

# Sikap terhadap pendidikan inklusif: Studi komparatif antara Guru SD Inklusif dan Guru SDLB = Attitude towards inclusive education: A comparative study between Inclusive and Special Elementary School Teachers

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## Abstrak

Penelitian ini bertujuan untuk mengetahui perbedaan sikap antara guru sekolah dasar inklusi dan Guru SDLB tentang pendidikan inklusi. Data dikumpulkan dengan menggunakan kuesioner MATIES (Mahat, 2008) yang telah diadaptasi ke dalam bahasa Indonesia untuk mengukur sikap guru. Analisis hasil penelitian menggunakan independent t-test menunjukkan bahwa guru Sekolah dasar inklusif umumnya memiliki sikap yang lebih positif, perbedaan yang signifikan melihat komponen kognitif dengan  $t(118) = 7,06, p < 0,001$ . Selanjutnya, komponen afektif menunjukkan kecenderungan ke arah positif tanpa perbedaan yang signifikan [ $t(118) = 0,91, p = 0,37$ ], dan komponen konatif (perilaku) guru SD inklusi lebih besar positif pada pendidikan inklusi dengan  $t(118) = 3,43, p < 0,05$ . Selain itu ditemukan korelasi negatif yang signifikan antara komponen konatif dan lama mengajar guru pada kelompok guru SD inklusi [ $r(59) = -0,26, p < 0,05$ ]. Rekomendasi untuk penelitian Langkah selanjutnya adalah memasukkan observasi dan wawancara dalam metode penerimaan data.

.....This study aims to determine the differences in attitudes between inclusive elementary school teachers and SDLB teachers about inclusive education. Data were collected using the MATIES questionnaire (Mahat, 2008) which has been adapted into Indonesian to measure teacher attitudes. Analysis of the results of the study using independent t-test showed that inclusive elementary school teachers generally had a more positive attitude, a significant difference seeing the cognitive component with  $t(118) = 7.06, p < 0.001$ . Furthermore, the affective component showed a positive trend without a significant difference [ $t(118) = 0.91, p = 0.37$ ], and the conative component (behavior) of inclusive elementary school teachers was more positive in inclusive education with  $t(118) = 3.43, p < 0.05$ . In addition, a significant negative correlation was found between the conative component and the length of teacher teaching in the inclusive elementary school teacher group [ $r(59) = -0.26, p < 0.05$ ]. Recommendations for research The next step is to include observations and interviews in the data collection method.