

ABSTRAK

Pembelajaran Ilmu Pengetahuan Sosial (IPS) sarat dengan konsep abstrak-konseptual, sehingga sering menjadi hambatan bagi murid penyandang disabilitas intelektual, terutama pada kemampuan decoding teks dan abstraksi konsep sosial, sementara pemahaman guru, metode, media, dan strategi evaluasi yang mengakomodasi kondisi khusus mereka masih terbatas. Penelitian ini bertujuan untuk (1) mengidentifikasi permasalahan yang dialami murid disabilitas intelektual dalam pembelajaran IPS, (2) menganalisis strategi yang diimplementasikan guru, (3) mengungkap kendala yang dihadapi guru dalam menerapkan strategi tersebut, dan (4) mendeskripsikan keberhasilan strategi yang diterapkan di SMP Negeri 5 Singaraja. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Informan penelitian terdiri atas guru IPS, Wakil Kepala Sekolah bidang Kurikulum, guru Bimbingan Konseling (BK), serta keluarga murid disabilitas intelektual. Data dikumpulkan melalui wawancara mendalam, observasi non-partisipatif, dan studi dokumentasi, kemudian dianalisis melalui model interaktif berupa reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa permasalahan utama murid bukan terletak pada ketidakmampuan intelektual mutlak, melainkan pada ketidaksesuaian (*mismatch*) antara gaya kognitif murid dan strategi instruksional yang diterapkan, yang memicu *cognitive overload*. Strategi multisensorik berbasis media digital, instruksi eksplisit, dan tutor sebaya terbukti efektif menurunkan hambatan afektif serta memudahkan proses *chunking* informasi, didukung oleh program PACU sebagai kompensasi atas ketiadaan Guru Pendamping Khusus (GPK). Kendala utama yang dihadapi guru adalah beban kerja akibat ketiadaan GPK serta dukungan orang tua di rumah yang belum maksimal karena faktor ekonomi dan keterbatasan pemahaman. Strategi yang diterapkan terbukti berhasil meningkatkan keaktifan dan perubahan sikap belajar murid dalam pembelajaran IPS. Penelitian ini merekomendasikan penguatan literasi terstruktur, pengembangan media visual, serta peningkatan koordinasi sekolah dan keluarga dalam pendidikan inklusif.

Kata Kunci: Disabilitas Intelektual, Pembelajaran IPS, Pendidikan Inklusif, Program PACU.

ABSTRACT

Social Studies (IPS) instruction is laden with abstract-conceptual content, which often becomes a barrier for students with intellectual disabilities, particularly in text decoding and social concept abstraction, while teachers' understanding, instructional methods, learning media, and evaluation strategies that accommodate their specific conditions remain limited. This study aims to (1) identify the problems experienced by students with intellectual disabilities in Social Studies learning, (2) analyze the strategies implemented by teachers, (3) reveal the obstacles teachers face in applying these strategies, and (4) describe the success of the strategies applied at SMP Negeri 5 Singaraja. This study employed a qualitative approach with a case study design. The informants consisted of Social Studies teachers, the Vice Principal for Curriculum, the school counselor, and the families of students with intellectual disabilities. Data were collected through in-depth interviews, non-participant observation, and documentation studies, then analyzed using an interactive model comprising data reduction, data display, and conclusion drawing and verification. The findings indicate that the students' primary difficulty lies not in an absolute intellectual incapacity, but in a mismatch between their cognitive style and the instructional strategies applied, which triggers cognitive overload. Multisensory strategies using digital media, explicit instruction, and peer tutoring proved effective in lowering the affective filter and facilitating information chunking, supported by the PACU program as compensation for the absence of a Special Assistant Teacher. The main obstacles faced by teachers were the increased workload due to the absence of a Special Assistant Teacher and suboptimal parental support at home caused by economic constraints and limited understanding. The strategies implemented were shown to successfully increase student engagement and foster positive attitude change in Social Studies learning. This study recommends strengthening structured literacy, developing visual-based media, and enhancing school-family coordination in inclusive education.

Keywords: Intellectual Disability, Social Studies Learning, Inclusive Education, PACU Program.