

Hubungan Identitas Moral dan Sikap terhadap Mahasiswa Berkebutuhan Khusus pada Mahasiswa Universitas Indonesia = The Correlation Between Moral Identity and Attitudes towards Students with Special Needs on Universitas Indonesia Students

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Abstrak

Peran sesama mahasiswa, seperti sikap positif terhadap Mahasiswa Berkebutuhan Khusus (MBK) merupakan faktor penting dalam pengembangan pendidikan inklusif. Sayangnya, belum banyak penelitian mengenai karakteristik individu yang mempengaruhi sikap terhadap MBK, seperti moral. Penelitian terdahulu juga menunjukkan hasil kontradiksi pada faktor gender. Penelitian dilakukan untuk melihat hubungan antara identitas moral dan sikap terhadap MBK beserta komponennya, serta perbedaan sikap terhadap MBK antara laki-laki dan perempuan. Partisipan merupakan 283 mahasiswa program sarjana ($M=20,24$ tahun, $SD=1,24$) yang sedang menempuh pendidikan di Universitas Indonesia. Identitas moral diukur menggunakan Moral Identity Questionnaire dan sikap diukur menggunakan Multidimensional Attitudes Towards People with Disabilities. Hasil perhitungan pearson correlation menunjukkan terdapat hubungan positif antara identitas moral dengan sikap terhadap MBK ($r=0,316$, $p<0,01$), komponen afektif ($r=0,218$, $p<0,01$), kognitif ($r=0,229$, $p<0,01$), dan perilaku ($r=0,285$, $p<0,01$). Dapat dikatakan mahasiswa dengan tingkat identitas moral tinggi memiliki sikap lebih positif terhadap MBK daripada mahasiswa dengan tingkat identitas moral rendah, secara keseluruhan, komponen kognitif, afektif, dan perilaku (konatif). Hasil perhitungan ANOVA menunjukkan mahasiswa perempuan ($M=124,93$, $SD=16,20$) memiliki sikap yang lebih positif daripada laki-laki ($M=119,31$, $SD=18,13$) dengan signifikansi 0,009 ($p<0,01$). Penelitian ini memberikan manfaat untuk pengembangan pendidikan inklusif di UI yang lebih baik lagi, berkaitan dengan peningkatan moral mahasiswa dan sikap mereka terhadap MBK.

.....The role of peers, such as positive attitude towards Students with Special Needs is important in developing inclusive education. Unfortunately, there has not been much research on individual characteristics that influence attitudes towards special need students, such as morals. Previous studies have also shown contradictory results on gender factors. The study was conducted to examine the relationship between moral identity and attitudes towards special need students, as well as the differences between men and women. Participants were 283 undergraduate students ($M=20.24$ years old, $SD=1.24$) who are studying at Universitas Indonesia. Moral identity was measured using Moral Identity Questionnaire and attitude was measured using Multidimensional Attitudes Towards People with Disabilities. Pearson correlation calculation showed that there is a positive relationship between moral identity and attitudes towards special need students ($r=0.316$, $p<0.01$), affective ($r=0.218$, $p<0.01$), cognitive ($r=0.229$, $p<0.01$), and behavior component ($r=0.285$, $p<0.01$). Students with high levels of moral identity have more positive attitudes towards students with special needs than those with lower levels. ANOVA calculation showed that female students ($M=124.93$, $SD=16.20$) had a more positive attitude than males ($M=119.31$, $SD=18.13$) with a significance of 0.009 ($p<0.01$). This research provides benefits for the development of inclusive education at UI, related to improving students' morale and their attitude towards students with special needs.