

THE MANAGEMENT OF INCLUSION CLASS LEARNING

(A Site Study at *SDN Kaliboto Purworejo*)



THESIS

**Submitted as a Partial Fulfillment of the Requirements
for Getting Magister Degree
in Educational Management Department**

By:

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**GRADUATE SCHOOL
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2012**

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Assalamu'alaikum warahmatullahi wabarakatuh

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This thesis has been approved to be examined by the board of examiners of
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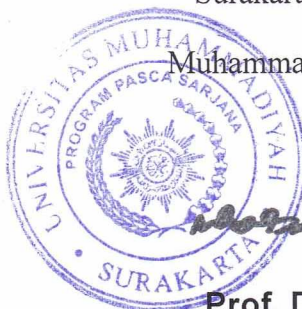
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Certify that the thesis which I submit is really a result of my own work, except the quotations and summaries that everything I have explained the source, and if later proven or can prove my thesis is the result of plagiarism, then I am willing if the degree and university diploma given to me will be canceled.

Surakarta, August 2012

The statement maker,



Suherman

MOTTO

MOTTO

1. Try not to become a successful man but try to be a useful man (Einstein)
2. Many failures in life because people do not realize how close they were to success when they gave up (Thomas Alva Edison)

DEDICATION

I dedicate this thesis to my University,
my family, and my children

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Praise and gratitude to Allah SWT, for blessing the writer in accomplishing this research paper. This study can not be separated from the guidance, support, and brainstorming of all parties. In this occasion, the writer would like to thank to those who had helped either morally or materially until the completion of this research paper.

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May the Almighty give you the best and guide us for now and future, Amien. The writer is aware that the perfection just for the Most Perfect but this is the maximum effort of the writer. May this thesis will be useful for others

Surakarta, August 2012

Writer,

Suherman

ABSTRACT

Suherman. Q.100.100.283. The Management of Inclusion Class Learning (A Site Study at *SDN Kaliboto Purworejo*). Thesis. Graduate School. Muhammadiyah University of Surakarta. 2012.

There were three purposes of this study. The first was to describe the preparation of inclusion class learning at *SDN Kaliboto Purworejo*. The second was to know the relationship between students with special needs and normal students on inclusion class learning at *SDN Kaliboto Purworejo*. And finally, this study described the evaluation of inclusion class learning at *SDN Kaliboto Purworejo*.

It was a qualitative research by using ethnography design. The main subjects included the principal, teachers and students. Data collection method used interview, observation, and documentation. Data analysis was started by the data reduction, data display, and drawing conclusion. Data validity test used triangulation technique.

The findings suggested that learning of inclusion class at *SDN Kaliboto Purworejo* was well-prepared. The preparation included training to improve teachers' competencies who did not all have the psychologist educational background. The training given was able to increase teachers' competence in preparing the needs of learning. Teachers were able to prepare documents for any study, including preparing documents the developmental analysis of students with special need. The preparation done included the preparation of instructional materials, aids and instructional media. At first, communication and social relationships between students with special needs and normal students have problems. Students with special needs felt insecure and less confident, as well as normal students who think them different. Responding to this, teachers conducted individual approach to each student so that a harmonious relationship happened in inclusion learning. Students with special needs were not shy to ask and share stationery, while normal students helped their difficulties by being peer tutors. Evaluation for inclusion class learning in *SDN Kaliboto Purworejo* is done every day. Teachers used a lower standard score and the difficulty level of questions than the normal students. Teachers used written, oral, and practice evaluations to determine the development of students with special need in particular the development of cognitive, affective, and psychomotor aspects. There was a dispensation of time for finishing the questions, and the questions were also translated to Braille letters for the students who have visual impairment. The results of the evaluation in one year were made in the report books that contained the score achieved by students and the qualitative description of students' skill.

Keywords: *inclusion, preparation, relationship, evaluation*

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