Sciences, State University of Medan.

This study aims to explore best practices in fostering the character of independence among blind students at SMA Negeri 2 Lubuk Pakam, an inclusive school that accommodates visually impaired learners. The object of this research is the independence character of blind students, with research subjects consisting of the principal, teachers, blind students, and their peers. This study employs a qualitative descriptive approach based on the theories of Behaviorism and Humanization, emphasizing behavior formation through social interaction and reinforcement. The research focuses on the development of independence within an inclusive context, the role of teachers, and the support of the school environment. Data analysis techniques use the Miles and Huberman model, including data reduction, data display, and verification. The findings show that the independence of blind students is formed through systematic support. Students are able to complete tasks independently, utilize assistive technologies such as screen readers, and actively participate in group activities. Teachers play a crucial role through adaptive teaching methods such as verbal explanations, audio recordings, and personalized guidance, as well as positive reinforcement through praise. Peers encourage independence through supportive social interactions and assistance that does not foster dependency. The safe and inclusive school environment supports blind students in expressing themselves and participating fully. Institutionally, the school provides disability-friendly facilities such as accessible pathways, computers equipped with specialized software, and braille writing tools. The school also regularly conducts training sessions and collaborates with external institutions to enhance the quality of inclusive education services.

Keywords: *Inclusive education, independence, blind students, teacher’s role, school environment.*