

IMPLEMENTATION OF INCLUSIVE EDUCATION IN INCREASING THE SOCIAL CARING CHARACTER IN SD NEGERI 1 TANJUNG

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Abstract: This study aims to: 1) describe the implementation of inclusive education in increasing the social caring character in SD Negeri 1 Tanjung, 2) describe the supporting and inhibiting factors in the implementation of inclusive education in increasing the social caring character in SD Negeri 1 Tanjung. This type of qualitative research uses a case study approach. The research was conducted at SD Negeri 1 Tanjung. The subjects of this study were inclusive managers, class teachers, shadow teachers, and five students. Data collection techniques using observation, interviews, and documentation. Research results: 1) Learning in class. The learning process in class runs smoothly, and the socially caring character of students has appeared during class learning. 2) Habituation. Habituation in schools is carried out according to a predetermined schedule. 3) School activities. There are two school activities: an inclusive celebration for Children with Special Needs and an art performance for all students, all of whom participate enthusiastically in school activities. The supporting factors are that regular students appreciate the existence of students with special needs and inclusive education training for teachers. The inhibiting factors are that there are only two Special Assistance Teachers, and the teacher's educational background is not in Special Education.

Keywords: implementation, inclusive education, children with special needs, social caring character.

INTRODUCTION

Education is essential for developing knowledge capacity in any individual or group. Everyone has the right to a quality education. According to Hakim (2020) and Saputro (2021), education can mature a person's attitudes and behaviour through teaching and training so that the person develops mentally and physically until he reaches maturity. It is an absolute necessity that is deliberately given to everyone. Education is not aimed at specific groups but can be accessed equally by all children, including those with Special Needs (ABK).

The implementation of education in Indonesia shows that all children, including those with Special Needs (ABK), are cared for. Each child has different characteristics and strengths. According to Permatasari (2016), Children with Special Needs (ABK) are children who differ from the rest of society. Mareza's explanation (2018) is that children with special needs have unique characteristics that distinguish them from normal children. Everyone has the opportunity to learn together in the same environment.

Inclusive education is an education delivery system that provides opportunities for all students with disabilities, latent intelligence, and unique talents to participate in teaching and learning in an educational environment with the general public. Mamas (2019) states that educators with special needs have the opportunity to be educated with their peers in the regular education system. School is an environment for learning. An *inclusive school* is one that is friendly to all. It means that the educational approach being pursued can cover everyone, including children with special needs. Perwitasari (2020) states that inclusive schools are educational services that allow Children with Special Needs (ABK) to attend regular classes with their peers. All students have the same rights and opportunities in the world of education. Heyder (2020) believes that all students feel good, valued, and accepted in their learning environment, regardless of physical, emotional, intellectual, cultural, mental, social, or other conditions. Inclusive schools are not only for inclusive children but for all learners. Every child has a different character. Character education must be instilled in students.

Character education has a significant influence on the character development of students. Horowski (2020) states that the task of education is to prepare the younger generation to become adults who can understand the consequences of actions taken, regardless of their own and other people's experiences. Many people do not think

carefully about the consequences of their actions. Character education must be taught from an early age. Harahap (2021) states that early childhood is the first step in forming children's morals, and it is hoped that good values can be instilled in children and that children will grow to become human beings with personalities. Character education can give children a noble personality and increase their academic success. Komala (2018) and Yuniria (2022) state that character education is a conscious effort to instill and develop good values, morals, and manners so that students can consider right and wrong decisions in everyday life.

Values in character education include several aspects. Adi (2020) states that the values that shape personality refer to aspects that are referred to as people who are communicative, peace-loving, educated, care for the environment, care for the social, disciplined, independent, easy to get along with, and responsible. One of the personal values that must be instilled in students at school is social care. Tabi'in (2017); Saraswati (2020) states that social care is the behaviour or attitude of a person who appears to assist others in need in the form of material or labour for other people. The goal is to make people feel comfortable and make things easier. Agung (2018) argues that social care is a conscious act of humans as social beings who cannot live alone and always depend on the help of others. Social care does not mean interfering with other people's problems but rather helping others solve problems. A caring attitude is expected in elementary school classes because social involvement can have a positive effect and especially shows an attitude of helping each other to create harmony and close cooperation.

The explanation above shows that inclusive education places normal students and children with special needs (ABK) into one class in regular schools. The education carried out will support the needs of students with special and regular needs so that they are met without exception at the Elementary School (SD) level. SD Negeri 1 Tanjung is one of the elementary schools that organises inclusive education with no. SK 421/149/2011. In the implementation of inclusive education at Tanjung 1 Public Elementary School, several problems still need to be solved. According to the information obtained from the teacher at the elementary school, the teacher experienced difficulties in teaching because, during class time, there were no accompanying teachers due to the limited number of teachers.

Researchers researched the implementation of inclusive education in improving the social care character at SD Negeri 1 Tanjung. The implementation of inclusive education needs attention because all students have the right to receive proper and quality learning according to their individual conditions, potential, and needs. The problem in this research is how the implementation of inclusive education is increasing the character of social care at SD Negeri 1 Tanjung. What are the supporting and inhibiting factors in implementing inclusive education to improve the socially caring character of SD Negeri 1 Tanjung? This study aims to determine the implementation of inclusive education in increasing the social care character in SD Negeri 1 Tanjung by knowing the supporting and inhibiting factors for implementing inclusive education in increasing the social care character in SD Negeri 1 Tanjung.

RESEARCH METHODS

This study uses qualitative research using a case study research approach. In other words, in qualitative research, researchers use words to describe data or facts in the field. According to Cresswell (2013: 4), qualitative research is a technique for investigating and understanding events that occur in many individuals or groups of individuals and are rooted in social or humanitarian problems. This research uses a qualitative case study approach.

RESULTS AND DISCUSSION

1. Implementation Of Inclusive Education In Increasing social caring character in SD Negeri 1 Tanjung

The implementation of inclusive education to improve the character of social care at SD Negeri 1 Tanjung in this study consisted of classroom learning, habituation, and school activities. The following are research findings regarding implementing inclusive education to improve the socially caring character of SD Negeri 1 Tanjung.

1) Classroom Learning

Classroom learning is a process where teachers and students interact to achieve learning goals. Yestiani's presentation (2020) states that learning is a process of acquiring knowledge and that support is provided by the teacher so that students can receive this knowledge. Students' success depends on how direct and practical learning

is carried out in the process of achieving educational goals. According to Pane (2017), learning is an interactive process that students and teachers carry out in a learning environment using learning resources, learning strategies, and delivery methods. Learning is a process, namely managing and organising the environment around students so that it encourages them to learn.

In addition to teaching materials in the learning process, the teacher is also responsible for instilling character values in students and forming their personalities. According to Nugroho (2017), the teacher's attitude plays a significant role in shaping students' behaviour. This influence mostly involves the transmission of good values, which students then emulate and incorporate into their own actions. Conversely, negative behaviours are discouraged and actively avoided, as they are deemed inappropriate and should be refrained from. Because students tend to imitate what the teacher does quickly, this follows Asri's presentation (2021), which states that implementing a socially caring personality in learning at school presents new challenges for teachers and educators. Therefore, teachers must always set an excellent example for students. Teachers can model socially caring personalities for students so that peers can create a friendly environment where they can care for and embrace one another. A socially caring personality emerges throughout the learning process, and students work together to complete assignments and learn from each other with peer tutors. Contreras (2020) says that if students with special needs want to study with regular students, they can improve their academic achievement through assistance and support.

"Learning is carried out as usual. Before entering the class, there is a line in front of it where students pray before beginning to learn and sing the national anthem. During the learning process, I also gave advice to always help each other, and the character of social care was seen when students were given group assignments; they helped each other to complete their assignments. In group division, I mix between regular children and Children with Special Needs (ABK)." (GK)



Figure 1. Collaborating

In Figure 1, it can be seen that students cooperate with each other in completing group assignments. When there are members who do not help with the work, group mates admonish them to do the assignments—not just stand by and watch but help out because group assignments are a shared responsibility.

2) Habituation

Habituation is something an individual does repeatedly to get used to, act, and think appropriately. Habituation is experience, namely, getting used to what has been practised. According to Hardiansyah (2021), the development of students' potential depends on the development of personal behaviour expressed in attitudes, words, feelings, thoughts, and actions based on habituation or applicable rules embodied in society. Through habituation, a person will be formed because, in essence, education aims to humanise humans. According to Arif (2021), to instill a socially caring personality, students carry out various activities regularly and according to a predetermined schedule so that these activities become habits for them. Habits in the classroom, namely praying before starting learning, singing the national anthem, reading literacy, *infaq*, praying dhuhur in the congregation before going home, and class pickets every morning and before going home from school

“Usually I strengthen character through habituation, such as reading literacy in the morning by getting into the habit of reading story books. I took these books from the library, and there was an initiative from the students to bring books from home that were not used or bored so that other friends could read them. If they are bored with the book, students will take the initiative to exchange their books at the library without my asking for help. So the character of social care has emerged.” (GK)



Figure 2. The habit of *infaq* every Friday

In Figure 2, it can be seen that students are given a small quantity of their pocket money to spend. This habit is carried out every Friday. The collected money will be handed over to the class teacher. They can be used to visit friends who are sick or given to people in need, so that the character of social care appears to always provide

assistance to people in need. With this habituation later outside the school, his heart will be moved to assist when he sees people who need help consciously. Astuti's (2021) presentation states that social concern is a feeling that arises in a person, namely the desire to help others materially and physically. The goal is to lighten people's load and make things easier. The value of social care is one of the characteristics students need inside and outside the school environment.

3) School activity

Teachers carry out school activities, and all school members and students must attend events organized by the school. School activities carried out include art performances and inclusion festivals. Both activities are held annually. For an inclusive celebration, an event organized by the government aims to explore talents in Children with Special Needs (ABK) and is only attended by students with special needs. As for art performance activities at school, all students participate.

All inclusive schools in the Banyumas district participate in inclusion festival activities, which the education office holds annually at various locations. (MI)

"Preparations are made by training Children with Special Needs (ABK) to participate in enlivening these activities by presenting fashion shows and dances. I usually call coaches from outside, but sometimes I also coach them." (GPK)



Figure 3. Fashion shows for children with special needs

In picture 3, you can see Children with Special Needs (ABK) presenting a fashion show that many people witness, and the teacher accompanies them from under the stage to encourage them to be more confident. Teachers and parents are also very supportive of this activity and encourage their children to have the courage to appear in front of many people. Fabiani (2020) states that support is essential to maintaining one's mental condition. With the support of parents, children's needs will always be met, and their self-confidence will increase.

Art performance activities at school provide an opportunity for all students to show their talents enthusiastically, as well as closing the semester. Many performances

are shown, such as dance, martial arts, drama, kentongan, and a choir. Magdalena (2020) states that the teacher's role in developing interest in students is significant in the learning process, which is needed so that students can develop their talents and interests.

"To prepare for this activity, the children practise every time they come home from school. They go home first and then come back to school for group practise, accompanied by one of the students' parents. Because I can't always accompany, and thankfully the parents are willing to accompany me, so I feel helped." (GK)



Figure 4. Art Performance

Figure 4 depicts how many people were present to watch the students perform a drama. They are very enthusiastic and practise in order to give maximum performance. During training, they remind each other to practise with each other, and during events, they help each other with property or others.

2. Supporting And Inhibiting Factors In The Implementation Of Inclusive Education In Increasing The Character Of Social Care At SD Negeri 1 Tanjung

Supporting factors in implementing inclusive education at SD Negeri 1 Tanjung include regular students who appreciate the presence of students with special needs. Regular students want to help students with special needs who have difficulty understanding material through peer tutors. Even when you have difficulty understanding the material, if you have other difficulties, it will help you. The teacher's attitude is essential for implementing inclusive education because it influences the teacher's commitment. Teacher guidance that is patient with students ensures that Children with Special Needs (ABK) feel safe at school, and there is support from parents of students so that children are motivated to develop their abilities, as well as training, seminars, and workshops on inclusive education for teachers so that teachers can address participants with special needs.

While the inhibiting factors in the implementation of inclusive education at SD Negeri 1 Tanjung, namely assistant staff (special accompanying teachers), are limited to only two teachers, there are no accompanying teachers in the class, so when learning takes place in regular classes, Children with Special Needs (ABK) only pay attention and sometimes play alone and walk outside the classroom. There are no accompanying teachers because of financial constraints. The educational background of the majority of teachers is from somewhere other than PLB, so knowledge about the characteristics of Children with Special Needs (ABK) is limited.

CONCLUSION

Implementing inclusive education in elementary schools is one of the government's efforts to form the nation's next generation so that they can understand and accept all forms of difference and avoid discriminatory traits in social life. SD Negeri 1 Tanjung has implemented inclusive education even though it could be more optimal due to several obstacles. However, the principal, teachers, education office, and community continue to work together to improve the implementation of inclusive education so that it can provide appropriate services for students in general and Children with Special Needs (ABK) in an effort to improve the quality of education services in elementary schools. Inclusive education is education that allows Children with Special Needs (ABK) to learn and do activities together with other children in the same school environment. Promoting the cultivation of social care The cultivation of character in education is primarily facilitated by the teacher, who imparts character education to students through both intentional instruction and the establishment of habitual practises and participation in school activities. Social caring characteristics are instilled in learning, such as lending writing instruments to friends who do not have them or do not bring them, maintaining cleanliness and beauty and preserving nature, being polite, being tolerant of differences, and working together.

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