



## PEMBERDAYAAN SEKOLAH BINAAN BERBASIS INKLUSI DI WILAYAH RURAL MELALUI PENDEKATAN MULTI-STAKEHOLDER MANAGEMENT

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### Abstrak

Penerapan pendidikan inklusif di tingkat pendidikan anak usia dini di wilayah rural, masih menghadapi berbagai kendala seperti keterbatasan fasilitas, minimnya kesiapan program, dan rendahnya kapasitas guru. Permasalahan ini semakin kompleks dengan meningkatnya jumlah siswa berkebutuhan khusus, sehingga diperlukan strategi pemberdayaan yang melibatkan berbagai pemangku kepentingan. Program pengabdian masyarakat ini bertujuan untuk meningkatkan kualitas pelaksanaan pendidikan inklusif melalui inisiasi sekolah binaan berbasis inklusi dengan pendekatan *multi-stakeholder management*. Metode yang digunakan adalah *Community-Based Research (CBR)* yang diintegrasikan dengan manajemen kolaboratif antar-stakeholder, meliputi guru, orang tua, tenaga ahli, dan pemerintah daerah. Bentuk kegiatan mencakup pelatihan penggunaan aplikasi e-KPSP untuk asesmen tumbuh kembang anak, forum komunikasi orang tua, serta pelatihan public speaking dan emotion coaching bagi guru. Hasil evaluasi melalui pre-test dan post-test menunjukkan peningkatan signifikan pada sepuluh aspek kompetensi guru, dengan rata-rata kenaikan sebesar 50,5 persen. Peningkatan tertinggi terjadi pada kemampuan menerapkan emotion coaching sedangkan terendah pada self-efficacy. Temuan ini mengindikasikan bahwa pendekatan kolaboratif melalui sekolah binaan efektif dalam meningkatkan pengetahuan, keterampilan teknis, dan kapasitas sosial-emosional guru, sehingga dapat menjadi model pengembangan pendidikan inklusif di wilayah rural.

Kata kunci: Pendidikan Inklusif, Sekolah, PAUD, Stakeholder, Rural

### Abstract

The implementation of inclusive education at the early childhood level in rural areas continues to face significant challenges, including inadequate facilities, limited program readiness, and low teacher capacity. These issues are compounded by the growing number of students with special needs, creating an urgent need for an empowerment strategy that engages multiple stakeholders. This community service program seeks to enhance the quality of inclusive education by establishing inclusion-based foster schools through a *multi-stakeholder management* approach. The program adopts the Community-Based Research (CBR) method, integrated with collaborative management involving teachers, parents, experts, and local government representatives. Key activities include training on the use of the e-KPSP application for child development assessment, organising parent communication forums, and providing public speaking and emotion-coaching workshops for teachers. Evaluation results, based on pre-test and posttest assessments, revealed a substantial improvement across ten dimensions of teacher competency, with an average increase of 50.5%. The most significant progress was observed in the ability to apply emotion coaching, while the smallest improvement occurred in self-efficacy. These findings demonstrate that a collaborative approach through foster schools is highly effective in strengthening teachers' knowledge, technical skills, and socio-emotion competencies, positioning it as a viable model for advancing inclusive education in rural contexts.

**Keywords:** Inclusive Education, School, Early Childhood Education, Stakeholder, Rural

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