

ABSTRAK

Erna Fitriatun, 111314253002, Pengaruh *Self-efficacy* Guru dan Pengetahuan Mengenai Anak Berkebutuhan Khusus terhadap Sikap Pada Pendidikan Inklusif di kota Mataram. *Tesis*, Program Magister Sains Fakultas Psikologi Universitas Airlangga Surabaya, 2015.

Penelitian sebelumnya menunjukkan bahwa terdapat hubungan antara *self-efficacy* guru dengan sikap terhadap pendidikan inklusif dan juga terdapat hubungan antara pengetahuan mengenai anak berkebutuhan khusus dengan sikap guru terhadap pendidikan inklusif. Tujuan dalam penelitian ini sebagai berikut : (1) Mengetahui pengaruh *self-efficacy* guru terhadap sikap pada pendidikan inklusif di Kota Mataram; (2) Mengetahui pengaruh pengetahuan mengenai anak berkebutuhan khusus terhadap sikap pada pendidikan inklusif di Kota Mataram dan (3) Mengetahui Pengaruh antara *self-efficacy* guru dan pengetahuan mengenai anak berkebutuhan khusus terhadap sikap pada pendidikan inklusif di Kota Mataram. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan metode *survey*. Sampel 97 guru kelas dan guru mata pelajaran yang berada di 11 sekolah dasar inklusif di Kota Mataram yaitu Kec. Mataram; Kec. Ampenan dan Kec. Cakra Negara yang dipilih secara random sederhana. Penelitian sikap menggunakan Teori Perilaku Terencana Ajzen (2005) dalam pendidikan inklusif mencakup fisik, sosial dan kurikulum (Mahat, 2008), *self-efficacy* guru Bandura (1997) diperluas dengan mencakup aktifitas guru dalam kelas (Moran dan Hoy, 2001) dan pengetahuan mengenai anak berkebutuhan khusus Bloom's (1958) yang sudah direvisi oleh Krathwohl (2002). Hasil menunjukkan H_a dalam penelitian ini ditolak dan H_o diterima. Artinya *self-efficacy* guru dan pengetahuan mengenai anak berkebutuhan khusus secara bersama-sama tidak ada pengaruh yang signifikan terhadap sikap pada pendidikan inklusif.

Kata Kunci : *Self-efficacy* guru; Pengetahuan mengenai anak berkebutuhan khusus; Sikap pada pendidikan inklusif

ABSTRACT

Erna Fitriatun, 111314253002, Influence of Teacher's Self-efficacy and Knowledge about Special Needs Children Toward Attitude On Inclusive Education in the city of Mataram. Thesis, Master of Science, Faculty of Psychology Airlangga University Surabaya, 2015.

Previous research indicates that there is a relationship between teachers self-efficacy with attitudes toward inclusive education and also there is a relationship between knowledge about special needs children with the attitude of teachers towards inclusive education. The aim in this study as follows: (1) Determine the influence of self-efficacy on the attitude of teachers towards inclusive education in Mataram; (2) Determine the influence of knowledge about children with special needs on the attitudes on inclusive education in Mataram and (3) Determine the influence significance between teachers' self-efficacy and knowledge about children with special needs toward the attitudes on inclusive education in Mataram. The method used in this research is quantitative with survey method. Samples are taken from 97 classroom teachers and subject teachers who came from 11 inclusive elementary schools in Mataram City. Elementary schools from three area include Mataram District, Ampenan District and Cakra Negara District. This research is using simple random sampling to determine the scope area of work. Attitude research using Ajzen's theory of Planned Behavior (2005) on inclusive education include the physical, social and curriculum (Mahat, 2008). Teacher's self-efficacy using concept from Bandura (1997) expanded to include teachers in the classroom activities (Moran and Hoy, 2001) and knowledge of children with special needs Bloom's (1958) which had been revised by Krathwohl (2002). Thus in this study H_a is rejected and H_o accepted, indicate that the teacher's self-efficacy and knowledge about special needs children have no significant effect on attitudes on inclusive education.

Keywords: teacher, self-efficacy, knowledge about children with special needs, attitudes on inclusive education