



Implementation of Character Education for Students at the Al-Muhajirin Islamic Kindergarten Inclusive School, Tangerang

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Abstrak

Penelitian ini bertujuan untuk menganalisis pelaksanaan pendidikan karakter pada siswa di sekolah inklusif. Pendekatan yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Informan dalam penelitian ini terdiri dari kepala sekolah, guru, dan orang tua siswa. Teknik pengumpulan data yang digunakan adalah wawancara, observasi, dan dokumentasi. Keabsahan data dijamin melalui triangulasi yang mencakup reduksi data, penyajian data, dan verifikasi. Pelaksanaan pendidikan karakter di sekolah inklusif dilakukan dalam empat tahap, yaitu pelaksanaan, pembiasaan, penguatan, dan penilaian. Proses implementasi dimulai pada saat pendaftaran siswa baru dengan fokus pada penanaman nilai-nilai karakter kepada siswa inklusif. Tahap terakhir adalah penilaian terhadap hasil pembentukan karakter siswa. Faktor pendukung pelaksanaan pendidikan karakter antara lain adalah motivasi guru untuk meningkatkan kompetensinya serta dukungan orang tua terhadap program pendidikan karakter. Sementara itu, kendala internal yang dihadapi meliputi kurangnya jumlah lulusan pendidikan khusus di kalangan beberapa guru, sedangkan tantangan eksternal terkait dengan terbatasnya dukungan dari orang tua siswa. Beberapa solusi yang diterapkan untuk mengatasi masalah ini antara lain penyelenggaraan seminar dan pelatihan untuk guru, menjalin kerjasama dengan lembaga yang memiliki spesialisasi dalam pendidikan inklusif, serta membina komunikasi yang baik antara guru dan orang tua melalui program pengasuhan yang melibatkan baik pendidik maupun orang tua siswa.

Kata Kunci: Implementasi, Pendidikan Karakter, Siswa, Sekolah Inklusif

Abstract

This study aims to analyze the implementation of character education for students in inclusive schools. The research approach used is descriptive qualitative. The informants in this study include the principal, teachers, and parents of the students. Data collection techniques involve interviews, observations, and documentation. The validity of the data is ensured through triangulation, which includes data reduction, data presentation, and verification. The implementation of character education in inclusive schools is carried out in four stages: implementation, habituation, reinforcement, and assessment. The implementation process begins during the enrollment of new students, with a focus on instilling character values in inclusive students. The final stage is the assessment of the results of character development. Supporting factors for the implementation of character education include teachers' motivation to improve their competencies and parental support for the character education program. Meanwhile, internal challenges faced include the lack of special education graduates among some teachers, while external challenges are related to limited support from parents. Some solutions applied to address these issues include organizing seminars and training for teachers, collaborating with institutions specializing in inclusive education, and fostering good communication between teachers and parents through parenting programs that involve both educators and parents.

Keywords: Implementation, Character Education, Students, Inclusive Schools

Introduction

Children with special needs (CWSN) receive educational services through

enrollment in Special Schools or inclusive schools. Inclusive schools provide education that integrates students with diverse abilities. According to Ministerial Regulation No. 70 of 2009, inclusive education is defined as a system that offers equal opportunities for students with exceptional intelligence and/or special educational needs to learn alongside regular students in an inclusive environment. Inclusive education aims to create a positive, supportive atmosphere where students with special needs can develop self-confidence and access proper education in alignment with their rights.

Inclusive education facilitates equitable potential development among learners, contributing to the realization of national educational goals (Kurniawan & Aiman, 2020:12). It also provides early intervention for children with special needs, with objectives such as (1) minimizing growth and development constraints while maximizing opportunities for participation in normal activities, (2) preventing disabilities from developing into significant impairments, and (3) addressing secondary limitations arising from primary disabilities. To achieve these goals, inclusive education should be initiated at an early age. Early childhood education (ECE) serves as a foundation for holistic personality development, encompassing moral values, intelligence, joyfulness, skills, and devotion to God. Early stimulation during the "golden age" significantly influences a child's growth and development, while delays or neglect in providing stimulation can have adverse effects. Therefore, inclusive education is highly appropriate when introduced during early childhood (Pendidikan et al., 2016:22).

Character education during early childhood is crucial for fostering foundational values that will support future character development. Proper character education instills core values in students, shaping habits that persist from childhood to adulthood. Given the substantial time children spend in schools, educational institutions play a critical role in character development. This responsibility is even more pronounced in inclusive schools, where students come from diverse backgrounds. Schools are expected to instill character values in all students, tailoring the implementation to the children's developmental stages. For early childhood, a

fun and engaging approach is necessary for effective character education. While character education for children with special needs has traditionally been emphasized in primary schools, its integration into early childhood inclusive education is increasingly recognized.

Theoretical Foundation Character Education

Character education combines the concepts of education and character, each with distinct meanings. Education refers to an action or process, while character signifies moral and ethical attributes. Essentially, character education integrates intelligence, personality, and noble values (Johansyah, 2017:88).

Character education is defined as a system for instilling character values in school members, encompassing knowledge, awareness, willingness, and actions to implement these values in relation to God, oneself, others, the environment, and the nation. Schools are responsible for fostering noble character among students, teachers, and staff. This responsibility requires the collaborative efforts of educators and supporting staff, as students interact with them extensively. Additionally, character education succeeds when supported by individuals in the students' surroundings.

Character Values

According to the Indonesian Dictionary (2018), character refers to traits, moral qualities, or behavioral attributes distinguishing one person from another. A person's character is reflected in their behavior, with good behavior indicating a positive character.

The character values to be instilled in students include:

- a. Religiosity: Aligning words, thoughts, and actions with religious principles.
- b. Honesty: Striving to be trustworthy.
- c. Tolerance: Respecting differing attitudes and behaviors.
- d. Discipline: Adhering to rules and regulations.
- e. Hard work: Overcoming challenges with determination.
- f. Creativity: Innovating new methods and solutions.
- g. Independence: Acting without reliance on others.

- h. Democracy: Upholding rights and responsibilities.
- i. Curiosity: Exhibiting inquisitive attitudes and behaviors.
- j. Spirituality: Adopting thoughtful and ethical perspectives.
- k. Nationalism: Demonstrating loyalty and pride in the nation.
- l. Appreciation: Valuing others' achievements.
- m. Friendliness: Being open and approachable.
- n. Peacefulness: Promoting harmony and reconciliation.
- o. Love of reading: Cultivating a habit of seeking knowledge.
- p. Environmental care: Protecting and cherishing nature.
- q. Social care: Helping others in need.
- r. Responsibility: Acting with accountability and reliability.

Method

This study employs a qualitative descriptive approach using structured methods and systematic processes to facilitate the implementation of activities aimed at achieving specific objectives. The research is driven by human curiosity about the surrounding environment. Fundamentally, research methodology refers to a scientific approach for obtaining data with a defined purpose and utility.

Data Sources

The study utilizes both primary and secondary data sources for data collection. The research subjects include informants such as students, teachers, parents, and the school principal.

Data Collection Techniques

Data collection is a strategic step in research, as the primary goal is to gather relevant data. Without knowledge of appropriate data collection techniques, researchers may fail to collect data that meets required standards. According to Sugiyono, data collection techniques are pivotal in research due to their central role in obtaining data.

- a. Interviews are used when preliminary exploration is needed to identify

questions for further investigation. They are also suitable for in-depth exploration with a limited number of respondents.

- b. Observation the researcher conducted structured observations based on a predefined plan specifying what, when, and where to observe. For this study, school visits were arranged at Al-Muhajirin Islamic Kindergarten.
- c. Document analysis such as archives, photos, videos, and books relevant to the research focus were reviewed.

Data Analysis

Data analysis involves systematically organizing data obtained from interviews, field notes, and documents into categories and units for synthesis and interpretation. The goal is to identify patterns, highlight essential aspects, and draw conclusions to facilitate understanding for both the researcher and others. Sugiyono (2020:120) explains that qualitative data analysis is inductive, developing hypotheses based on the data collected.

Results and Discussion

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The results and findings of the study include:

- a. Data description,
- b. Data interpretation, and
- c. Research limitations.

The data description illustrates the responses to provide a clear depiction for the researcher and other interested parties. Character education at the implementation stage primarily focuses on learning activities. The methods employed by teachers at Al-Muhajirin Islamic Kindergarten to instill character, as observed through interviews and document analysis, are as follows:

- a. Classroom Learning: Lessons are conducted according to pre-established lesson plans, adjusted as necessary. Activities may occur both inside and outside the classroom, such as field trips, performing dhuha prayers at a city mosque, practicing Hajj rituals with other schools, and other events.

- b. Engaging Methods: In-class learning involves enjoyable methods like singing, clapping, exercising, and coloring. Early childhood students respond better to interactive and fun approaches than to direct lecturing. Songs used include themes of prayer and devotion to Allah, while rhythmic exercises also teach monotheism (Tawhid).

Teachers reward students for good behavior, such as offering swimming trips for disciplined students. Teachers address students' moods with relevant songs, such as encouraging smiles through lyrics inspired by a hadith, "A smile to your brother is charity." Students who were initially upset responded positively by smiling after singing.

Habituation in Implementing Character Education

Character is not merely taught but manifested in daily behavior. Teachers instill character through habituation methods observed in the following practices:

- a. Greeting teachers upon arrival.
- b. Handshaking with teachers at the school entrance.
- c. Teachers welcoming students at the school gate to foster friendliness.
- d. Forming lines before entering the classroom.
- e. Praying before studying and reminding students to perform Subuh prayers.
- f. Organizing shoes and books in designated areas.
- g. Performing daily dhuha prayers every Tuesday.
- h. Sharing meals and participating in charitable programs like Friday infaq and community outreach.
- i. Tidying up play equipment after use.
- j. Entering classrooms with greetings.
- k. Celebrating religious holidays.
- l. Disposing of waste properly, reinforced with slogans like "Dispose of Waste in the Bin."
- m. Organizing competitions for national holidays.
- n. Promoting teamwork through activities, slogans like "Love Your Friends," and classroom arrangements that encourage interaction.

- o. Using proper and polite Indonesian language.
- p. Providing reading programs and resources like reading corners.
- q. Engaging in discussions and consensus-building activities.
- r. Creating a harmonious classroom atmosphere to promote mutual respect and forgiveness.
- s. Awarding stars for completed tasks.
- t. Organizing events for religious and national commemorations.

Reinforcement of Character Education

Reinforcement focuses on emphasizing the importance of good character, such as honesty. Teachers explain the consequences of dishonesty and collaborate with parents to monitor students at home. Teachers record behavior and character development in communication books to inform parents. For instance, completing dhuha prayers is noted, as is any misbehavior. Teachers also maintain communication with parents via mobile phones to strengthen character-building efforts.

- a. Reward system significantly support character development. These can be non-material, such as stars on books or verbal praise like excellent which motivates students.
- b. Advice giving. Teachers often provide advice to students who find it particularly challenging to adopt certain character traits. For example, a student named Sakha, who struggles with discipline, receives consistent guidance from the teacher.

Evaluation and Assessment of Character Education

Based on observations and document reviews, character assessment is conducted daily by teachers after lessons. Teachers record the character traits demonstrated by students, which serve as a basis for improving teaching methods.

Character education at Al-Muhajirin Islamic Kindergarten applies to both regular students and students with special needs (ABK). Classes A and B use similar character-building methods, though evaluations differ between regular students and ABK students.

Supporting Factors in the Implementation of Character Education for Students at the Inclusive Islamic Kindergarten Al-Muhajirin

The implementation of character education in inclusive schools differs from that in regular schools due to the diverse nature of the student body. The success of character education implementation at RA Islam Al-Muhajirin is influenced by several factors. In addition to supporting factors, there are also obstacles.

Supporting factors based on observations, the following are the supporting factors for implementing character education at the Inclusive Islamic Kindergarten Al-Muhajirin:

- a. Teachers' Strong Desire to Enhance Competence. Teachers at TK Islam Al-Muhajirin show a strong willingness to improve their competence by participating in seminars or webinars on inclusive education.
- b. Parental Support for School Programs. Out of 41 parents of students at TK Islam Al-Muhajirin, the majority actively support the school's programs. For example, parents assist their children with reading assignments at home, demonstrating their willingness to collaborate with the school in fostering student development.

Obstacles to Implementation

Based on observations and document reviews, the obstacles encountered in implementing character education at TK Islam Al-Muhajirin fall into two categories:

Internal Obstacles

- a. Lack of Specialized Qualifications among Teachers. Some teachers responsible for students with special needs are not graduates of Special Education (Pendidikan Luar Biasa) programs. Additionally, there are teachers who hold non-education degrees or even high school diplomas, limiting their ability to address the specific needs of special-needs students.
- b. Limited Funding. The school's limited financial resources hinder the implementation of activities. For instance, while teachers wish to conduct

inclusive education seminars twice a year, budget constraints allow for only one seminar annually.

External Obstacles

Lack of Parental Cooperation. Some parents are less cooperative in supporting the school's programs. For example, they may allow their children to play on their phones without supervision or neglect to assist with assignments due to work commitments.

Conclusion

The implementation of character education at TK Islam Al-Muhajirin Tangerang is designed to produce graduates with noble character. In alignment with its vision of creating a generation of intelligent, pious, and socially aware Muslims, the school employs a three-phase process.

Planning begins during the student enrollment process (PPDB), which includes assessments to determine whether prospective students meet the inclusion criteria. The process continues with the development of the KTSP curriculum and lesson plans as the foundation for learning activities.

Implementation character development is prioritized during the implementation phase through various methods, including:

- a. Teaching methods
- b. Habit-building
- c. Rewards
- d. Advising
- e. Reinforcement

Assessment teachers assess students' character development after each lesson. If certain character traits have not been successfully instilled, they are reinforced in subsequent lessons.

Supporting and Obstructing Factors

The supporting factors for character education implementation at TK Islam Al-Muhajirin include:

- a. Teachers' strong desire to enhance competence.
- b. Most parents' support for school programs.

The obstacles include

- a. Internal challenges, such as a lack of teachers with special education qualifications and limited school funding.
- b. External challenges, such as insufficient parental cooperation.

Suggestion

- a. For Schools 1). Recruit teachers with special education qualifications to better serve students with special needs. 2). Increase the frequency of seminars on inclusive education. 3). Build partnerships with organizations specializing in inclusive education.
- b. For teachers continuously enhance competence through seminars or reading materials, even if they are not graduates of Special Education programs.
- c. For Parents 1). Actively support school programs by gaining knowledge about character education. 2). Participate in parenting seminars to align with school initiatives. 3). Take responsibility for educating their children at home, ensuring collaboration between school and family for optimal results.

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