

Hubungan antara sikap terhadap pendidikan inklusif dan strategi pengajaran guru sekolah dasar inklusif ditinjau dari lama mengajar = The relationship between teachers attitude toward inclusive education and teaching strategy among inclusive elementary schools teachers based on years of teaching experiences

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Abstrak

Keberhasilan pendidikan inklusif di Indonesia tidak hanya dipengaruhi oleh sikap melainkan juga oleh strategi pengajaran yang dilakukan oleh guru. Penelitian korelasional ini menggunakan alat ukur sikap MATIES (Multidimensional Attitude Toward Inclusive Education Scale) yang mengukur sikap berdasarkan komponennya yaitu kognitif, afektif, dan konatif serta alat ukur strategi pengajaran yaitu BCSQ (Bender Classroom Structure Questionnaire) yang memiliki tiga macam strategi pengajaran yaitu total score, strategi pengajaran individual, dan strategi pengajaran kognitif. Penelitian ini dilakukan terhadap 140 orang guru sekolah dasar inklusif di daerah Jabodetabek. Guru dikelompokkan berdasarkan lama mengajarnya yaitu kelompok guru senior dan kelompok guru junior. Analisis hasil dilakukan dengan Pearson correlation untuk melihat korelasi yang signifikan dan independent sample t-test untuk melihat perbedaan masing-masing variabel.

Hasil korelasi yang didapat menunjukkan bahwa, pada kelompok guru senior, tidak semua komponen sikap berkorelasi dengan strategi pengajaran. Di sisi lain, pada kelompok guru junior, semua komponen sikap ditemukan berkorelasi dengan semua strategi pengajaran. Hasil korelasi yang didapat berarti semakin positif suatu komponen sikap maka guru semakin sering menggunakan variasi strategi pengajaran. Terkait perbedaan sikap antara kedua kelompok, komponen sikap yang ditemukan berbeda adalah komponen kognitif. Untuk strategi pengajaran, perbedaan antara kedua kelompok terjadi pada strategi pengajaran kognitif. Hasil penelitian ini mengindikasikan adanya kebutuhan pelatihan bagi guru untuk meningkatkan sikap dan strategi pengajaran mereka.

<hr><i>The success of inclusive education in Indonesia not only affected with teachers' attitudes toward inclusive education but also with teachers teaching strategy. This correlational research is using MATIES (Multidimensional Attitudes Toward Inclusive Education Scale) which measure attitude based on cognitive, affective, and connative components. For teaching strategies, the instrument that has been used is BCSQ (Bender Classroom Structure Questionnaire) which has three kinds of teaching strategies: total score, individual instruction, and cognitive strategy instruction. This study is conducted on 140 inclusive primary school teachers in the Jabodetabek area. Teachers were grouped based on the years of teaching experiences, senior teachers group and junior teachers group. Pearson correlation is used to examine the significant correlations and independent sample t-test is used to see the difference of each variable.

The results show that in the group of senior teachers, not all of attitudes component were correlated with teaching strategies whereas, in the group of junior teachers, all components were found to be correlated with all of teaching strategies. This correlation means teachers with more positive attitudes will have a more frequent teaching strategy. For different attitudes between the two groups, cognitive component is found to be different in both groups of participants. In addition, cognitive teaching strategy is also found to be

different component between two groups. This research indicate that there is a need for teacher training in both groups to encourage their attitudes and their teaching strategies.</i>