

ABSTRAK

Keterlibatan orang tua sangat penting untuk pendidikan siswa di sekolah. Penelitian tentang topik ini telah dilakukan, namun yang berfokus pada keterlibatan orang tua siswa ABK yang termasuk di sekolah biasa masih jarang ditemukan. Penelitian ini bertujuan untuk mengetahui keterlibatan orang tua dalam kelas EFL di sekolah dasar inklusif, untuk mengidentifikasi jenis keterlibatan orang tua yang diterapkan, jenis program yang melibatkan orang tua, tantangan yang dihadapi guru dalam melibatkan orang tua serta persamaan dan perbedaan antara Keterlibatan orang tua dari orang tua siswa reguler dan orang tua siswa berkebutuhan khusus di sekolah inklusif ini. Penelitian ini dilakukan di sekolah Tunas Daud yang beralamat di Jalan Kebo Iwa No. 8 Padang Sambian Kaja, Denpasar Barat. Subjek penelitian ini adalah 28 orang tua siswa kelas 2-5 yang terdiri dari 14 orang tua siswa reguler dan 14 orang tua siswa ABK dan 4 orang guru. Selain itu, data sekunder dikumpulkan dari arsip sekolah, akun media sosial sekolah, dan arsip pribadi guru. Mengadaptasi model analisis data kualitatif interaktif dari Miles dan Huberman (1994), pengumpulan data dilakukan melalui kuesioner, wawancara, dan studi arsip, dimana peneliti menjadi instrumen utama dengan bantuan alat perekam dan catatan lapangan. Hasil penelitian menunjukkan bahwa 1) enam jenis keterlibatan orang tua yang diterapkan di sekolah dasar inklusif; 2) tujuh program yang melibatkan orang tua di sekolah inklusif; 3) lima tantangan utama yang dihadapi guru dalam melibatkan orang tua di sekolah inklusif; dan 4) tidak ada perbedaan antara keterlibatan orang tua siswa berkebutuhan khusus dan reguler.

Kata Kunci: sekolah inklusi, keterlibatan orangtua, *EFL class*, siswa berkebutuhan khusus

ABSTRACT

Parental involvement is very important for students' education at school. Studies have been conducted on this topic, but those that focused on parental involvement of special needs student included in regular school have been rarely found. This research aimed at investigating parental involvement in EFL Class in an inclusive primary school, in order to identify the types of parental involvement applied, the kinds of programs which involve parents, the challenges faced by the teachers in involving parents and the similarities and differences between parental involvement from parents of regular students and parents of students with special needs in this inclusive school. This research was done in Tunas Daud School located in Jalan Kebo Iwa No. 8, Padang Sambian Kaja, Denpasar Barat. The subjects of this research were 28 parents from grade 2-5, which include 14 parents of regular students and 14 parents of special needs students and 4 teachers. Additionally, secondary data were collected from the school's archives, the school's social media account, and the teachers' private archives. Adapting the interactive model of qualitative data analysis from Miles and Huberman (1994), the data collection was conducted through questionnaires, interviews, and archived study, in which the researcher became the main instrument with the help of recorder and field notes. The study revealed that 1) there were six types of parental involvement applied in inclusive primary school; 2) there were 7 programs involving parents in inclusive school; 3) there were five main challenges faced by the teachers in involving parents in inclusive school; and 4) there were no differences between parental involvement of regular and special needs students.

Keywords: inclusive school, parental involvement, kelas EFL, student with special needs