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Character Education in Inclusive School

Catur Rina Ajiningsih
Yogyakarta State University
Yogyakarta, Indonesia
caturrinaa.2017@student.uny.ac.id

Ibnu Syamsi
Yogyakarta State University
Yogyakarta, Indonesia
ibnu_syamsi@uny.ac.id

Haryanto
Yogyakarta State University
Yogyakarta, Indonesia
Haryanto_plb@uny.ac.id

Abstract— **This article aims to examine the implementation of character education in inclusive schools. The study used descriptive qualitative. Data collection was carried out through a literature study. Information sources on literature studies are scientific research journals, books, undergraduate theses, and theses, both in printed and electronic forms. The data were analyzed through the stages of data collection, data reduction, data display, and conclusion. The results revealed that: (1) character education in inclusive schools is implemented based on the design of character education in psychological and sociocultural views; (2) the character education in inclusive schools is implemented based on the strategies: (a) integration in subjects, (b) integration in local contents, and (c) self-development activities; (3) six prominent character values used as a capital in the implementation of education in the inclusive school; (4) suitable design of character education with the learning principles of children with special needs.**

Keywords— character education, inclusive school

I. INTRODUCTION

Inclusive education is one of the efforts undertaken by the government in order to fulfillthe rights of children with special needs to obtain a quality education and to have no discrimination and environmental restrictions. The implementation of inclusive education in schools raises diversities, both in terms of culture, characteristics and students' learning needs. These conditions encourage schools to develop a positive attitude of acceptance among thecitizens. The attitude of acceptance is needed to overcome various problems that arise,such as the attitude of disdain, isolation, bullying against students with special needs or problems of children with special needs feelinginferior. As a result, it is necessary to have strategies forimplementing character values.

Character education is a government strategy to overcome moral problems. The character education instills the noble values of national culture, religion, and Pancasila. The students are expected not only to be academically intelligent but also to have noble characters. It can be seen from a good attitude to himself, God Almighty, others, the environment, nation,and country.

Character education has to be implemented in all educationunit, including inclusive schools. The implementation strategy has been designed by the government, however, the information about the strategy of implementing the character values in inclusive schools is limited.

Therefore, this paper intends to investigatethe various sources of literature related to the strategy of implementing character education in inclusive schools, key values in the implementation of education in inclusive schools, and the suitability of the implementation strategy of character education with the learning principles of children with special needs.

The rest of this paper is organized as follow: Section II describes the proposed method. Section III describes the inclusive education. Section IV describes the discussion. Finally, Section V concludes this work.

II. PROPOSED METHOD

Data collection technique used in this article is a literature study. The researchers used literature materials as objects of the studies. Relevant information to the research topic is compiled and reviewed in this article. Information sources on literature studies include scientific research journals, books, undergraduate theses, and master theses, both in printed and electronic forms. The literature studies include the identification process of systematic theory, library discovery, and analysis of documents containing information about the topic of the research. Interactive Model of Analysis from Miles and Huberman was used to analyze the data. The steps are (1) data collection; (2) data reduction, namely choosing the key points in the data, removing unnecessary data, and verifying data; (3) data presentation, which is done to find meaningful patterns; (4) drawing a conclusion on research data.

Revitalization of education through national policies for the development of national character in 2010-2015 requires each education unit at all levels to implement character education. This is an effort to create the ideals of the nation as stated in the points of Pancasila and the opening of the UUD 1945 (1945 Constitution). Character education is designed to instill positive values derived from religion, Pancasila, culture, and the goals of Indonesian national education. There are 18 values, namely religiosity, honesty, tolerance, discipline, hardworking, creativity, independence, democracy, curiosity, the spirit of citizenship, love of one's country, respect for achievements, communicativeness, peace-loving, love of reading, care for the environment, care for the society, and responsibility. The implementation of these positive values is expected, so that each student is able to understand the value of human behavior related to God Almighty, himself, human beings, the environment, and the nation that manifests in thoughts, feelings, attitudes, words,

and deeds based on norms of religion, law, manner, culture and the custom [1].

Character education is defined to help people in order to make them understand, pay attention to, and carry out the main ethical values [2]. The character education is implemented to empower students and adults to be able to understand, care, and act based on ethical values such as respect, justice, civic virtue and citizenship, and to be responsible for themselves and others [3]. Based on Hand Book of Character Education Implementation published by the Ministry of National Education in 2011, character education is interpreted as an effort to instill good habits (habituation) so that students can behave, and act based on the values that have been in their personalities.

Character education contains three main principles, namely knowing the good, desiring the good, and doing the good. These mean that the character education not only provides knowledge to someone with good things but also teaches to love the kindness and get used to doing the good [4]. The character education holistically showed three basic aspects of human being, namely knowledge, affective, and attitude. As in the grand design of the character education developed by the Ministry of National Education, the character education for each education unit in all levels and types is based on psychological and sociocultural views. The character education encompasses the functions of all human potentials (cognitive, affective, and psychomotor) in the context of sociocultural interactions (families, schools, and communities) that last for a lifetime [5].

The implementation strategy of character education in the education unit is a national unity of the program of school-based quality improvement management implemented in the development, implementation, and evaluation of curriculum by each education unit. According to the grand design of character education, the implementation is carried out in three methods, namely: (1) integration in subjects; (2) integration in local subjects; and (3) self-development activities. The implementation of integrated character education in subjects is carried out by developing syllabi and lesson plans (RPP) on competencies which are in accordance with the values that will be applied. Besides, the competency of local content is developed by the education/ regional unit to enable diversity. The character education can be implemented through self-development activities such as civilization and habituation, extracurricular activities, and counseling guidance [6]. Revitalization of education through national policies for the development of national character in 2010-2015 requires each education unit at all levels to implement character education. This is an effort to create the ideals of the nation as stated in the points of Pancasila and the opening of the UUD 1945 (1945 Constitution). Character education is designed to instill positive values derived from religion, Pancasila, culture, and the goals of Indonesian national education. There are 18 values, namely religiosity, honesty, tolerance, discipline, hardworking, creativity, independence, democracy, curiosity, the spirit of citizenship, love of one's country, respect for achievements, communicativeness, peace-loving, love of reading, care for the environment, care for the society, and responsibility. The implementation of these

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III. INCLUSIVE EDUCATION

The basic concept of inclusive education is intended as an education service system that involves children with special needs to learn together with their peers in regular schools near to their house. The implementation of inclusive education provides an opportunity for the widest access to all children to obtain a quality education that is in accordance with the individual needs of students without any discrimination. The school is required to make

adjustments in terms of curriculum, educational infrastructure, and learning systems that are tailored to the individual needs of students [7].

Inclusion education is one form of recognition of human diversity. Abnormalities and talents are seen as individual differences such as skin color, ethnicity, race, language, culture, or religion [8]. According to Foreman, the implementation of inclusive education is based on several principles, namely social justice and human rights, normalization, age-appropriateness, and least restrictive environment [9]. These principles are intended so as to protecteach individual's right as a human being and as a citizen and to be able to participate actively in society so that they are not included in a limited environment.

Inclusive education in Indonesia is held in primary schools, junior high schools, and secondary schools that have been appointed by government district/ city governments. The curriculum used in inclusive schools is a modified regular child curriculum which is appropriatefor the students' abilities and characteristics. Furthermore, according to the Directorate for Special Education, the modification can be done by modifying the time allocation, the content/ material, the teaching and learning process, the facilities and infrastructure, the environment for learning, and the classroom management [10]. Thus, this curriculum will provide the opportunities for each child to actualize their potential based on their talents, abilities,and differences in each child.

IV. DISCUSSION

Based on the elaboration of the literature review, it is known that the implementation of character education in Indonesia refers to the grand design of character education developed by the Ministry of National Education. In the design, character education is based on psychological and sociocultural views. The establishment of a socio-cultural view becomes as a reference based on the idea that one of the goals of national education is to shape the character of Indonesian people in accordance with the potential benefits of the nation's local culture which is civilized and dignified [11]. Larson and Smalley demonstrated that sociocultural is a blueprint that guides human behavior in a society. In addition, a human has a role as a social being [11]. They need an education that cannot be separated from the family, school and community environment. The implication is that the character education in inclusive school must be developed about the aspects of local contents from each region and its implementation is supported by the family, school and community environment.

In a psychological perspective, the character education has functions to shape individual characters in all basic aspects of a human being which include cognitive, affective, and psychomotor. As stated by Haryati, good character education should be able to develop moral knowing, moral attitude/ feeling, and moral behavior [12]. This means that through character education, a person will gain moral knowledge, and from that knowledge, there will be a commitment to do the good, and as a result, they finally do the good things. Another view is explained in the Hand Book of Character Education developed by the Ministry of

National Education that character education is based on psychological totality. It is realized in the ability of *olah pikir* (literacy and numeracy), *olah hati* (ethics), *olah raga* (kinesthetic), and *olah rasa* (aesthetics) in which they are integrated with each other.

Like general subjects, character education is implemented by paying attention to the students' characteristics and learning needs. The students' characteristics and learning needs in inclusive school are diverse because they involve regular children and children with special needs. Therefore, inclusive school is recognized as a plurality. It has implications for the needs of the character values that have been taught. According to Pamungkas, there are six-character values that are prominently demonstrated and are used as a capital in the implementation of inclusive education in the schools, namely tolerance, the spirit of citizenship, friendship/ communicative, care for the environment and care for the society [13]. These six values are instilled in all school citizens to create social acceptance among all parties. Hurlock stated that what is meant by social acceptance is individual's involvement with peers. This is a sign of success in social groups [14].

According to Garnida, all learning that involves children with special needs must fulfill general principles which include the principles of motivation, background/ context, directivity, social relations, work while learning, individualization, finding, and problem-solving [15]. From these principles, the implementation of character education in inclusive schools is directed at: (1) motivating students to have enthusiasm in learning and practicing the character values; (2) paying attention in depth to students' background when teaching character values; (3) formulating the objectives, materials, tools and strategies of character education in a precise and clear manner; (4) developing many directions interaction in learning character values; (5) providing the opportunities for students to practice/ apply the character values that have been taught; (6) designing learning character values in accordance with students' characteristics; (7) developing students' knowledge, attitudes and skills related to character values holistically; and (8) asking questions about character values for students to solve. Based on these explanations, it is known that there is a match between the learning principles of children with special needs and the design of character education developed by the Ministry of National Education, that both develop all basic aspects of students (cognitive, affective, psychomotor), encourage students to emerge morale, and develop two-way communications.

V. CONCLUSIONS

Based on the results of the explanation of the theory and discussion, it concludes that the character education in Indonesia refers to the grand design of character education developed by the Ministry of National Education. The grand design of character education is based on psychological and sociocultural views in which the implementation is carried out in the family, school and community environment and the process takes place throughout life. The strategy for implementing the character education in education units, including inclusive schools, is through three methods,

namely: (1) integration in subjects; (2) integration in local contents; and (3) self-development activities. There are six-character values that are prominently demonstrated and used as capital in the implementation of inclusive education in schools, namely tolerance, the spirit of citizenship, friendship/ communicative, care for the environment and care for the society. More importantly, there is a suitability between the learning principles of children with special needs and the grand design of character education developed by Ministry of National Education, that both develop all basic aspects of students (cognitive, affective, psychomotor), encourage students to bring moral behavior, and develop two-way communication from various environment.

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