

Hubungan antara sikap terhadap pendidikan inklusif dan strategi pengajaran Guru SMA Inklusif dan SMK Inklusif = The relationship between teachers attitude towards inclusive education and teaching strategy in inclusive high School and Vocational School

Sahetapy, Triska Christy, author

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan sikap terhadap pendidikan inklusif dan strategi pengajaran guru SMA inklusif (n=70) dan SMK inklusif (n=70). Penelitian kuantitatif ini menggunakan MATIES VI (Mahat, 2008) untuk mengukur sikap guru dan BCSQ VI (Bender, 1988) untuk mengukur strategi pengajaran yang digunakan guru.

Hasil penelitian menunjukkan bahwa tidak ada perbedaan yang signifikan pada komponen sikap terhadap pendidikan inklusif antara guru SMA inklusif dan SMK inklusif. Adapun guru SMK inklusif diketahui lebih banyak menggunakan strategi pengajaran yang menunjang pendidikan inklusif dan diferensiasi strategi daripada guru SMA inklusif.

Selain itu, terdapat korelasi positif yang signifikan antara komponen perilaku sikap terhadap pendidikan inklusif dan strategi pengajaran pada guru SMA inklusif maupun SMK inklusif. Artinya, semakin positif perilaku guru terhadap pendidikan inklusif, maka semakin sering dan bervariasi strategi pengajaran yang digunakan guru. Berdasarkan hasil penelitian ini, sekolah inklusif disarankan mengadakan pelatihan bagi guru, terutama mengenai pengajaran siswa berkebutuhan khusus.

This study aimed to determine the correlation of teachers' attitudes towards inclusive education and teaching strategies in inclusive high school (n=70) and vocational school (n=70). This quantitative study uses MATIES VI (Mahat, 2008) to measure the attitudes and BCSQ VI (Bender, 1988) to measure the teaching strategies used by teachers.

The results showed that there was no significant difference in attitude between inclusive high school and vocational school teachers. The inclusive vocational school teachers known to use more teaching strategies that support inclusive education and differentiation strategies rather than inclusive high school teachers. In addition, there is a significant positive correlation between behaviour component of attitudes toward inclusive education and teaching strategies in inclusive high school and vocational school teachers. That is, the more positive behaviour of teachers towards inclusive education, the more frequent teaching strategies used by teacher. Based on these results, inclusive schools are suggested to held training for teachers, especially about teaching students with special needs.