

Peran strategi dan sikap guru sebagai mediator dalam hubungan antara dukungan sekolah untuk pelaksanaan pendidikan inklusif dan penerimaan teman sebaya di madrasah ibtidaiyah = The role of teachers' strategies and attitudes as mediators in the relationship of school support for inclusive education and peer acceptance in madrasah itidaiyah.

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Abstrak

Penelitian ini berfokus pada peran mediasi strategi dan sikap guru terhadap hubungan dukungan sekolah untuk pelaksanaan pendidikan inklusif dengan penerimaan anak berkebutuhan khusus di madrasah ibtidaiyah inklusif. Partisipan dalam penelitian ini terdiri dari 930 siswa reguler dan 42 orang wali kelas dari partisipan siswa yang berasal dari madrasah ibtidaiyah inklusif di berbagai daerah di Indonesia. Partisipan guru diberikan tiga buah kuesioner yaitu Perceived School Support for Inclusive Education (PSSIE) (Ahmmed, 2013) yang mengukur persepsi guru terkait dukungan sekolah untuk pelaksanaan pendidikan inklusif, Alat Ukur Strategi Guru untuk Interaksi Sosial (Candraresmi, 2016) dan The Multidimensional Attitudes toward Inclusive Education Versi Indonesia (MATIES_VI) (Sihombing & Kurniawati, 2014) yang mengukur sikap guru terhadap pendidikan inklusif. Sedangkan siswa reguler diberikan satu buah alat ukur Peer Acceptance Scale (PAS) (Maryam, 2016) untuk mengukur penerimaan teman sebaya. Analisa mediasi dilakukan untuk melihat apakah strategi dan sikap dapat berperan menjadi mediator dalam hubungan dukungan sekolah dan penerimaan teman sebaya. Hasil penelitian menunjukkan bahwa strategi dan sikap guru pada komponen kognitif dapat berperan dalam memediasi hubungan dukungan sekolah untuk pelaksanaan pendidikan inklusif dengan penerimaan teman sebaya. Implikasi dari penelitian ini adalah bahwa diperlukan dukungan sekolah, strategi interaksi sosial, dan komponen kognitif dari sikap guru yang positif terhadap pendidikan inklusif agar tercapai kesuksesan dalam penyelenggaraan pendidikan inklusif.This study focuses on the role of mediating strategies and teacher attitudes towards the relationship between school support for the implementation of inclusive education and the acceptance of children with special needs in inclusive madrasah ibtidaiyah. Participants in this study consisted of 930 regular students and 42 teachers of student participants who came from inclusive madrasah ibtidaiyah in various regions in Indonesia. Teacher participants were given three questionnaires, namely Perceived School Support for Inclusive Education (PSSIE) (Ahmmed, 2013) which measures teachers' perceptions regarding school support for implementing inclusive education, Teacher Strategy Measurement Tool for Social Interaction (Candraresmi, 2016), and The Multidimensional Attitudes toward Inclusive Education Indonesian Version (MATIES_VI) (Sihombing & Kurniawati, 2014)) which measures teacher attitudes towards inclusive education. Meanwhile, regular students are given one measuring instrument for the Peer Acceptance Scale (PAS) (Maryam, 2016) to measure peer acceptance. Mediation analysis is carried out to see whether strategies and attitude can act as a mediator in the relationship between school support and peer acceptance. The results showed that the strategies and attitudes of teachers on the cognitive component could play a role in mediating the relationship between school support for the implementation of inclusive education and peer acceptance. The implication of this research is that school support, social interaction strategies, and cognitive components of positive teacher attitudes towards inclusive education are needed in order to

achieve success in the implementation of inclusive education.