

The Influence of Character Education towards Acceptance of The Children with Special Needs in Inclusive School

Roykhan Mubarak
 Yogyakarta State University
 Yogyakarta, Indonesia
 Roykhan_mubarak.2017@student.uny.ac.id

Ibnu Syamsi
 Yogyakarta State University
 Yogyakarta, Indonesia
 ibnu_syamsi@uny.ac.id

Abstract— Currently, children with special need can follow the normal age at inclusive school, without differentiated from each other. The number of inclusive school are available in some areas resulting in a child is easy to select the desired school and can accommodate the children with special need. Each inclusive school there are learning character education to be included on multiple subjects or on some of the school events. Character education that will help students, be it regular students or children with special need characters to build up students become a better character. However, problems occurred precisely at the reception of students in need of special by regular students at the school. Due to the obstacles that children with special need, many children with special need is there in inclusive school is experiencing violence or bullying done by normal students her age. This paper seeks to provide an overview of the influence of character education are there in inclusive school in Kulonprogo against admission of children with special need is there in that school. The result of this writing is to provide insight into the importance of character education in inclusive school so that students can receive regular children with special need is there in inclusive school without any violence or bullying.

Keywords— *influence of character education, acceptance, children with special need, inclusive school.*

I. INTRODUCTION

Education is a human need that is much needed in preparing human resources for the development of the nation and the State. According to Imam Suyitno education is a process for developing all aspects of the every man, especially the aspects of the character values in the human self [1]. Thus, education is very important existence in developing aspects of the character's value on human beings. In Indonesia, 2013 curriculum emphasis on cultivation of character and culture to students from an early age so that the teaching focus not only on science subjects. According to curriculum Mulyasa in [2] is character-based curriculum and competencies, curricula 2013 not only put emphasis on mastery of the competencies of the students, but also the formation of characters, so the existence of curriculum education 2013 will be implemented not only at students ' mastery of the competencies but the characters students will be more shaped with the formation of character in each lesson. Formation of characters useful for building the character of the students to be better and prevents students do violence to other students. Character education is

implemented in an inclusive school, inclusive education in an inclusive school as an innovative and progressive concept which allows all children of Indonesia can be educated regardless of background. As Foreman in [3] said that there had been a gradation of directly related to special educational needs for those who experience the disorder or not normal, i.e. starting from the education system segregatif, integrative education, and inclusive education. Of the three stages of the thinking that affects children in need of special education, inclusive education which becomes the most ideal concept to prop up all the potential they have. Character education is very important for the students in the school inclusive due to the presence of character education expected students can understand and put into practice correctly every charge values character on character education. The inclusive school is not only the regular students, but there are also students with special need. Students with special need is students who are experiencing barriers to specially so that requires special education services that can help students to receive instruction. The existence of a difference be it from physical, vision, hearing, or intellectual property belonging to students with special need that may give rise to certain differences which resulted in violence and bullying that do regular students. Hence the importance of character education to build the character of the students become better characters (faith and piety to God Almighty, precious, healthy, have learned, accomplished, creative, independent, and become citizens of a democratic as well as responsible).

The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the proposed method. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

II. LITERATURE REVIEW

As education is a deliberate process of activities and to establish, direct, and manage everyone as want aspired to education is also a process of activities leading to changes. Peters in [4] States Education is the route to independence, because with the education of everyone can acquire many knowledges that can guide her life for the better. John Dewey and Hahn in [5], states that education is not preparing for life, but education is life itself. Without education we can live but live just less without accompanied by the knowledge that in the can from education. Education

is a necessity of life, with education we can live longer, it can be higher quality in work, and can impart lifelong learning. Individuals who are wasting her life education will not be long, his life is full of questions, and it is difficult to obtain the necessities of life. Hence the importance of education on every individual can be given or done as early as possible. Education is closely related to the character; the character can help knowledge that is already in the can on the education of everyone so that education can have a positive value. Lickona in [6], holds the character widely can include aspects of cognitive, emotional, and moral behavior.

The moral is difficult issues that accompany human life anytime and anywhere. Due to the moral issues that are then put the importance of conducting of character education. Good character consists of grasping something, something to care about, and act on ethical values. Thus, everyone educated in dire need of a good character, so that education does better anyway. Schools that instill values of good character will get students good moral. In Indonesia every school child in need receive special mandatory to learn in a regular school. Children in need of special arrangements are often excluded from mainstream education, because children with different children in General. In this ideal of democracy is likened the rights of every child to have the same rights in terms of education either in regular schools. Due to the children with special need has compared children in General, so much action or deed received by the children with special need, such as bullying, violence and more violence.

Hence the importance of this article will discuss about the role of the character education in the children with special need reception which can minimize or fortify a negative moral-of which there are in everyone, so that children with special need be accepted at the regular school.

III. PROPOSED METHOD

A. Data Collection

The research was carried out using the method of systematic review. Searches performed since in July 2018 from electronic database searchable by keywords used: "education" and "Character" and "Enrollment" and "Children with Special Need".

B. Data Analysis

The analysis undertaken in this review of systematic research using qualitative methods. The research results obtained are presented based on the descriptive research objectives that have been determined.

IV. RESULTS AND DISCUSSION

Samuel w. Flynt in [7], said that 3 out of 10 students are victims of bullies (bullying) and violence. In this journal stating that the draft be multiple expert collaboration interventions in schools can reduce bullying and violence to the children with special need in school. In Indonesia in school inclusion tags, there's still there is violence and bullying against children with special need. In Indonesia is still not much that implements collaboration among experts,

due to cost, time, and more hard work. Even some teachers are still not concerned with State of students with special need that is in regular schools. The conclusion of the journal stated that the campaign was a way to counter bullying and violence, and can apply the law, and make religious groups. In this campaign, the application of the law, and making religious groups already applied in some areas and schools, even some schools in Indonesia to add specific learning aims to form the character of each of his students in order to be a moral character.

Mitchell in [1] discusses education strategies in his journal for inclusive schools in New Zealand, which consists of 10 traits consists of vision, placement, curriculum, assessment (assessment), learning, acceptance, access, support, resources, and leadership. Conclusion in this article that inclusive education is education that diverse concept consists of 10 traits that should be attended by educators in order to achieve the required education students in need of special and with illustrate all those special traits then inclusive school in New Zealand can be run well. Concerned with character education and acceptance of the children with special need apply in inclusive school, New Zealand, 10 characteristic the attributes representing the character education that will build student character traits, for example on acceptance, access, support, and leadership, it can all build character in regular students interact with students with special need with so it can be expected that regular students can hang out and accept student with special need. However, in Kulonprogo still lacking in admissions, access to, and support. Many students with special need who are not specifically found regular students.

Didden and Sigafoos in [8], discusses the interaction between nine students with intellectual barriers and regular students in his journal. the conclusion to be drawn nine students with intellectual disabilities can interact with regular students using social competence is assessed using the adaptive behavior of AAMR. The social interaction of students with intellectual disabilities regular students is a very important thing, even when the student's intellectual disabilities who were moved by his parents to a special school, they are less happy due to the difficulty of getting Friendship. Hence, the importance of inclusive education is to meet the social needs of students with special need by facilitating social interaction between students of intellectual disabilities and regular students that leads to friendship. In Indonesia, especially in Kulonprogo every school already facilitate their students in social interactions with character education is included in the program of learning, whether it was learning in the classroom and in extracurricular. Learning in the classroom consists of eyes learning in which there is a charge of character values exemplified in a story or form of matter, whereas in extracurricular activities consist of Scouts, as well as mutual done school. With the presence of character education are expected of students in need who are in special schools can interact with regular students ended the friendship between the students.

According to Jamilah in [9], presence advantage in organizing school inclusion, namely the community will begin to want to accept the existence of the children with special need, with the inclusion of students in the school the

school will study together with normal children. It will have an impact on the children with special need psychological, that provide opportunities for the development of a children with special need confidence. According to Loiacono and Valenti in [10] that declare children with special need attending regular schools have better competence. According to Irvine and Lupart in [11], also agree that placing the child with special needs is also good for social abilities. Social interaction allows children with special need how to interact with people who are different than themselves. The social competencies will be developed with the way children with special need learning to interact with people who are normal. However, children can be educated in the regular school just isn't directly solving of social interaction between students with special need with regular students. Many regular students who do not yet know about the students with special need, many students do not understand that students with special need has the same rights in getting learning at school. Thus, the occurrence of misunderstanding between regular students against students with special need cause of bullying, violence and does not want to be friends with them. The importance of the role for each school to implement character education is an effort that will minimizing the occurrence of bullying and violence, by applying the values of the character education students can learn about, mutual, sympathy, empathy, honesty and responsibility, which will bring the student to a more pleasant and will know that students with special need students are the same as they have the same rights and obligations in receiving the learning in school, and are expected by studying the existing values on character education regular students can help students with special need in learning in school.

According to Meadan and Monda-Amaya in [12], are putting students with special need in regular schools can provide the opportunity for them to interact with regular students, because students with special need of socialization are low compared regular students, resulting in the development of their social interaction not if not coupled with regular students. Physical placement is not enough for students with special need social status. Therefore, it is necessary the presence of a specific activity or program that will be requiring students with special need activities in conjunction with regular students. The existence of a design collaboration between the classroom teacher and a special education teacher who makes a guaranteed success between academic and social against their students. For students with special need, ensuring social and academic success is a very important thing. Students with special need often have barriers in socializing in regular classes, by creating a supportive environment can help students with special need in socializing in regular classes. The inclusive school cultures embraced the values of respect for diversity and a commitment to support the presence and participation of all students. Problem solving in collaboration is one way. In the inclusive education in Indonesia especially in Kulonprogo already respect the differences in education in school due the character education that is already applied to some schools. Character education is helping students in socializing among students with special need and regular

students. According to Althof and Berkowitz in [13], any society should pay attention to himself against socializing with their citizens. Socialization begins in childhood and school, the role of the school can encourage the development of moral and character development, because in the schools taught with character education, civic education and moral education. Therefore, don't worry if student with special need was educated at the school inclusive and joined the regular students, due the education teaches students to be tolerant, sympathy and moral values of the other support a good socialization between students with special need with regular students.

V. CONCLUSION

Inclusion education plays an important role in the interaction between students with special needs and regular students. learning in inclusive schools includes children with special needs in class with regular students. in Indonesia there are several inclusive schools that have already existed in several regions, in Kulonprogo some regular schools have turned their schools into inclusive schools, with students with special needs in schools it is expected that regular students will socialize or students with special needs can socialize well with students regular. However, the problems that often arise are bullying and violence that occur to students with special needs that make it difficult for students with special needs to socialize with regular students.

From various sources of literature review that discussed, inclusive is not enough to build acceptance of students with special needs with regular students, in Indonesia especially in Kulonprogo in accepting children with special needs can be seen from the character traits of each student, there are students who do not want to be friends with students with special needs because they look different from them, and there are also those who accept these differences and help each other between them. Therefore, inclusive schools in Kulonprogo already exist in implementing character education in each of their learning and creating special programs to develop student character, becoming better characters.

Character education is very important to be applied in every inclusive school, besides to have a positive impact on students with special and regular needs, it also gives good results, each student will have a good experience that has a good impact as well as the readiness of students to enter the wider environment.

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