

**PENGETAHUAN GURU SEKOLAH MENGENAI MASALAH PENDENGARAN
DAN SIKAP MEREKA TERHADAP PROGRAM INKLUSIF KANAK-KANAK
BERMASALAH PENDENGARAN**

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Kajian ini mengkaji tahap pengetahuan mengenai masalah pendengaran dan sikap guru-guru sekolah terhadap program inklusif. Perbandingan tahap pengetahuan dan sikap dikaji berdasarkan faktor jantina, umur, tempoh pengalaman bekerja, lokasi sekolah dan jenis sekolah. Seramai 425 orang guru dari sekolah harian biasa dan 72 orang dari sekolah percantuman masalah pendengaran di Semenanjung Malaysia telah terlibat. Pengukuran tahap pengetahuan dan sikap dibuat menggunakan borang soal selidik yang dihasilkan berdasarkan kajian-kajian lepas. Ujian statistik deskriptif berbentuk peratusan digunakan untuk mengkaji tahap pengetahuan dan sikap guru secara keseluruhan. Manakala ujian khi-kuasa dua digunakan untuk mengkaji hubungan antara tahap pengetahuan dan sikap dengan faktor-faktor jantina, umur, tempoh pengalaman bekerja, lokasi sekolah dan jenis sekolah. Secara keseluruhannya didapati guru-guru berpengetahuan tinggi (85.7%) dan bersikap neutral terhadap program inklusif (58%). Hasil kajian juga menunjukkan tiada hubungan ($p>0.05$) antara tahap pengetahuan dengan semua faktor yang dikaji. Manakala bagi sikap, tiada hubungan ($p>0.05$) antara sikap terhadap program inklusif dengan faktor jantina, lokasi sekolah dan jenis sekolah. Tetapi terdapat hubungan yang signifikan ($p<0.05$) antara sikap dengan faktor umur dan tempoh pengalaman bekerja. Faktor pendedahan dikenal pasti sebagai faktor utama yang mempengaruhi keputusan ini dan kupasan mengenainya dilakukan secara mendalam.

Kata kunci: masalah pendengaran, program inklusif, guru, pengetahuan, sikap

**TEACHERS' KNOWLEDGE OF HEARING DISORDERS AND ATTITUDES
TOWARD MAINSTREAMING OF CHILDREN WITH HEARING PROBLEM**

The purpose of this study was to investigate teachers' knowledge of hearing disorders and their attitudes towards mainstreaming of children with hearing problems. Comparison of knowledge and attitude was determined based on gender, age, working experience, location of school and type of school. There were 497 teachers including regular school (425 teachers) and integrated school (72 teachers) in Peninsular Malaysia involved in this study. A set of questionnaire was structured based on previous studies in order to measure the knowledge and attitude. Descriptive statistical analysis was used to analyze teachers' knowledge and attitudes toward mainstreaming based on percentage. Chi square test was used to analyze the relationship between knowledge and attitude with gender, age, working experience, location and type of school. Most of the teachers have high knowledge of hearing disorders (85.7%) and 58% of them have neutral attitude towards mainstreaming. The result showed there was no relationship ($p>0.05$) between knowledge and the factors above. For attitude, there was no relationship ($p>0.05$) between attitude and gender, location and type of school. However, age and working experience showed significance relationship ($p<0.05$) with attitude toward mainstreaming. Exposure to the hearing problem had been identified as the main factor that influenced the results and had been discussed well later.

Key words: Hearing impairment, mainstream, teachers, knowledge, attitude

Yuzaida Md Yusoff. 2004. Teachers' Knowledge of Hearing Disorders and Attitudes Toward Mainstreaming of Children with Hearing Problem. Bachelor of Audiology Thesis. National University of Malaysia.