

Hubungan antara teacher efficacy dengan sikap terhadap pendidikan inklusif di sekolah dasar inklusif swasta: ditinjau dari pengalaman mengajar guru = The relationship between teacher efficacy and attitude towards inclusive education in private elementary school: a study based on teaching experiences

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Abstrak

Teacher efficacy dan sikap terhadap pendidikan inklusif merupakan salah satu hal yang dianggap akan memengaruhi keberhasilan pendidikan inklusif. Variabel Teacher efficacy maupun sikap guru terhadap pendidikan inklusif juga dipengaruhi oleh faktor lain yaitu pengalaman mengajar guru. Penelitian ini dilakukan untuk melihat hubungan antara teacher efficacy dengan sikap terhadap pendidikan inklusif di sekolah dasar inklusif swasta yang ditinjau dari pengalaman mengajar guru. Sebanyak sembilan puluh tujuh guru SD inklusif swasta di Jakarta dan Depok dijadikan sampel dalam penelitian ini. Penelitian ini menggunakan alat ukur Teacher's Sense of Efficacy Scale (TSES) untuk mengukur teacher efficacy dan Multidimensional Attitudes Towards Inclusive Education Scale (MATIES). Hasil menunjukkan bahwa terdapat hubungan yang signifikan positif antara teacher efficacy dengan sikap guru terhadap pendidikan inklusif ($r(97)=.321, p<.01$). Hal ini menunjukkan bahwa semakin tinggi keyakinan guru akan kompetensinya sebagai pengajar maka semakin positif sikap guru terhadap pendidikan inklusif. Di sisi lain, hubungan antara kedua variabel ketika ditinjau dari pengalaman mengajar bervariasi. Penelitian ini juga menunjukkan bahwa tidak terdapat perbedaan teacher efficacy ($F(94)=.212, p>.05$) maupun sikap guru ($F(94)=.335, p>.05$) pada guru dengan kelompok pengalaman mengajar yang berbeda. Hal ini menunjukkan bahwa guru dengan pengalaman mengajar yang berbeda memiliki keyakinan yang sama akan kompetensinya sebagai pengajar dan memiliki sikap yang sama terhadap pendidikan inklusi. It has been argued that teacher efficacy and attitude towards inclusive education have positive effect for the successful of inclusive education. Both teacher efficacy and attitude towards inclusive education are influenced by teaching experiences. This study is aimed to analyze the relationship between teacher efficacy and teacher attitude toward inclusive education reviewed by teaching experiences in private elementary school in Jakarta and Depok. 97 private elementary teachers are involve in this research. This quantitative study uses Teacher's Sense of Efficacy Scale (TSES) to measure teacher efficacy and Multidimensional Attitudes Towards Inclusive Education Scale (MATIES) to measure teachers attitude. The result reveals that there is significant positive correlation between teacher efficacy and teacher attitude towards inclusive education ($r(97)=.321, p<.01$). it shows that when the teachers have high efficacy about their competence so the more positive their attitude towards inclusive education. In the other side, the relationship between two variables when reviewed by teaching experiences are various. This study also shows there is no differences in teacher efficacy ($F(94)=.212, p>.05$) and teacher attitude ($F(94)=.335, p>.05$) for the teacher with different teaching experiences. This study reveals that teacher with different teaching experiences have same belief about their competence as a teacher and have same attitude toward inclusive education.