ABSTRAK

Windy Hayatul Muslimah. NIM. 210101080033 *Intervensi Dini Anak Berkebutuhan Khusus Melalui Kelas Pull out di RAUlumul Qur'an Al Madani Kota 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: Intervensi Dini, Anak Berkebutuhan Khusus, Kelas *Pull out*, Pendidikan Inklusif

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan intervensi dini bagi anak berkebutuhan khusus melalui kelas *Pull Out* di RA Ulumul Qur'an Al Madani Kota Banjarbaru. Intervensi dini merupakan upaya sistematis untuk memberikan dukungan dan layanan khusus bagi anak-anak yang mengalami hambatan perkembangan sejak dini, dalam hal ini anak dengan hambatan *Attention Deficit Hyperactivity Disorder* (ADHD) dan tunarungu. Pemilihan dua kategori tersebut didasarkan pada kondisi nyata di lapangan, di mana hanya anak dengan gangguan tersebut yang mengikuti program kelas *Pull Out* di sekolah tersebut.

Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa pelaksanaan intervensi dilakukan melalui tiga tahapan, yaitu perencanaan, pelaksanaan, dan evaluasi. Proses perencanaan dilakukan setelah anak terdeteksi mengalami hambatan melalui asesmen menggunakan DDTK dan instrumen KPSP, yang kemudian ditindaklanjuti dengan penyusunan Program Pelayanan Individual (PPI). Pelaksanaan intervensi dilakukan oleh Guru Pendamping Khusus (GPK) dengan menggunakan metode, media, dan strategi pembelajaran yang disesuaikan dengan kebutuhan masing-masing anak. Evaluasi dilakukan secara berkala untuk mengukur perkembangan anak dari aspek minat belajar, sosial, dan emosional.

Hasil penelitian menunjukkan bahwa program intervensi dini melalui kelas *Pull Out* terbukti mampu meningkatkan keterlibatan dan perkembangan anak, baik dalam aspek akademik maupun sosial-emosional. Faktor pendukung pelaksanaan program ini meliputi komitmen lembaga, ketersediaan sarana prasarana, serta dukungan dari orang tua. Adapun faktor penghambat berasal dari kondisi anak. Kesimpulan dari penelitian ini adalah bahwa intervensi dini melalui kelas *Pull Out* efektif dalam membantu anak berkebutuhan khusus berkembang sesuai dengan potensi yang dimilikinya.

ABSTRACT

Windy Hayatul Muslimah. NIM. 210101080033 *Early Intervention for Children with Special Needs through Pull out Classes at RA Ulumul Qur'an Al Madani Banjarbaru City*, *supervised by* Rizki Noor Haida, S.Psi., M.Pd., *at the Early Childhood Islamic Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Antasari Banjarmasin, 2025.*

Keywords: *Early Intervention, Children with Special Needs, Pull out Class, Inclusive Education*

This study aims to describe the implementation of early intervention for children with special needs through the Pull Out class at RA Ulumul Qur'an Al Madani in Banjarbaru City. Early intervention is a systematic effort to provide support and specialized services for children who experience developmental delays from an early age, specifically those diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and hearing impairments. The focus on these two categories is based on actual field conditions, where only children with these specific needs participated in the Pull Out program at the school.

The research uses a qualitative approach with a case study design. Data collection techniques include observation, interviews, and documentation. The findings show that the implementation of early intervention is carried out in three stages: planning, implementation, and evaluation. The planning stage begins after the child is identified as having developmental delays through assessments using DDTK (Early Detection of Child Development) and the KPSP (Pre-Screening Developmental Questionnaire), followed by the preparation of an Individualized Service Program (PPI). The intervention is carried out by Special Education Teachers (GPK) using methods, media, and teaching strategies tailored to each child's needs. Regular evaluations are conducted to monitor the child's progress in terms of learning interest, social interaction, and emotional development.

The results reveal that the Pull Out class-based early intervention program is effective in improving children's engagement and development, both academically and socio-emotionally. Supporting factors in the implementation of this program include the commitment of the institution, availability of facilities and infrastructure, and parental support. Inhibiting factors stem primarily from the child's condition. The study concludes that early intervention through the Pull Out class is effective in helping children with special needs develop according to their individual potential.