

ABSTRAK

Ana Khumairah, 200101080072 *Pelaksanaan Pembelajaran Individual Anak Autis Di Ra Ulumul Qur'an Al-Madani Banjarbaru*
Pembimbing Rizki Noor Haida, S.Psi., M.Pd. Pada Program Studi Pendidikan Islam Anak Usia Dini, Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin, 2025.

Kata Kunci: Pembelajaran Individual, Anak Autis

Penerapan Program pembelajaran individual merupakan program rumusan pembelajaran yang disusun dan dikembangkan untuk mengupayakan kemampuan anak berkebutuhan khusus berdasarkan hasil asesmen baik dalam hal jenis maupun kemampuannya. Perencanaan Program pembelajaran Individual di RA Ulumul Qur'an Al-Madani disusun secara sistematis melalui tahapan asesmen perkembangan anak dengan menggunakan instrumen KPSP (Kuesioner Pra Skrining Perkembangan). Perencanaan ini dilakukan oleh tim yang melibatkan kepala sekolah, guru kelas, guru pendamping khusus (GPK), dan tenaga profesional lain. Penelitian ini bertujuan untuk mendeskripsikan Perencanaan, Pelaksanaan, Evaluasi dan mengidentifikasi beberapa faktor penghambat dan pendukung dalam Penerapan Program Pembelajaran Individual di RA Ulumul Qur'an Al Madani Kota Banjarbaru.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Subjek pada penelitian ini adalah, guru dan anak didik yang mengikuti program pembelajaran individual di RA Ulumul Qur'an Al-Madani.

Hasil penelitian menunjukkan bahwa penerapan Program Pembelajaran Individual (PPI) di RA Ulumul Qur'an Al-Madani berjalan terstruktur melalui perencanaan, pelaksanaan, evaluasi, serta pengelolaan faktor pendukung dan penghambat. Pembelajaran dilaksanakan setiap hari secara inklusif dengan strategi berdiferensiasi sesuai kemampuan anak, mengikuti Kurikulum Merdeka. Guru kelas, meskipun belum seluruhnya didampingi GPK, aktif memberikan layanan individual dengan dukungan kepala sekolah dan pelatihan rutin. Evaluasi dilakukan berkala melalui jurnal harian, observasi, *checklist*, dan dokumentasi perkembangan anak, serta penyesuaian indikator untuk ABK. Penerapan PPI menciptakan suasana kondusif yang mendukung perkembangan optimal ABK. Faktor pendukungnya meliputi komitmen lembaga dan fasilitas pembelajaran, sementara hambatannya adalah keterbatasan GPK dan kurangnya dukungan orang tua.

ABSTRAC

Ana Khumairah, 200101080072 *Implementation of Individual Learning for Autistic Children at Ra Ulumul Qur'an Al-Madani Banjarbaru*
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Keywords: *Individual Learning, Children with Special Needs*

The implementation of an individual learning program is a formulated learning program designed and developed to enhance the abilities of children with special needs based on assessment results, both in terms of type and ability. The planning of the individual learning program at RA Ulumul Qur'an Al-Madani is systematically structured through stages of child development assessment using the KPSP (Pre-Screening Questionnaire for Development) instrument. This planning is carried out by a team involving the principal, class teachers, special assistant teachers (GPK), and other professionals. This study aims to describe the planning, implementation, and evaluation, and identify several inhibiting and supporting factors in the implementation of the individual learning program at RA Ulumul Qur'an Al-Madani in Banjarbaru City.

This research uses a qualitative approach with a case study. Data collection techniques include observation, interviews, and documentation. The main subjects of this study are teachers and students participating in the individual learning program at RA Ulumul Qur'an Al-Madani.

The results of the study showed that the implementation of the Individual Learning Program (PPI) at RA Ulumul Qur'an Al-Madani was structured through planning, implementation, evaluation, and management of supporting and inhibiting factors. Learning was carried out every day inclusively with a differentiated strategy according to the child's abilities, following the Merdeka Curriculum. Class teachers, although not all of them were accompanied by GPK, actively provided individual services with the support of the principal and routine training. Evaluations were carried out periodically through daily journals, observations, checklists, and documentation of child development, as well as adjustments to indicators for ABK. The implementation of PPI created a conducive atmosphere that supported the optimal development of ABK. Supporting factors include institutional commitment and learning facilities, while obstacles are limited GPK and lack of parental support.