

Pembentukan Kemandirian Peserta Didik Penyandang Disabilitas Intelektual di SMK Inklusi dengan Menggunakan Soft System Methodology = The Development of the Independence of Students with Intellectual Disabilities at Inclusive Vocational High Schools using Soft System Methodology

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Abstrak

Penelitian ini bertujuan mengamati pembentukan kemandirian peserta didik penyandang disabilitas intelektual melalui proses pembelajaran pada SMK inklusi. Sejumlah studi menyebutkan SMK inklusi belum menghasilkan luaran yang baik bagi peserta didik penyandang disabilitas untuk hidup mandiri pasca sekolah karena (1) adanya rintangan budaya, yang berasal dari perilaku, prasangka, stigma negatif yang tertanam pada masyarakat dan melekat pada penyandang disabilitas serta (2) rintangan struktural seperti kebijakan yang berlaku bersifat one fits to all membuat peserta didik penyandang disabilitas intelektual sulit berkembang. Untuk melengkapi kedua kelompok studi di atas, studi ini menemukan bahwa letak permasalahan juga terjadi pada proses sosial dalam pembelajaran di sekolah. Proses pembelajaran di salah satu SMK inklusi menghadapi situasi yang problematis seperti adanya tantangan dalam komunikasi dan berinteraksi dengan penyandang disabilitas intelektual serta adanya dilema dalam peran guru. Pada studi ini sekolah dilihat sebagai suatu organisasi pembelajar, yang mengharuskan seluruh anggotanya, termasuk jajaran struktural, guru, dan peserta didik untuk terus belajar dalam memaksimalkan penyelenggaraan pendidikan inklusif. Menggunakan soft system methodology, studi ini menawarkan proses transformasi dalam pembelajaran dari single-loop learning menjadi double-loop learning untuk mengatasi situasi yang problematis.

.....This study aims to observe the development of independence of students with intellectual disabilities through learning process in inclusive vocational schools. A number of studies have stated that inclusive SMKs have not produced good outcomes for students with disabilities to live independently after school because (1) there are cultural barriers, which come from the behaviour, prejudice and attitudes of the closest people, such as a lack of proper understanding from teachers about people with disabilities and there is excessive pity and worry from those closest to students with disabilities, including teachers and families; and (2) structural barriers such as the one fits to all policy make it difficult for students with intellectual disabilities to develop. To complement the two study groups above, this study finds that there are problems also occurs in social processes in learning process in the school. The learning process in one of the inclusive vocational schools faces problematic situations such as challenges in communicating and interacting with people with intellectual disabilities and dilemmas in the roles of teachers. In this study, the school is seen as a learning organization, which requires all its members, including the structural position, teachers, and students to continue learning in order to maximize the implementation of inclusive education. Using a soft system methodology, this study offers a transformation process in learning from single-loop learning to double-loop learning to overcome problematic situations.