

ABSTRAK

PENGARUH PROGRAM PEMBELAJARAN INDIVIDU (PPI), SARANA PRASARANA DAN KOMITMEN GURU TERHADAP MUTU SD INKLUSI KOTA BANDAR LAMPUNG

Oleh

RENI AZHARI

Tujuan penelitian ini adalah untuk menganalisis dan mengetahui pengaruh program pembelajaran individu (PPI), sarana prasarana dan komitmen guru secara parsial terhadap mutu SD inklusi, serta pengaruh program pembelajaran individu (PPI), sarana prasarana dan komitmen guru secara simultan terhadap mutu SD inklusi. Penelitian ini menggunakan pendekatan kuantitatif jenis *ex post facto*, dengan populasi sebesar 94 guru pendamping khusus (GPK). Pemilihan sampel menggunakan sampling jenuh sehingga semua anggota populasi dijadikan sampel. Pengumpulan data dengan kuesioner. Analisis data menggunakan analisis regresi sederhana dan analisis regresi berganda, yang sebelumnya dilakukan uji prasyarat regresi yaitu uji normalitas, heterokedastisitas, multikolinieritas dan linieritas. Hasil penelitian menunjukkan bahwa (1) terdapat pengaruh positif dan signifikan program pembelajaran individu (PPI) terhadap mutu SD inklusi, (2) terdapat pengaruh positif dan signifikan sarana prasarana terhadap mutu SD inklusi, (3) terdapat pengaruh positif dan signifikan komitmen guru terhadap mutu SD inklusi, (4) terdapat pengaruh positif dan signifikan program pembelajaran individu (PPI), sarana prasarana dan komitmen guru terhadap mutu SD inklusi.

Kata Kunci: program pembelajaran individu (PPI), sarana prasarana, komitmen guru terhadap mutu SD inklusi.

ABSTRACT

THE INFLUENCE OF INDIVIDUAL LEARNING PROGRAMS (PPI), INFRASTRUCTURE AND TEACHER COMMITMENT ON THE QUALITY OF INCLUSIVE SCHOOLS IN BANDAR LAMPUNG CITY

By

RENI AZHARI

The purpose of this study was to analyze and determine the effect of individual learning programs (IOP), infrastructure and teacher commitment partially on school quality, as well as the effect of individual learning programs (IOP), infrastructure and teacher commitment simultaneously on school quality. This study used a quantitative approach of ex post facto type, with a population of 94 special assistance teachers (GPK). The sample selection used saturated sampling so that all population members were sampled. Data collection with a questionnaire. Data analysis uses simple regression analysis and multiple regression analysis, which previously conducted regression prerequisite tests, namely normality, heteroscedasticity, multicollinearity and linearity tests. The results showed that (1) there is a positive and significant effect of individual learning program (IEP) on school quality, (2) there is a positive and significant effect of infrastructure on school quality, (3) there is a positive and significant effect of teacher commitment on school quality, (4) there is a positive and significant effect of individual learning program (IEP), infrastructure and teacher commitment on school quality.

Keywords: individual learning program (IEP), infrastructure, teacher commitment to school quality.