

ABSTRAK

Sa'adah. NIM. 210101080512. *Upaya Guru Pendamping Khusus Dalam Membangun Kemandirian Anak Autism Spectrum Disorder Di PAUD Terpadu Islam Sabilal Muhtadin Banjarmasin*, Dosen Pembimbing Skripsi Drs. H. Samdani, M.Fil.I, pada Program Studi Pendidikan Islam Anak Usia Dini Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin. 2025.

Kata Kunci: Kemandirian, Guru Pendamping Khusus, *Autism Spectrum Disorder*, Pendidikan Anak Usia Dini

Kemandirian merupakan aspek penting dalam perkembangan anak, terutama bagi anak berkebutuhan khusus, termasuk anak yang memiliki hambatan *Autism Spectrum Disorder* (ASD). Dalam pendidikan anak usia dini (PAUD), peran Guru Pendamping Khusus (GPK) menjadi krusial dalam membangun kemandirian anak ASD. Penelitian ini bertujuan untuk mendeskripsikan upaya GPK dalam membangun kemandirian anak ASD serta mengidentifikasi faktor pendukung dan penghambat dalam proses tersebut di PAUD Terpadu Islam Sabilal Muhtadin Banjarmasin.

Jenis penelitian ini adalah penelitian lapangan (*field research*) dengan menggunakan pendekatan deskriptif kualitatif. Subjek penelitian adalah satu orang GPK dan satu anak ASD. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi, sedangkan analisis data menggunakan model dari Miles dan Huberman yang terdiri dari kondensasi data, penyajian data, dan kesimpulan. Keabsahan data diperiksa melalui triangulasi sumber, triangulasi teknik, dan triangulasi waktu.

Hasil penelitian menunjukkan bahwa GPK memiliki peran penting dalam membangun kemandirian anak ASD melalui pendekatan instruksi langsung, pengulangan, pemberian kesempatan, pemberian contoh, bantuan fisik jika diperlukan, serta penguatan positif. Faktor pendukung dalam membangun kemandirian anak ASD meliputi dukungan orang tua, kerja sama antara guru dan orang tua, serta lingkungan sekolah yang mendukung dengan kemampuan memadai. Namun terdapat beberapa faktor penghambat seperti kesulitan komunikasi antara anak dan GPK, perilaku anak yang tidak terprediksi, serta keterbatasan anak dalam memahami instruksi. Faktor-faktor ini menjadi tantangan yang harus diatasi dengan strategi khusus agar anak dapat mencapai kemandirian secara optimal.

ABSTRACT

Sa'adah. NIM. 210101080512. *Efforts of Special Assistant Teachers in Building Independence of Children with Autism Spectrum Disorders at Sabilal Muhtadin Integrated Islamic PAUD Banjarmasin, Thesis Supervisor Drs. H. Samdani, M.Fil.I, at the Early Childhood Islamic Religious Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Antasari Banjarmasin. 2025.*

Keywords: *Independence, Special Assistant Teacher, Autism Spectrum Disorder, Early Childhood Education*

Independence is an important aspect in child development, especially for children with special needs, including children with Autism Spectrum Disorder (ASD). In early childhood education (PAUD), the role of Special Assistant Teachers (GPK) is crucial in building the independence of ASD children. This study aims to describe the efforts of GPK in building the independence of ASD children and identify supporting and inhibiting factors in the process at Sabilal Muhtadin Islamic Integrated PAUD Banjarmasin.

This type of research is field research using a qualitative descriptive approach. The subjects of the study were one GPK and one ASD child. Data collection techniques include observation, interviews, and documentation, while data analysis uses the Miles and Huberman model consisting of data condensation, data presentation, and conclusions. The validity of the data is checked through source triangulation, technique triangulation, and time triangulation.

The results of the study showed that GPK has an important role in building the independence of ASD children through a direct instruction approach, repetition, providing opportunities, providing examples, physical assistance if needed, and positive reinforcement. Supporting factors in building the independence of ASD children include parental support, cooperation between teachers and parents, and a supportive school environment with adequate capabilities. However, there are several inhibiting factors such as communication difficulties between children and GPK, unpredictable child behavior, and children's limitations in understanding instructions. These factors are challenges that must be overcome with special strategies so that children can achieve optimal independence.