

ABSTRACT

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An individual learning program is a written document developed in a learning plan for children with special needs, a program in which children carry out activities with tasks that are appropriate to their conditions. Individual Learning Programs are generally created and developed by special supervising teachers who work at the school. Special supervising teachers prepare and develop individual learning programs to ensure that each child with special needs can receive an educational program that suits his or her abilities.

This type of research uses a qualitative approach, with a case study type of research in which the research subjects are the principal, 2 educators, and 2 autistic children in Kindergarten A group. The object of the research is the management of individual learning programs for autistic children in the form of planning, implementation, evaluation as well as supporting and inhibiting factors in the Nur Ramadhan Gambut Inclusive PAUD Kindergarten A group. The analysis uses the model from Miles and Huberman, carried out by data reduction, drawing conclusions, and validating the data using data triangulation.

The results of research on the individual learning program for autistic children in Nur Ramadhan Gambut Inclusionary Kindergarten A PAUD group, is that all educators serve each child as a sign of seeing differences in children, in the sense that all children, both ABK and children in general, receive the same service, both from aspects, learning design, activity time, and learning evaluation. In planning learning, educators use modules and lesson plans, for implementing learning, educators use various activities in one day, and in evaluating educators use assessment of work results and checklists. In Kindergarten group A there are 2 children with special needs who are autistic, because there is no special supervising teacher, educators often accompany autistic children in class.