

ABSTRAK

Efikasi diri guru dalam menyelenggarakan pendidikan inklusif merupakan salah satu kunci utama keberhasilan pendidikan inklusif, sehingga setiap guru yang mengajar di sekolah inklusif perlu memilikinya. Penelitian ini bertujuan untuk mengembangkan program pelatihan yang dapat meningkatkan efikasi diri guru dalam menyelenggarakan pendidikan inklusif. Pelatihan ini diberi nama "Guru Istimewa". Uji validitas isi modul pelatihan menggunakan *professional judgment* yang dilakukan oleh tiga orang ahli, dan hasil penilaiannya dianalisis menggunakan formula Aiken's V. Hasil uji validitas isi menunjukkan bahwa modul pelatihan "Guru Istimewa" memiliki validitas isi yang baik dengan nilai koefisien V berkisar antara 0,708 - 0,896 di setiap sesinya. Sedangkan uji empiris modul pelatihan menggunakan *one-group pretest-posttest design* dengan partisipan sebanyak 14 orang guru sekolah dasar, dan data uji empiris dianalisis menggunakan *Wilcoxon signed ranks test*. Hasil uji empiris menunjukkan bahwa pelatihan "Guru Istimewa" tidak memberikan peningkatan yang signifikan terhadap efikasi diri guru dalam mengimplementasikan pendidikan inklusif ($p > 0,05$). Berdasarkan hasil penelitian, disimpulkan bahwa pelatihan "Guru Istimewa" belum dapat meningkatkan efikasi diri guru sekolah dasar dalam mengimplementasikan pendidikan inklusif dan masih perlu dikembangkan lagi.

Kata kunci: Efikasi diri guru, pendidikan inklusif, pelatihan.

ABSTRACT

Teachers' self-efficacy in implementing inclusive education is one of the main key in it's success, so it's crucial for every teacher teaching in an inclusive school to have good self-efficacy. This research aimed to develop a training program that could increase teachers' self-efficacy in implementing inclusive education. This training is named "Guru Istimewa". The modul's content validity test used professional judgment by three experts, and the evaluation results was analyzed using the Aiken's V formula. The result of the content validity test showed that the "Guru Istimewa" training module had good content validity with a V coefficient ranging from 0.708-0.896 in each session. Meanwhile, the training module's empirical test used the one-group pretest-posttest design with 14 elementary school teachers as participants, and the empirical test data was analyzed using the Wilcoxon signed rank test. The result of the empirical test showed that the "Guru Istimewa" training didn't gave significant improvements toward the teachers' self-efficacy in implementing inclusive education ($p > 0.05$). Based on the result of the research, it can be concluded that the "Guru Istimewa" training could not increase elementary school teachers' self-efficacy in implementing inclusive education and needs further developments.

Keywords: Teacher self-efficacy, inclusive education, training.