

Hubungan antara empati dengan perilaku bullying dan defending terhadap siswa dengan ASD : studi pada siswa reguler di SMPN inklusif di Jakarta = The correlation between empathy and bullying and defending behavior towards student with ASD : a study of regular students in public inclusive middle schools in Jakarta

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Abstrak

Penelitian ini ingin melihat hubungan antara empati dengan perilaku bullying serta perilaku defending yang dilakukan oleh siswa reguler terhadap siswa dengan ASD di SMPN inklusif yang berlokasi di Jakarta.

Penelitian dilakukan terhadap 158 siswa reguler kelas 7 dan 8 yang memiliki teman sekelas dengan ASD.

Pengumpulan data secara kuantitatif dilakukan dengan menggunakan dua instrumen.

Empati diukur dengan Interpersonal Reactivity Index (IRI) sementara perilaku bullying dan defending diukur dengan Self Report of Behaviors in Bullying. Wawancara dengan guru dan siswa juga dilakukan untuk menambah gambaran seputar sekolah inklusi, karakteristik siswa dengan ASD di kelas, serta hubungannya dengan para siswa reguler.

Kesimpulan yang diperoleh adalah terdapat hubungan yang negatif antara empati dengan perilaku bullying ($r = -0,301$, $p < 0,01$), dan hubungan yang positif antara empati dengan perilaku defending ($r = 0,554$, $p < 0,01$). Hal tersebut berarti semakin tinggi tingkat empati para siswa reguler terhadap siswa dengan ASD, maka semakin rendah tingkat perilaku bullying dan semakin tinggi tingkat perilaku defending yang mereka tampilkan.

This research aims to find the correlation between empathy and bullying and defending behavior performed by regular students towards student with ASD in public inclusive middle schools located in Jakarta. The participants are 158 regular students in 7th and 8th grade who have a classmate diagnosed with ASD. Quantitative data collection was conducted using two instruments.

Empathy was measured using Interpersonal Reactivity Index (IRI), while bullying and defending behavior was measured using Self Report of Behaviors in Bullying. Interviews with teachers and students were also done in order to obtain more informations about the inclusive school, characteristics of student with ASD, and their relationship with other students.

The main results of this research show that empathy is negatively correlated with bullying behavior ($r = -0,301$, $p < 0,01$), and at the same time empathy is positively correlated with defending behavior ($r = 0,554$, $p < 0,01$). That is, the higher empathy of regular students towards student with ASD, then the lower bullying behavior and the higher defending behavior is displayed.