

Pelatihan mengenal siswa berkebutuhan khusus untuk menumbuhkan sikap positif calon guru paud dalam konteks pendidikan inklusif = Training of recognizing student with special needs to cultivate positive attitudes pre-service teachers of early childhood education in inclusive education context

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Abstrak

Penelitian ini bertujuan untuk mengukur efektivitas pelatihan mengenal siswa berkebutuhan khusus dalam menumbuhkan sikap positif calon guru PAUD dalam konteks pendidikan inklusif. Penelitian ini menggunakan within-subject one group pretest posttest design. Partisipan penelitian adalah mahasiswa PG-PAUD semester 7 di salah satu universitas di Jakarta (n=19). Pelatihan berlangsung selama 675 menit dengan topik anak berkebutuhan khusus dan pendidikan inklusif. Modul pelatihan dirancang berdasarkan hasil studi literatur, landasan teori, dan analisis kebutuhan. Sebagai langkah untuk mengetahui efektivitas program pelatihan, sikap calon guru diukur menggunakan Multidimensional Attitudes Toward Inclusive Education Scale (MATIES). Hasil uji signifikansi Wilcoxon Signed Rank menunjukkan bahwa terdapat perbedaan yang signifikan pada sikap calon guru setelah pelaksanaan pelatihan (p=0,004). Terdapat beberapa faktor yang dapat menjelaskan efektivitas pelatihan dalam menumbuhkan sikap positif, diantaranya dilihat dari sudut pandang pembentukan sikap, strategi mengubah sikap, dan penggunaan experiential learning Kolb. Berdasarkan hasil uji statistik juga diketahui bahwa tidak terdapat perbedaan skor sikap yang signifikan setelah tiga minggu pelaksanaan pelatihan (p=0,219). Faktor yang diduga menyebabkan belum efektifnya pelatihan dalam mempertahankan sikap positif calon guru diantaranya berkurangnya paparan terhadap anak berkebutuhan khusus setelah pelatihan, tidak diterapkannya strategi partisipasi aktif secara penuh selama pelatihan, dan proses penerapan daur belajar Kolb yang kurang ajeg. Temuan pada penelitian ini memberikan saran kepada peneliti selanjutnya untuk memberikan penguatan setelah pelaksanaan pelatihan.

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This study aimed to examine the effectiveness training of recognizing student with special needs in fostering positive attitudes pre-service teachers of early childhood education in inclusive education context. A within-subject one group pretest posttest was designed in this study. Training was developed for the semester 7 pre-service teachers of early childhood education program at one of the universities in Jakarta (n=19). Training consisted of a 675 minutes face to face training session comprising topics such as children with special needs and inclusive education. Training module was designed based on literature studies, the theoretical foundation, and need analysis. In order to know the effects of the training program, the pre-service teachers attitude was measured using the Multidimensional Attitudes Toward Inclusive Education Scale (MATIES). Wilcoxon Signed Rank significance test revealed that there are significant differences in the preservice teachers attitude after training (p=0,004). There are several factors that can explain the effectiveness of training in fostering positive attitude, such as aspects of attitude formation,

strategies to change attitudes, and the Kolbs experiential learning approach. The results of statistical tests also revealed that there are no significant differences in the pre-service teachers attitude after three weeks of training ($p = 0.219$).

Factors that might have caused the ineffectiveness of training in maintaining positive attitude, such as reduced exposure to children with special needs after the training, not implementing a full active participation strategy during training, and the lack of steady implementation of the Kolb learning cycle. These findings suggest that the future researcher also can consider to conduct strengthening after training program was performed.