

## ABSTRAK

Rendahnya hasil belajar siswa *Borderline Intellectual Functioning* (BIF) di sekolah dasar inklusif merupakan salah satu masalah yang disampaikan guru dan orang tua. Tujuan penelitian ini adalah untuk menguji secara empiris dan menganalisis pengaruh intervensi Program Pendidikan Individual (PPI) Komprehensif terhadap keterampilan mengajar guru, untuk kemudian menganalisis pengaruh keterampilan mengajar guru terhadap hasil belajar siswa BIF. PPI Komprehensif adalah program pembelajaran individual yang didasarkan pada kemampuan awal siswa berkebutuhan khusus, dilakukan *scaffolding* secara bertahap melalui komponen target, tujuan, layanan pembelajaran, pihak yang bertanggung jawab, dan evaluasi. Perangkat intervensi PPI Komprehensif terdiri dari panduan PPI, form PPI, diagram alur, deskripsi tanggung jawab guru, *game* PPI siswa lambat belajar, dan sistem *database* PPI.

Variabel bebas penelitian ini adalah Program Pendidikan Individual Komprehensif, yakni dengan memberikan perlakuan pelatihan PPI dan pendampingan terhadap subjek guru. Guru kemudian menerapkan rancangan PPI yang telah disusun terhadap siswa BIF. Hasil belajar siswa BIF sebelum dan sesudah perlakuan akan dibandingkan untuk menguji perbedaannya. Variabel terikat penelitian adalah hasil belajar siswa BIF dan variabel mediator adalah keterampilan mengajar inklusi. Penelitian dilakukan dengan metode *Single case experimental A-B-A design*. Teknik analisis data dilakukan melalui uji pengaruh menggunakan Visual PLS, uji beda menggunakan Wilcoxon Signed rank dan analisis visual.

Hasil penelitian menunjukkan bahwa program pendidikan individual Komprehensif mempengaruhi keterampilan mengajar inklusi, dan keterampilan mengajar inklusi mempengaruhi hasil belajar siswa BIF, baik pada fase *baseline* maupun fase *treatment*. Terdapat pengaruh selisih (*gain*) program pendidikan individual antara fase *treatment* dan *baseline* terhadap selisih (*gain*) keterampilan mengajar antara fase *treatment* dan *baseline*, sementara itu tidak terdapat pengaruh selisih (*gain*) keterampilan mengajar terhadap selisih (*gain*) hasil belajar. Terdapat perbedaan antara kualitas PPI antara fase *baseline* dan *treatment*, demikian juga perbedaan yang signifikan antara keterampilan mengajar fase *baseline* dan *treatment*. Tidak nampak adanya perbedaan yang signifikan dari hasil belajar antara fase *baseline* dan *treatment*.

Saran bagi penelitian selanjutnya adalah menguji pengembangan PPI Komprehensif dengan melibatkan pendampingan orang tua dan dukungan pemegang kebijakan. Bagi sekolah disarankan agar melanjutkan penerapan PPI dan meningkatkan komunikasi sekolah-rumah untuk meningkatkan keterlibatan orang tua dalam belajar anak. Bagi orang tua disarankan agar melakukan pendampingan terhadap anak saat belajar melalui penerapan struktur untuk pengerjaan PR dan mengembangkan strategi belajar anak.

Kata kunci: hasil belajar, siswa *Borderline Intellectual Functioning*, Program Pendidikan Individual, keterampilan mengajar inklusi

## ABSTRACT

The low learning outcomes of Borderline Intellectual Functioning (BIF) students in inclusive primary schools is one of the problems raised by teachers and parents. The purpose of this study was to empirically examine and analyze the effect of the Comprehensive Individual Education Program (IEP) intervention on teacher teaching skills, to then analyze the effect of teacher teaching skills on BIF student learning outcomes. Comprehensive IEP is an individual learning program based on the initial abilities of students with special needs, scaffolding is carried out in stages through the target components, objectives, learning services, responsible parties, and evaluations. The Comprehensive IEP intervention tool consists of IEP guidelines, IEP forms, flowcharts, descriptions of teacher responsibilities, IEP games for BIF students, and the IEP database system.

The independent variable of this study is the Comprehensive Individual Education Program, namely by providing IEP training treatments and mentoring to the teachers. The teacher then applies the IEP design that has been prepared for BIF students. The learning outcomes of BIF students before and after treatment will be compared to test the differences. The dependent variable of research is the learning outcomes of BIF students and the mediator variable is the teaching skills in inclusive classroom. The study was conducted using the Single case experimental A-B-A design method. Data analysis techniques were carried out using Visual PLS, Wilcoxon Signed rank and visual analysis.

The results of the study showed that individual education programs affected inclusive teaching skills, and inclusive teaching skills influenced the learning outcomes of BIF students, both in the baseline and treatment phases. There is an effect of the difference (gain) of individual education programs between the treatment phase and the baseline to the difference (gain) of teaching skills between the treatment and baseline phases, while there is no effect of the difference (gain) of teaching skills on the difference (gain) of learning outcomes. There is a difference between the quality of IEP between the baseline phase and treatment phase, as well as the teaching skills of the baseline and treatment phase. It did not appear to be a significant difference in learning outcomes between the baseline and treatment phases.

Suggestions for further research is to examine the development of IEP by involving parental assistance and support of policy holders. Schools are advised to continue implementing the IEP and improve school-home communication to increase parental involvement in children's learning. Parents are advised to provide assistance to children while learning through implementing structures for homework and developing children's learning strategies.

Keywords: learning outcomes, Borderline Intellectual Functioning students, Individual Education Programs, inclusive teaching skills