

ABSTRAK

Penelitian ini bertujuan untuk mengetahui proses Pendidikan Inklusi kaitanya dengan penerimaan Siswa terhadap perilaku sosial dan Emosi Anak berkebutuhan Khusus di Sekolah. Rumusan masalah bagaimana penerimaan siswa terhadap keberadaan Anak Berkebutuhan Khusus di sekolah dan bagaimana tanggapan siswa terhadap perilaku sosial dan emosi Anak Berkebutuhan Khusus.

Jenis penelitian yang penulis gunakan disini adalah penelitian mix methods. Subyek penelitian siswa kelas VII dan guru pada sekolah SMP Negeri 2 Sewon dan SMP Muhammadiyah 1 Bambanglipuro. Teknik pengumpulan data, penulis menggunakan angket, wawancara dan dokumentasi.

Hasil penelitian memperlihatkan penerimaan siswa terhadap perilaku sosial dan emosi Anak Berkebutuhan Khusus ini ditandai dengan sikap saling membantu memahami, terbuka, memberikan pendampingan tutur sebaya dan komunikasi, mengakui kemampuan dan interaksi reaksi siswa terhadap Anak Berkebutuhan Khusus. Adapun tanggapan dari siswa reguler terhadap perilaku sosial dan emosi Anak Berkebutuhan Khusus di sekolah menerima positif, ini di tandai dengan komunikasi yang terus berjalan, perasaan mengakui kemampuan bakat dan interaksi siswa terhadap Anak Berkebutuhan Khusus di lingkungan sekolah. Dengan menggunakan uji beda (Mann Whitney) dapat dilihat bahwa nilai Asymp Sig (2-tailed) sebesar $0.402 > 0.05$ dapat disimpulkan bahwa tidak ada perbedaan yang signifikan pada penerimaan siswa reguler terhadap anak berkebutuhan khusus pada sekolah SMP Negeri 2 Sewon dengan SMP Muhammadiyah 1 Bambanglipuro.

Kata kunci : Pendidikan Inklusi, Penerimaan Siswa dan Perilaku Sosial dan Emosi

ABSTRACT

This study aims to find out the process of inclusive education in relation to students' acceptance on social and emotional behavior of students with special needs in schools. How the students accept the presence of students with special needs in schools and how the students respond to social and emotional behavior of students with special needs were the formulation of the research problems.

This research carried out mix method. The subjects of the research were VII grade students and teachers in SMP Negeri 2 Sewon and SMP Muhammadiyah 1 Bambang Lipuro. The data were collected through questionnaires, interview, and documentation.

The results of the study show the students' acceptance on social and emotional behavior of the students with special needs proven by their mutual understanding, openness, peer mentoring and communication, recognition of the ability and interaction with those special needs students. For the regular students' responses, it was found that they positively received the social and emotional behavior of students with special needs proven by good ongoing communication; recognition of the talent and ability and interaction to the students with special needs in the school environment. Using different test (Mann Whitney), it was found that the value of Asymp Sig (2-tailed) was $0.402 > 0.05$. It can be concluded that there is no significant difference in the acceptance of regular students to students with special needs in SMP Negeri 2 Sewon and SMP Muhammadiyah 1 Bambanglipuro.

Key words: Inclusive Education, Students' Acceptance, Social and Emotional Behavior