

Pengaruh dari strategi pengajaran guru terhadap penerimaan teman sebaya pada siswa berkebutuhan khusus di SD negeri inklusif dan SD swasta inklusif = The Effects of teacher's teaching strategy on students's peer acceptance toward disability students in inclusive public and private elementary school

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh dari strategi pengajaran guru terhadap penerimaan teman sebaya siswa normal pada siswa berkebutuhan khusus di SD negeri inklusif dan SD swasta inklusif dengan n=73 unit analisis kelas. Penelitian ini dilakukan pada 10 SD negeri inklusif dan 8 SD swasta inklusif di Jakarta, Depok dan Bogor. Penelitian ini menggunakan Bender Classroom Structure Questions Versi Indonesia (BCSQ-VI) untuk mengukur strategi pengajaran dan Peer Acceptance Scale (PAS) untuk mengukur penerimaan teman sebaya.

Hasil analisis regresi menunjukkan bahwa strategi pengajaran mempunyai pengaruh terhadap penerimaan teman sebaya siswa normal pada siswa berkebutuhan khusus di SD negeri inklusif ($R=0,342$, $p<0,05$). Hasil yang berbeda ditemukan di SD swasta inklusif, strategi pengajaran di SD swasta inklusif tidak berpengaruh secara signifikan terhadap penerimaan siswa normal pada siswa berkebutuhan khusus ($R=0,337$, $p>005$).

Hasil perbandingan strategi pengajaran di SD negeri inklusif dan SD swasta inklusif menunjukkan hasil yang tidak signifikan. Tidak ada perbedaan strategi pengajaran di SD negeri inklusif dan SD swasta inklusif. Hasil yang sama terlihat pada perbandingan penerimaan teman sebaya siswa normal terhadap siswa berkebutuhan khusus di SD negeri inklusif dan SD swasta inklusif. Tidak ada perbedaan penerimaan teman sebaya siswa normal terhadap siswa berkebutuhan khusus di SD negeri inklusif dan SD swasta inklusif.

The purpose of this study was to determine effects of teacher's strategy on students peer acceptance toward disability students in inclusive public and private elementary school with n=73 class unit class analysis. This study was conducted in 10 inclusive public elementary school and 8 inclusive private elementary school in Jakarta, Depok and Bogor. This study uses measuring instruments Bender Classroom Structure Question Version Indonesian (BCSQ) to measure teaching strategy and Peer Acceptance Scale to measure peer acceptance.

Results from regression analysis found that there is significant effect of teaching strategy on students peer acceptance in inclusive public elementary school ($R=0,342$, $p<0,05$). Different result found in inclusive private elementary school, there is no significant effect of teaching strategy on students peer acceptance in inclusive private elementary school ($R=0,337$, $p>005$).

The comparative of teaching strategy in inclusive public elementary school and inclusive private elementary school found the results no significant different. Further, the comparative of peer acceptance in inclusive public elementary school and inclusive private school found the results that no significant different.