

# Hubungan antara sikap terhadap pendidikan inklusif dan strategi pengajaran guru smp negeri inklusif ditinjau dari kelompok mata pelajaran ujian nasional dan non ujian nasional = The relationship between attitude towards inclusive education and teaching strategy of inclusive public junior high school teacher based on national exam and non national exam subject group

Diva Soviana, author

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## Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan sikap terhadap pendidikan inklusif dan strategi pengajaran guru SMP Negeri Inklusif ditinjau dari kelompok mata pelajaran Ujian Nasional (n=56) dan non-Ujian Nasional (n=57). Penelitian kuantitatif ini menggunakan MATIES (Mahat, 2008) untuk mengukur sikap terhadap pendidikan inklusif dalam komponen kognitif, afektif, dan perilaku. Alat ukur BCSQ (Bender, 1992) untuk mengukur strategi pengajaran keseluruhan, individual, dan kognitif di kelas inklusif. Hasil penelitian menunjukkan adanya korelasi positif dan signifikan pada komponen perilaku (sikap) dengan strategi pengajaran keseluruhan dan individual yang dilakukan guru UN dan non--UN. Artinya, ketika kedua kelompok memiliki kesediaan untuk melakukan tindakan yang mendukung siswa berkebutuhan khusus di kelas inklusif, maka semakin sering guru menggunakan strategi pengajaran yang beragam, dan yang mengorganisasikan materi pelajaran sesuai kemampuan dan minat siswa.

Hasil perbandingan variabel sikap antara kedua kelompok guru diketahui terdapat perbedaan signifikan pada komponen afektif, yaitu guru non--UN memiliki perasaan yang cenderung positif sebaliknya guru UN memiliki perasaan yang cenderung negatif terhadap pendidikan inklusif. Perbandingan strategi pengajaran antara guru UN dan non--UN tidak ada perbedaan yang signifikan, dimana keduanya sama--sama sering menggunakan strategi pengajaran keseluruhan, individual, dan kognitif. Berdasarkan hasil tersebut, pemerintah dan sekolah inklusif disarankan mengadakan pelatihan bagi guru.

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This study aimed to determine the relationship between attitude towards inclusive education and teaching strategy of inclusive public junior high school teacher based on National Exam (n=56) and non--National Exam (n=57) subject group. This quantitative study uses MATIES (Mahat, 2008) to measure the attitude in three components: cognitive, affective, and behavior. And BCSQ uses (Bender, 1992) to measure the three types of teaching strategy: total score, individualized, and cognitive that used by teachers.

The results showed that there is a significant positive correlation for behavior component of attitude with total score and individualized teaching strategy in both groups. That is, when both groups have willingness to take action that support students with special needs in inclusive classrooms, so teachers more often use variety of teaching strategies and organizing subject matter according to ability and interest of each student. In addition, there are significant difference of affective component of attitudes between National Exam and non--National Exam subject teacher. Its mean that non--National Exam subject have more positive attitude towards inclusive besides another have more negative attitude. The comparison between both groups in

teaching strategies showed no significant difference. It means that, both groups equally often use total score, individualized, and cognitive teaching strategies in inclusive classrooms. Based on these results, government and inclusive schools are suggested to hold training for teachers.