

IMPLEMENTATION OF INCLUSIVE EDUCATION IN IMPROVING THE CHARACTER OF TOLERANCE IN SD NEGERI 5 ARCAWINANGUN

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Abstract: This research was conducted at SD Negeri 5 Arcawinangun with the aim of knowing the implementation of inclusive education in improving the tolerance character of class III SD Negeri 5 Arcawinangun. Based on the observations of researchers in class III at SD Negeri 5 Arcawinangun, learning Civics at SD is a preferred learning so that it is easier for teachers to develop tolerance. This research uses qualitative case study research. Data collection techniques using observation, interviews, and documentation. The validity of the data using triangulation, namely source triangulation and technique triangulation. The results of the study show that the teacher has carried out his duties in the learning process in the classroom in inclusive education and students have shown the habituation of the character of tolerance. In this study, it was found that there were inhibiting factors in the form of limited facilities and infrastructure. While the supporting factors in this study were strict guidance carried out by the teacher to provide direction in the teaching and learning process so that students were taught to cooperate with each other and respect differences among themselves.

Keywords: Implementation, Inclusive Education, Tolerance Character

INTRODUCTION

Education is an essential role for humans. Education not only provides knowledge but teaches the correct behavior. Education cultivates students to become mature individuals who can plan for the future and make the right decisions in life. Unknowingly Education gives change to students. A good education applied to students is a teacher's effort to educate students. Education is also inseparable from the role of the teacher in learning. Education for children with disabilities does not only exist in special schools. Moreover, children with disabilities also have the right to receive general Education in ordinary schools along with regular students (Damayanti & Dewanti, 2021). The role of the teacher in learning is the main object for students. Moh Zein (2016: 279) explains that the teacher's role is as an organizer of the learning environment and, at the same time, as a facilitator of students in learning, including the teacher as a model, the teacher as a leader, the teacher as a planner, and the teacher as a guide or guide towards learning centers.

Education now requires teachers to be more active and become role models for their students. Lodo (2017) says that teachers need to be open to students in the sense that they need to take actions that can encourage students' willingness to express their opinions, accept students with all their strengths and weaknesses, understand the possibility of personal problems in students, Show a friendly and understanding attitude to students. In implementing inclusive Education for early childhood in Indonesia, many problems are faced, including teachers needing help balancing learning in inclusive early childhood education and children with special needs being challenging to work with in subsequent learning and practice. It requires teacher skills capable of managing inclusive classes. In addition, the government needs to play a role in supporting facilities, infrastructure, and educational game tools. Hence, the facilities owned by schools are minimal and cannot accommodate the needs of all students in carrying out effective learning, as well as the lack of need for helpers or teacher staff assistants (Harfiani et al. ., 2019).

Character education carried out in the world of Education can be a means and effort to improve the moral quality of students so that people feel more friendly (Saleh, 2021). The characters conveyed in learning need to be adapted to the

learning being carried out then, with the hope that the learning delivered can provide good messages so that they can participate in shaping students' character. Murniyeti (2016: 156) states that there are eighteen characteristics that a teacher can instil in his students. The eighteen of them are religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curious, national spirit, love of the motherland, respect for achievement, love of peace, care for the environment, care for the society, and responsibility.

One alternative to support the inculcation of the character of tolerance within inclusive elementary schools is through multicultural-based learning. Jamaludin & Maksum (2022) say tolerance is the key to creating conducive learning situations and social relations in inclusive elementary schools. Character education is a form of human activity in which some actions educate the next generation. Adawiyah (2018: 36) explains that students' character must be formed early. With the current condition of character decline in Indonesia, it can be observed from various studies that character education is essential to growth (Aningsih et al., 2022). *Inclusive Education* is an education system created to realize the concept of Education for all by combining children with special needs in a learning environment with typical children (Murniarti, 2016).

Inclusive schools are part of an equity strategy and the realization of educational services without discrimination for children with special needs and typical children in general to get the same Education (Wijaya, 2023). According to Chua & Bong (2022), apart from internet access, other factors hindering students from inclusive Education in the form of emergency remote teaching include access to electronic devices for remote teaching because some families may not be able to provide equipment for all their children, what are the room arrangements? Students have their own space to take part in remote teaching and abilities students to take classes online because not all students have the same digital competence. The establishment of inclusive education arrangements in the primary and secondary levels of school systems worldwide has gained important significance against the backdrop of changes in legislative and Education policies (Lindner & Schwab, 2020).

The goal is that children with special needs receive the same Education as normal children. Mareza, L. (2017: 87) says that children with special needs need the stimulation of growth and development, special handling from the family and school agencies, and what is essential is the need for love and attention from parents and also those around them. With love and attention from parents and those around them, children with special needs can develop well.

Most educational institutions or schools in various places in Indonesia are still reluctant to understand the diversity of their students, so there is still an educational institution that needs to understand the importance of implementing inclusive Education. Likewise, in SD Negeri Arcawinangun 5, many students have yet to practice the character of tolerance, especially in class III. There are still many students who still need to practice the character of tolerance. Hence, they still need to be improved and need guidance to increase the character of tolerance. Meanwhile, many general students still need more awareness in understanding children with special needs (ABK) or inclusive children to increase tolerance. Likewise, many general students in class III still do not realize that children with special needs (ABK) in class III need special attention so that they feel confident.

Based on initial interviews with the Regional Coordinator (Korwil) of East Purwokerto District, it was stated that the Elementary School that implements Inclusive Education is SD Negeri 5 Arcawinangun. That SDN 5 Arcawinangun already has an Inclusive Decree (SK) No. 421/149/2011. Based on the results of interviews with the principal of SDN 5 Arcawinangun, they received a class III recommendation. That third-grade students are still vulnerable to a sense of tolerance. The results of observations in class III showed that the behaviour of students in class III still lacked the awareness to practice the character of tolerance among others. PPKn learning materials greatly influence the character of tolerance, in which PPKn contains character values such as being respectful of the work of others by do not spoil it; students are open to making friends and socializing in a way that does not pick and choose friends to study and play with, students are always light-handed to help friends or other people. Researchers will conduct research titled "Implementation of Inclusive Education in Improving the Character of Tolerance at SD Negeri 5 Arcawinangun".

RESEARCH METHODS

This study uses qualitative research with a case study research approach to obtain an overview of the implementation of inclusive Education in improving the character of tolerance. According to Creswell (2013: 4), qualitative research is research that explores and understands the meaning of a number of individuals or groups of people who are considered to originate from social or humanitarian issues. This research will be conducted at SD Negeri 5 Arcawinangun, East Purwokerto District, Banyumas Regency.

The participants in this study were seven people consisting of Class III teachers, accompanying teachers, and five students in Class III SD Negeri 5 Arcawinangun, Banyumas Regency.

RESULTS AND DISCUSSION

This research and discussion describe the observations, interview results, research results, and discussion of the Implementation of Inclusive Education in Improving the Character of Tolerance in SD Negeri 5 Arcawinangun. This research focuses on character education for children with special needs, and researchers are interested in conducting research on the implementation of inclusive Education in increasing the character of tolerance in elementary schools. The research was conducted at SD Negeri 5 Arcawinangun, East Purwokerto District, Banyumas Regency. The determination of this school was based on observations on the results of recommendations from the East Purwokerto District Regional Coordinator (Korwil) as an elementary school that implements inclusive Education by having an Inclusive Decree (SK) No. 421/149/2011. In seeking and gathering information about the research being conducted, the researcher used a qualitative research methodology with a descriptive approach.

The analysis stage carried out by the researcher was to make a list of questions used for interviewing the informants as data collection, which was then analyzed to find out how the information provided by the informants; the research carried out several stages, namely interviews based on the research focus on the Implementation of Inclusive Education in Improving Character Tolerance at SD Negeri 5 Arcawinangun. According to Muchlas Samani & Hariyanto (2012: 24),

tolerance is a human attitude to respect each other and appreciate differences between individuals and groups. The results we produced were obtained from the students and teachers the researchers obtained from interviews at SD Negeri 5 Arcawinangun. The research was done from April to June 2023 at SDN 5 Arcawinangun.

1. Classroom Learning

Learning in class III has been going well, where students are enthusiastic about learning, even though in-class learning, there are differences in students' character. Adawiyah (2018: 36) states that students' character must be formed early so that the formation of character from an early age can later be applied in life, both in the family, school and community environment. According to Samani (2017: 42), a character is not just an attitude reflected by behaviour. However, it is also related to the motives underlying an attitude, so the character in elementary school plays a significant role in creating a generation of people with character. As stated by the class III teacher participants as follows:

"I think the learning process follows the development of the child, so it happens that in our class the class is inclusive, so the character of the children is different and the conditions of the children are different and we tend to follow the rhythm of the children" (PIGK-SA, 1-4

Figure 1. Learning Process in Class



Figure 1 is a picture of the PPKn learning process in a class conducted by a class III teacher at SD Negeri 5 Arcawinangun. The learning used uses the thirteenth curriculum in the teaching process.

The results of interviews with class teachers show that students learning in class have different characters quite different from the others. In this case, the

learning process for children with special needs is very different from regular classes; although the teaching process uses a system that is not much different, it is only distinguished by the weight of the assessment and the criteria for taking the assessment, as explained by the participants as follows:

"It's differentiated, for example, regular children and children with special needs are different. For regular children, the values are pure. If those with special needs are certain, the most important thing is that children can follow the grades. For example, this child who is with special needs can take it quietly in class. So the teacher knows which children have special needs and which are regular" (P2GP-SA, 21-25)

The results of interviews with the accompanying teacher showed that the learning process from the accompanying teacher is the same as the regular class. However, they are only distinguished by the weight of the assessment and the assessment criteria. Children with special needs have their additional material carried out in the Self Development class, which is given once a week in its implementation. In this case, a teacher provides a learning process for children with special needs, and a regular teacher provides an understanding for regular children to respect each other with friends with special needs so they do not do dangerous actions. The teacher teaching dance activities do this together to form a high-tolerance attitude towards fellow students. With that, it can happen because of the vital character education given by the teacher to his students so they can respect one another.



Figure 2. Manuk Dadali Dance Practice

Figure 2 shows students practicing the Manuk Dadali dance for the Inclusion Festival in Jatilawang on 24-25 May 2023. In dancing activities, students are

trained to help each other, work together, and respect each other between friends. Dancing can form the character of tolerance. Tolerance is the attitude or character of a person to respect, help and cooperate. According to Muchlas Samani & Hariyanto (2012: 24), tolerance is a human attitude to respect each other and appreciate differences between individuals and groups. With an attitude of tolerance, conflict and division between individuals and groups will not occur.

2. Cannabis

Habituation carried out by students in the assessment process also has different criteria in giving grades to regular children and ABK. For example, children with special needs will be given additional value with an assessment determined by the school regarding the policies made. The process of giving ABK and regular material has a different way by separating ABK and regular and forming a group in learning so that these students can work together and have better tolerance. So that by working together can form a good tolerance character attitude.

The character of tolerance is very important for the formation of the character of students. According to Adawiyah (2018: 38), a character can be considered as the values of human behaviour related to God Almighty, oneself, fellow human beings, the environment and nationality, which are embodied in thoughts, attitudes, feelings and actions based on religious norms, laws, manners, culture, customs and aesthetics so that the character of tolerance is essential for children. ABK and regular children have different ways and must be separated because if combined, it will make it difficult for ABK children to follow the teachings given by regular students. The media given to children with special needs in teaching them uses simple and harmless tools for students with special needs, for example, books, straws, rubber and small stones as counting media. As stated by the accompanying teacher participant as follows:

"Usually the media is rich in counting, do you use a straw or use rubber, the media is the richest, for example, children like this don't know how to count from one to ten, they're still confused, at best, straws for counting, rubber or pebbles "(GP-M, 43-47)"



Figure 3. ABK Playing Pebbles

Figure 3 is a picture of Class III ABK students playing with pebbles. Children with special needs play pebbles to learn to count so that they can slowly count, so the teacher accompanies ABK students to learn to count using gravel media so that it is easy and not dull while playing.

Based on the explanation of the participants. Increasing the character of tolerance can be improved through the habit of playing pebbles at school by instructing students to help each other, work together, and respect each other. As stated by the student participants:

"Mutual respect, helping each other." (P3S-DDA, 23-24)

The character of tolerance is undoubtedly very much needed by students because it can help them respect and work together with friends or other people both in the school environment and the community environment. So that the habituation of playing with rubber and straws can help improve the character of tolerance for students. Regular students are not bothered by the presence of children with special needs, and regular students are happy with children with special needs. As said by the student participants:

"Happy, because you can find out how rich, for example, this child is with special education." (P4S-JSR, 2-3)

Based on the results of interviews with regular students, they stated that they were happy to be able to attend SD Negeri 5 Arcawinangun, even though many

children needed Students are not bothered by the presence of children with special needs. Regular students feel happy playing and learning with special needs children because they make more and more friends. As regular or average students also often help in the learning process when in groups or when given assignments by the teacher. It creates the spirit of mutual tolerance towards fellow students, even with different physical conditions. Studying in groups makes students mingle with each other between ABK and Regular, making their tolerance even stronger and mutual respect for one another. It is supported by Samani's statement (2017: 42), which argues that character is not just an attitude reflected by behaviour but is also related to the motives underlying an attitude.



Figure 5. Group Study

Figure 5 is a picture of students studying in groups. Learning is given by the teacher to students in an individual and group way. In individual or group learning, the teacher provides direction to the group to pursue the assigned task. When there are students who really don't understand the task given, it is individual learning. So that students who learn are given more attention by the teacher and enjoy participating in the learning at SD Negeri 5 Arcawinangun.

3. School Activities

Students with special needs at SD Negeri 5 Arcawinangun are always active in activities outside of school, for example, participating in inclusion festivals, namely dance competitions and fashion shows, whenever there are events. This activity is usually held every two years to enliven the activities of children with particular

limitations. Gebyar Inclusion is a stage for children with special needs to increase their confidence to explore their abilities, and they must be happy today, tomorrow and so on. Inclusive Education aims to provide the most comprehensive opportunity for all students who have physical, emotional, mental and social disabilities or have the potential for intelligence and unique talents to obtain quality education according to their needs and abilities. The photo below is an activity that SD Negeri 5 Arcawinangun attended at the inclusion festival on 24-25 May 2023 at Jatilawang Field, Kab. Banyumas.



Figure 6. Fashion Shows

Figure 6 shows children with special needs doing a fashion show. Fashion shows are held so children can develop their talents and be confident, and children with special needs respect one another for the appearance of their friends. Character education in the elementary school environment plays a significant role in creating a nation with character. Some of the problems related to character education in elementary schools arise because of a lack of guidance from a teacher and an environment that could be better in terms of social relations.

List of ABK Respondents:

1. KAS

The diagnosis of KAS is slow learning ability (Slow Learning) because his cognitive abilities are far below the average for his age, his concentration in carrying out tasks and activities is quite good, and his focus and attention are not easily distracted by things around him, his comprehension and response to instructions are

low, eye contact and response to The interlocutor is quite adequate, speaking ability is relatively low, motor skills are low, tends to be stiff when holding a pencil, tends to be careless in making lines, basic academic skills are not following their age level, sufficiently able to recognize shapes, objects, and sizes. So that with this, KAS has a diagnosis of slow learning ability.

2. AQ

The diagnosis of AQ is overprotective because simple instructions are optimal, two-way communication skills are optimal, eye contact is optimal, emotional stability is less than optimal, independence is optimal, self-confidence is lacking, and social relationships are lacking. So that with this, AQ was diagnosed as overprotective.

Based on the results of this study obtained from several informants at SD Negeri 5 Arcawinangun. According to Wibowo, Agus (2016) reveals that character education is a conscious effort made by teachers to students in teaching and forming morals, attitudes, ethics, behaviour, motivation, skills and a good sense of tolerance and noble character so that it fosters the ability of students to make good decisions and realize the goodness in everyday life. With character education, it can develop the ability of students to make decisions. According to Samani (2017: 44), the purpose of character education is to develop the ability of students to make good and bad decisions, maintain what is good and realize what is good in everyday life wholeheartedly so that the better in developing themselves, the better the character in their students.

Several informants explained that implementing inclusive Education in improving character and tolerance helped students learn in the school environment. The results of observations at SD Negeri 5 Arcawinangun showed that the behaviour of students in class III still needed to gain the awareness to practice the character of tolerance among others. According to Muchlas Samani & Hariyanto (2012: 24), tolerance is a human attitude to respect each other and appreciate differences between individuals and groups. It is necessary to apply an attitude of tolerance. With PPKn learning materials greatly influence the character of tolerance, where PPKn contains character values such as being respectful of results other people's work in a way that does not damage it, students are open to making friends and socializing in a way that

does not pick and choose friends to study and play with, students are always light-handed to help friends or other people.

Thus, implementing inclusive Education in shaping the character applied in the school environment can increase the expected character of tolerance for researchers. The implementation of inclusive Education in improving the character of good tolerance results from the efforts made by teachers and students, which cannot be separated from the presence of inhibiting and encouraging factors. Inhibiting factors in the form of limited facilities and infrastructure. In contrast, the supporting factors are strict guidance carried out by the teacher to provide profound direction teaching and learning process so that students are taught to cooperate and respect the differences between each other.

CONCLUSION

Based on the research and discussion results, teachers at SD Negeri 5 Arcawinangun have instilled the character values of tolerance in their class students through teaching, exemplary, strengthening, and habituation. It is essential that an attitude of cooperation and tolerance be instilled in inclusive class students, especially at SD Negeri 5 Arcawinangun. These conditions make it essential to instil an attitude of cooperation and tolerance in inclusive primary schools to create mutual respect and respect for differences between students.

The implementation of inclusive Education in improving the character of good tolerance results from the efforts made by teachers and students, which cannot be separated from the inhibiting factors in the form of limited facilities and infrastructure. While the supporting factors are strict guidance carried out by the teacher to provide direction in the teaching and learning process so that students are taught to cooperate and respect differences between people.

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