

Mediasi Teacher Efficacy terhadap Hubungan Dukungan Sekolah dan Strategi Pengajaran Pada Guru Sekolah Dasar Inklusif = The Mediating Role of Teacher Efficacy Towards the Relationship Between School Support and Teaching Strategies in Inclusive Primary School Teacher

Putu Wirmayani, author

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Abstrak

Pendidikan inklusif merupakan sistem pendidikan yang dewasa ini diimplementasikan untuk meningkatkan partisipasi anak berkebutuhan khusus (ABK) di sekolah umum. Pada konteks Indonesia, penerapan pendidikan inklusif memiliki beberapa hambatan, termasuk didalamnya adalah peran guru dalam memberikan strategi pengajaran inklusif yang belum optimal. Penelitian ini bertujuan untuk melihat peran mediasi teacher efficacy terhadap hubungan antara dukungan sekolah dan strategi pengajaran inklusif di Sekolah Dasar Inklusif. Alat ukur yang digunakan adalah BCSQ (Bender Classroom Structure Questionnaire), PSSIE (Perceived School Support for Inclusive Education), dan TEIP (Teacher Efficacy for Inclusive Practice). Partisipan dalam penelitian ini adalah 324 guru SD inklusif dari 15 provinsi. Hasil analisis mediasi menunjukkan bahwa teacher efficacy memiliki peran mediasi total terhadap hubungan antara dukungan sekolah dan strategi pengajaran inklusif, yaitu dengan direct effect yang tidak signifikan ($=0,1128$, $p=0,051$) dan indirect effect yang signifikan ($=0,2636$, $[0,1882, 0,3570]$). Hal ini menunjukkan bahwa dukungan dari sekolah untuk mengimplementasikan pendidikan inklusif akan mempengaruhi efikasi guru dalam mengajar, sehingga akan memunculkan strategi pengajaran inklusif. Saran bagi peneliti selanjutnya dapat melakukan observasi langsung terhadap strategi pengajaran. Hasil dari penelitian ini memiliki implikasi yang kuat untuk meningkatkan praktik pendidikan inklusif di Indonesia, terutama dalam pemberdayaan guru dalam pengajaran inklusif.

.....Inclusive education has become the world's recent strategy to increase student with special needs' (SEN) participation in mainstream school. In Indonesia, inclusive education has several obstacles, including the role of teachers in giving inclusive teaching strategies that were not optimum. This study investigated the mediation of teacher efficacy towards the relationship between school support and teaching strategies in an inclusive primary school in Indonesia. The measurement used in this study were BCSQ (Bender Classroom Structure Questionnaire), PSSIE (Perceived School Support for Inclusive Education), and TEIP (Teacher Efficacy for Inclusive Practice). The participants were 324 inclusive primary school teachers from 15 provinces. Process Mediation Model analysis revealed that teacher efficacy has a total mediation role in the relationship between school support and inclusive teaching strategies, which shown by significant direct effect ($=0,1128$, $p=0,051$) and insignificant indirect effect ($=0,2636$, $[0,1882, 0,3570]$). This reflects a notion that the supports from school will lead to teacher efficacy in teaching SEN, then effective inclusive teaching strategys will emerge. Further research could consider direct observation of inclusive teaching. The results have strong implications to enhance inclusive education practice in Indonesia, especially for teacher empowerment in terms of inclusive teaching.