HUBUNGAN ANTARA STIGMA DISABILITAS DENGAN INTERAKSI GURU-SISWA PENYANDANG DISABILITAS PADA SEKOLAH DASAR INKLUSI

Diah Wahyu Ningsih, Costrie Ganes Widayanti

Fakultas Psikologi, Universitas Diponegoro,

Jl. Prof. Soedarto SH Tembalang Semarang 50275

Email: diahwahyuningsih128@gmail.com

Abstrak

Pendidikan inklusi merupakan salah satu alternatif belajar bagi siswa penyandang disabilitas. Interaksi guru-siswa menjadi salah satu indikator keberhasilan dalam pembelajaran. Sedangkan interaksi guru-siswa dapat dipengaruhi oleh label dan stereotip yang merupakan bagian dari stigma. Interaksi guru-siswa memiliki pengaruh pada perkembangan sosio-emosi siswa di masa depan. Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara stigma disabilitas dengan interaksi guru-siswa penyandang disabilitas pada sekolah dasar inklusi. Guru sekolah dasar negeri inklusi di Kota Salatiga dipilih untuk menjadi populasi penelitian ini dengan jumlah 190 orang dari 20 sekolah dasar negeri inklusi. Teknik *cluster random sampling* dipilih dan memperoleh sampel minimum 129 orang dari 15 sekolah.. Pengumpulan data dilakukan menggunakan Skala Interaksi Guru-Siswa Penyandang Disabilitas (14 aitem, α = 0,822) dan Skala Stigma Disabilitas (19 aitem, α = 0,900). Analisis data dilakukan menggunakan metode kuantitatif dengan teknik *Rank Spearman*. Hasil penelitian menunjukkan bahwa hubungan negatif yang signifikan antara stigma disabilitas dengan interaksi guru-siswa penyandang disabilitas pada sekolah dasar inklusi ($N = 130$, $r_{ho} = -0,404$, $p = 0,000$, $p < 0,05$). Artinya, semakin rendah tingkat stigma disabilitas yang dimiliki oleh guru, maka semakin tinggi kualitas interaksi guru-siswa penyandang disabilitas begitu pula sebaliknya. Hasil penelitian ini digunakan sebagai masukan untuk guru agar memperhatikan cara pandang dan interaksinya dengan siswa khususnya siswa penyandang disabilitas.

Kata kunci: stigma disabilitas; interaksi guru-siswa; sekolah inklusi

THE RELATIONSHIP BETWEEN STIGMA OF DISABILITY AND TEACHER-STUDENT INTERACTION WITH DISABILITY STUDENTS IN INCLUSIVE ELEMENTARY SCHOOLS

Diah Wahyu Ningsih, Costrie Ganes Widayanti

Faculty of Psychology, Universitas Diponegoro,

Jl. Prof. Soedarto SH Tembalang Semarang 50275

Email: diahwahyuningsih128@gmail.com

Abstract

Inclusive education is an alternative learning for students with disabilities. Teacher-student interaction is one of the indicators of success in learning. Meanwhile, teacher-student interactions influenced by labels and stereotypes which are part of the stigma. Teacher-student interactions have an influence on the future socio-emotional development of students. The purpose of this study was to determine the relationship between stigma of disability and teacher-student interactions with disability students in inclusive elementary schools. Inclusive public elementary school teachers in Salatiga Town were chosen to be the population of this study with a total of 190 subjects from 20 inclusive public elementary schools. The cluster random sampling technique was chosen and obtained a minimum sample of 129 subjects from 15 schools. The data was collected using the Teachers-Students Interaction with Disability Students Scale (14 items, $\alpha = 0.822$) and the Stigma of Disability Scale (19 items, $\alpha = 0.900$). The data were analyzed using quantitative methods with the Spearman Rank technique. The results showed that there was a significant negative relationship between stigma of disability and teacher-student interactions with disability students in inclusive primary schools (N = 130, rho = -0.404, p = 0.000, $p < 0.05$). That is, the lower the level of disability stigma possessed by teachers, the higher the quality of teacher-student interactions with disability students and vice versa. The results of this study are used as input for teachers to pay attention to their perspectives and interactions with students, especially students with disabilities.

Keywords: stigma of disability; teacher-student interaction; inclusive schools