

Peer acceptance siswa normal dan school adjustment berdasarkan persepsi guru terhadap siswa berkebutuhan khusus di sekolah menengah pertama smp inklusif di Jakarta = Peer acceptance of regular students and school adjustment from teacher s perception toward special needs students in junior high school with inclusive education in Jakarta

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Abstrak

Penelitian ini akan melihat pentingnya peer acceptance siswa normal terhadap siswa berkebutuhan khusus dan school adjustment yang dilihat dari penilaian guru di sekolah yang menerapkan pendidikan inklusif. Peer acceptance menjelaskan mengenai sejauh mana seorang anak atau remaja secara sosial diterima oleh kelompok teman sebaya (Berk, 2007).

Dalam penelitian ini, peer acceptance yang akan dilihat adalah peer acceptance siswa normal terhadap siswa berkebutuhan khusus di sekolah inklusif. Selain itu, peneliti juga ingin melihat school adjustment siswa berkebutuhan khusus di sekolah inklusif. School adjustment merupakan kombinasi dari penerimaan performa akademis, sikap positif terhadap sekolah, dan keterlibatan serta keterikatan dengan lingkungan sekolah (Birch & Ladd dalam Baughan, 2012).

Penelitian dilakukan pada 323 siswa normal yang berada di kelas satu SMP sekolah inklusif dan 32 guru yang mengajar di kelas satu SMP di sekolah inklusif yang sama. Terdapat dua alat ukur yang digunakan dalam penelitian ini yaitu Peer Acceptance Scale (PAS) dan Short Form Teacher Rating Scale of School Adjustment (STRSSA).

Hasil penelitian menunjukkan bahwa siswa normal memiliki peer acceptance yang tinggi terhadap siswa berkebutuhan khusus di sekolah inklusif. Selain itu, diketahui bahwa siswa berkebutuhan khusus di sekolah inklusif memiliki school adjustment yang sedang.

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This research aims to know the importance of peer acceptance of regular students for students with special needs and school adjustment of students with special needs from teacher's perception in inclusive junior high school. Peer acceptance refers to how much someone accepted by his/her peer (Berk, 2007).

In this research, peer acceptance will be seen from the point of view of regular students for special needs students in inclusive junior high school. Moreover, research will examine the school adjustment of special needs students in their school from teacher's perception. School adjustment is a combination of academic performance, a positive attitude toward school, and involvement in and engagement with school environment (Birch & Ladd in Baughan, 2012).

The participant are 323 first grade students in junior high school and 32 teachers who teach first grade

students. There are two scales: Peer Acceptance Scale (PAS) and Short Form Teacher Rating Scale of School Adjustment (STRSSA).

This research conclude that the students without special needs have a high peer acceptance for students with special needs in their school. Moreover, the special needs students have a good enough school adjustment at their school.