

Sumbangan teacher efficacy, dukungan sekolah terhadap sikap guru mengenai pendidikan inklusif (Studi pada sekolah dasar negeri inklusi di Jakarta) = contribution of teacher's efficacy, school support toward teacher's attitude on inclusive education (The Study of public elementary inclusion school in Jakarta)

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Abstrak

ABSTRAK

Penelitian ini dilakukan untuk mengetahui sumbangan teacher efficacy, dukungan sekolah terhadap sikap guru mengenai pendidikan inklusif. Pengukuran teacher efficacy menggunakan modifikasi alat ukur Teachers' Sense of Efficacy Scale (Tschannen-Moran, Hoy & Hoy, 1998), pengukuran dukungan sekolah menggunakan modifikasi alat ukur Transformational Leadership Scale (Leithwood & Jantzi, 2006), dan pengukuran sikap guru mengenai pendidikan inklusif menggunakan modifikasi alat ukur Scale of Teachers' Attitudes toward Inclusion Scale (Cochran, 1997). Partisipan berjumlah 71 guru kelas dari SDN Inklusi di Jakarta. Hasil penelitian menunjukkan bahwa teacher efficacy dan dukungan sekolah secara bersama-sama memberikan sumbangan yang signifikan terhadap sikap guru mengenai pendidikan inklusif, namun secara independen hanya dukungan sekolah yang memberikan sumbangan yang signifikan terhadap sikap guru mengenai pendidikan inklusif.

ABSTRACT

The study was conducted to investigate contribution of teacher efficacy, school support toward teachers' attitude about inclusive education. Teacher efficacy was measured using modification of Teachers' Sense of Efficacy Scale (Tschannen-Moran, Hoy & Hoy, 1998), school support was measured using modification of Transformational Leadership Scale (Leithwood & Jantzi, 2006), and teachers' attitude about inclusive education was measured using modification of Scale of Teachers' Attitudes Toward Inclusion (Cochran, 1997). Participants of this research are 71 classroom teachers from Inclusive Elementary School in Jakarta. The results of this study indicate that teacher efficacy and school support together can significantly contribute to teachers' attitude toward inclusive education, but independently, only the perception toward school support can contribute significantly to teachers' attitude toward inclusive education.