

The Strategy to Internalize Social Care and Leadership Values for Early Childhood in Inclusive Schools in Bengkulu

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ABSTRACT

Early childhood education is an effort to stimulate and provide learning activities that will later produce children's abilities and skills. Early childhood education is carried out with the aim of helping early childhood in the aspect of development, with the existence of early childhood education children can express ideas through playing while learning. In addition, in early childhood education it is important to internalize character education, because character education is one of the efforts that can be made to help children's development involving knowledge, feelings, and actions. The purpose of this study is to determine the strategy of instilling character values of social care and leadership for early childhood students in inclusive schools in Bengkulu. The research method used in this study is mixed method or combined method with data collection through questionnaires and interviews. The sample in this study was TK B which amounted to 71 respondents and the subjects of the study were 5 kindergarten B teachers. The results showed that the categorization of social care and early childhood leadership profiles consisted of three categories, namely high, medium, and low. For social care profiles of 71 respondents, there were 32 people or around 45.1% in the high category, 33 people or 45.5% in the medium category, and 6 people or 8.5% in the low category. As for the leadership profile of 71 respondents, there were 21 people or 29.6% in the high category, 44 people or 62% in the medium category, and 6 people or 8.5% in the low category. Furthermore, the strategy carried

out by teachers in instilling the value of social care and leadership using the method of telling stories, listening to speech, habituation, direct practice, and reminder methods.

Keywords: Early childhood education, Social care and leadership values, inclusive schools

INTRODUCTION

Early childhood education is an effort to stimulate, guide, nurture, and provide learning activities that are able to produce children's abilities and skills. Early childhood education is basic and strategic education for children, early childhood which is an important period and becomes the initial foundation for the growth and development of children as a result, (Qudsyi, 2010:92). Early childhood education is an effort that can be made to provide opportunities for children to learn to adapt in school at an early stage of their lives (Nofianti et al., 2021). Supported by the opinion (Huliyah, 2016:5) which states that early childhood education is education that is held with the aim of facilitating the growth and development of children as a whole every aspect of child development. The foundation of education of the child is the pre-schools education which forms an integral part of his or her early education which may be formal or informal, which is given in an educational institution to children aged 1 to 5+ prior

to their entering the primary school (Assembly, 2017).

From some of the opinions above, it can be concluded that early childhood education is a basis or foundation in providing guidance aimed at newborn children until after 6 years. So that children's character can be formed from early childhood through activities or habituation carried out in early childhood education activities, so that later children are better prepared to face future challenges.

Early childhood education Inclusion is one of the early childhood education institutions that not only provides educational services for children in general, but also provides educational services to children with special needs (ABK). Inclusion schools are the most effective educational institutions to fight discriminatory attitudes, because inclusion schools are implemented so that the community is willing to accept the arrival of children with special needs to learn together with children in general (Candra Pratiwi, 2015:237). The existence of inclusive education will certainly strengthen solidarity between children in general and children with special needs, (Istiningsih, 2020:41). In line with the opinion (Diahwati & Hanurawan, 2016) which argues that an inclusive school is an educational place for students that combines children with special needs with children in general which aims to develop the potential that exists in each student.

From some of the opinions above, it can be concluded that an inclusion school is an educational institution that accommodates all groups, both children in general and children with special needs, in receiving education in inclusive schools does not discriminate from social status, ethnicity, culture, gender, and other limitations because all children will get the same opportunities and rights to receive education.

Education is also oriented towards instilling value to students. Social care and leadership

are important values that must be possessed by children from an early age. Social care is an important character that must be applied to children from an early age. Education is also oriented towards instilling value to students. Social care and leadership are important values that must be possessed by children from an early age. Social care is an important character that must be applied to children from an early age. Supported by opinions Tabi'in, (2017:6) social care is important to be instilled in children because it can determine the nature of children in the future, whether children will become individuals who care about the environment or will become individuals who are indifferent to the social environment. Social competence can be trained, learned and developed in childhood, so that there are still opportunities to develop and improve it to contribute to the success of one's life (Ahadi et al., 2021). In line with the opinion of Nisa et al., (2018:205) which states that social care is one of the important characters instilled in early childhood as a basic foundation for the development of other characters. Sources of concern include, strong integrity (sincerity) in oneself, concern and a sense of attachment to existing cultural norms, presenting a sense of empathy in social relationships, and having the motivation to help others, Swick, 2001: 132 in Nisa et al., (2018:206). Then according to Solomon et al., (1988:530) there are five indicators that can be done in the cultivation of social care character values in early childhood, namely: (1) Cooperative activities, (2) Developmental discipline, (3) Activities promoting social understanding, (4) Highlighting prosocial values, (5) Helping activities.

From the above opinion, it can be concluded that the character value of social care is one of the important character values to be instilled from early childhood. Social care character is one of the foundations for children's growth and development. By instilling the value of social care character, children will

become more caring, sensitive to the environment.

In addition, leadership character is also important to be instilled in children from an early age. Every child has the ability to become a leader, therefore leadership in children must be instilled from early childhood, this will certainly be a provision for children in realizing their dreams, (Salu, 2022:3). Supported by the opinion of Ningsih & Novitasari, (2021:46) which states that leadership character can be instilled in early childhood through role-playing methods, with role-playing methods children will learn to be responsible, make decisions, be able to solve problems, and can play roles according to the given scenario. In line with the opinion of Fox et al., (2015:165) which argues that early childhood leadership characters have 10 characteristics, namely: (1) Problem solver / Creatively solves problems, (2) Verbal skills / Communicates well verbally with peers, (3) Empathic / Sensitive to other feelings, (4) Sought out by peers, (5) Self-confident, (6) Energetic, (7) Flexible, (8) Independent, (9) Responsible, (10) Organized.

From the above opinion, it can be concluded that in addition to the value of social care character, the value of leadership character is also no less important to be applied from early childhood. With the application of leadership character values from early childhood, it can train self-confidence, decision making, learn public speaking. Various methods that can be used in instilling leadership character values, one of which is by using role-playing methods.

METHODS

This study uses a combined quantitative and qualitative method or mixed method to see strategies for instilling character values, social care, and leadership in early childhood in Bengkulu City Inclusion Schools. This research was conducted in five early childhood education institutions in Bengkulu City Inclusion School. The source of data in this study was carried out using nonprobability techniques, where

researchers selected samples based on subjective assessments so that all members of the class B early childhood population in five inclusive ECCE institutions in Bengkulu City had equal opportunities to participate in the study. The sample consisted of 71 respondents consisting of 30 women and 41 men and the research subjects consisted of five class B teachers. In the questionnaire, the researcher provided two choices to respondents, namely agree and disagree where the category of agree is denoted by (☺) and disagree is denoted by (☹). Furthermore, data was collected through structured interviews with grade B teachers and deepened with observation techniques and documentation to find out strategies in instilling character values of social care and early childhood leadership in inclusive schools in Bengkulu City.

RESULT AND DISCUSSION

The results of the study obtained by researchers after conducting research at an inclusive early childhood education institution in the city of Bengkulu with respondents 71 early childhood and 5 class B teachers as research subjects. The results are as follows:

Based on the characteristics of respondents, the following are known:

Table 1: Characteristics of respondents

	Adjective	Percentage
Respondents	71	100%
Gender		
Male	41	57,74%
Women	30	42,25%
Age of Respondents		
Less than 5 years old	0	00%
Between 5 to 6 years	71	100%
Over 6 years old	0	00%

Furthermore, the researcher conducted a questionnaire crossing to respondents. The first questionnaire researchers disseminated on the value of social care character with 71 respondents of early childhood grade B and the results were as follows:

Table 2: Descriptive Analysis Table of Social Care Character Variables

Variable	Categorization			M
	Low	Medium	High	
Social Care	8.5%	46.5%	45.1%	14

Based on the table, it is known that the results of research conducted by researchers to respondents with social care variables obtained an average value of 14 with a standard deviation of 1.7. An average value greater than the standard deviation value indicates that the distribution of data is evenly distributed. It can also be seen from the table that the value of early childhood social care is categorized into three categories, namely high, medium and low categories. Of the 71 respondents for high social care as many as 32 people or 45.1%, those in the medium category were 33 people or 46.5%, while those in the low category were 6 people or 8.5%. Thus, these results indicate that the child's level of social care is developing as expected. Table above explains early childhood social care seen from 5 social care indicators, namely cooperative activities, developmental discipline, activities promoting social understanding, highlighting prosocial values, helping activities.

Furthermore, the researcher disseminated the questionnaire again regarding the value of leadership character with respondents as well as the distribution of the social care character value questionnaire, namely 71 respondents of early childhood class B. The following results were obtained by researchers after distributing the questionnaire:

Table 3: Descriptive analysis table of leadership character variables

Variable	Categorization			M
	Low	Medium	High	
Leadership	8,5%	62%	29,6%	25,8

Based on the table, it is known that the results of research conducted by researchers to respondents with leadership variables obtained an average value of 25.8 with a standard deviation of 1.3. Where the average value is greater than the standard deviation, it shows that the distribution of the questionnaire is carried out evenly.

Based on the table, it can be seen that the leadership variables are categorized into three categories, namely high, medium, and low categories. Of the 71 respondents, 21 people or 29.6% were in the high category, 44 people or 62% were in the medium category, and as many as 6 people or 8.5% were in the low category. Of the 71 respondents, 21 people or 29.6% were in the high category, 44 people or 62% were in the medium category, and as many as 6 people or 8.5% were in the low category. The table describes the leadership character of early childhood seen from 10 leadership indicators, as for these indicators, namely Problem solver/ creatively solves problems, verbal skill/ communicates well verbally with peers, emphatic, sensitive to other feelings, sought out by peers, self-confident, energetic, flexible, independent, responsible, organized.

Furthermore, after researchers distributed questionnaires to 71 early childhood respondents with the aim of knowing the profile of social care and early childhood leadership in Bengkulu City Inclusion Schools. Then the researcher conducted interviews with research subjects, where there were 5 research subjects who the researchers interviewed with the aim of knowing the strategies applied in instilling the value of social care and leadership to early childhood in the inclusion school of Bengkulu City. The following are the findings or results of interviews that have been conducted by researchers:

Based on the findings of researchers show that the strategy or method carried out in instilling social care values is by applying lecture methods, telling stories, role-playing, listening to speech, habituation and direct practice. Sapti Cahyaningrum et al., (2017) showed that habituation and exemplary methods can also be applied in instilling social care values in early childhood in inclusive schools. Supported

by Rosyadah et al., (2012) shows that in instilling the value of social care in children after early school, inclusion can be done through the method of play.

The activities carried out in planting social care values such as making visits to orphanages, conducting home visit activities, filling infaqs, and carrying out sharing activities every Friday. Social care can be shown by helping each other share (Sari & Eliza, 2021:246). Supported by Purwanti, (2017:19) which shows that social care character education is one of the benchmarks of children's concern and sensitivity to the environment. Supported opinion by, Setyowati, (2021:56) which shows that social care is one of the values that need to be accustomed to children, this habituation can run optimally if families, schools and community environments are involved in the habituation.

Furthermore, from the results of research conducted by researchers, the methods used in instilling leadership values are using habituation methods, picket schedule making methods, playing methods, demonstration methods, assignment methods, storytelling methods and direct practice methods. While in leadership learning children are taught to recall, be prayer leaders, be marching leaders before entering class, be leaders to wash hands, be leaders to pray before doing activities. Supported by Ningsih & Novitasari, (2021) the use of role-playing methods can improve the leadership of children aged 5-6 years. With this role-playing method, it is expected to be able to change children's learning patterns. In line with Ardiyanto, (2019) who shows that applying play methods can also help aspects of cognitive, affective and psychomotor development of children. The character values that can be instilled through game media are confidence, cooperation, independence, responsibility, socialization, never give up and leadership. Supported by Qory, (2020) shows that the cultivation of leadership character values is carried out with traditional games carried out outside the classroom so as to provide a beautiful

natural atmosphere that can encourage the intensity of children's involvement both physically, mentally and emotionally. Furthermore, Rahmat, (2015:38) shows that children must be instilled with leadership characters, namely honest, integrity, fair, courageous, learners and cooperation.

CONCLUSION

The conclusion in this study is that the profile of social care and leadership in early childhood in inclusive schools consists of three categorizations, namely low category, medium category and high category. In the low category social care character of 8.5%, the medium category of 46.5% and the high category of 45.1% while in the low category of leadership character scores of 8.5%, the medium category of 29.6% and the high category of 25.8%. The methods applied in instilling the value of social care and leadership characters are through habituation methods, playing methods, demonstration methods, assignment methods, storytelling methods and direct practice methods.

Declaration by Authors

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