IMPLEMENTATION OF CHARACTER-BUILDING EDUCATION IN INCLUSIVE SCHOOLS

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Abstract

This study looks at how character education is practiced in inclusive schools, so that regular students and children with special needs (ABK) can learn together and respect each other. Children with special needs differ from ordinary pupils in their learning styles and modalities. Schools and teachers need to implement an approach so that regular students can tolerate ABK and ABK students can learn calmly without being bullied by regular students. The purpose of Permendiknas No. 70 of 2009 concerning Inclusive Education is to provide the greatest opportunity for all students to obtain quality education in accordance with their needs and abilities, regardless of whether they have intellectual potential or physical, emotional, mental, or social disorders. Child-friendly learning, empathy, learner-centered learning, and learning that matches children's learning needs are all characteristics of implementing inclusive character education in normal schools. Research data were collected through observation, interviews, and documentation. Data analysis includes data reduction, data visualization, and conclusions. Using triangulation sources and triangulation procedures, the data are tested for validity. The findings show that teachers in the sixth grade of Sekolah Sibghah Akhlak Quran Bekasi teach character through learning, modeling, reinforcement, and habituation. The values of tolerance and compassion are prioritized by the teacher in the classroom. Teachers do so by explaining ideas, discussing moral dilemmas, telling a story, encouraging active learning, and using a collaborative approach. In addition, teachers encourage their students to interact with their peers who have special needs both inside and outside the classroom by providing role models, rewards, and special supervision.
Keywords: character building, inclusive schools, primary education

Abstrak

Penelitian ini melihat bagaimana pendidikan karakter yang dipraktikan di sekolah inklusi, agar siswa regular dan anak berkebutuhan khusus (ABK) dapat belajar bersama dan saling menghormati. Anak-anak dengan kebutuhan khusus berbeda dari murid biasa dalam gaya belajar dan modalitas mereka. Sekolah dan guru perlu menerapkan pendekatan agar siswa regular bisa bertoleransi terhadap ABK dan siswa ABK dapat belajar dengan tenang tanpa mendapat perlakuan bullying dari siswa regular. Tujuan Permendiknas No. 70 Tahun 2009 tentang Pendidikan Inklusif adalah memberikan kesempatan sebesar-besarnya kepada seluruh peserta didik untuk memperoleh pendidikan berkualitas yang sesuai dengan kebutuhan dan kemampuannya, terlepas dari apakah mereka memiliki potensi intelektual atau gangguan fisik, emosional, mental, atau sosial. Pembelajaran ramah anak, empati, pembelajaran yang berpusat pada peserta didik, dan pembelajaran yang sesuai dengan kebutuhan belajar anak adalah semua karakteristik dari penerapan pendidikan karakter inklusif di sekolah normal. Data penelitian dikumpulkan melalui observasi, wawancara, dan dokumentasi. Analisis data meliputi reduksi data, visualisasi data, dan penarikan kesimpulan. Menggunakan sumber triangulasi dan prosedur triangulasi, data diuji validitasnya. Temuan menunjukkan bahwa guru-guru di kelas enam Sekolah Sibghah Akhlak Quran Bekasi mengajarkan karakter melalui pembelajaran, pemodelan, penguatan, dan pembiasaan. Nilai-nilai toleransi dan kasih sayang diprioritaskan oleh guru di kelas. Guru melakukannya dengan menjelaskan ide, mendiskusikan dilema moral, menceritakan sebuah kisah, mendorong pembelajaran aktif, dan menggunakan pendekatan kolaboratif. Selain itu, guru mendorong murid-muridnya untuk berinteraksi dengan rekan-rekan mereka yang memiliki kebutuhan khusus baik di dalam maupun di luar kelas dengan memberikan panutan, penghargaan, dan pengawasan khusus.
Kata Kunci: pendidikan karakter; sekolah inklusi; pendidikan dasar

Introduction

The goal of inclusive education is to empower and combine the skills of children who have a wide range of differences and potentials. Based on their physical background and needs, students are not viewed differently or given different treatment. Inclusive schools are expected to be able to respond to and tolerate various student differences (Adawiyah, Wulandari, & Hadiansyah, 2015). Teachers in inclusive schools, however, often face difficulties. Differences in the abilities and physical characteristics of children give teachers difficulties. The physical and emotional health of children with special needs is what contributes to the difference in students' basic skills. The physical and emotional health of students with special needs makes the learning environment less conducive for regular students if class management is not optimal (Aisah, 2020).

Regular students limit interaction with children with special needs because they consider it abnormal. Some non-special needs students find it difficult to establish friendships with them because of this point of view. The attitude of regular students can sabotage the educational environment. The use of learning models that may be by the demands of children with special needs with ordinary students is still unfamiliar to teachers in inclusive schools (Meliani, Ahmad, & Suhartini, 2022). When learning takes place under such circumstances, the teacher cannot motivate students with special needs. Because inclusive schools can be an effective way to instill character values, curriculum development or learning in inclusive schools, including character development, must also support the implementation of the inclusive school concept (Ariastuti & Herawati, 2016).

Teachers are required to encourage students to complete the subject matter and meet the Minimum Completeness Criteria (KKM). Meanwhile, it is often overlooked that students can develop good character. In addition, if children perform well in the cognitive domain, they are seen as intelligent and will thrive in the future (Arriani et al., 2021). Even so, a person's ability to function in society does not depend entirely on his hard skills. According to this point of view, developing strong students' soft skills is not given priority by all schools. The application of character to students in the learning process in particular and the school environment, in general, is less focused on understanding character values (Atmojo, Lukitoaji, & Noormiyanto, 2020).

The fulfillment of academic goals receives more priority in the implementation of learning, while character-related goals are only considered additional goals. There has been no habituation in the educational process or school atmosphere, so the cultivation of character values is mainly based on the principle of understanding through explanation (Lukman et al., 2021). Although inclusive education has received appreciation and enthusiasm from various circles of Indonesian society, of course, at the time of implementation of learning is still faced with various issues and problems. Hasil research of Akrim & Harfiani (2019) in 12 schools organizing inclusion, there are 5 groups of issues and problems including understanding and implementation, school policies, learning processes, teacher conditions and support systems. These is the reasons many inclusive school students act in ways that do not reflect good character, such as not respecting diversity, not caring about their friends, choosing friends when in groups, having low levels of

individual and group responsibility, using violence, and harboring mistrust and hatred among their peers (Azis, Mukramin, & Risfaisal, 2021).

Character issues are consistent with Thomas Lickona's assertion that the nation's character has deteriorated, including an increase in adolescent violence, poor language use, playgroup violence, increased drug use, decreased work (learning) ethic, lack of respect for parents and teachers, lack of responsibility, dishonesty, suspicion, and hatred, among other problems (Lickona, 1997). These issues are closely related to the emotional sphere of school-based character development. According to Lickona, character education applied in the education system can be one way to improve the quality of life that is good and cultured. This can foster respect among neighbors and produce neighbors who have high moral standards and good thinking skills, making people friendlier (Devianti, Sari, & Bangsawan, 2020).

According to Aan Hasanah, educational institutions such as schools have the power to instill positive values that have an impact on how well students can think and act according to social norms (Hasanah, 2013). Sibghah Akhlak Quran School in Bekasi is one of the elementary schools that has designed and implemented inclusive education in this regard. As of the 2022–2023 school year, the school has 15 children with special needs. According to the principal of Sibghah Akhlak Quran School, the inclusion program is implemented because morally every child has the right to education, regardless of their shortcomings. In Sibghah Akhlak Quran School has been successful, regular students and students with special needs can live and learn in harmony. They communicate with respect and understanding. When planning inclusive education, Sibghah Akhlak Quran School places a high priority on character development. This is evident from the mission statement of Sibghah Akhlak Quran School, which highlights the value of developing students' moral character and states that the school's goal is "the realization of child-friendly people who are devout, accomplished, characteristic, cultured nation and environment.

The next element of Sibghah Akhlak Quran School's mission is good character, which plays an important role in how the school implements its curriculum. The character becomes the focal point in creating inclusive education at Sibghah Akhlak Quran School thanks to the development and management of the curriculum that has been carried out by the school. Because the pattern of inclusion education of Sibghah Akhlak Quran School is strongly influenced by the character of its students. For them to develop into virtuous students and honorable characters, this character education encourages children with special needs and ordinary children to respect, work together, and help each other.

In Sibghah Akhlak Quran School, regular students and students with special needs can live and learn in harmony. They communicate with respect and understanding. When planning inclusive education, Sibghah Akhlak Quran School places a high priority on character development. This is evident from the mission statement of Sibghah Akhlak Quran School, which highlights the value of developing students' moral character and states that the school's goal is "the realization of child-friendly people who are devout, accomplished, characteristic, cultured nation and environment.

In existing researches (Birhan, Shiferaw, Amsalu, Tamiru, & Tiruye, 2021; Dasmana, Wasliman, Cepi Barlian, & Yoseptry, 2022; Hayati, Suyatno, & Susatya, 2022), scholars have explained the character education in regular schools. There is no research that explains the implematation of character education in inclusive schools. Sibghah Akhlak Quran School as an inclusive school have various methods in applying character education, and this makes a harmonious relationship between normal students and special need students, so that they can

learn side by side at school. So the author interested to explore how Sibghah Akhlak Quran School implementing character education in Inclusive schools.

Educational services that unite children with special needs with regular students are not without difficulties. Because the interaction between the two is different from the interaction with other students, harassment is frequent. In this area, inclusive education needs to be built for the future. Character education measures must be taken into account at this stage of development to prevent harassment of ordinary students and those with special needs, as has happened before. The good culture of tolerance at Sibghah Akhlak Quran School, inspired the author to research character education at Sibghah Akhlak Quran School.

Research Methods

This is a fieldresearch using a qualitative approach. Namely, the researcher is the vital instrument to explore data and information on natural objects (Sugiyono, 2015) to describe the character education in natural state of inclusive school. The research was conducted in Sibghah Akhlak Quran School, where the teachers were the research object. Data collection techniques were carried out using interviews, observations, literature studies, and documentation studies of primary and secondary data sources. The data sources in this study are the teacher and the principal. Data analysis was carried out using the Miles and Huberman stages, namely 1) reducing data obtained from various data collection techniques based on research objectives, 2) displaying the reduced data, and verifying the conclusions of the data obtained (Moleong, 2018). In the first stage, data were collected from primary data sources and secondary data sources. Furthermore, the data was processed by sorting and selecting based on the need to answer research questions. In the second stage, the data weredescriptively presented followingthe focus of the study. In the third stage, data interpretation was carried out from the data that had been described,and conclusions were drawn to answer the research questions.

Results and Discussion

Character Education Through Learning Process

According to observational findings and interviews, teachers decide which character values are most important to instill in students when teaching them ideas about character. Teachers place a strong emphasis on benevolence, compassion, and tolerance. The teacher incorporates these character traits into the lesson to explain them. Students are given contextual examples by the teacher to help them understand. Teachers work hard to investigate learning materials to convey ideas of character, respect, and helpfulness. In the learning process, the teacher also gives examples of how to help ABK students.

According to observational and interview findings, teachers try to design learning so that students actively participate in class through activities such as experiments, conversations, creating things, and making observations outside the classroom. To encourage students' attitudes, willingness, and behavior to uphold moral principles, teachers also use cooperative tactics. Based on observations and interviews, it can be concluded that teachers raise student issues that are not often used as lessons in character development for all students. Teachers have spoken about moral issues related to the character in the media. Stories are sometimes used by teachers as a tool to establish moral principles.

In inclusive schools, teachers identify character characteristics such as tolerance and caring as goals for students to learn. According to Lickona (1997), character education must be

implemented in schools based on basic moral principles that are by the demands and environment of certain institutions. In addition, tolerance appears as acceptance, respect, and lack of prejudice. While love, compassion, and willingness to help are signs of care. Hasanah (2013) assured that includes qualities such as respecting others, accepting diversity, respecting minority groups, and openness, while caring includes qualities such as love and charity.

Every character attribute that will be ingrained in students, such as tolerance and care while learning, is explained and connected by the teacher. Teachers also serve as living examples of each of these characters in the lives of their students. This is in line with Jean Piaget's theory (Adawiyah, 2016), according to which children in primary school move to a stage of concrete operations in which the understanding of knowledge requires the use of concrete examples. Teachers presented examples of how to care for children with special needs, especially those with disabilities, including getting food from the cafeteria and taking it to the restroom. On the other hand, such help can make students dependent on their peers. According to (Ali, 2012), accessibility or convenience is offered to help everyone, even those with physical challenges, achieve independence. Therefore, support is not always provided as an ease for students to become more independent.

Character Building Education Through Modeling

Based on the information collected from observations and interviews, it can be said that teachers have an excellent attitude toward teaching moral principles to their students. Teachers treat students with love and respect. This is shown when teachers carefully and patiently lead their students. Teachers eloquently ask for help from children by using words like "please". Teachers also give regular students and children with special needs equal opportunities to engage in class.

According to observational findings and interviews, teachers seek to set an example with their behavior or activities. Teachers can better show their concern for the environment by taking part in picket lines and volunteering at schools. Teachers also show compassion by paying attention to their students' problems, offering guidance, and helping those who need it. Teachers often approach and assist children with special needs.

The teacher is an excellent example of his views: to love, accept with joy, be fair or discriminatory, and appreciate his potential. Guru gives examples repeatedly. This is in line with Fasa (2020), that character development requires constant role models, examples, and real examples, especially from those who are role models for students. The instructor sets an example through his behavior or deeds. Teachers exemplify caring behavior by paying attention to student problems, directing, and helping students in need when there are students with special needs in their classrooms. Students are believed to imitate and apply the teacher's attitudes and behaviors in everyday life through models or examples.

This is in line with (Joni, 2014) statement that students in inclusive primary schools need real examples to inspire their behavior and help them relate to examples. Teachers also serve as role models for respect for law, order, responsibility, honesty, and religion. Teachers become living examples of how the characters taught in inclusion programs can be applied through their attitudes and actions. It is in line with Rieskiana (2021), that giving a good example is one of the foundations of the success of character education for disability students.

Character Building Education through Reinforcement

The findings of observations and interviews showed that the environmental setting is strengthened according to the clear vision and goals of the school. In addition, slogans or posters

related to character values are placed in the classroom and in front of each class. In Sibghah Akhlak Quran School, grade VI school has rules, although they are not posted in writing. Such rules can encourage the use of moral principles in the delivery of character education. Every classroom in the school has a trash can for organic and inorganic waste so that students can get used to disposing of waste in its place. The placement of disabled students in classroom layouts is a concern.

According to the findings of observations and interviews, it can be said that the environmental setting is strengthened according to the clear vision and goals of the school. In addition, slogans or posters related to character values are placed in the classroom and in front of each class. Grade VI has rules, although they are not posted in writing. Such rules can encourage the use of moral principles in the delivery of character education. Every classroom in the school has a trash can for organic and inorganic waste so that students can get used to disposing of waste in its place. The placement of ABK in the classroom layout is a concern. However, the placement of students with special needs in the classroom is an issue related to classroom design. It is clear from observations and interviews that teachers choose where students sit. Children with special needs sit next to other students in the classroom. Teachers divide classes into various groups so that children can interact with each other and help friends who have special needs. Based on observations and interviews, teachers can reinforce to encourage students to act in ways consistent with their moral principles. Teachers encourage students' character-based behavior by rewarding it verbally or through grades.

Teachers speaking to students who behave inappropriately in the light of character ideals related to attitudes and habits is another type of reinforcement. Reprimanding, advising, and imposing educational sanctions are used to achieve this. Teachers also offer one-on-one guidance to children whose actions are not in line with their moral principles. SN's mother called the class to the teacher's room where they were given advice, told that the behavior was inappropriate, and reprimanded not to repeat it. Based on observational findings and interviews, it can be said that teachers keep an eye on their fee behavior both inside and outside the classroom. In addition, despite the negative reaction of parents, the teacher discusses character issues with students with parents. Teachers communicate information about student behavior in school with parents along with academic success when handing out report cards. When students are at home, teachers ask parents to provide guidance.

The placement of children with special needs in the classroom is a problem for researchers studying classroom design. Children with special needs sit next to other students in the classroom. This is done so that children can work together with their friends who have special needs and accept, appreciate, and help each other. The researchers' findings are in line with Ru'iya et al.'s findings, that teachers should support each student in learning to respect others, recognize others as different individuals, respect, care for, and be part of society. In addition, teachers reinforce student behavior by encouraging it in line with moral principles. Teachers speaking to students who behave inappropriately are examples of another type of reinforcement (Ru'iya, Akhmad, Putwiyani, & Sulistiawan, 2021).

Reprimanding, advising, and imposing educational sanctions are used to achieve this. One technique to instill character qualities is to reinforce positive and negative attitudes (Arriani et al., 2021). Students who perform in ways that are inconsistent with character ideals receive individualized support from the teacher. This is in line with Latifah's statement that a teacher can implement character education by providing private tutoring, doing it gradually, and lifting it in front of the whole class (Latifah, 2020).

The issue of children sacrificing their peers and practicing discrimination was raised by teachers. However, since its implementation only occurs through messages to students rather than face-to-face interaction, communication has not been successful. This is shown by the cold-blooded reaction of parents when the teacher describes one of the actions of a pupil who injured RZ (a student with an intellectual disability). Teachers work hard to implement reinforcement through environmental modification, direct reinforcement through praise, advice, and one-on-one assistance, as well as through communication with parents. This is to the statement of Widodo (2020) that environmental factors, school-related activities, and family or community involvement are necessary to promote character values.

Character Building Education Through Habituation

It can be concluded from observational findings and interviews that children are used to appreciating and wanting to get along with classmates who have special needs throughout the class. Students are also used to loving their friends, not making group differences, and understanding and appreciating the strengths of their peers. Students are also used to responding quickly and offering help to peers. Teachers often invite children to teach their disabled peers. It can be concluded from observations and interviews that teachers help children learn to accept and not judge their friends outside the classroom. This is shown during recess when school children usually interact, play, and joke with their friends who have special needs.

Teachers often assign group projects for students to complete outside of class so they can adjust effectively. Students with special needs are divided into various groups randomly to form groupings. Student's willingness to help those in need, especially those with special needs, demonstrates their caring habits. This is demonstrated by the way students attend and visit sick friends. Students often help BRs (students with disabilities) by taking them to the toilet and the store to buy food. Teachers also instill values in their students such as respect for others, self-control, religion, honesty, and responsibility.

Teachers accustom students to mingle with their peers with special needs. This is done by adjusting the student's sitting position. Students with special needs sit side by side with ordinary students and always take turns. In addition, students are also used to accepting their friends when in groups. The researchers' findings are a form of tolerance value that grows through habituation in the classroom in the implementation of inclusion education. This is the opinion of Akrim & Harfiani (2019) who states that inclusion education is a human right and this is a good education to increase social tolerance. The teacher accustoms students to accept and not discriminate against friends.

This is shown during recess when school children usually interact, play, and joke with their friends who have special needs. According to Amka & Mirnawati (2020), inclusion education places a strong emphasis on helping students increase their social awareness, including contact and conversation with each other. In addition, students are used to loving, available, and willing to help friends who need help, especially those with special needs. The instructor asks that the student help his friend who has special needs. While studying, this is achieved through peer tutors. In addition, when students are grouped, their concerns are obvious.

Group interaction has a long history. In their group, they work together and support each other. According to Ariastuti & Herawati (2016), the learning model of working together, sharing knowledge, and actively participating is very appropriate to be used in an inclusive classroom. All children are in the same class not to compete but to cooperate and gain knowledge from each other. Student's willingness to help their peers in need, especially those

with special needs, is another indication of their caring nature. This is shown by children's willingness to help their special needs friends during recess. Students often help by dropping her off at the restroom and buying her food.

When ordinary pupils interact, joke, and play with their peers who have special needs during recess, this is exhibited. In inclusive education, according to Atmojo et al. (2020), emphasis is placed on mentoring students to increase their social awareness, including contact and conversation with each other. Students are also used to being supportive, available, and eager to help peers who need help, especially those with special needs. The teacher asks the student to help his friend who needs special help. Peer tutors help students do this as they learn. Furthermore, when students are brought together, their concerns are evident.

Meanwhile, there are various extracurricular activities to familiarize students with demonstrating character traits such as respect for authority, discipline, honesty, faith, and responsibility. The use of habits both inside and outside the classroom is sufficient to encourage students to uphold moral principles. According to Meliani et al. (2022), habituation is a condition that allows one to constantly give rise to behaviors that are considered typical.

Implementation of Moral Feeling in Inclusive Schools

From figure 1, we can conclude, that students are still learning by imitating which is influenced by their age, teacher examples have a huge impact on how students behave. Instilling moral feelings can also occur through extracurricular activities. Students learn through this practice that the purpose of their actions is to defend the weak and themselves. This idea encourages children to care about each other. Students benefit from trips to motivational locations such as Tomb of the Heroes as well as from seeing instructional character films, both of which have profound psychological effects. Islamic holidays are also important milestones for these two institutions as they teach students about the life of Prophet Muhammad and encourage admiration for him and his teachings. Punish students who violate school rules and ethics with educational sanctions. This is important for building moral love in students because they believe sanctions also teach and help them develop good behavior. Equalizing teachers' opinions on the value of sanctioning education is a major challenge for schools.
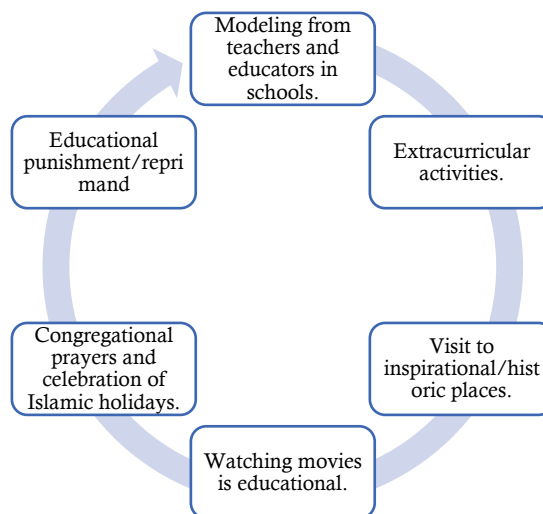

Figure 1. Steps to Instill Moral Feeling in Inclusive Schools

The ideals that the Ministry of Education has defined for character education are drawn from religion, Pancasila, culture, and national educational objectives. The formed character values are derived from beliefs about religion, personality, fellow humans, the environment, and nationality (Daga, 2021)**.** These values can generally be divided into two categories: those that are horizontally related to other people (*hablumminannas*) and the environment, and those that are vertically related to God (*hablumminallah*). Lickona asserts that character education emphasizes the significance of three aspects of good character, namely moral knowing, moral emotion, and moral deeds when considered in terms of its constituent parts. The steps for implementing character education in formal schools, whether they are Islamic or public, are the same (Aini & Fitria, 2021)**.** Starting with creating a character education program that is part of the annual work plan, the principal issuing a directive to create a character education team, preparing resources and the necessary power as outlined in the school budget planning, issuing policies for commitment to all school members, setting up schedules and implementing it consistently, and periodically evaluating character education programs (Pradana, Mahfud, Hermawan, & Susanti, 2021)**.** Figure 1 condenses the order of these stages for ease of understanding.

Implementation of Moral Action in Inclusive Schools

Reflection on moral behavior that shows in figure 2, such as frequently cleaning schools and collecting garbage with teachers and children, is the next stage of character education in inclusive schools. Use your right foot to enter the classroom while praying, start lessons with prayer, develop the habit of using polite language with classmates and teachers, greet each other when they meet, pray in congregation, dhuha pray, and put things in the right place with discipline. The character development of pupils of both schools is influenced by this simple behavior, which in turn affects how they behave in more complex situations. Character education seeks to shape students' beliefs, attitudes, and behaviors to become engaged, respectful, and responsible adults. This practice is the ultimate goal of character education.
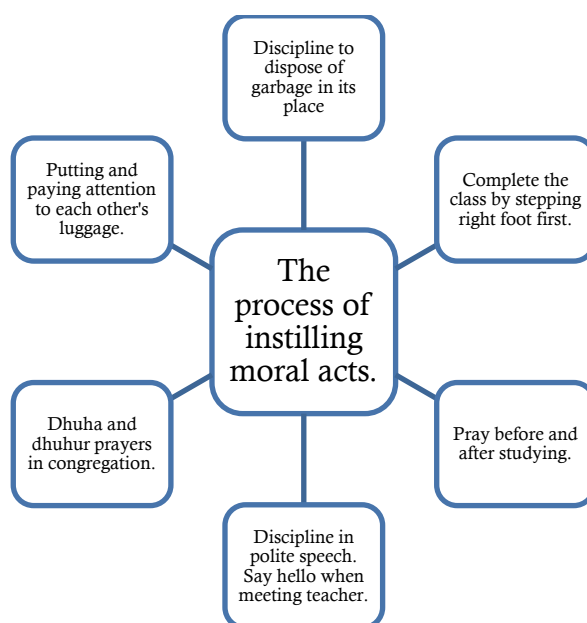

Figure 2. Steps to Instill Moral Action in Inclusive Schools

The implementation of character education will be effective and efficient if character education is based on a clear vision and mission, an integrated approach, detailed basic character formulations, strong principles, use of appropriate methods, involving the roles and responsibilities of all education components in schools and participation of parents at home (Susilo, Dewantoro, & Yuningsih, 2022)**.** Changes in student behavior that arise after internalizing the values of character education include: 1) Strengthening *akidah* in every activity by always praying when starting and ending something; 2) Be more diligent in reading the Qur'an and memorizing it; 3) *Ta'dzim* teachers and older people always say greetings and shakes; 4) More polite; 5) More tawadhu' (humility); 6) More disciplined; 7) The language starts to get organized by always saying permission, *afwan* or help; 8) better time management; 9) Starting to be orderly in appearance, arranging items, mattresses, cabinets; 10) More sensitive to the environment; and 11) More humanist (Hermino & Arifin, 2020)**.**

In addition, the impact (outcome) of the implementation of character education according to Eka (2017) includes: 1) Providing motivation to always be honest at all times, not lying with anyone; 2) More respect for elders; 3) Give thanks for what has been received; does not hurt other people's feelings; 4) Further increase worship, because later there is an afterlife; 5) Respect other people's work; 6) Change attitudes that are less for the better; 7) Knowing to be a strong future leader; 8) Trained to make creative assignments in making assignments; 9) Students are trained to think independently; 10) Environmental care sees friends who need help. Students who have high academic abilities have a better understanding of the concept of character than students with moderate and low academic abilities.

Conclusion

Based on research findings and debate conclusions, it can be said that grade VI students of Sibghah Akhlak Quran School have taught character qualities to their students through learning, modeling, strengthening, and habituation. Teachers place a strong emphasis on developing tolerance and compassion as virtues. Teachers use explanations, moral discussions, stories, cooperative learning techniques, and active learning to instill concepts of tolerance and compassion in their students. Teachers serve as role models for compassion and tolerance both inside and outside the classroom through their attitudes and deeds. Teachers empower children by giving them opportunities to behave morally, praising them for their tolerance and caring attitude, and helping on a one-to-one basis any student who acts discriminatory. By encouraging students to interact with their peers who have special needs both inside and outside the classroom, habituation is achieved.

This study contains a number of restrictions. First, the study was conducted for less than a month in a single school. Second, the author solely discusses how teachers develop students' moral character to enable typical students to learn alongside those with exceptional needs. Researchers should leverage information searches from multiple institutions for future studies to be more beneficial. This study offers three recommendations. The principal must first provide excellent conditions for fostering pupils' moral development. Second, educators must think beyond the box when developing kids' moral character. Third, parents must monitor their children when they are engaged in learning activities at home. Thus, it is anticipated that an integrated learning technique in elementary schools will help friends with special needs develop a more tolerant and respectful attitude toward diversity in students.

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