

ABSTRACT

This research aims to design an inclusive and adaptive batik method for children with intellectual disabilities. The focus of the study includes identifying obstacles and constraints faced by children with intellectual disabilities in making batik, exploring batik solutions that are appropriate to the needs of children with intellectual disabilities, and developing an inclusive and adaptive batik process. Children with intellectual disabilities often face difficulties understanding the stages of making batik, using tools optimally, maintaining focus during the activity, and building self-confidence. This research uses a design thinking approach consisting of five stages: empathize, define, ideate, prototype, and testing. A qualitative approach involving observation, interviews, and exploration is applied in the design process. Adjustments are made through structured stages, designing motifs, the canting process, coloring, and exploring tools that are appropriate to the child's abilities. Intensive guidance and providing simple directions have also proven effective in helping children understand and enjoy the batik process. The results of the study indicate that the designed method allows children with intellectual disabilities to be actively involved in batik activities, express creativity, and improve cognitive abilities, fine motor skills, and self-confidence. This study contributes to the development of batik art as an inclusive media that supports disability-friendly education.

Keywords: *batik method, inclusive, adaptive, children with intellectual disabilities*