

Pengaruh keterlibatan orang tua terhadap prestasi akademik siswa dimediasi oleh keterampilan sosial siswa berkebutuhan khusus di sekolah dasar inklusif = The effect of parental involvement on students academic achievement mediated by social skills of students with special education needs sen in inclusive primary schools

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Abstrak

ABSTRAK

Penelitian ini bertujuan untuk menguji model teoritik pengaruh mediasi keterampilan sosial siswa pada pengaruh keterlibatan orang tua terhadap prestasi akademik siswa berkebutuhan khusus di sekolah dasar inklusif. Prestasi akademik siswa diukur dengan menggunakan Scale of Perceived Academic Achievement SPAA dan skala kompetensi akademik dari alat ukur Social Skills Improvement System SSIS . Keterlibatan orang tua diukur dengan menggunakan alat ukur Family Involvement Questionnaire FIQ . Keterampilan sosial diukur dengan menggunakan skala keterampilan sosial parents dan teachers form dari alat ukur SSIS. Partisipan dalam penelitian ini adalah orang tua dari siswa berkebutuhan khusus di sekolah dasar inklusif N=365 dan guru kelas N=210 yang mengajar siswa berkebutuhan khusus di sekolah dasar negeri dan swasta inklusif di lima wilayah Kota DKI Jakarta. Hasil penelitian menunjukkan bahwa keterampilan sosial memediasi pengaruh keterlibatan orang tua terhadap prestasi akademik siswa berkebutuhan khusus di sekolah dasar inklusif. Hasil ini menunjukkan bahwa keterlibatan orang tua memengaruhi prestasi akademik siswa melalui keterampilan sosial yang dimiliki siswa berkebutuhan khusus di sekolah dasar inklusif. Akan tetapi keterampilan sosial hanya memediasi secara parsial, yakni keterlibatan orang tua tetap kuat dan signifikan memengaruhi prestasi akademik siswa berkebutuhan khusus di sekolah dasar inklusif. Hasil penelitian ini menyarankan agar keterlibatan orang tua dan keterampilan sosial siswa menjadi fokus utama pihak sekolah dalam meningkatkan dan mengoptimalkan prestasi akademik siswa berkebutuhan khusus di sekolah dasar inklusif.

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ABSTRACT

The aim of this study was to examine the theoretical model of mediation of students rsquo social skills on the effect of parental involvement on academic achievement of students with SEN in inclusive primary schools. Students rsquo academic achievement was measured by Scale of Perceived Academic Achievement SPAA and academic competence scale of Social Skills Improvement System SSIS . Parental involvement was measured by Family Involvement Questionnaire FIQ . Students rsquo social skills was measured by social skills scale parents and teachers form of SSIS. Participants in this study were parents of students with SEN in inclusive primary schools N 365 and classroom teachers N 210 who taught students with SEN in public and private primary inclusive schools in five areas of DKI Jakarta Province. The results showed that social skills mediate the effect of parental involvement on academic achievement of students with SEN in inclusive primary schools. These results indicated that parental involvement affects academic achievement of students with SEN in inclusive primary schools through students rsquo social skills. However, social skills only mediate partially, it means that parental involvement remains strong and significantly affect the

academic achievement of students with SEN in inclusive primary schools. These findings suggest that parental involvement and students' social skills should be the primary focus of the school personnel in order to improve and optimize the academic achievement of students with SEN in inclusive primary schools.