

Hubungan antara sikap guru terhadap pendidikan inklusif dan dukungan emosional guru di SD Negeri inklusif = The correlation between teachers' attitudes towards inclusive education and their emotional supports in public primary inclusive school

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Abstrak

Pelaksanaan pendidikan inklusif merupakan sebuah tantangan bagi guru karena guru harus dapat mengakomodasi kebutuhan belajar siswa reguler dan siswa berkebutuhan khusus. Penelitian ini bertujuan untuk mengetahui hubungan antara sikap terhadap pendidikan inklusif dan dukungan emosional guru, serta memperoleh gambaran dukungan emosional guru di SD Negeri inklusif Depok N = 40.

Penelitian ini dilakukan dengan metode kuantitatif dan kualitatif. Metode kuantitatif menggunakan MATIES VI dan kuesioner dukungan emosional, sedangkan metode kualitatif dengan observasi melalui rekaman video.

Hasil penelitian menemukan adanya hubungan yang signifikan antara sikap guru terhadap pendidikan inklusif dan dukungan emosional guru. Diketahui pula bahwa perilaku dukungan emosional guru yang lebih sering muncul yaitu pada dimensi iklim positif.

The implementation of inclusive education creates challenges for teachers who have to be able to accommodate learning needs of students with and without special educational needs SEN . The aims of this study were to investigate the correlation between teachers rsquo attitudes towards inclusive education and their emotional supports and to obtain the overview of teachers rsquo emotional supports on public primary inclusive schools in Depok N 40.

This study were conducted by quantitative and qualitative methods. Quantitative method using the MATIES VI and the emotional supports scale, and qualitative method using observation with video recording.

This study revealed that teachers rsquo attitudes towards inclusive education were related to their emotional supports. It was also found that teachers more frequently provide emotional supports on positive climate dimension.