

Hubungan antara keterampilan kerjasama dan kualitas pertemanan pada anak berkebutuhan khusus di sekolah dasar inklusif = The relationship between cooperation skills and quality of friendship in children with special needs in inclusive primary school

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Abstrak

Fenomena bullying pada anak berkebutuhan khusus di sekolah dasar inklusif cukup mengawatirkan. Hal tersebut dapat disebabkan karena kurangnya keterampilan kerjasama yang dimiliki anak berkebutuhan khusus. Keterampilan kerjasama diasumsikan memiliki hubungan dengan kualitas pertemanan pada anak berkebutuhan khusus. Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat hubungan antara keterampilan kerjasama dan kualitas pertemanan pada anak berkebutuhan khusus di sekolah dasar inklusif. Penelitian yang bersifat korelasional ini menggunakan sampel anak berkebutuhan khusus yang bersekolah di sekolah dasar inklusif negeri maupun swasta dengan rentang usia middle childhood atau 6-12 tahun sebanyak 108 partisipan. Instrumen penelitian yang digunakan adalah Social Skills Improvement System Gresham Elliot, 2008 dan Friendship Quality Questionnaire Parker Asher, 1993.

Hasil analisis korelasional keterampilan kerjasama dan kualitas pertemanan menunjukkan hubungan yang positif dan signifikan. Dengan kata lain, semakin tinggi keterampilan kerjasama anak berkebutuhan khusus, maka akan semakin tinggi pula kualitas pertemanan yang dimiliki. Selain itu, terdapat perbedaan yang signifikan pada keterampilan kerjasama dan kualitas pertemanan berdasarkan jenis kelamin. Hasil analisis menunjukkan bahwa anak perempuan memiliki keterampilan kerjasama dan kualitas pertemanan yang lebih tinggi daripada anak laki-laki. Orang tua dan guru di sekolah dasar inklusif disarankan untuk mengembangkan keterampilan kerjasama guna meningkatkan kualitas pertemanan anak berkebutuhan khusus.

.....The rate of bullying against children with special needs in inclusive primary schools is highly alarming. Children with special needs are at greatest risk of being bullied because they typically lack of cooperation skills. It is assumed that cooperation skills would determine the quality of friendship in children with special needs. The purpose of this study is to examine whether there is a correlation between cooperation skills and the quality of friendship in children with special needs in inclusive primary schools. This correlational study used a sample of children with special needs who attend inclusive primary schools. They were in middle childhood, aged 6 to 12 years. In total, 108 participants were involved for this study. Social Skills Improvement System Gresham Elliot, 2008 and Friendship Quality Questionnaire Parker Asher, 1993 were used as research instruments.

The findings of this study indicate that there is a positive and significant correlation between cooperative skills and the quality of friendship in children with special needs. In other words, it appears that higher cooperation skills lead to a high quality friendship in special needs children. Moreover, this study found that cooperation skills and the quality of friendship in special needs children would vary significantly by gender. Girls reported to have better cooperation skills, thus having a higher quality of friendship than boys. The results advocate that developing cooperation skills for children with special needs is important because it helps them build friendships in an inclusive environment. They provide an insight to parents and teachers in

inclusive primary schools that these cooperations skills should be reinforced to maintain quality of friendship in children with special needs.