

## ABSTRACT

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### **AN ANALYSIS OF TEACHER'S REFLECTIVE PRACTICE IN INCLUSIVE EDUCATION CONTEXT: CASE STUDY OF FOUR INCLUSIVE CLASS TEACHER IN SCHOOL XYZ**

(xiv + 134 pages: 16 tables; 3 figures; 9 appendixes)

Reflective practice has been one of the main principle in conducting a successful inclusive education. By applying reflective practice, teachers are able to examine their attitude and differentiate their assessment, instruction, dan class management, in accomodating all student needs and give all students access dan progress toward general education curriculum. This study would identify the reflective practice undertaken by teachers in order to fulfill their role in inclusive education and discover the barrier factors for teachers in implementing the reflective practice. Four teachers in inclusive class at a same school in Jakarta are involved with this study. Using qualitative methodology with case study approach, this study would discover teacher's reflective practice in inclusive education context. This study used interviews, observations, and reflection journals for data collection. The results showed that each respondent has started to implement reflective practice in their learning, but not all respondent performed the practice of reflection thoroughly. This finding also dicovered the important of reflective in the implementation of teacher roles in inclusive education. In this study also found that classrom condition as well as the lack of understanding and experience in inclusive education became the barrier factors in reflective practice.

Reference: 41 (1910-2016)

Keywords: *inclusive class, reflective teacher, role of reflection, reflection barrier factors*

## **ABSTRAK**

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### **ANALISIS PRAKTIK REFLEKSI GURU DALAM KONTEKS PROGRAM PENDIDIKAN INKLUSIF: STUDI KASUS EMPAT GURU KELAS INKLUSIF DI SEKOLAH XYZ**

(xiv + 134 halaman: 16 tabel; 3 gambar; 9 lampiran)

Praktik refleksi telah menjadi salah satu prinsip utama dalam menjalankan pendidikan inklusif yang sukses. Dengan praktik refleksi, guru dapat memeriksa sikap mereka dan membedakan praktik penilaian, pengajaran, dan pengelolaan kelas mereka, untuk mengakomodasi kebutuhan setiap siswa dan memberikan semua siswa akses dan kemajuan dalam kurikulum pendidikan umum. Penelitian ini mengidentifikasi praktik refleksi yang dilakukan oleh guru dalam rangka memenuhi peranannya dalam pendidikan inklusif dan mengetahui faktor penghalang bagi guru dalam melaksanakan praktik refleksi. Penelitian ini melibatkan empat guru kelas inklusif di Sekolah XYZ. Metodologi penelitian kualitatif dengan pendekatan studi kasus digunakan untuk menggambarkan praktik refleksi pada setiap guru dalam konteks pendidikan inklusif. Prosedur pengumpulan data menggunakan wawancara, observasi, dan jurnal refleksi. Hasil penelitian menunjukkan bahwa setiap responden telah mulai melakukan praktik refleksi dalam pembelajarannya, namun tidak semua responden melaksanakan praktik refleksi secara menyeluruh. Dari temuan ini juga diperoleh manfaat penting praktik refleksi dalam pelaksanaan peran guru dalam pendidikan inklusif. Pada penelitian ini juga ditemukan kondisi kelas serta pengetahuan dan pengalaman guru dalam pendidikan inklusif menjadi faktor-faktor penghalang guru dalam praktik refleksi.

Referensi: 41 (1910-2016)

Kata kunci: *kelas inklusif, guru reflektif, manfaat refleksi, faktor penghalang refleksi*