

The Implementation Of Character Education On Civics Education Subject For Inclusive Students

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ABSTRACT

This study aims to determine the problems of managing inclusive education in elementary schools in Kutai Kartanegara and formulate a model of inclusive school management. Currently, there are 2400 schools that are members of the Indonesian Integrated Islamic School Network. Almost all schools in Jakarta and West Java have been asked by the government to apply the concept of inclusive education, as well as several schools in other areas that have accepted children with special needs. Various problems arise, and it is felt necessary to find a solution to these problems. In particular, this research answers the questions, namely How to Implement Character Education in Civics Subjects for Inclusive Children. This study uses a qualitative research method with a case study approach. Data was collected through interviews, study of relevant documents and FGD with 6 school leaders from 3 schools providing inclusive education.

The results of the study explain that each inclusive child has their own advantages or learning modalities, so that the learning and management services provided by the school adapt to the child's needs. Then for educators in inclusive schools there is also no need to be afraid because teaching students with special needs already has academic qualifications and competence standards. The inhibiting factors that occur in the implementation of character education in Civics subjects for inclusive students are internal factors (from students and school management), as well as external factors (derived from government policies and the implementation of inclusive education). the efforts made by schools in the implementation of character education in Civics subjects for inclusive students are: (1) schools still labeled with special needs children, services are provided by classroom teachers and special teachers work in teams; (2) schools without being labeled with ABK, services are provided by classroom/maple teachers equipped with PLB competencies and working in permanent teams; (3) learning in class is done individually, although there are some children who have the same learning needs; and (4) multimodality-based learning with a multilevel curriculum.

Keyword: Inclusive Schools, Education, Character, Management

INTRODUCTION

Currently, the Government of Indonesia through the Ministry of Education and Culture continues to socialize the concept of inclusive education in all regions. Some areas are already required for implementation, such as the Jakarta and West Java areas. Every school is encouraged to implement this concept, even for government schools, a 20% quota has been required for Children with Special Needs (ABK). Another fact is the existence of individuals or children with special needs, in real terms in public schools, not only in special schools. The spirit of serving children with special needs in schools is not enough to answer the challenges of teachers at school. They are faced with various problems when trying to apply the concept of inclusive education in schools. Among the existing problems, namely; difficulty identifying

children with special needs, lack of understanding of handling children with special needs in class, designing an appropriate curriculum, creating a conducive learning system and environment and so on. This is in line with what was conveyed by Bubpha, Erawan, & Saihong (2012) that there are still many problems and challenges faced in the implementation of inclusive education including the knowledge and ability of teachers to recognize the special needs of students. All of these problems, if not found a solution, will have an impact on the quality of education services in schools which will ultimately have an impact on the development of the potential of students.

In principle, every child is unique, has its own peculiarities. The service model based on the concept of inclusive education is expected to answer the needs of each child. The inclusive education model allows the uniqueness of children to be accommodated in the curriculum, including the uniqueness of children with special needs, so that every child has the opportunity to develop optimally (Yasa & Julianto, 2017).

The implementation of inclusive education really requires good management. School management and classroom management play an important role in the acceptance of inclusive education in the school. Without the involvement of good management, the implementation of inclusive education in schools will not be carried out properly. The involvement of school management includes: 1) equalizing perceptions by school residents driven by the principal or deputy principal of inclusive management affairs in the school, 2) building a system that supports the management of inclusive education 3) preparing school programs 4) providing assistance, and 5) conduct socialization or publication. With the seriousness of the involvement of school management, the implementation of inclusive education in these schools can be carried out properly. The inclusive education provider school can provide hospitality and acceptance for children with special needs. Education for children with special needs continues to experience renewal so that the term inclusive education appears. Inclusive education reflects education for all, providing opportunities for students with special needs to be able to study together with their peers in public schools. In accordance with the Regulation of the Minister of National Education of the Republic of Indonesia No. 70 of 2009 Article 1 which states that:

Inclusive education is the implementation of education that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to attend education together with students in general.

Inclusive education provides solutions for children with special needs whose rights have not been fulfilled so far. The implementation of inclusive education is not much different from schools in general. The system of learning activities is also the same as in schools in general. Teachers in inclusive schools must be able to properly accommodate all students with different backgrounds and circumstances. Inclusive schools also use the same curriculum as regular

schools. However, there are still adjustments in terms of strategies, methods, media or learning activities to suit the needs of students.

This study aims to develop an inclusive education management model in elementary schools spread throughout the Kutai Kartanegara Regency. The specific targets to be generated from this research are a) Identification of problems faced by schools in the implementation of inclusive education, b) Obtaining portraits of inclusive education management in schools carried out by schools providing inclusive education, and c) Compiling a management guidebook for implementing inclusive education.

METHOD

There are several methods of collecting data in qualitative research, including interviews, observation, and documentation. It aims to obtain accurate and complete data in a study. In this study, researchers used official external documents that could be obtained from agencies and authorities regarding subject records such as identity data, clients, medical history, usage history.

The focus of this research includes two parts, namely how the implementation of character education in Civics subjects for inclusive children.

RESULT AND DISCUSSION

Result

1. How to Implement Character Education in Civics Subjects for Inclusive Children.

Character education is education to form patterns of traits or characters starting from an early age, so that good characters are embedded and rooted in the soul of the child. Character education is education that is not only oriented to the cognitive aspect, but is more oriented to the process of fostering the potential that exists in children, developed through habituation of good traits, namely in the form of teaching good character values. In character education, each individual is trained to maintain good character (fitrah) so that the character will be strongly attached to training through education so that morality will be formed. In the context of education in Indonesia, the substance of character education has been mandated in Law No. 20 of 2003 concerning the National Education System. Article 1 of the Law states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. society, nation and state.

The development of the character of the nation's children is an effort to realize the mandate of Pancasila and the Preamble of the 1945 Constitution against the background of the reality of national problems that are developing at this time, such as: disorientation and not

living up to the values of Pancasila; the limitations of integrated policy tools in realizing the values of Pancasila; shifting ethical values in the life of the nation and state; waning awareness of the nation's cultural values; the threat of national disintegration; and the weakening of the nation's independence (Source: Master Book of National Policy on National Character Development 2010-2025). Character education with a classroom learning approach through Pancasila and Citizenship Education must be given to all Indonesian citizens without exception for children with special needs. In accordance with the mandate of Article 31 paragraph (1) of the 1945 Constitution, it is stated that every citizen has the right to get education. Children with special needs are Indonesian citizens, so they have the same rights as other citizens to get an education. In this case, the Government must provide quality education and in accordance with the needs of children with special needs both in basic education, secondary education and in higher education.

Doni Koesoema (2010: 116) states that character education applied in educational institutions can be a means of humanizing and civilizing. Education should create an environment that respects human life, respects the integrity and uniqueness of creation, and produces a personal figure who has balanced intellectual and moral abilities so that society will become more humane. As is the case with inclusive character education which is implemented in schools providing inclusive education. The presence of students in inclusive classes adds to the diversity of individual differences. Through the existing diversity, character values such as compassion, cooperation, mutual respect, and self-confidence can be instilled in students.

Norman Kunc (David Smith, 2006: 396) that inclusiveness is a matter of values. Through inclusive education, good values can be instilled in students, one of which is the value of respecting differences in human society.

The implementation of character education in regular schools is not much different from the implementation in regular inclusive schools. The difference lies in the presence of students with special needs in the class and the way the teacher instills character values in students. The implementation of inclusive character education in regular schools emphasizes caring, cooperation, respect for differences, mutual respect, and empathy. In addition, other character values can be instilled, such as religious, honest, responsible and so on.

As the results of an interview conducted by researchers on Tuesday, June 14, 2022 at 09.30 WITA with a teacher who teaches ABK students at SDN 022 Tenggara:

"I teach students with special needs starting from grade 2 to grade 5 at this school. This student is special because he has advantages that are different from students in general, so that in the learning process I as a class teacher sometimes have a special focus when in class. The ABK student in my class cannot immediately give the material and then practice

it, but it must be done slowly so that the material I explain can be absorbed by the child, of course with the maximum absorption capacity of the student."

"In the application of character education to ABK students in my class, we have a different way from students in general, we should not be harsh on the child, because sometimes such a child adjusts to his mood, the child may have problems at home with his parents, less sleeping, or suddenly having a tantrum in class so we have to win the student first and then we check whether the student can be invited to participate in learning".

Then the researcher conducted an interview with the teacher who taught ABK students at SDN 035 Tenggaraong, Tuesday, June 14, 2022, at 11.00 WITA at the school:

"Incidentally, my students are ABK students who are able to learn, why do I say they are able to learn because they are still able to receive the lessons they need? I convey and practice it the same as children in general. Then in the implementation of character education for ABK students in my class, of course they can accept and practice it well apart from being able to educate, the children in my class teach how to help their friends regardless of the condition of their other friends so that there is no difference between them in class. , maybe the obstacle for ABK students when implementing character education is the lack of focus, because the ABK students in my class do have a lack of focus so that I as a class teacher help and guide these ABK students until they can."

Then the researchers conducted interviews with teachers who taught ABK students at SDN 004 Tenggaraong, Saturday, June 18 2022, at 11.00 WITA at school:

"In our school, ABK students are students who are slow to learn and are deaf so that in the application of character education to ABK students in Of course, our school is different for each child. For children who are slow to learn, of course, as a class teacher, I have a focus on implementing character education in a slow way, but it must be ensured that the ABK students understand the material and practice the results of learning about character education, then for the deaf we help these students with hearing aids. those at school and also when explaining I as a class teacher explained in a speaking style and body gestures that were easily understood by ABK students, also assisted by their friends in class during the learning process."

In the learning process of Children with Special Needs with various specifications, they have their own modalities and even differ from one another. What we need to underline here, although different children with special needs still have modalities, as the researcher explained in the interview above, not all children always have shortcomings, some of them have the ability or learning modality. Learning services provided by school management and teachers should accommodate students. Inclusive character learning must also be given in accordance with the specific needs of students who are in regular schools.

As the researcher explained that children with special needs are not only seen from their shortcomings, but they also have their own advantages, characteristics and talents in certain fields.

"I will give an example, such as ABK students who are at SDN 035 Tenggara, especially in class 5C which is taught by Mrs. Juli as her class teacher, this student is a student who is slow to learn but is able to learn, this student has advantages, namely being able to draw well, so that when there is a competition at school or there is a drawing activity, these ABK students can take part in these activities.

"Then the ABK students at SDN 022 Tenggara are mild autistic students where this ABK student is indeed difficult when writing something, but this student can read fluently even when they relapse not disturbing friends in class but he prefers to read books in class. reading corner in the corner of the classroom. Finally, the ABK students at SDN 004 Tenggara can write well and receive teacher directions well in class".

Therefore, educators need not be afraid to teach Children with Special Needs. Because every teacher, as stated in the Minister of National Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies pedagogically must be able to master the characteristics of students from the physical, moral, social, cultural, emotional, and intellectual aspects of their students. On this basis, the provision of inclusive character learning services for Children with Special Needs in regular schools needs to be strengthened. Children with Special Needs should not be considered as children who have excessive abnormalities. Moreover, considering the Children with Special Needs as a heavy burden of education. Because it is precisely that kind of teacher's a priori attitude, which causes the potential contained in them to be neglected. Isn't the teacher's job not only to teach knowledge, but also to educate each student with the various modalities they have.

Discussion

1 .How to Implement Character Education in Civics Subjects for Inclusive Children.

From the results of the research that has been discussed, it can be seen that the implementation of character education in Civics subjects for children with special needs, namely in its implementation is slightly different from regular students in general, where students with special needs have a way of delivering material by adjusting to what is needed by students. and teachers who teach have their own focus on learning students with special needs in the classroom. If the child has a learning delay, the class teacher who holds the student with special needs must carefully teach the student in a slow way and cannot be ordered quickly or given a warning using a high tone because such a child cannot be suppressed and must adjust with the mood of the student with special needs, then if the child at the time of learning must use aids such as hearing aids, therefore when the class teacher teaches the teacher uses his mouth and

body movements to make it easier for the student to understand the material he teaches at the time of teaching.

Therefore the implementation of character education in Civics subjects for children with special needs is also carried out as regular students in general where teachers teach about Pancasila and its application in their daily lives, here teachers who teach students with special needs encourage these children to behave religiously. , independent, honest, responsible of course to himself and the surrounding environment.

CONCLUSION

Pancasila and Citizenship Education has a strategic position in instilling national character because basically the purpose of Pancasila and Citizenship Education itself is to form students into human beings who have a sense of nationality and love for the homeland and have noble values based on Pancasila. Various studies as well as existing sources have proven that Pancasila and Citizenship Education cannot be separated from character education in general and national character in particular.

Children with special needs as citizens also have an obligation to have a spirit of nationalism or have a national character like children in general. Thus, Pancasila and Citizenship Education have an important role to instill national character in children with special needs, especially in inclusive schools. The concept of inclusive schools that provide equal opportunities for children with special needs to mingle with normal children in public schools is a challenge for Pancasila and Citizenship Education.

Children with special needs must be equalized in obtaining their rights, especially in the field of education in general and character education in particular with children in general. Equivalent means that children with special needs should not be distinguished and should not be equated with children in general. It can be said that the equivalent character education for children with special needs is education provided by providing education that is in accordance with the needs of the child with special needs. The national character that is integrated in Pancasila and Citizenship Education is expected to be able to foster the spirit of nationalism in children with special needs.

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