

Hubungan antara sikap terhadap pendidikan inklusif dan strategi pengajaran studi pada guru yang pernah dan belum pernah kontak langsung dengan anak berkebutuhan khusus sebelum mengajar di sekolah dasar inklusif = Relationship between attitude towards inclusive education and teaching strategy a study in teachers with and without direct contact with special needs children before teaching in inclusive primary school

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Abstrak

Pengembangan pendidikan inklusif di Jakarta meningkatkan kebutuhan akan penelitian yang meneliti faktor yang berperan dalam keberhasilan pendidikan tersebut. Peneliti tertarik untuk meneliti hubungan sikap guru terhadap pendidikan inklusif dan strategi pengajaran guru di sekolah dasar inklusif pada kelompok guru yang pernah memiliki pengalaman kontak langsung dengan anak berkebutuhan khusus sebelum mengajar di sekolah inklusif dan yang tidak pernah.

Penelitian dilakukan pada 102 guru sekolah dasar inklusif di Jakarta dan Depok. Hasil penelitian menunjukkan bahwa tidak terdapat perbedaan sikap guru dan perbedaan strategi pengajaran di antara kedua kelompok guru; namun terdapat hubungan yang signifikan antara sikap guru dan strategi pengajaran. Hal itu menunjukkan bahwa semakin positif sikap guru, semakin banyak strategi pengajaran inklusif yang digunakan guru.

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The development of inclusive education in Jakarta raises the need to study factors related to its success. This research aims to study the relationship between teachers' attitude towards inclusive education and teaching strategies among inclusive primary school teachers. Furthermore, this research also investigates the role of prior contact with special education need (SEN) students and its effect on both attitude and teaching strategies.

The study was done to 102 primary school teachers across Jakarta and Depok. The result shows no significant difference on attitude and teaching strategies among teachers who had prior contact with SEN students and teachers who hadn't. However, significant correlation was found between teachers' attitude towards inclusive education and teaching strategies, which indicates increased attitude is followed by increased number of inclusive teaching strategies used.