

Abstrak
PENDIDIKAN INKLUSIF SEBAGAI INOVASI
LAYANAN PAUD:
STUDI KASUS KB - TK MARSUDIRINI SURAKARTA

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Penelitian ini bertujuan mengeksplorasi dan menganalisis pengembangan inovasi layanan pendidikan inklusif di KB–TK Marsudirini Surakarta dengan fokus pada strategi pengembangan, bentuk inovasi yang diterapkan, faktor pendukung keberhasilan, serta dampak implementasi terhadap anak berkebutuhan khusus (ABK), anak non-ABK, guru, dan karyawan dari aspek intelektual, emosional, sosial, dan spiritual. Menggunakan pendekatan kualitatif, data dikumpulkan melalui wawancara mendalam terhadap 20 informan yang terdiri dari guru, orang tua, shadow teacher, dan psikolog sekolah, disertai observasi kelas dan studi dokumen. Hasil penelitian menunjukkan bahwa inovasi layanan pendidikan inklusif dikembangkan secara sistematis dan berkelanjutan melalui lima strategi utama, yaitu *intake interview*, surat pernyataan orang tua, penyusunan SOP bagi shadow teacher dan penyediaan ruang inklusi, pelaporan perkembangan anak secara berkala, serta pencatatan harian oleh shadow teacher. Keberhasilan implementasi didukung oleh kepemimpinan kepala sekolah yang transformasional, kolaborasi antara guru dan shadow teacher, keterlibatan orang tua, serta dukungan dari yayasan dan pemerintah. Dampaknya terasa secara menyeluruh: ABK berkembang sesuai potensinya, anak non-ABK belajar empati dan toleransi, serta guru dan tenaga pendidik mengalami peningkatan profesionalisme. Temuan ini menegaskan bahwa pendidikan inklusif dapat diimplementasikan secara efektif di jenjang PAUD melalui pendekatan manajerial yang inovatif dan kolaboratif, serta memberikan kontribusi pada pengembangan kajian manajemen pendidikan dan praktik layanan pendidikan yang layak direplikasi.

Kata Kunci: *Inovasi layanan, pendidikan inklusif, PAUD, shadow teacher, manajemen pendidikan*

Abstract

**INCLUSIVE EDUCATION AS AN EARLY CHILDHOOD SERVICE
INNOVATION:
A Case Study of KB–TK Marsudirini Surakarta**

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This study aims to explore and analyze the development of innovative inclusive education services at KB–TK Marsudirini Surakarta, focusing on four main aspects: the strategies used to enhance inclusive practices, the concrete forms of innovation implemented, the supporting factors behind successful implementation, and the impacts of inclusive education on children with special needs (CWSN), non-CWSN, teachers, and staff from intellectual, emotional, social, and spiritual dimensions. Using a qualitative approach, data were collected through in-depth interviews with 20 informants, including teachers, parents (both of CWSN and non-CWSN), shadow teachers, and school psychologists, as well as through classroom observations and document analysis. The findings show that inclusive education innovations were developed systematically and sustainably through five main strategies: intake interviews to assess children's initial needs, parent commitment letters, the establishment of standard operating procedures (SOPs) for shadow teachers and the provision of inclusive spaces, regular child progress reports, and daily documentation by shadow teachers. The successful implementation was supported by transformational school leadership, collaboration between teachers and shadow teachers, active parental involvement, and institutional and governmental support. The impacts were felt across the school community: CWSN were able to develop according to their potential, non-CWSN learned values of empathy and tolerance, and educators experienced enhanced professional competence. These findings affirm that inclusive education can be effectively implemented at the early childhood education level through innovative and collaborative managerial approaches, contributing to the field of educational management and offering a replicable model of best practices for other institutions aiming to develop sustainable inclusive services.

Keywords:

Service innovation, inclusive education, early childhood education, shadow teacher, educational management

