

Analysis Of Humanistic Attitudes And Self Concept Towards Prosocial Students Of Regular School Based On Inclusive

Muhammad Rusli

Program Studi Pendidikan Guru Sekolah Dasar, Institut Cokroaminoto Pinrang, Laleng Bata, Kec. Paleteang, Kabupaten Pinrang, Sulawesi Selatan
muhammad.rusli0318@gmail.com

Abstract

The basic principle of inclusive schools is that all children should learn together, wherever possible, regardless of the difficulties or differences they may face. Many factors influence the success and sustainability of inclusive education, one of which is the prosocial behavior of regular students towards children with special needs. Prosocial behavior carried out by regular students towards students with special needs can be influenced by things related to the students' humanistic attitudes and self-concept. This research aims to determine: The simultaneous influence of humanistic attitudes and self-concept on prosocial students in inclusive schools. This study uses a quantitative approach. The number of samples in this study was 90 regular students at the Inpres Maccini Baru state elementary school, from grades IV, V and VI. Research data was obtained through three data collection tools, namely the prosocial behavior scale, humanistic attitude scale, and self-concept scale. The method used to test the hypothesis is the multiple linear regression method. The calculation to detect partial influence is by carrying out the t test, while calculating the simultaneous influence is by using the F test. The results of the research show that partially the results obtained show that there is a significant influence of humanistic attitudes on prosocial behavior ($\text{sig. } 0.000 < 0.05$). Meanwhile, self-concept does not have a significant influence on prosocial behavior ($\text{sig. } 0.054 > 0.05$). Simultaneously, there is an influence between humanistic attitudes and self-concept on students' prosocial behavior in the inclusion class at SD Negeri Inpres Maccini Baru ($p = 0.000 < 0.05$) and $F \text{ count} > F \text{ table}$ ($65.763 > 3.10$). The coefficient of determination (R^2) value shows 0.602, so that in this study the humanistic attitude and students' self-concept together have an effective contribution to prosocial behavior of 60.2%.

Keywords: Inclusive education, humanistic attitude, self-concept, prosocial behavior

Abstrak

Prinsip dasar dari sekolah inklusif adalah bahwa semua anak harus belajar bersama, sedapat mungkin, terlepas dari kesulitan atau perbedaan yang mungkin mereka hadapi. Banyak faktor yang mempengaruhi keberhasilan dan keberlangsungan pendidikan inklusif, salah satunya adalah perilaku prososial siswa reguler terhadap anak berkebutuhan khusus. Perilaku prososial yang dilakukan siswa reguler kepada siswa berkebutuhan khusus dapat dipengaruhi oleh hal-hal terkait dengan sikap humanistik serta konsep diri yang dimiliki siswa. Penelitian ini bertujuan untuk mengetahui: Pengaruh secara simultan antara sikap humanistik dan konsep diri terhadap prososial siswa di sekolah inklusi. Penelitian ini menggunakan pendekatan kuantitatif. Jumlah sampel pada penelitian ini sebanyak 90 siswa reguler sekolah dasar negeri Inpres Maccini Baru, dari kelas IV, V dan VI. Data penelitian diperoleh melalui tiga alat pengumpulan data yaitu skala perilaku prososial, skala sikap humanistik, dan skala konsep diri. Metode yang digunakan dalam menguji hipotesis adalah metode regresi linear berganda. Perhitungan untuk mendeteksi pengaruh parsial adalah dengan melakukan uji t, sementara perhitungan pengaruh simultan adalah dengan menggunakan uji F. Hasil penelitian menunjukkan bahwa secara parsial diperoleh hasil bahwa secara signifikan ada pengaruh sikap humanistik dengan perilaku prososial ($\text{sig. } 0,000 < 0,05$). Sedangkan konsep diri tidak terdapat pengaruh secara signifikan dengan perilaku prososial ($\text{sig. } 0,054 > 0,05$). Secara simultan terdapat pengaruh antara sikap humanistik dan konsep diri terhadap perilaku prososial siswa di kelas inklusi SD Negeri Inpres Maccini Baru ($p = 0,000 < 0,05$) dan $F \text{ hitung} > F \text{ tabel}$ ($65,763 > 3,10$). Nilai koefisien determinasi (R^2) menunjukkan angka 0,602, sehingga dalam penelitian ini sikap humanistik dan konsep diri siswa secara bersama-sama memiliki sumbangan efektif terhadap perilaku prososial sebesar 60,2%.

Kata kunci: Pendidikan inklusif, sikap humanistik, konsep diri, perilaku prososial

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Corresponding author: Muhammad Rusli

Email Address: muhammad.rusli0318@gmail.com (Laleng Bata, Kec. Paleteang, Kabupaten Pinrang, Sulawesi Selatan)

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INTRODUCTION

In the millennium era, there are serious challenges for the development of almost every country in the Asia-Pacific Region and other parts of the world. Among these challenges, rapid globalization, the tremendous impact of information technology, the massive transformation to a knowledge based economy, and serious international competition have largely pushed for educational reform. Reforming education is not only understood as an effort that can be used to improve the lives of certain individuals or groups (Suleymanov, 2015). But it is also understood as an accentuation to determine the future development of society at large. The emphasis lies on universalizing access to equal education for all, without excluding individuals with disabilities with all aspects of difference (Ruhela, 2017; Lewis & Norwich, 2005). One of the efforts for equal education for all is inclusive education.

Inclusive education is recognized as an integral part of the human rights agenda and the basis for a more just, dignified and equal society. In addition, inclusive education is seen as a process in responding to the diverse learning needs of all children through increasing participation in learning, culture in society, and reducing exclusivity in and from education (Ainscow, 2006; Dreyer, 2017; Loreman, 2017; Werf. et al., 2021). On the other hand, inclusive education basically recognizes the rights of all children, including those with physical, emotional, linguistic and learning difficulties. With the main objective of strengthening the capacity of the education system to reach all children, and creating an education system that respects diversity, is non-discriminatory, and is friendly to learning.

The goal of inclusive education can be achieved if its implementation involves changing and modifying content, approaches, structures and strategies with a shared vision that includes all children in the regular school system. With an education service system that requires all children with disabilities to be served in the nearest school, in regular classes together with their peers by removing barriers to participation (Carter et al., 2015; Ruhela, 2017; Mugambi, 2017). In other words, identify what excludes an individual or group of children from school with their peers and then ensure that any barriers are removed.

The realization and goals of inclusive education are still not optimally reflected in Indonesia. This condition is caused by the diversity of social, economic, ethnic, culture, religion and language are still growing rapidly in society (Black-Hawkins, 2007; Stehle & Erin, 2019). The separation between one culture and another, between those with high and low education, between those with high and low economies is increasingly visible and widespread (Lancaster & Bain, 2010; Barton, 2003; Holmberg & Jeyaprabahan, 2016). It even happens to inequality in education and social opportunities for children with disabilities who continue to experience various forms of exclusion that vary depending on disability, domicile, and culture and social status.

One of the factors that caused the problem was the lack of cooperation from all elements of the school to help students with special needs (Harvey, 2010; Mumpuniarti et al, 2020). Whereas in substance inclusive education is also about how adults and normal classmates welcome all students in

the class and recognize that student diversity does not require a single approach for all students (Pijl, 2010). Therefore, not only teachers and principals, nonspecial needs students as classmates also have an important role in the implementation of inclusive education and are able to help meet the needs of students who have disabilities in general education classrooms through the friend system (Barton, 2003; De Boer et al, 2011). The results showed that 51 students with special needs who participated and were given peer help experienced increased interaction with peers, increased academic involvement, progressed more towards individual social goals, increased social participation, and made more new friendships (Carter et al, 2015). ; Ferguson, 2008). Therefore, in the implementation of inclusive schools, assistance from non special needs students is needed. Helping behavior carried out by non-special needs students to students with special needs is a prosocial behavior.

Prosocial behavior is an act of helping that benefits others without having to provide a direct benefit to the person performing the action (Jones et al, 2013; Miles et al, 2021). Prosocial behavior can also be understood as the result of the process of individual interaction with the internalization of values and norms that have a positive influence and impact on the development of each individual (Santrock, 2002). Values and norms related to prosocial behavior are social competencies that can be developed through an interaction process that involves the value of humanistic attitudes.

Humanistic attitude is a prosocial behavior based on universal human values, namely virtue, peace, love, tolerance and respect/non-discrimination. Substantially, humanistic attitudes with prosocial behavior show that there is a linkage in aspects of life, and also in educational practice as part of the social aspect (Hynes, 2013; Chen & Schmidtke, 2017; Firdaus & Mariyat, 2017). Humanistic attitudes also really need to be developed from an early age, because they are able to have an impact on the formation of individual personalities to remain tolerant and respect all differences (Jingna, 2012; Pavlovic, 2017). In addition to the influence of humanistic attitudes, student behavior as individuals can be influenced by internal factors such as selfconcept.

Self-concept is a person's perspective, attitudes, skills, abilities, and interests towards oneself. Self-concept is the core of one's personality and plays a very important role in determining and directing the development of one's personality and behavior in the environment. The development of a person's personality is strongly influenced by the development of his selfconcept, which in turn will affect his behavior (Schneider et al, 2020). Someone who is able to develop his self-concept into a positive self-concept will have a positive personality and will lead to positive behavior as well to continue to act naturally for the good of himself and others. A positive self-concept is significantly related to positive behavior, namely prosocial behavior (Cauley & Tyler, 2006; Schneider, 2020). Based on the explanation above, overall the author wants to examine the influence between humanistic attitudes and self-concept on the prosocial behavior of students in inclusive classes.

METHOD

This research is a quantitative research, with a total sample of 90 elementary school students of SD Inpres Maccini Baru. To test the first hypothesis, multiple regression analysis was used. Multiple regression analysis describes a set of VI (Independent Variables) having an effect together against one VD (Dependent Variable). Meanwhile, to test the second and third hypotheses using the partial analysis method through the t test, namely the test used to determine the effect of the X and Y variables where one of the X variables is made constant (constant). Researchers calculate data analysis using program assistance SPSS version 20.0.

The data collection used is a scale method with a Likert model scale. The scale consists of items arranged based on the aspects of the construct to be measured. The items on the scale consist of statements that are favorable and unfavorable. The scale used in the study consisted of three Likert scales, namely the scale of prosocial behavior, humanistic attitude, and self-concept. Prosocial behavior was measured using a scale modified from the scale created by (Pitayani, 2013). The scale was developed from prosocial aspects according to Eisenberg & Mussen, namely: helping, cooperation, honesty, giving, and sharing. Humanistic attitudes are measured using a scale modified from the scale developed by Wicaksono (2014). The scale uses aspects of humanistic attitudes according to (Chen & Schmidtke, 2017), namely: benevolence, peace, love, tolerance and respect/non-discrimination. The self-concept scale is measured using a scale Tennessee Self Concept Scale (TSCS).

RESULTS AND DISCUSSION

Results

Based on the analysis that has been done, it is found that the regression equation $Y = 12,652 + 0.723 X_1 + 0.149 X_2$. The results of hypothesis testing using multiple linear regression obtained a significance value of 0.000 ($p < 0.05$) and $F_{\text{arithmic}} > F_{\text{table}}$ ($65.763 > 3.10$) so it can be concluded that simultaneously there is a positive and significant influence between humanistic attitudes and concepts themselves with prosocial behavior of regular students to students with special needs. Partially, the result shows that there is a significant influence of humanistic attitude with prosocial behavior (sig. $0.000 < 0.05$). Meanwhile, self-concept has no significant effect on prosocial behavior (sig. $0.054 > 0.05$).

Based on the results of the linearity test, it was found that there was a significant linear relationship between the humanistic attitude variable (X_1) and the prosocial variable (Y) (sig. $0.120 > 0.05$) and $F_{\text{count}} < F_{\text{table}}$ ($1,520 < 1,810$). While the results of the linearity test on the variable self-concept (X_2) with prosocial variable (Y), there is also a significant relationship (sig. $0.884 > 0.05$) and $F_{\text{count}} < F_{\text{table}}$ ($0.537 < 1.880$). The value of the coefficient of determination (R^2) is 0.602 indicating the contribution of the variable influence of humanistic attitudes and self-concept on prosocial behavior is 60.2% while 39.8% is influenced by other factors outside this research model.

Discussion

Inclusive education is a strategy to promote effective universal education because it can create schools that are responsive to the diverse characteristics and needs of each child. In addition, inclusive education is based on human rights, social models, and a system that is adapted to children and not children who adapt to the system. Furthermore, inclusive education can be seen as a movement that upholds the main values, beliefs, and principles relating to children, education, diversity, and discrimination, participation processes and available resources (Veugelers, 2011; Waitoller & Artiles, 2013). Several important international documents that underlie inclusive education that have been agreed upon by many countries including Indonesia include the 1948 Universal Declaration of Human Rights, the 1989 United Nations Convention on the Rights of the Child, the 1990 World Declaration on Education for All, the Standard Regulations on Equal Opportunities for Persons with Disabilities in 1993, the Salamanca Statement and Framework for Action on Special Needs Education in 1994, the World Education Forum Framework for Action in 2000 and various other regulations.

Conceptually, with the implementation of inclusive education, it is possible for children with special needs to attend any school according to their wishes. However, in reality, not many schools in Indonesia are ready to accept children with special needs for various reasons, both technical and non-technical. There is no special equipment, teachers do not have the knowledge and skills to teach children with special needs, the presence of children with special needs can interfere with the teaching and learning process, and there are still forms of exclusion and discrimination committed by normal children to children with special needs, and various other reasons for do not accept children with special needs (Smith & Tyler, 2011; Mumpuniarti et al, 2020). Inclusive education should be considered as a moral value and human rights values and an integral part of creating an inclusive society as a whole. And can be accessed without discrimination and on an equal opportunity basis, while respecting diversity (Forlin, 2001). So that students can accept all differences and do not look at all forms of disability, cultural differences and social status and other differences, teachers need to develop prosocial attitudes in students (Aknin et al, 2013; Wanjiru, 2018).

One of the prosocial attitudes that need to be developed in inclusive schools is a humanistic attitude. Based on the results of the study obtained information that the variable humanistic attitude significantly influence prosocial behavior (sig. 0.000 <0.05). The results of other studies also prove that humanistic attitudes also influence and determine prosocial behavior in students (Husada, 2013). This can be due to the fact that humanistic attitudes are essentially a form of prosocial attitude based on universal human values, namely truth, virtue, peace, love, tolerance and non-violence or discrimination. Substantially, humanistic attitudes with prosocial behavior show that there is a linkage in aspects of life, and also in educational practice as part of the social aspect (Veugelers, 2011; Vieweg, 2018). The diversity of traits possessed by students is expected to be developed in a positive direction according to their respective potentials but still in accordance with existing human values.

So that it is hoped that later it can give birth to future generations of the nation who are not only good in terms of academics but also personality.

As for the self-concept variable, partially there is no significant effect on prosocial behavior (sig. 0.054 > 0.05). In contrast to the results of other studies that show the influence between self-concept and prosocial behavior in children (Cauley & Tyler, 2006). However, self-concept is an important aspect in a person, because one's self-concept is a frame of reference in interacting with the environment (Schneider et al, 2020). Therefore, self-concept is able to guide individual behavior in a positive or negative direction according to the positive or negative views that individuals have about themselves. Having a positive self-concept is very beneficial for every child. This is because the formation of self-concept will affect the behavior of children in the future. Children who develop poor self-concepts tend to reinforce these concepts with antisocial behavior. The formation of self-concept can be influenced by various factors, one of which is the environment. Self-concept in children is formed based on the treatment given by the people in their environment (Hurlock, 2009). Positive environmental reflection can give strength to children, even if they have a poor self-image (Wanei, 2006). So that students need to continue to support and help parents, teachers and peers. Positive environmental reflection can give strength to children, even if they have a poor self-image (Wanei, 2006). So that students need to continue to support and help parents, teachers and peers. Positive environmental reflection can give strength to children, even if they have a poor self-image (Wanei, 2006). So that students need to continue to support and help parents, teachers and peers.

Several other prosocial factors outside the study may influence this research. Based on other prosocial factors that can influence this research are: bystander, attractiveness, attributions to victims, other prosocial models, and the nature of needs (Baron & Byrne, 2005). In addition, the prosocial behavior of students that the authors reveal in this study is a special prosocial behavior so that the possibility of factors related to students with special needs can have an effect. Therefore, even though the implementation of inclusive schools tries to eliminate discrimination and stigmatization of children with special needs, the views of differences between students with special needs by their normal friends cannot be avoided.

CONCLUSION

This study aims to determine whether there is a simultaneous influence between humanistic attitudes and self-concept with prosocial behavior in regular students in inclusive schools. The results of data analysis show that there is a positive and significant effect simultaneously between humanistic attitudes and self-concept and prosocial behavior of regular students to students with special needs. The hypothesis in this study is accepted, meaning that prosocial behavior in students is determined by humanistic attitudes and self-concepts regarding inclusion which are applied to regular students in inclusive schools. Partially, the results showed that there was a significant influence of humanistic attitudes with prosocial behavior (sig. 0.000 < 0.05). Meanwhile, self-concept has no significant effect

on prosocial behavior (sig. 0.054 > 0.05). The value of the coefficient of determination (R^2) is 0.602 indicating the contribution of the variable influence of humanistic attitudes and self-concept on prosocial behavior is 60.2% while 39.8% is influenced by other variables outside those studied by researchers. This research proves that humanistic attitudes and self-concept regarding inclusion are very important in shaping the prosocial behavior of regular students in inclusive schools. The school can continue to develop and shape the personality of students to be able to uphold the values of diversity, compassion, tolerance, and not discrimination against differences, so that each student is able to develop their potential, including for children with special needs.

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