

Character-Based Inclusive Education Management at Senior High School: A Qualitative Case Study

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ABSTRACT

The objective of this study is to comprehend the management of character-based inclusive education at Al Firdaus High School, an institution recognized nationally for maintaining its status as an inclusive school with a focus on instilling character-based Islamic values. Awarded the Inclusive Education Award by the Ministry of Education and Culture in 2012, Al Firdaus High School serves as a model inclusive school. This qualitative research employs a case study approach, categorized under descriptive research, and was conducted at SMA Al Firdaus Sukoharjo, gathering data through participant observation, structured interviews, and documentation. The research identified ten character values integrated into five national characters: religious, nationalist, independent, mutual cooperation, and integrity. Specifically, the values of being balanced and reflective are encompassed within the religious character; caring within the nationalist character; knowledgeable, inquiry-driven, risk-taking, and communicative within the independent character; open-minded within mutual cooperation; and thinker and principled within integrity. The study highlights how Al Firdaus High School integrates Islamic character-based values into its inclusive education framework, promoting inclusivity and holistic student development. This integration reflects the school's commitment to fostering a balanced, reflective, caring, knowledgeable, inquisitive, risk-taking, communicative, open-minded, thoughtful, and principled student body. As a national model, the school's recognition and award for inclusive education underscore its successful management and implementation of these principles, providing valuable insights for other institutions aiming to develop inclusive education programs grounded in character-based values.

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1. INTRODUCTION

Education in Indonesia faces significant challenges in the modern era, including shifts in culture, morality, and societal behavior that are increasingly misaligned with the Pancasila philosophy. These challenges require the attention of educators, experts, and the government (Sutijono, 2010). Character-

based inclusive education plays a crucial role in shaping individual values, especially in addressing the current and future challenges posed by globalization. It helps foster positive values and encourages the improvement of negative behaviors. The goal of this type of education is to develop an inclusive system that accommodates all students, including those with special needs, while also building strong, positive character in every individual. By creating a welcoming and supportive environment for students from all backgrounds, inclusive education promotes a sense of comfort and belonging. Furthermore, it focuses on nurturing key moral values such as honesty, responsibility, cooperation, tolerance, and empathy (Allen et al., 2018; Aningsih et al., 2022; Odularu et al., 2022; Subaidi, 2020).

Values such as religiosity, nationalism, independence, cooperation, and integrity are increasingly rare and highly valued today. This scarcity is not only evident in Indonesia but also globally, as issues like intolerance and bullying remain prevalent among children. Bullying in schools often stems from a lack of empathy in perpetrators and insufficient emphasis on character education and prevention measures within the school system (Rahayu & Permana, 2019). Effective solutions include clear operational procedures (SOPs) and active involvement from teachers and counselors to break the cycle of bullying. Additionally, apathy from families, communities, and schools is a major factor contributing to bullying among students (Sari & Azwar, 2017). The negative effects of poor character, such as violence, affect individuals, families, schools, and society regardless of gender, race, religion, or socioeconomic status (Santoso, 2018). The era of globalization and digitalization has brought significant changes, including in education. While globalization has positive aspects, it has also led to a decline in student character (Tsoraya et al., 2023).

According to the Central Agency of Statistics (BPS), cases of juvenile delinquency reached 6,325 in 2013, increased to 7,007 in 2014, and significantly rose to 7,762 in 2015 (Unayah, 2015). Dishonest behavior is increasingly prevalent in society, affecting not only teenagers but also adults. Acts such as corruption, academic cheating, and spreading false information on social media are all consequences of dishonesty (Suud & Subandi, 2017). This is a concerning issue, as the nation's character is being eroded by the effects of globalization. In today's technological era, children are more susceptible to negative influences, making them vulnerable to moral decline (Muassomah et al., 2022; Pabbajah et al., 2020). The negative impacts of technological advancements and widespread internet access expose children to harmful trends such as inappropriate behavior, cyberbullying, spreading hoaxes, and drug use (Ulum, 2021). Addressing this requires a strong emphasis on character formation through both formal and non-formal education (Suhardi, 2013). To achieve this, education must incorporate both academic and non-academic elements (Indawati et al., 2022). Formal education focuses on intellectual development and academic achievement, while non-formal education, such as Islamic boarding schools, emphasizes spirituality and religious development alongside general knowledge (Asyari, 2020; Rony & Jariyah, 2020).

The low mark character in children is good in the environment school as well as in society as above, and it becomes a concern for educators, parents, society and government. No doubt that orientation education emphasizes value on academic, temporary spiritual, and formational aspects character Not yet become priority main in implementation education, even though the National Education System Law No. 20/2003 has clear state that education. That realize atmosphere learning and the learning process for participants educate active develop potency himself for own religious spiritual power, control self, personality, intelligence, morals noble, as well necessary skills for himself, society, nation and state. With education, quality character can create progress nation and make individual/participants educate become a devout person to God and have morals glorious because the output of quality education that is capable education produce good human resources For progress nation (Purwati & Faiz, 2023).

Character education, as suggested by Curren (2017), offers an alternative solution to address negative behaviors such as lying, laziness, cheating, bullying, and disrespecting others' rights. Successful character development requires collaboration between students, parents, and the wider community (Was et al., 2006). To reduce moral decline, it is essential to provide proper education and

prepare skilled teachers with effective teaching strategies. One such strategy is implementing character education programs that enhance students' emotional intelligence and foster a caring attitude among the school community. To support character education, teachers must embody four core qualities: trust, compassion, discipline, and connection (N. Sari, 2013).

Various problems above show that the educational character of children at school does not yet walk optimally, so proper management of education character is still weak. Synergy's three pillars of education that is between parents, teachers and students it's not possible yet culture with Good especially at school inclusion. Character building No just implemented at school regularly that is accepting school normal students, but it is also applied in schools inclusion, ie accepting school diverse participant to educate both normal and children in need special. In terms of this, the government issued Law No. 70 of 2009 concerning education inclusion.

Inclusion comes from the word "inclusive," which means bringing together, specifically integrating children with special needs into a realistic and comprehensive educational environment (J. David Smith, 2006). Several experts define inclusion in similar ways. The term "inclusive" comes from English, meaning to encompass or include (John M. Echols, 2017). In simple terms, inclusive education refers to integrating children with special needs into regular schools to learn alongside other children (Wijaya, 2019). Peck, as cited in Wijaya (2019), describes inclusive education as placing children with mild to severe needs fully within regular classrooms. Kugelmas, also cited in Wijaya (2019), defines inclusive schools as educational institutions designed to promote the active participation of all students in the curriculum, culture, and school activities. Munawir Yusuf (2003) emphasizes that inclusive education should be open, democratic, non-discriminatory, and accessible to all students without exception. Inclusion ensures that all students have the right to access general education, learning experiences, and the necessary curriculum support to succeed, based on the belief that every child can learn and achieve success according to their potential (D. DeMatthews, 2015).

Strengthening students' character education through practices such as smiling, greeting, and showing politeness and courtesy can be integrated into all subjects at school, as well as extracurricular activities like scouting, English clubs, and field trips to historically significant places. This approach helps cultivate not just one aspect of character, but multiple positive traits simultaneously. The school's leadership plays a key role in improving the quality of character education, ensuring that schools produce well-rounded, high-quality individuals with strong character (Mufidah, 2022).

Character-based inclusive education is essential for students, parents, schools, communities, and society as a whole. It helps build strong character in students, fostering both intelligence and morality, while instilling values of responsibility and integrity. The successful implementation of character-based inclusive education requires active involvement from teachers, parents, and the broader community, who must model, teach, and reinforce these values. With effective character education, the goal is to develop a moral, educated generation that is well-prepared to face future challenges (Amka, 2017).

Al Firdaus Sukoharjo High School is an inclusive Islamic school that has been offering inclusive education since 2003. It was recognized by the Ministry of Education in 2012 as the best inclusive school in Central Java. In the 2022/2023 academic year, the school had 89 students, including 12 students with special needs (ABK). The school is committed to developing the potential of all students by focusing on three pillars: people, students, and teachers. Al Firdaus emphasizes a spiritually grounded educational process, supported by strong personnel and resources to ensure the best outcomes for its graduates.

The management of inclusive education at Al Firdaus involves collaboration among parents, teachers, and students. Together, they create clear plans with specific targets, timelines, and methods to achieve educational goals. These plans serve as a guide for students in their assignments and learning over a three-month period, helping to measure their daily progress.

Character-based inclusive education plays a crucial role in shaping the moral development of all students, including those with special needs. By adopting a student-centered approach and promoting values such as empathy, mutual understanding, and cooperation, Al Firdaus Sukoharjo High School fosters a friendly and supportive learning environment for everyone (Supena et al., 2020).

Despite the growing recognition of the importance of character-based inclusive education, there remains a gap in how well it is integrated into school management, particularly in inclusive schools. Many schools still prioritize academic achievement over character development, and the synergy between teachers, parents, and students in promoting character education remains weak, especially in schools that cater to students with diverse needs. This research aims to explore how character-based inclusive education is implemented in Al Firdaus Sukoharjo High School, focusing on its effectiveness in fostering strong moral values among both regular and special needs students. Specifically, the research seeks to understand how the school manages to integrate character education into daily learning and assess the roles of teachers, parents, and the community in supporting this effort. The research questions guiding this study are: How is character-based inclusive education managed at Al Firdaus Sukoharjo High School? What are the challenges and successes in its implementation? How can the integration of character education be improved to ensure better outcomes for all students?

2. METHODS

This research is qualitative research. Sutarna states that qualitative research is research that aims to describe and analyze natural phenomena, events, social activities (Sutarna, 2012). The subjects of this research were teachers at Al Firdaus High School. Al Firdaus High School is an inclusive school with an International Baccalaureate and character-based framework in the city of Surakarta. In this qualitative research, the key instrument is the researchers himself (Creswell, 2016). Through this approach, we will describe the conditions that occurred when the research was conducted and then examine the causes of the conditions studied. Then it will be explained how the school principal plans to monitor, implement and evaluate. This research was conducted at SMA Al Firdaus Sukoharjo in May 2024, and the informants in this research were the school principal and teachers. The data in this research was obtained through observation, structured interviews and documentation as well as relevant literature results. Data analysis uses the Miles and Huberman analysis model called interactive analysis. This analysis is divided into several stages: data collection, data reduction, data presentation, and drawing conclusions. With this interactive analysis technique, the analysis process starts from data collection and continues until all the data is collected (Miles et al, 1984).

3. FINDINGS AND DISCUSSION

The researcher will describe the character-based inclusive education management at Al Firdaus Sukoharjo Senior High School, an Islamic school that implements inclusive education, through the following management functions:

3.1 *Character-Based Inclusive Education Planning in Al Firdaus Sukoharjo High School*

Planning is an activity or action that determines the facilities and infrastructure to be applied to achieve the intended goals or objectives (Defining and planning activities to achieve individual/group goals. In the planning stage, everything that needs to be done is designed, how it will be implemented, and who will be involved in the implementation of the activity (Akbar et al., 2021). Character-based inclusive education planning at Al Firdaus Sukoharjo High School includes:

3.1.1 **Determined at the beginning of the year**

Based on interviews conducted by researchers at Al Firdaus Sukoharjo High School, an Islamic school providing inclusive education, character-based inclusive education planning was carried out at the beginning of the school year. The Chairman of the Foundation with all levels of management created policy lines to direct education towards an Islamic, inclusive and international character. As a result of an interview with the Principal of Al Firdaus Sukoharjo High School, information was obtained that the school's mission still follows the Foundation's mission which is full of character values as stated below: To give birth to a superior generation that understands the complexity of the world,

develops skills and character as a generation that is responsible for the future, carry out inquiry, be knowledgeable, respect the uniqueness of each individual, be cultured, be a lifelong learner by presenting God in every process of achievement to contribute and be responsible for the welfare and peace of world society.

Inclusive schools have an important role in giving birth to a young generation who are knowledgeable, have noble character, and ready to face future challenges. Through an inclusive approach, this school strives to create a learning environment that is inclusive and embraces all students regardless of their differences or special needs. In order to achieve the mission of an inclusive school, cooperation from all parties is needed, including teachers, students, parents and the community. With good collaboration, inclusive schools can create an inclusive and diverse learning environment, where all students can grow and develop well (CL.W.01:P1). The planning function performed by Al Firdaus Sukoharjo High School aligns with Terry's (2018) view that planning requires the ability to visualize and foresee patterns in the future to achieve predetermined goals. This aligns with Athoillah's (2010) notion that planning is a process involving activities related to formulating programs that include everything to be executed, determining goals, policies, and directions to be pursued, procedures, or methods to be followed in the effort to achieve the goals.

3.1.2 The curriculum is structured integratively

The curriculum used at Al Firdaus Sukoharjo High School, as an Islamic school offering inclusive education, integrates inclusive education based on character into six themes derived from the International Baccalaureate (IB) and one main point from Al Firdaus, which is Islamic values (Islamic values), known as MMI (Minallah, Maiyyatullah, and Ilallah) sourced from the Quran and Sunnah. These themes are: Who We Are (Who We Are), Where We Are In Place and Time (Where We Are In Place and Time), How The World Works (How The World Works), Sharing The Planet (Sharing The Planet), How We Express Ourselves (How We Express Ourselves), How We Organize Ourselves (How We Organize Ourselves).

The IB's mission is central to its work with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. The aim of all IB programmes is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet and help create a better and more peaceful world. This powerful mission that drives learning informs the development of each IB World School – as well as the IB's larger global community of students and their families, teachers and supporters. IB World Schools strive to help realize this purpose of learning within their own local, state, national, international, and global contexts. Schools implement IB programs to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

In designing an inclusive education curriculum based on character at Al Firdaus Sukoharjo High School, a school that offers inclusive education, collaboration from all parties is required, including teachers, parents, and students. The school takes into account the conditions of the students by preparing curriculum planning, management, and evaluation systems. The success of inclusive education based on character is not solely the responsibility of teachers but actively involves at least three components: parents, teachers, and students. In order to clarify the curriculum planning carried out by Sekolah Menengah Atas Al Firdaus, Rohiat (2010) emphasizes that part of management is managing the human resources possessed by the school or organization.

3.1.3 Modifying the curriculum for students with special needs

Designing an inclusive education curriculum based on character requires collaboration from all parties and taking into account the conditions of the students. Al Firdaus High School, as an inclusive education provider, also implements an international school framework by understanding the diverse needs of students. The school principal states that the curriculum planning for character education is intended for all students, including regular and special needs students. For students with special needs,

the same curriculum is provided, but it is modified according to their cognitive abilities and learning processes, as well as their learning support and target outcomes (CL.W.01. P: 3). Every child has potential and abilities that are different, therefore education and its curriculum refer to individual needs, including issues of values and boundaries. The above opinion is supported by (J. David Smith, 2006) who states that students with special needs are placed at levels appropriate to their age and provided instruction according to their age, as well as individualized curriculum.

Al Firdaus Sukoharjo High School prepares a curriculum design and its derivatives, including targets and evaluation models. The Deputy Head of Public Relations and Student Affairs informs the researcher that all inclusive education planning based on character for students has been integrated into learning and supporting activities that emphasize character values, including those from IB (International Baccalaureate) and PPK (Penguatan Pendidikan Karakter), such as religiosity, nationalism, integrity, and independence. For students with special needs (ABK), individual learning programs (PPI) have been prepared.

The classroom teacher monitors the implementation of home worship, such as the regularity of prayers, reading the Quran, helping parents, and being honest, in accordance with the SMART plan agreed upon by parents, students, and teachers (CL.W.02:P: 1).

3.1.4 Planning Character Education Through SMART Plan

The SMART plan is a method to obtain an objective overview of a project to be implemented. It is an acronym for SMART: Specific (goals must be clear), Measurable (measurable), Achievable (realistic), Relevant (aligned with the vision and objectives), Time-bound goals (clear time frame). Al Firdaus Senior High School uses this method to ensure and measure the success rate of character education planning character-based inclusive education planning. Character-based inclusive education planning at Al Firdaus High School is accommodating with an understanding of the diversity of students and implementing comprehensive education for students who are different from one another, so the use of the same curriculum with the same learning can be said to be a system. unfair learning. Learning is said to be fair if every student receives learning services that suit their needs (Rohmadi, 2012).

The document on the learning planning applied at Al Firdaus Senior High School is created by classroom teachers and special support teachers for children with special needs (SNC). The classroom teacher plans learning targets and student character with the parents and students. This planning, in the form of a SMART plan, is carried out during the learning process and monitored together for two months, then evaluated for the next two months (CL. D.05).

3.2 Character-Based Inclusive Education Organizing in Al Firdaus Sukoharjo High School

Organizing is a series of collaborations that involve other people. In other words, organizing is an activity or activity to organize resources in an organization to carry out its duties and functions in that organization (Akbar et al., 2021). Organizing is the activity of preparing, grouping and determining the activities needed to achieve a goal (Maduretno & Fajri, 2019). In managing character-based inclusive education at school, collaborative efforts among the school community are necessary to guide and support students in developing good character. The model of character-based inclusive education management at Al Firdaus Senior High School can be described as follows:

3.2.1 Collaborative Approach

The researcher observed that the management of character-based inclusive education within classrooms is conducted collaboratively among home room teachers, specialist teachers, and shadow teachers. Management of inclusive education based on character in the classroom requires a collaborative model among all relevant components, such as the classroom teacher (home room teacher), subject teachers (specialist teachers), special educators, and parents. This opinion aligns with Usman's view that school resources and activities are needed to achieve an organizational goal (Usman, 2013). Effective communication models among several people to achieve specific goals are suitable for

the management of inclusive education based on character, as practiced by Al Firdaus Sukoharjo High School, which is in line with Choliq's (2011) opinion that in relation to the function of organizing, Allah SWT mentions in several verses, including Q.S Ash Shaffat (37): 4, At Taubah (9):71, Az-Zukhruf (43): 32. In the verse Al An'Am (6): 165, it is clear that Allah SWT is the One who governs all His creations on this earth. The management of inclusive education based on character must involve all related educational components and the community. This opinion is supported by J. David Smith (2006), who emphasizes that in educating children, parental involvement is crucial, whether for children with special needs or regular children, to create an inclusive and child-friendly environment. Similarly, community involvement in the form of media and schools is also essential.

The role of parents in supporting, accompanying, and nurturing children is aligned with mutual agreements with the school. As highlighted by the school principal, Mrs. Rani Maharani T., S.P., various teacher and staff meetings are conducted to support learning and achieve learning outcomes. These meetings involve the school principal, teachers, class coordinators, inclusion coordinators, and activity coordinators, held weekly under the term "collaboration meeting." They discuss themes and synchronize lesson planning based on character education. Additionally, to strengthen academic quality and character, teachers undergo religious studies, Quran recitation (tahsin), English language, and other training sessions conducted weekly (CL.W.01.P: 4).

3.2.2 Socializing with Stakeholders (Parents and Community)

Socialization activities are conducted at the beginning of the year and every six months, as well as every two months in what is commonly referred to as a TWC (Three Way Conference), which is a meeting between home room teachers, parents, and students themselves. The researcher further conducted interviews with one parent regarding the model of character-based inclusive education socialization as follows: communication between the school and parents starts with an open house at the beginning of the year, followed by parent orientation held every semester to discuss the learning plan for the upcoming semester. Another form of socialization for character-based inclusive education is the TWC (Three Way Conference), a meeting involving parents, teachers, and students held every two months (CL.W.04 P: 1). Socialization activities for inclusive education based on character are crucial to be carried out both in school and home environments to reinforce, control, and evaluate each other. Terry (2018) evaluates these activities as being in line with the tasks of components to convey a specific goal of a group. Therefore, the researcher concludes that inclusive education based on character implemented by Sekolah Menengah Atas Al Firdaus has been socialized in the community, indicating that inclusive education based on character has been running well.

3.2.3 School environment

The school environment is an essential part for students to habituate inclusive education based on character that is implemented in schools. Al Firdaus High School Sukoharjo designs each school environment as a character-based learning medium for students. Al Firdaus High School also prepares supporting facilities for inclusive education based on the character of honesty (integrity), such as an honesty canteen, neat and clean classrooms, dormitories, a library to enhance the character of enjoying reading and seeking knowledge, a therapy room and counseling room for children with special needs, a security room, toilets, a hall, a school clinic (UKS), and the values of Al Firdaus High School are socialized through writings posted on each class terrace and inside the classrooms. These character values include verses from the Qur'an or Hadith. The conditioning of inclusive classes by teachers, in which there are regular and special needs children, is always conveyed and managed well. The management of human resources within the school, such as security guards to monitor student behavior outside the classroom, is also well implemented. (CL.W.04P: 02).

Managing the school environment is crucial to consider that the learning environment can affect students' concentration and information reception. The learning environment can include classrooms, laboratories, libraries, and general environments such as mosques, museums, and playgrounds. The

management of the learning environment aims to provide facilities for various student activities in social, emotional, and intellectual environments in the classroom. Trahati (2015) opines that the environment in inclusive education needs to be considered, including sanitation facilities, canteens, prevention of mosquito breeding, prohibition and counseling against the dangers of smoking, and promotion of hygiene and sanitation.

Al Firdaus High School not only builds students' intellectual abilities but also their spiritual, mental, artistic, sports competencies, and creativity. The field is one of the places to develop these areas. Archery is chosen as a sport because, besides training students' concentration, it also follows the sunnah of the Prophet Muhammad SAW.

3.2.4 Mutual help and cooperation (ta'awun) among school residents

Inclusive education based on character requires the involvement of various related parties. Cooperation among homeroom teachers, subject teachers, and all school residents is carried out at the school. The researcher conducted an interview with one of the homeroom teachers, Mrs. Tri Lestari, who said that inclusive education based on character is implemented by involving three points: first, at school, inclusive education based on character is carried out using a programmed curriculum, then delivered by teachers according to the existing material such as the values of mutual cooperation, independence, integrity, and nationalism. Teachers give examples of how to apply the characters of mutual cooperation, independence, and integrity. Second, character-based education is carried out at home with parents. Monitoring tools for the application of character education at home include worship, memorizing the Qur'an, and helping parents. Third, the implementation of character education with the community (CL.W.04.P: 4). The homeroom teacher added in the interview that in terms of equipping children in the field of communication with the community, children are given an understanding of how to communicate well with friends or neighbors. Students are provided with an understanding of open-mindedness, time discipline, and responsibility (CL.W.04.P: 5).

3.2.5 Character-Based Inclusive Education Implementation in Al Firdaus Sukoharjo High School

Implementation is an activity that mobilizes all members of the organization to achieve the planned goals. Synchronization in actuating or implementation is done among various aspects and all activities to achieve the organization's goals effectively and efficiently (Akbar et al., 2021). Implementation aims to achieve proper planning and efforts in organizing to motivate and energize all members (Maduretno & Fajri, 2019). Based on the observations and analysis of documents conducted by the researcher, the implementation of inclusive education based on character applied at Sekolah Menengah Atas Al Firdaus Sukoharjo includes the following:

1) Implementing the integration of character education into school subjects and activities

Researchers conducted interviews with home room teachers about the integration of character-based inclusive education into subjects. He stated clearly that, in order to integrate character-based inclusive education into all subjects, we first examine the themes or UOI (unit of Inquiry), then map the curriculum, make a learning program plan (planner) up to letter units. Character values are included in subjects by means of students reading knowledge related to character and practicing that character. The learning model used is ATL (active teaching learning), namely developing research skills, thinking skills, communication skills, self-management skills, and social skills. Organizing learning with ATL is to train and strengthen students to have the character of responsibility, independence, religion, nationalist spirit, integrity, through project-based learning and carried out collaboratively (CL.W.04.P: 6). In this case, it is in line with the opinion of Suyatno (1970) that all subjects are integrated with the moral values of the Qur'an and As-Sunnah with modern sciences. To achieve this, its implementation requires good and optimal cooperation between the school, family and community.

The researcher traced this by making observations during class amma. After that the teacher started teaching Biology subjects about evolution. Teaching techniques used Class X biology learning

is carried out using a cooperative learning approach, where students work in small groups to achieve joint learning goals. Through collaboration in groups, regular students can help each other with students with special needs in heterogeneous groups. Through collaboration in groups, students can help and learn from each other. Cooperative learning can also help students to develop social skills, such as the ability to communicate, work together, and solve problems together (CL. W.04.P: 7).

2) Through active learning (active learning)

Students' activeness in carrying out activities programmed by the school shows that the students are in the process of forming their own character. Researchers further observed school activities that students were required to participate in in the form of science fair activities, namely presentations about science carried out by children in front of teachers, peers and parents. In this science fair learning, students indirectly have an independent, balanced, knowledgeable character. Learning activities in the form of exhibitions are work exhibition activities carried out by class X and XI students in semester II as the end of the learning program at the MYP program (SMA) level. This activity is full of instilling character values, because children are required to read a lot, try, formulate, communicate, empathize, and must be able to make presentations in front of parents, friends, teachers and other people at school (CL.D.02).

3) Implementing Inclusive Education Based on Character Through Learning Approaches (Approach to Learning)

The learning approach strategy used is an approach to learning skills, meaning learning approaches that strengthen skills. The skills strengthened are thinking skills, self-management skills, communication skills, social skills, and research skills. Within the approach to learning skills, there are character-based values (CL.W.02.P: 7). The learning approach through thinking skills, self-management skills, communication skills, social skills, and research skills is used to train and strengthen students to have responsible, independent, religious, nationalistic, and integrity-filled spirits through project-based learning and collaborative work (CL.W.04.P: 8).

3.2.6 Character-Based Inclusive Education Monitoring in Al Firdaus Sukoharjo High School

Controlling is the stage of determining what needs to be achieved if what is intended does not proceed according to plan, then evaluation is required (Maduretno & Fajri, 2019). Controlling or monitoring is an activity that must be carried out to ensure that all members can work together well and move in the same direction to achieve the general goals of the organization. This is done to measure the results of all work done to avoid any deviations and find solutions or act quickly for any deviations that occur (Akbar et al., 2021). The researcher conducted observations and interviews with several school stakeholders about how the inclusive education based on character is monitored at Al Firdaus Sukoharjo High School. The following data were obtained:

1) Continuous monitoring

Monitoring inclusive education based on character at Al Firdaus Sukoharjo High School is done continuously and progressively, as stated by Defrizal Siregar (2018) that character education monitoring is continuous, ongoing, and comprehensive. It is done through processes such as when students are following face-to-face learning. As explained by the deputy head of the curriculum department, Al Firdaus High School implements inclusive education based on character to students by following the school program; students memorize Quranic verses, perform sunnah prayers, read the Quran, and are monitored and evaluated by classroom teachers. Students are taught to work together, to care about their environment, and when at home, to help their parents. Independence is taught to students through extracurricular activities such as scouting. Integrity is inculcated through responsible behavior, helping students with special needs, and being accountable for their actions. Nationalism is taught through learning PKN lessons, participating in flag ceremonies, becoming flag ceremony officers, singing national songs, honoring heroes, and participating in school activities that promote nationalism (CL.W.02.P: 7).

2) Monitoring the implementation of inclusive education based on character through school activities

Teachers observe students' behavior during the learning process, communicate, and interact. Teachers always control learning activities at school, and it is found that the way Islamic studies (PAI) teachers control inclusive education based on character for children is through a mentoring sheet for worship, tahfidz, and regular questions about the five daily prayers, reading the Quran, and helping parents. The homeroom teacher (HRT) actively monitors and evaluates students' progress in inclusive learning, involving the use of various evaluation tools, such as written tests, assignments, and observations of students, so that teachers can understand students' development and identify their weaknesses and plan appropriate improvement steps. This can include the use of different learning strategies, additional assignments, or individual support. Teachers can engage in open communication with students to understand their perspectives on the shortcomings they experience. By listening to students, teachers can gain a better understanding of their needs and hopes (CL.W.05 P: 7).

3) Conducted by three pillars (parents, teachers, and students)

The monitoring of inclusive education based on character is conducted by several school elements, including teachers, parents, and students. In this case, the monitoring of character education at Al Firdaus High School is comprehensive. This aligns with Dasuki et al.'s (1994) opinion that the principle in evaluation that should not be ignored is (1) comprehensive, meaning that the evaluation should be all-encompassing, covering various aspects within it, including humans, equipment, capital, situation, work climate, environment, regulations, or other procedures that have been established. (2) Cooperative, meaning that evaluation can involve all related parties. The evaluation of students should involve teachers, school principals, and parents. (3) Economical, meaning that evaluation should avoid wasting money, goods, or people. Teachers work together with parents to gather additional information about students' development outside of school. Parents can provide valuable insights about students' strengths and weaknesses and offer support in improvement efforts. The school principal emphasizes the involvement of the three pillars of education in implementing inclusive education based on character. In this regard, the researcher confirms with the school principal that the model of evaluating inclusive education based on character can be done during the learning process, observing behavior, through rubrics, knowledge through daily quizzes, mid-semester exams, final semester exams, project tasks, exhibitions, and monitoring from SMART plans (CL W.01.P: 11).

4) Monitoring is conducted by the school principal and senior team

The school principal provides direct guidance to teachers during regular meetings held weekly. The researcher obtained data that classroom teachers and subject teachers synchronize themes, lesson materials, and character values to be given, including Islamic studies such as Islamic core, Islamic discussions, and reading Surah Al-Kahf every Friday (CL.W.01.P: 12).

The researcher analyzed documents from the Senior Team regarding the concept of Islamic values that all school members must adhere to, as follows: in the integrated lesson planning process, Islamic values are integrated. Every school activity must be based on Islamic values, including Islamic holidays and national holidays. Every teacher and student engage in learning and teaching by applying Islamic values correctly, such as honesty, speaking and behaving politely. Every teacher and student socialize and worship by prioritizing Islamic values. All teachers are required to teach with love and provide optimal service, and be prepared to support students with special needs (ABK). Teachers are asked to work in teams collaboratively (CL.D. 02).

4. CONCLUSION

This research highlights the management of character-based inclusive education at Al Firdaus Sukoharjo High School in Central Java, which integrates ten Islamic character values into daily activities and teaching strategies. The findings emphasize the importance of character education for personal development, helping students build integrity, responsibility, discipline, and empathy—key traits for

success in life. The collaborative approach between teachers, parents, and the community is crucial for effectively implementing character-based education, with a focus on planning, curriculum integration, and support for students with special needs. However, a limitation of this research is that it primarily focuses on one school, limiting its generalizability. Future research could explore similar models in different educational settings to understand how character-based inclusive education can be adapted and implemented more broadly, particularly in diverse cultural or socioeconomic contexts.

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