



The Identification Of Character Education Problem In Civic Education Subjects For Inclusive Children In Kutai Kartanegara

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ABSTRAK

Pengabdian ini bertujuan mengetahui permasalahan pengelolaan pendidikan inklusi Sekolah Dasar di Kutai Kartanegara dan merumuskan model pengelolaan sekolah inklusi. Saat ini tercatat 2400 sekolah yang tergabung dalam Jaringan Sekolah Islam Terpadu Indonesia. Hampir semua sekolah di wilayah Jakarta dan Jawa Barat sudah diminta pemerintah menerapkan konsep pendidikan inklusi, juga beberapa sekolah di daerah lain yang telah menerima anak berkebutuhan khusus. Berbagai permasalahan timbul, dan sudah dirasa perlu dicarikan solusi atas permasalahan tersebut. Secara khusus penelitian ini menjawab 3 pertanyaan yakni “Apa saja faktor penghambat pelaksanaan pendidikan karakter dalam mata pelajaran PPKn pada anak Inklusif”. Hasil menjelaskan bahwa setiap anak inklusi mempunyai kelebihan atau modalitas belajarnya masing-masing, sehingga layanan pembelajaran dan management yang diberikan oleh sekolah menyesuaikan dengan kebutuhan anak. Kemudian untuk para pendidik di sekolah inklusi juga tidak perlu ditakutkan karena untuk mengajar siswa berkebutuhan khusus sudah mempunyai standar kualifikasi akademik dan kompetensi. Faktor penghambat yang terjadi dalam pelaksanaan pendidikan karakter dalam mata pelajaran PPKn pada siswa inklusi yaitu ada faktor internal (berasal dari siswa dan manajemen sekolah), serta faktor eksternal (berasal dari kebijakan pemerintah dan pelaksanaan pendidikan inklusif). Upaya yang dilakukan oleh sekolah dalam pelaksanaan pendidikan karakter dalam mata pelajaran PPKn pada siswa Inklusif yaitu: (1) sekolah dengan tetap berlabel ABK, layanan diberikan oleh guru kelas dan guru khusus bekerja secara tim; (2) sekolah tanpa berlabel ABK, layanan diberikan oleh guru kelas/maple dibekali kompetensi ke-PLB-an dan bekerja secara tim tetap; (3) pembelajaran di kelas dilakukan secara individual, meskipun ada beberapa anak mempunyai kebutuhan belajar yang sama; dan (4) pembelajaran berbasis multimodalitas dengan kurikulum multilevel.

Kata Kunci: Sekolah Inklusi, Pendidikan, Pengelolaan

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. Specifically, this research answers 3 questions, namely (1) How is the implementation of character education in Civics subjects for Inclusive children (2) What are the inhibiting factors for implementing character education in Civics subjects for Inclusive children (3) How are the efforts made by schools in implementing education? character in Civics subjects for Inclusive children. 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 ABK, 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.

Keywords: Inclusive Schools, Education, 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. 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 either. The involvement of school management includes: 1) equalizing perceptions by school residents driven by the principal or vice 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 pub. 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.

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.

Based on the background described above, the researcher is interested in conducting a study entitled "The Identification Of Character Education Problem In Civic Education Subjects For Inclusive Children In Kutai Kartanegara"

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 an agency and the authorities regarding the subject's records such as identity data, clients, medical history, usage history.

The focus of this study includes three parts, namely how the implementation of character education in Civics subjects for inclusive children, inhibiting factors for implementing character education in Civics subjects for inclusive children, and the efforts made by schools in implementing character education in Civics subjects for inclusive children.

FINDINGS AND DISCUSSION

Findings

In the implementation of character education in inclusive (regular) schools, there must be several factors that become obstacles in its implementation, namely : A. Internal Factor: 1) Students cannot follow the lesson properly. There are many children with special needs who enter regular schools because of the wishes of their parents, so many children with special needs who should enter special schools first for the first treatment but parents do not want them so that children with special needs who are unable to learn have to adjust themselves again starting from 0 ; 2) Lack of parental attention to children. The role of parents at home is very important, especially the learning process at home so that children with special needs not only develop their abilities at school but also continue to be assisted by parents at home so that these children with special needs can be independent of themselves; 3) Teachers who are not in accordance with their majors. Of the three schools that the researchers visited, 2 of them were teaching staff there who taught self-taught ABK students, which of course was not in accordance with their education majors. Therefore, it is better if the teaching staff who are not in this direction are assisted by the government in exploring the work they do at school; 4) Lack of training on the implementation of inclusive education. Schools designated as inclusive schools should receive facilities by the government in the form of training in which inclusive schools should work and what inclusive schools should do. Hasyim (2013:119) in his research then gives suggestions to strengthen the existence of inclusive schools. What needs to be done are: a) carry out socialization about inclusive education continuously; b) increasing the professionalism of inclusive education actors, Inclusion Managers, Administrative Staff, Special Assistance Teachers, and also Regular Teachers by sending them to attend training or workshops on the management of inclusive education; c) strengthen the modified curriculum for inclusive education by incorporating local materials so that it becomes a reference for the modified curriculum for inclusive education, this is of course by involving all components dealing with inclusive education

including inclusive education experts; d) create a reliable inclusive education administration management system in all lines, such as in financial management, administration of educators and education personnel so that the implementation of inclusive education can run in a professional manner; e) make a Memorandum of Understanding (MoU) with professional institutions for the development of inclusive education, such as the implementation of psychological tests, measurement of intelligence, talent, interests and personality for inclusive students; 5) Lack of internship practices for teachers who teach children with special needs. Why is that, because a teacher must have been equipped with how to teach properly and correctly, but the teaching methods, methods and teaching models for ABK students are different from regular students in general. Therefore, training and teaching practices by teachers who teach children with special needs are very necessary. Because most teachers who teach special needs students in regular schools are teachers who are not linear in their majors, so what they learn is of course different. B. External Factors : 1) The local government's commitment to the implementation of inclusive education has not been maximized, so that the schools designated as inclusive schools are very slow in carrying out their school activities or programs; 2) Some universities have not played an active role in the implementation of inclusive education; 3) The understanding of principals, teachers and local policy makers on the concept of inclusive education is still limited and varied; 4) Most of the human resources in inclusive (regular) schools still experience difficulties in modifying the curriculum, as well as in academic and non-academic assessments of children with special needs; 5) There is no joint inclusive school forum that discusses the problems experienced by each inclusive school; 6) Most schools do not have proper facilities and infrastructure. Such as special service rooms for ABK students/ inclusive rooms, inadequate tools used for ABK students, and so on.

We can conclude that in the application of character education in Civics subjects in inclusive (regular) schools, of course there are obstacles during its implementation, therefore the role of local governments, parents and schools is very important for the implementation of inclusive schools for children with disabilities. special, because there are still many schools that are not selected as inclusive schools but they accept children with special needs.

Discussion

Based on the results of the research that has been discussed by researchers, it can be seen that the implementation of character education in Civics subjects for inclusive children has several inhibiting factors in its implementation, namely:

a. Internal Factor

- 1) Students who cannot follow the lesson properly.
- 2) Lack of parental attention to children.
- 3) Teachers who are not in accordance with their majors.
- 4) Lack of training on the implementation of inclusive education in schools.
- 5) Lack of internship practices for teachers who teach students with special needs.

b. External Factors

- 1) The local government's commitment to the implementation of inclusive education is not yet maximal.



- 2) Some universities have not played an active role in the implementation of inclusive education.
- 3) The understanding of principals, teachers, and regional policy makers on the concept of inclusive education is still limited and varied.
- 4) The limited number of accompanying teachers/special counselors who visit schools.
- 5) Most of the human resources in inclusive (regular) schools still experience difficulties in modifying the curriculum, as well as academic and non-academic assessments of children with special needs.
- 6) There is no joint inclusive school forum that discusses the problems experienced by each inclusive school.
- 7) Most schools have adequate and proper facilities and infrastructure to be used when implementing inclusive school programs.

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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