

Hubungan antara sikap terhadap pendidikan inklusif dan strategi pengajaran guru pada SD negeri inklusif dan SD swasta inklusif = The relationship between attitudes toward inclusive education and teaching strategies of teachers in inclusive public and private primary school / Sihombing, Cahaya Murni

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Abstrak

ABSTRAK

<p>Sikap dan strategi pengajaran pada guru di sekolah inklusif memiliki pengaruh yang positif terhadap keberhasilan pendidikan inklusif. Penelitian ini dilakukan untuk menguji hubungan antara sikap dan strategi pengajaran guru. Sebanyak seratus guru yang mengajar di SD inklusif dijadikan sampel dalam penelitian ini.</p>

<p>Hasil penelitian menemukan tidak terdapat hubungan yang signifikan antara sikap dan strategi pengajaran guru di SD negeri inklusif. Di sisi lain, terdapat hubungan yang signifikan antara sikap dan strategi pengajaran guru di SD swasta inklusif. Penelitian ini juga menemukan tidak terdapat perbedaan strategi pengajaran guru di SD negeri Inklusif dan SD swasta inklusif. Sementara itu, terdapat perbedaan yang signifikan pada komponen kognitif dan afektif sikap terhadap pendidikan inklusif antara guru SD negeri inklusif dan guru SD swasta inklusif. Saran untuk penelitian selanjutnya didiskusikan dalam penelitian ini.</p>

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ABSTRACT

<p>It has been argued that attitudes and teaching strategies of teachers have positive effect on the successful implementation of inclusive education. This study was set up to examine the relationship between attitudes and teaching strategies of teachers. One hundred inclusive primary school teachers were involved in this research.</p>

<p>The results show that there is no significant correlation between attitudes and teaching strategies of teachers working in inclusive public primary school. On the other hand, it was found that teachers' attitudes in inclusive private primary school has a significant correlation with their teaching strategies. Furthermore, there is a significant difference on cognitive and affective components of attitudes between groups of teachers working in the two types of school. The study reveals that there is no a significant difference on teaching strategies between these groups. Recommendations for future research are discussed in the study.</p>