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PKM Penguatan Pelaksanaan Pendidikan Inklusif di UPT SD Negeri 067250

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Abstract: In community service activities, the partner is UPT SD NEGERI 067250 Medan whose address is Jl. Mangan I Gg Amal I, Mabar Hilir sub-district, Medan Deli District, Medan City, based on interviews conducted by the service team with the principal of UPT SD Negeri 067250 Medan that the school he leads is one of the inclusive schools in the city of Medan. This school has a different form of service from regular schools in general, a school that is mandated by the Medan city education office which is an inclusive learning-based school. This school provides services for normal children and for children with special needs (ABK) without discrimination. One of the implementations of inclusive education is based on the 1945 Constitution (Amendment) Article 31 Paragraph (1) reads "every citizen has the right to education. Therefore, there is a need to strengthen elementary school teachers in implementing inclusive education. The level of understanding regarding the implementation of inclusive education from 24 participants was obtained. For the level of understanding regarding inclusive education at UPT SDN 0687250 Medan after socialization was carried out from 24 participants, 15 (62.5%) participants really understood, 5 (20.83%) participants understood and 4 (16.6) participants quite understand

Keywords: Education, Inclusive, Primary School

A. Introduction

The demand for providing inclusive education in the world is increasingly real, especially since the Convention on the Rights of the Child (CRC) was held at the international level. (1) The Convention on the Rights of the Child is a juridical and political agreement between various countries that regulates matters related to the human rights of children. Therefore, children's rights are not only about fulfilling their basic needs such as food, clothing/clothing, shelter/shelter, but Children's Rights include everything that can guarantee good physical and spiritual development in realizing the Rights of Indonesian Children. From the results of interviews conducted directly, the problems experienced by Mitra include: Lack of teacher competence in dealing with students classified as ABK with their heterogeneous characteristics. Lack of optimal collaboration between regular teachers and special assistant teachers (GPK), lack of skills in carrying out assessments for children with special needs. Facilities and infrastructure for children with special needs are inadequate There is a lack of understanding about inclusive education among the community. In achieving the common goal of implementing inclusive education, the role of school principals is very much needed. In their book, (2) explain that elementary school (SD) principals have a role that is highly demanded to be able to be able to achieve this. carry out assessments and develop teachers' teaching skills and must be able to analyze data for learning purposes and program decisions and school principals must be able to monitor the performance of teachers and the entire school community in achieving the expected performance targets

Based on the analysis of the situation and partners' problems that have been discussed, the solution that will be offered is: Socialization of the mechanism for providing inclusive education at UPT SD Negeri 067250 Medan Marelan. The solution offered is in accordance with partners' needs by providing outreach about the implementation of inclusive education. It is hoped that it will provide quality improvement in the implementation of inclusive education at UPT SD Negeri 067250 Medan Marelan.

B. Methods

Community Service Activities are activities that use the lecture method with presentation techniques in collaboration with the STAD model. The STAD model is an activity that emphasizes activities and interactions between teachers and teachers in implementing Community Service activities. This interaction is to motivate and help each other in mastering the implementation of inclusive education at UPT SDN 067250 Medan Marelan, in order to achieve the implementation of higher quality inclusive education. The implementation consists of: 1) Planning, namely coordinating with the Muslim Nusantara University and partner schools. Next, the service group conducts a preliminary survey to see the conditions of the partners regarding the learning process; 2) Preparation, namely the service team prepares presentation materials and videos regarding the implementation of inclusive education in pilot schools; 3) Implementation, namely using lectures with material presentation techniques using the STAD model with the following steps: Providing socialization about the implementation of inclusive education in elementary schools, at this stage the service team provides insight material for regular teachers in dealing with ABK students with various characteristics. It is hoped that teachers can provide maximum service in learning. Next, at the observation stage, the service group conducts a pretest and post test. The aim is to determine the level of understanding of teachers in implementing inclusive learning in the classroom, before and after socialization; 4) Evaluation, namely the service group distributes respondents' satisfaction questionnaires in order to find out about the implementation of service that has been carried out and provide feedback, as well as test understanding in the implementation of inclusive education in Elementary school.; 5) Reflection, namely reviewing Community Service activities as a strengthening of understanding in the implementation of inclusive education at UPT SDN 0687250 Medan Marelan.

C. Result and Discussion

For the level of understanding of inclusive education at UPT SDN 0687250 Medan after socialization of 24 participants, 15 (62.5%) participants really understood, 5 (20.83%) participants understood and 4 (16.6) participants understood quite well, it is necessary to Please note that some of the participants consist of elements of teaching staff who are not directly involved in the classroom, but the staff need to understand the implementation of inclusive education because they are part of the school stakeholders who influence children with special needs studying in the UPT SDN 0687250 Medan school environment, therefore a good understanding is also needed.

D. Conclusion

The Community Service (PKM) carried out ran smoothly. From the results, respondent satisfaction was dominated by the satisfaction level of 24 participants, 53% satisfied, and 47% said they were very satisfied. After the socialization was carried out, material about inclusive education and ABK children was given, results were obtained from 24 participants, 15 (62.5%) participants really understood, 5 (20.83%) participants understood and 4 (16.6) participants understood quite well. , it is important to know that some of the participants consist of elements of teaching staff who are not directly involved in the classroom, but the staff need to understand the implementation of inclusive education because they are part of the school stakeholders who influence children with special needs studying in the UPT SDN 0687250 Medan school environment, therefore the understanding is both are also necessary

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and other things, after this service is carried out it is hoped that inclusive education will be more guaranteed for children with special needs to get their rights in education.

F. References

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