

Hubungan antara sikap terhadap pendidikan inklusif dan strategi pengajaran pada guru SM Negeri Inklusif dan SMA Swasta Inklusif = The relationship between attitude towards inclusive education and teaching strategy of teachers in inclusive public High School and inclusive private High School

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Abstrak

Pendidikan inklusif merupakan model pendidikan terintegrasi yang sedang berkembang bagi anak berkebutuhan khusus. Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara sikap terhadap pendidikan inklusif dan strategi pengajaran pada guru SMA Negeri Inklusif (N=56) dan SMA Swasta Inklusif (N=57). Penelitian ini menggunakan teknik accidental sampling dengan menggunakan alat ukur The Multidimensional Attitude Toward Inclusive Education Scale (MATIES) dan Bander Classroom Structure Questionnaire (BCSQ).

Hasil penelitian menunjukkan bahwa terdapat hubungan positif signifikan antara sikap terhadap pendidikan inklusif dan strategi pengajaran pada guru di SMA negeri inklusif dan SMA swasta inklusif. Dan tidak ditemukan perbedaan sikap terhadap pendidikan inklusif dan strategi pengajaran pada kedua kelompok. Penelitian ini merekomendasikan untuk memberikan pelatihan terkait pendidikan inklusif dan penanganan anak kebutuhan khusus bagi para guru.

Inclusive Education is the integrated education model that develop to special education students. The aim of this research is to investigate the relationship between attitude toward inclusive education and teaching strategy of teachers in inclusive public high school (N=56) and inclusive private high school (N=57). This research uses accidental sampling technique using The Multidimensional Attitude Toward Inclusive Education Scale (MATIES) and Bander Classroom Structure Questionnaire (BCSQ). The result of this research shows that there is a significance correlation between attitude toward inclusive education and teaching strategy of teachers in inclusive public high school and inclusive private high school. And there is no difference between attitude toward inclusive education and teaching strategy in both groups. This research recommends the training about inclusive education and handling of children with special needs for the teachers.