

### **Abstract.**

This study explores the implementation of the Stay-Play-Talk (SPT) method as a form of peer-mediated intervention (PMI) in an inclusive private preschool in Indonesia. Using a qualitative case study approach, data were collected through observation, teacher and parent interviews, and document analysis. Findings indicate that neurotypical peers played a key role as social initiators. This role did not develop spontaneously, but was supported through structured training, guided teacher involvement, and a nurturing inclusive school environment. SPT was contextually adapted and integrated into classroom routines, involving all students across levels, rotating peer partners and conducting two brief sessions per implementation. Despite variations in play preferences among children and varying levels of social-emotional readiness, SPT fostered early social behaviors in children with ASD, including approaching peers, engaging in shared activities, and initiating simple interaction. These findings highlight the importance of adaptive, collaborative and context-based PMI strategies in inclusive early childhood education.

**Keywords:** *peer-mediated intervention, Stay-Play-Talk (SPT), inclusive education, Autism Spectrum Disorder (ASD), early childhood, social skills.*

### **Abstrak.**

Penelitian ini mengeksplorasi dinamika penerapan metode Stay-Play-Talk (SPT) sebagai bentuk *peer-mediated intervention* (PMI) di Sekolah X, sebuah PAUD swasta inklusif di Indonesia. Menggunakan metode kualitatif pendekatan studi kasus, data diperoleh melalui observasi, wawancara guru dan orang tua, serta analisis dokumen. Hasil menunjukkan bahwa anak tipikal berperan sebagai fasilitator sosial utama, namun peran ini tidak terbentuk secara mandiri, melainkan didukung oleh pelatihan eksplisit, arahan dan penguatan guru, serta lingkungan sekolah yang inklusif. SPT diterapkan secara kontekstual, terintegrasi dalam program pembelajaran, pelibatan seluruh peserta didik lintas tingkatan, serta menggunakan sistem rotasi pasangan dan dua sesi singkat dalam satu waktu pelaksanaan. Meski terdapat tantangan seperti perbedaan gaya bermain dan kesiapan sosial-emosional anak, SPT mendorong kemunculan keterampilan sosial awal pada anak ASD, seperti mendekat pada teman, menyesuaikan aktivitas bersama, merespon secara sederhana, hingga membentuk keterikatan sosial. Temuan ini menegaskan pentingnya pendekatan PMI yang adaptif, kolaboratif dan kontekstual dalam pendidikan inklusif anak usia dini.

**Kata kunci:** *intervensi berbasis teman sebaya, Stay-Play-Talk (SPT), pendidikan inklusif, gangguan spektrum autisme (ASD), pendidikan anak usia dini, keterampilan sosial*