



Implementation Independent Character in Children with Special Needs in Basic Education Units

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ABSTRACT

Children with special needs are children who have different circumstances from other normal children so that they require special attention, especially in their education. Independent character is the first character that must be instilled in children with special needs. This study aims to describe the inculcation of independent character in children with special and to find out the inhibiting and supporting factors in implementing independent character in children with special needs at SD Negeri Karanganyar Yogyakarta.

This research uses a qualitative descriptive approach. Data collection techniques used are observation, interviews, and documentation. The subjects in this study were school principals and special accompanying teachers. The object of research is the implementation of independent character in children with special needs at SD Negeri Karanganyar. Data analysis techniques by means of data collection, data reduction, data presentation, and conclusions.

The results of this study indicate that the implementation of independent character in children with special needs is carried out through three stages, namely: the preparation stage in the form of the teacher collaborating with parents, the implementation stage in the form of habituation, internalization in learning, and daily activities, the last is the evaluation stage, the Evaluation is carried out once every three months in the middle of the semester. Factors supporting parents who support, school residents, as well as facilities and infrastructure. The inhibiting factor is the lack of parental awareness, as well as inadequate facilities and infrastructure.

Keywords:

children with special needs

independent character

Elementary School



INTRODUCTION

The whole countries in the world, both developed or developing countries indeed need the education for the citizens. As well as the Indonesian citizens who deserve the education as written in Indonesian law regulation, it guarantees the law protection of the education. It is written in UUD 1945 Clause 31 Verse 1 that every citizens has the right to get the education. The development of education in Indonesia should be carefully monitor by the government, so that every citizens will be able to get the right to the education, including the Children with Special Needs. Children with Special Needs are also part of the Indonesian children who needs to be educated and embraced by the parents and also the country. Right of the Children with Special Needs is written in Undang Undang No. 39 Clause 54 Year 1999 of Human Rights: "Every children with physical and or mental disabilities has the right to get the treatment, education, training, and special help from the country to ensure their life in accordance with the humanity, to increase their self-confidence, and to develop the the ability to participate in society, nation and state" (Rumia & Halomoan, 2021). This regulation becomes the power of Children with Special Needs parents to get the same right with other children in any fields. Even though Children with Special Needs have the limit due to their disability, they still carry potential which could be developed which should be noticed. Right of the Children with Special Needs also written in Undang -Undang No. 20 Year 2003 related to the National Education System Bab IV Clause 5 Verse 2 that the citizens with emotional, mental, intellectual, and social disability has the right to get special education.

In this very moment, Indonesia still hasn't has the accurate and specific data related to the amount of Children with Special Needs. Based on the data of "Survei Sosial Ekonomi Nasional (Susenas) 2018", the population of people with disabilities reached 30 million people, while based on the data of "Survey Penduduk Antar Sensus (Supas)", it only reached 21million people. Based on the data of Badan Pusat Statistik (BPS) in 2017, the Children with Special Needs in Indonesia reached 1.6 million. From the website of kemdikbud.go.id, with the total of 1.6 million children, there still only 18 percent of them which able to get the inclusive education. Those 18 percent children, 115.000 children get the education in special school special school and 299.000 get the education in regular school with inclusive implementation

Based on the ministry of women empowerment and children patronage, the amount of Children with Special Needs are 1.5 million children. Generally, the United Nations predicted that there are at least 10% of school age children are the Children with Special Needs. In Indonesia, the amount of school age children (5-14 year) are about 42.8 million, referred to that statement, there should be more than 4.2 million children in Indonesia are children with special needs (Nurfadillah, Septy 2022). The data record on children with special needs in Indonesia in 2011 is on the number 356.192, but there were only 86.645 children who get the treatment, while until this year, there are only 105.185 children. In 2012, the government targeted to be able to accommodate 50% of children (Desiningrum, 2016). Based on the data from UNICEF in 2016, 2,5 million children with special needs in Indonesia do not get the secondary school, 600 thousands of elementary school children and 1,9 million of elementary school children (in Kompasiana.com). Referred to that data,

government should be able to find solution to improve the education in Indonesia so that the all children could get the same chance to get the education, especially for children with special needs in Indonesia. From that case the ministry of education and culture (Kemendikbud) takes serious effort to support the inclusive school in Indonesia.

Inclusive school is a school a school where the regular students and students with special needs could blend together without any discrimination. Children with special needs have different characteristic with regular children, they have disabilities in physical, mental, and psychology. That is why they need special treatment. There also should be special approach and assessment from teacher before the children join the learning process to figure out the disability so that they could get the right treatment at class. Because in sociality, children with special needs commonly treated as an ex-community children. To prevent that problem, children with special needs deserve to have proper education like other children. The proper education for children with special needs has criteria to achieve the appropriate learning.

The characteristic of children with special needs are that they tend to have unstable emotion. They might not be able to control the anger and emotion. In this case, to help the children learn to manage the emotion, parent should give best support and make right decision to help the children (Pratiwi, 2015). The support itself include creating stable and safe atmosphere for children and to choose the right parenting method to build the children's good characteristic. The support given by the parent and teachers could help the children more stable in doing their daily activities, while also there are still many children with special needs who have not be able to control their emotion.

The government introduces a program called Reinforcement of Character Education (Penguatan Pendidikan Karakter) as an effort to improve education. There are 5 main values as the priority, which are: religious, nationality, cooperation, integrity, and independence (Novitasari et al., 2019). Character education is an urgency for every educational institution to maximize the implementation of character education. This program is created due to the increase of case where parent and teacher perceive that children with special needs are being less independent. One of the reasons are because of the parent who spoil their children too much.

Quoted from Kompas on June 7, 2012, children who live in adequate family and full of affection but less discipline will form spoiled children. This is where the character education is important to build students to be more ethical and have high moral standard from the early years education, especially on independent character. Independence is the ability to do something and able to took full responsibility of it (Nugroho & Mareza, 2016). Independent character is the main character that should be developed on children with special needs. It should be taught from the early years to shape their character for future. With independent character, children with special needs will be able to take responsibility of what they do, become more independent, and more confident. This could be applied in school by daily habituation.

The implementation of independent character implementation for children with special needs is clearly important, it is compatible with the research held by (Halimah et al., 2021) that stated the independent character for children with special needs is the final goal

to shape them to be independent and more responsible in doing every daily activities. The method to taught the children with special needs are with habituation, especially daily habituation which includes the children. Confirmed by (Asdaningsih & Erviana, 2022) independent character could formed by daily learning, motivation, direct supervision, habituation, and exemplary.

SD Negeri Karanganyar is one of the inclusive schools which already applied the independent character in Yogyakarta. The background of the children with special needs in this school is variative, such as slow learner, ADHD, and intellectual disability. Based on the observation, the implementation of independent character in this school is done by habituation in daily learning and daily activities such as reciting prayer before and after class, making up and preparing their own stuffs, dress politely, going to school on time, and throwing trash to dustbin.

SD Negeri Karanganyar which already applied the independent character, with many methods used to form the independent children with special needs is appropriate to be the research object. It is important to held research entitled the independent character implementation research on Children with Special Needs at SD Negeri Karanganyar Yogyakarta.

RESEARCH METHOD

This research uses descriptive qualitative research method. The subject of the research are the head master and special supporting teacher that uses purposing sampling technique. The data collection technique used in this research are observation, interview, and documentation techniques. And the data analysis technique used are data collection, reduction, data delivery, and conclusion.

RESULT AND DISCUSSION

This independent character implementation research on Children with Special Needs at SD Negeri Karanganyar was held on August 2022 until January 2023. The data are the results of some stages such as planning, implementation, and evaluation stage. The school planning stage was held by conducting parents meeting discussing about the independent character implementation, this was stated by the supporting teacher on an interview: “the early preparation of the independent character implementation is performed with the parent’s collaboration”



Pict 1.
Parents Meeting

Based on the interview with the supporting teacher, it is stated that before the implementation of independent character implementation, the school would hold a parent's meeting to achieve the goal as the parents have the important role on the implementation itself. The next stage, which is implementation stage has 3 parts such as habituation, learning, and daily activities. The habituation focuses on independence aspect such as being independent in loudly read activity in front of friends. As the supporting teachers stated that during the ceremony, the children with special needs are also take part to increase their confidence. Although they might not do it as well as the regular students, but this could help to boost their confidence while they still have the teachers looking for them from behind.



Pict 2.
Ceremony

Based on the interview with the supporting teacher, the ceremony is one of the ways to increase the children with special needs confidence which is the part of the independent character implementation implementation. The implementation of independent character on children with special needs is also internalized in the learning process. It is also written in the mission of SD Negeri Karanganyar which stated "Habituation to independent living and socialization to the surrounding", in line with (Ronald Tambunan, 2021) who stated that the implementation of character education at school should be based on basic character values that are in accordance with the needs, conditions and environment of the school itself. The data shows that teacher taught the students to be discipline, responsible, confident, and honest. It is strengthen by the interview result with the supporting teacher "the school integrated the implementation of independent character during learning process such as instructed the children to prepare stationary do their task by themselves, it is a way to train the children to be honest".



Pict 3.
Children with special needs prepare their stationary

Based on those interviews and observations, it could be conclude that teacher always give advices and direct example to the students so that they could be discipline in working the task and responsible of their homework. Students also get used to tell the truth, when they have not done their homework, when they have wrong answers, they are told to be brave enough to tell the truth. Students also get used not to cheat by arranging the seats and warning the students to do it by themselves. The students indeed need the implementation of character values on daily activities and the examples showed to the students are the ones that are happen daily at home or school.

To get the further information related to the daily independent character implementation, some interviews were held with teachers. The supporting teachers stated “We gave all students real examples so that they will be understand the instruction easier. Those real examples are like coming to schools on time, not littering, dress politely, and telling the good and bad behaviour”



Pict 4.
Children with special needs throwing trash to the dustbin

Based on the interviews, it could be conclude that the independent character implementation on the children with special needs is performed during daily activities such as being discipline and care to the surroundings. The real examples from the teachers also play a great role to help the children to be more independent. Lastly, the last stage of the independent character implementation on children with special needs is evaluation. Based on the interviews with the supporting teachers in SD Negeri Karanganyar, the evaluation is held every 3 months. This evaluation is a media to improve and develop the independent character implementation on children with special needs, it is also stated by the supporting teacher “we hold this evaluation as the effort to improve the character education at school, we hold this evaluation every semester or every three months”



pict 5.

evaluation between teacher and parents of children with special needs

Related to the interview result with the supporting teacher, SD Negeri Karanganyar holds character education evaluation every 6 or 3 months for more improvement and to build character school.

DISCUSSION

The independent character implementation on Children with Special Needs at SD Negeri Karanganyar was executed with some stages such as planning, implementation, and evaluation stage. These are the description of the independent character implementation on Children with Special Needs implementation.

1. Preparation Stage

The preparation stage is the first stage to implement the independent character implementation. This stage is executed by making commitment or collaboration among the schools, family, and neighbourhood to achieve the independent character of the children with special needs. Moreover, the school also needs to arrange work plan during the implementation of independent character implementation on children with special needs. The next preparation is to arrange regulation of the independent character implementation on children with special needs in SD Negeri Karanganyar.

2. IMPLEMENTATION STAGE

The implementation stage is the stage where the implementation team start to carry out the arranged program. SD Negeri Karanganyar already implemented the independent character implementation through habituation, internalization on the

learning process, and daily activities. Those implementation are the model to achieve the independent character on children with special needs.

A. Independent Character Implementation on Children With Special Needs Through Habituation

The integration of self-development on daily activities and the habituation of students in implementing independent character through learning process or non-learning process is aimed to improve the independent character of children with special needs.

In accordance with the theoretical studies described above that implementing the independent character on children with special needs is not enough by only giving the material but also need real examples from teachers. It is compatible with Jean Piaget statement which states that elementary students is entering the concrete operational stage, it is also means that they need real examples in the understanding process (Mauliya, 2019).

Teachers implementd the independent character on children with special needs by developing honesty and confidence. Based on the interviews and observation, it is concluded that the teachers taught the children to be honest, willing to be honest when making mistakes. Also the children who speak impolitely will be given the consequence by themselves such as reading in court, memorizing English vocabulary, etc.

The confident habituation is performed by ceremonial event on every Monday. Regular students or students with special needs are taught to take part in the ceremonial event orderly. This activity could help the students to improve and develop their confidence.

The habituation inside or outside class are good enough to support students carry out the character values. Through habituation, students are instructed to show daily activities behaviour which in line with the character values. It is compatible with (Sudiarni et al., 2023) who explained that habituation is condition which able to trigger characteristic behaviour

B. Independent Character Implementation on Children With Special Needs Through Learning Internalization

The implementation of independent character on children with special needs is internalized on learning process as well. The effort to implement independent character on children with special needs also written in the mission of SD Negeri Karanganyar which stated “Habituation to independent living and socialization to the surrounding”, in line with (Ronald Tambunan, 2021) who stated that the implementation of character education at school should be based on basic character values that are in accordance with the needs, conditions and environment of the school itself.

Based on the interviews and observation, it is concluded that the teachers taught the children with special needs about independent character concept by implementing discipline, responsible, and confidence values. Teachers taught not to cheat, taught to be responsible to

their homework, and taught to be able to make up and prepare their own stationary. By letting the children go to the bathroom by themselves, read loudly, and not to be afraid of asking, could help children to be more confident. It is compatible with who explained that in character education, teachers may lead the students to be more actively involves in the learning process, so that the children with special needs could be able to show their potential.

C. Independent Character Implementation on Children With Special Needs Through Daily Activities

Teachers habituate the students not to discriminate friends. Children should be able to play along together, joke, and mingle with their special friends during break time. It is compatible with (Riasti, 2015) who stated that in inclusive education, it is also focus on the development on social awareness includes the communication among the students.

Based on the interviews and observation of the independent character implementation on children with special needs, teachers implementd character values such as discipline, care to the surroundings, and being religious. The teachers should give real examples so that the children could see the action and eventually follow it, those action are including going to school on time, dress politely, and behave well.

In a journey to ask the children to care to the surrounding, teachers ask children to maintain schools hygiene such as throwing trash to the dustbin.

Teachers also implementd independent character in religious activity. In Dhuha time, children are asked to take wudhu guided by teachers, close the tap, and to fold their own rug prayer.

The implementation of independent character in daily activity both inside and outside class are enough to support children to carry out the character values. Those implementation in daily activities are being discipline, care to the surrounding, and being religious. Through habituation, students are instructed to show daily activities behaviour which in line with the character values.

3. EVALUATION STAGE

The evaluation stage is very influential to the planning implementation. Evaluation can be formulated as a process of determining what must be achieved. It is become standard of implementation assessment or improvements if necessary, so that implementation is according to plan, namely in line with standards (Sumaryam, 2020). Based on that opinion, evaluation is part of the effort to achieve the success of planning by making improvement. The evaluation which is held every 3/6 semester is to improve the plan to build characteristic school. Overall, the evaluation of independent characteristic implementation is well done an achieved as expected.

Every schools has its different supporting and obstacle factor in independent character implementation on children with special needs. The supporting factor might be the support system in the process of independent character implementation on children with special needs,

while the obstacle might be a barricade of independent character implementation on children with special needs.

a. Supporting Factor in Independent Character Implementation on Children With Special Needs

At SD Negeri Karanganyar. The real example teachers showed become the supporting factor which might be followed by the children. That is one of the reasons teacher become support system of independent character implementation.

The other supporting factor are the parents as the important role of parents at home. Facilities and infrastructure are become the next supporting factor to help children easier in the understanding process. It is become one of the factor because by using the facilities and infrastructure, children could practise it by their own. So, it could be concluded that the supporting factor in independent character implementation on children with special needs are teachers, parent, and facilities and infrastructure.

b. The Obstacle in Independent Character Implementation on Children With Special Need

In this research, seen that the teachers found obstacle during the process. The obstacle is the parent who are not being able to accept that their children are special need. Most of the children even do not have complete parents that made them not being able to fully get the parent role. For many times, parent also get used to spoil their children which make the children always depend on their parent.

The next obstacle is facilities and infrastructure. The lack of complete facilities and infrastructure make the process less effective. So, it could be conclude that the obstacle in independent character implementation on children with special needs are the parent and facilities & infrastructure.

CONCLUSION

Based on the research result and discussion related to independent character implementation on children with special needs in SD Negeri Karanganyar, it could be conclude that: The independent character implementation on children with special in SD Negeri Karanganyar is done using some stages. Preparation stage as the beginning, which was handled by the teacher collaborated with parent to achieve the success of independent character implementation on children with special needs in SD Negeri Karanganyar. The second stage is implementation, which had some concepts. Those are habituation, it is done by playing role during ceremony activity to improve their confidence. Next is internalisation during learning process, this is a concept where the children are taught to be discipline, responsible, honest, and confident. And those are done in daily activities such as working on homework on time, read loudly in front of other friends, and going to school on time. Next one is implementation on daily activities. Teachers gave real examples to children such as going to school on time, dress, politely, and behave well. Another one is religious concept. Children were instructed to take wudhu by their own, fold their own rug prayer, and close the tap after done using it. The last one is habituation to care to the surrounding, such as throwing trash in the dustbin and maintaining school facilities. The last stage is evaluation which was done every 3 months to see the school development and to make improvement.

School already gave best effort to develop the student's education quality. During that process, this program could implement independent character to students. These are the supporting factors which able to affect independent character implementation on children with special needs in SD Negeri Karanganyar:

The supporting factors are from parent which plays a big role in independent character implementation on children with special needs, school, and facilities & infrastructure. The obstacle in this process are the parent who are not being able to accept that their children are special need and the lack of facility and infrastructure.

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