

Hubungan antara sikap guru terhadap pendidikan inklusif dan penerimaan teman sebaya pada peserta didik Madrasah Ibtidaiyah Inklusif = The relationship between teacher attitudes toward inclusive education and peer acceptance of inclusive Madrasah Ibtidaiyah Students

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Abstrak

Penelitian ini bertujuan untuk mencari tahu mengenai hubungan antara sikap guru terhadap pendidikan inklusif dan penerimaan teman sebaya pada peserta didik madrasah ibtidaiyah inklusif. Madrasah ibtidaiyah sendiri berfokus pada pengembangan kompetensi akhlak dan aqidah yang membedakannya dengan sekolah umum. Studi dilakukan dengan menggunakan metode kuantitatif dengan meminta partisipan mengisi alat ukur Peer Acceptance Scale (Mariyam, 2016) dan Multidimensional Attitudes toward Inclusive Education Scale Versi Indonesia (Sihombing, 2014) yang telah diadaptasi. Hasil pengujian korelasi menunjukkan adanya hubungan positif yang signifikan namun lemah antara kedua variabel tersebut dalam lingkup madrasah ibtidaiyah inklusif ($r(792) = .071$, $p = .045$). Dari penelitian ini, ditemukan bahwa nilai Islam yang terdapat dalam konteks madrasah dapat memberikan gambaran positif terhadap hubungan antara sikap guru terhadap pendidikan inklusif dan penerimaan teman sebaya pada peserta didik.

.....This study aims to find out about the relationship between teachers' attitudes towards inclusive education and peer acceptance among inclusive madrasah ibtidaiyah students. Madrasah ibtidaiyah itself focuses on developing moral and aqidah competencies that differentiate it from the public schools. The study was conducted using a quantitative method by asking participants to fill in the adapted Peer Acceptance Scale (Mariyam, 2016) and the Indonesian Version of Multidimensional Attitudes toward Inclusive Education Scale (Sihombing, 2014). The results of the correlation test showed that there was a significant but weak positive relationship between the two variables within the scope of inclusive madrasah ibtidaiyah ($r(792) = .071$, $p = .045$). From this study, it was found that the Islamic values found in the context of madrasah can provide a positive general picture of the relationship between teacher attitudes toward inclusive education and peer acceptance among the students.