

Psikoedukasi "Aku Peduli" dalam meningkatkan pengetahuan tentang anak berkebutuhan khusus dan pendidikan inklusif pada orang tua anak eeguler di TK. Inklusif = Psychoeducation "Aku Peduli" in increasing knowledge about special needs children and inclusive education of parent with typical children at Inclusive Kindergarten.

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Abstrak

ABSTRAK

Penelitian ini bertujuan untuk menguji efektivitas psikoedukasi "AKU PEDULI" dalam meningkatkan pengetahuan tentang anak berkebutuhan khusus dan pendidikan inklusif pada orang tua anak reguler di TK. Inklusif. Penelitian ini menggunakan metode kuantitatif dengan desain penelitian berupa pre-test and post-test design. Penelitian diikuti oleh enam orang partisipan yang merupakan ibu dari anak reguler berusia 28-34 tahun yang dipilih melalui accidental sampling. Karakteristik partisipan yakni orang tua dari anak reguler yang bersekolah di TK. Inklusif dan memiliki latar belakang pendidikan minimal tingkat SLTA. Materi psikoedukasi yang diberikan terdiri atas dua topik yakni anak berkebutuhan khusus dan pendidikan inklusif. Pengetahuan partisipan diukur menggunakan kuesioner. Data yang diperoleh, diuji menggunakan Wilcoxon signed rank test. Analisa statistik menunjukkan psikoedukasi "AKU PEDULI" tidak signifikan meningkatkan pengetahuan tentang anak berkebutuhan khusus dan pendidikan inklusif pada orang tua anak reguler di TK. Inklusif. Walaupun demikian, berdasarkan action plan yang dibuat partisipan dalam psikoedukasi "AKU PEDULI" menunjukkan adanya kesadaran orang tua anak reguler terkait keterlibatan yang dapat dilakukan orang tua anak reguler untuk menjalankan perannya di TK Inklusif. Program psikoedukasi dalam penelitian ini dapat digunakan sebagai intervensi oleh TK Inklusif dalam mensosialisasikan pendidikan inklusif kepada orang tua siswa. Disarankan menggunakan metode wawancara dan observasi untuk mengukur pengetahuan partisipan sebelum dan setelah psikoedukasi.

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ABSTRACT

This study aims to examine the effectiveness of psychoeducation "AKU PEDULI" in increasing knowledge about children with special needs and inclusive education for parents of regular children in Inclusive Kindergarten. This study used a quantitative method with a research design of pre-test and post-test design. The study was attended by six participants who were mothers of regular children aged 28-34 years who were selected through accidental sampling. Characteristics of participants are parents of regular children who attend Inclusive Kindergarten and have a minimum educational background at the high school level. The psychoeducation material consists of two topics, which are children with special needs and inclusive education. Participant's knowledge is measured by quastionnaire. Collected data were tested using the Wilcoxon signed rank test. Statistical analysis shows psychoeducation "AKU PEDULI" did not significantly increase knowledge about children with special needs and inclusive education for parents of regular children in Inclusive Kindergarten. However, based on the action plan made by participants in psychoeducation "AKU PEDULI" shows the awareness of regular parents of children regarding the involvement that regular parents can take to carry out their roles in Inclusive Kindergarten. The psychoeducation program in this

study can be used as an intervention by Inclusive Kindergarten in disseminating inclusive education to parents. It is suggested to use interview and observation methods to measure participants' knowledge before and after psychoeducation.