BUILDING A NATION CHARACTER THROUGH INCLUSIVE EDUCATION
IN GLOBAL PERSPECTIVE

Inclusive education (IE) is an excellent innovative paradigm from educational development strategies perspective to support the successful implementation of the Education for All program in line with the principle of Human and Child Rights.

Putting the IE into practice is not an easy task because of the varied conditions of the countries throughout the world, especially developing countries. Differences may be closely interrelated to the various constrains concerning socio-cultural (attitudinal), socio-economical (lack of resources), and leadership-managerial (policy- institutional) factors in the respective country. Nevertheless, previous studies have indicated that the implementation of the IE idea has to some extend and lesser degree, contributed significantly to the better achievement of educational (EFA) objectives, in both development and modern countries.

In 2004-2005, an evaluation study has been conducted under the-auspicious of Indonesia University of Education, concerning the effectiveness various pilot project leading to the in the implementation of IE in Indonesia. Those projects have been organized under the sponsorship and cooperation between Indonesian and Braillo Norway in addition to CRICED University of Tsukuba Japan. The Results of the study essentially tend to support the success of IE as previously mentioned. This implies that the international cooperation should be urgently promoted, and successful IE experiences sharing among countries is thus very important (4: i).

Social and Emotional Development

In terms of social aspects of child and youth development, there are three main areas that have been under consideration: inclusion and community building; character-building; and delinquency and community safety.

Social cohesion Inclusion and community building

The role of sport in inclusion has shown to be strongly linked to building **social cohesion** and **social capital** among young people and adults in communities. Sport has been used as a practical tool to engage young people in their communities through volunteering, resulting in higher levels of leadership, community engagement and altruism among young people.

Positive relationships between young people are encouraged through physical activity and **coaching** is considered a key aspect of how physical activity can contribute to social inclusion among young people.

Social inclusion also related to offering equal **opportunities** to sport and education programs regardless of gender, ethnicity or ability. There is increasing attention on program development both in and out of schools for example, to include girls, people with disabilities and refugees.

Character-building

The reasoning is that moral behavior is acquired through social interaction that occurs through sport and physical activity conducted in a collective. Whether or not sport has a positive impact on character-

building in individual is highly dependent on the context of the program and the **values** promoted and developed.

In this respect, *physical educators*, coaches, trainers or community leaders have a determining influence on a young person's sporting experience and on the degree of "character building" that can arise. Some research also indicates that *physical activity outside of competitive sport* may be more effective in promoting mutual understanding and empathy among young people.

Delinquency and community safety

Research suggests that sport can be used as a means to reduce deviant behavior among children and youth. But participating in physical activity does not directly impact on deviant behavior. Accordingly, programmes should combine sports and physical activities with leadership and job-skills development and training to address risk factors in children and youth.

The majority of programmes that target delinquent youth aim to act as either:

Diversions for delinquent youth away from other delinquent youth or behaviors; rehabilitations activities for those previously involved in delinquent behavior; or gateways to engage the target group in sport in order to establish <01>

How to Build Character Through Integrity

The wonderful thing about character and integrity, which are intimately related, is that they're one of the few things in life that **no one** will ever

be able to forcefully take away from you. Your choices are your own. Even if someone can take your life, they can't force you to make a choice that you believe is wrong.

There are some steps that you may follow to improve yourself by building your character. Each of them takes time to fully understand and apply towards your life. Learn about your own virtues and values, and how they correspondent to your life and the world around you. And those steps are:

1. **Understand what character and integrity are.** Some times, the definition of these two words are stretched or misrepresented.

Character is the sum of qualities show up in a person or group, moral or ethical strength, and the description of a person's attributes, traits and abilities. Character is *who you are*. It defines you and guides you actions, hopefully in a positive way. <02>

The significance and importance of character are hardly an arguable point. Although this point is not empirically based, it is so well established in society that it can not (should not) be argued. The characters of persons, in conjunction with their personalities, make up who they are and how they act. Additionally, who they are and how they act are important because the daily lives of people involve interactions with other people. Consequently, in all aspects oaf society-politics, business, education, relationships, religion, and entertainment-the character of individuals (along with their personalities) plays a significant role in influencing the nature and quality (positive or negative) of human interactions. A person's character is indisputably an important part of who a person is and how that person interacts with others. (5).

However, while character is often exalted, discussed, and studied, it is rare when people can agree to what character actually is. People can certainly agree that character is of utmost importance. However, they will be just as quick to disagree on exactly what character is.

The numerous definitions of character come from variety of sources-none of which are necessarily wrong. Philosophers have tended to define character from an esoteric perspective and have considered both life in general as well as a person's behaviors and actions.

Integrity is steadfast adherence to a strict moral or ethical code, being unimpaired, sound, whole and undivided; completeness. Or, in other word, integrity is doing the right thing for the right reason even when no one is watching.

2. **Choose a set of rules, morals, or principles that you believe will lead to a happy, satisfying, and righteous life, as well as a better world.** You can subscribe to the ethics of a particular religion, or you can develop your own, based on your experiences.
3. **Look at the choices you've made in you past, and observe how much you have or haven't lived by those principles.** Don't waste time feeling regretful or guilty. Remember that "…..until a person can say deeply and honestly, I am what I am today because of the choices I made yesterday, that person cannot say otherwise". Stephen R. Covey.
4. **Decide what you must change in your behavior to align your life more closely to what you believe.**

5. **Be conscious every day of the decisions you make, however big or small, and how close they bring you to the person you really want to be.**

One may be remember from an event, that there was a man who walked through a hall comforting others, giving away their last piece of bread. They may have been a few in number, but they offer sufficient proof that everything can be taken from a man but one thing: the last human freedom-to choose one's attitude in any given set of circumstances-*to choose one's own way*.

Beware of people who'll tray and convince you to give up on your character or integrity, saying that nobody's perfect, and taunting you for being such an idealist. The fact that nobody's perfect doesn't mean violating that you believe is right. It's good to learn from our mistakes, but we don't always need to make mistakes in order to learn. Remember that striving to be perfect and being perfect are two different ideas; the former is integrity, the latter is futility.

Your character is unique. It may not match with anybody else. So do not try for it. Build it on the basis of your own aptitude and inner light within you. Self assessment, self evaluation, introspection etc., work well, but **never** get disheartened by petty failure and criticism revolving around failures. Stand firm on your convictions. You are bound to succeed.

Does Sport Affect Character Development in Athletes?

The origins of Sport as a Character Builder

Sport historian Donald Mrozek (1983) contends that at the beginning of the 19th century, there was no obvious merit in sport-certainly no clear social value to it and no sense that it contributed to the improvement of the individual's character. But in England during the mid-1800sa tradition arose that profoundly influenced sporting practice in the United States. With the emergence of student sport teams in British private secondary boarding school for boys, school sport won recognition as a medium for socialization, enculturation, and social control and they became imbued with a moralistic ideology.

Sports played by British students gradually became valued by the headmasters (school principals) more for the qualities of social character they were presumed to develop then for the physical exercise they provided. In a description of British boarding school sports, a sociologist observed that they were considered an excellent way to develop *moral authority and exemplary character in England's evolving ruling class… Here the ideal was intended to allow boys to prove themselves as potential leaders on the playing fields through moral courage, devoted team work, and group spirit.*

The notion that school sports developed character was pragmatically related to the expansion of British Empire (Kingdom), which requires self-confident soldiers, administrators, and businessmen capable of withstanding the physical and psychological demands of their occupations. Graduates of British private boarding schools became leaders in many spheres of life-government, the military, domestic industry, commerce…throughout the British Kingdom. These young men were destined to govern and control.

Although no one ever empirically verified the social-developmental effects of school sport, belief that sport did develop favorable character traits was unshakable in Britain. A popular saying in England that **the Battle of Waterloo was won on the playing fields of Eton** (a private boarding school) suggested that Arthur Wellington, the victorious British general at the Battle of Waterloo, had acquired skills and values while playing sport at Eton that prepared him to

defeat Napoleon. In fact, though, there is compelling evidence that as soon an adolescent attending Eton, Lord Wellington did not play sports. There were no compulsory, organized games at Eton while he was there and even the most casual cricket or boating contest did not attract his participation.

Like so many ideas and practices of the British upperclass, the character-building theme of sports was exported to America, even though the cultural milieu and social meaning that prevailed in British private school did not and do not underlie American youth and school sport programs. (3)

With the incredible popularity of sport worldwide, character development is (and should be) a part of the sport experience-at the youth, collegiate, and professional levels. According to Piagetian theory, a benefit of physical activity is that an individual's psychological processes and structures will grow. Sport is a reflection of the value trends occurring in society. Sport is an environment that

symbolizes cultural values and is a medium through which young people learn about and experience many of the core values of our society. These experiences are major part of their character development. **Sport does not build character** (5). Character can be taught and learned in a sport setting. A sport experience can build character, but only if the environment is structured and a stated and planned goal is to develop character. This kind of environment must include all individuals (coaches, administrations, parents, etc) who are stakeholders in the sport setting. Recommended sport setting *gives participants reward more for how they play, sportsmanship, rather than for winning and losing.* Other experts clearly believe that positive character traits (such as personal and social responsibility) can and should be taught and learn in sport or physical activity setting. Sport programs at all levels can be specifically designed to develop both an active life style and positive character traits. The goal in these settings is that appropriate and responsible behaviors and values

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