

Hubungan antara teacher efficacy dan sikap guru terhadap pendidikan inklusif di sekolah dasar inklusif negeri = The relationship between teacher efficacy and attitude toward inclusive education in public inclusive elementary school

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara teacher efficacy dan dimensi teacher efficacy dengan sikap guru terhadap pendidikan inklusif di sekolah dasar inklusif negeri. Instrumen yang digunakan untuk mengukur teacher efficacy adalah Teachers? Sense of Efficacy Scale sedangkan untuk mengukur sikap guru terhadap pendidikan inklusif digunakan Multidimensional Atitude toward Inclusive Education Scale (MATIES). Subjek dari penelitian ini adalah guru-guru di sekolah dasar inklusif negeri (N=100). Hasil penelitian menunjukkan bahwa terdapat hubungan positif yang signifikan antara teacher efficacy dan sikap guru terhadap pendidikan inklusif. Dengan kata lain, ketika guru memiliki skor teacher efficacy yang tinggi, guru tersebut cenderung memiliki sikap yang positif terhadap pendidikan inklusif. Sebaliknya, ketika guru memiliki skor teacher efficacy yang rendah, maka guru tersebut cenderung memiliki sikap yang negatif terhadap pendidikan inklusif.

Hasil penelitian yang berkaitan dengan dimensi teacher efficacy ditemukan bahwa terdapat hubungan yang signifikan pada dimensi instructional strategies & student engagement dengan sikap guru terhadap pendidikan inklusif di sekolah dasar inklusif negeri. Sebaliknya, untuk dimensi classroom management ditemukan bahwa tidak terdapat hubungan yang signifikan dengan sikap guru terhadap pendidikan inklusif di sekolah dasar inklusif negeri. Untuk meningkatkan teacher efficacy yang dimiliki oleh guru di sekolah dasar inklusif negeri, pihak sekolah dapat menyediakan fasilitas seperti alat peraga dan guru pendamping khusus serta membatasi jumlah siswa di tiap kelas.

This research is conducted to find about the relationship between teacher efficacy and dimensions of teacher efficacy with attitude toward inclusive education in public inclusive elementary school. The instruments of this study were Teachers? Sense of Efficacy Scale (to measure teacher efficacy) and Multidimensional Atitude toward Inclusive Education Scale (MATIES) (to measure attitude teacher toward inclusive education). Participants of this study were teacher in public inclusive elementary school (N=100). The result of research showed that there is a positive significant correlation between teacher efficacy and attitude toward inclusive education in public inclusive elementary school. This finding suggests when teachers have high score in teacher efficacy, they tend to have positive attitude toward inclusive education. On the contrary, when teachers have low score in teacher efficacy, they tend to have negative attitude toward inclusive education.

The results of research related to dimensions of teacher efficacy found that there is positive significant correlation between efficacy in student engagement and efficacy in instructional strategies dimensions with teacher attitude toward inclusive education in public inclusive elementary school. In the other hand, efficacy in classroom management dimension showed there is no positive significant correlation with attitude toward inclusive education in public inclusive elementary school. In order to increase teacher efficacy in public inclusive elementary school, schools can provide facilities such as property to teach, shadow teachers and

also to limit the number of student in each class.</i>