

Pelatihan Sekolah Ramah Inklusi (SERASI) untuk menumbuhkan sikap positif siswa reguler terhadap siswa berkebutuhan khusus = Sekolah ramah inklusi (SERASI) training in improving regular students positive attitude toward students with special educational needs

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Abstrak

ABSTRAK

Penelitian ini bertujuan mengukur efektivitas dari pelatihan Sekolah Ramah Inklusi (SERASI) untuk menumbuhkan sikap positif siswa reguler terhadap Siswa Berkebutuhan Khusus (SBK) di sekolah dasar inklusif. Pelatihan SERASI didasarkan pada model sikap Triandis (1971) yang meliputi 3 komponen: kognitif, afektif, dan perilaku. Penelitian kuasi-eksperimental dengan *pre- and post-nonequivalent control group* dirancang untuk melihat efektivitas pelatihan. Sebanyak 81 siswa berpartisipasi di dalam penelitian ini. Partisipan dibagi ke dalam kelompok kontrol (N = 48) dan kelompok eksperimen (N = 33). Kelompok eksperimen diberikan enam sesi pelatihan mengenai disabilitas. Materi pelatihan mengangkat topik mengenai disabilitas secara umum, disabilitas fisik, gangguan sensorik, disabilitas intelektual, kesulitan belajar dan autisme. Untuk mengukur efek dari pelatihan, *Chedoke-McMaster Attitudes Towards Children With Handicaps (CATCH)* digunakan untuk mengukur sikap siswa reguler dalam tiga kali pengukuran: sebelum pelatihan, sesaat setelah pelatihan, dan tiga bulan setelah pelatihan. Uji statistik T-test digunakan untuk menganalisa dampak pelatihan SERASI pada sikap siswa reguler terhadap SBK. Hasil menunjukkan bahwa tidak ada perbedaan sikap yang signifikan antara sebelum (M=50.48, SD=3.76) dan setelah (M=49.67, SD=4.54) pelatihan SERASI, $t(32)=1.092$, $p=0.283$ dan tiga bulan setelah pelatihan, $t(32)=0.910$, $p=0.37$. Selain itu, tidak ada pula perbedaan perubahan sikap baik sebelum dan setelah pelatihan antara kelompok eksperimen dan kelompok kontrol, $t(32)=1.092$, $p=0.283$, dan tiga bulan setelah pelatihan $t(32)=0.910$, $p=0.37$. Hasil penelitian ini menunjukkan bahwa pelatihan SERASI belum efektif dalam menumbuhkan sikap positif siswa reguler terhadap SBK.

ABSTRACT

This research aims to investigate the effectiveness of Sekolah Ramah Inklusi (SERASI) training in improving regular students' positive attitude toward students with Special Educational Needs (SEN) in primary inclusive school. SERASI training is based on the Triandis model of attitudes which includes 3 components: cognitive, affective and behavioral. A quasi-experimental with *pre- and post-nonequivalent control group* was designed to examine the effectiveness of SERASI training. A total of 81 students participated in this study. Participants were divided into a control (n = 48) and an experimental group (n = 33). The experimental group attended six training sessions that spread in three-days. The training material covering topics about disabilities in general, physical disabilities, sensory disabilities, intellectual disabilities, learning difficulties, and autism. To establish the effect of the training program, *Chedoke-McMaster Attitudes Towards Children With Handicaps (CATCH)* were used to measure regular students'

attitude at three moments: prior to the training, immediately after the training and three months after the training. A T-test was conducted to examine the impact of SERASI training to regular students' attitude toward students with SEN. The result shows that there was no significant difference between before (M=50.48, SD=3.76) and after (M=49.67, SD=4.54) the SERASI training $t(32)=1.092$, $p=0.283$, and three months after the training $t(32)=0.910$, $p=0.37$. Additionally, there was no significant difference between experimental and control group before to after training, $t(32)=1.092$, $p=0.283$, and three months after training, $t(32)=0.910$, $p=0.37$. Thus, the result did not suggest that SERASI training was an effective practice in promoting students' positive attitude toward students with SEN.