

ABSTRAK

STRATEGI PENDIDIKAN INKLUSIF BAGI PESERTA DIDIK BERKEBUTUHAN KHUSUS DENGAN PENDEKATAN *INDEX FOR INCLUSION* DI SEKOLAH DASAR

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Penelitian ini bertujuan menganalisis strategi bagi peserta didik berkebutuhan khusus (PDBK) di sekolah dasar berdasarkan *Index for Inclusion*. Penelitian kualitatif dengan desain studi kasus ini dilaksanakan di Sekolah Dasar Negeri X dengan melibatkan 6 pendidik, 1 kepala sekolah, dan 7 orang tua sebagai informan. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña (2014). Hasil penelitian menunjukkan bahwa: (1) strategi pembelajaran inklusif diterapkan melalui asesmen awal, diferensiasi materi dan penilaian, serta pembelajaran kooperatif, namun implementasinya belum merata karena bergantung pada inisiatif individual pendidik; (2) strategi dukungan dan pendampingan dilakukan melalui kolaborasi multipihak dan penyusunan PPI, tetapi belum konsisten akibat ketiadaan guru pendamping khusus; (3) strategi lingkungan sekolah inklusif terbangun melalui penyediaan fasilitas aksesibel dan iklim sosial yang positif, meskipun dokumentasi formal masih terbatas; (4) strategi kolaborasi dan kemitraan berjalan efektif melalui komunikasi intensif antara pendidik, orang tua, dan profesional eksternal, namun sebagian besar berlangsung informal tanpa dokumentasi sistematis. Analisis berdasarkan *Index for Inclusion* mengungkapkan bahwa dimensi budaya inklusif berkembang paling kuat, praktik inklusif berjalan cukup baik, namun dimensi kebijakan inklusif masih memerlukan penguatan signifikan. Penelitian ini menyimpulkan bahwa implementasi strategi pendidikan inklusif berada pada tahap berkembang menuju mapan dengan kekuatan pada budaya dan praktik, tetapi memerlukan penguatan sistemik melalui kebijakan formal, pelatihan pendidik, penyediaan tenaga pendukung, dan pengembangan sistem dokumentasi komprehensif.

Kata kunci: *Index for Inclusion*, peserta didik berkebutuhan khusus, sekolah dasar, strategi pendidikan inklusif

ABSTRACT

INCLUSIVE EDUCATION STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS IN USING THE INDEX FOR INCLUSION APPROACH IN PRIMARY SCHOOL

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This study aimed to analyze strategies for students with special needs (PDBK) in elementary schools based on the Index for Inclusion. This qualitative research with a case study design was conducted at SD Negeri 5 Metro Timur involving 6 teachers, 1 principal, and 8 parents as informants. Data were collected through in-depth interviews, participatory observation, and documentation study, then analyzed using the interactive model of Miles, Huberman, and Saldaña (2014). The results showed that: (1) inclusive learning strategies were implemented through initial assessment, material and assessment differentiation, and cooperative learning, but implementation was not yet uniform due to reliance on individual teacher initiatives; (2) support and mentoring strategies were carried out through multi-party collaboration and the development of Individual Educational Programs (IEP), but were not yet consistent due to the absence of special education teachers; (3) inclusive school environment strategies were built through the provision of accessible facilities and a positive social climate, although formal documentation was still limited; (4) collaboration and partnership strategies worked effectively through intensive communication between teachers, parents, and external professionals, but most occurred informally without systematic documentation. Analysis based on the Index for Inclusion revealed that the inclusive culture dimension developed most strongly, inclusive practices ran fairly well, but the inclusive policy dimension still required significant strengthening. This study concluded that the implementation of inclusive education strategies was at a developing stage toward maturity with strengths in culture and practice, but required systemic strengthening through formal policies, teacher training, provision of support staff, and development of comprehensive documentation systems.

Keywords: elementary school, inclusive education strategies, Index for Inclusion, students with special needs