

ANALYSIS OF CHILD'S SOCIAL INTERACTION MODEL WITH EARLY INTELLECTUAL BARRIERS IN DEVELOPING SOCIAL SKILLS IN INCLUSIVE CLASS

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ABSTRACT

Social inclusion is one of the challenges in inclusive education, one of which is related to the social skills of children with intellectual disabilities who are in inclusive classes. The facts show that currently there is still a gap in social interaction between students with intellectual disabilities and students without disabilities. Therefore, it is important to study more deeply related to the model of social interaction of children with intellectual disabilities in inclusive classes when they are at the most basic level of education, namely early childhood education. The purpose of this study was to analyze the social interaction model of students with intellectual disabilities at an early age in the inclusion class. The type of research used is survey research and in-depth studies in Inclusive Kindergarten in the DIY region. The research subjects were 89 students with intellectual disabilities in the DIY area as well as their classroom teachers. Research data were collected through a questionnaire. Data analysis was carried out using qualitative and quantitative descriptive analysis techniques. The results showed that the social interaction model of students with intellectual barriers that were dominant in the inclusive class was the net model and the paired model. These results are in line with the acquired skill scale. In-depth analysis also shows that the model of social interaction and the scale of social skills possessed by students with intellectual disabilities are related to students' backgrounds.

Kata Kunci: students with intellectual disabilities, social interaction, inclusive class