

Character Values of Third Grade Slow Learner in Character Education at the Inclusive Elementary School

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Abstract

The study aims to figure out the character values of 3rd grade slow learners' students at the Inclusive Elementary School. Variables in this research were character values involving honesty, self-confidence, and discipline in learning. The sample consisted of 10 slow learner students of 3rd grade in seven Inclusive Elementary School. Data collection techniques used observations filled by classroom teachers. Data analysis techniques used the Guttman scale. The score for the percentage of the slow learner's character value is 100% with low categorization. The solution was to provide character education in accordance with the characteristics of the slow learners. The implication was the slow learners got a character education model with method that paid attention to the characteristics of the child. This research is expected to be the basis for further research to be able to develop a character education model based on the BST method for the slow learners in inclusive elementary schools.

Keywords: *Slow Learner, Character Value, Character Education, Inclusion*

1. Introduction

The Government of the Republic of Indonesia pays great attention to the education of citizens, both academic and character. In the Regulation of the Minister of Education and Culture of the Republic of Indonesia (Permendikbud) Number 20 of 2018 concerning Strengthening Character Education, it is stated that school education is responsible for improving the character of students through character (Asfiati & Mahdi, 2020; Munawwaroh, 2019). There are several commendable character values that a student must possess. (Asmani, 2012) mentions that some of the characters that a person must have, especially students, are religious, honest, responsible, healthy lifestyle, disciplined, hard work, confident, entrepreneurial, critical thinking, logical, creative, innovative, independent, curious, love science. All of these character values are manifested in a behavior in everyday life (Kesuma, 2012). These character values are instilled in schools in various ways such as; integrated into all subjects, self-development, school culture, and local content. The purpose of these methods is to develop praiseworthy character in students, raise dignified character values, and separate character values that are incompatible with the character of the nation (Judiani, 2010).

In fact, there are character problems, especially in inclusive schools. (Pratama et al., 2020) found that out of 11 inclusive elementary schools in Surakarta, there were 7 schools with students with special needs who had character problems, with details of 58% of students with special needs showing character problems with 30.5% being slow learners. Character problems in slow learning students are caused by psychological limitations as explained by (Marheni, 2017). Slow learners are students who have intellectual problems, but do not include mentally retarded children (Salim et al., 2015). Based on this, students who are slow to learn need proper character education so that student character problems can be handled properly. Another finding shows that the implementation of character education in inclusive schools uses a method that does not pay attention to the characteristics of slow learners, namely by using lectures and advice (Pratama et al., 2020). Whereas ideally, character education in inclusive schools for students with special needs is character education with child-friendly learning, empathy, student-centered learning, and

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learning according to student learning needs (Amka, 2017). Not only being friendly and student-centered, in the process of character development, it is necessary to adapt the learning needs to be meaningful according to the students' Special Needs, both in terms of methods, techniques, approaches, etc (Rofisian, 2018). Therefore, students who are slow to learn in inclusive schools need character education with learning approaches, methods, techniques, and tactics that are tailored to the characteristics and needs of the slow learners.

In grade 3 of Inclusive Elementary School, three important characters are implanted in the teaching and learning process of the slow learners, namely honesty, self-confidence, and discipline (Agung, 2017; Diani, 2015). These three character values are important to instill because: students can become trustworthy individuals for themselves or others (Asmani, 2012); students create all the potential that exists within themselves (Syam & Amri, 2017); and 3) students familiarize themselves with good habits such as positive and beneficial for themselves and their environment (Fiana & Ridha, 2013). The importance of these three characters requires educators to instill them in the learning process. Educators instill these three characters by observing student behavior with several indicators, including: students show actions or words that can be trusted (honest character experiences); students show a serious understanding of what they have done and their attitudes. good. overcome many things (experience of self-confident character); and students show a rule-obeying attitude with the correct stages and an attitude of following rules without considering the truth (experience of disciplined character) (Asmani, 2012). Observations made by educators can help determine the right method in providing effective character development for slow learners. Based on this description, further analysis is needed regarding the values of honest, self-confident, and disciplined characters possessed by slow learners so that the character education provided can be effectively given to the slow learners in inclusive schools. This study aims to determine the character value of the slow learners in grade 3 of the Inclusion Elementary School in Surakarta.

2. Method

Variables in this research were character values, namely honesty, confidence, and discipline. The sample of the research consisted of 10 (ten) slow learner students of 3rd grade in 7 (seven) Inclusive Elementary School in Surakarta. The data collection technique used a Guttman scale questionnaire with intervals (Yes-No) filled in by the slow learner's class teacher. The Guttman scale category in this study shown in Table 1.

Table 1. Guttman Scale Category

Scale Score	Rating
1	Yes
0	No

This research analysis technique used descriptive statistics. The average is a reference for the researchers to determine the criteria of categorization. The categorization consisted of three categories, such as low, moderate, and high. Besides using the average, to determine the categorization criteria, the researchers also used the minimum score, maximum, range, and standard deviation. In this research, the minimum score is 0, the maximum score is 9, the range is 9, and the standard deviation is 1.5. Based on this, the categorization criteria were obtained is shown in Table 2.

Table 2. Categorization Criteria

Category	Formulas
Low	$X < 1.5$
Moderate	$1.5 \leq X < 3$
High	$3 \leq X$

3. Result and Discussion

Results

Data of Honest Character Value Score

Data recapitulation of the character value score of honest owned by 10 slow learner students of 3rd grade Inclusive Elementary School in Surakarta stated as shown in Table 3.

Table 3. Honest Character Value Score of Slow Learner Students

SCHOOL	STUDENT	SCORE TOTAL	AVERAGE	CRITERIA
A	AF	0	0.8	LOW
B	RH	0		
C	AD	2		
	GR	2		
K	MY	0		
M	MG	0		
	VD	0		
O	WY	2		
	DK	2		
P	DH	0		

Based on Table 3, it can be explained that 4 students who demonstrate an honest attitude got score 2. Meanwhile, 6 slow learner students do not show an honest attitude yet in which the score is 0. The honest attitude observed is the slow learner students' attitude in doing the task and examination independently. Table 4 also shows that the average score of the honest character of 10 slow learner students of 3rd-grade Inclusive Elementary School in Surakarta is 0.8. Thus, viewed from the criteria of assesement, slow learners belong to the value of a low honesty character.

Data of Self-confident Character Value Score

Data recapitulation of the self-confident character value owned by 10 slow learner students of 3rd grade Inclusive Elementary School in Surakarta is shown in Table 4.

Table 4. Self-confident Character Value Score of Slow Learner Students

SCHOOL	STUDENT	SCORE TOTAL	AVERAGE	CRITERIA
A	AF	0	0.5	LOW
B	RH	0		
C	AD	0		
	GR	0		
K	MY	0		
M	MG	0		
	VD	2		
O	WY	0		
	DK	1		
P	DH	2		

In table 4, it can be explained that two slow learner students showed two self-confident attitudes as seen from the total scores is 2. A slow learner student showed one of self-confident attitudes seen from the total scores is 1. Seven slow learner students have not shown a self-confident attitude seen from the total scores is 0. The self-confident attitude observed is the attitude of slow learner students informing the assignment results in front of the class, discussing with the group, answering questions when the teacher asks, and having self-confidence to ask when they do not understand the material described by the teacher. Table 5 also showed that the average value of the self-confident character of 10 slow learner students in 3rd grade at Elementary School Inclusion in Surakarta is 0.5. Thus, viewed from

the criteria of assesment, slow learners belong to the value of a low self-confident character.

Data of Discipline Character Value

Data recapitulation of discipline character values obtain by 10 slow learner students 3rd grade at Elementary School Inclusion in Surakarta seen in Table 5.

Table 5. Discipline Character Value of Slow Learner Students

SCHOOL	STUDENT	TOTAL SCORE	AVERAGE	CRITERIA
A	AF	2	1.1	LOW
B	RH	1		
C	AD	0		
	GR	2		
K	MY	0		
M	MG	1		
	VD	0		
O	WY	1		
	DK	2		
P	DH	2		

In Table 5, it can be explained that only 4 students showed two disciplinary attitudes with score of 2. Three slow learner students showed one disciplinary attitudes seen from the total score of 1. Meanwhile, 3 slow learner students not showed disciplinary attitudes got score 0. In this observation, disciplinary attitude is regarding the attitude of slow learner students when entering the classroom before the bell, collecting assignments on time, and not making noise during the learning process. Table 6 also shows that the average value of the discipline character of 10 slow learner students in 3rd grade at Elementary School Inclusion in Surakarta is 1.1. Thus, viewed from the criteria of assesment, they belong to the low value of discipline character. The results of the slow learner student's honesty, self-confidents, and discipline character value score in 3rd grade can be visualized with Figure 1.

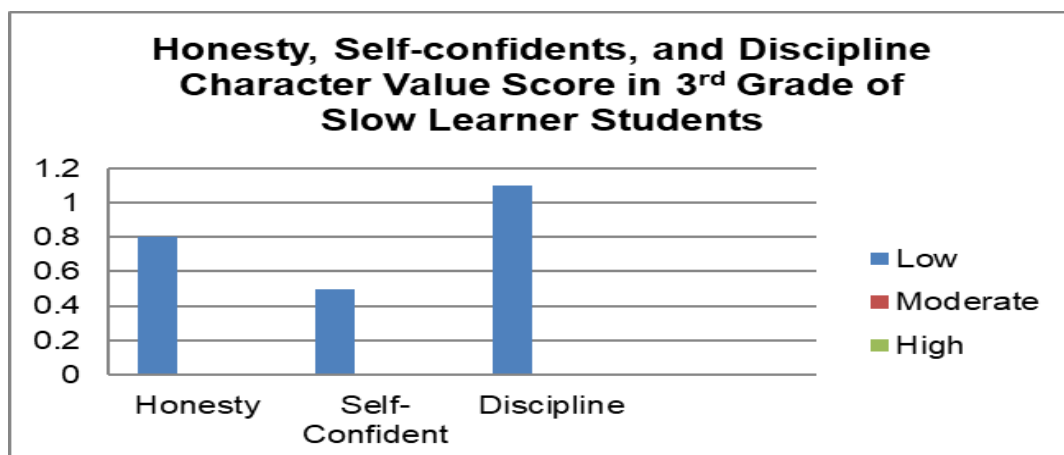


Figure 1. Honesty, Self-confidents, and Discipline Character Value Score

Data of Character Value on the Student Character Value

Based on data, honest, self-confident, and disciplined character value of 10 slow learner student's 3rd grade at Elementary School Inclusion in Surakarta are shown in Table 6. Table 6 shows that the percentage character value of 10 slow learner students in 3rd grade at Elementary School Inclusion in Surakarta is 100%. Thus, based on the criteria of assesment, they belong to a low character value.

Table 6. Slow Learner Student Character Value

Category	Total Students	Percentage
Low	10	100%
Moderate	0	0%
High	0	0%
Total	10	100%

Discussion

The results showed that 100% of the slow learners had character values that were classified as low. Characters that are classified as low are honest characters with an average score of 0.8, confident characters with an average score of 0.5, and discipline characters with an average score of 1.1. Slow learners have a low honest character because the slow learners only put themselves in class but are unable to think with a long focus. However, research does not reveal the percentage of how low the honest character possessed by slow learners is only based on the opinion of the slow learner's class teacher. Slow learners who are unable to think with a long focus and difficulty understanding abstract things cause students to experience difficulty interpreting the characters instilled by the teacher so that the characters implanted cannot be stored in the mind (Binu & Nair, 2015; Marheni, 2017).

In addition to low honest character, the slow learner also has low self-confidence. The slow learners not only have intellectual barriers, but also have low self-esteem (Borah, 2013; Mohammad et al., 2014). According to the two studies, the character of low self-confidence in the slow learners is seen when socializing with other children, but they do not explain in detail the percentage and number of slow learners who have low self-confidence characters. These findings are different from research which found that there were 3 slow students who had good self-confidence and one slow learner who had low self-confidence (Williamson, 2016). This can be seen when the three slow learner students to greet confidently while one of the students does not greet and looks embarrassed. This study does not explain the reasons why the slow learners do not have and have low self-confidence, and it does not explain what methods are appropriate to increase the slow learners' self-confidence. The slow learners tend to have low self-confidence because the slow learners tend to be quiet, shy, and have difficulty socializing with other children (Khabibah, 2013). In addition, the slow learners feel that they have lower abilities than other children (Nadia & Fardana, 2018). This can also be supported by the condition of the slow learners who do not pass and are labeled as bad by other children (Vasudevan, 2017).

Furthermore, the character of the discipline which was categorized as low was also found in this study. The slow learners have a low sense of discipline because they do not comply with school regulations, often do not attend school, often leave class, and often interfere when learning begins. However, this study only refers to one junior high school only, only reveals the profile of the slow learners, and does not explain how many slow learners are in the school. On the other hand, the slow learners are often late in completing tasks (Salim et al., 2015). When the slow learners are often late in completing assignments, it is felt that the slow learners have a low discipline character. Low discipline character can also be caused by parents and schools who are inconsistent in implementing regulations (Vasudevan, 2017; Vidhya, S; Buveneswari, 2014), but this study also does not reveal how low the disciplinary character of the slow learners is.

Other findings regarding low character are not only found in slow learners but also in students in general. Research conducted in integrated Islamic primary schools found that the low character of students was generally caused by teachers who did not understand the different characteristics of children (Agustinova, 2014). However, this study did not clearly reveal what students' characters were categorized as low. The teacher's lack of understanding of the characteristics of each child greatly affects the character building of children, especially the slow learners. Inclusive teachers need to understand more deeply related to the characteristics of children with special needs so that the low character of students can be immediately handled with an educational model that fits the characteristics

(Erawati, 2016). The teacher's lack of understanding of the characteristics of the slow learners has an impact on the methods used in character building, so the method used is not appropriate if given to the slow learners. Inappropriate learning methods cause students to have low character and when these characters are formed it is very difficult for teachers to change them only with the advice method (Rahmatullah, 2018). Even though the method of advice is the main method emphasized at school in cultivating character in children. This underlies the need for character education with methods that are in accordance with the characteristics of the slow learners so that students can understand the character instilled by the teacher and practice it in their daily behavior.

There are several alternatives in cultivating the character values of the slow learners. The first alternative is to provide positive words so that the slow learners do not feel different from other friends and can be more confident (Muppudathi, 2014; SeemaPandey & Kurian, 2016). When teachers improve the work results of the slow learners with positive words, the slow learners' self-confidence increases (Zakarnah et al., 2020). Although the method is simple, positive words are proven to be able to improve the self-confident character of the slow learners (Yusoff et al., 2017). The second alternative is to provide remedial teaching to the slow learners (Fitri et al., 2019). Remedial learning in the slow learners has been shown to improve children's understanding so that the slow learners can understand the characters instilled by the teacher well (Utami, 2019). The third alternative, in instilling character in the slow learners must use modeling with interesting media. The use of attractive media such as videos and images has been shown to improve the slow learner's understanding (Chauhan, 2011). The fourth alternative, combining slow learning with classmates can make children slow to learn to understand the material instilled by the teacher (Yekti et al., 2019). The last alternative, schools must have a discipline system that is consistent and fair and can be kept to a minimum in the application of authority (Vasudevan, 2017). Based on this description, it can be concluded that a character education model is needed by promoting a simple approach, using positive words, remedial teaching, consistent modeling, and integrating the slow learners with other children. One suggested solution is to use a method that includes all of these alternatives. The method that includes all of these alternatives is the Behavioral Skill Training / BST method. BST is an evidence-based method used to intervene in a person's behavior (Erhard et al., 2019; Nigro-Bruzzi & Sturmey, 2010; Ward-Horner, John; Sturmey, 2012). The BST method is also a conceptual framework that applies the basic principles of behavior modification as proposed by (Miltenberger, 2008), which explains that BST applies the ABC (Antecedent-Behavior-Consequences) principle of operant conditioning. This is also in line with the behavioristic conceptual theory which states that behavior begins with stimulation and results in a person's response so that they can get a team that will influence student behavior (Skinner, 2013). The BST method has been used effectively to teach behavior-oriented skills (Rosales et al., 2009). Based on this, a character education model based on the BST method can be developed for students who are slow learners in schools that provide inclusive education.

4. Conclusions and Suggestions

The results of this study found that the character values of the slow learners had low categorized characters. The low character of the slow learners is due to internal factors (child characteristics) and external factors (parenting styles of parents and school). Based on these results, the slow learners need a method that includes all the right ways to instill the character of the slow learners. One alternative method that includes all the ways to be a solution is the Behavioral Skill Training (BST) method for the slow learners. The BST method is designed and structured into a character education model to help teachers instill character education for the slow learners. This research is expected to be the basis for further research to be able to develop a character education model based on the BST method for the slow learners in inclusive primary schools.

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