

## Pelatihan sekolah ramah inklusi (SERASI) untuk menumbuhkan sikap positif terhadap pendidikan inklusif pada guru Sekolah Dasar = Sekolah ramah inklusi (SERASI) training program in improving the positive attitude towards inclusive education for primary school teachers

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### Abstrak

Penelitian ini bertujuan untuk mengukur efektivitas program pelatihan Sekolah Ramah Inklusi (SERASI) untuk menumbuhkan sikap positif terhadap pendidikan inklusif pada guru sekolah dasar. Desain penelitian ini adalah *within-subject one group pretest posttest design*. Partisipan dari penelitian ini adalah guru sekolah dasar yang mengajar di kelas inklusif (n=19). Program pelatihan SERASI berlangsung selama 7 jam dengan topik siswa berkebutuhan khusus, pendidikan inklusif dan strategi mengajar *collaborative learning*. Modul pelatihan dirancang berdasarkan rekomendasi dari penelitian terdahulu, analisis kebutuhan dan studi literatur. Sebagai langkah untuk mengetahui efektivitas program pelatihan SERASI, sikap guru diukur dengan menggunakan alat ukur the Multidimensional Attitudes Toward Inclusive Education Scale (MATIES) oleh Mahat (2008) dan diadaptasi oleh Kurniawati (2014). Alat ukur MATIES diukur sebanyak tiga kali, yaitu sebelum, sesaat setelah program pelaksanaan dan 3 bulan setelah program pelatihan SERASI dilaksanakan. Hasil menunjukkan bahwa tidak ada perbedaan signifikan pada sikap guru terhadap pendidikan inklusif. Hasil rata-rata skor menunjukkan bahwa rata-rata skor MATIES mengalami peningkatan pada *post-test* 1 dan *post-test* 2 bila dibandingkan dengan hasil *pre-test*. Berdasarkan hasil penelitian diketahui bahwa sikap guru sebelum pelaksanaan telah tergolong positif terhadap pendidikan inklusif. Berdasarkan hasil penelitian, terdapat beberapa faktor, seperti jumlah siswa berkebutuhan khusus, pengalaman mengajar, usia, *teacher self efficacy* dan dukungan sekolah yang tampaknya memengaruhi hasil penelitian ini. Temuan pada penelitian ini memberikan saran atau rekomendasi kepada peneliti selanjutnya untuk melakukan penguatan atau *follow up* setelah pelaksanaan program dan mempertimbangkan penggalan data melalui observasi dan wawancara. Saran tersebut bertujuan untuk mendapatkan gambaran sikap guru terhadap pendidikan inklusif yang lebih detail dan mendalam.

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This study aimed to examine the effectiveness of Sekolah Ramah Inklusi (SERASI) training program in improving the teachers` attitude towards inclusive education. A *within-subject one group pretest-posttest design* was designed in this study. SERASI training program was developed for the primary teachers in inclusive school (n=19). SERASI training program consisted of a 7 hours face-to-face training session comprising topics such as disability, inclusive education, and teaching strategies collaborative learning. Training` module was designed based on the recommendation from previous studies, need analysis and study literature. In order to know the effects of the SERASI training program, the teachers` attitude was measured using the Multidimensional Attitudes Toward Inclusive Education Scale (MATIES) by Mahat (2008) and adapted by Kurniawati (2014). The MATIES were measured at three moments, before, immediately after and 3 months after the training program was performed. The outcomes of MATIES revealed that there are no significant differences in the teachers` attitude towards inclusive education. The

means score showed that the post-test 1 and post-test 2 is increasing from the pre-test. Based on the result, the teacher already had a positive attitude toward inclusive education before joined on SERASI training. The results also show some factor, such as the number of student with special education need, teaching experience, age, teacher self-efficacy and schools` support influence this result. These findings suggest that the future researcher also can consider about follow up after the training program was performed and conducted observation and interview the participant to know clearly and deeply about the teachers` attitude. This recommendation aimed to know teacher` attitude towards inclusive education more clearly.