

Hubungan antara sikap guru dan peer acceptance siswa reguler terhadap siswa berkebutuhan khusus di sekolah dasar inklusif swasta = The relationship between teacher attitude and peer acceptance of regular students towards student with special needs in inclusive private primary school

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Abstrak

Pendidikan inklusi memberikan kesempatan kepada siswa berkebutuhan khusus untuk menerima kualitas pendidikan yang sama dengan siswa reguler pada umumnya. Akan tetapi, dalam pelaksanaannya masih terdapat beberapa hambatan. Penelitian ini bertujuan untuk mengetahui hubungan antara sikap guru dan peer acceptance siswa reguler terhadap siswa berkebutuhan khusus di Sekolah Dasar Inklusif Swasta. Penelitian diikuti oleh guru kelas (N=45) dan siswa reguler (N=294) kelas 4, 5 dan 6. Alat ukur yang digunakan dalam penelitian ini adalah Multidimensional Attitude toward Inclusive Education (MATIES) dan Peer Acceptance Scale (PAS).

Hasil penelitian menunjukkan bahwa tidak terdapat hubungan yang signifikan antara sikap guru dan peer acceptance siswa reguler terhadap siswa berkebutuhan khusus di Sekolah Dasar Inklusif Swasta. Namun, ditemukan bahwa dari sikap guru komponen kognitif memiliki hubungan yang signifikan dengan peer acceptance siswa reguler terhadap siswa berkebutuhan khusus di Sekolah Dasar Inklusif Swasta. Juga, tidak ditemukan perbedaan sikap guru antara guru yang memiliki pengalaman mengajar kurang dari 6 tahun dan guru yang memiliki pengalaman mengajar lebih dari 6 tahun.

Inclusive education provides the opportunity for students with special needs to receive the same quality of education to regular students in general. However, in practice there are still some obstacles. This study aims to determine the relationship between teacher attitude and peer acceptance of regular students towards student with special needs in inclusive private primary school. The study followed by classroom teachers (N = 45) and regular students (N = 294) of grade 4, 5 and 6. The measuring instrument used in this study is Multidimensional Attitude toward Inclusive Education (MATIES) and Peer Acceptance Scale (PAS).

The results showed that there was no significant relationship between teacher attitude and peer acceptance of regular students towards student with special needs in Inclusive Private Primary School. However, it was found that the cognitive component of teacher attitudes have a significant relationship with peer acceptance of regular students towards student with special needs in Inclusive Private Primary School. As well, there was no difference in the attitudes of teachers among teachers who have teaching experience less than 6 years and teachers who have teaching experience more than 6 years.