## ABSTRAC

*This research aimed to describe the strategies used by teachers in managing inclusive learning, identify the challenges encountered, and reveal the efforts made by teachers to address these challenges at the Laboratory Elementary School of Gorontalo State University. This study employed a qualitative approach with a descriptive research design. The subjects of the research included one school principal, six classroom teachers, three guidance and counseling teachers, three regular students, and four parents/caregivers of children with special needs (ABK). Data collection techniques involved observation, interviews, and documentation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing, employing triangulation techniques to ensure data validity.The findings of the study indicated that the strategies employed by teachers in managing inclusive learning were effective, as teachers demonstrated diverse student grouping, adjustments in the roles of ABK, group assistance, and reflections following group activities. However, the lesson plans (RPP) or modules used were still the same for both ABK and regular students, which highlighted limitations in the teachers' competencies and the dependency of ABK on parental assistance. The efforts undertaken by teachers included enhancing collaboration with parents, providing additional support, and adjusting teaching methods to suit the needs of students.*



**Keywords:** *Teacher strategies; Learning management; Inclusive children.*

# ABSTRAK

Rianti Umar.2026.Strategi Guru Dalam Mengelola Pembelajaran Inklusi di SD Laboratorium Universitas Negeri Gorontalo. Pembimbing I Dr.Thamrin A. Kum M.Pd Pembimbing II Fandi H. Binggo,S.Pd, M.Pd.

Penelitian ini bertujuan untuk mendeskripsikan strategi guru dalam mengelola pembelajaran inklusi, mengidentifikasi kendala yang dihadapi, serta mengungkap upaya guru dalam mengatasi kendala tersebut di SD Laboratorium Universitas Negeri Gorontalo. Jenis penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian meliputi 1 kepala sekolah, 6 guru kelas, 3 guru BK, 3 siswa reguler dan 4 orang tua/pendamping ABK. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan dengan teknik triagulasi untuk menjamin keabsahan data. Hasil penelitian ini menunjukan bahwa strategi guru dalam mengelola pembelajaran inklusi sudah efektif, karena guru sudah menunjukan pengelompokan siswa secara beragam, penyesuaian peran siswa ABK, pendampingan kelompok, serta refleksi setelah kegiatan kelompok. Namun, penggunaan RPP atau Modul yang digunakan masih sama antara siswa ABK dan siswa Reguler, keterbatasan kompetensi guru, serta ketergantungan siswa ABK terhadap pendampingan orang tua. Upaya yang dilakukan guru meliputi peningkatan kerja sama dengan orang tua, pendampingan tambahan, serta penyesuaian metode pembelajaran sesuai kebutuhan siswa.



**Kata Kunci:** strategi guru; pengelolaan pembelajaran; anak inklusi.