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ABSTRAK

Latar Belakang : Pendidikan inklusif merupakan salah satu alternatif pembelajaran bagi anak berkebutuhan khusus (ABK). Sementara itu, dalam lingkungan sekolah inklusif, hubungan antara siswa ABK dan siswa non-ABK dapat menimbulkan bentuk stigma berupa labeling, diskriminasi, dan stereotip. Hubungan antara siswa non-ABK dan siswa ABK dalam lingkungan sekolah inklusif dapat menjadi tolok ukur keberhasilan pembelajaran.

Tujuan: Siswa non-ABK SMP Negeri 1 Margorejo menjadi sampel penelitian ini yang berjumlah 68 siswa dari 221 siswa. Desain penelitian ini menggunakan Studi Deskriptif dengan pendekatan cross sectional, teknik pengambilan sampelnya adalah simple random.

Metode: Analisis Univariat berupa distribusi frekuensi, Sedangkan analisis bivariat menggunakan distribusi frekuensi.

Hasil : Stigma sebagian besar sedang 28 (41,2%) dan kategori rendah sebanyak 23 (33.8%), dan tinggi sebanyak 17 (25,0%) dari hasil olah data distribusi frekuensi menunjukkan bahwa stigma dari siswa-siswi smp n 1 margorejo pati berbentuk labeling.

Saran: Bagi guru dan siswa agar memberikan pendampingan didalam kelas agar siswa nyaman dalam menerima materi untuk diluar kelas agar siswa tidak mudah memberi lebel kepada sesama siswanya, dan untuk siswa saling menghargai anatar sesama siswa ,dengan kelebihan dan kekurang serta mendorong untuk tetap menjaga kerukunan.

Kata kunci: Stigma, Sekolah Inklusi.

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ABSTRACT

Background: *Inclusive education is an alternative learning for children with special needs (ABK). Meanwhile, in an inclusive school environment, the relationship between ABK students and non-ABK students can give rise to stigma in the form of labeling, discrimination and stereotypes. The relationship between non-ABK students and ABK students in an inclusive school environment can be a benchmark for learning success.*

Objective: *Non-ABK students of SMP Negeri 1 Margorejo were the sample for this research, totaling 68 students out of 221 students. This research design uses a descriptive study with a cross sectional approach, the sampling technique is simple random.*

Method: *Univariate analysis uses a frequency distribution, while bivariate analysis uses a frequency distribution.*

Results: *Most of the stigma was medium 28 (41.2%) and the low category was 23 (33.8%), and the high category was 17 (25.0%) from the results of frequency distribution data showing that the stigma of the students of SMP N 1 Margorejo starch in the form of labeling.*

Suggestion: *For teachers and students to provide assistance in the classroom so that students are comfortable in receiving material outside the classroom so that students do not easily label fellow students, and for students to respect each other, with strengths and weaknesses and encourage them to maintain harmony.*

Keywords: *Stigma, Inclusive Schools.*