

ABSTRAK

Halwa Khairina, 220101080627 *Kesiapan Sekolah Dalam Mendukung Pelaksanaan Pengajaran Bagi Anak Speech Delay Di TK Negeri Pembina Kota Banjarbaru*, Skripsi, Dra. Rusdiah, M. Pd. I, Pembimbing II, pada Program Studi Pendidikan Islam Anak Usia Dini, Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin, 2026.

Kata Kunci: Kesiapan Sekolah, *Speech Delay*, Pendidikan Inklusif, Pendidikan Anak Usia Dini.

Penelitian ini dilatarbelakangi oleh pentingnya pemenuhan hak pendidikan inklusif bagi anak usia dini, khususnya anak yang mengalami keterlambatan berbicara (*speech delay*). Penanganan anak dengan *speech delay* memerlukan kesiapan sekolah yang komprehensif agar anak tetap memperoleh stimulasi bahasa secara optimal tanpa mengalami tekanan psikologis. Penelitian ini difokuskan pada kesiapan TK Negeri Pembina Kota Banjarbaru dalam mendukung pelaksanaan pengajaran bagi anak *speech delay*, serta faktor pendukung dan penghambat dalam pelaksanaannya.

Penelitian ini merupakan penelitian lapangan (*field research*) dengan pendekatan kualitatif dan bersifat deskriptif. Lokasi penelitian berada di TK Negeri Pembina Kota Banjarbaru dengan subjek penelitian yaitu GPK atau guru pendamping khusus yang berjumlah 1 orang di kelas kelompok B3. yang menangani anak *speech delay*. Data dikumpulkan melalui teknik wawancara, observasi, dan dokumentasi. Data yang diperoleh dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan untuk memperoleh gambaran yang sesuai dengan fokus penelitian.

Hasil penelitian menunjukkan bahwa kesiapan TK Negeri Pembina Kota Banjarbaru dalam mendukung pelaksanaan pengajaran bagi anak *speech delay* terlihat melalui empat aspek utama, yaitu: (1) kesiapan kurikulum yang fleksibel melalui penyesuaian target pembelajaran sesuai kemampuan anak; (2) kesiapan tenaga pendidik yang menerapkan pendekatan afektif dan komunikatif; (3) kesiapan sarana dan prasarana berupa pemanfaatan ruang terbuka (*outdoor*), media pembelajaran visual, serta fasilitas rujukan kepada psikolog dan terapis wicara; dan (4) kerja sama antara sekolah dan orang tua melalui kegiatan *parenting* secara berkala. Faktor pendukung penelitian meliputi kurikulum adaptif, asesmen awal, serta kompetensi guru dalam menangani anak berkebutuhan khusus. Adapun faktor penghambat meliputi ketidakhadiran anak karena kondisi kesehatan, kurang konsistennya pola pengasuhan dan penerapan aturan di rumah, serta penggunaan gawai (*gadget*) secara berlebihan yang memengaruhi kemampuan komunikasi anak.

ABSTRACT

Halwa Khairina, 220101080627 *School Readiness in Supporting Teaching Implementation for Children with Speech Delay at TK Negeri Pembina Banjarbaru City*, Undergraduate Thesis, Dra. Rusdiah, M.Pd.I., Advisor II, Islamic Early Childhood Education Study Program, Faculty of Tarbiyah and Teachers Training, UIN Antasari Banjarmasin, 2026.

Keywords: *School Readiness, Speech Delay, Inclusive Education, Early Childhood Education.*

This research was motivated by the importance of fulfilling inclusive education rights for early childhood children, especially children experiencing speech delay. Handling children with speech delay requires comprehensive school readiness so that children can continue to receive optimal language stimulation without experiencing psychological pressure. This study focuses on the readiness of TK Negeri Pembina Kota Banjarbaru in supporting the implementation of teaching for children with speech delay, as well as the supporting and inhibiting factors in its implementation.

This research is a field research study using a qualitative descriptive approach. The research was conducted at TK Negeri Pembina Kota Banjarbaru, with the research subject consisting of one special assistant teacher (GPK) in Group B3 class who handles children with speech delay. Data were collected through interviews, observations, and documentation techniques. The collected data were analyzed through the stages of data reduction, data presentation, and conclusion drawing to obtain findings relevant to the focus of the study.

The results of the study indicate that the readiness of TK Negeri Pembina Kota Banjarbaru in supporting the implementation of teaching for children with speech delay can be seen through four main aspects: (1) curriculum readiness through flexible learning adjustments based on children's abilities; (2) educator readiness by applying affective and communicative approaches; (3) readiness of facilities and infrastructure through the use of outdoor learning environments, visual learning media, and referral facilities to psychologists and speech therapists; and (4) collaboration between the school and parents through regular parenting programs. Supporting factors include an adaptive curriculum, initial assessments, and teacher competence in handling children with special needs. Meanwhile, inhibiting factors include children's absence due to health conditions, inconsistency in parenting patterns and rules at home, and excessive use of gadgets that affect children's communication abilities.