

PROGRAM PENINGKATAN *SELF-EFFICACY* PADA GURU
DALAM *SETTING* PENDIDIKAN INKLUSIF

TESIS

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Magister
Pendidikan Khusus



oleh

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SETTING PENDIDIKAN INKLUSIF

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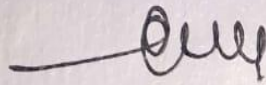
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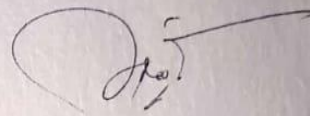
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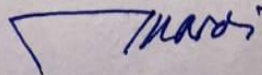
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ABSTRAK

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Self-efficacy merupakan salah satu faktor internal manusia yang berarti kepercayaan atas kemampuan diri sendiri. *Self-efficacy* juga merupakan salah satu faktor penentu keberhasilan seseorang dalam menghadapi situasi dan kondisi tertentu. *Self-efficacy* ini penting dimiliki seseorang karena akan mempengaruhi perilaku dan hasil kinerja seseorang. Permasalahan inilah yang peneliti temukan pada guru-guru yang saat ini berada pada setting pendidikan inklusif khususnya yang berfokus pada pemberian layanan terhadap kebutuhan anak disabilitas. Tujuan penelitian ini adalah untuk menindaklanjuti permasalahan dengan merumuskan sebuah rumusan program yang dapat membantu meningkatkan *self-efficacy* pada guru dalam *setting* pendidikan inklusif. Subjek penelitian terdiri dari 8 orang guru. Dalam penelitian ini, peneliti menggunakan pendekatan penelitian R&D dengan desain model penelitian ADDIE. Untuk mengungkap kondisi objektif *self-efficacy* guru, peneliti menggunakan instrumen *self-efficacy* yang diadaptasi dari teori Bandura, yang diperdalam dengan melakukan wawancara, observasi dan dokumentasi. Hasil analisis data terhadap pengukuran *self-efficacy* menunjukkan hasil yang tergolong dalam kategori rendah, oleh karena itu program dirumuskan dalam 5 aspek yang dianalisis dari hasil kebutuhan dan hasil kajian pustaka yaitu aspek *the shaping of teacher's self-efficacy, the experiences of self, the other's experiences, cognitive support to face inclusive education* dan *let's do it*. Setelah implementasi program maka *self-efficacy* guru mengalami peningkatan yang signifikan.

Kata Kunci: Guru, Peningkatan *Self-Efficacy*, Program

ABSTRACT

TEACHERS' SELF-EFFICACY IMPROVEMENT PROGRAM WITHIN INCLUSIVE EDUCATION SETTING

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Self-efficacy is one of human internal factors which means believing in self-competence. Self-efficacy also serves as a determining factor when someone faces particular situation and condition. Self-efficacy is essential to have as it affects someone's behavior and work performance. The researcher discovers these problems on teachers who work within inclusive education setting especially the setting which focuses on giving services to disabled children's needs. This research aims at following up on the problems by creating a program formulation which might help improving teachers' self-efficacy within inclusive education setting. The subjects of this research consist of 8 teachers. The researcher applies R&D (Research and Development) approach with ADDIE research model design. To reveal the objective state of teachers' self-efficacy, the researcher employs self-efficacy instrument adapted from Bandura's theory supported by other data collecting techniques namely interview, observation and documentation. Data analysis result on self-efficacy measurement shows that it falls in low category. Therefore, the program is formulated in 5 aspects derived from an analysis on needs and literature review namely the shaping of teacher's self-efficacy, the experiences of self, the other's experiences, cognitive support to face inclusive education and let's do it. After program implementation, teachers' self-efficacy makes significant improvement.

Keywords: Program, Self-efficacy Improvement, Teacher

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