ABSTRACT

This study aimed to describe the dynamics of social interaction between students with special needs and regular students within the learning environment. The focus of the study was how social interaction processes were formed and developed in inclusive classrooms that involved students with differing characteristics. The study wasepted to provide an account of the patterns of social interaction occurring between students with special needs and regular students and to serve as a basis for developing more effective inclusive education practices at the elementary level. The research employed a qualitative descriptive approach. Data were collected through observation, interviews, and documentation. The research subjects included the school principal, classroom teachers, students with special needs, and regular students involved in the inclusive classroom learning process. Data analysis followed the Miled and Huberman model, encompassing data reduction, data display, and conclusion drawing to obtain an in-depth understanding of the dynamics of social interaction occurring in the school setting. The findings indicated that the dynamics of social interaction between students with special needs and regular students developed progressively during classroom learning. This development was evidenced by five social interaction indicators: participation in collaborative activities, peer social support, social acceptance within the class community, initiave in reciprocal interactions, and positive emotional responses in peer relationships. The formed social interactions demonstrated processes of adaptation, cooperation, and mutual understanding between students with special needs and regular students, although some communication barriers and individual characteristic differences were still present. The role of teachers and an inclusive classroom environment were identified as crucial factors supporting the emergence of positive social interactions among students.

Keywords: *dynamics of social interaction; students with special needs; inclusive education*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan dinamika interaksi sosial antara siswa berkebutuhan khusus dan siswa reguler dalam lingkungan pembelajaran di Sekolah Dasar Laboratorium Universitas Negeri Gorontalo. Fokus penelitian ini adalah bagaimana proses interaksi sosial terbentuk dan berkembang dalam kelas inklusif yang melibatkan siswa dengan karakteristik yang berbeda. Penelitian ini diharapkan dapat memberikan gambaran mengenai pola interaksi sosial yang terjadi antara siswa berkebutuhan khusus dan siswa reguler serta menjadi dasar dalam pengembangan praktik pendidikan inklusif yang lebih efektif di sekolah

dasar.Metode penelitian yang digunakan adalah pendekatan deskriptif kualitatif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Subjek penelitian meliputi kepala sekolah, guru kelas, siswa berkebutuhan khusus, dan siswa reguler yang terlibat dalam proses pembelajaran di kelas inklusif. Teknik analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan untuk memperoleh pemahaman yang mendalam mengenai dinamika interaksi sosial yang terjadi di lingkungan sekolah.Hasil penelitian menunjukkan bahwa dinamika interaksi sosial antara siswa berkebutuhan khusus dan siswa reguler berkembang secara bertahap dalam proses pembelajaran di kelas inklusif. Hal ini terlihat melalui lima indikator interaksi sosial yaitu keterlibatan dalam aktivitas kolaboratif, dukungan sosial dari teman sebaya, penerimaan sosial dalam komunitas kelas, inisiatif dalam interaksi timbal balik, serta respons emosional positif dalam hubungan antar siswa. Interaksi sosial yang terbentuk menunjukkan adanya proses adaptasi, kerja sama, dan saling memahami antara siswa berkebutuhan khusus dan siswa reguler meskipun masih ditemukan beberapa hambatan komunikasi dan perbedaan karakteristik individu. Peran guru dan lingkungan kelas yang inklusif menjadi faktor penting dalam mendukung terbangunnya interaksi sosial yang positif di antara siswa.

Kata Kunci: dinamika interaksi sosial, siswa berkebutuhan khusus, pendidikan inklusif.