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Strategi Guru Kelas MI Dalam Membimbing Siswa Berkebutuhan Khusus Pada Mata Pelajaran IPA di MIN 9 Banda Aceh

Article Info

Article Information

Received : 22 June 2026

Revised : 07 July 2026

Accepted : 08 July 2026

Kata Kunci: Pendidikan
Inklusi, Strategi Guru, Siswa
Berkebutuhan Khusus,
Pembelajaran IPA, Madrasah
Ibtidaiyah

Abstrak :

Penelitian ini bertujuan untuk menganalisis strategi guru kelas MI dalam membimbing siswa berkebutuhan khusus pada pembelajaran IPA di MIN 9 Banda Aceh serta kendala yang dihadapi dalam pelaksanaan pembelajaran inklusi. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif studi kasus. Pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Informan utama terdiri dari tiga guru kelas, sedangkan data pendukung diperoleh melalui observasi terhadap tiga belas siswa berkebutuhan khusus kelas II-VI. Data dianalisis menggunakan model Miles dan Huberman melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru menerapkan strategi pembelajaran adaptif melalui penggunaan metode variatif, media konkret dan multisensori, penyederhanaan materi, penilaian fleksibel, serta bimbingan individual sesuai kebutuhan siswa. Penggunaan media visual, praktik langsung, dan dukungan teman sebaya membantu meningkatkan fokus dan pemahaman siswa dalam pembelajaran IPA. Namun, pelaksanaan pembelajaran inklusi masih menghadapi kendala berupa keterbatasan waktu, perbedaan karakteristik siswa, serta kurangnya media dan fasilitas pendukung. Penelitian ini menyimpulkan bahwa keberhasilan pembelajaran IPA di kelas inklusi dipengaruhi oleh kreativitas guru, strategi pembelajaran yang adaptif, serta dukungan sarana dan kebijakan sekolah.

Abstract

Keywords: Inclusive
Education; Teacher
Strategies; Students with

This study aims to analyze the strategies employed by elementary Islamic school (Madrasah Ibtidaiyah/MI) teachers in guiding students with special needs during



Special Needs; Science
Education; Islamic
Elementary School.
Education; Islamic
Elementary School.

science learning at MIN 9 Banda Aceh, as well as the challenges encountered in implementing inclusive education. This research employed a qualitative approach using a descriptive case study design. Data were collected through interviews, observations, and documentation. The primary informants consisted of three classroom teachers, while supporting data were obtained through observations of thirteen students with special needs in Grades II–VI. Data were analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. The findings revealed that the teachers implemented adaptive instructional strategies through the use of varied teaching methods, concrete and multisensory learning media, simplified instructional materials, flexible assessment, and individualized guidance tailored to students' needs. The use of visual media, hands-on activities, and peer support helped improve students' focus and understanding in science learning. However, the implementation of inclusive education still faced several challenges, including limited instructional time, diverse student characteristics, and insufficient learning media and supporting facilities. The study concludes that the success of science learning in inclusive classrooms is influenced by teachers' creativity, adaptive instructional strategies, and adequate school facilities and policy support.
