

Hubungan antara sikap terhadap pendidikan inklusif dan strategi pengajaran pada guru SD Inklusif dan SMA Inklusif = The relationship between teachers attitude towards inclusive education and teaching strategy in Inclusive elementary and high School

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Abstrak

Penelitian ini bertujuan untuk mengetahui korelasi sikap terhadap pendidikan inklusif dan strategi pengajaran pada guru SD inklusif (n=70) dan SMA inklusif (n=70). Penelitian kuantitatif ini menggunakan MATIES (Mahat, 2008) untuk mengukur sikap guru dan BCSQ (Bender, 1992) untuk mengukur strategi pengajaran yang digunakan guru.

Hasil penelitian menunjukkan terdapat korelasi positif yang signifikan antara sikap terhadap pendidikan inklusif dan strategi pengajaran pada guru SD inklusif maupun SMA inklusif. Artinya, semakin positif sikap guru terhadap pendidikan inklusif, maka guru semakin banyak dan sering menggunakan strategi pengajaran. Selain itu, tidak ada perbedaan sikap yang signifikan antara guru SD inklusif dan SMA inklusif. Adapun guru SD inklusif diketahui lebih banyak menggunakan strategi pengajaran yang variatif dan diferensiasi strategi daripada guru SMA inklusif. Berdasarkan hasil tersebut, pemerintah dan sekolah inklusif disarankan mengadakan pelatihan bagi guru, terutama mengenai strategi pengajaran dalam pendidikan inklusif.

This study aimed to determine the correlation between teachers' attitudes towards inclusive education and teaching strategies in inclusive elementary school teachers (n=70) and high school teachers (n=70). This quantitative study uses MATIES (Mahat, 2008) to measure the attitudes and BCSQ (Bender, 1992) to measure the teaching strategies used by teachers.

The results showed that there is a significant positive correlation between attitudes and teaching strategies in both groups. That is, the more positive the attitude of teachers towards inclusive education, the more frequent teaching strategies are used by teacher.

In addition, there was no significant difference in attitude between inclusive elementary and high school teachers. However, the elementary school teachers are known to use more variative teaching and differentiation strategies that supports inclusive education rather than high school teachers. Based on these results, government and inclusive schools are suggested to held training for teachers, especially about teaching strategies in inclusive education.