

Pendidikan inklusif di Sekolah Dasar: hubungan antara sikap guru terhadap pendidikan inklusif dan manajemen kelas = Inclusive education in primary school: the relationship between teacher's attitudes towards inclusive education and classroom management

Mira Maulia, author

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Abstrak

Pendidikan inklusif menuntut guru untuk berinteraksi tidak hanya dengan siswa reguler namun juga siswa berkebutuhan khusus. Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan antara sikap guru terhadap pendidikan inklusif dan manajemen kelas, serta mendapatkan gambaran manajemen kelas seperti apa yang dilakukan guru di kelas inklusif. Sejumlah 40 guru kelas dari delapan Sekolah Dasar Negeri Inklusif di Depok terlibat dalam penelitian ini. Sikap guru terhadap pendidikan inklusif diukur menggunakan MATIES-VI dan manajemen kelas diukur melalui alat ukur manajemen kelas. Untuk melihat perilaku manajemen kelas guru, dilakukan observasi melalui video rekaman.

Hasil penelitian menunjukkan bahwa terdapat hubungan signifikan antara sikap guru terhadap pendidikan inklusif dan manajemen kelas dengan nilai korelasi r sebesar $0,475$? $< 0,01$. Sementara hasil observasi memperlihatkan bahwa perilaku manajemen kelas guru lebih sering muncul pada dimensi format pembelajaran.

Inclusive education requires teachers to interact not only with regular students but also special educational need SEN student. This study aims to determine whether there is a relationship between the teachers rsquo attitudes towards inclusive education and classroom management, and also get an overview about classroom management that teachers actually do in inclusive classroom. 40 teachers from eight Inclusive Public Primary School in Depok has been willing to engage in this research. The attitude of teachers towards inclusive education is measured using the MATIES VI and classroom management is measured by classroom management instrument. To view the teachers rsquo classroom management, observations was done through the video footage.

The results showed that there is a significant relationship between the teachers rsquo attitude towards inclusive education and classroom management with a value of correlation r of $0,475$ at $0,002$ significance $0,01$. While the results of observations show that teachers rsquo classroom management behavior occurred more frequently in learning format dimension.