

ABSTRAK

Nurul Hidayah, 190101080674, Strategi Pembelajaran Sains Untuk Anak Berkebutuhan Khusus di PAUD Terpadu Inklusi Pelita Hati Banjarmasin. Pembimbing Bidang Konten dan Metodologi: Dyah Ageng Pramesty Koenarso, M.Pd. dan Pembimbing Bidang Bahasa dan Teknik Penelitian: Murniyanti Ismail, M.Pd. Pada Program Studi Fakultas Tarbiyah dan Keguruan Jurusan Pendidikan Islam Anak Usia Dini UIN Antasari Banjarmasin. 2023

Kata kunci :Strategi Pembelajaran, Sains, Anak Berkebutuhan Khusus

Pembelajaran sains sangat penting bagi anak terutama untuk kehidupan sehari-harinya, karena di dalam pembelajaran sains bisa mempelajari benda-benda di lingkungan sekitar dan menerapkan macam-macam konsep sains yang menjelaskan tentang gejala-gejala alam dan memecahkan masalah dalam kehidupan sehari-hari terutama untuk anak berkebutuhan khusus agar nantinya mereka lebih mengerti, maka dari itu sekolah inklusi perlu melakukan pemilihan strategi pembelajaran sains untuk membantu anak berkebutuhan khusus dalam mempelajarinya.

Penelitian ini bertujuan untuk mengetahui strategi pembelajaran sains untuk anak berkebutuhan khusus di PAUD Terpadu Inklusi Pelita Hati Banjarmasin serta mengetahui faktor pendukung dan penghambat dalam melakukan pembelajaran sains di PAUD Terpadu Inklusi Pelita Hati, subjek penelitian ini yaitu guru kelompok B, dan anak kelompok B.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan (*field research*) yang deskriptif. Teknik pengumpulan data Miles dan Huberman dengan observasi, wawancara dan dokumentasi. Teknik pengolahan data dan analisis data dilakukan dengan reduksi data, penyajian data dan penarikan kesimpulan (verifikasi) serta keabsahan data.

Berdasarkan hasil dari penelitian ini menunjukkan bahwa strategi pembelajaran sains untuk anak berkebutuhan khusus di PAUD Terpadu Inklusi Pelita Hati Banjarmasin melalui strategi kooperatif, strategi saintifik dan strategi *peer tutor*, pada kenyataannya di lapangan ABK kurang terlayani haknya dalam mendapatkan pembelajaran. Adapun faktor yang mendukung strategi pembelajaran sains untuk anak berkebutuhan khusus di PAUD Terpadu Inklusi Pelita Hati kelompok B diantaranya: teman sebaya, kerjasama orang tua dan pihak sekolah, serta sarana pembelajaran yang menarik. Adapun faktor penghambat strategi pembelajaran sains untuk anak berkebutuhan khusus (ABK) di antaranya: kemampuan anak, tidak adanya GPK di kelas, dan keterbatasan waktu.

ABSTRACT

Nurul Hidayah, 190101080674, *Science Learning Strategy for Children with Special Needs in Integrated Inclusive Early Childhood Education Pelita Hati Banjarmasin. Advisor for Content and Methodology: Dyah Ageng Pramesty Koenarso, M.Pd. and Advisor for Language and Research Techniques: Murniyanti Ismail, M.Pd. In the Faculty of Tarbiyah and Teacher Training Study Program, the Department of Early Childhood Islamic Education, UIN Antasari Banjarmasin. 2023.*

Keywords: *Learning Strategies, Science, Children with Special Needs*

Science learning is very important for children, especially for their daily lives, because in learning science they can study objects in the surrounding environment and apply various scientific concepts that explain natural phenomena and solve problems in everyday life, especially for children with special needs so that later they will understand better, therefore inclusive schools need to select science learning strategies to help children with special needs learn it.

This study used a qualitative approach with descriptive field research. Miles and Huberman's data collection techniques include observation, interviews and documentation. Data processing techniques and data analysis were carried out by data reduction, data presentation and drawing conclusions (verification) as well as data validity.

This study used a qualitative approach with the type of field research, namely field research. Miles and Huberman's data collection techniques include observation, interviews and documentation. Data processing techniques and data analysis were carried out by data reduction, data presentation and drawing conclusions (verification) as well as data validity.

Based on the results of this study, it shows that science learning strategies for children with special needs in Integrated Inclusion Early Childhood Education Pelita Hati Banjarmasin through cooperative strategies, scientific strategies and peer tutoring strategies, in fact in the field Children with Special Needs are not served their rights to receive learning. The factors that support science learning strategies for children with special needs in the Pelita Hati Integrated Inclusive Early Childhood Education group B include: peers, collaboration between parents and the school, as well as interesting learning facilities. The inhibiting factors for science learning strategies for children with special needs include: the child's ability, the absence of a Special Assistance Teacher in class, and limited time.