

ABSTRAK

AHMAD SAUKANI, NPM 2022227, Judul “Implementasi Peraturan Bupati Nomor 40 Tahun 2017 Tentang Penyelenggaraan Pendidikan Inklusif Pada Sekolah Menengah Pertama Kabupaten Hulu Sungai Utara (Studi Kasus SMPN 5 Amuntai)”. Dibawah bimbingan Bapak **Akhmad Berkatillah, S.Sos, M.A.** Sebagai Pembimbing I dan Bapak **M. Husaini, S.Sos, M.AP.** Sebagai Pembimbing II.

Penelitian ini dilatar belakangi oleh sekolah belum mampu memberikan layanan pendidikan inklusif secara optimal, kompetensi guru serta sarana dan prasarana pendidikan inklusif belum optimal, serta pembinaan dan pengawasan yang masih minim. Tujuan penelitian ini adalah untuk mengetahui implementasi kebijakan penyelenggaraan pendidikan inklusif di tingkat sekolah menengah pertama serta faktor apa saja yang mempengaruhinya.

Penelitian ini menggunakan pendekatan kualitatif tipe deskriptif. Sumber data menggunakan teknik *purposive sampling* dengan informan berjumlah 12 orang. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Uji kredibilitas data dilakukan melalui perpanjangan pengamatan, triangulasi sumber dan teknik, serta *member check*.

Hasil penelitian bahwa implementasi Peraturan Bupati Nomor 40 tahun 2017 tentang penyelenggaraan pendidikan inklusif pada sekolah menengah pertama Kabupaten Hulu Sungai Utara masih kurang optimal dengan optimal. Hal ini terlihat berdasarkan indikator Kejelasan Tujuan cukup optimal, Kesesuaian Tujuan kurang optimal, Sumber Daya Manusia kurang optimal, Anggaran kurang optimal, Sarana dan Prasarana kurang optimal, Struktur Organisasi kurang optimal, Peran implementor kurang optimal, Sikap Implementor kurang optimal, Komitmen dan Tanggung Jawab Implementor kurang optimal, Mekanisme Koordinasi kurang optimal, Intensitas Koordinasi kurang optimal, Kondisi Ekonomi kurang optimal, Kondisi Sosial kurang optimal, dan Dukungan Politik yang juga kurang optimal, Faktor Penghambat: Kurangnya kondisi kesiapan sekolah, Keterbatasan kompetensi guru di sekolah, Keterbatasan dukungan pendanaan, Keterbatasan fasilitas pembelajaran inklusif, Keterbatasan kapasitas dan jumlah aparatur (pegawai), penambahan beban kerja, Minimnya pelatihan serta pendampingan terhadap guru, keterbatasan sumber daya pendukung, Minimnya koordinasi yang terjalin, Koordinasi yang tidak berkelanjutan, Besarnya kebutuhan anggaran yang diperlukan, Kurangnya kolaborasi yang terjalin, serta Dukungan optimalisasi sumber daya yang masih bertahap. Faktor Pendukung: Adanya regulasi mengenai penyelenggaraan pendidikan inklusif serta adanya isi tujuan yang baik dan jelas.

Agar implementasi penyelenggaraan pendidikan inklusif dapat lebih optimal, maka peneliti menyarankan Berdasarkan hasil penelitian, disarankan agar Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Hulu Sungai Utara memperkuat kebijakan, koordinasi, pendampingan, serta dukungan anggaran dan sarana pendidikan inklusif. Kepala sekolah diharapkan mengoptimalkan perencanaan program, pemanfaatan sumber daya, dan kerja sama dengan berbagai pihak, sedangkan guru perlu terus meningkatkan kompetensi serta menerapkan pembelajaran yang sesuai dengan kebutuhan peserta didik guna mendukung optimalisasi penyelenggaraan pendidikan inklusif.

ABSTRACT

AHMAD SAUKANI, NPM 2022227, Entitled "Implementation Of Regent Regulation Number 40 Of 2017 On The Implementation Of Inclusive Education In Junior High Schools Of Hulu Sungai Utara Regency (Case Study Of SMPN 5 Amuntai)". Supervised by **Akhmad Berkatillah, S.Sos., M.A.** as Supervisor I and **M. Husaini, S.Sos., M.AP.** as Supervisor II.

This research was motivated by the fact that schools have not yet been able to provide optimal inclusive education services. In addition, teachers' competencies and the availability of facilities and infrastructure supporting inclusive education remain inadequate, while supervision and capacity-building efforts are still limited. This study aims to examine the implementation of the policy on the provision of inclusive education at the junior secondary school level and to identify the factors influencing its implementation.

This study employed a qualitative approach with a descriptive design. Data sources were selected using purposive sampling, involving 12 informants. Data were collected through observation, interviews, and documentation. The data analysis consisted of data reduction, data presentation, and conclusion drawing. Data credibility was established through prolonged observation, source and technique triangulation, and member checking.

The findings indicate that the implementation of Regent Regulation Number 40 of 2017 concerning the Provision of Inclusive Education in Junior Secondary Schools in Hulu Sungai Utara Regency remains suboptimal. This is reflected in several implementation indicators. The clarity of objectives was considered relatively optimal, whereas the appropriateness of objectives, human resources, budget allocation, facilities and infrastructure, organizational structure, implementers' roles, implementers' attitudes, implementers' commitment and responsibility, coordination mechanisms, coordination intensity, economic conditions, social conditions, and political support were all found to be suboptimal. The inhibiting factors identified in the implementation of inclusive education include inadequate school readiness; limited teacher competence; limited financial support; inadequate inclusive learning facilities; limited capacity and number of personnel; increased workloads; limited training and assistance for teachers; inadequate supporting resources; insufficient coordination; unsustainable coordination; substantial budgetary requirements; limited collaboration among stakeholders; and the gradual nature of efforts to optimize available resources. Meanwhile, the supporting factors include the existence of regulations governing the provision of inclusive education and the formulation of clear and appropriate policy objectives.

To improve the implementation of inclusive education, this study recommends that the Head of the Education and Culture Office of Hulu Sungai Utara Regency strengthen the policy framework, coordination mechanisms, mentoring and supervision, as well as budgetary and infrastructural support for inclusive education. School principals are expected to optimize program planning, resource utilization, and collaboration with various stakeholders. Meanwhile, teachers should continuously improve their professional competencies and implement learning strategies that are responsive to the diverse needs of students in order to support the optimization of inclusive education provision.