

Pengaruh keterampilan sosial terhadap konsep diri akademik dimediasi dukungan sosial pada siswa berkebutuhan khusus di sekolah dasar inklusif = The effect of social skills on academic self-concept mediated by social support of students with special needs in inclusive primary schools / Fitria Dwi Pratiwi

Fitria Dwi Pratiwi, author

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Abstrak

ABSTRAK

Penelitian ini bertujuan untuk menguji model teoritik pengaruh mediasi dukungan sosial teman sebaya pada pengaruh keterampilan sosial terhadap konsep diri akademik siswa berkebutuhan khusus di sekolah dasar inklusif. Konsep diri akademik siswa diukur dengan menggunakan Academic Self-Concept Questionnaire ASCQ . Keterampilan sosial diukur dengan menggunakan alat ukur Social Skills Improvement System SSIS . Dukungan sosial diukur dengan menggunakan alat ukur Social Support Questionnaire for Children SSQC . Partisipan dalam penelitian ini adalah siswa berkebutuhan khusus di sekolah dasar inklusif N=292 di lima wilayah Kota DKI Jakarta. Hasil penelitian menunjukkan bahwa dukungan sosial memediasi pengaruh keterampilan sosial terhadap konsep diri akademik siswa berkebutuhan khusus di sekolah dasar inklusif. Hasil ini menunjukkan bahwa keterampilan sosial memengaruhi konsep diri akademik siswa melalui dukungan sosial yang diberikan teman sebaya pada siswa berkebutuhan khusus di sekolah dasar inklusif. Akan tetapi dukungan sosial hanya memediasi secara parsial, dimana keterampilan sosial tetap kuat dan signifikan memengaruhi konsep diri akademik siswa berkebutuhan khusus di sekolah dasar inklusif. Hasil penelitian ini menyarankan agar keterampilan sosial siswa dan dukungan sosial teman sebaya menjadi fokus utama pihak sekolah dalam membentuk konsep diri akademik yang positif bagi siswa berkebutuhan khusus di sekolah dasar inklusif. Kata kunci: konsep diri akademik, keterampilan sosial, dukungan sosial, siswa berkebutuhan khusus, sekolah dasar inklusif

ABSTRACT

The aim of this study was to examine the theoretical model of mediation of social support on the effect of social skills on academic self concept of students with special needs in inclusive primary schools. Students' academic self concept was measured by Academic Self Concept Questionnaire ASCQ . Social skills was measured by Social Skills Improvement System SSIS . Social support was measured by Social Support Questionnaire for Children SSQC . Participants in this study were students with special needs in inclusive primary schools N 292 who studied at primary inclusive schools in five areas of DKI Jakarta Province. The results showed that social support mediate the effect of social skills on academic self concept of students with special needs in inclusive primary schools. These results indicated that social skills affects academic self concept of students with special needs in inclusive primary schools through social support. However, social support only mediate partially, it means that social skills remains strong and significantly affect the academic self concept of students with special needs in inclusive primary schools. These findings suggest that students' social skills and peers' social support should be the primary focus of the school personnel in order to improve positive academic self concept of students with special needs in inclusive

primary schools. Keywords academic self concept, social skills, social support, students with special education needs, inclusive primary school.