

Hubungan antara sikap guru terhadap anak berkebutuhan khusus dan dukungan instruksional guru di Sekolah Dasar Negeri Inklusif = The correlations between teachers' attitude toward special educational needs students and teachers' instructional support in inclusive primary schools

Annisa Marhamah, author

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Abstrak

Sikap dan dukungan instruksional yang diberikan oleh guru kepada anak berkebutuhan khusus merupakan faktor penting dalam keberhasilan pendidikan inklusif. Penelitian ini bertujuan 1 untuk melihat hubungan antara sikap dan dukungan instruksional guru, dan 2 melihat dukungan instruksional pemahaman konten, analisis pemecahan masalah, dan kualitas umpan balik seperti apa yang diberikan guru.

Penelitian ini merupakan penelitian kuantitatif dan kualitatif. 40 guru SDN Inklusif diminta mengisi kuesioner MATIES_VI, dan kuesioner dukungan instruksional, dan mengikuti proses perekaman video. Hasil penelitian menunjukkan adanya hubungan signifikan antara sikap dan dukungan instruksional guru terhadap anak berkebutuhan khusus. Artinya, semakin positif sikap guru terhadap anak berkebutuhan khusus maka semakin tinggi dukungan instruksional yang diberikan oleh guru kepada anak berkebutuhan khusus ketika proses belajar mengajar di kelas inklusif.

Hasil observasi melalui rekaman video menunjukkan bahwa komponen pemahaman konten dari dukungan instruksional sering diberikan oleh guru ketika proses belajar mengajar di kelas inklusif, daripada kedua komponen dukungan instruksional lainnya analisis pemecahan masalah dan kualitas umpan balik. Penelitian ini menyarankan adanya pelaksanaan pelatihan pendidikan inklusif bagi guru secara berkelanjutan, terutama pada pemberian dukungan instruksional guru.

Teachers' attitudes and teachers' instructional support to special educational needs SEN students is one of the important factors in the success of inclusive education. The purposes of this research were 1 to examine the relationship between teachers' attitude and their instructional support, and 2 to examine teachers' instructional support content understanding, analysis problem solving, and quality of feedback given in the class.

This research were quantitative and qualitative study. 40 primary school teachers were given MATIES VI scale, and instructional support questionnaire, and involved in video recording.

The results have revealed that there is a significant correlations between teachers' attitudes and their instructional support towards SEN students. It means that the more positive the teachers' attitude towards SEN student, the higher the instructional support given in inclusive classrooms.

The observation revealed that the content understanding of the teachers' instructional support is frequently given by the teachers when teaching in inclusive classrooms, rather than the two other components of the teachers' instructional support analysis problem solving, and quality of feedback . This study suggest the implementation of sustained training programs on inclusive education for teachers, especially providing instructional support.