

Peran sikap guru dalam memoderasi hubungan dukungan emosional guru dan keterampilan sosial siswa berkebutuhan khusus di sekolah dasar inklusif = The role of teacher attitudes in moderating the relationship of teachers' emotional support and social skills of students with special needs in inclusive primary schools

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Abstrak

Pelaksanaan pendidikan inklusif memberikan manfaat pada siswa berkebutuhan khusus untuk bisa mengembangkan keterampilan sosialnya guna mendukung proses belajarnya. Dukungan emosional guru memiliki peran penting untuk mengembangkan keterampilan sosial siswa, namun kedua hal tersebut akan semakin kuat hubungannya apabila guru memiliki sikap yang positif terhadap pendidikan inklusif. Penelitian ini bertujuan untuk melihat peran sikap guru terhadap pendidikan inklusif memoderasi hubungan dukungan emosional guru dan keterampilan sosial siswa berkebutuhan khusus di sekolah dasar inklusif (N = 374).

Penelitian ini dilakukan dengan metode kuantitatif. Alat tes yang digunakan adalah Multidimensional Attitudes toward Inclusive Education Scale Versi Indonesia (MATIES VI) untuk mengukur sikap guru, kuesioner dukungan emosional guru, dan Social Skills Improvement System (SSIS) form guru untuk keterampilan sosial siswa berkebutuhan khusus. Hasil penelitian menemukan bahwa setiap komponen sikap guru tidak signifikan memoderasi hubungan dukungan emosional guru dan keterampilan sosial siswa berkebutuhan khusus.

*The implementation of inclusive education benefits students with special needs to be able to develop their social skills to support their learning process. Teacher emotional support has an important role in developing students social skills, but the two things will be stronger if the teacher has a positive attitude towards inclusive education. This study aims to look at the role of teacher attitudes towards inclusive education moderate the relationship between teacher emotional support and social skills of students with special needs in inclusive primary schools (N = 374).*

This research was conducted by quantitative methods. The test instrument used is the Multidimensional Attitudes toward the Indonesian Version of Inclusive Education Scale (MATIES VI) to measure teacher attitudes, teacher emotional support questionnaires, and the Social Skills Improvement System (SSIS) teacher form for social skills of students with special needs. The results found that each component of the teachers attitude did not significantly moderate the relationship between the emotional support of the teacher and the social skills of students with special needs.