Character Education for the 21st Century in Developing the Careers of Children with Special Needs in the Vocational Inclusive School

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This research aims to study and compile data that is comprehensive and ranges from the new data and actual data integrated on character education in developing the careers of children in need of special vocational education. Subsequently, a process of verification and the validation of data is performed to identify where children in need of special vocational schools are, including possessing a good character in the development of his or her career as a blind, deaf, or autistic child. They are capable of learning to follow suit with their talent and interest in achieving careers in the future. Character education has always been integrated in every learning process in school, whether in being honest, working, responsible, confident, perseverant, and meticulous, among others. External research during the first year comprised a learning implementation plan and the integrated learning materials on character education for individual learning in vocational secondary schools as inclusive education providers in the City of Padang.

Keywords: *character education, career development, children with special needs, inclusive school.*

Introduction

The curriculum implementation activities 2013 demand that teachers are more professional and more creative and innovative in learning and assessment that is conducted for special needs children completing vocational education in secondary schools by inclusive education providers. Inclusive education is the current education model for special needs children, formally expressed in a statement in June 1994 at the Salamanca World Conference. Inclusive education allows all children of all needs to learn together in the classroom, regardless of any difficulties or differences between students with special needs and regular needs. Inclusive school education providers hold all the children of special needs in the same class (Sunanto J, 2004; Stubbs, 2008). This school provides educational programs that are worthy, challenging, but in accordance with the capacities and needs of each child in need, as well as special help and support that was provided to teachers so that children can successfully study together with the other students. Inclusive education is a system of educational services and requires that children in need of special education are served at nearby schools, just like in regular classes and together with friends their age. In the opinion of others (Steinback et al., 1990; Mittler, 2012). In line with that, inclusive education is conducting an education in which children who have a disorder (mild, moderate, or severe) and normal children can learn together in public schools (Sunanto J, 2004; Pratiwi, 2015). In particular, it is for those children who have trouble because the defect provides special assistance in regular classes with friends their age.

Some children in need of special education and who can follow the inclusion into public school are children who experience auditory abnormalities or are also called deaf children or children with hearing impediments, as well as children who experience the disorder of irregular vision, termed children who are blind or with vision barriers. Likewise, with children who experience autism. Children who experience a third term disorder are able to follow the processes of teaching and learning along with other normal students. When teachers of subjects experience difficulty in teaching and learning, then cooperation is needed between the teachers of subjects with the teachers supervising the children of special education backgrounds. Furthermore, children with special learning needs can even learn with fellow peers, commonly referred to as peer tutors, in an effort to aid their learning in the regular or inclusive school environment.

The limitation that belongs to children with special needs is not an obstacle to the process of education in public schools. We can see in real time the many students who are blind, deaf or follow autism education at colleges like in ICU, UNS and UNP. This shows that when students who are blind are given opportunities and adequate education services, they can be educated up to the college level. There has even been students who are blind that have successfully completed a doctoral education. The ability of the blind was not a coincidence but conceptually has been recognised by the experts of the blind students' education. An earlier study found that the

condition of blindness does not impact on the development of fatalistic intelligentsia and the ability to follow a process of education and develop careers for the sake of the future (Hardman et al, 1990; Pivik et al, 2002).

Inclusive education or integrated education can be defined as an organisation model of education in which children who have a disorder and regular students can learn together in public schools (Education Forum, 2000; Thomas et al., 2014). This includes those who have difficulties in compliance deficiency and require special assistance. The educational system uses the terminology, children in need of special education or simply 'children with special education needs' (children with SEN)' as a replacement for the term disabled children. This meaning states that every child has special needs, permanent or not. These special needs can be distinguished into three categories, namely:

(1) The needs of the individual;

(2) Special needs are exception and;

(3) The special needs of the public.

In connection with the changing views of society towards children in several countries, including in some communities in Indonesia, there is agreement that the inclusive education system is a system of education that most deserves to be implemented. There are several reasons for inclusive education as a model of education for exceptional children, namely (Sunanto, 2004; "EXCEPTIONAL CHILDREN," 1961):

(1) All children have the right to learn together;

(2) Children should not be treated with discrimination and separated from other groups because of their defect;

(3) There is no legal reason to separate education for exceptional children, because every person has the advantages and disadvantages of each;

(4) Many research results suggest that academic achievement and socialisation outcomes are remarkable from school integration and the outcomes are better than those for school segregation;

(5) There is no teaching in school segregation that cannot be done in public;

(6) Through the commitment and good support, integrated education is more efficient in the use of learning resources;

(7) All children need an education that helps them evolve to live in normal society; and

(8) A potentially integrated education system to reduce the sense of friendship and build a sense of mutual concern to appreciate and understand.

Learning is an activity wherein the teacher is hard-wired to make students learn actively, which places emphasis on the provision of learning resources, and is the process of interaction with educators and learners in a learning environment (UUSPN No. 20 th. 2003). The interaction between students and teachers occurs through various means and media atmosphere, so that learners can achieve the goal of education. The interaction relationship between educators and learners is a very special and unique effort. It is made special because of the education that prepares one to live a human life. It is unique because it contains special features that are not found in other activities (Prayitno, 2005; Kim, 2016). The students learn something new which is useful as a development, noting what was obtained so that it can be carried everywhere, and applying what is learned and recording it in their behaviour and life (Prayitno, 2007; Farihah, 2013; Lindsay, 2003).

The learning process is the interaction of the conscious purpose between educators and learners, which means that the interactions that have been established for certain purposes include the achievement of the learning objectives that have been formulated. The interaction process is according to (Prayitno, 2005; Oakeshott, 2009). Willems (2012) suggests two principal forms of content: the authority (hi-touch) and *kewiyatan* (hi-tech). The authority (Gezag) comes from the word meaning zeggen said, whose words had the force of law against everyone else, means it has the authority of others (Purwanto, 2000; Mok, 2001). The authority is a 'tool' in education between personally connecting learners with educators in educational situations, which is a social relationship between the two. With the authority of educators 'entering' private learners, and learners 'direct' themselves to educators. The authority includes: (a) recognition, (b) compassion and tenderness, (c) reinforcement, (d) briefing, (e) emphatic action that educates, and (f) examples that educate.

Kewiyataan comes from the word '*wiyata*', which means teaching. '*Kewiyataan*' is a great learning tool for educators in organising the realisation process of the achievement of the objectives of education by learners. *Kewiyataan* includes mastery of educators in the curriculum, such as learning environment AIDS learning, the model of learning, and learning outcomes assessment (Prayitno, 2005; Abdillah, 2012).

A learning model of inclusion is a form of learning that is imagined from beginning to end and is typically presented by teachers in the classroom by observing the characteristics of the students (Matthews, 2009; Vaughn et al, 1995). According to Lave (1996), there is a strategy of achievement of competence of learners with the approaches, methods and techniques of instruction. However, in this case, there is no model that is the most effective in learning for all subjects or for all materials. The learning model applied to the selection of the teachers in the

classroom, among others, considers: (a) learning objectives, (b) nature of the subject matter, (c) availability of facilities, (d) conditions of the learners, and (e) allocation of time available.

A good learning model has characteristics that include: (a) the existence of intellectual-emotional involvement through student activities experienced by analysing and the formation of attitude; (b) existence of student participation is actively and creatively for the implementation of the learning model; (c) teachers act as facilitators, coordinators, mediator, and motivator of the learning activities of students; and (d) using a variety of methods, tools and instructional media (Heer, 2012). Lave (1996) also stated that learning models for children with special needs should be comprised of the following: (a) contextual teaching and learning, namely the concept of learning which encourages teachers to connect between the material and with real-world situations; (b) cooperative learning models, namely learning that gives priority to the cooperation among students to achieve the learning goal; (c) models of individual learning, namely learning that focusses on self-help and guidance on individual students; (d) classical learning models, namely: the teacher teaches a number of learners, usually between 30–40 students in a room; (e) multisensory learning model; and (f) learning behaviour modification model.

The purpose of education as learning outcomes is the internalisation and accumulation of knowledge, skills, and competencies, and that affection is achieved through a structured educational process and includes a specific expertise or science or work experience. The purpose of education cannot be 'aims, goals, and objectives'. Aims seeks to show the general direction of the curriculum and reflects the quality level of the educational objectives based on the views of philosophy and psychology or the expected life. Goals is the purpose obtained from the results of the learning process and according to a school system. Objectives is the purpose of a unit or a more specific subject matter after the learners have followed a lesson (Stevenson, 2007).

In Act No. 2 of 1989 of national educational systems is the intellectual life of the nation and development of the whole Indonesian man; the man of faith and piety towards God Almighty and whom is ethically sublime, has knowledge and skills, physical and spiritual health, a steady and independent personality and a sense of responsibility of civics and nationality. Based upon humanity, educational purposes refer to the purpose of human life, which is none other than the joys of the life world and the hereafter (Prayitno, 2005; Luckasson, 2015). The purpose of education is thorough and public or explained for the directional human humanity, through the realisation of the development of the dimensions of the humanitarian, as well as the five senses of them (Widodo, 2005).

The purpose of normative education became the focus of a human who is involved in educational activities. There are two parties who are directly involved in this activity and they are the learners and educators. Both parties upheld human rights, human dimension, and the five senses. The two parties were also focussed on the purpose of education, but at a different position.

Educators are in a position to encourage the development of objectives and the formulation of 'delivery' to learners, while the position of the students is in trying to achieve a goal (Prayitno, 2007; Dolgon, 2015; Koesoema, 2007).

The values of character are the how to think and behave that have become the hallmark of every individual in life, and cooperation in the family environment, the community, the nation and the State. Meanwhile, the character is personality, behaviour, temper and calm. Individuals who are of good character are individuals who can make a decision and are ready to account for any damage done. The character is composed of several interrelated behaviours i.e. know the meaning of goodness willing to do good and real conduct that is good. Furthermore, it boils down to a moral life and the moral maturity of the individual (Bass, 1997; Centre, 2012; Suharjono, 2012).

Based on Pancasila and the 1945 Constitution, it effects that character education embodies a national consensus. The consensus was further clarified through law No. 20 of 2003 of the national education system, on article 3, which states that national education serves to develop the ability to form character and the civilisation of a nation's dignity in the framework of the intellectual life of the nation. National education is aimed at the development of potential learners in order to become a man of faith and piety to God Almighty, precious, healthy, educated, accomplished, creative, independent, become citizens of a democratic society and be responsible for various aspects of life.

Through character education, teachers can guide and direct the students during the learning process in schools. The application of character in every learning process is capable of providing stimuli, specifically to regular students or students of special needs. They are able to carry out character values wherever they are, either while learning in school or in a variety of situations with anyone they face.

In the implementation of the values of the character, there were still many teachers who were yet to carry out the cultivation of character values to students because many were completing tasks of teaching and had not been planting character values in learning. When the value of the characters can be embedded, they should range from the environment and everyday experiences of students in the learning process in schools. Further, with the various forms of game that could provide the impression that in any learning process it will be fun for you and for students. In accordance with the curriculum, it focusses more on the 2013 character education for all subjects (Subandi, 2014).

Character development in learning can be achieved through conditioning and the example of positive attitudes. The conditioning and examples should already animate each stage of the learning activities. In this case, the educator provides space and facilities to the students so that

they are able to develop scientific attitudes (Berkowitz & Fekula, 1999). To achieve the goal of integrated learning, character educators should know the stages of educating the character. This should be completed through, at least, the three stages of thinking, feeling and action. Stages of thought comprise providing knowledge about the characters. At this stage, educators are trying to fill in reason, logic and the ratio of learners so that the learners are able to distinguish positive characters (good) with negative characters (not good). The students were able to understand logically and rationally the importance of positive character and the dangers posed by a negative character. The stage of feeling features loving and the needs of a positive character. At this stage, educators are trying to touch the heart and soul of the learners and no longer makes sense, ratio and logic. It is hoped this will appear on the stage of the consciousness of the heart and will be the importance of a positive character, which in the end will bring forth the strong urge or desire from inside to practice the character in their everyday. Thus, students will be more polite, friendly, loving, diligent, honest, pleasant, and soothing views and the hearts of those who see it and interact with it (Elias, 2009; Symonds et al, 1934).

Characteristic education aims to develop potential in the following: (a) heart or conscience or effective students as human citizens who have the character values of the nation; (b) developed habits and behaviour of learners are commendable and align with the universal values and religious cultural traditions; (c) embeds the soul of discipline and responsibility of students as the next generation; (d) develops the ability of students to become independent of the human, creative and insightful; and (e) develops the environmental life of the school as a learning environment that is safe, honest, full of creativity and friendship, as well as with a sense of nationality and full power. (Hardiknas, May 20, 2011). Through some of these goals it will enable students to develop and infuse the character values in everyday life.

The function of character education is to: (a) develop the basic potential in order to be good-hearted, good minded and behave well; (b) strengthen and establish the behaviour of the multicultural nation (reinforce behaviour which is already very good); and (c) increase competitive nation civilisation in the association world (less cultural filters in accordance with the cultural values of the nation) (Mulyatiningsih, 2010; Rohendi, 2016).

In recent years, many communities are demanding an increase in the intensity and quality of the implementation of character education in institutions of formal education. These demands occur due to a growing phenomenon on the rising juvenile delinquency in the community environment. Such children do not know the ethics of manners of juvenile delinquency, rape, giving birth to a child outside of marriage, the use of illegal drugs, as well as various mass fights and other forms of delinquency which are very troubling. Thus, the institutions of formal and informal education as well as education in the family, are expected to increase their roles in the formation of the personality of the child through character education and increase the faith and piety to God.

During this time, our education has provided assessment in subjects related to values education but has not yet in a total measure that is completely personal. Thus, the implementation of values education in school will need to use a variety of methods that can touch the totality of children in order to make the emotional quality of the character of the nation in the hope of future generations.

Character education includes manners, values, norms, and morals. In accordance with one's nature as human beings who are free and independent, in the moral value of choosing independence and have a norm which provides guidelines in how to behave in the life of society. In this case, it is generally with regard to good behaviour and is conceptually related to ethics. Through character education, it is expected that the community can maintain and develop its true identity in the midst of globalisation, so that the community remains ready and confident that it is still growing, although other values have entered because of the current and rapid effects of globalisation. It is expected that through education it can sort and retrieve the values that come with the intention of enriching the cultural communities concerned. This means that in education we are able to give birth to a positive attitude towards accommodating the changes in force and can continue to grow.

Unesco (2014) states that in the future teachers will be required to master and to utilise communication and information technology and become a facilitator who is able to teach children to find something. To enhance ethical and practical abilities, character education requires close coordination with other fields. Teachers need to guide children with special needs to develop self-awareness and self-discipline and instill ethical characters or behaviours through practice and examples presented by the teacher themselves in every learning process (Kostiainen et al., 2018).

Research Methodology

The study used a descriptive approach to qualitative research and was related to the objective conditions of the children in need of special vocational secondary school inclusion. Further research was designed by the research development. This is due to the working steps of research that started with the beginning of data describing the situation and analysing the data based on the study of the literature. Next followed the formulation of the integrated character of the value of the Planting Model in Learning in inclusive vocational education providers. The first year of the research study oversaw the gathering of data in a new, comprehensive and actual interaction of the six components of the process of education (curriculum, educators, learners, infrastructure, technology and learning media, and system assessment) for secondary education. It was followed by then verifying and validating data to identify where the occurrence of bottlenecks in the process of the integrated learning of character through in-depth study originates. The period produced the draft indicators for the integration of the learning materials with character in a

vocational high school and the resulting outer form of the syllabus, the learning plan, worksheet, handout and rubric assessment.

Results and Discussion

Based on the results of the research and reviewing the number of secondary schools and inclusive vocational education providers in Padang City, it was identified that there are several vocational secondary schools for the school year 2016/2017. 4th, 6, SMK N 7, and SMK N 8 with a total number of 56 students of SMK Negeri scattered people 4 as much as 18 people, SMK Negeri 6 as many as 27 people, SMK Negeri 8 people, 7 SMK Negeri 8 as much as 3 people. Consisting of children who are blind, deaf, learning and slow child autistic.

Schools and inclusive education providers in SMK Negeri Padang use moderate models. The moderate model is known for its mainstreaming models. The mainstreaming education model is a model that combines the education for children in need of special education. Learners in need are specifically incorporated into regular classes for a short time only. This philosophy remains as a form of inclusive education, but in practice, the children with special needs are provided with a variety of alternative services in accordance with their capabilities and needs.

Children with special needs can move from one form to another form, such as: (1) the form of the regular classes for children with special needs to study with other children (normal) who participate all day in regular classes with the use of the same curriculum; (2) the form of the regular classes with a cluster of children with special needs, to study with other children (normal) in regular classes in the special group; (3) the form of the regular classroom with a pull out option for children with special needs to study with other children (normal) in regular classes but which at certain times can be withdrawn from regular classes to learn with a special teacher supervisor (GPK); (4) the form of regular classes with both cluster and pull out options for children with special needs to study with other children (normal) in regular classes in the special group, and at certain times be withdrawn from regular classes to learn together with the special teacher tutors; (5) special classes with various forms of integration for children with special needs to study in special classes in regular schools, but in certain areas they can learn together with other children (normal) in regular classes; and (6) the form of the full specialised classes in regular schools for children with special needs to study in special classes in regular schools.

Thus, inclusive education, as in the above model, does not require that all children in need of special education are in regular classes at any time with all subjects (full inclusion). This is due to some children with special needs could be in special classes or in therapy with a fairly heavy abnormality gradation, as well as for the children with abnormality weight gradations, which might spend a lot more time being in special classes in regular schools. Problems that arise in implementing the educational inclusion are based on the perceptions of teachers. Categories that

many teachers complain about include the lack of a special companion teacher (GPK) at 27.39 per cent; a lack of teachers' competence in dealing with HER at 19.64 per cent; teachers' difficulty in teaching and learning activities (MBC) at 17.86 per cent; a lack of understanding about HER teacher and school inclusion education providers at 16.67 per cent; an educational background of teachers that is not appropriate at 5.95 per cent; load the ministrasi a.d. more weight for the gurus at 5.36 per cent; a lack of patience in the face of HER teacher at 2.39 per cent; and teachers had trouble with parents at 1.78 per cent.

The teachers have complained that few understand the characteristics in dealing with HER. This is caused by a lack of understanding about HER and leads to difficulty in the teaching and learning activities. It is also supported by the fact that there are some teachers who have an educational background that did not match, and a lack of special escort teachers which adds more to the workload of the teachers who are already heavily burdened with administration and teaching. Further, it also indirectly impacts on how teachers deal with students in the school. In addition, teachers are also faced with the problems of HER which requires a different handling.

The results of the study stated that schools and teachers are yet to figure out how the implementation of the organisation of the education of vocational high school inclusion is in accordance with the existing rules. The study results also show that many of the issues that arose related to the implementation of school inclusion in terms of teachers, students, parents, schools, communities, governments, and infrastructure. Furthermore, there is a lack of cooperation from the various parties, resulting in the impact being less than the maximum implementation of school inclusion.

Discussion

Through character education we can shape children in need of special character and the value of the sublime. Therefore, in order to be successful in character education with a good example, it is necessary from all aspects to have good cooperation between parents, educators, and the public. There is a continuity between education held at home, in school, and in the community, and learning should be organised with methods which touch the totality of the emotional child.

A variety of approaches to character education development have the aspect of a different emphasis. The approach used in the implementation of character education is a mixed approach with an emphasis on an approach to planting manners because both have the same objective in essence. Namely, instilling social values in children. The educational process varies, making it more interesting and not boring. Whereas, the characteristic education aims to develop potential in the following: 1) heart or conscience or effective students as human citizens who have the character values of the nation; 2) developed habits and behaviours of learners are commendable

and align with the universal values and religious cultural traditions; 3) embeds the soul of discipline and responsibility of students as the next generation; 4) develops the ability of students to become independent of the human, creative and insightful; and 5) develops the environmental life of the school as a learning environment that is safe, honest, full of creativity and friendship, as well as with a sense of nationality and full power (Islam, 2017; Sukitman et al, 2014). Through some of these goals, it will enable students to develop and infuse the character values in their everyday life.

Meanwhile, the function of character education is to: 1) develop the basic potential in order to be good-hearted, good minded and behave well; 2) strengthen and establish the behaviour of the multicultural nation (reinforce behaviour which is already very good); and 3) increase competitive nation civilization in the association world (less cultural filters in accordance with the cultural values of the nation) (Feszterova et al, 2015; Hamilton, 1925; Suarmini et al, 2016).

The problems that are faced in the implementation of the curriculum 2013 consist of several factors as follows: 1) the difficulty of changing the mindset of teachers; 2) changes in the process of learning from teacher-centred to student-centred; 3) the low moral, cultural, spiritual reading and researching; 4) lack of mastery of IT; 5) weak mastering in the field of administration; 6) the tendency of teachers who emphasise the cognitive aspect more. Whereas, the teacher must also provide the same level of emphasis on the affective and psychomotor aspects; 7) There are still many teachers who do not yet want to be learners; and 8) a teacher is required to continue to add their knowledge and broaden his insights, especially after the enactment of the curriculum 2013. In essence, the 2013 curriculum demands that teachers are more creative and innovative in the teaching process. As always, a novelty will receive rejection because it was comfortable using the learning process that had been done before. It is still a significant amount of the school that has not used the curriculum 2013 for reasons which are still not capable, especially schools that are in the area.

Conclusion

The implementation of character education in vocational middle schools is directly integrated in every learning at school. It enables children in need of special education, in the schools that follow the education providers of inclusion, to have a character that fits the culture and values that apply. However, the problems that arise between one another when examined further would be relevant from the problems of teachers, students, schools, the community or government. The first related the problems of teachers. Teachers have complained about a lack of competence in dealing with HER. This is due to a lack of understanding about HER and teacher difficulty in the teaching and learning activities. It is also supported by the fact that there are some teachers who have an educational background which did not match, and a lack of special escort teachers which adds to the workload of the teachers who are already heavily burdened with administration and

teaching. It is also has an indirect impact on how teachers deal with students in school, and is not at the maximum. The study results also show that many of the issues that arose related to the implementation of school inclusion in terms of teachers, students, parents, schools, communities, governments, and infrastructure. Furthermore, the lack of cooperation from the various parties creates an impact which is less than the maximum implementation of the school inclusion. The success of the school inclusion needs to involve many parties. School inclusion is a process which involves all school staff and students in its development, such as how organised is the students' approach, the role of the teaching staff, and the approach in teaching and curriculum. The school should also cooperate with the community school as a teacher, a teacher accompanying classes, parents, students, the school administrative team, and the school community to maximise the performance of teachers.

On the advice of other researchers, as well as the Government, focus should be on solving the problems related to teachers, such as increasing an understanding and competence of HER teacher characteristics because the teacher is the spearhead in implementing education characters in inclusive school education providers. The expectation stands that if a teacher already understands and is able to carry out learning in the inclusive school education providers in his school, teachers must transmit their knowledge to the community through good parenting to parents and caregivers from ABK or parents from Non ABK. It is expected that the Government has responsibility for the professional development or improvement of the competence of teachers in understanding the ABK provided to GPK.. This indicates that the actual school can also grow the improved quality of schools through teachers and the parties involved. Schools also have obligations in the enhancement of awareness of society with the support of various special parties of government.

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