

Interaksi sosial siswa berkebutuhan khusus dengan teman sebaya di kelas inklusif: hubungan antara sikap guru terhadap pendidikan inklusif dan strategi guru = Social interaction between special education need students and peers in inclusive classroom relationship between teacher s attitudes towards inclusive education and teachers strategy

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Abstrak

Penelitian ini bertujuan untuk mengukur sikap guru terhadap pendidikan inklusif dan penggunaan strategi yang efektif dalam mendukung interaksi sosial siswa berkebutuhan khusus dan teman sebaya. Partisipan dalam penelitian ini terdiri dari 40 orang guru yang berasal dari sekolah dasar negeri inklusif di Depok. Partisipan diberikan dua buah kuesioner, masing-masing mengukur sikap guru dan strategi guru dalam interaksi sosial siswa berkebutuhan khusus dan teman sebaya. Observasi melalui video dilakukan untuk melihat strategi apa sajakah yang digunakan oleh guru dalam mendukung interaksi sosial tersebut. Hasil penelitian menunjukkan bahwa guru memiliki sikap positif dan penggunaan strategi yang tinggi dalam mendukung interaksi sosial siswa berkebutuhan khusus dan teman sebaya. Hasil penelitian juga menunjukkan bahwa terdapat hubungan yang signifikan antara sikap dan strategi guru tersebut. Hasil perhitungan analisa multiple regression menunjukkan bahwa setiap komponen sikap kognitif, afektif, dan perilaku, dapat memprediksi secara signifikan varians strategi guru dengan persentase yang cukup besar. Data yang berasal dari analisa rekaman video menunjukkan bahwa terdapat sedikit penggunaan strategi oleh guru. Pelatihan guru mengenai siswa berkebutuhan khusus dan keterampilan penggunaan strategi direkomendasikan untuk mendukung guru dalam menghadapi setting pendidikan inklusif.

This study is aimed to measure teachers' attitudes towards inclusive education, and their usage of effective strategies in supporting special education needs students and peer's interaction. Participants of this study were forty classroom teachers, drawn from inclusive primary schools in Depok. Teachers responded to two questionnaires, indicating their attitudes towards inclusive education, and the questionnaire focused on the teachers' strategies supporting special education needs students and peer's social interaction. Observation using video recording was carried out in order to capture what strategies teachers used in facilitating interaction amongst student in the classroom.

The results revealed that teachers held positive attitudes towards inclusive education, also have high score on using their strategies. The results also showed the strong correlation between teachers' attitudes and their strategies. The results of multiple regression calculation showed that each component of attitudes cognitive, affective, and behavioral can significantly predict the variance of teachers' strategies with a considerable percentage. The data taken from the video recording analysis, however indicated that teachers used less effective strategies to support interaction. Teachers' training covering knowledge about SEN students and skills on teaching strategies are recommended to support teachers for better practices in an inclusive educational setting.