

TINDAKAN ORANGTUA DALAM MENYEKOLAHKAN ANAK BERKEBUTUHAN KHUSUS PADA LAYANAN PENDIDIKAN INKLUSIF DI SEKOLAH DASAR NEGERI 1 TANJUNG KECAMATAN PURWOKERTO SELATAN KOTA PURWOKERTO

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Abstract	<p>Education is the right for every Indonesian citizens, include the education for children with special needs (disability). Every parents who has child like this has a problem in looking for special schools in order to give a good education for their children for their child. It becomes a dilemma for every parents to send their child to the special school or public school. The purpose of this research to figure out actions of parents in educating children on inclusive education services, as well as to describe the actions of parents in educating children with special needs in inclusive school SDN 1 Tanjung, Purwokerto. This research was done in Purwokerto, precisely at SDN 1 Tanjung. This study uses qualitative method with case study strategy. The sampling technique used was purposive sampling technique, the main informants were parents of students with special needs in SDN 1 Tanjung. Data collection techniques used in this study is in-depth interviews, indirect observation technique (Non-participatory observation) and document analysis techniques. The validity of the data in this study include source triangulation, triangulation method and review the informant. In this study, the interactive model was used for the analysis of the data. The results showed that there are internal and external factors that influence the actions of parents who have child with special needs in determining education for their children. In addition, parents also divided into four types of action as dictated by Max Weber. These actions are instrumental rational action, which acts as a parent has hopes and dreams for their children, so they send their children to public school that provide formal education inclusive. Action secondly is rational action gets value orientation, which is action which done by parent by merges ethical points, esthetic and religious in its child education that gets special needs. Third act is affective action which is action which done by parent because mood or feel, severely parent gets that assumption its child doesn't child get special needs, they finally are opting school by service inclusive education than extraordinary school. The last act is traditional action where parent school its child because vicinity environment charge. Happening interaction in social life parents student gets special requirement result many signification symbols as lingual as. Symbol as lingual as in such event information that is passed on to student parent gets special requirement that is be next at interpretation by parents by undertaking action school its child on inclusive school service. Keyword: child with special needs, parent, inclusive education service, social action, interactionisme symboli</p>
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