

Program SERASI dalam Meningkatkan Intensi Menolong Saksi Sebaya dalam Situasi Perundungan terhadap Siswa Berkebutuhan Khusus = Intervention Programme SERASI in Improving Peer Bystanders Helping Behavior Intention in Bullying Situation toward Special Need Students.

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Abstrak

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah program SERASI (Sekolah Ramah Inklusi) sebagai program pencegahan perundungan dapat meningkatkan intensi menolong saksi sebaya (peer bystander) dalam situasi perundungan terhadap siswa berkebutuhan khusus di sekolah dasar inklusif. Program SERASI terdiri dari dua komponen yaitu komponen disability awareness dan bullying awareness. Sembilan belas partisipan mengikuti program selama tiga hari dalam enam sesi. Materi program mencakup topik tentang pendidikan inklusif, disabilitas, simulasi disabilitas, perundungan, peran dalam situasi perundungan, pentingnya peran saksi dan strategi untuk menolong korban perundungan. Penelitian ini merupakan penelitian ekperimental-kuasi dengan desain within-subject. Pengukuran dilakukan sebanyak tiga kali, yaitu sebelum (pre-test), sesudah (post-test), dan tiga bulan setelah (post post-test) pelaksanaan program SERASI. Hasil analisis statistik paired sample t-test menunjukkan bahwa tidak terdapat peningkatan yang signifikan pada intensi menolong saksi sebaya setelah mengikuti program SERASI (M pre-test = 3.495; M post-test = 3.547; t = .845; df = 18; p = 0.409) maupun tiga bulan setelah mengikuti program SERASI (M post-test = 3.547; M post post-test = 3.511; t = -.481; df = 18; p = 0.636). Hasil ini menunjukkan bahwa program SERASI belum dapat meningkatkan intensi menolong saksi sebaya (peer bystander) dalam situasi perundungan terhadap siswa berkebutuhan khusus.

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ABSTRACT

This study aims to investigate whether the SERASI (Sekolah Ramah Inklusi) programme as a bullying prevention programme can improve peer bystander's helping intention in bullying situation towards special educational needs students in inclusive school. The SERASI programme consists of disability awareness part and bullying awareness part. Nineteen participants participated for three days in six sessions. Training material covered topics about inclusive education, disabilities, simulations, bullying, role in bullying situations, the importance of bystander roles, and strategies to support bullying victims. This research is a quasi-experimental research with a within-subject design. Measurement carried three times, at before (pre-test), immediately after (post-test), and three months after (post post-test) implementation of SERASI programme. Results of statistical analysis using paired sample t-test showed no significant improvement in peer bystander's helping intention after participated in the SERASI programme (M pre-test = 3.495; M post-test = 3.547; t = .845; df = 18; p = 0.409) three months after the programme (M post-test = 3.547; M post post-test = 3.511; t = -.481; df = 18; p = 0.636). These results indicate that the SERASI programme has not been proven effective in improving peer bystander's helping intention in bullying situation towards special educational needs students in inclusive school.