

THESIS

**THE IMPLEMENTATION OF PANCA KARAKTER AT INCLUSIVE SCHOOL
(CASE STUDY AT ANAK SALEH ELEMENTARY SCHOOL MALANG)**



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2020**

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*In Partial of Thesis Preparation for Strata 1 (S-1) Program in Islamic Primary
Teacher Education Department Tarbiyah and Teaching Training Faculty
Maulana Malik Ibrahim Islamic State University Malang*



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MALANG
2020**

LEGITIMATION SHEET

THE IMPLEMENTATION OF PANCA KARAKTER AT INCLUSIVE SCHOOL (Case Study at Anak Saleh Elementary School Malang)

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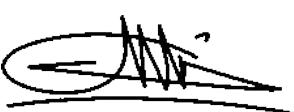


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I hereby declare, that this thesis is originally written by Fazat Arifatul Ulfah, student of Islamic Primary Teacher Education Program (PGMI) as the requirement for degree of Sarjana Pendidikan (S.Pd), Education and Teaching Training Faculty at Maulana Malik Ibrahim State Islamic University of Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other Sarjana status of other Higher Tertiary Education, except those which are indicate in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, 25th November 2020
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THE IMPLEMENTATION OF PANCA KARAKTER AT INCLUSIVE SCHOOL (Case Study at Anak Saleh Elementary School Malang)

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MOTTO

وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلَيَقُولْ خَيْرًا أَوْ لِيَصُمْتْ

“Let him who believes in Allah and the Last Day speak good or keep silent”

[HR Bukhari and Muslim]¹

“May you never be the reason why someone who loved to sing, doesn’t anymore. Or why someone who dressed so differently now wears standard clothing. Or why someone who always spoke of their dreams so wildly is now silent about them.

May you never be the reason for someone giving up on a part of themselves because you were demotivating, non-appreciative or even worse, sarcastic about it.” —Shorouk Mostafa Ibrahim

“Speak good, or remain silent”

¹ Al-Bukhari no. 6018 in Shahih Bukhari and Muslim no. 47 in Shahih Muslim

DEDICATION

Alhamdulillah, thanks to Allah SWT, without his power and blessing this research would never be done.

I dedicate this thesis to my beloved and beautiful Ibuk Mrs. Rohayati, Ayah Mr. Burhanur Arifin, and my little big brother Abdurrohim Al-Muflih.

Abah KH. Marzuki Mustamar who tirelessly giving his knowledge, advices, and best prayers to his students.

All of my teachers from my childhood until now that have been giving plenty of knowledge that I would never be able to repay.

All the good people that have been participating in this thesis completion, thank you for keeping me sane despite all the hard time during the completion of this thesis.

And, to my very self, you did great, you finally did it. Thank you for always believe in yourself, thank you for always willing to learn, thank you for never stop trying to be the best version of yourself.

And I hope this thesis will enrich the knowledge for future education especially about character education and inclusive school.

PREFACE

Bismillahirrahmanirrahim

Praise be to Allah SWT The Lord of the world, the creator of everything in this universe, who has given us the mercy and blessing, so that the writer can finish the thesis entitle “*The Implementation of Panca karakter at Inclusive School (Case Study at Anak Saleh elementary School Malang)*”.

Shalawat and salam always be presented to our beloved Prophet Muhammad SAW who has guided us from the darkness to the lightness. And the writer would like to express sincerely thanks to :

1. Prof.Dr. H. Abd. Haris, M.Ag as the Rector of Maulana Malik Ibrahim, State Islamic University of Malang.
2. Dr. H. Agus Maimun, M.Pd as the Dean of Tarbiyah and Teaching Training Faculty.
3. H.Ahmad Sholeh, M.Ag as the Head of Islamic Elementary Teacher Education Department.
4. Dr. Ahmad Nurul Kawakib, M.Pd., MA. as my Thesis Advisor who always give his best advices and guidance during the time span of this research completement.
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8. Anak Saleh Elementary School that is so passionately and patiently giving the information and services regarding this research.
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10. My Friend Ilham Rahmawati a.k.a Ema who always accompany and give her precious time to help the writer completing this research.
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13. The Toys a.k.a พี่ทอย who always accompany me in my sleepless night during the process of this research completion through his songs, ขอบคุณมากค่ะพี่.

Malang, 25th November, 2020

Writer

TRANSLATION GUIDELINES OF ARAB LATIN

Translation of Arab-Latin in this thesis utilizes the translation guidelines based on the agreement between Religion Minister and Educational and Culture Minister of Indonesia number 158/1987 and number 0543b/U/1987. Those are:

A. Letter

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ه	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Vocal (a) Length = â

Vocal (i) Length = ī

Vocal (u) Length = û

C. Diphthong Vocal

أو = aw

أي = ay

أو = û

إي = ī

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ABSTRAK

Ulfah, Fazat Arifatul. 2020. *The Implementation of Panca Karakter at Inclusive School (Case Study at Anak Saleh Elementary School Malang)*. Skripsi, Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Ahmad Nurul Kawakib, M.Pd., MA.

Kata Kunci: Implementasi, *Panca Karakter*, Sekolah Inklusi.

Penerapan nilai-nilai islami dalam kehidupan sehari-hari merupakan usaha untuk membentuk karakter yang baik dalam diri seseorang. Dalam proses pembentukan karakter tersebut diperlukan pembiasaan yang konsisten dan berkelanjutan. Pendidikan masih memegang andil yang besar dalam menerapkan nilai-nilai tersebut kepada setiap individu sebagai warga negara, karena untuk membentuk bangsa yang bermoral dimulai dari membentuk moral masing-masing individu tersebut, oleh sebab itu pendidikan karakter muncul sebagai usaha untuk membentuk karakter bangsa Indonesia.

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis implementasi *panca karakter* di sekolah inklusi (studi kasus di SD Anak Saleh Malang), dengan sub fokus mencakup: (1) latar belakang terbentuknya *panca karakter*, (2) implementasi *panca karakter*, (3) faktor pendukung dan penghambat dalam penerapan *panca karakter*, dan (4) dampak penerapan *panca karakter*.

Penelitian ini menggunakan pendekatan kualitatif dengan rancangan studi kasus. pengumpulan data dilakukan dengan teknik observasi, wawancara, dan dokumentasi. teknik analisis data meliputi reduksi data, penyajian data, dan penarikan kesimpulan. pengecekan keabsahan temuan dilakukan dengan cara triangulasi, member check, dan penggunaan bahan referensi.

Hasil penelitian menunjukkan bahwa: (1) terbentuknya *panca karakter* di SD Anak Saleh didasari oleh nilai-nilai islami, pendidikan ramah anak, sekolah berbasis karakter, dan konsep sekolah manusia; (2) implementasi *panca karakter* kepada seluruh sivitas akademika terdiri dari perencanaan, pelaksanaan, dan evaluasi; (3) faktor pendukung dari pelaksanaan *panca karakter* adalah peers learning, dukungan dari Yayasan Anak Saleh, dan dukungan dari orang tua. sedangkan faktor penghambatnya adalah rumah atau orang tua, waktu yang terbatas, keadaan individu siswa, dan pembiasaan; (4) dampak dari pelaksanaan *panca karakter* di SD Anak Saleh adalah meliputi dampak ke siswa reguler dan siswa berkebutuhan khusus, baik siswa regular maupun siswa berkebutuhan khusus telah menerapkan nilai-nilai dari lima kesalehan *panca karakter*, walaupun masih membutuhkan dampingan dari guru dan orang tua agar pembiasaan tetap berjalan.

ABSTRACT

Ulfah, Fazat Arifatul. 2020. *The Implementation of Panca Karakter at Inclusive School (Case Study at Anak Saleh Elementary School Malang)*. Thesis, Islamic Primary Teacher Education Department, Tarbiyah and Teaching Training Faculty, Maulana Malik Ibrahim State Islamic University Malang. Advisor:Dr. Ahmad Nurul Kawakib, M.Pd., MA.

Keywords: Implementation, *Panca Karakter*, Inclusive School.

The application of Islamic values in everyday life is an attempt to form a good character in a person. In the process of character building, consistent and sustainable habituation is required. Education still plays a big part in applying these values to every individual as a citizen, because to form a moral nation starts from shaping the morals of each individual, therefore character education appears as an effort to shape the character of the Indonesian nation.

This study aims to describe and analyze the implementation of *panca karakter* at inclusive school (case study at Anak Saleh Elementary School Malang), with sub-focus including: (1) the background of the formation of *panca karakter*, (2) the implementation of *panca karakter*, (3) the supporting and inhibiting factors in the implementation of *panca karakter*, and (4) the impact of the implementation of *panca karakter*.

This study used a qualitative approach with case study design. Data collection was done by using observation, interview and documentation techniques. Data analysis techniques include data reduction, data presentation, and drawing conclusions. Checking the validity of the research findings is done by triangulation, member check, and reference check.

The results showed that: (1) the formation of *panca karakter* at Anak Saleh Elementary School was based on Islamic values, child-friendly education, character-based school, and the concept of school for human; (2) implementation of *panca karakter* to the entire academic community consisting of planning, implementation and evaluation; (3) the supporting factors of the implementation of *panca karakter* are peers learning, support from the Anak Saleh Foundation, and support from parents. while the inhibiting factors are home or parents, limited time, individual student personalities, and habituation; (4) the impact of the implementation of *panca karakter* at Anak Saleh Elementary School includes the impact on regular students and students with special needs, both regular students and students with special needs who have applied the values of the five righteousness of *panca karakter*, although they still need assistance from teachers and parents to keep the habituation continues.

مستخلص البحث

الألفة، فازت عارفة. ٢٠٢٠ . تطبيق خمسة الطبائع في المدرسة الشاملة (دراسة حالية في مدرسة ولد صالح (anak saleh) الابتدائية بمالانج. البحث الجامعي. قسم تعليم مدّرس المدرسة الابتدائية. كلية علوم التربية والتدريس. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور أحمد نور الكواكب، الماجستير.

الكلمات الرئيسية : التطبيق، خمسة الطبائع، المدرسة الشاملة.

كان تطبيق القيم الإسلامية في الحياة اليومية محاولة لتكوين الطبيعة الحسنة في الشخص. تحتاج في عملية تكوين الطبيعة ممارسة مستقيمة ومستمرة. أحد التعليم دوراً عظيماً في تطبيق تلك القيم في كل الأفراد كأهل البلاد، لأنه في بناء الأمة ذي الأخلاق أو الطبيعة أن يبدأ من تكوين الطبيعة لكل الأفراد. فلذلك نشأ تعليم الطبيعة كمحاولة لتكوين الطبيعة للأمة الاندونيسية.

يهدف هذا البحث إلى وصف تطبيق خمسة الطبائع وتحليلها في المدرسة الشاملة (دراسة حالية في مدرسة ولد صالح الابتدائية بمالانج) بجزء المركز المشتمل على ١) خلفية تكوين خمسة الطبائع، ٢) تطبيق خمسة الطبائع، ٣) عوامل دعامة وعوامل عاقفة في تطبيق خمسة الطبائع، ٤) آثار تطبيق خمسة الطبائع.

تشير نتائج هذا البحث إلى ١) أن أُسست تكوين خمسة الطبائع في مدرسة ولد صالح الابتدائية قيم إسلامية، تعليم أنيس للولد، مدرسة ذو الطبيعة، ومفهوم المدرسة الإنسانية ٢) أن يتكون تطبيق خمسة الطبائع في جميع الأكاديميين من الخطة، التنفيذ، والتقييم. ٣) العوامل الداعمة في تنفيذ خمسة الطبائع تعليم الصحافة، معايدة مؤسسة ولد صالح، ومساعدة الوالد. والعوامل العاقفة بيت أو والد، وقت محدد، حال التلميذ، ومارسة ٤) آثار تنفيذ خمسة الطبائع في مدرسة ولد صالح الابتدائية مشتملة على الآثار على تلميذ عادي وتلميذ ذي احتياجات خاصة وكان كلامها قد طبقاً قيم خمس المصالح من خمسة الطبائع لو كانوا يحتاجان إلى إرشاد المدرس والوالد لتكون ممارستهما مستمرة.

CHAPTER I

INTRODUCTION

A. Research Context

Moral crisis is now have concerned the whole society. Children, teenagers, and let alone adults are contaminated by deviant behavior. The most pathetic fact is that children as our nation's next generation have included in this moral decadency issue. Cheating, bullying, free sex, brawl, pornography, crime, drug abuse, theft, and many other problems have stained our children and teenagers nowadays, children must be protected at all costs because children are our past, present, and future.²

In order to solve the moral crisis issues and improving the morality of every individuals, education is still considered as the effective way to overcome this problem. The government is not only sit still realizing this phenomenon, Law Number 20 Year 2003 onNational Education System states that one of the aims of conducting national education is to develop the students' potential in order to have a noble character.³ This is under the mandate of 1945 Constitution for the government to enhance the intellectual life of the whole nation through effort andimplementation of national education that enhances the faith and piety to the Almighty God and noble character.⁴

² Choi Siwon, *UNICEF Regional Ambassador for East Asia and Pacific*, at 2018 ASEAN Children's Forum, Monday, August 6th 2018.

³ Act of The Republic of Indonesia Number 20 of 2003 concerning National Education System

(Planipolis.iiep.unesco.org, accessed on November 19th 2019, at 13.15 WIT) p. 8

⁴Ibid., p. 4.

Education should be the one that can make the bad became good, the good became better, and the better became the best and it is in line with Plato's statement that the ultimate aim of education is to help people know the idea of the good, which is to be virtuous.⁵ People who are virtuous will always consider their action wisely, knowing which one should be done and which one should have not and have a strong character.

The glorious aim of national education to enhance the intellectual capacity of the nation and form human beings who have character or noble morality cannot yet be reached, because forming a strong character is not as easy as snapping fingers, it requires a long process. There are three components to perform a good character according to Lickona namely moral knowing, moral feeling, and moral action.⁶ In order to apply all the three components, we need a system and that system is already provided by the government that is known as character education.

Character education is the implementation of holistic approach which is not only focused on cognitive aspect but also affective and psychomotor aspects. In its reality practice, the character education implementation is often unbalance. There are still so many schools out there that focused only on cognitive aspect so that the remaining aspects like affective and psychomotor are being less applied or even neglected. This led to the conclusion that educational outputs have not been fulfilling the aim of character

⁵ Fatchul Mu'in, *Pendidikan karakter, konstruksi teoretik dan praktik* (Jogjakarta: Ar-Ruzz Media, 2011), p. 21.

⁶ Thomas Lickona, *Educating For Character : Menididk Untuk Membentuk Karakter* (Jakarta : Bumi Aksara, 2012) p. 85.

education. That's why, instead of limiting students' potential on cognitive constraints only, education should be the one that able to develop students' full potential.

Every student have their own potential, uniqueness, and ability. They all have a right to receive a quality education, including them who have special needs and conditions. Education for all that was declared in Jomtien in 1990 is a human rights movement, anti-discrimination against differences, accepting the fact that each child has a different background.⁷ The procurement of inclusive school by the government is a manifestation of equitable education to fulfill the rights of citizens with special needs to obtain quality education.

The implementation of inclusive school can help education character to achieve its maximum success. The presence of Students with special needs in inclusive school already can make regular students know about diversity, have some empathy, and take a moral action such as welcoming them with sincere.

Bailey referring inclusion as an ordinary school where the students with special needs are physically being in the same place, doing the same as other students, have the feeling of being accepted and welcomed.⁸ Differences hold great opportunities for learning,⁹ inclusion as the school that gather all

⁷ Made Kerta Adhi and Ni Putu Seniwati, *Educational Revitalization of The Children with Special Needs at an Inclusive School*, JIP-The International Journal of Social Sciences, Vol. 6, No. 3, September 2018, p. 386

⁸ Harry Daniels, *Special Education re-formed : beyond rhetoric?* (London: Fakmer Press, 2000) p.

⁹

⁹ Alison Ekins, *The Changing Face of Special Educational Needs* (Oxon: Routledge, 2015), p. 174

the differences of course can be considered as the effective place for learning especially in character education learning.

In order to strengthen the students' character, Anak Saleh Elementary School has its own unique concept in applying the character education, which is the application of *Panca Karakter*. *Panca Karakter* is the internalized version of character education which is proclaimed by the Government and Anak Saleh Elementary School has been trusted by the Malang City education office as a pilot project school in strengthening character education. The five characters that have been applied in the school are including personal righteousness, social righteousness, national righteousness, intelligence righteousness, and natural righteousness.¹⁰

Anak Saleh Elementary School is also one of the primary schools that is trusted to implement inclusive education in Malang City. As we already knew that inclusive school can be a perfect place to implement character education because inclusive learning is based on values and humanizing human in its learning process.

By looking at the uniqueness of the character that is internalized in character education as well as the inclusive education at Anak Saleh Elementary School, researcher is interested in conducting research with the title: "**The Implementation of *Panca Karakter* at Inclusive School (Case Study at Anak Saleh Elementary School Malang)**".

¹⁰Binti Saniatul Munawaroh, "Panca Karakter Sebagai Program Penguanan Karakter Siswa (Studi Kasus di SD Anak Saleh Malang)", Thesis, Postgraduate Faculty of Tarbiyah Maulana Malik Ibrahim State Islamic University Malang, 2018, p. 4.

B. Research Focuses

Based on the research context that have pointed out by the researcher, the focuses of this research are:

1. How is the background of the formation of *Panca Karakterat Anak Saleh* Elementary School?
2. How do the implementation of *Panca Karakter* to all the stakeholders at Anak Saleh Elementary School?
3. What are the supporting and inhibiting factors in applying *Panca Karakterat Anak Saleh* Elementary School?
4. What are the impact of *Panca Karakter* at Anak Saleh Elementary School?

C. Research Objectives

By the research focuses above, researcher want to describe the object of this research areas follows:

1. To understand and explain the background of the formation of *Panca Karakterat Anak Saleh* Elementary School.
2. To describe and analyze the implementation of *Panca Karakter* to all the stakeholders at Anak Saleh Elementary School.
3. To find out and analyze supporting and inhibiting factors in applying *Panca Karakterat Anak Saleh* Elementary School.
4. To find out and describe the impact of *Panca Karakter* at Anak Saleh Elementary School.

D. Benefits of Research

The results of this research are expected to benefit both theoretical and practical. The benefits of both are as follows:

1. Theoretical Benefits

- a. The results of this research are expected to enrich the knowledge especially about education character and inclusive school.
- b. The results of this research are expected to be an inspiration for other schools in implementing character education in inclusive school.

2. Practical Benefits

- a. To give the overview for Anak Saleh Elementary school in how effective is *panca karakter* in its implementation to inclusive program.
- b. Expect all the stakeholders in Anak Saleh Elementary School to pay more attention in *panca karakter* and its implementation to inclusive program.
- c. This research will be a beneficial knowledge for the researcher and be a basis for the researcher to behave in the future.

E. Originality of Research

Research originality is displayed to perceive the differences between this research and the previous researches, so that there will be no repetition of the same research. Here are some previous researches that are relevant to character education and inclusive school:

1. Research by Binti Saniatul Munawaroh (2018), *Penerapan Panca Karakter Sebagai Program Penguanan Karakter Siswa (Studi Kasus di SD Anak Saleh Malang)* aims to describe and analyze the implementation of

panca karakteras a student character strengthening program, focusing on how is the development and formation of *panca karakter*; how is the implementation of *panca karakter*; and how is the impact of *panca karakter*. This research using qualitative approach and case study design. The data collection is by interview, observation, and documentation. The data analysis technique is includes data reduction, data presentation, and conclusion withdrawal. The data validity was checked by data credibility and confirmability. The research results showed that the development and formation of *panca karakter* is began in 2005, the curriculum used is in accordance with the government program, and *panca karakter* is the main characters used for the character strengthening program; the implementation of *panca karakteras* the character strengthening program is started from planning process, the implementation process, and the evaluation process; and the impacts of *panca karakter*for school are composed from results, implications, supported factors and future hope for panca kkarakter, while the impact for parents is that they feel helped by this program that has impacted their children.The research is done to school generally while this research is describing and focusing on the implementation of *panca karakter* to inclusive education.

2. Research by Mhd Saleh (2018), *Pendidikan Karakter di Sekolah Inklusi (Studi Multi Situs di SDN Sumbersari 1 Kota Malang dan SD Muhammadiyah 04 Kota Batu)* aims to analyzes and integrates the character education strategy from two different settings and become a mix strategy in SDN Sumbersari 1 Kota Malang and SD Muhammadiyah 04

Kota Batu, including moral knowing, moral loving and moral doing. The research is using qualitative research, the research results of this study indicates that from the moral knowing strategy includes: psychological tests before entering school, planning the character through RPP, conveying character values through lecture method, character information, extracurricular activities, and evaluation that is conducted through student assessment sheets or winding activity. The strategy for moral loving includes: extracurricular activities, visiting inspirational places, watching character films, peer therapy activities, religious activities, and punishment. The strategy for moral doing incudes: mutual help, collect the trash, pray, polite, pray duha and zuhur together. The supporting factor of character education in inclusive schools are from experienced human resources like teacher or staff, shadow teachers, school organizations, support from the school principal, and the city government, the inhibiting factors are incomplete facilities and infrastructure, students with special needs themeselves, and parents who are not familiar with the school program. While this research is describing and focusing on the implementation of internalized character education namely *panca karakter* in inclusive school.

3. Research by Erlis Riasti (2015), *Implementasi Pendidikan Karakter Pada Kelas Inklusi di SD Negeri Widoro Kecamatan Pengasih Kabupaten Kulon Progo* aims to describes the implementation of character education in inclusive class in SD Negeri Widoro. The aspect that is observed in the implementation of character education including learning, role model,

reinforcement, and habituation. The research is using qualitative method and case study type. The subject for this research is the teacher of grade V and the setting is at SD Negeri Widoro. The data collection technique is using observation, in depth interview, and study the documentation. The data validation method is using source and technique triangulation. The research results showed that the teacher of grade V SD Negeri Widoro has applied the character values to students in her class through learning, role model, reinforcement, and habituation. While this study is focusing on the implementation of *panca karakter* that includes personal righteousness, social righteousness, national righteousness, intelligence righteousness, and natural righteousness not only in class but in a whole school system.

Table 1.1 Research Originality

No	Researcher, Title Thesis, Year of publication	Similarities	Differences	Research Originality
1.	Binti Saniatul Munawaroh, <i>Penerapan Panca Karakter Sebagai Program Penguatan Karakter Siswa (Studi Kasus di SD Anak Saleh Malang)</i> , Thesis, Maulana Malik Ibrahim State Islamic University Malang, 2018.	Use qualitative method Research focus about <i>panca karakter</i> Research setting at Anak Saleh Elementary School Malang	The previous research is discussing about the implementation of <i>Panca Karakter</i> school generally while this research is discussing about the implementation of <i>panca karakter</i> in inclusive program	The previous research is describing <i>panca karakter</i> in school generally.
2.	Mhd Saleh, <i>Pendidikan Karakter di Sekolah Inklusi (Studi Multi Situs di SDN Sumbersari 1 Kota Malang dan SD Muhammadiyah 04 Kota Batu)</i> , Thesis, Maulana Malik Ibrahim State Islamic University Malang, 2018.	Use qualitative method The research focus is about character education The research object is in inclusive school	The previous research is focusing on character education generally at SDN Sumbersari 1 Kota Malang and SD Muhammadiyah Kota Batu while this research is focusing on <i>panca karakter</i> that only exist in Anak Saleh Elementary School	This research is describing about implementation of <i>panca karakter</i> which is only can be found in Anak Saleh Elementary School Malang
3.	Erlis Riasti, <i>Implementasi Pendidikan Karakter Pada Kelas Inklusi di SD Negeri Widoro Kecamatan Pengasih Kabupaten Kulon Progo</i> , Thesis, State University of Yogyakarta, 2015.	Use qualitative method The research focus is about character education	The previous research is discussing about the implementation of character education in inclusive class while this research is focusing more in the implementation of <i>panca karakter</i> in a whole school system	This research is focusing on the implementation of <i>panca karakter</i> that includes personal righteousness, social righteousness, national righteousness, intelligence righteousness and natural righteousness not only in class but in a whole school system.

Therefore, based on the table above, the originality of the research entitled “**The Implementation of *Panca Karakter* at Inclusive School (Case Study at Anak Saleh Elementary School Malang)**” from the research aspect is focused on: describe and explain the background, the implementation, the supporting and inhibiting factors, and the impact of the implementation of *panca karakter* at Anak Saleh Elementary School Malang.

F. The Definition of the Term

In Order to make it easier to understand this research and to prevent misunderstanding along this research, the researcher would like to point out the terms that used in this research as follows:

1. *Panca Karakter* is the internalized version of character education by the government that have five righteousness to be applied in anak saleh elementary school’s daily learning. The five righteousness are personal righteousness, social righteousness, national righteousness, intelligence righteousness and natural righteousness.¹¹
2. Inclusive school is the regular school that including students with special needs in regular classes. Inclusive school let the students with special needs learn, play, socialize, and do anything together in the same class, receiving the same services as the regular students.

G. Systematic discussion

In this systematic discussion, researcher will point out the ground ideas of each chapter. This research includes 6 chapters and the explanation of each chapters are as follows:

¹¹ Dokumen Yayasan Sekolah Anak Saleh di web resmi Yayasan Sekolah Anak Saleh (sekolahansaleh.sch.id/yayasan/, accessed on December 17th 2020, at 23.41 WIT)

Chapter I discussing about the research context, research focuses, objectives of the research, benefits of research, originality of the research, definition of the terms and systematic discussion.

Chapter II discussing about the review literature about character education,*panca karakter*, inclusive education, and the correlation of character education and inclusive school, and presenting a framework of theory.

Chapter III describes about the research method which is using a qualitative approach, researcher attendance, research site, data and data resources, data collection technique, data analysis, data validity technique, and research procedure.

Chapter IV present the essay which contains a big picture of the research background, research dataexplanation and research findings. The data explanation describing the object of the research orcontains the answer of the research focuses meanwhile the data exposure presented within the form of patterns, themes, tendencies, and motives that emerge from the data.

Chapter V discuss the research findings from the chapter IV and continue to analyze the findings until the result from the object of research derived the final results. In this chapter researcher aims to answer the research focuses, interpret the research findings to integrate it into the absolute knowledge, modificate the theory, prove the prior theory and describe the other implications from the research.

Chapter VI contains two major case that are conclusions and suggestions. The conclusions summarize the research results from chapter IV

with the same order of consistency while the suggestions sourced from the research findings, discussions, and the conclusions without stepping out from the research boundaries.



CHAPTER II

REVIEW LITERATURE

A. Theory Perspectives

The Perspective of this research are including character education, *panca karakter*, inclusive school and the correlation between character education and inclusive school. The theories that included in this perspective are displayed as follows:

1. Character Education

a. Definition of Character

Scerenko states that character acts as attributes or traits that differs a person, group or nation by their personal traits, ethical traits and mental complexity.¹² Jack Corley and Thomas Philips stated that character is the moral action enabled and facilitated by a person's attitudes and habits.¹³ Furthermore, J.P. Chaplin said that character is a continuous and eternal quality traits that can be used to identify a person, object or event.¹⁴

From the statements above, it can be assumed that character is a long term and eternal traits, attributes, attitudes or habits that enabled and facilitated moral action of a person, group, nation, object or event and they can be differentiated by their personal traits, ethical traits, and mental complexity.

¹²Muchlas Samani dan Hariyanto, *Konsep dan model pendidikan karakter*, (Bandung: PT Remaja Rosdakarya), 2014, p.41

¹³Ibid., p.42

¹⁴Moh. Said, pendidikan karakter di sekolah , (Surabaya: PT temprina Media Grafika), 2011,p. 1.

Meanwhile, according to KBBI the character is a psychological trait of morality that distinguishes one another. Thus, the ministry of national education stated that the character is a unique values both that engraved in oneself and the one that outlined in behaviour. These unique values then defined by the grand design of character building 2010-2025 as knowing the value of goodness, willing to do good, and living good.¹⁵

Aristotle defines good character as doing a righteous deed in life, both towards self-oriented and others-oriented, both of them are linked and we need to control ourself to behave towards others.¹⁶ According to Lickona, there are three components of good character namely as follows :

- 1) Moral knowing: Moral awareness, knowing moral values, perspective taking, moral reasoning, decision making, self-knowledge.
- 2) Moral feelings: conscience, self-esteem, empathy, loving the good, self-control, humility.
- 3) Moral action: Competence, will, habits.¹⁷

b. Definition of Character Education

Zubaedi states that Character education is using all the school dimensions to faster students' character development. It include the

¹⁵Muchlas Samani dan Hariyanto, *op.cit.*, p.42

¹⁶Thomas Lickona, *op.cit.*, p. 81.

¹⁷*Ibid.*, p. 84.

content of the curriculum, instruction process, quality relationship, handling discipline, co-operation activity and the ethos of all stakeholders.¹⁸ Furthermore, Alfie Kohn in Noll states that character education essentially can be defined broadly as character education covering almost all school aspects especially that that help developing students' character, and narrowly character education is a reflection of certain values as the result of moral training.¹⁹

According to Scerenko character education is a real effort where the positive personalities are developed through a role modelling, study, and an effort to apply the wisdom of what they have just observed and learned.²⁰ In accordance to Thomas Lickona, character education is the education where someone's personality is shaped through religious morality whose results can be seen in real daily life action, like, for example are good behaviour, honesty, responsibility, respecting others, hard work, and so on.²¹ He also stated that there are three aspects that can not be left behind that are the involvement of knowledge, feeling, and action in character education.²²

Character education in the perspective of Islam is the result of the sharia implementation (worship and muamalah) that is based on the

¹⁸ Zubaedi, *Desain Pendidikan Karakter* (Jakarta: Kencana), 2011, p. 14.

¹⁹ Muchlas Samani dan Hariyanto, *op.cit.*, p.44-45

²⁰ *Ibid.*, p.45

²¹ Heri Gunawan, *Pendidikan Karakter Konsep dan Implementasi* (Bandung: Alfabeta), 2012, p. 23

²² Deni Damayanti, *Panduan Implementasi Pendidikan Karakter Di Sekolah*(Yogyakarta: Araska), 2014, p.12

firm belief.²³ In Islam, the most perfect example or role model for character is the prophet Muhammad PBUH. Allah says in the Qur'an surah al-Qalam verse 4 about the prophet Muhammad PBUH character:

وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ (الْقَلْمَ: ٤)

"And you are of a great moral character." (Q.S. Al-Qalam: 4)²⁴

And it is reinforced in another surah about the prophet Muhammad PBUH as the best example of character, Allah says in the Qur'an surah al-Ahzab verse 21:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْنَةٌ حَسَنَةٌ لِمَنْ كَانَ يَرْجُو اللَّهَ وَلِيَوْمِ الْآخِرِ وَذَكَرَ اللَّهَ كَثِيرًا (الأحزاب: ٢١)

"You have an excellent example in the Messenger of God; for anyone who seeks God and the Last Day, and remembers God frequently." (Q.S. Al-Ahzab: 21)²⁵

From all the statements above, it can be interpreted that character education is the education that use all the stakeholders, aspects, components as an effort to develop students' character so that students' good personality based on the core values can be shaped and engraved in them eternally. The three aspects that affecting the success of character education are the involvement of knowledge, feeling, and action.

²³ Ubabuddin, *Konsep Pendidikan Karakter Perspektif Islam*, Jurnal Pendidikan Islam, Vol. 7 No. 1, 2018, p. 458

²⁴ Q.S. Al-Qalam ([Quranful.com](https://quranful.com), accessed on 17 November 2020 at 13.30 WIT)

²⁵ Q.S. Al-Ahzab ([Quranful.com](https://quranful.com), accessed on 16 December 2020 at 24.00 WIT)

According to David Elkind and Freddy Sweet, the core values are the base of character education in helping people to understand, care about, and act.²⁶ Furthermore, Doni Koesoema describes character education as a dynamic development to enable human being in holding internalization values so that they can have an active disposition and stabilize individual.²⁷

c. The Values of Character

Character education has some values that should be applied, grown, and developed to each student, these values are based on the nation's culture. These values are as follows:

- 1) The religious value, rooting in religion of each believer, religious value being the most fundamental value for people in appreciating their life to their God.
- 2) The basic value, is the value based on Pancasila and 1945 Constitutions.
- 3) The societal values, is the form of moral values, ethics and etiquettes that apply in the local community.
- 4) The nationality value, is a value that reflects the love to the homeland and its people. These values can be developed through various activities that are able to inspire the sense of nationality and nationalism since early age, so that they will

²⁶ Zubaedi, *op.cit.*, p.15

²⁷ *Ibid.*, p.19

grow in pride, love and respecting their nationality without underestimating other nations.²⁸

d. The Aim of Character Education

According to grand design of character education, character education is aiming the civilization and empowerment of noble values in school, family, and society that are based on Pancasila, 1945 Constitution, and Act Number 20 year 2003 on National education system.²⁹ Heri Gunawan stated that the purpose of character education is to form people to be resilient, competitive, have noble character, moral, tolerant, mutual cooperation, patriotic, dynamic-developing, science and technology oriented which is imbued by the faith to God Almighty based on Pancasila.³⁰

According to Zubaedi, character education in Indonesia is based on the 9 basic character pillars, these 9 pillars are being the basic of the objective of character education that should be applied to students. These 9 character pillars are love for God and the universe and its contents; Responsibility, Discipline and independent; Honest; respect and courtesy; love, care and cooperation; Confident, creative, hard work and never give up;

²⁸ Deni Damayanti, *op.cit.*, p.42-43

²⁹ Zubaedi, *op.cit.*, p. 17.

³⁰ Heri Gunawan, *op.cit.*, p.30

Justice and leadership; kind and humble; tolerance, peace, and unity.³¹

Character education according to Zuchdi aims to teach certain traditional values that is moral action that accepted widely as a basic of good behaviour and responsible so that character education is aiming to educate students to become a good citizens.³²

Thomas Lickona stated that character education has a mission to develop a basic character that should be possessed by learners. Respect and responsibility are two fundamental moral values that should be implied to all students while the other values are honesty, justice, tolerance, wise, self-discipline, helpful, empathy, cooperation, tough, and some of democratical values.³³

The aim of the character education based on the statements above can be concluded that is to educate students to have values that is based on the 9 character pillars as mentioned above so that students can be a good citizen in school, family, and society.

e. The foundation of character education

Zubaedi in his book states that Pancasila is the philosophy basic of character education.³⁴ The philosophy based character Pancasila means that every aspect of the character must be imbued

³¹ Zubaedi, *op.cit.*, p. 72.

³² Deni Damayanti, *op.cit.*, p. 12-13

³³ Zubaedi, *loc.cit.*

³⁴ Muchlas Samani dan Hariyanto, *op.cit.*, p. 21

by the five Sila of Pancasila as a whole and comprehensively as follows:

- 1) A nation that believe in one and only God;
- 2) A nation that upholds just and civilized humanity;
- 3) A nation who prioritizes the unity and integrity of the nation;
- 4) A democratic nation that upholds law and human rights;
- 5) A nation that emphasizes justice and prosperity.³⁵

Character education is a mandate of the Act number 20 year 2003 on National Education System, confirms that:

“The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners’ potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible.”³⁶

The Ministry of national education regulation Number 23 Year 2006 on the competency standard graduates stated that in each graduate competence standard (SKL) formulation implicitly or explicitly either on SKL SD or MI, SMP or MTS, SMA or MA, and SMK must contain value substance or character.³⁷

³⁵Ibid., p.22-24

³⁶Act of The Republic of Indonesia Number 20 Year 2003 on National Education System (Planipolis.iiep.unesco.org, accessed on November 19th 2019, at 13.15 WIT) p. 8

³⁷Muchlas Samani dan Hariyanto, *op.cit.*, p.27

The grand design of character education inthe draft dated October 23, 2010 mentioned that on each SKL formulation the description of what character can be developed in achieving each SKL tried to be given.³⁸

The mandate of article 3 of Law No. 20 of 2003 on the national education system stated that the education process should be oriented towards attitudes and behaviours or affective aspects.³⁹

2. Inclusive School

a. Definition of Inclusive school

Accoding to Stubbs, inclusive education –in this case is inclusive school- is a strategy to actualize a universal education to create a school that is responsive to the diversity of children and society needs.⁴⁰

David Smith in his book states that Inclusion is an objective of education that involve student with barriers in school life thoroughly in all school programs and accept them to the curriculum, environment, social interactions and self-concept or vision of the school's mission.⁴¹

Bailey outlines a definition of Inclusion as students with special educational needs are being in an ordinary school with other students, applied the same curriculum at the same time, in the same place with

³⁸Muchlas Samani dan Hariyanto, *loc.cit.*

³⁹Deni Damayanti, *op.cit.*, p. 17.

⁴⁰ Ni'matuzahroh dan Yuni Nurhamida, *Individu Berkebutuhan Khusus dan Pendidikan Inklusif* (Malang: UMM Press), 2016, p. 43.

⁴¹ J. David Smith, *Inklusi, Sekolah Ramah untuk Semua* (Bandung: Penerbit Nuansa), 2006, p. 45.

the acceptance of all in a way which makes the students feel no different from other students.⁴²

Ainscow states that Inclusion school accommodates and restructures in this case, the school curriculum, atmosphere and culture to respond to students with special needs.⁴³ Furthermore, Booth define inclusive school as two linked processes that are the process of increasing the students with special needs' participation in the cultures and curricula in ordinary school, and to reduce the exclusion of students with special needs from the school culture and communities in ordinary school.⁴⁴

Inclusion theorists, like those quoted above, imply that students have a right to be part of the mainstream but also a right to positive evaluation and respect.⁴⁵ This means students with special needs are not only being in the same school or class with other students but they have a right to be given a positive evaluation and respect according to their needs.

Educational systems that support effective functional inclusion have developed some common features, which serve to provide flexibility and responsiveness on the part of the school and its teachers. These are discussed under the headings school organization and management, curriculum development, classroom organization,

⁴² Harry Daniels, *Special Education Re-formed : Beyond Rethoric?* (London: Falmer Press), 2000, p. 8.

⁴³ *Ibid.*,

⁴⁴ *Ibid.*,

⁴⁵ Harry Daniels, *op.cit.*, p. 9.

within-school support, parental and community involvement, and training.⁴⁶

From all the statements above, it can be concluded that Inclusive education or inclusive school is the ordinary school that include students with special needs or barriers in daily activities in school including having the same curriculum, place, and services at school, so the students with special needs will feel welcomed and feel no different from other students.

b. The Foundation of Inclusive Education

Rudiyati states that the Inclusive Education Foundation was born from the Salamanca Declaration and the action framework on the special Needs Education in 1994. The fundamental principles discussed include:

- 1) children have a wide diversity in the characteristics and needs;
- 2) existence is normal;
- 3) The school needs to accommodate the needs of all students;
- 4) Students with special needs should go to school near them;
- 5) Inclusive education requiring participation from all community or society components;
- 6) the learning in an inclusive school must be adapted to the condition of each student by Implementing a differentiated curriculum.⁴⁷

⁴⁶Ibid., p. 75.

Constitution of 1945 article 28C paragraph 1 and article 9 paragraph 1 mentioned that each child have a right to receive education in order to developing their intelligence and personality according to their talent and interest that is also applied to students with special needs.⁴⁸

Mangunsono states that the government has developed an inclusive education since 2000, followed by the international symposium in Bukittinggi in 2005 that proclaimed to emphasize and continue the development of inclusive education program.⁴⁹

And the Circular of General Directorate General of the Ministry of National Directorate No. 380/C.C6/MN/2003 dated January 20th, 2003 concerning inclusive education, stated that inclusive education is started to be held and developed in every district or city consisting of SD,SMP,SMA, and SMK.⁵⁰

c. The Aim of Inclusive School

Stubbs states that the objective of an inclusive education is to be an effort in realizing a universal education to create a school that responds to the diverse of children and society needs and unite them with children on their age.⁵¹

⁴⁷ Ni'matzahroh dan Yuni Nurhamida, *op.cit.*, p.44

⁴⁸ *Ibid.*, p.48

⁴⁹ Ni'matzahroh dan Yuni Nurhamida, *op.cit.*, p.49

⁵⁰ *Ibid.*,

⁵¹ *Ibid.*, p. 44-45.

Peter Evans, in Harry Daniels states that the goal of most education system around the world is inclusion, which is Including students with special educational needs in an ordinary schools.⁵²

From the statements above, it can be concluded that the aim of inclusive education is an effort in actualizing a universal education through the school that respons to the differ of children and society needs by including students with special needs in an ordinary school.

d. The Urge of Inclusive School

According to Thomas Lombar students have the right to be given the teaching with his friends in the integrated places, because ignoring this right is a form of discrimination and students who are learning in a separate class often feel unmotivated, inferior, and helpless.⁵³ Sapon-Shevin in Oneil states that inclusive education requiringstudents with special needsto study at the nearby schools in the ordinary class with the children of their age.⁵⁴

Kunc states that separating education place is not beneficial for student in preparing to live in integrated society meanwhile the inclusive school has accountable point that can do so. The presence of students with special needs in regular classroom will benefit regular student from learning that their existence in class and society is

⁵² Harry Daniels, *op.cit.*, p. 69.

⁵³ J. David Smith, *op.cit.*, p. 395.

⁵⁴ Ni'matuzahroh dan Yuni Nurhamida, *op.cit.*, p. 43.

something that has been related to human right rather than academic or physical ability.⁵⁵

Dunn declares that by moving a student with barriers from a regular class means we have put a mistake on regular education. We reduce the need of regular teachers to cope with individual differences. This is a mistake for both morally and in education.⁵⁶

A UNESCO conference in Salamanca, Spain 1994 proclaimed :

“The necessity and urgency of providing education for children, youth and adults with special educational needs within regular education system ... regular schools with this inclusive orientation ... provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system. UNESCO.”⁵⁷

3. *Panca Karakter* Program

Panca Karakter is a character education program in Anak Saleh Elementary School Malang that is internalized with character education launched by the government. *Panca karakter* including five main righteousness namely personal righteousness, social righteousness, national righteousness, intelligence righteousness, and natural righteousness.⁵⁸

These five righteousness binding up various characters that is developed in Anak Saleh Elementary School, bringing a motto to be

⁵⁵*Ibid.*,

⁵⁶*Ibid.*, p. 395.

⁵⁷ Harry Daniels, *op.cit.*, p. 71.

⁵⁸Binti Saniatul Munawaroh, *op.cit.*, p. 4.

piously great, be childfriendly based creative islamic school, work as dedication to Allah, and the future civilized generation.⁵⁹

4. The Correlation of Character Education and Inclusive School

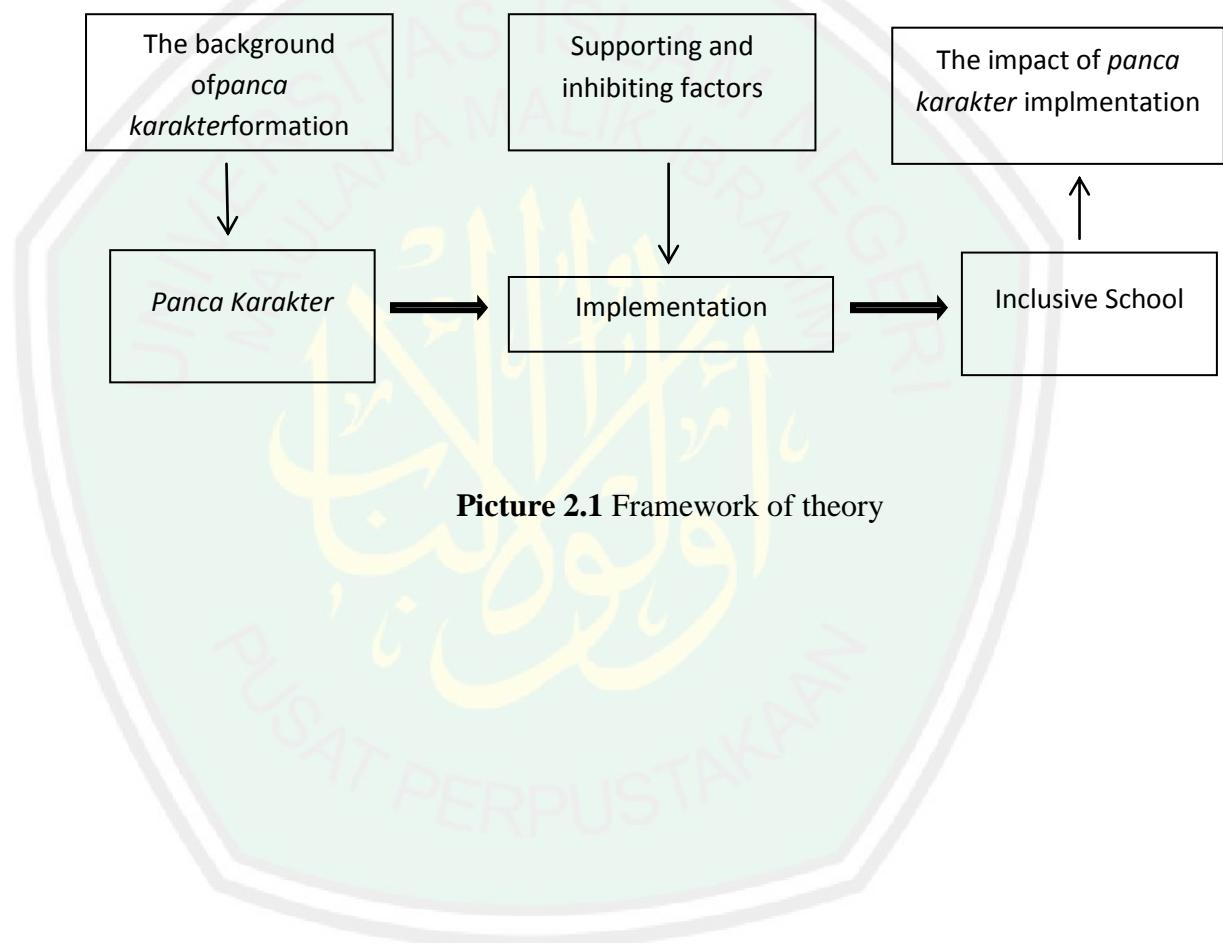
Inclusive education or inclusive school is the ordinary school that include students with special needs or barriers in daily activities in school including having the same curriculum, place and services at school, so the students with special needs will feel welcomed and feel no different from other students. The inclusive school itself is a good thing for character education because by gathering up students with special needs and regular students in one circumstance can trigger all stakeholders to behave and overcome diversity properly.

Inclusive education is a fulfillment of human rights, because the students with special needs will no longer feel different from another student and it can provoke the character development not only regular students but also students with special needs. Character education and inclusive school is like a mutual symbiosis, because both are beneficial to each other, since inclusive school isbased on values and humanity while the character education is teaching and implementing values to all students, so that the aim of character education to engrave values to students will be achieved successfully.

⁵⁹*Ibid.*, p. 11.

B. The Framework of Theory

This research is focusing on The implementation of *panca karakter* in inclusive school, how the *panca karakter* is formed, how is the implementation of *panca karakter*, what is the supporting and inhibiting in its implementation, and what is the impact of the implementation of *panca karakter*, the framework of this research is as follows:



Picture 2.1 Framework of theory

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

This research is using a qualitative method andThe approach using in this research is qualitative descriptive approach which the data is based on facts, phenomena and circumstance that is merely happened in field during the research. so, after the data is collected, the researcher will describe and analyze the data as what it is.

Because this research will be focused on how the implementation of *panca karakter* inclusive school applied, in order to get the detailed in-depth information about this case, so the researcher decide to use case study as the design for this research.

B. Researcher Attendance

Qualitative research is interpretative research where researcher is engaged in ongoing and continuous experience with participant.In this research, the researcher will directly involved in the field to observe the events related to the case under study.

The attendance of researcher is important because the researcher is acted as the main instrument and also as an interviewer, observer and the data collector. This research took 3 months for interviewing, observing, and studying the data until this thesis is finished. The researcher has conducted this research since June until August 2020. The researcher has interviewed Mr. Ikhsan as the school principal, Mrs. Ika as the vice

principal of students services and public relations, Mr. Efendi as the coordinator of school culture and character building as well as a student guardian, Mr. Davies as the classroom teacher, Mrs. Dini as the SEIT coordinator, Mrs. Izza as the SEIT of a fifth grader student with special needs, and Mr. Ari as the SEIT of a fourth grader student with special needs, and has observed and studied the documents so this thesis can be completed and finished.

C. Research Site

This research will be held in Anak Saleh Elementary School that located in Arumba Street No. 31, Tunggulwulung, Lowokwaru, Malang, East Java, Indonesia. Anak Saleh Elementary School is one of the Primary School that is trusted to implement inclusive education in Malang City. Anak Saleh is also a school prior in Malang City that is applying character education program.

Anak Saleh Elementary School has its own unique program namely *panca karakter* in implementing character education that is internalized version of the character education which is proclaimed by the government. Anak Saleh Elementary School is pointed as the pilot project for implementing character education in Malang City by the City Government, and also a pioneer for inclusive school that open for anyone including students with special needs in Malang City. *Panca karakter* has five righteousness that binding up several characters that implemented in Anak Saleh elementary School, they are personal righteousness, social

righteousness, national righteousness, intelligence righteousness, and natural righteousness.

D. Data and Data Resources

The type of data in this research can be divided into two that are primary and secondary data. the primary data that will be obtained in this research is directly obtained by the researcher in a form of sayingand the behaviour of the research object relating to the implementation of *panca karakter* in inclusive school. Meanwhile, the secondary data is the data that is obtained indirectly in a form of document.

Since this research is using both type of data, this research data resources will be obtained from the researcher interview, observation, and documentation. The interview is involved the school principal, the vice principal of students services and public relations, the coordinator of school culture and character building as well as a student guardian, the classroom teacher, the SEIT coordinator, the SEIT of a fifth grader student with special needs, and the SEIT of a fourth grader student with special needs with the data obtained is in the form of interview recorder and notes, the data obtained by observation is including photos and notes while the data from documentation is from the school documents including lesson plan, academic callendar, photos, et cetera.

E. Data Collection Technique

The Data collection technique that will be used in this research are in-depth interview, participant observation, and study the document.The

in-depth interview will be done to the related interviewees. the researcher will prepare the instrument for the interview, record it or note it so the result of this interview can be used as the data for this research. for the observation, the researcher acted as a participant observer. the researcher will just only collecting the data that will be obtained by observing and will not affect the circumstance in the field. and the last technique is study the document which the researcher will analyze and describe so that it can be used as the data for this research.

The researcher is interviewing Mr. Ikhsan as the school principal, Mrs. Ika as the vice principal of students services and public relations, Mr. Efendi as the coordinator of school culture and character building as well as a student guardian, Mr. Davies as the classroom teacher, Mrs. Dini as the SEIT coordinator, Mrs. Izza as the SEIT of a fifth grader student with special needs, and Mr. Ari as the SEIT of a fourth grader student with special needs. This research is more focused on students in their fourth or fifth year because they have been implementing *panca karakter* for more than three years, so they are expected to have been able to apply *panca karakter* in their daily life both at school and home. The observation is done by observing the condition of the school environment. And the study the documentation is by analyzing the documents from school such as lesson plan, academic calendar, photos, datas, et cetera.

F. Data Analysis

The data analysis in this research is including data reduction, data presentation, and conclusion withdrawal. This data analysis is carried out interactively and take place continuously until it is completed so the data will be saturated and the steps using in this data analysis is according to Miles and Huberman.⁶⁰

The first step of this data analysis is data reduction. After the data all collected, the researcher will categorize, reduce the unnecessary data and sharpen the main case only, so the result will be systematic and understandable.

After the data is categorized and the unnecessary data reduced, the final data will be displayed in narrative descriptive followed by theoretical study so that it will be easier to understand the result of the research and planning the next step of the research.

The final data analysis step is conclusion withdrawal and verification. The initial data conclusion that are found are still temporary and it will change if there are no strong evidences found in the next stage of data collection. But, if the researchers found the strong and consistent data when they go back to the field, the data conclusions presented are credible.

⁶⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta), 2018, p. 246

G. Data Validity Techniques

After all data has been collected and analyzed, the researcher need to check the validity of the data collected from interviews, observations, and documentation. This research using three types of data validity criteria according to Sugiyono including: a) triangulation, b) membercheck and, c) reference check.⁶¹

a. Triangulation

Triangulation asseses the sufficiency of the data to check the data credibility according to the convergence of multiple data sources or multiple data collection procedures. The researcher conducting the data collection in multiple times and multiple sources through interviewing reliable sources regarding the implementation of *panca karakter* at Anak Saleh Elementary School.

b. Membercheck

Membercheck is the technique of checking the data validity by checking the compatibility in the data obtained to the data provider. This aimed to know how credible is the data obtained to the data provided by the provider, so that the information obtained that will be used in the research report is as intended as the informant meant.

c. Reference check

The data validity check using a reference check is to prove the obtained data by presenting the supporting data. Interview should be suported by recording, certain condition or situation should be supported

⁶¹ Sugiyono, *Metode Penelitian Kuantitatif...*, op. cit., p. 270

by photo or documents, and the use of devices such as recorder, camera, or notes in data collection process are needed to support the data credibility.

H. Research Procedure

The research procedure is the stages of the research that should be done. the first stage of this research is pre-field research, the researcher observe and contacting the school, checking and confirm about the case that will be studied and ask for permission to do the research both from school and from faculty. Then, the researcher also do the literature review to complete the data before the research are done.

The second stage is to do the research in field where the researcher collecting the data directly from the field by doing interviews, observations and documentations.

The third stage is the data analysis, in this stage the researcher will do data reduction, displaying the filtered and categorized data and then draw the final data conclusion.

The final stage of this research is to write the final report. after all the data collected, analyzed, and displayed the researcher will begin to write the report with the guidance from the supervisor in order to write the report properly.

CHAPTER IV

DATA EXPLANATION AND RESEARCH FINDINGS

A. General Description of Research Object

To be more specific about the research findings in this research, the following are the description for the research object in the case study of *panca karakter* implementation in inclusive school.

1. A Brief History of Anak Saleh Elementary School Malang⁶²

Anak Saleh Elementary School was established back in 2005/2006 under the Anak Saleh Educational Foundation. The background of Anak Saleh Elementary School establishment were considering several things, such as (1) the high demand of quality islamic based school in Malang, (2) the limited capacity of favorite elementary school in Malang, and (3) suggestion from most parents.

In the middle of the rapid development of technologies, culture and society, it is not easy to develop a school with islamic vision. Educating muslim kids are a big challenge now considering the influences from a non-islamic environment are so intense. That's why, to have a devout and quality muslim student we also need to have a quality school with a quality supporting curriculum and learning strategy.

Anak Saleh Elementary School were designed to provide belief, attitude, knowledge and skills to students to become a good muslim. The curriculum designed as integrated curriculum which integrates the National Curriculum and Internal Curriculum. National Curriculum as a reference for minimum competency standard, while the Anak Saleh Elemenatry School Internal

⁶² Anak Saleh Elementary School Documentation, Profil SD Anak Saleh 2020/2021

Curriculum as a value-added such as islamic values and communicaing with english.

2. Profile of Anak Saleh Elementary School Malang

Anak Saleh Elementary School Malang is one of the school under the Anak Saleh educational foundation covering an area of 10.000 M²and has a 2.000 M² sports field located in Arumba street no. 31, Tunggulwulung, Lowokwaru, Malang with the phone number (0341) 487088 and postal code 65143.This school has been operating since 2005 with the School Statistic Number (NSS) 102056104008 and National School Principal Number (NPSN) 20539410.

3. Vision, Mission, objectives, and targets of Anak Saleh Elementary School

a. School Vision

The Realization of the excellent islamic elementary school that provide graduates with faith, attitude, science, technology, culture, and devoted to religion, nation, and family.

b. School Mission

- 1) Implementing an excellent islamic primary education based on islamic values.
- 2) Implementing an excellent primary education with the vision ahead of providing graduates that master the basic communication skill in Indonesian, English, and Arabic language as a foundation for future self improvement.
- 3) Build a conducive, innovative, healthy, and Islamic learning environment.
- 4) Create a professional management and learning strategies.

- 5) Accomplish a high achievements in the academic, non-academic, and social fields.
- 6) Cultivating students' love for arts, culture, and socio-religious.
- 7) Encouraging commitment to Islam, humanity, scholarship, nationality and kinship.

c. School Objectives

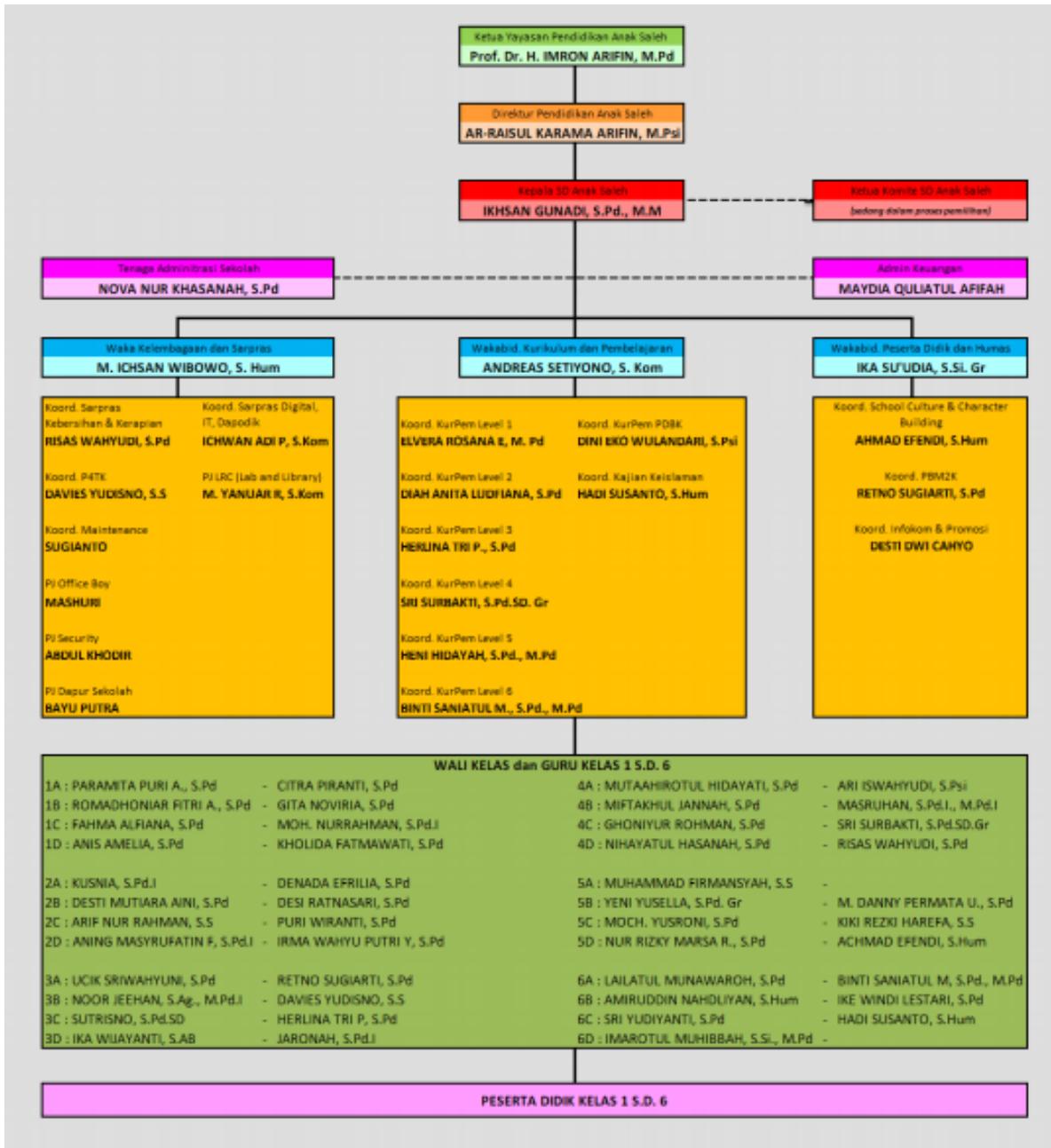
Based on the vision and mission of Anak Saleh Elementary School, the objectives of the school are:

- 1) Have good character based on the adequate knowledge and skills about Islam.
- 2) Have knowledge and skills to read and write Al-Quran and practice it in everyday life.
- 3) Have the ability to communicate in basic English for daily life and to prepare for a higher education level.
- 4) Have adequate skills in writing scientific, fiction, and journalistic works that are compatible for children's development.
- 5) Mastering at least one sport or art skill as a result from continuously encourage students' talents.
- 6) Mastering information and technology as an instrument for self-development.

While the targets that should be achieved are:

- 1) Excellent in Worship
- 2) Excellent in reciting the Qur'an
- 3) Excellent in English
- 4) Excellent in literacy and numeracy
- 5) Excellent in Creativity
- 6) Excellent in Information and Technology

4. Organizational Structure



Picture 4.1 Organizational Structure⁶³

⁶³ Anak Saleh Elementary School Documentation, Profil SD Anak Saleh 2020/2021

5. Condition of Teachers, Staffs, and Students at Anak Saleh Elementary School

Anak Saleh Elementary School has total of 24 classes with 4 classes in every level, in school year 2020/2021 there are 659 students, 18 of them are students with special needs, they have different type of disabilities such as autism, learning disability, ADHD, spectrum autism, slow learner, and down syndrome.

There are total of 63 teachers in Anak Saleh Elementary School most of the teacher are Undergraduate teachers with total of 56 teachers, 30 of them are permanent teachers and the other 26 are non-permanent teachers, 5 postgraduate teachers, and only 2 teachers are High School Graduate. Apart from regular teachers, Anak Saleh Elementary School also providing a special education itinerant teacher (SEIT), a SEIT is a teaching specialist who helps students with behavioral, social/emotional, speech, language, or developmental issues integrate successfully into the classroom that working one-on-one with students.⁶⁴ The following is the specification of students with special needs in Anak Saleh Elementary School:

⁶⁴ Type of Specialists, [Childmind.org/guide/guide-to-learning-specialists/types-of-specialists/](https://childmind.org/guide/guide-to-learning-specialists/types-of-specialists/) (accessed on November 7th 2020, at 22.13 WIT)

Table 4.1 List of Students with Special Needs⁶⁵

No.	SEIT	Name	Grade	Class	Class equality	Disabilities	Other disabilities
1.	Ustz. Dara	Aqila Azka Adil	I	Nabi Yunus	Simplified	Speech Delay	
2.	Ustz. Ismi	Muhammad Ivan Azka Athallah	I	Nabi Zakaria	Simplified	Speech Delay	
3.	Ustz. Nurul	Ahmad Ramdonald Habibie	I	Nabi Yahya	IEP		
4.	Ustz. Erda	Muhammad Athar Al Naja	I	Nabi Isa	Simplified	Global Development Delay (GDD)	
5.		Atfa Kulthoum Al Labiba	I	Nabi Yunus	Simplified	Physical Impairment	
6.	Ustz. Olga	Rumandu Java Dwipa	II	Nabi Daud	Simplified	Learning disability	
7.	Ust. Yahya	Muhammad Adi Satria	II	Nabi Ilyas	IEP	Autism	Autism
8.	Ustz. Tari	Muhammad Daaris Azzuhri	II	Nabi Ilyasa	IEP	Learning Disability	CDD
9.	Ustz. Yessy	Muhammad Faruq Mukhtar Rafai'i	III	Nabi Syuaib	Simplified	ADHD	ADHD
10.	Ustz. Erna	Amir Sulaiman	III	Nabi Zulkifli	Simplified	Slow Learner	CDD
11.	Ust. Ari	Abshar Ridwan Kusumo	IV	Nabi Ishaq	IEP	Autism	ASD
12.	Ustz. Naila	Sofie Jasmin Sahira	IV	Nabi Ayyub	Simplified	Speech Delay	Slow Learner
13.	Ustz. Izza	Rakha Faeyza Permadi	V	Nabi Shalih	Simplified	Spectrum Autism	Autism

⁶⁵ Anak Saleh Elementary School Documentation, Profil SD Anak Saleh 2020/2021

14.		Reviano Ar Rozaq	V	Nabi Luth	Simplified	Dyslexia	
15.	Ustz. Lina	Mochammad Ahnaf Daniswara	V	Nabi Ibrahim	Simplified	Spectrum Autism	Autism
16.	Ustz. Elfa	Muhammad Akhtarizzan Yassafiraz Nugroho	VI	Nabi Adam	Regular	ADHD	ASD
17.	Ustz. Indah	Syakila Nadine Insani	VI	Nabi Nuh	IEP	Down Syndrome	Down Syndrome
18.	Ustz. Dewi	Alifa Aulia Azzahra	VI	Nabi Adam	Simplified	Spectrum Autism	Autism

6. Facilities and Infrastructure

The facilities in Anak Saleh Elementary School are including 25 classrooms, library, headmaster's office, teacher's office, restrooms, prayer room, canteen, school health services, security room, school cooperative, warehouse, props room, and auditorium and all are in a good condition.

There are 1682 books in total with the specification 732 textbooks, 400 storybooks, 400 children's books, 50 creation books, and 100 encyclopedias.

Moreover, there are some props including organs props, light kit, sound kit, energy kit, electricity kit, natural science kit, air kit, heat kit, simple machine kit, and others props all are in a good condition.

B. Data Explanation

The data explanation including various data explanation obtained from the field research as information, the data obtained by observation, interviews, and documentations conducted by the researcher. for the interviews, the researcher interviewed some sources related to this research they are Mr. Ikhsan as the school principal, Mrs. Ika as the vice principal of students services and public relations, Mr. Efendi as the coordinator of school culture and character building as well as a student guardian, Mr. Davies as the classroom teacher, Mrs. Dini as the SEIT coordinator, Mrs. Izza as the SEIT of a fifth grader student with special needs, and Mr. Ari as the SEIT of a fourth grader student with special

needs. This research is more focused on students in their fourth or fifth year because they have been implementing *panca karakter* for more than three years, so they are expected to have been able to apply *panca karakter* in their daily life both at school and home.

The implementation of *panca karakter* at Anak Saleh Elementary School is a realization of excellent, creative, and innovative islamic education resulting in the concept of students that have faith, *taqwa*, morality, civilized and life-friendly based on *panca karakter* which is applied to instill islamic values in whole school range. The researcher will expose the research results in paragraph derived from the research focuses as follows:

1. The background of the formation of *Panca Karakterat* Anak Saleh Elementary School

The idea of *panca karakter* cannot be separated from islamic values and child friendly education. Islamic values is the most important aspect in *panca karakter* because the five characters in *panca karakter* are derived from islamic values, while the child friendly education is the essentiality of school itself in general, so as the effort to create a child friendly education, Anak Saleh Elementary School innovating a unique internal character education that we know it as *panca karakter*. This is in accordance with the statement from the school principal, Mr. Ikhsan:⁶⁶

⁶⁶ Interview with Mr. Ikhsan Gunadi, the school principal of Anak Saleh Elementary School at 9 September 2020

“Since the first time Anak Saleh was established, we have already brought our vision and mission such as child-friendly school and a school that teaches Islamic values that will later cultivated in the aspect of each student’s attitude which is the Islamic that is based on culture and nationality.”

Anak Saleh Elementary School is the character based school, it can be analogized as Indonesia that has Pancasila and Anak Saleh has *Panca karakter* as its concept. This is based on the interview with Mrs. Ika as the vice principal of students services and public relations stated that:

“Anak Saleh Elementary School is a character-based school, the Islamic yet nationalist which is needed in the primary education for children, because character education should be applied as early as possible, having the concept of typical Anak Saleh character just like Indonesia that has Pancasila, Anak Saleh has *panca karakter*.⁶⁷”

When the Malang city government proclaimed that Malang city is both a general and inclusive city, Anak Saleh Elementary School is one of the pioneer for inclusive school in Malang, they accept students with various kind of disabilities to get along with regular students in the same environment and the same system at school. This is informed to the researcher in the interview as follows:

“simultaneously with the declaration of Malang City as an inclusive city, the Mayor letter that declare Malang City as a city that provide education for both general and inclusion. Anak Saleh Elementary School is a pioneer in opening up the education for inclusive children based on child friendly and

⁶⁷ Interview with Mrs. Ika Su’udiah, the vice principal of students service and public relations of Anak Saleh Elementary School at 19 August 2020

respecting that each child have the same right to experience education in normal environment.”⁶⁸

As a school that uphold islamic values and child friendly education, Anak Saleh Elementary School have a concept of school for human including inclusion that will be resulting an independent student or learn independent. Mr. Ikhsan, the school principal stated that:

“Anak Saleh hold the concept of school for human that one of them is includes inclusion, resulting the output of independent student or independent learning.”

And inclusion is not all about student with special needsonly, the regular students will also be aware of their surrounding regarding their special friends that they have to be grateful, accept diversity, have empathy, and to not be selfish. It is according the statement of Mrs. Ika that said:⁶⁹

“Inclusion in Anak Saleh Elementary School is focused on the potential or intelligence of students with special needs and not focusing on the shortcoming side, giving the right to inclusive students to experience the normal life or learning, and as a form of learning for regular students to be motivated to always be grateful, accept diversity, have empathy, and not selfish.”

2. The implementation of *Panca Karakter* to all the stakeholders at Anak Saleh Elementary School

Implementing *panca karakter* at Anak Saleh Elementary School has to include three components in its implementation as one of the

⁶⁸ Interview with Mrs. Ika Su’udiah, the vice principal of students service and public relations of Anak Saleh Elementary School at 19 August 2020

⁶⁹ Interview with Mrs. Ika Su’udiah, the vice principal of students service and public relations of Anak Saleh Elementary School at 19 August 2020

program at this school, the three components are planning, implementation, and evaluation. The researcher will analyze each component based on the data obtained from related sources in the following points:

a. Planning

The first component in running the *panca karakter* program is planning. The planning in this program includes introduction, framing the themes, and outlining the programs. The essence of this program is actually to apply *Zikir, Fi'il, and Fikir* to every students in its implementation. This statement is from the interview with the school principal, Mr. Ikhsan stated:

“The process is applied in learning process through the 5 themes ... which later will be centered to the application of *Zikir, Fikir*, and *Fi'il* to students”

The implementation of *panca karakter* is in line with the vision and mission of the school, as the vice principal of students services and public relations stated in the interview that:⁷⁰

“To reach the goal, we need some other ways outside the academic education, Anak Saleh also applying *panca karakter* in every aspect of education process in Anak Saleh, and the implementation of *panca karakter* is already in accordance with the school vision and mission.”

Before the program is implemented, all the school members including students, teachers, staffs, securities and all the school population need to know what exactly is *panca karakter*. So, Anak Saleh introduce *panca karakter* to all the school population

⁷⁰ Interview with Mrs. Ika Su'udiah, the vice principal of students service and public relations of Anak Saleh Elementary School at 19 August 2020

by socializing the existent of *panca karakter* as one of the character education program in Anak Saleh Elementary School. This is based on the statement from the school principal that said:

“All of the civitas academica is socialized about the implementation of *panca karakter* which is the sublimation from the 36 characters existed then resulting 5 themes which is the transformation of *panca karakter*.”

After introducing the program, the theme is framed to be applied to all school population. The theme is derived from the five characters in *panca karakter*. Themes for the program is informed by the school principal as follows:

“The process is applied in the learning process through 5 themes derived from *panca karakter*, respectively. The 5 themes are oneself from personal righteousness, environment from social righteousness, science and technology from intelligence righteousness, manage to the world from national righteousness, change from natural righteousness which later will be centered in the application of Zikir, Fikir, and Fi'il to students.”

From the interview, it can be mentioned that the theme for each character in *panca karakter* program are:

- 1) Personal righteousness: Ourselves
- 2) National righteousness: Manage to the world
- 3) Natural righteousness: Change
- 4) Intelligence righteousness: Science and Technology
- 5) Social righteousness: Environment

As for the programs, Anak saleh has five beyond the classroom activities, these programs outlined by the coordinator

of school culture and character building of Anak Saleh Elementary School as follows:⁷¹

“Our strategy is habituating through programs, from the five righteousnesses of *panca karakter* there are five programs which the activities are outside the class activities, it’s just like the house in Harry Potter movie, such as homebase, SCCB (School Culture and Character Buildling) forming the learning for students through habituation. There are KBPS (Korps Penegak Budaya Sekolah) for personal righteousness, TTM (Tim Teladan Masjid) for social righteousness, Homebase (like Student Council) for national righteousness, KANCIL (Komunitas Anak Saleh Cinta Literasi) for intelligence righteousness, and Gforce (Green Force) for natural righteousness.”

Based on the interview, it can be concluded that the programs beyond the classroom as an effort to implement *panca karakter* are:

- 1) Personal righteousness: KPBS (School Culture Enforcer Corps)
- 2) National righteousness: Homebase
- 3) Natural righteousness: Gforce (Green Force)
- 4) Intelligence righteousness: KANCIL (Komunitas Anak Saleh Cinta Literasi)
- 5) Social righteousness: TTM (Tim Teladan Masjid)

All of the programs will be applied to all the students regardless the regular students or students with special needs they all take part in the program together with the same curriculum, but the KKM (minimum completeness criteria) for the students with special needs is simplified and adapted to the

⁷¹ Interview with Mr. Efendi, the coordinator of school culture and character building of Anak Saleh Elementary School at 1 September 2020

students' ability and each student with special needs have their own SEIT to help them. It is described by the school principal that:⁷²

"The curriculum is the same (for both regular students and students with special needs), but the minimum completeness criteria (KKM) is simplified adapted to the ability of students with special needs themselves, respectively."

The concurred statement expressed by the vice principal of students services and public relations that:⁷³

"Students with special needs shared the same curriculum with the regular students, but they have their SEIT who conditioning and simplifying the material when it is needed and adapting based on the ability of each student."

b. Implementation

The *panca karakter* program is implemented both in and outside the classroom to all school population. They all are understanding, applying, and supporting the implementation of *panca karakter* as the school principal told the researcher regarding this:

"All of the civitas academica are involved starting from the classroom teachers, subject teachers, SEIT, and ustazah for Qur'an, and also staffs are supporting the implementation of *panca karakter*. The understanding of *panca karakter* are already cultivated to both teachers and staffs at Anak Saleh Elementary School."⁷⁴

the implementation of *panca karakter* is including setting up the environment, in classroom activities, beyond classroom

⁷² Interview with Mr. Ikhsan Gunadi, the school principal of Anak Saleh Elementary School at 9 September 2020

⁷³ Interview with Mrs. Ika Su'udiah, the vice principal of students service and public relations of Anak Saleh Elementary School at 19 August 2020

⁷⁴ Interview with Mrs. Ika Su'udiah, the vice principal of students service and public relations of Anak Saleh Elementary School at 19 August 2020

activities, and extracurricular activities. The more detailed description is as follows:

1) Set up the environment

The school environment need to be set to the condition that will support the *panca karakter* implementation. The set up started as soon as the school started, wherever it is inside or outside the class, as long as it is related to school activities, the adjustment must be set up. The vice principal of students services and public relations has stated:

“The setting up of environment are applied in the whole school, starting from the students arrive in the morning and learning process in or outside the class. There are also outing program as the effort of character building.”

Some of the efforts set by Anak Saleh are as the vice principal of students services and public relations told as follows:⁷⁵

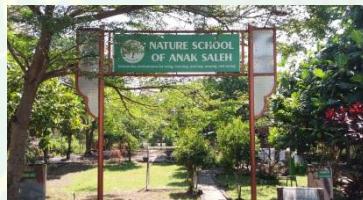
“in the morning, we play asmaul husna through loudspeakers at school, rules are displayed at announcement board, slogans are displayed at school, singing national anthem, and conditioning the school environment to support the implementation of *panca karakter*, conditioning the school to be child-friendly school so that students are feel at home.”

Based on the statement above, it can be pointed that the efforts set by Anak Saleh at the school environment are as follows:

- a) Play Asmaul Husna recitation at school through loudspeakers every morning.

⁷⁵ Interview with Mrs. Ika Su'udiah, the vice principal of students service and public relations of Anak Saleh Elementary School at 19 August 2020

- b) Displaying the rules at the school announcement board.
- c) Displaying slogans at school.
- d) Singing the national anthem and songs.
- e) Setting up the facilities and infrastructure to improve the *panca karakter* implementation.
- f) Setting up the media to improve the *panca karakter* implementation.
- g) Setting up the school to be child friendly that students feel at home.



Picture4.2 Anak Saleh Infrastructure and facilities⁷⁶

⁷⁶ Anak Saleh Elementary School Documentation

As for the setting in the learning process, the teacher are performing the learning process based on the standard. This is in accordance with the statement:⁷⁷

“in classroom, teacher conditioning the class according to the standard such as greeting, aperception, sharing the same vision and mission, constructing student's concentration, and increasing students' interest in learning.”

The teacher performing the learning process that is based on the standard is including greeting, apperception, synchronizing the vision and mission, constructing the concentration to increase students learning interest in the learning process.

2) In classroom implementation

Implementation of *panca karakter* in classrooms is integrating the values into the subjects based on the KD (basic competencies) customized to the themes. The school principal informed that:

“The implementation (*panca karakter*) is taking the basic competencies (KD) according to the five themes of *panca karakter* gradually, 2 themes applied at semester 1, and 3 themes applied at semester 2.”

From the interview we can conclude that the themes are applied gradually into the learning process that in the first semester 2 themes are applied and in the second semester 3

⁷⁷ Interview with Mrs. Ika Su'udiah, the vice principal of students service and public relations of Anak Saleh Elementary School at 19 August 2020

themes are applied, so the implementation of *panca karakter* will be applied well.

Table 4.2 Modified KD theme: Ourselves⁷⁸

NO	MAPEL	No. KD	KD REGULER	KD MODIFIKASI
1	Bahasa indonesian	3.3	menggali informasi dari seorang tokoh melalui wawancara menggunakan daftar pertanyaan	Mengenali isi informasi dari kalimat sederhana
		4.3	melaporkan hasil wawancara menggunakan kosakata baku dan kalimat efektif dalam bentuk teks tulis	Membaca kalimat sederhana
2	Bahasa Jawa	3.1	Mengenal, memahami, mengidentifikasi teks puisi modern dalam bentuk lisan dan tulis	Mengidentifikasi kata dan angka bahasa jawa sederhana
		4.1	Membaca ekspresif teks puisi modern	Membaca kata/kalimat bahasa jawa sederhana
3	IPA	3.1	menganalisis hubungan antara bentuk dan fungsi bagian tubuh pada hewan dan tumbuhan	Mengidentifikasi macam bagian tubuh tumbuhan dan hewan
		4.1	Menyajikan laporan hasil pengamatan tentang bentuk dan fungsi bagian tubuh hewan dan tumbuhan	Menunjukkan bagian tubuh tumbuhan dan hewan sederhana dengan baik
4	IPS	3.1	mengidentifikasi karakteristik ruang dan pemanfaatan sumber daya alam untuk kesejahteraan masyarakat dari tingkat kota/kabupaten sampai tingkat provinsi	Mengidentifikasi macam penampakan alam di darat dan di laut seperti pantai, gunung, sungai, bukit.
		4.1	menyajikan hasil identifikasi karakteristik ruang dan pemanfaatan sumber daya alam untuk kesejahteraan masyarakat dari tingkat kota/kabupaten sampai tingkat provinsi	Menunjukkan penampakan alam sederhana
5	MTK	3.1	Menjelaskan pecahan-pecahan senilai dengan gambar dan model konkret	Mengarsir bentuk dari pecahan, identifikasi bentuk pecahan
		4.1	Mengidentifikasi pecahan-pecahan senilai dengan gambar dan model konkret	Mengidentifikasi bentuk arsisan sesuai dengan pecahan
6	PJOK	3.1	Memahami prosedur variasi pola gerak dasar lokomotor, non-lokomotor, dan manipulatif sesuai dengan konsep tubuh, ruang, usaha, dan keterhubungan dalam permainan bola besar sederhana dan atau tradisional	Mengidentifikasi gerakan dalam permainan bola besar seperti volly dan sepak bola
		3.2	Memahami prosedur variasi pola gerak dasar lokomotor, non-lokomotor, dan manipulatif sesuai dengan konsep tubuh, ruang, usaha, dan keterhubungan dalam permainan bola besar sederhana dan atau tradisional *)	Mengidentifikasi gerakan dalam permainan bola besar seperti volly dan sepak bola

⁷⁸Anak Saleh Elementary School documentation, modified KD

3) Beyond classroom implementation

There are five programs in beyond the class activities, the programs are applied by habituating the program. Mr. Efendi as the coordinator of school culture and character building outlined the more detailed description of these five programs as follows:⁷⁹

- a) Personal righteousness: KPBS (School Culture Enforcer Corps)

Regarding this program, Mr. Efendi described to the researcher that:⁸⁰

“Students will be a role model in how to be a true Anak Saleh students. Teachers are educating and habituating their students that will be a role model for their friends (peers learning), teachers do not involve too much in this activity and only overseeing and involving more students.”

The first program that is derived from personal righteousness is KPBS (School Culture Enforcer Corps), some students will be a role model for other students in enforcing the school culture. For this program, peers learning is applied so students are the main role in this program while teachers are only observing and overseeing the process of the program.

⁷⁹ Interview with Mr. Efendi, the coordinator of school culture and character building of Anak Saleh Elementary School at 1 September 2020

⁸⁰ Interview with Mr. Efendi, the coordinator of school culture and character building of Anak Saleh Elementary School at 1 September 2020



Picture 4.3Personal righteousness activities⁸¹

This program is based on Q.S Ali-Imron: 110 about the *amar ma'ruf nahi munkar*, this program is under the schhol culture and character building

⁸¹Anak Saleh Elementary School Documentation

supervision that is coordinating with the vice principal of students services and collaborating with the coordination of security of Anak Saleh. The recruitment of KPBS member also known as “Tim KPBS” which include all students from grade 1 to 6 that meet the requirements such as can be a *al-uswah al-hasannah* in attitude and word based on personal righteousness of panca karakter Anak Saleh.⁸²

Every member of KBPS has a right to wear KPBS symbol, use basecamp for meeting and coordination, get coaching school culture from teacher mentor, get a chance to help construct a safe, neat, and meaningful environment for learning, get a chance to be a member of self improvement program that is projected by school, and get the reward points for the effort and achievement. While the duty of Tim KPBS are worship diligently, have a good character, keep the school pride, obey the KPBS rules, participating in succeeding the program, and obey all the school rules. They will be on charge for 1 year service period and can continue become a member if they meet all the required terms and conditions.⁸³

The activity of KPBS program includes coaching halaqah for KPBS material, be on duty for the mandate

⁸²Anak Saleh Elementary School Documentation, KPBS Program

⁸³Anak Saleh Elementary School Documentation, KPBS Program

to maintain the school culture, and make sure all activities at Anak Saleh are based on the values in Anak Saleh.⁸⁴

b) National righteousness: Homebase

The program derived from national righteousness is Homebase, this program is pretty much like a student council in general, but there are five of them in one school. Mr. Efendi outlined the program very clearly in the interview:⁸⁵

“Homebase is a program like student council, but in Anak Saleh there are 5 homebases characterizing by colors and named after Khulafaurasyidin and Umar bin Abdul Aziz. red Homebase (Umar bin Khattab), Green Homebase (Utsman bi Affan), Yellow Homebase (Ali bin Abi Thalib), Black Homebase (Umar bin Abdlu Aziz).”

The five homebase are named after the four *khulafaurasyidin* and Umar bin Abdul Aziz, each homebase has their own color to characterize each homebase. All students are the member of homebase, they get into the one permanent homebase as soon as they get into school and will last till the graduation year. This system is similar to the housing system at Hogwarts in the famous Harry Potter movie.

⁸⁴Anak Saleh Elementary School Documentation, KPBS Program

⁸⁵Interview with Mr. Efendi, the coordinator of school culture and character building of Anak Saleh Elementary School at 1 September 2020

This program is based on Q.S Al-Hujurat: 13, this program aims to habituating the national righteousness at school, teaching-loving-caring, race in goodness, and great teamworking. Homebase is under the supervision of school culture and character building coordinator that is instructed and coordinated by the vice principal of student services collaborating with the chosen teachers for teacher captain and teacher staff.

Every member of Homebase has a right to wear Homebase symbol, use halaqah for meeting and coordination, get a scheduled coaching from teacher captain/teacher staff, get a chance to send a delegation for competition acomodated by school, get a chance to be a member of self improvement program that is projected by school, get the reward points for the effort and achievement, and have a chance to win an award at the end of semester. While the duty of Tim KPBS are worship diligently, have a good character, keep the school pride, obey the Homebase rules, participating in successing the Homebase program, obey all the school rules, and get the reinforcement once proved commiting rules breaking. The teacher captain, teacher staff and student captain will be on charge for 1 year service

period and can be promoted in the next academic year, while all the students member are permanent members.⁸⁶

Every homebase member is responsible for their homebase. when they are act positive or win any competition regardless it is local, regional, national or international competition they will earn their homebase points, while any rule breaking or negative actions will lose their homebase points. Basically, their acts affected their homebase points, both positive and negative. This is as the coordinator of school culture and character building has outlined that:⁸⁷

“the member of homebase is grouped randomly and in each classroom there are representatives from each homebase, so the membership of homebase are including students from grade 1 to grade 6 and no exception for students with special needs and is valid from they first come to Anak Saleh until they are graduated. All members are interdependence of each others, everything they do will be a reward or punishment, it will be a saving point when they do a positive thing and obey the rules, but there will be less point when they are breaking the rules, and the points are displayed at school. They will attempting to support each other to get the point.”



Picture4.4 The students win the competition⁸⁸

⁸⁶ Anak Saleh Elementary School Documentation, Homebase Program

⁸⁷ Interview with Mr. Efendi, the coordinator of school culture and character building of Anak Saleh Elementary School at 1 September 2020

⁸⁸ Anak Saleh Elementary School Documentation

At the end of the semester, the homebase with the most points is awarded by the school, and they have to make a strategy to get the point. Mr. Efendi stated that:⁸⁹

“every 2 Monday in a week, we held a flag ceremony, and the other Monday we held a halaqah. In this halaqah every homebase are discussing about the strategies to get the most points in the end of the semester and get rewarded by the school.”

Any students joining the five enhancing programs in *panca karakter* are sent by their homebase, they sort the best suited student for every field, so they will get a higher chance to get more points. Mr. Efendi continued his explanation regarding this:⁹⁰

“in Homebase, there are captain, assistant, teacher captain, and teacher staff. The involved students in KPBS, TTM, KANCIL, and Gforce are representatives from homebase, respectively. And the teacher should set a strategy in delegating their students so they will get a higher chance to get more points from those programs.”

This program is a platform for students to practice good deeds and avoid the bad deeds as much as possible, and habituating the student to always be responsible of their acts. This program suited the students because they

⁸⁹ Interview with Mr. Efendi, the coordinator of school culture and character building of Anak Saleh Elementary School at 1 September 2020

⁹⁰ Interview with Mr. Efendi, the coordinator of school culture and character building of Anak Saleh Elementary School at 1 September 2020

are kids and kids love rewards, as Mr. Efendi stated that:⁹¹

“Elementary students are like the rewarding point system and they will be proud when they contribute some points for their homebase. when they lost points because of them, the members will discuss to return the lost points. It can be returned by doing a good deeds, help others, participate in competition, azan in their nearest mushala and any good things that can return those points.”

That will be motivated to always do good in every occasion while encouraging their nationalistic character by loving and maintaining their homebase self-esteem.



Picture 4.5National righteousness activities⁹²

⁹¹ Interview with Mr. Efendi, the coordinator of school culture and character building of Anak Saleh Elementary School at 1 September 2020

c) Natural righteousness: Gforce (Green Force)

The natural rigteousness derives a Gforce (Green Force) program with nature school as its lab. There are some bases in nature school where the teacher and staff taught their students member in each base. The coordinator of school culture and character building informed us in the following interview:⁹³

“the school providing Anak Saleh Nature School as a lab, They will get materials from mentors (teachers) who are responsible in nature school and the staff to provide learning to students in each base, there are some bases includes green house base, fishery base, bird base, plants base, fruity plants base, herbal plants base, recycle base, and manufacturing fertilizer base.”

From the statement above, the researcher can mention the various base of nature school are base of green house, base of fisheries, base of birds, base of plants, base of fruity plants, base of herbal plants, base of recycle, and base of manufacturing fertilizer. The students will do a jigsaw technique in learning all the activities in each base, as Mr. Efendi continued his explanation as follows:⁹⁴

“And after that they will teach their friends, because everyone will have a chance to get into the gardening when they are in nature school so that they will get

⁹² Anak Saleh Elementary School Documentation

⁹³ Interview with Mr. Efendi, the coordinator of school culture and character building of Anak Saleh Elementary School at 1 September 2020

⁹⁴ Interview with Mr. Efendi, the coordinator of school culture and character building of Anak Saleh Elementary School at 1 September 2020

used to care to the environment. The core of akhlak is care, so we are attempting to cultivate that in this program.”

It can be concluded that this program taught student about both caring for nature and for their friends. They learn about the nature with their teacher and applied it, and then they have to teach and make their friends understand about the material they have learned before. It can motivate students to care for each other.



Picture 4.6Natural righteousness activities⁹⁵

⁹⁵Anak Saleh Elementary School Documentation

This program is based on Q.S Al-A'raf: 56 about the warn to not destroy the nature, this program aims to habituating the natural righteousness at school, activate the learning process at nature school, preserving the natural environment at Anak Saleh, persuade all the school population to participate in preserving the school natural environment, help to construct natural, safe, and comfortable environment for all school academica. GForce is under the supervision of school culture and character building coordinator that is instructed and coordinated by the vice principal of student services collaborating with Anak Saleh nature school coordinator and nature school team.⁹⁶

Every member of GForce has a right to identified as Gforce member, participating in coordinating Gforce program, get the additional star for homebase, get the Green School material partially based on the respective mandate, conducting student peer-learning program to students at Anak Saleh, make sure all the Gforce activities are well maintained, give punishment to students who break the GForce rules and report them to the responsible party. They are on duty when gardening, homebase entrepreneurship program, GSF Anak Saleh

⁹⁶Anak Saleh Elementary School Documentation, GForce Program

Elementary School, and clean and healthy school activities. They will be on charge for 1 year service period and can continue become a member if they meet all the required terms and conditions.⁹⁷

- d) Intelligence righteousness: KANCIL (Komunitas Anak Saleh Cinta Literasi)

This program is based on Q.S Al-Alaq: 1-5 about the command to read, this program aims to habituating the intelligence righteousness at school, educating school environment to love literacy, activate the school learning environment for literacy, guiding the school environment to accomplish in literacy. KANCIL is under the supervision of school culture and character building coordinator that is instructed and coordinated by the vice principal of student services collaborating with the coordinator of Anak Saleh Library.⁹⁸

Every member of KANCIL has a right to wear Kancil program symbol, basecamp for meeting and coordinating kancil program, coaching literacy material from teacher mentor, chance to submit their literacy work to school media, get a chance to be a member of self improvement program projected by school, get reward points for the efforts and achievements. While the duty of

⁹⁷Anak Saleh Elementary School Documentation, GForce Program

⁹⁸Anak Saleh Elementary School Documentation, KANCIL Program

Kancil are worship diligently, have a good character, keep the school pride, obey the Kancil rules, participating in succeeding the Kancil program, and obey all the school rules. They will be on charge for 1 year service period and can continue become a member if they meet all the required terms and conditions.⁹⁹

Regarding this program, the coordinator of school culture and character building stated that:¹⁰⁰

“this program is more about the library, there are school library, nature school library, and school bulletin board. They have a right and access to all social media of Anak Saleh.”

It can be concluded that the KANCIL program is more related to libraries, there are school library, nature school library, and school bulletin board. They have an access to share school activities in school social media.



Picture4.7 Intelligence righteously activities¹⁰¹

⁹⁹ Anak Saleh Elementary School Documentation, KANCIL Program

¹⁰⁰ Interview with Mr. Efendi, the coordinator of school culture and character building of Anak Saleh Elementary School at 1 September 2020

¹⁰¹

e) Social righteousness: TTM (Tim Teladan Masjid)

The program derived from social righteousness is TTM, they are in charge to accompany other students along the way to the mosque. Mr. Efendi stated regarding this program:¹⁰²

“TTM is in charge to accompany their friends from the class to the mosque, along the way to the mosque, taking their sandals, taking wudhu, at stairs, door mosque, to their shaf. They educate and accompany their friends to worship and pray calmly.”

This program is based on Q.S At-Taubah: 18 about the command to live up mosques, this program aims to habituating the social righteousness at school, applying the rules at school mosque, persuade all the school academica to obey the school mosque rules, accompany the mosque pilgrims in worship, help to conditioning a solemn environment for worship. TTM is under the supervision of school culture and character building coordinator that is instructed and coordinated by the vice principal of student services collaborating with the Al-Waladush Sholihin Mosque devotion.¹⁰³

Every member of TTM has a right to identified as TTM member, participating in coordinating TTM program, get the additional star for homebase, remind the pilgrims to worship solemnly, motivating the pilgrims to

¹⁰² Interview with Mr. Efendi, the coordinator of school culture and character building of Anak Saleh Elementary School at 1 September 2020

¹⁰³ Anak Saleh Elementary School Documentation, TTM Program

worship solemnly, give punishment to students who break the rules and report them to the responsible party. They are on duty when the time for dhuhur pray, jum'at pray (for muslim), keputrian (for muslimah), and when the religious activities at Al-Waladush Shalihin mosque. They will be on charge for 1 year service period and can continue become a member if they meet all the required terms and conditions.¹⁰⁴

Mr. Efendi continued with his explanation concerning the character that want to be cultivated to students as follows:¹⁰⁵

"TTM students are habituated to care to their friends, they are looking after their friend and remind them with positive diction, for example when their friends are running to the mosque they will remind them with positive diction like "please walk" not "don't run!" and when their friends are make noise in the mosque, they will remind them by saying "please zikir/please pray sunnah" instead of using negative diction such as "don't make a fuss!""

From the statement above, the researcher concluded that this program want to habituating student to have a caring personality, get used to use positive diction while they are in charge to accompany their friends to worship devoutly and well organized.

¹⁰⁴ Anak Saleh Elementary School Documentation, TTM Program

¹⁰⁵ Interview with Mr. Efendi, the coordinator of school culture and character building of Anak Saleh Elementary School at 1 September 2020



Picture4.8 Social righteousness activities¹⁰⁶

¹⁰⁶ Anak Saleh Elementary School Documentation

4) Extracurricular

To achieve the aim of *panca karakter*, Anak Saleh also providing various extracurricular to support the implementation of *panca karakter*. The values of *panca karakter* are integrated to extracurricular activities, the various extracurricular are Karate, Swimming, futsal, traditional dance, islamic dance, judo, badminton, qiro'ah, little doctor, entrepreneurship, chess, al-banjary, choir, coloring and drawing, batik, pencak silat, archery, contemporary music, and drum band.¹⁰⁷ This is in accordance to the vice principal of students services and public relations statement that:¹⁰⁸

“Students with special needs are also joining extracurricular activities in Anak Saleh”

¹⁰⁷ Anak saleh Elementary School documentation

¹⁰⁸ Interview with Mr. Ikhsan Gunadi, the school principal of Anak Saleh Elementary School at 9 September 2020



Picture 4.9 Extracurricular activities¹⁰⁹

¹⁰⁹ Anak Saleh Elementary School Documentation

All extracurricular programs are for all students including students with special needs, they even have their own extracurricular every Wednesday such as dancing, coloring, drawing, and cooking class as the school principal stated that:

“There are a lot of extracurricular activities, there are also the exclusive extracurricular for students with special needs every Wednesday such as dancing, coloring, drawing, etc.”

And the statement of Mrs. Fajri as the SEIT reassured that:

“The exclusive extracurricular for students with special needs every Wednesday are dancing, cooking class, and coloring. They are also allowed to join a regular extracurricular. For ananda, he joined badminton every Friday.”

Tabel 4.3List of Extracurricular at Anak Saleh Elementary School
Malang¹¹⁰

NO	JENIS EKSTRA	GRADE	NAMA TUTOR
1	KARATE	KELAS 1	NUR ANNISA FITRIYAH
2	KARATE	SENIOR	MASKUR AMINUDDIN
3	KARATE	KELAS 2	ARDA
4	RENANG PA	SENIOR	HARYO
5	RENANG PA	KELAS 1	ANWAR
6	RENANG PA	KELAS 2	ANWAR
7	RENANG PA	SENIOR	ANWAR
8	RENANG PI	KELAS 1	RINDI
9	RENANG PI	KELAS 2	RINDI
10	RENANG PI	SENIOR	RINDI
11	FUTSAL	KELAS 1	GALUH HADI WIJAYA
12	FUTSAL	KELAS 2	GALUH HADI WIJAYA
13	FUTSAL	SENIOR	GALUH HADI WIJAYA
14	MENARI TRADISIONAL	SENIOR	TRI ESTHI ANDAYANI

¹¹⁰ Anak Saleh Elementary School Documentation, Profil SD Anak Saleh 2020/2021

15	MENARI ISLAMI	KELAS 1	AISYA
16	MENARI ISLAMI	KELAS 2	AISYA
17	JUDO	SENIOR	SITI CHOTIDJAH
18	BADMINTON	SENIOR	RIVALDO HANDATA B.
19	BADMINTON	KELAS 1	BELLA SURYA PAMBUDI
20	BADMINTON	KELAS 2	BELLA SURYA PAMBUDI
21	QIRO'AH	SENIOR	SYAIFUL ULUM
22	UKS/TIWISADA	SENIOR	MAIDATUL HASANAH
23	KEWIRAUSAHAAN	SENIOR	NOVA PUTRI DIANA
24	CATUR	SENIOR	ANDRI
25	AL-BANJARY	SENIOR	HAMZAH
26	PADUAN SUARA	SENIOR	OKI
27	MEWARNA & MENGGAMBAR	SENIOR	ALI HASAN
28	BATIK	SENIOR	YUSITA
29	PENCAKSILAT	SENIOR	RACHMAT
30	PASKIBRA	SENIOR	NANDICA AJENG PRAMESTY
31	PANAHAN	SENIOR	
32	MUSIK KONTEMPORER	SENIOR	
33	DRUMBAND	SENIOR	

c. Evaluation

The evaluation of *panca karakter* including the evaluation to student, teacher, and the implementation itself. The evaluation to regular students and students with special needs are the same for its curriculum, the only difference is the minimum competency standard that has been adapted to each student capacity and ability, besides, the students with special needs are still need their SEIT to help and assist them in activities. This is based on the interview with the school principal that stated:¹¹¹

¹¹¹ Interview with Mr. Ikhsan Gunadi, the school principal of Anak Saleh Elementary School at 9 September 2020

“it's based on the completion of themes that is integrated with the material, the difference is in the evaluation for students with special needs are simplified and the minimum completeness criteria (KKM) is decreased.”

And the statement from the vice principal of students services and public relations that stated:

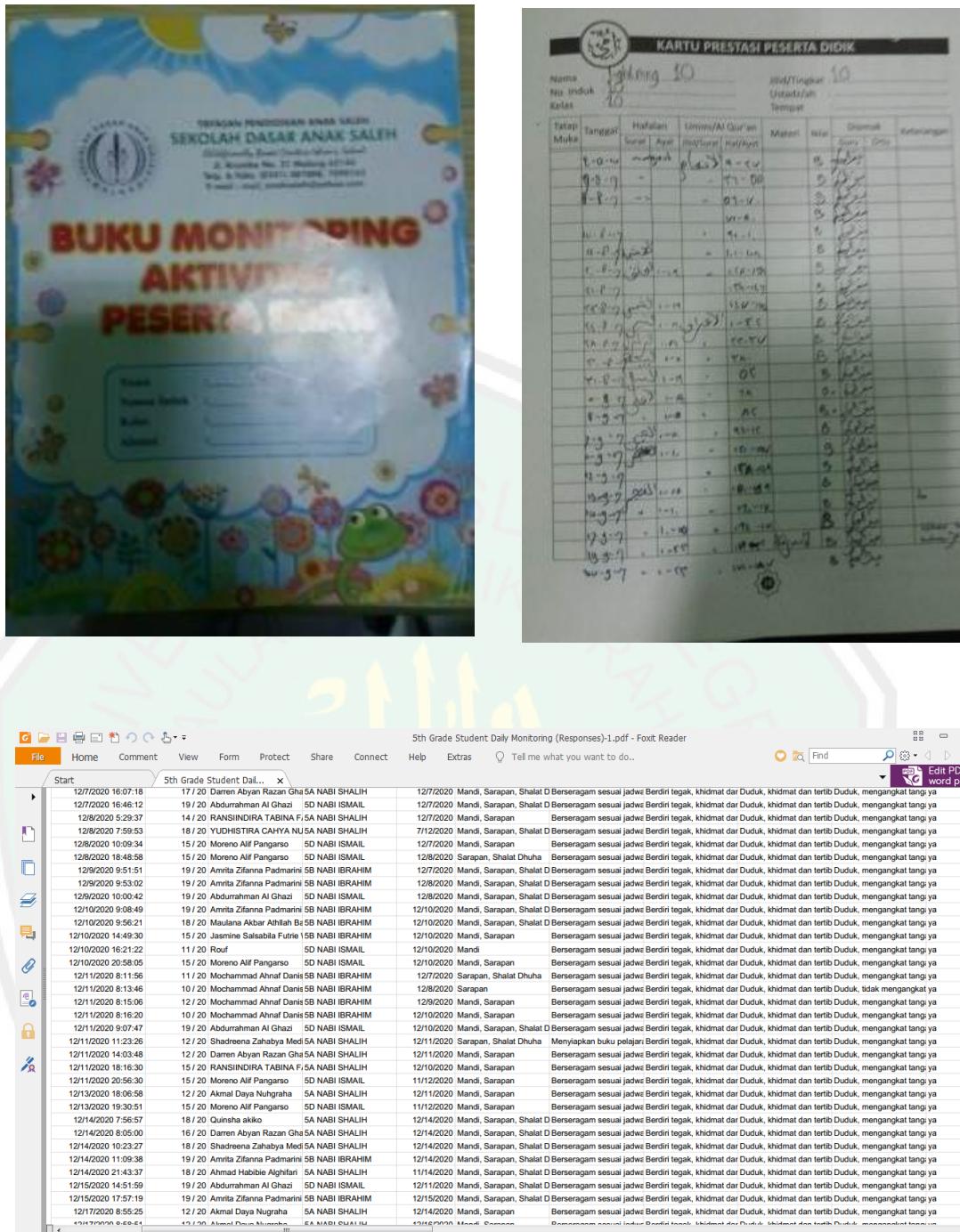
“the character evaluation is in KI1 and KI2, therein a spiritual character which the students with special needs are still needs a guidance from their SEIT and still can not do by their own, even the students with the motoric disorder is difficult to bring themself on their own. *Panca karakter* is already effective as long as the students with special needs are accompanied by their SEIT.”

To monitor and evaluate students character at home, Anak Saleh is cooperating with the parents. The vice principal of students services and public relations explained regarding this:

“we monitor students' behavior at home by providing monitoring book, duty book, direct communication with parents by phone or whatsapp, doing a home visit if they are really in trouble, sometimes parents are inviting teacher and ask for help to come to their home, open up many ways to build students character to be on track, attempting to build synergy between school an parents/home.”

From the statement, the efforts provided by the school to monitor and evaluate students character at home are by providing:

- 1) Monitoring book
- 2) Duty Book
- 3) Coordinating with parents via phone or Whatsapp
- 4) Doing a home visit if it is needed
- 5) Sometimes parents invited teachers to ask for a help
- 6) Opening up any way to maintain the character building
- 7) Build a synergy between school and parents



Picture 4.10 Offline and online daily evaluation for students¹¹²

¹¹²Anak Saleh Elementary School Documentation

The evaluation to teacher can be conducted through analyzing the completeness of the theme and peer to peer evaluation is also applied through sharing and discussion. This is in accordance to the statement by the school principal that stated:¹¹³

“based on the completeness of the themes that are integrated to the materials”

And the statement from the vice principal of students service and public relation regarding the evvaluation to teacher as follows:¹¹⁴

“evaluation to teacher is every Saturday and the staffs are educated by the serious yet relax activities, like almost every Saturday we are do exercise and then sharing, so we are upfronting kinship first, because character building is also cultivated to teachers and also staff, because character building is the act from the heart not a rule.”

The instruments of *panca karakter* has already implemented by 80%, this is considered as well applied. The school principal informed the researcher that:¹¹⁵

“the implementaions of Instruments in*panca karakter* is already reached 80%.”

¹¹³ Interview with Mr. Ikhsan Gunadi, the school principal of Anak Saleh Elementary School at 9 September 2020

¹¹⁴ Interview with Mrs. Ika Su'udiah, the vice principal of students service and public relations of Anak Saleh Elementary School at 19 August 2020

¹¹⁵ Interview with Mr. Ikhsan Gunadi, the school principal of Anak Saleh Elementary School at 9 September 2020

3. The supporting and inhibiting factors in applying *Panca Karakter* Anak Saleh Elementary School

a. The supporting factors

In implementing the *panca karakter* program, there are some supporting factors that help the process of the implementation to run well. Mr. Davies explained to researcher regarding these factors as follows:¹¹⁶

“Students are easily get along both with regular students and students with special needs, for example in TTM activity we provide a platform to support cultivating *panca karakter*, in TTM students are role models for their friends when in the mosque, beside role model from teachers, peer-students modelling is also applied here.”

Based on the interview above, peer-to-peer learning is the supporting factor because students are get along well both regular students and students with special needs, they spent much time together at school, so peer-to-peer learning is considered effective to be applied in this program. The supporting factor is also coming from Anak Saleh foundation and the parents themselves, this is as stated by Mr. Efendi that:¹¹⁷

“The foundation really support the activities that help the improvement of students’ character, for example is supporting the attributes for homebase and providing rewards. Parents are also supporting innovation by the school just like homebase.”

¹¹⁶ Interview with Mr. Davies Yudisno, the classroom teacher of Anak Saleh Elementary School at 19 August 2020

¹¹⁷ Interview with Mr. Efendi, the coordinator of school culture and character building of Anak Saleh Elementary School at 1 September 2020



Picture 4.11 Parents are supporting their son and daughter¹¹⁸

b. The inhibiting factors

The inhibiting factors in the implementation of *panca karakter* program are described by the following statements:¹¹⁹

“the inhibiting factors is home that is sometimes less or can not balancing the school targets because every home has different vision, mission, culture, and condition that caused what have been applied at school are still can not supported maximally at home and resulted to the inconsistency of students character improvement, the behaviour that still can not reach the target. At school, the inhibiting factors are the limited time, less solid activities and other thing that are only managerial problems.”

¹¹⁸ Anak Saleh Elementary School Documentation

¹¹⁹ Interview with Mr. Ikhsan Gunadi, the school principal of Anak Saleh Elementary School at 9 September 2020

From the statement above, we know that one of the inhibiting factors is when home or parents are less or can not balancing school targets for students that will affect students progress, and the inhibiting factors at school are including the limitid time, managerial problems that caused some activities are not yet completely solid. The following statement by Mrs. Ika is describing the inhibiting factors in students aspect that:¹²⁰

“in every programs there are always obstacle, moreover for inclusive students who are moody. When the students are not present in several days, the teacher need to restart the materials from zero because the students are collapsed. Moreover this pandemic makes students not coming to school in a long time so SEITs are doing a home visit for students with special needs, the condition of students themselves, and condition at their home, students with special needs are need more attention.”

Mrs. Dini as a coordinator of SEIT stated the same statement regarding the inhibiting factors concerning the students as follow:¹²¹

“it is based on the individual, for the fourth grader, he still can not do verbal and his emotion is not stabil yet and often get angry when he is praying (at mosque), screaming in class, so it depends on the individuals emotional. For the fifth grader, they starto to be independent but sometimes they are missunderstood their friends when they play together. The treatment for this problem is from their SEIT, respectively.”

The mood of students with special needs are mostly unstable, they need to re-learn the material if they are absence for several days because they are unstable. Their condition and their

¹²⁰ Interview with Mrs. Ika Su’udiah, the vice principal of students service and public relations of Anak Saleh Elementary School at 19 August 2020

¹²¹ Interview with Mrs. Dini Eko Wulandari, the coordinator of SEIT of Anak Saleh Elementary School at 19 August 2020

environment at home are affecting their development. The habituation is the other factor in implementing *panca karakter* because habituation is a process that cannot results instantly. This is based on the statement of Mr. Davies that said:¹²²

“so far there are no obstacle, it is only the process of habituation that the results can not be seen at once and need process, the obstacle is maybe in the consistency of the real practice of the implementation.”

Mr. Efendi as a coordinator of school culture and character building is confirming with the same statement regarding the habituation that:

“the obstacle is in the process of habituating *panca karakter* to students because habituating is a continuous process.”

4. The impact of *Panca Karakterat* Anak Saleh Elementary School

The impact of *panca karakter* implementation in Anak Saleh is including the impact to regular students and the impact to students with special needs. The impact to the regular student is informed by the regular student guardian as follows:

“they can prioritize things more, love to help, have a good character such as honest, discipline, and reliable.”

Based on the statement above, as the *panca karakter* is implemented at school, they are also practising the character and values at home. They can prioritize something, love to help, honest, discipline, and trustworthy, they even have a good relationship with

¹²² Interview with Mr. Davies Yudisno, the classroom teacher of Anak Saleh Elementary School at 19 August 2020

their special friends as the student guardian told the researcher that:¹²³

“the relationships are good, even my daughter often told me that she ever help her friend with special needs.”



Picture 4.12 regular student get along with their special friend¹²⁴

The impact to students with special needs is informed by the SEIT of student with special needs that:¹²⁵

“Ananda is improving in his character, it is easier to manage his character.”

The character is improved and be able to manage his character, the other SEIT also told the researcher that:

“his social ability is improving gradually, because his emotion is still unbalance and moody, but along the time by the implementation of *panca karakter*, ananda can understand and can socialize with his friends such us how to queue, sharing with his friends, and participating in a group project.”

¹²³ Interview with Mr. Efendi, the coordinator of school culture and character building of Anak Saleh Elementary School at 1 September 2020

¹²⁴ Anak Saleh Elementary School Documentation

¹²⁵ Interview with Mr. Ari Iswahyudi , the SEIT of fourth grader at 5 September 2020

As the *panca karakter* is implemented, they can socialize and get along with their friend such as how to queue and participating in a group project. Their relationship with their friends is also goes well as the SEIT stated that:

“his friends are protecting and supporting ananda, ananda also socialize and responding to their friends well.”

And the interview with the SEIT of the fifth grader that stated:¹²⁶

“Ananda has a good sympathy and empathy at home, because he has a little sister. His friends are actually care for him but sometimes they are playing around because they are exasperated with ananda.”

From the statements above, it can concluded that the relationship between the regular students and students with special needs is going well, they are care to each other, supporting each other and socialize well.

The implementation from the five righteousness at home is also monitored and evaluated by the school, the regular student guardian, Mr. Efendi informed that:¹²⁷

“the kids are already performing routine prayers but sometimes they are out of track or forget, they are care of their environment because we are habituating them to take care of the environment such us clean upp their bedroom, sweep the floor, and wash the dishes. They are polite when interacting with older people. We have study schedule which they are committed to, when they have to play and when they have to study, and the national spirit of our kids are enthusiastic and motivated. We as parents are also giving them a role model in how to behave with character.”

¹²⁶ Interview with Mrs. Fajril Ulya Rojaatu Izzah, the SEIT of fifth grader at 5 September 2020

¹²⁷ Interview with Mr. Efendi, the coordinator of school culture and character building of Anak Saleh Elementary School at 1 September 2020

As for students with special needs, the SEIT informed the researcher regarding the impact of *panca karakter* that includes five righteousness as follows:

“Personal: ananda can be more independent at school. Social: ananda can positioning them in socialize and empathy towards his friends and teachers. National: participating in the flag ceremony and singing the national anthem. Natural: taking care of his plants, pets, and have a good relationship with nature. Intelligence: learning Following the learning process well accompanied by their SEIT.”

And Mrs. Izza as the SEIT of the fifth grader stated that:

“social: ananda can differentiate how to behave to his teachers, to the older, and to his friends. Natural: habituating in taking care of the environment such as throw the trash or tidying up his sandals and shoes shelf. National: participating in the ceremony, enthusiast and appreciate the national anthem. Intelligence: teacher and parents supporting ananda’s interest, he takes sempoa course at home even he is participating in sempoa competition. There is extracurricular only for students with special needs every Wednesday such as dancing, cooking class, and coloring. They can also join regular extracurricular, and ananda is taking badminton extracurricular every Friday. Personal: help others, and be kind to each others.”

Based on the statements above, the characters derived from the five righteousness applied at home for regular students are as follows:

- a. Personal righteousness: knowing their duty as a muslim to pray with parents guidance
- b. National righteousness: have enthusiasm and motivated to love their country, studying at home as a form to filling in independence
- c. Natural righteousness: clean up their bedrooms, wash the dishes, sweep the floor, and care for their environment

- d. Intelligence righteousness: they are curious for new things.
- e. Social righteousness: their attitude is polite to the older with the parents as a role model.

While the characters derived from the five righteousness applied at home for students with special needs are:

- a. Personal righteousness: Can do something on their own, help each other, and be kind to others.
- b. National righteousness: Participating in national ceremony and singing national anthem and songs.
- c. Natural righteousness: Taking care of plants, animals and environment, get used to clean up the trash and tidy up shoe shelf.
- d. Intelligence righteousness: Following the learning process well accompanied by their SEIT, developing their talents and interests.
- e. Social righteousness: have some empathy to their friends and teachers, Know the difference how to behave to teacher, older people, and friends.

C. Research Findings

1. The background of the formation of *Panca Karakterat Anak Saleh Elementary School*

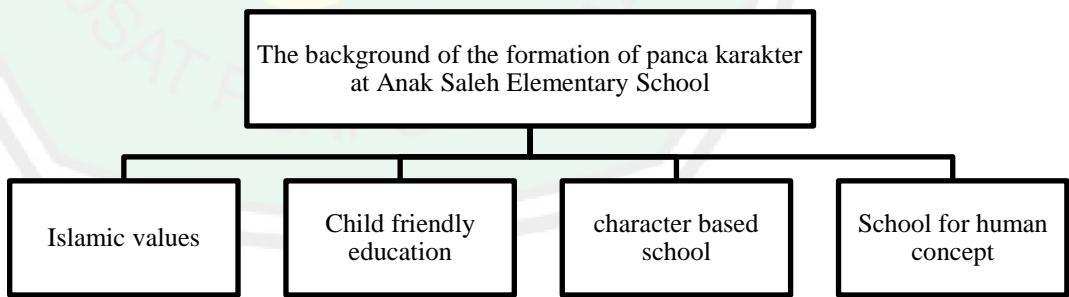
First, Islamic values are the most important aspect in *panca karakter* because the five characters in *panca karakter* are derived from Islamic values.

Second, the child friendly education is the essentiality of school itself in general, so as the effort to create a child friendly education, Anak Saleh Elementary School innovating a unique internal character education that we know it as *panca karakter*.

Third, Anak Saleh Elementary School is the character based school, it can be analogized as Indonesia that has Pancasila and Anak Saleh has *Panca karakter* as its concept.

Fourth, As a school that uphold islamic values and child friendly education, Anak Saleh Elementary School have a concept of school for human including inclusion that will be resulting an independent student or learn independent.

The research findings regarding the background of the formation of *panca karakter* at Anak Saleh Elementary School is outlined in the following scheme:



Picture 4.13The background of *panca karakter* formation

2. The implementation of *Panca Karakter* to all the stakeholders at Anak Saleh Elementary School

The implementation of *panca karakter* at Anak Saleh Elementary School is including the three components that are planning, implementation, and evaluation.

a. Planning

First, The essence of *panca karakter* is actually to apply *Zikir*, *Fi'il*, and *Fikir* to every students in its implementation.

Second, all the school members including students, teachers, staffs, securities and all the school population need to know what exactly is *panca karakter*. So, Anak Saleh introduce *panca karakter* to all the school population by socializing the existent of *panca karakter* as one of the character education program in Anak Saleh Elementary School.

Third, framing the themes that are derived from the five characters in *panca karakter* includes Ourselves, Manage to the world, Change, Science and technology, and Environment that will be integrated to the subjects in the classroom learning.

Fourth, Outlining the five programs that will be applied beyond the classroom. Each programs are related and focused to one righteousness in *panca karakter*, they are including KPBS (School Culture Enforcer Corps), Homebase, Gforce (Green Force), KANCIL (Komunitas Anak Saleh Cinta Literasi), and TTM (Tim Teladan Masjid).

b. Implementation

First, setting up the environment to the condition that will support the *panca karakter* implementation, the efforts set by Anak Saleh at the school environment are playing Asmaul Husna recitation at school through loudspeakers every morning, displaying the rules at the school announcement board, displaying slogans at school, singing the national anthem and songs, setting up the facilities and infrastructure to improve the *panca karakter* implementation, setting up the media to improve the *panca karakter* implementation, setting up the school to be child friendly that students feel at home. And for the setting in the learning process, the teacher are performing the learning process based on the standard including greeting, apperception, synchronizing the vision and mission, constructing the concentration to increase students learning interest in the learning process.

Second, Implementation of *panca karakter* in classrooms is integrating the values into the subjects based on the KD (basic competencies) customized to the themes that are applied gradually into the learning process, in the first semester 2 themes are applied and in the second semester 3 themes are applied, so the implementation of *panca karakter* will be applied optimally.

Third, in beyond the classroom activities, there are five programs applied to students by habituating the program. The

five programs are KPBS (School Culture Enforcer Corps, Homebase, Gforce (Green Force), KANCIL (Komunitas Anak Saleh Cinta Literasi), and TTM (Tim Teladan Masjid).

Fourth, Anak Saleh also providing various extracurricular to support the implementation of *panca karakter*. The values of *panca karakter* are integrated to extracurricular activities, the various extracurricular are Karate, Swimming, futsal, traditional dance, islamic dance, judo, badminton, qiro'ah, little doctor, entrepreneurship, chess, al-banjary, choir, coloring and drawing, batik, pencak silat, archery, contemporary music, and drum band, there are also extracurricular for students with special needs every Wednesday such as dancing, coloring, drawing, and cooking class.

c. Evaluation

First, the evaluation to regular students and students with special needs are the same for its curriculum, the only difference is the minimum competency standard that has been adapted to each student capacity and ability, besides, the students with special needs are still need their SEIT to help and assist them in activities.

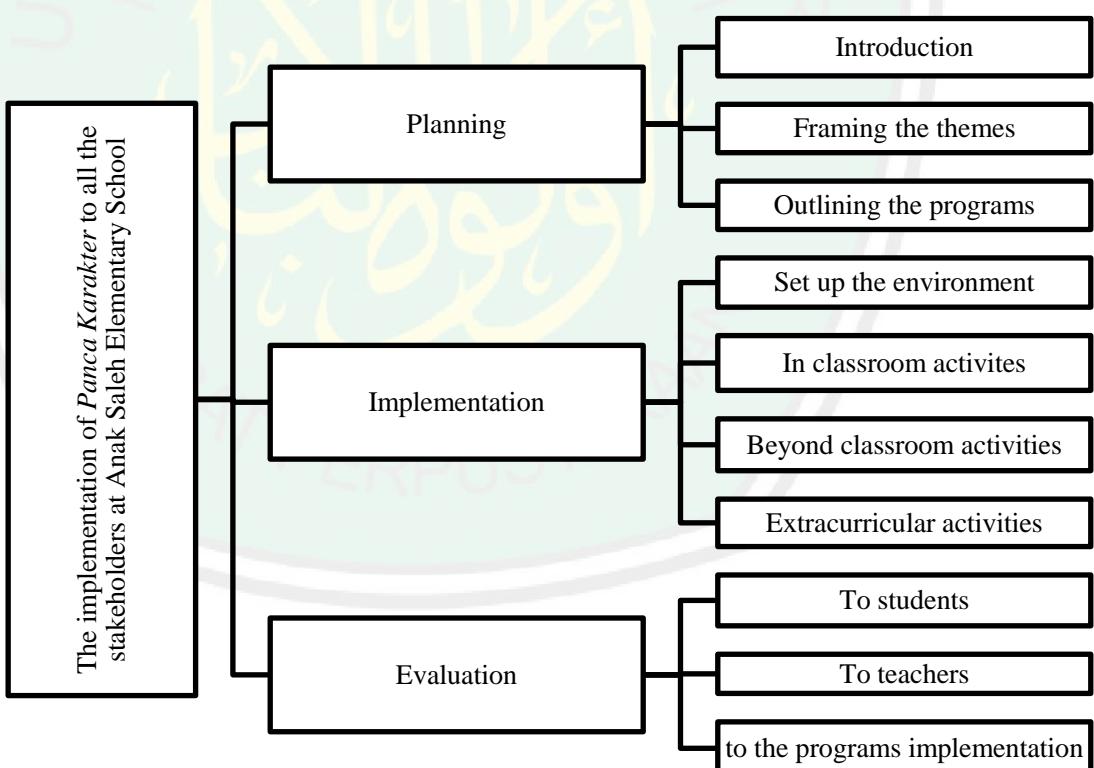
Second, to monitor and evaluate students character at home, Anak Saleh is cooperating with the parents by providing monitoring book, duty book, coordinating with parents via phone or Whatsapp, doing a home visit if it is needed, sometimes

parents invited teachers to ask for a help, opening up any way to maintain the character building, build a synergy between school and parents.

Third, the evaluation to teacher can be conducted through analyzing the completeness of the theme and peer to peer evaluation is also applied through sharing and discussion.

Fourth, the instruments of *panca karakter* has already implemented by 80%, this is considered as well applied.

The research findings regarding the implementation of *Panca Karakter* to all the stakeholders at Anak Saleh Elementary School is outlined in the following scheme:



Picture 4.14The implementation of *panca karakter*

3. The supporting and inhibiting factors in applying *Panca Karakter* at Anak Saleh Elementary School.

a. The supporting factors

First, peer-to-peer learning supports this program because students are get along well both regular students and students with special needs, they spent much time together at school, so peer-to-peer learning is considered effective to be applied in this program.

Second, the supporting factor is also coming from Anak Saleh foundation and the parents themselves.

b. The inhibiting factors

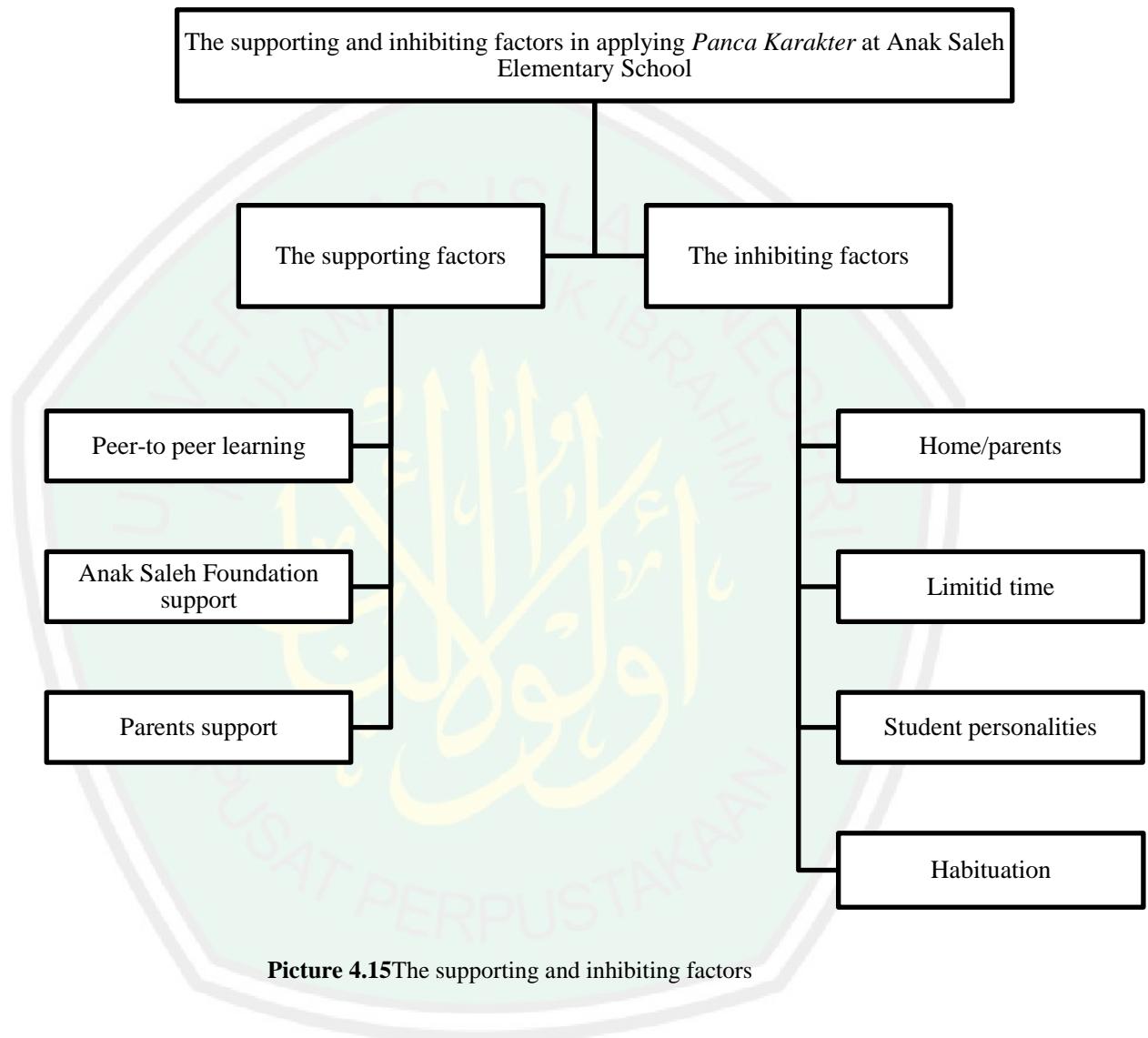
First, home or parents that are less or can not balancing school targets for students will affect students progress.

Second, the inhibiting factors at school are including the limitid time, managerial problems that caused some activities are not yet completely solid.

Third, the mood of students with special needs are mostly unstable, they need to re-learn the material if they are absence for several days because they are unstable and this can be the inhibiting factor for their development.

Fourth, the habituation is the other factor in implementing *panca karakter* because habituation is a process that cannot results instantly because habituation is a continuous process.

The research findings regarding the supporting and inhibiting factors in applying *Panca Karakter* at Anak Saleh Elementary School is outlined in the following scheme:



4. The impact of *Panca Karakterat* Anak Saleh Elementary School

First, the impact to the regular students are they can prioritize something, love to help, honest, discipline, and trustworthy, they even have a good relationship with their special friends.

Second, the impact to students with special needs are they can socialize and get along with their friend such as how to queue and participating in a group project. The relationship between the regular students and students with special needs is going well, they are care to each other, supporting each other and socialize well.

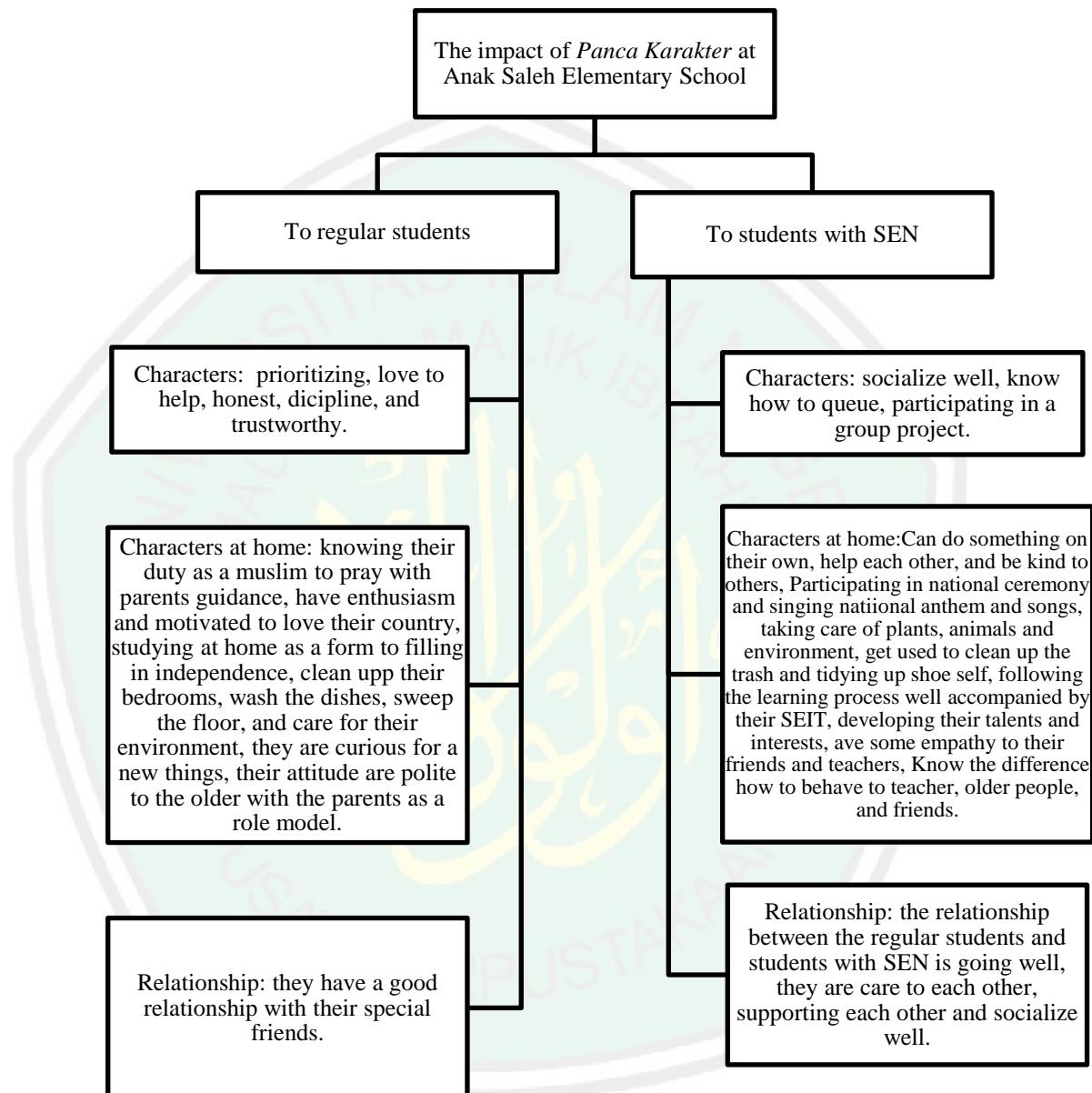
Third, the implementation from the five righteousness at home is also monitored and evaluated by the school, the characters derived from the five righteousness for regular students applied at home are as follows:

- a. Personal righteousness: knowing their duty as a muslim to pray with parents guidance
- b. National righteousness: have enthusiasm and motivated to love their country, studying at home as a form to filling in independence
- c. Natural righteousness: clean up their bedrooms, wash the dishes, sweep the floor, and care for their environment
- d. Intelligence righteousness: they are curious for a new things.
- e. Social righteousness: their attitude are polite to the older with the parents as a role model.

While the characters derived from the five righteousness applied at home for students with special needs are:

- a. Personal righteousness: Can do something on their own, help each other, and be kind to others.
- b. National righteousness: Participating in national ceremony and singing national anthem and songs.
- c. Natural righteousness: Taking care of plants, animals and environment, get used to clean up the trash and tidy up shoe self.
- d. Intelligence righteousness: Following the learning process well accompanied by their SEIT, developing their talents and interests.
- e. Social righteousness: have some empathy to their friends and teachers, Know the difference how to behave to teacher, older people, and friends.

The research findings regarding the impact of *Panca Karakter* at Anak Saleh Elementary School is outlined in the following scheme:



Picture 4.16The impact of *panca karakter*

CHAPTER V

DISCUSSIONS

A. The background of the formation of *Panca Karakter* at Anak Saleh

Elementary School

Anak Saleh Elementary School has been operating since 2005, bringing the Islamic vision for an excellent school. Based on the research findings, the idea of *panca karakter* is derived from Islamic values and child friendly education. According to school mission that Anak Saleh want to implement an excellent Islamic primary education based on Islamic values which is according to Shahib and Demirel in their prior research stated that Islamic values are standards or principles or ideas about the worth or importance of qualities or things generally accepted by Muslims which are in accordance with the dictates of divine injunctions and prohibitions.¹²⁸

Panca karakter as a unique internal character education applied in Anak Saleh is a character based school and have a concept of school for human following the child friendly school which Shaeffer has stated concerning the child friendly schools that are characterized inclusive, healthy and protective for all children, effective with children, and involved with families and communities – and children.¹²⁹

The people of latest generation happened to suffer from loss generation religius sociologically and split of personality

¹²⁸ Hikmetullah Babu Sahib and Serdar Demirel, *Islamic Values In A Multi-Cultural Society*, (Istanbul Universitesi Ilahiyat Fakultesi Dergisi, 2010, 22), p. 219

¹²⁹ Aptitudes a la vie quotidienne, Child Friendly School (Unicef.org/french/lifeskills/index_7260.html), accessed on November 11st, at 22.13 WIT)

psychologically,¹³⁰ the formation of *panca karakter* is formed to bring back the morality of the nation by provide the students with characters. This is in accordance with the hadith reported by Usamah ibn Sharik:

عَنْ أَسَاطِعَةَ بْنِ شَرِيكٍ عَنْ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ : أَحَبُّ النَّاسِ إِلَى اللَّهِ أَحْسَنُهُمْ خُلُقًا

“The most beloved people to Allah are those with the best character.”¹³¹

The coherence between the research findings and the theories regarding the background of the formation of *panca karakter* at Anak Saleh Elementary School showed that Anak Saleh Elementary School has a powerfull background and foundation in forming this *panca karakter* program.

B. The implementation of *Panca Karakter* to all the stakeholders at Anak Saleh Elementary School

1. Planning

There are three components in implementing the *panca karakter* at Anak Saleh Elementary School, the three components are planning, implementation and evaluation. The implementation of *panca karakter* is to apply and instill *zikir*, *fi'il*, and *fikir* to all students and resulting students to have good characters derived from

¹³⁰ Anas Salahudin dan Irwanto Alkrienciehie, *Pendidikan Karakter Pendidikan berbasis agama dan budaya bangsa*, (Bandung: Pustaka Seti), 2013, p. 143

¹³¹ Hadith on Akhlaq: Most beloved to Allah have best character, <https://abuaminaelias.com/dailyhadithonline/2019/07/27/most-beloved-best-khuluq/>, accessed on November 10th, at 14.16 WIT)

five righteousnesses in *panca karakter*. Mrs. Binti in her previous research stated that all the programs are aiming to educate the common sense (fikir), deepen the conscience (dzikir), and applying the good deeds (fi'il), following the statement from Lickona that to have a good character requires three components that are moral knowing: Moral awareness, knowing moral values, perspective taking, moral reasoning, decision making, self-knowledge; Moral feelings: conscience, self-esteem, empathy, loving the good, self-control, humility; and Moral action: Competence, will, and habits.¹³²

The *panca karakter* program will be implemented to all *civitas academica* in Anak Saleh Elementary School, so all of the school population should know and introduced the *panca karakter* program by socializing to all *civitas academica*. Yanti Haryati stated in her paper that *civitas academica* in school are foundation, administrator, school principal, teachers, staffs, students, and parents or committee.¹³³

The next step is framing the themes which is derived from the five righteousnesses in *panca karakter*, these themes are ourself from personal righteousness, Manage to the world from national righteousness, Change from natural righteousness, Science and technology from intelligence righteousness, and Environment from social righteousness. These themes will be applied to the learning process in the classroom, and only 2 or 3 themes are applied for each

¹³² Thomas Lickona, *Educating For Character : Mendidik Untuk Membentuk Karakter* (Jakarta : Bumi Aksara, 2012) p. 84

¹³³ Anas Salahudin dan Irwanto Alkrienciehie, op. cit., p. 138

semester to be applied optimally. This is in accordance to the stage of development theory in character education that the first step in developing character education is mapping the culture values and national character to SKL, determining the values that want to be developed, integrating the prioritize values to RPP, and set the achievement indicators.¹³⁴

The last step in planning is outlining the programs. In implementing the *panca karakter*, Anak Saleh has five programs as a platform to improve students characters that outlined from the five righteousness, these programs are like a community that includes students empowerment, participation, and activities. The five programs are KPBS (School Culture Enforcer Corps, Homebase, Gforce (Green Force), KANCIL (Komunitas Anak Saleh Cinta Literasi), and TTM (Tim Teladan Masjid). These community programs aim to improve students characters and skills according to their interest and talent because communities can be a platform for students to improve their skills by gathering people with the same vision and mission, do the same movement, make a change that are manifested through activities.¹³⁵

2. Implementation

Based on the research findings conducted by the researcher, the implementation of *panca karakter* at Anak Saleh Elementary School are includes set up the environment, in classroom activities,

¹³⁴ Anas Salahudin dan Irwanto Alkrienciehie, op. cit., p. 110

¹³⁵ Ibid., p. 155

beyond classroom activities and extracurricular activities. This is in accordance to the theory derived from the National Education Departement that character education is a continuous activities that integrate the developed values in all subjects, self development, and school culture.¹³⁶

a. Set up the environment

Anak Saleh has made some efforts to set the environment to the condition that will support the *panca karakter* implementation by playing Asmaul Husna recitation at school through loudspeakers every morning, displaying the rules at the school announcement board, displaying slogans at school, singing the national anthem and songs, setting up the facilities and infrastructure to improve the *panca karakter* implementation, setting up the media to improve the *panca karakter* implementation, setting up the school to be child friendly that students feel at home. This is in accordance to the theory by Borsal that said we should make a learning revolution to have a futuristic school, one of them is to set up the school to be environmentally friendly and delighted for students,¹³⁷ and the theory by Yantri Haryati and Ahmad Fikri concerning the application of character education at school that we should create

¹³⁶ Anas Salahudin dan Irwanto Alkrienciehie, op. cit., p. 114

¹³⁷ Ibid., p 132

a friendly and delighted school environment, because the word root of school itself is from the greek that means to have fun.¹³⁸

b. In classroom activities

Implementation of *panca karakter* in classroom is integrating the values into the subjects based on the KD (basic competencies) customized to the themes that are applied gradually into the learning process. This is in accordance with the stage of development theory in character education that after the planning, the next step is to perform the learning that refers to syllabus and Lesson Plan (RPP) which integrates the culture values and national character.¹³⁹ However, the themes are not applied at once in a time, only 2 or 3 themes are applied each semester, so the implementation of *panca karakter* through the integrated themes will be applied optimally.

c. Beyond classroom activities

In beyond the classroom activities, there are five programs applied to students by habituating the program. The five programs are KPBS (School Culture Enforcer Corps), Homebase, Gforce (Green Force), KANCIL (Komunitas Anak Saleh Cinta Literasi), and TTM (Tim Teladan Masjid). Howard Gardner who proposed about multiple intelligence stated that

¹³⁸ Anas Salahudin dan Irwanto Alkrienciehie, op. Cit., p. 76

¹³⁹ Ibid., p. 110

human intelligences are progressing, not static, human intelligences are more related to habit or repeated behaviour.¹⁴⁰

The first program is KBPS (School Culture Enforcer Corps) program which is derived from personal righteousness. Some students will be a role model for other students in enforcing the school culture or we called it as peer-to-peer learning, students are the main role in this program while teachers are only observing and overseeing the process of the program. The peer learning is an effective method for implementing this program according to the prior research by Ramm, Thomson, and Jackson which stated that peer education has been positively associated with an increase in students' confidence, self-awareness.¹⁴¹ Boud added that peer learning should be mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants. It can be described as a way of moving beyond independent to interdependent or mutual learning.¹⁴²

The second program is Homebase that derived from national righteousness, there are five homebase that are named after the four *khulafaurrasyidin* and Umar bin Abdul Aziz, each homebase has their own color to characterize each homebase. All students are the member of homebase, they get into the one

¹⁴⁰ Anas Salahudin dan Irwanto Alkrienciehie, op. Cit., p. 119

¹⁴¹ Bryce D. Bunting, *Editorial: Peer Leaders as Full Participants in The Academic Work of The Institution*, Journal of Peer Learning, Vol 12: 1-4, 2019, p. 90

¹⁴² David Boud, *What is Peer Learning and Why it is Important* (Tomprof.stanford.edu/posting/418, accessed on 15 November 2020, at 20.12 WIT)

permanent homebase as soon as they get into school and will last till the graduation year. This system is similar to the housing system at Hogwarts in the famous Harry Potter movie, which applied rules are students' triumphs will earn their house points, while any rule breaking will lose their house points. At the end of the year, the house with the most points is awarded the house cup, a great honor.¹⁴³

Every homebase member is responsible for their homebase. when they are act positive or win any competition regardless it is local, regional, national or international competition they will earn their homebase points, while any rule breaking or negative actions will lose their homebase points. Basically, their acts affected their homebase points, both positive and negative. At the end of the semester, the homebase with the most points is awarded by the school, and they have to make a strategy to get the point. this is applying the following verse about race in goodness:

... فَاسْتَفِعُوا الْحُسْنَاتِ ... (البقرة: ١٤٨)

“..Therefore, race towards goodness...”(Q.S Al-Baqarah:148)¹⁴⁴

Any students joining the five enhancing programs in *panca karakter* are sent by their homebase, they sort the best suited student for every field, so they will get a higher chance to

¹⁴³ Hogwarts Houses, (Harrypotter.fandom.com/wiki/Hogwarts_Houses, accessed on 15 November 2020 at 21.20 WIT)

¹⁴⁴ Q.S. Al-Baqarah (Quranful.com, accessed on 17 November 2020 at 13.48 WIT)

get more points. This program is a platform for students to practice good deeds and avoid the bad deeds as much as possible, and habituating the student to always be responsible of their acts. This program suited the students because they are kids and kids love rewards. This is in accordance to the description that stated to be a powerfull educator, there need to maintain the rules, giving reinforcement, reward and punishment in the learning dimensions.¹⁴⁵ It will motivate students to always do good in every occasion while encouraging their nationalistic character by loving and maintaining their homebase self-esteem.

The third program is Gforce (Green Force) that is derived from natural righteousness. Gforce is a program related to nature school, there are eight bases in nature school where the teacher and staff taught their members in each base, they are base of green house, base of fisheries, base of birds, base of plants, base of fruity plants, base of herbal plants, base of recycle, and base of manufacturing fertilizer. The students will do a jigsaw technique in learning all the activities in each base. The using of jigsaw is effective in this program because Perkins and Tagle has stated that Jigsaw technique increases the variety of learning experiences, and teaches learners course content and cooperative social skills.¹⁴⁶

¹⁴⁵ Anas Salahudin dan Irwanto Alkrienciehie, op. cit., p. 125

¹⁴⁶ Ataman Karacop and Emine Hatun Diken, *The Effects of Jigsaw Technique Based on Cooperative Learning on Prospective Science Teachers' Science Process Skill*, Journal of Education and Practice, Vol.8, No.6, 2017, p. 88

It can be concluded that this program taught student about both caring for nature and for their friends. They learn about the nature with their teacher and applied it, and then they have to teach and make their friends understand about the material they have learned before. It can motivate students to care for each other. Buhr, Heflin, White, & Pinheiro stated that Jigsaw technique has been designed to promote cooperation by making individuals dependent on each other. In this technique, each student is responsible for learning a part of a broad topic and teaching it to other learners. That is, each learner is dependent on other group members to learn the main topic.¹⁴⁷

The fourth program is KANCIL (Komunitas Anak Saleh Cinta Literasi) which is derived from intelligence righteousness, KANCIL program is more related to students literacy activities. Allah says in the Quran in surah al-alaq verse 1-5:

أَقْرِبُوا سَمِعَ رَبِّكُ الَّذِي خَلَقَ (١) حَكَّلَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَفْرِجُوا رَبِّكُ الْأَكْرَمُ (٣)
الَّذِي عَلَمَ بِالْقَلْمَنْ (٤) عَلَمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥) (العلق: ٥-١)

“Read: In the Name of your Lord who created. Created man from a clot. Read: And your Lord is the Most Generous. He who taught by the pen. Taught man what he never knew.”
(Q.S. Al-Alaq:1-5)¹⁴⁸

So, Anak Saleh has various libraries to support students' literacy such as school library, nature school library, and school

¹⁴⁷ Ataman Karacop and Emine Hatun Diken, op. cit., p. 88

¹⁴⁸ Q.S. Al-Alaq (*Quranful.com*, accessed on 17 November 2020 at 13.55 WIT)

bulletin board. They have an access to share school activities in school social media.

The fifth program is TTM (Tim Teladan Masjid) that is derived from social righteousness, they are in charge to accompany other students along the way to the mosque. Allah says in the Qur'an surah al-Qalam verse 4 about the prophet Muhammad PBUH character:

وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ (القلم: ٤)

“And you are of a great moral character.” (Q.S. Al-Qalam: 4)¹⁴⁹

This program is held to model the good character of Prophet Muhammad SAW in the aspect of worship which is in accordance to the verse above and also to one of the mission of Anak Saleh Elementary School mission for students to have good character such as have caring personality, get used to use positive diction while they are in charge to accompany their friends to worship devoutly and well organized.

d. Extracurricular activities

Anak Saleh also providing various extracurricular to support the implementation of *panca karakter*. The values of *panca karakter* are integrated to extracurricular activities, the various extracurricular are Karate, Swimming, futsal, traditional dance, islamic dance, judo, badminton, qiro'ah, little doctor, entrepreneurship, chess, al-banjary, choir, coloring and drawing,

¹⁴⁹ Q.S. Al-Qalam (*Quranful.com*, accessed on 17 November 2020 at 13.30 WIT)

batik, pencak silat, archery, contemporary music, and drum band, there are also extracurricular for students with special needs every Wednesday such as dancing, coloring, drawing, and cooking class. The implementation of character education can be applied through three activities, that are academic activities, extracurricular and cocurricular activities, and reinforcement at home and in society.¹⁵⁰

3. Evaluation

The evaluation is conducted to both regular students and students with special needs, to teachers, and to the program itself. This is in accordance to Slameto, stated that evaluation require learning success criteria that includes students' learning success, teachers' teaching success, and program's teaching success.¹⁵¹

The evaluation to regular students and students with special needs are the same for its curriculum, the only difference is the minimum competency standard that has been adapted to each student capacity and ability, besides, the students with special needs are still need their SEIT to help and assist them in activities. This is in accordance to the evaluation for students with special needs that curriculum accomodations is for students with special needs that have below average intelligence potential will be adapted to the type and abilities of students with special needs.¹⁵² The school is required

¹⁵⁰ Anas Salahudin dan Irwanto Alkrienciehie, Op. Cit., p. 250

¹⁵¹ Ibid., p. 263

¹⁵² David Wijaya, *Manajemen Pendidikan Inklusif Sekolah Dasar* (Jakarta: Prenadamedia group, 2019), p. 148

to make adjustments in terms of curriculum, educational infrastructure, and learning systems that are tailored to the individual needs of students.¹⁵³

To monitor and evaluate students character at home, Anak Saleh is cooperating with the parents by providing monitoring book, duty book, coordinating with parents via phone or Whatsapp, doing a home visit if it is needed, sometimes parents invited teachers to ask for a help, opening up any way to maintain the character building, build a synergy between school and parents. The monitoring book or duty book are in the form of questionnaire of students activities at home, this is a nontest technique by making a questionnaire that will be evaluated by the teacher after the implementation of character education.¹⁵⁴

The evaluation to teacher can be conducted through analyzing the completeness of the theme and peer to peer evaluation is also applied through sharing and discussion and the instruments of *panca karakter* has already implemented by 80%, this is considered as well applied.

¹⁵³ Catur Rina Ajiningsih, Ibnu Syamsi, and Haryanto, *Character Education in Inclusive School, Advances in Social Science*, Education and Humanities research, Vol 269, Atlantis Press, 2019, p. 171

¹⁵⁴ Anas Salahudin dan Irwanto Alkrienciehie, op. cit., p. 269

C. The supporting and inhibiting factors in applying *Panca Karakterat*

Anak Saleh Elementary School

a. The supporting factors

The first supporting factor in implementing *panca karakter* at Anak Saleh Elementary School is peer-to-peer learning because students are get along well both regular students and students with special needs, they spent much time together at school, so peer-to-peer learning is considered effective to be applied in this program. It is in accordance to Hurlock statement that stated what is meant by social acceptance is individual's involvement with peers. This is a sign of success in social groups.¹⁵⁵

The other supporting factors is also coming from Anak Saleh foundation and the parents themselves. His is in accordance with the research result by Zurqoni, et al., regarding the supporting factors in character education that the school regulation is another important aspect which plays a prominent role in supporting character education in school foundation. This development is supported by several factors such as role modelling by the teachers in schools and by parents at home, character-oriented activities, and moral and material support from the educational stakeholders.¹⁵⁶

b. The inhibiting factors

Home or parents can inhibit students development if they are less or can not balancing school targets for students and will affect

¹⁵⁵ Catur Rina Ajiningsih, Ibnu Syamsi, and Haryanto, op. cit., p. 171

¹⁵⁶ Zurqoni, et al., *Impact of Character Education Implementation: a Goal-Free Evaluation*, Problems of Education in The 21st Century, vol. 76, No. 6, 2018, p. 896

students progress while the inhibiting factors at school are including the limitid time, managerial problems that caused some activities are not yet completely solid. Daniel Goleman stated that the parents' are facing difficulties in educating their children characters.¹⁵⁷

The mood of students with special needs are mostly unstable, they need to re-learn the material if they are absence for several days because they are unstable and this can be the inhibiting factor for their development. Tarnoto stated that the problem of inclusive school is includes teacher, student, school management, government, etc. The problem with students are including having different problems and requiring different solution, facing difficulties in the learning process, cannot adapting to the class regulation that will end up distracting the learning process, regular students behaviour towards students with special needs, and the overload number of students with special needs in a single classroom.¹⁵⁸

The habituation is the other factor in implementing *panca karakter* because habituation is a continuous process that cannot results instantly. Rankin,C.H.,et al., stated that long term habituation is likely to involve a more prolonged time course.¹⁵⁹ Sprinthall

¹⁵⁷ Hasnah Kanji, et al., *Supporting and Inhibiting Factors of Character Education in Learning Social Studies at Primary Schools*, Journal of Etika Demokrasi, Vol. 5, No. 1, January 2020, p. 3

¹⁵⁸ David Wijaya, op. cit., p. 49

¹⁵⁹ Rankin, C. H., et al., *Habituation revisited: An updated and revised description of the behavioral ... Neurobiology of Learning and Memory*, 2008, p. 4

&Sprinthall also stated that character education is a lifelong process and continuously strengthened by real-life situations.¹⁶⁰

D. The impact of *Panca Karakter* at Anak Saleh Elementary School

The impact to the regular students are they can prioritize something, love to help, honest, discipline, and trustworthy, they even have a good relationship with their special friends, while the impact to students with special needs are they can socialize and get along with their friend such as how to queue and participating in a group project. The relationship between the regular students and students with special needs is going well, they care to each other, supporting each other and socialize well. Zurqoni, et al., stated that the impacts of character education implementation are more objective because the evaluation of the program is based on the actual results of the program and the actual achievements and free from any intervention.¹⁶¹

The implementation from the five righteousness at home is also monitored and evaluated by the school, the characters derived from the five righteousness for regular students applied at home are as follows:

- a. Personal righteousness: knowing their duty as a muslim to pray with parents guidance
- b. National righteousness: have enthusiasm and motivated to love their country, studying at home as a form to filling in independence

¹⁶⁰ Zurqoni, et al., op.cit., p. 883

¹⁶¹ Ibid.

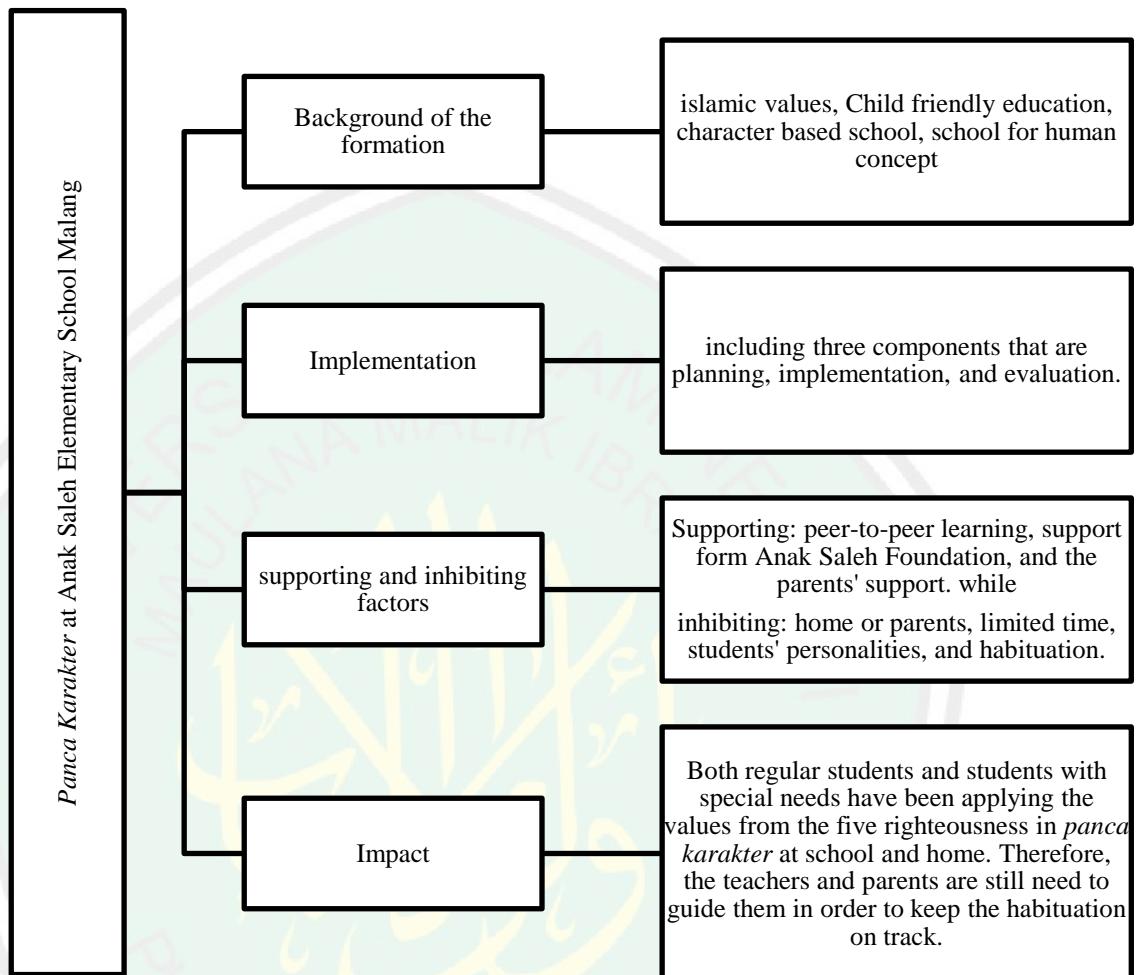
- c. Natural righteousness: clean up their bedrooms, wash the dishes, sweep the floor, and care for their environment
- d. Intelligence righteousness: they are curious for new things.
- e. Social righteousness: their attitude are polite to the older with the parents as a role model.

While the characters derived from the five righteousness applied at home for students with special needs are:

- a. Personal righteousness: Can do something on their own, help each other, and be kind to others.
- b. National righteousness: Participating in national ceremony and singing national anthem and songs.
- c. Natural righteousness: Taking care of plants, animals and environment, get used to clean up the trash and tidying up shoe self.
- d. Intelligence righteousness: Following the learning process well accompanied by their SEIT, developing their talents and interests.
- e. Social righteousness: have some empathy to their friends and teachers, Know the difference how to behave to teacher, older people, and friends.

This is relatively consistent with the results finding research by Zurqoni, et al., that showed character education in Indonesia had a

positive impact on developing the students' characters values including religiosity, personality, social attitude, and competitive attitude.¹⁶²



Picture 5.1 *Panca Karakter* at Anak Saleh Elementary School

¹⁶²Zurqoni, et al., op. cit., p. 896

CHAPTER VI

CLOSING

A. Conclusion

From the research results that have been overall presented, it can be concluded in this chapter regarding the implementation of *panca karakter* at inclusive school (case study at Anak Saleh Elementary School Malang) that is relatively consistent to the research focuses and the data obtained has been analyzed, so that the points obtained are as follows:

1. The idea of *panca karakter* formation is from islamic values, child friendly education, character based school, and the concept of school for human. From all backgrounds then resulted five righteousnesses namely personal righteousness, national righteousness, natural righteousness, intelligence righteousness, and social righteousness.
2. The implementation of *panca karakter* to all the school stakeholders is including three components that are planning, implementation, and evaluation. The planning is includes introducing the program to all school civitas academica, framing the themes that will be implemented, and outlining the programs that will be a platform for students' character improvement. As for the implementation is including setting up the environment; applying in classroom activities through the themes that have been framed, and the five framed themes are (a) Ourself, (b) Manage to the world, (c) Change,

(d) Science and technology, and (e) Environment; applying beyond classroom activities that includes five programs namely (a) KPBS (School Culture Enforcer Corps), (b) Homebase, (c) Gforce (Green Force), (d) KANCIL (Komunitas Anak Saleh Cinta Literasi), and (e) TTM (Tim Teladan Masjid); and the implementation through extracurricular activities that is integrated to *panca karakter* values. The final step is to evaluate both regular students and students with special needs, to teachers, and to the program itself.

3. The supporting factors of *panca karakter* implementation at Anak Saleh Elementary School are includes peer-to-peer learning, support from Anak Saleh Foundation, and the parents' support. while the inhibiting factors are includes home or parents, limited time, students' personalities, and habituation.
4. The impact of *panca karakter* implementation at Anak Saleh Elementary School are including the impact to the regular students and to students with special needs. Both regular students and students with special needs have been applying the values from the five righteousness in *panca karakter* at school and home. Therefore, the teachers and parents are still need to guide them in order to keep the habituation on track.

B. Suggestion

Based on the conclusion of the research regarding to the implementation of *panca karakter* at Anak Saleh Elementary School Malang, the researcher provide the following suggestions:

1. for school

The synergy between school and parents should be maintained and improved so that the development of students will be more effective.

2. For parents

The parents' affection to their children at home should be maintained and improved, and setting up the home environment to the condition that will support children's character development so that students' development at school will also be supported by the development at home.

3. for students

The school is already providing many programs and activities to support students' character improvement, so students should pay more attention and participate in school activities as well as possible.

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ATTACHMENTS

Attachment 1. Research letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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 FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Gajayena 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id>, email : fitk@uin-malang.ac.id

Nomor : 1164/U.n.03.1/TL.00.1/06/2020
 Sifat : Penting
 Lampiran : -
 Hal : Izin Penelitian

25 Juni 2020

Kepada
 Yth. Kepala SD Anak Saleh Malang
 di
 Malang

Assalam u'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Fazat Arifatul Ulfah
NIM	:	16140090
Jurusan	:	Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester - Tahun Akademik	:	Genap - 2019/2020
Judul Skripsi	:	The Implementation of Panca Karakter at Inclusive School (Case Study at Anak Saleh Elementary School Malang)
Lama Penelitian	:	Juni 2020 sampai dengan Agustus 2020 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalam u'alaikum Wr. Wb.



Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip

Attachment 2. Thesis consultation



**UNIVERSITAS ISLAM NEGERI
MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**
 Jalan Gajayana Nomor 50 Telepon (0341) 552398
 Website: www.fitk.uin-malang.ac.id Faksimile (0341) 552398

BUKTI KONSULTASI SKRIPSI

Nama : Fazat Arifatul Ulfah
NIM : 16140090
Judul : The Implementation of *Panca Karakter* at Inclusive School (Case Study at Anak Saleh Elementary School Malang)
Dosen Pembimbing : Dr. Ahmad Nurul Kawakib, M.Pd., MA.
NIP : 197507312001121001

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda tangan dosen pembimbing
1.	16 July 2020	Instrumen wawancara	
2.	20 July 2020	Validasi Instrumen wawancara	
3.	9 Nov 2020	BAB IV	
4.	24 Nov 2020	BAB I - IV	
5.	26 Nov 2020	BAB I - IV	
6.	27 Nov 2020	Revisi Abstrak	
7.	30 Nov 2020	Acc	

Malang,
 Ketua Jurusan PGMI

H. Ahmad Sholeh, M.Ag
 NIP. 197608032006041001

Attachment 3. Membercheck letter

SURAT KETERANGAN MEMBERCHECK

Dengan ini, saya menyatakan melakukan membercheck data hasil penelitian melalui wawancara, observasi, dokumentasi baik dari segi isi, bahasa, maupun teknik penulisan, dan setelah membaca skripsi mahasiswa tersebut dibawah ini:

Nama : Fazat Arifatul Ulfah

NIM : 16140090

Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)

Judul Skripsi : The Implementation of *Panca Karakter* at Inclusive School (Case Study at Anak Saleh Elementary School Malang)

Maka selaku responden, saya berpendapat bahwa data tersebut sudah sesuai tanpa ada manipulasi. Demikian, dimaklumi adanya.

Mengetahui

Ikhsan Gunadi, S.Pd., M.M

SURAT KETERANGAN MEMBERCHECK

Dengan ini, saya menyatakan melakukan membercheck data hasil penelitian melalui wawancara, observasi, dokumentasi baik dari segi isi, bahasa, maupun teknik penulisan, dan setelah membaca skripsi mahasiswa tersebut dibawah ini:

Nama : Fazat Arifatul Ulfah
NIM : 16140090
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Judul Skripsi : The Implementation of *Panca Karakter* at Inclusive School (Case Study at Anak Saleh Elementary School Malang)

Maka selaku responden, saya berpendapat bahwa data tersebut sudah sesuai tanpa ada manipulasi. Demikian, dimaklumi adanya.

Mengetahui

Ika Su'udia, S.Si. Gr

SURAT KETERANGAN MEMBERCHECK

Dengan ini, saya menyatakan melakukan membercheck data hasil penelitian melalui wawancara, observasi, dokumentasi baik dari segi isi, bahasa, maupun teknik penulisan, dan setelah membaca skripsi mahasiswa tersebut dibawah ini:

Nama : Fazat Arifatul Ulfah
NIM : 16140090
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Judul Skripsi : The Implementation of *Panca Karakter* at Inclusive School (Case Study at Anak Saleh Elementary School Malang)

Maka selaku responden, saya berpendapat bahwa data tersebut sudah sesuai tanpa ada manipulasi. Demikian, dimaklumi adanya.

Mengetahui

Dini Eko Wulandari, S. Psi

SURAT KETERANGAN MEMBERCHECK

Dengan ini, saya menyatakan melakukan membercheck data hasil penelitian melalui wawancara, observasi, dokumentasi baik dari segi isi, bahasa, maupun teknik penulisan, dan setelah membaca skripsi mahasiswa tersebut dibawah ini:

Nama : Fazat Arifatul Ulfah
NIM : 16140090
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Maka selaku responden, saya berpendapat bahwa data tersebut sudah sesuai tanpa ada manipulasi. Demikian, dimaklumi adanya.

Mengetahui

Davies Yudisno, S.S

SURAT KETERANGAN MEMBERCHECK

Dengan ini, saya menyatakan melakukan membercheck data hasil penelitian melalui wawancara, observasi, dokumentasi baik dari segi isi, bahasa, maupun teknik penulisan, dan setelah membaca skripsi mahasiswa tersebut dibawah ini:

Nama : Fazat Arifatul Ulfah
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Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Judul Skripsi : The Implementation of *Panca Karakter* at Inclusive School (Case Study at Anak Saleh Elementary School Malang)

Maka selaku responden, saya berpendapat bahwa data tersebut sudah sesuai tanpa ada manipulasi. Demikian, dimaklumi adanya.

Mengetahui

Ahmad Efendi, S.Hum

SURAT KETERANGAN MEMBERCHECK

Dengan ini, saya menyatakan melakukan membercheck data hasil penelitian melalui wawancara, observasi, dokumentasi baik dari segi isi, bahasa, maupun teknik penulisan, dan setelah membaca skripsi mahasiswa tersebut dibawah ini:

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Maka selaku responden, saya berpendapat bahwa data tersebut sudah sesuai tanpa ada manipulasi. Demikian, dimaklumi adanya.

Mengetahui

Fajril Ulya Rojaatu Izzah

SURAT KETERANGAN MEMBERCHECK

Dengan ini, saya menyatakan melakukan membercheck data hasil penelitian melalui wawancara, observasi, dokumentasi baik dari segi isi, bahasa, maupun teknik penulisan, dan setelah membaca skripsi mahasiswa tersebut dibawah ini:

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Maka selaku responden, saya berpendapat bahwa data tersebut sudah sesuai tanpa ada manipulasi. Demikian, dimaklumi adanya.

Mengetahui

Ari Iswahyudi, S.Psi

Attachment 4. Interview Instrument

INSTRUMEN WAWANCARA

Nama Informan:

Jabatan : Kepala Sekolah/Waka

Hari/Tanggal :

Pukul :

Aspek	Indikator	Pertanyaan	Komentar
Implementasi <i>Panca Karakter di sekolah inklusi</i>	Latar belakang terbentuknya <i>panca karakter</i> dan sekolah inklusif	<ol style="list-style-type: none">Sejak kapan SD Anak Saleh menerapkan program <i>panca karakter</i>?Apa yang melatarbelakangi penerapan program <i>panca karakter</i> di SD Anak Saleh?Apa tujuan sekolah menerapkan program <i>panca karakter</i>?Sejak kapan sekolah menerapkan program inklusi?Apa yang melatarbelakangi SD Anak Saleh untuk menerapkan program inklusi?Ada berapa kelas inklusi di SD Anak Saleh?Berapa jumlah siswa berkebutuhan khusus di SD Anak Saleh?	
	Implikasi <i>panca karakter</i> terhadap kelas-kelas inklusif	<ol style="list-style-type: none">Bagaimana proses perencanaan program <i>panca karakter</i> pada kelas inklusi?Bagaimana proses pelaksanaan program <i>panca karakter</i> pada kelas inklusi?Apakah hambatan atau kendala yang dialami sekolah ketika menerapkan program <i>panca karakter</i> ke kelas-kelas inklusi?Bagaimana proses evaluasi penerapan program <i>panca karakter</i> di kelas inklusi?	

INSTRUMEN WAWANCARA

Nama Informan:

Jabatan : Kepala Sekolah/Waka

Hari/Tanggal :

Pukul :

Aspek	Indikator	Pertanyaan	Komentar
Implementasi <i>Panca Karakter di sekolah inklusi</i>	Perencanaan	<ol style="list-style-type: none"> 1. Bagaimana perencanaan dalam menerapkan <i>panca karakter</i> di kelas-kelas inklusi? 2. Bagaimana kurikulum yang diterapkan di kelas inklusi? 3. Bagaimana susunan RPP yang digunakan di kelas inklusi? 4. Nilai-nilai apa sajakah yang ditanamkan kepada siswa dalam <i>panca karakter</i>? 5. Apakah <i>panca karakter</i> diterapkan juga di kelas-kelas inklusi? 6. Bagaimana penerapan <i>panca karakter</i> ke kelas-kelas inklusi? 7. Kelas berapa saja yang memiliki program inklusi? 8. Ada berapa siswa ABK di SD Anak Saleh? 9. Bagaimana pengkondisian sekolah untuk meningkatkan karakter siswa yang berlandaskan <i>panca karakter</i>? 10. Bagaimana pengkondisian sekolah untuk menanamkan <i>panca karakter</i> di kelas-kelas inklusi? 	
	Pelaksanaan	<ol style="list-style-type: none"> 1. Apakah penerapan <i>panca karakter</i> melibatkan partisipasi seluruh civitas akademika di sekolah? 2. Bagaimana cara guru menerapkan nilai-nilai karakter <i>panca karakter</i> di kelas-kelas inklusi? 3. Bagaimana pengintegrasian nilai-nilai <i>panca karakter</i> ke dalam sumua mata pelajaran? 4. Apakah siswa ABK mendapatkan fasilitas/perlakuan khusus untuk mendukung 	

		<p>peningkatan karakter mereka?</p> <ol style="list-style-type: none"> 5. Apa sajakah fasilitas dan bentuk-bentuk perlakuan khusus untuk siswa ABK di SD Anak Saleh? 6. Bagaimana keteladanan yang diberikan oleh guru maupun staff di SD Anak Saleh kepada para siswa? 7. Kegiatan rutin apa yang diterapkan di SD Anak Saleh yang mendukung penguatan karakter siswa? 8. Kegiatan spontan apa yang diterapkan di SD Anak Saleh yang mendukung penguatan karakter siswa? 9. Apa saja kegiatan terprogram yang dilaksanakan di SD Anak Saleh yang mendukung penguatan karakter siswa? 10. Kegiatan ekstrakurikuler apa saja yang ada di SD Anak Saleh yang mendukung penguatan karakter siswa? 11. Apakah siswa ABK juga mengikuti kegiatan ekstrakurikuler? 12. Bagaimana pengkondisian lingkungan sekolah untuk mendukung penguatan karakter siswa? 	
	evaluasi	<ol style="list-style-type: none"> 1. Bagaimana evaluasi terhadap siswa untuk mengukur sejauh mana perkembangan karakter siswa? 2. Apakah perbedaan cara mengevaluasi perkembangan siswa ABK dengan siswa reguler? 3. bagaimana evaluasi terhadap guru dalam menerapkan <i>panca karakter</i> terhadap siswa? 4. bagaimana memantau perilaku dan karakter anak ketika di rumah? 5. Apakah sekolah melibatkan orangtua dalam mengawasi karakter siswa ketika di rumah? 	

INSTRUMEN WAWANCARA

Nama Informan:

Jabatan : Guru

Hari/Tanggal :

Pukul :

Aspek	Indikator	Pertanyaan	Komentar
Implementasi <i>Panca Karakter</i> di sekolah inklusi	Penerapan <i>panca karakter</i> di kelas-kelas inklusi	<ol style="list-style-type: none"> 1. Ada berapa siswa ABK di dalam satu kelas inklusi? 2. Apakah ada guru pendamping khusus di setiap kelas inklusi? 3. Bagaimana interaksi siswa reguler dengan siswa ABK di kelasnya? 4. Strategi apa yang digunakan guru dalam menyampaikan nilai-nilai dalam <i>panca karakter</i> ketika di dalam kelas? 5. Bagaimana pembiasaan yang dilakukan di dalam kelas untuk meningkatkan karakter siswa? 6. Teladan apa yang diberikan oleh guru kepada siswa ketika di dalam kelas? 7. Bagaimana guru mengkondisikan kelas agar dapat mendukung perkembangan karakter siswa? 	

INSTRUMEN WAWANCARA

Nama Informan:

Jabatan : Guru

Hari/Tanggal :

Pukul :

Aspek	Indikator	Pertanyaan	Komentar
Implementasi <i>Panca Karakter di sekolah inklusi</i>	Faktor pendukung dan penghambat diterapkannya <i>panca karakter</i> di sekolah inklusiv	<ol style="list-style-type: none"> 1. Ada berapa siswa ABK di dalam satu kelas? 2. Bagaimana usaha yang dilakukan guru ketika mengembangkan karakter anak ABK? 3. Apakah ada GPK di setiap kelas inklusi? 4. Apa tugas GPK di setiap kelas inklusi? 5. Apa saja faktor pendukung diterapkannya <i>panca karakter</i> di kelas-kelas inklusi? 6. Apa saja faktor penghambat atau kendala yang dihadapi sekolah ketika menerapkan program <i>panca karakter</i> ke kelas-kelas inklusi? 	

INSTRUMEN WAWANCARA

Nama Informan:

Jabatan : Orang tua siswa

Hari/Tanggal :

Pukul :

Aspek	Indikator	Pertanyaan	Komentar
Implikasi implementasi <i>Panca Karakter</i> di sekolah inklusi	Dampak penerapan <i>panca karakter</i> di sekolah inklusi	<ol style="list-style-type: none"> 1. Bagaimana perkembangan karakter putra/putri anda setelah diterapkannya <i>panca karakter</i> di SD Anak Saleh? 2. Karakter apa yang dimiliki putra/putri anda setelah bersekolah di SD Anak Saleh? 3. Bagaimana sikap putra/putri anda kepada temannya yang memiliki keistimewaan khusus? 4. Apakah putra/putri anda tetap menjalankan ibadah ketika di rumah dan berperilaku sopan terhadap orang tua? 5. Bagaimana kepedulian putra/putri anda terhadap lingkungan rumah? 6. Bagaimana perilaku putra/putri anda terhadap orang yang lebih tua, guru dan teman sebayanya? 7. Apakah putra/putri anda bersemangat untuk belajar dan mempunyai sifat nasionalisme? 8. Apakah putra/putri anda mempunyai sifat ingin tahu yang tinggi? 	

INSTRUMEN WAWANCARA

Nama Informan:

Jabatan : Orang tua siswa ABK/GPK

Hari/Tanggal :

Pukul :

Aspek	Indikator	Pertanyaan	Komentar
Implikasi implementasi <i>Panca Karakter</i> di sekolah inklusi	Dampak penerapan <i>panca karakter</i> di sekolah inklusi	<ol style="list-style-type: none"> Bagaimana perkembangan karakter anak anda setelah diterapkannya <i>panca karakter</i> di SD Anak Saleh? Karakter apa yang dimiliki anak anda setelah bersekolah di SD Anak Saleh? Bagaimana hubungan anak anda dengan teman-temannya? Apakah anak anda tetap menjalankan ibadah ketika di rumah dan berperilaku sopan terhadap orang tua? Bagaimana kepedulian anak anda terhadap lingkungan di sekitar rumah? Bagaimana perilaku anak anda terhadap orang yang lebih tua, guru dan teman sebayanya? Apakah anak anda bersemangat untuk belajar hal baru dan mempunyai sifat nasionalisme? Apakah anak anda mempunyai sifat ingin tahu yang tinggi? 	

Attachment 5. Observation guidance

Pedoman Observasi

Aspek yang diobservasi	Komponen	Indikator	Keterangan
Implementasi <i>Panca Karakter</i> di Sekolah Inklusi (SD Anak Saleh Malang)		1. Perencanaan	Ada Tidak
	Penyusunan kalender akademik	Adanya kalender akademik	
	Pengkondisian	Memiliki tata tertib sekolah Memiliki pajangan slogan tentang giat belajar dan mencintai lingkungan Memajang foto presiden dan calon presiden, peta indonesia, dan lambang negara Indonesia Menyediakan tempat sampah Adanya kamar mandi yang bersih dan layak Menyediakan alat kebersihan Adanya SDM pendidik dan tenaga kependidikan yang berkarakter Adanya guru pendamping khusus siswa ABK Adanya fasilitas untuk mendukung pembelajaran siswa ABK Adanya penyesuaian kurikulum untuk siswa ABK	
	Mengembangkan silabus dan RPP	Adanya penyusunan silabus dan RPP di awal semester Adanya pengajaran nilai-nilai karakter yang terintegrasi dalam mapel Adanya penerapan <i>panca karakter</i> dalam program pengembangan diri Adanya penerapan <i>panca karakter</i> dalam program budaya sekolah	

	Adanya kegiatan terprogram yang mendukung peningkatan karakter siswa	
2. Pelaksanaan		
Kerjasama seluruh tenaga pendidik dan kependidikan	Adanya keterlibatan seluruh <i>stakeholders</i> sekolah	
Menjalin hubungan harmonis antara guru dan siswa	Adanya komunikasi yang baik dan terbuka antara guru dan siswa	
Integrasi ke dalam mata pelajaran	Adanya pengembangan nilai-nilai dalam proses pembelajaran	
Melalui program ekstrakurikuler	Adanya pengembangan nilai-nilai dalam proses pengembangan diri	
Melalui kegiatan budaya sekolah	<p>Kegiatan rutin :</p> <p>Melakukan kegiatan upacara hari senin</p> <p>Memeriksa kerapihan</p> <p>Berdoa sebelum memulai pembelajaran</p> <p>Melaksanakan piket kelas secara teratur</p> <p>Melaksanakan shalat berjamaah</p> <p>Berbaris ketika akan masuk kelas</p> <p>Kegiatan spontan :</p> <p>Membiasakan senyum, salam, sapa</p> <p>Membiasakan budaya antri</p> <p>Membiasakan menjaga kelestarian lingkungan</p> <p>Membiasakan bergotong royong</p> <p>Keteladanan :</p>	

		Menghargai dan tidak ada diskriminasi di sekolah	
		Guru hadir lebih awal dari siswa	
		Mengapresiasi hasil karya siswa	
		Berbahasa dan berlaku sopan dan santun	
	3. Evaluasi		
Penilaian kinerja pendidik dan tenaga kependidikan	Tenaga pendidik dan kependidikan telah mendapatkan pembinaan tentang penerapan pendidikan karakter di sekolah		
	Guru pendamping khusus telah terverifikasi mumpuni dalam bidangnya		
Kerja sama dengan orang tua di rumah	Adanya komunikasi yang baik antara guru dan orang tua		
	Adanya buku monitoring		
Penilaian terhadap siswa	Siswa lulusan memiliki karakter yang sesuai dengan <i>panca karakter</i>		

Attachment 6. Interview Results

INTERVIEW INSTRUMENT

Informant Name : Ikhsan Gunadi, S.Pd., M.M

Position : School Principal

Day/Date : Wednesday, 9 September 2020

Aspect	Indicators	Questions	Answers
Implementasi <i>Panca Karakter</i> di sekolah inklusi	Latar belakang terbentuknya <i>panca karakter</i> dan sekolah inklusi	<ol style="list-style-type: none">1. Sejak kapan SD Anak Saleh menerapkan program <i>panca karakter</i>?2. Apa yang melatarbelakangi penerapan program <i>panca karakter</i> di SD Anak Saleh?3. Apa tujuan sekolah menerapkan program <i>panca karakter</i>?4. Sejak kapan sekolah menerapkan program inklusi?5. Apa yang melatarbelakangi SD Anak Saleh untuk menerapkan program inklusi?6. Ada berapa kelas inklusi di SD Anak Saleh?7. Berapa jumlah siswa berkebutuhan khusus di SD Anak Saleh?	<ol style="list-style-type: none">1. Sejak pertama kali didirikan.2. Sejak pertama kali didirikan anak saleh telah membawa visi misi sekolah yang ramah anak, juga merupakan sekolah yang mmengajarkan nilai-nilai keislaman yang nantinya akan masuk ke seluruh anak lebih pada aspek perilakunya. Yaitu keislaman yang berbasis kepada kebudayaan dan kebangsaan.3. Untuk menanamkan nilai-nilai keislaman, kita memilih keislaman dibanding islam karena keislaman lebih pada aspek perilaku bukan hanya sebatas simbol-simbol saja tetapi nilai keislaman ini masuk kepada karakter seluruh siswa.4. Sejak berdirinya anak saleh5. Sejak berdirinya anak saleh sudah menjadi inklusi, karena sekolah sejatinya harus mencakup dua hal yaitu sekolah harus ramah anak dan tidak boleh ada penolakan terhadap siswa. Anak Saleh memegang konsep sekolah manusia yang di dalamnya meliputi salah satunya inklusi yang menghasilkan output berupa anak merdeka atau merdeka belajar.6. Semua kelas inklusi, satu kelas terdiri dari 1 anak inklusi. Sekitar 50% terdapat siswa ABKnya.7. Ada 18 ABK di SD Anak Saleh
	Implementasi <i>panca karakter</i> terhadap kelas-	<ol style="list-style-type: none">5. Bagaimana proses perencanaan program <i>panca karakter</i> pada kelas inklusi?	<ol style="list-style-type: none">1. Semua civitas akademika disosialisasikan tentang adanya <i>panca karakter</i> yang merupakan sublimisasi dari 36 karakter yang ada yang kemudian dihasilkan 5 tema yang merupakan transformasi dari <i>panca karakter</i>.

	kelas inklusi	<p>6. Bagaimana proses pelaksanaan program <i>panca karakter</i> pada kelas inklusi?</p> <p>7. Apakah hambatan atau kendala yang dialami sekolah ketika menerapkan program <i>panca karakter</i> ke kelas-kelas inklusi?</p> <p>8. Bagaimana proses evaluasi penerapan program <i>panca karakter</i> di kelas inklusi?</p>	<p>2. Prosesnya diterapkan dalam pembelajaran melalui 5 tema dari masing-masing <i>panca karakter</i> yaitu :</p> <ul style="list-style-type: none"> • Kesalehan Personal : Tema Ourself (Kekitaan) • Kesalehan Sosial : Tema Environment • Kesalehan Kecendekiaan : Tema Science and Technology • Kesalahan Kebangsaan : Tema Manage to The World • Kesalehan Kealamian : Tema Change <p>Yang nantinya akan berpusat pada penerapan Zikir, Fikir, dan Fi'il kepada peserta didik.</p> <p>3. Kendala</p> <ul style="list-style-type: none"> • Kendalanya adalah faktor rumah yang terkadang belum bisa atau kurang bisa menselaraskan dengan apa yang dilakukan di sekolah karena setiap rumah memiliki visi misi, tradisi, dan kondisi yang berbeda-beda yang menyebabkan apa yang telah dilakukan sekolah tersupport maksimal di rumah dan berdampak pada perkembangan anak yang inkonsisten, perilaku anak yang belum bisa mencapai target yang diinginkan. • Waktu yang terbatas, kegiatan yang belum solid dan hal ini merupakan masalah manjerial saja. <p>4. Instrumen-instrumen dalam <i>panca karakter</i> penyelenggarannya sudah tercapai 80%</p>
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INTERVIEW INSTRUMENT

Informant Name : Ikhsan Gunadi, S.Pd., M.M

Position : School Principal

Day/Date : Wednesday, 9 September 2020

Aspect	Indicators	Questions	Answers
Implementasi <i>Panca Karakter</i> di sekolah inklusi	Perencanaan	<ol style="list-style-type: none"> 1. Bagaimana perencanaan dalam menerapkan <i>panca karakter</i> di kelas-kelas inklusi? 2. Bagaimana kurikulum yang diterapkan di kelas inklusi? 3. Bagaimana susunan RPP yang digunakan di kelas inklusi? 4. Nilai-nilai apa sajakah yang ditanamkan kepada siswa dalam <i>panca karakter</i>? 5. Apakah <i>panca karakter</i> diterapkan juga di kelas-kelas inklusi? 6. Bagaimana penerapan <i>panca karakter</i> ke kelas-kelas inklusi? 7. Kelas berapa saja yang memiliki program inklusi? 8. Ada berapa siswa ABK di SD Anak Saleh? 9. Bagaimana pengkondisian sekolah untuk meningkatkan karakter siswa yang berlandaskan <i>panca karakter</i>? 10. Bagaimana pengkondisian sekolah untuk menanamkan <i>panca karakter</i> di kelas-kelas inklusi? 	<ol style="list-style-type: none"> 1. Kurikulum sama, yang disederhanakan adalah KKMnya karena anak-anak ABK mengikuti kelas reguler seperti biasa hanya saja disederhanakan KKMnya. 2. Kurikulumnya sama hanya KKMnya saja yang diturunkan disesuaikan dengan kemampuan masing-masing ABK 3. RPP sama dengan siswa reguler hanya disederhanakan sesuai dengan kemampuan siswa. 4. Nilai-nilai keislaman yang dirangkum dalam 5 <i>panca karakter</i> 5. Iya 6. Pengintegrasian tema-tema ke dalam mapel seperti yang sudah disebutkan di atas 7. Semua tingkatan kelas, tetapi tidak semua rombel ada siswa ABK karena memang tidak ada siswa ABKnya 8. 18 siswa ABK 9. Kami menyediakan atribut seperti slogan atau tempat sampah tetapi yang penting adalah bukan pada atribusinya, tetapi pada implementasinya sehari-hari. 10. Melakukan pembiasaan-pembiasaan yang dimotori oleh guru untuk menggerakkan anak-anak dalam pengimplementasian karakter yang nantinya akan memunculkan nilai-nilai pada diri siswa.
	Pelaksanaan	<ol style="list-style-type: none"> 1. Apakah penerapan <i>panca karakter</i> melibatkan 	<ol style="list-style-type: none"> 1. Semua civitas akademika terlibat mulai dari guru kelas, guru mapel,

		<p>partisipasi seluruh civitas akademika di sekolah?</p> <ol style="list-style-type: none"> 2. Bagaimana cara guru menerapkan nilai-nilai karakter <i>panca karakter</i> di kelas-kelas inklusi? 3. Bagaimana pengintegrasian nilai-nilai <i>panca karakter</i> ke dalam semua mata pelajaran? 4. Apakah siswa ABK mendapatkan fasilitas/perlakuan khusus untuk mendukung peningkatan karakter mereka? 5. Apa sajakah fasilitas dan bentuk-bentuk perlakuan khusus untuk siswa ABK di SD Anak Saleh? 6. Bagaimana keteladanan yang diberikan oleh guru maupun staff di SD Anak Saleh kepada para siswa? 7. Kegiatan rutin apa yang diterapkan di SD Anak Saleh yang mendukung penguatan karakter siswa? 8. Apa saja kegiatan terprogram yang dilaksanakan di SD Anak Saleh yang mendukung penguatan karakter siswa? 9. Kegiatan ekstrakurikuler apa saja yang ada di SD Anak Saleh yang mendukung penguatan karakter siswa? 10. Apakah siswa ABK juga mengikuti kegiatan ekstrakurikuler? 11. Bagaimana pengkondisian lingkungan sekolah untuk mendukung penguatan karakter siswa? 	<p>GPK, dan guru al-Qur'an. Juga karyawan juga ikut mensupport penerapan <i>panca karakter</i> ini. Pemahaman tentang <i>panca karakter</i> ini sudah diberikan kepada guru maupun karyawan di SD Anak Saleh.</p> <ol style="list-style-type: none"> 2. Menyampaikan pembelajaran yang sesuai tema-tema yseperti yang telah disebut di atas. 3. Mengambil KD yang disesuaikan dengan tema <i>panca karakter</i> yang telah disebutkan di atas secara bertahap semester 1 dua tema dan semester 2 tiga tema 4. Iya 5. Disediakan ruang terapi, GPK juga bagian dari fasilitas, ruang untuk pelatihan anak-anak seperti latihan melipat baju, nyetrika dan keterampilan-keterampilan umum dalam life skillnya, ruang terapi yang berbeda-beda untuk sensorik motoriknya. 6. Muncul dari perilaku guru masing-masing, setelah guru dilakukan pembinaan semua diharapkan menjadi teladanuntuk siswa. 7. Masuk dalam kegiatan-kegiatan di luar kelas seperti TTM, homebase dan lain-lain. Karena proses penerapan <i>panca karakter</i> juga harus bertahap. 8. Seperti TTM, Homebase, Kancil, Gforce dan KPBS. 9. Ada banyak kegiatan ekstrakurikuler, ada juga yang khusus untuk aABK setiap hari rabu seperti menari, mewarna, menggambar dan lain-lain. 10. Iya 11. Kami menyediakan atribut seperti slogan atau tempat sampah tetapi yang penting adalah bukan pada atribusinya, tetapi pada implementasinya sehari-hari. Seperti pembiasaan-pembiasaan yang dimotori oleh guru untuk mengerakkan anak-anak dalam pengimplementasian karakter yang nantinya akan memunculkan nilai-nilai pada diri siswa.
Evaluasi		<ol style="list-style-type: none"> 1. Bagaimana evaluasi terhadap siswa untuk 	<ol style="list-style-type: none"> 1. Dilihat dari ketuntasan tema-tema yang tercakup dalam materi. Jika tidak

	<p>mengukur sejauh mana perkembangan karakter siswa?</p> <ol style="list-style-type: none"> 2. Apakah perbedaan cara mengevaluasi perkembangan siswa ABK dengan siswa reguler? 3. bagaimana evaluasi terhadap guru dalam menerapkan <i>panca karakter</i> terhadap siswa? 4. bagaimana memantau perilaku dan karakter anak ketika di rumah? 5. Apakah sekolah melibatkan orangtua dalam mengawasi karakter siswa ketika di rumah? 	<p>atau belum tuntas harus mengurangi materi tersebut. banyak instrumen yang dapat dilakukan seperti banyaknya pertemuan juga bisa dijadikan instrumen penilaian.</p> <ol style="list-style-type: none"> 2. Perbedaannya untuk penilaian siswa ABK disederhanakan dan diturunkan KKMnya. 3. Dilihat dari ketuntasan tema yang tercakup dalam materi 4. Sebelum corona, siswa mempunyai duty book ketika di rumah, tetapi sekarang ini siswa diharuskan menulis jurnal kegiatan selama di rumah. 5. Iya, dalam evaluasinya kita bekerja sama dengan orang tua seperti jadwal sekolah, tujuan pembelajaran, RPP, tugas-tugas orang tua diberi tahu, orang tua juga diberi kesempatan untuk menilai ujian anaknya agar lebih fair.
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INTERVIEW INSTRUMENT

Informant Name : Ika Su'udia, S.Si. Gr

Position : Vice Principal of Students Services and Public Relations

Day/Date : Wednesday, 19 August 2020

Aspect	Indicators	Questions	Answers
Implementasi <i>Panca Karakter</i> di sekolah inklusi	Latar belakang terbentuknya <i>panca karakter</i> dan sekolah inklusi	<ol style="list-style-type: none"> 1. Sejak kapan SD Anak Saleh menerapkan program <i>panca karakter</i>? 2. Apa yang melatarbelakangi penerapan program <i>panca karakter</i> di SD Anak Saleh? 3. Apa tujuan sekolah menerapkan program <i>panca karakter</i>? 4. Sejak kapan sekolah menerapkan program inklusi? 5. Apa yang melatarbelakangi SD Anak Saleh untuk menerapkan program inklusi? 6. Ada berapa kelas inklusi di SD Anak Saleh? 	<ol style="list-style-type: none"> 1. Bertepatan dengan dicanangkannya sekolah inklusi oleh Pemkot Malang 2. Sekolah berbasis karakter, Karakter Islami nasionalis yang dibutuhkan dalam pendidikan dasar untuk bekal anak-anak karena karakter harus diterapkan sedini mungkin, membuat konsep karakter khas anak sholeh seperti Indonesia punya Pancasila Anak Saleh punya <i>panca karakter</i> 3. Visi dari <i>panca karakter</i> adalah terwujudnya pendidikan Islami yang berkualitas kreatif inovatif menghasilkan konsep warga belajar yang beriman bertakwa berakhlak yang berperadaban dan ramah kehidupan berbasis <i>Panca karakter</i>. Untuk mencapai tujuan butuh cara selain merancang pendidikan akademis anak saleh juga menerapkan <i>Panca karakter</i> di setiap lini pendidikan di anak sholeh dan penerapan <i>panca karakter</i> ini sudah sesuai dengan visi misi sekolah 4. Bersamaan dengan dicanangkannya Kota Malang sebagai Kota inklusi, Surat dari Walikota yang mencanangkan kota Malang sebagai Kota pendidikan untuk umum dan inklusi. Sekolah Dasar anak saleh merupakan pionir dalam membuka pendidikan untuk anak-anak inklusi. 5. Pencanangan kota Malang sebagai Kota inklusi berbasis: child friendly atau ramah anak, menghargai bahwa setiap anak punya hak yang sama. Anak inklusi berhak merasakan pendidikan di lingkungan yang normal Sekolah Dasar anak saleh berfokus pada potensi atau kecerdasan yang dimiliki anak inklusi tidak melihat Sisi kurangnya. <ul style="list-style-type: none"> • Memberikan hak anak-anak inklusi untuk merasakan kehidupan atau pembelajaran normal • Sebagai bentuk pendidikan bagi anak-anak reguler termotivasi Bagaimana harus bersyukur menerima perbedaan empati tidak egois. 6. Semua kelas adalah kelas inklusi Rombel 25 inklusi 20

		<p>7. Berapa jumlah siswa berkebutuhan khusus di SD Anak Saleh?</p>	<p>kuota setiap kelas satu siswa ada GPK dari sekolah dan GPK dari orang tua</p> <p>7. Ada 18 siswa inklusi di anak saleh</p>
	Implementasi <i>panca karakter</i> terhadap kelas-kelas inklusi	<p>1. Bagaimana proses perencanaan program <i>panca karakter</i> pada kelas inklusi?</p> <p>2. Bagaimana proses pelaksanaan program <i>panca karakter</i> pada kelas inklusi?</p> <p>3. Apakah hambatan atau kendala yang dialami sekolah ketika menerapkan program <i>panca karakter</i> ke kelas-kelas inklusi?</p> <p>4. Bagaimana proses evaluasi penerapan program <i>panca karakter</i> di kelas inklusi?</p>	<p>1. Sama dengan anak-anak reguler hanya saja mereka punya GPK yang mengkondisikan dan menyederhanakan materi jika diperlukan Kurikulum disesuaikan dan disederhanakan TPI untuk anak yang kelas yang dipegang GPK Ikut standar di kelas reguler hanya disederhanakan Kurikulum menyesuaikan sesuai kemampuan setiap siswa</p> <p>2. Dilaksanakan di seluruh sekolah, dimulai dari awal siswa datang pagi dan kegiatan pembelajaran di dalam atau di luar kelas. Ada juga kegiatan outing sebagai upaya character building, Di rumah dimonitor oleh buku monitoring dan duty book, berusaha 24jam siswa terpantau karakternya.</p> <p>3. Dalam setiap program pasti selalu ada hambatan apalagi untuk anak inklusi yang terkadang moody. Ketika siswa inklusi tidak masuk beberapa hari maka guru harus mengulang lagi materi karena siswa ambyar. (dalam keadaan pandemi GPK melakukan home visit kepada siswa ABK), Apalagi ketika pandemi siswa tidak masuk dalam waktu yang lama jadi guru DPK melakukan home visit kepada siswa ABK, Kondisi siswa ABK itu sendiri juga kondisi di rumah ah orang tua, Anak-anak ABK jauh lebih butuh perhatian.</p> <p>4. Penilaian karakter dinilai KI1 dan KI2, di dalamnya ada sikap spiritual yang anak-anak inklusi masih membutuhkan dampingan dan belum bisa mandiri bahkan untuk yang kekurangan dalam motoriknya kesulitan. <i>Panca karakter</i> sudah sangat efektif asal untuk anak-anak inklusi ada dampingan. Untuk evaluasi terhadap guru ketika hari Sabtu guru melakukan evaluasi character building yang juga diterapkan kepada guru, ke karyawan juga, karena karakter building itu adalah tindakan hati bukan hanya suatu peraturan. Anak-anak butuh role model dan butuh teladan selain mereka diberi tahu peraturannya konsekuensinya Anak saleh berusaha memberikan bimbingan kepada guru dan karyawan untuk lebih menerapkan karakter-karakter baik, Contohnya seperti</p>

			kebersihan atau peribadatan anak saleh berusaha untuk terus menerus membangun karakter building pada guru dan karyawan, staf, dan satpam. Jadi guru dan karyawan beserta civitas akademika mempunyai standar karakter.
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INTERVIEW INSTRUMENT

Informant Name : Ika Su'udia, S.Si. Gr

Position : Vice Principal of Students Services and Public Relations

Day/Date : Wednesday, 19 August 2020

Aspect	Indicators	Questions	Answers
Implementasi <i>Panca Karakter</i> di sekolah inklusi	Perencanaan	<ol style="list-style-type: none"> 1. Bagaimana perencanaan dalam menerapkan <i>panca karakter</i> di kelas-kelas inklusi? 2. Bagaimana kurikulum yang diterapkan di kelas inklusi? 3. Bagaimana susunan RPP yang digunakan di kelas inklusi? 4. Nilai-nilai apa sajakah yang ditanamkan kepada siswa dalam <i>panca karakter</i>? 5. Apakah <i>panca karakter</i> diterapkan juga di kelas-kelas inklusi? 6. Bagaimana penerapan <i>panca karakter</i> ke kelas-kelas inklusi? 7. Kelas berapa saja yang memiliki program inklusi? 8. Ada berapa siswa ABK di SD Anak Saleh? 9. Bagaimana pengkondisian sekolah untuk meningkatkan karakter siswa yang berlandaskan <i>panca karakter</i>? 10. Bagaimana pengkondisian sekolah untuk menanamkan <i>panca karakter</i> di 	<ol style="list-style-type: none"> 1. Sama dengan anak-anak reguler hanya saja mereka punya GPK yang mengkondisikan dan menyederhanakan materi jika diperlukan 2. Kurikulum disesuaikan dan disederhanakan, Kurikulum menyesuaikan sesuai kemampuan setiap siswa 3. PPI untuk anak ABK yang dipegang GPK, Ikut standar di kelas reguler hanya disederhanakan 4. Nilai-nilai yang diterapkan Tergantung konteks, misalnya dalam pembelajaran ada <ul style="list-style-type: none"> • Kesalehan kebangsaan tergantung materi pembelajaran yang sesuai. • Kesalehan Kecendekiaan: ketika belajar menanamkan kecendekiaan yaitu rasa ingin tahu teliti. • Kesalehan Sosial: berbicara saat dipersilahkan berbicara cara melihat tempat dan waktu, menghargai pendapat orang lain. • Kesalehan Kealamian: cinta lingkungan • Kesalehan Personal: bersyukur, berusaha, memiliki kemauan untuk belajar karena telah dianugerahi akal pikiran. 5. Ya, <i>Panca karakter</i> diterapkan ke seluruh kelas inklusi 6. Integrasi di dalam maupun di luar kelas terhadap <i>Panca karakter</i> 7. Semua kelas adalah kelas inklusi dari kelas 1 sampai kelas 6 8. Ada 18 siswa inklusi di anak saleh 9. Pengkondisian lingkungan <ul style="list-style-type: none"> • Ketika pagi hari didengungkan Asmaul Husna melalui pengeras suara di sekolah

		<p>kelas-kelas inklusi?</p>	<ul style="list-style-type: none"> • peraturan yang ditempel di dinding • Slogan slogan yang ada di dinding • Menyanyi lagu kebangsaan • Mensetting sarana dan prasarana dan media diupayakan untuk mendukung penerapan <i>panca karakter</i> • Mengkondisikan sekolah agar ramah anak agar siswa merasa sedang di rumah sendiri <p>10. Pengkondisian dalam kelas guru melakukan pembelajaran sesuai standar seperti salam menanyakan kabar, apersepsi, menyamakan visi misi, membangun konsentrasi, meningkatkan minat anak-anak untuk belajar.</p>
	Pelaksanaan	<ol style="list-style-type: none"> 1. Apakah penerapan <i>panca karakter</i> melibatkan partisipasi seluruh civitas akademika di sekolah? 2. Bagaimana cara guru menerapkan nilai-nilai karakter <i>panca karakter</i> di kelas-kelas inklusi? 3. Bagaimana pengintegrasian nilai-nilai <i>panca karakter</i> ke dalam semua mata pelajaran? 4. Apakah siswa ABK mendapatkan fasilitas/perlakuan khusus untuk mendukung peningkatan karakter mereka? 5. Apa sajakah fasilitas dan bentuk-bentuk perlakuan khusus untuk siswa ABK di SD Anak Saleh? 6. Bagaimana keteladanan yang diberikan oleh guru maupun staff di SD Anak 	<ol style="list-style-type: none"> 1. Ya 2. Diintegrasikan ke dalam mapel hari itu 3. Disesuaikan dengan tema <i>panca karakter</i> yang diterapkan pada saat itu 4. Fasilitas khusus tidak ada ada karena anak saleh menerima siswa ABK yang tidak kesulitan naik turun tangga, kami tetap membatasi jenis ABK jika kami belum mampu dan belum belum mampu menangani ABK tersebut kami tidak akan menerimanya, misalnya buta kita belum punya tenaga kerja yang bisa mengajarkan huruf braille koma, jadi kita memberikan kan teu layanan semaksimal mungkin. Untuk kelas khusus itu sesuai kebutuhan tetapi kita mempunyai ruangan khusus untuk ABK yaitu ruang inklusi, mereka ada jadwal ke ruangan inklusi untuk terapi sederhana jika mereka bosan di kelas mereka akan dibawa ke ruang yang ke Lusi karena di sana ada multimedia untuk anak berkebutuhan khusus. <p>Untuk siswa ABK yang akan masuk ke anak sholeh ada interview, pada prinsipnya sekolah kami menerima semua jenis, semua karakter semua tipe Ananda titik tetapi kita ada placement test supaya kita bisa mengetahui sampai dimana bakat dan minatnya bakat minat dasar titik itu untuk anak reguler dan dan ABK.</p>

	<p>Saleh kepada para siswa?</p> <p>7. Kegiatan rutin apa yang diterapkan di SD Anak Saleh yang mendukung penguatan karakter siswa?</p> <p>8. Apa saja kegiatan terprogram yang dilaksanakan di SD Anak Saleh yang mendukung penguatan karakter siswa?</p> <p>9. Kegiatan ekstrakurikuler apa saja yang ada di SD Anak Saleh yang mendukung penguatan karakter siswa?</p> <p>10. Apakah siswa ABK juga mengikuti kegiatan ekstrakurikuler?</p>	<p>Untuk anak ABK kita lebih spesifik kita meminta data medisnya lalu melakukan wawancara dengan orang tua lebih spesifik lagi treatment-nya seperti apa titik sekolah-sekolah juga harus bekerja sama dengan medis untuk terapi untuk hal-hal yang memang dibutuhkan titik sekolah hanya memfasilitasi pembelajaran dan suasana belajar yang normal. Untuk masalah keabsahannya Tidak bisa dipasrahkan kepada sekolah.</p> <p>Dalam menerima ABK kita mempertimbangkan beberapa hal</p> <p>Kira-kira anak saleh bisa tidak memfasilitasi ABK tersebut</p> <ul style="list-style-type: none"> • Untuk yang fisik kita masih belum bisa memfasilitasi soalnya anak saleh ada 3 lantai dan kita belum mempunyai lift bukan kita tidak mau menerimanya tetapi kita belum bisa memfasilitasi nya • Untuk yang down syndrome atau Altis parah • Penerimaan disesuaikan dengan kemampuan sekolah <p>5. Gpk, ruang khusus Inklusi</p> <p>6. Keteladanan</p> <ul style="list-style-type: none"> • Bagaimana cara kita berbahasa kepada anak tidak menggunakan nada tinggi memanggil dengan sayang tutur kata kita halus dan lembut titik semua karyawan dan staf sudah punya standar cara berbicara kepada anak-anak • Kita ketika berbicara menunduk menyesuaikan tinggi anak • Tidak boleh berteriak apalagi melakukan kekerasan fisik kekerasan verbal di sini sudah pelanggaran ada waktunya tegas tetapi tidak dengan emosi dan tidak dengan screaming. apalagi kepada Amerika yang sangat sensitive • Ketika salat semua wajib salat berjamaah bersama anak-anak semua yang diterapkan kepada anak-anak juga diterapkan kepada sendiri • Cara berbicara cara bersikap mengikuti perintah agama mengikuti etika sosial norma-norma yang berlaku juga kita bersama-sama melakukannya. <p>7. kegiatan rutin</p> <p>Personal</p>
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		<ul style="list-style-type: none"> 1. Ibadah praktis setiap mengawali dan mengakhiri kegiatan ada doanya 2. Ada kegiatan mengaji dari Ummi Foundation 3. Program salat Dhuha berjamaah 4. Setelah Dhuha ada hadis bersama guru kelasnya atau Motivasi Pagi 5. Salat Dhuhur berjamaah 6. salat asar berjamaah <p>Sosial</p> <ul style="list-style-type: none"> 1. Jika anak-anak berinteraksi dengan sesama selalu dalam bimbingan dan pengawasan <p>Kebangsaan</p> <ul style="list-style-type: none"> 1. Selalu ikut upacara dan kegiatan kepramukaan dengan sebaik-baiknya 2. Ikut lomba lomba untuk mengisi kemerdekaan <p>Kealamianah</p> <ul style="list-style-type: none"> 1. Pembelajaran bisa dilakukan di kelas alam 2. Menyediakan sekolah alam untuk kegiatan alamiah di luar kelas <p>Kecendekiaan</p> <ul style="list-style-type: none"> 1. Melalui kegiatan belajar mengajar mengasah pikirnya anak-anak 2. Program outing di luar sekolah 8. Kegiatan rutinan terprogram <p>Perayaan hari besar nasional hari besar Islam sekolah, siapa anak sesuai bakat dan minatnya masing-masing diberikan kesempatan untuk unjuk diri dalam momen tersebut.</p> <p>Contohnya ketika milad sekolah ada pentas seni anak reguler juga anak ABK mengeluarkan bakatnya dan itu adalah event rutin tahunan setiap orang tahun sekolah. Dari ekskul ekskul jika memang berprestasi kita ikutkan lomba-lomba</p> <ul style="list-style-type: none"> 9. Daftar ekstrakurikuler anak sholeh semua anak ABK juga mengikuti ekskul, Silat
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			<p>renang futsal badminton pencak silat, Akademis ada olimpiade club matematika ipa bahasa inggris, Art ada membatik menari mewarna dan menggambar, banjari, qiroat seni baca al quran.</p> <p>10. Iya, siswa ABK juga mengikuti kegiatan ekstrakurikuler yang ada di SD Anak Saleh</p>
	evaluasi	<ol style="list-style-type: none"> 1. Bagaimana evaluasi terhadap siswa untuk mengukur sejauh mana perkembangan karakter siswa? 2. Apakah perbedaan cara mengevaluasi perkembangan siswa ABK dengan siswa reguler? 3. bagaimana evaluasi terhadap guru dalam menerapkan <i>panca karakter</i> terhadap siswa? 4. Apakah sekolah melibatkan orangtua dalam mengawasi karakter siswa ketika di rumah? 5. bagaimana memantau perilaku dan karakter anak ketika di rumah? 	<ol style="list-style-type: none"> 1. Standarnya mengacu pada yang reguler kemudian disesuaikan dengan abk nya dan spesifik tergantung dengan abk nya masing2 2. Penilaian terhadap ABK mengacu pada penilaian siswa reguler hanya lebih disederhanakan dan disesuaikan dengan abk nya dan spesifik tergantung dengan abk nya masing2 3. Evaluasi terhadap guru diadakan setiap sabtu dan diadakan edukasi terhadap karyawan dengan kegiatan serius tapi santai seoerti hari sabtu kita senam kemudian sharing jadi lebih ke informal yang mengikat rasa kekeluargaan kita dahulu. 4. Ya 5. Memantau perilaku anak di rumah <ul style="list-style-type: none"> • Buku monitoring • Duty book • Komunikasi langsung dengan orang tua by phone or whatsapp • Melakukan home visit jika betul2 bermasalah • Terkadang orang tua mengundang ke rumah meminta bantuan • Membuka banyak jalur untuk membangun karakter building untum tetao terjaga. • Berusaha membangun sinergi antara sekolah dan orang tua / rumah.

INTERVIEW INSTRUMENT

Informant Name : Dini Eko Wulandari, S. Psi

Position : Coordinator of SEIT (Special Education Itinerant Teacher)

Day/Date : Wednesday, 19 August 2020

Aspect	Indicators	Questions	Answers
Implementasi <i>Panca Karakter</i> di sekolah inklusi	Penerapan <i>panca karakter</i> di kelas-kelas inklusi	<ol style="list-style-type: none"> 1. Ada berapa siswa ABK di dalam satu kelas inklusi? 2. Apakah ada guru pendamping khusus di setiap kelas inklusi? 3. Bagaimana interaksi siswa reguler dengan siswa ABK di kelasnya? 4. Strategi apa yang digunakan guru dalam menyampaikan nilai-nilai dalam <i>panca karakter</i> ketika di dalam kelas? 5. Bagaimana pembiasaan yang dilakukan di dalam kelas untuk meningkatkan karakter siswa? 6. Teladan apa yang diberikan oleh guru kepada siswa ketika di dalam kelas? 7. Bagaimana guru mengkondisikan kelas agar dapat mendukung perkembangan karakter siswa? 	<ol style="list-style-type: none"> 1. tiap level ada 4 rombel, maksimal 1 siswa di setiap ruang kelas 2. Ada, setiap siswa ABK mempunyai 1 GPK 3. Alhamdulillah untuk siswa reguler terutama tingkat tinggi tidak ada masalah, semuanya welcome dan lebih care. Mereka juga mengikuti instruksi GPK ketika GPK mengajarkan sesuatu kepada siswa ABK, mereka mengikuti instruksi di sela-sela kegiatan tersebut. pembiasaan di sosialisasi antara interaksi antara siswa reguler dengan siswa ABK seperti itu. 4. <i>Panca Karakter</i> kita jalani setiap hari, dalam hal kesalehan sosial mereka berteman dengan teman-teman yang lainnya dan teman lainnya sangat welcome dengan siswa ABK. Dalam siswa ABK kelas tinggi, kebanyakan siswa ABK sudah mampu bersosialisasi dengan lingkungannya hanya terkadang emosinya masih perlu dikontrol oleh GPK. Kesalehan personalnya adalah lebih ke pembiasaan kegiatan sehari-hari contohnya seperti shalat berjamaah, mengaji dan terjadi secara kontinyu. 5. Pembiasaannya mengikuti tata tertib di kelas, sosialisasinya ketika mereka harus belajar berkelompok mereka juga ikut belajar berkelompok didampingi oleh GPKnya dan siswa ABK mengikuti kegiatan ketika di dalam kelas dengan konisional. 6. Coaching antar-teman, meneladani sesama ditambah guru memberikan teladan yang baik dalam berkarakter. 7. Wali kelas bertanggung jawab dalam pengkondisian kelas, bahkan ketika masuk sekolah pengkondisian telah meliputi seluruh sekolah bukan hanya di dalam kelas saja.

INTERVIEW INSTRUMENT

Informant Name : Dini Eko Wulandari, S. Psi

Position : Coordinator of SEIT (Special Education Itinerant Teacher)

Day/Date : Wednesday, 19 August 2020

Aspect	Indicators	Questions	Answers
Implementasi <i>Panca Karakter</i> di sekolah inklusi	Faktor pendukung dan penghambat diterapkannya <i>panca karakter</i> di sekolah inklusi	<p>7. Ada berapa siswa ABK di dalam satu kelas?</p> <p>8. Bagaimana usaha yang dilakukan guru ketika mengembangkan karakter anak ABK?</p> <p>9. Apakah ada GPK di setiap kelas inklusi?</p> <p>10. Apa tugas GPK di setiap kelas inklusi?</p> <p>11. Apa saja faktor pendukung diterapkannya <i>panca karakter</i> di kelas-kelas inklusi?</p> <p>12. Apa saja faktor penghambat atau kendala yang dihadapi sekolah ketika menerapkan program <i>panca karakter</i> ke kelas-kelas inklusi?</p>	<p>1. Maksimal ada 1 siswa ABK di dalam satu rombel.</p> <p>2. Pengkondisian kelas dan sekolah, teladan dari guru, Coaching antar-teman dan dampingan dari GPK.</p> <p>3. Ada, satu GPK mendampingi satu siswa ABK</p> <p>4. Lebih ke pendampingan siswa ABK, mulai dari menyiapkan silabus, program, materi belajar, soal, ulangan, penilaian, hingga raport ditangani oleh GPK. Tetapi proses belajar tetap di dalam kelas dan mengikuti materi pembelajaran di dalam kelas yang materinya disesuaikan dengan kemampuan siswa ABK. Pendampingan GPK terhadap siswa ABK full dari mulai siswa masuk sampai siswa pulang.</p> <p>5. Dari tema kita yang mengusung tema islami, lebih ke personalnya anak-anak wajib shalat berjamaah di masjid, ketika upacara juga semua harus ikut, ketika waktu istirahat mereka juga istirahat dan faktor lingkungan juga mendukung penerapan <i>panca karakter</i> di anak saleh. Penerapannya dilakukan secara habitual dan berkesinambungan.</p> <p>6. Tergantung individu masing-masing, untuk yang di kelas 4 masih non verbal dan emosinya masih belum stabil masih sering marah-marah ketika shalat, berteriak-teriak ketika pembelajaran jadi tergantung emosi individu masing-masing. Untuk siswa kelas 5 sudah mulai mandiri tetapi masih sering salah paham ketika teman-temannya mengajak dia bermain bersama.</p> <p>Treatment untuk mengatasi permasalahan ini adalah dari GPK masing-masing siswa ABK.</p>

INTERVIEW INSTRUMENT

Informant Name : Davies Yudisno, S.S

Position : Teacher

Day/Date : Wednesday, 19 August 2020

Aspect	Indicators	Questions	Answers
Implementasi <i>Panca Karakter</i> di sekolah inklusi	Penerapan <i>panca karakter</i> di kelas-kelas inklusi	<ol style="list-style-type: none"> 1. Ada berapa siswa ABK di dalam satu kelas inklusi? 2. Apakah ada guru pendamping khusus di setiap kelas inklusi? 3. Bagaimana interaksi siswa reguler dengan siswa ABK di kelasnya? 4. Strategi apa yang digunakan guru dalam menyampaikan nilai-nilai dalam <i>panca karakter</i> ketika di dalam 	<p>1. Di kelas 4 ada satu siswa ABK</p> <p>2. Ada, dan Anak Saleh menerapkan sistem kolaborasi (dengan orang tua) dan sistem sekolah, kewaibannya sama hanya beda di pemberian haknya. Kalau pemberian hak GPK dari sekolah memang dari sekolah dan GPK kolaborasi dari orang tua haknya dari orang tua. Konsep GPK di SDAS GPK bukanlah sebagai Nanny yang hanya mendampingi saja tetapi benar-benar memfungsikan GPK sebagai guru, GPK harus menyiapkan materi ajar, soal-soal, memberikan nilai, dan membuatkan rapot untuk siswa ABK.</p> <p>Dalam pelaksanaannya berkolaborasi dengan guru kelas karena materinya memang sama dengan siswa reguler tetapi kedalaman materinya disesuaikan dengan kemampuan siswa ABK. Di SDAS ABK ada yang ringan dan ada yang sangat berat maka dari itu pemberian materinya juga disesuaikan dengan kemampuan masing-masing siswa ABK. Ada siswa ABK yang sampai kelas 6 belum mampu untuk berkomunikasi, jadi kalau keadaannya seperti itu pembelajarannya hanya menyalin atau mengidentifikasi dari dasar. Kurikulum dan RPP untuk siswa ABK adalah modifikasi kurikulum dan RPP Reguler dari wali kelas yang disederhanakan, dikurangi atau dihilangkan.</p> <p>Hal ini tertuang di sistem PPI (Program Pembelajaran Individu) yaitu sistem tawar menawar dengan orang tua ketika siswa ABK pertama kali masuk sekolah.</p> <p>Ada assesmen keadaan di awal, kemudian assesmen ke dua melihat kemampuan anak aslinya seperti apa yang kemudian akan dicocokkan dengan materi ajar reguler yang jika</p>

		<p>kelas?</p> <p>5. Bagaimana pembiasaan yang dilakukan di dalam kelas untuk meningkatkan karakter siswa?</p> <p>6. Bagaimana guru mengkondisikan kelas agar dapat mendukung perkembangan karakter siswa?</p>	<p>dirasa tidak sesuai akan dilakukan modifikasi, selanjutnya modifikasi materi ini ditawarkan kepada orang tua dan disinilah orang tua melakukan tawar menawar hingga akhirnya menghasilkan kesepakatan antara orang tua dan pihak sekolah.</p> <p>Ketika menerima siswa ABK Sekolah harus sepaham dan sevisi dengan orang tua, karena guru adalah orang tua kedua di sekolah dan orang tua harus menyampaikan apapun masalah anak ke sekolah.</p> <p>Ada 3 komitmen yang harus kita bangun ketika menerima siswa ABK:</p> <ol style="list-style-type: none"> 1. Sekolah tidak ada target akademik, orang tua harus paham bahwa untuk mengejar akademik tidak mudah untuk anak ABK tergantung berat atau ringannya kondisi anak. 2. Sekolah meminta orang tua untuk menyediakan orang tua, kita menawarkan opsi GPK dari sekolah atau GPK dari orang tua. Kita mengajukan opsi karena sekolah kami SDM nya masih terbatas, setiap ada anak ABK masuk kita melihat SDM kami, jika tidak ada atau tidak mencukupi kami akan menawarkan kepada orang tua untuk menyediakan GPK karena bisa jadi anak-anak ABK sudah cocok dengan orang tertentu seperti guru lesnya atau terapisnya untuk mengurangi resiko terbuangnya waktu untuk siswa ABK beradaptasi dengan orang baru. GPK dari orang tua dipersilakan membawa GPK ke sekolah dengan kondisi mereka harus memiliki ritme target kerja yang sama dengan guru kami di sekolah, jika seandainya pengetahuan belum memadai sekolah akan memberikan pelatihan agar mereka dapat segera menyesuaikan dengan harapan dapat memiliki satu visi dan satu tipe kerja seperti standar GPK dari sekolah. 3. sebelum pandemi sekolah mengharuskan orang tua untuk memberikan sesi terapi di luar sekolah, dalam situasi pandemi sekarang ini sekolah tidak mengharuskan tetapi menganjurkan orang tua untuk melakukan sesi terapi di luar sekolah. <p>Ketiga komitmen ini telah kami sampaikan dari awal masuk daftar, jadi orang tua sudah benar-benar paham ketika siswa mulai masuk sekolah.</p> <p>3. Konsep pembelajaran anak ABK di SDAS mayoritas tetap kembali ke dalam kelas, bukan disediakan ruang khusus untuk mereka belajar seharian tetapi mereka kembali ke kelas regulernya bersama teman-teman regulernya didampingi dengan GPK, otomatis interaksi sosial akan sering terjadi. Karena kita ingin menerapkan pancha ksesuhan sosial otomatis</p>
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		<p>GPK banyak mengarahkan, terutama bagaimana menumbuhkan empati, simpati, berkomunikasi dengan baik, penggunaan diksi yang baik hal hal yang ringan seperti ini, lagipula siswa ABK masih belum bisa berkomunikasi dengan baik karena kosa kata mereka masih belum banyak, lebih melalui gesture ketika kita menunjukkan bagaimana menumbuhkan simpatinya, contohnya ketika ada temannya sakit hal apa yang seharusnya dilakukan, mengucapkan selamat ketika temannya ulang tahun, pembiasaan-pembiasaan yang sederhana saja.</p> <p>4. Ujung pembelajaran ada di GPK masing-masing.</p> <p>Untuk <i>Panca Karakter</i> kita mengandalkan kreatifitas dari GPK dan bekerja sama dengan wali kelasnya. Kita punya banyak program yang mendukung salah satunya dalam kesalihan sosial kita punya TTM (Tim Teladan Masjid), teladan masjid. Dalam kesehariannya kita mencoba mengajarkan melalui pembiasaan karena <i>panca karakter</i> tidak bisa hanya teori saja, <i>panca karakter</i> harus dipraktekkan meliputi bagaimana berinteraksi dengan baik, bersosial dengan baik, kecintaan alam dan kebangsaan. Untuk anak ABK hal-hal tersebut lebih ditekankan kepada habitualnya saja.</p> <p>5. Pembiasaan dalam hal</p> <ul style="list-style-type: none"> • kebangsaan anak-anak upacara, bagaimana mereka terlibat dalam peringatan hari-hari besar nasional • kealamianah : ada sekolah alam, mengajak bercocok tanam, merawat tanaman dan lingkungan. <p>6. Disediakan fasilitas-fasilitas untuk membiasakan siswa reguler maupun ABK mempraktekkan <i>panca karakter</i>, memberi pemahaman ketika melihat sampah itu dibuang ke tempat sampah, memperkenalkan fungsi tong sampah berdasarkan warnanya.</p>
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INTERVIEW INSTRUMENT

Informant Name : Davies Yudisno, S.S

Position : Teacher

Day/Date : Wednesday, 19 August 2020

Aspect	Indicators	Questions	Answers
Implementasi <i>Panca Karakter</i> di sekolah inklusi	Faktor pendukung dan penghambat diterapkannya <i>panca karakter</i> di sekolah inklusi	<ol style="list-style-type: none">1. Ada berapa siswa ABK di dalam satu kelas?2. Bagaimana usaha yang dilakukan guru ketika mengembangkan karakter anak ABK?3. Apakah ada GPK di setiap kelas inklusi?4. Apa tugas GPK di setiap kelas inklusi?5. Apa saja faktor pendukung diterapkannya <i>panca karakter</i> di kelas-kelas inklusi?6. Apa saja faktor penghambat atau kendala yang dihadapi sekolah ketika menerapkan program <i>panca karakter</i> ke kelas-kelas inklusi?	<ol style="list-style-type: none">1. Maksimal ada 1 sampai 2 anak ABK dalam satu rombel2. Mengintegrasikan nilai-nilai ke dalam mapel yang sedang dipelajari3. Ada4. Mendampingi siswa ABK selama di sekolah, membantu siswa ABK ketika menemukan kesulitan, menyederhanakan KKM dalam RPP.5. Siswa berbaur dengan sesamanya baik siswa reguler maupun ABK, seperti contohnya adalah kegiatan TTM, kita menyediakan wadah sebagai penunjang terbentuknya <i>panca karakter</i>, dalam TTM ini siswa mencontohkan untuk teman-temannya ketika di masjid mulai dari pagi ketika shalat duha, siang shalat dhuhur dengan datang lebih awal ke masjid, menyambut anak-anak, menyemprotkan parfum ketika shalat jum'at, mengingatkan untuk menata sandal, mengatur shaf, mengingatkan untuk berdo'a ketika sebelum masuk masjid. Selain teladan dari guru, teladan sesama murid juga diterapkan di sini.6. Sejauh ini tidak ada, hanya saja pembiasaan yang hasilnya tidak bisa langsung terlihat dan membutuhkan proses yang pada awalnya mungkin kendala dalam konsistensi pelaksanaan di lapangan.

INTERVIEW INSTRUMENT

Informant Name : Ahmad Efendi, S.Hum

Position : Coordinator of School Culture and Character Building

Day/Date : Tuesday, 1 September 2020

Aspect	Indicators	Questions	Answers
Implementasi <i>Panca Karakter</i> di sekolah inklusi	Penerapan <i>panca karakter</i> di kelas-kelas inklusi	<ol style="list-style-type: none"> Ada berapa siswa ABK di dalam satu kelas inklusi? Apakah ada guru pendamping khusus di setiap kelas inklusi? Bagaimana interaksi siswa reguler dengan siswa ABK di kelasnya? Strategi apa yang digunakan guru dalam menyampaikan nilai-nilai dalam <i>panca karakter</i> ketika di dalam kelas? Bagaimana pembiasaan yang dilakukan di dalam 	<ol style="list-style-type: none"> Dalam satu kelas rata-rata ada satu siswa ABK Ada, setiap siswa ABK didampingi satu GPK Alhamdulillah, karena siswa reguler telah kita biasakan untuk saling menghormati mereka dapat bekerja sama dengan baik, terkadang mereka berebut untuk bekerja sama dengan siswa ABK, tapi ada juga yang masih malu-malu dan di sini tugas dari wali kelas bahwa semua teman dan sebagian besar mereka senang untuk berkelompok dengan siswa ABK. Strategi kami adalah habituasi melalui program, dan ke-lima <i>panca karakter</i> kesalehan ada 5 program dan aktifitasnya adalah aktifitas di luar kelas seperti asrama dalam film Harry Potter yaitu berupa home base, SCCB (School Culture and Character Building) membentuk edukasi untuk anak-anak sebagai bentuk habituasi. <ul style="list-style-type: none"> Kesalehan personal : KPBS (Korps Penegak Budaya Sekolah) Siswa akan menjadi role model untuk bagaimana menjadi siswa SDAS yang sebenarnya. Guru mengedukasi dan menghabitasi siswa yang akan dijadikan contoh untuk teman-temannya (peers learning), guru tidak banyak berkecimpung hanya mengawasi dan lebih banyak melibatkan anak-anak Kesalehan Sosial : TTM (Tim Teladan Masjid) Bertugas untuk mendampingi teman-temannya dari keluar kelas sampai ke masjid, mulai dari keluar, di jalan, tempat sandal, tempat wudhu, di tangga, pintu masjid, sampai di shaf. Para siswa mengedukasi dan mendampingi teman-temannya untuk beribadah dengan tertib da khusyuk, tentu ada reinforcement dan reward sehingga teman-teman yang lain bisa mengikuti rulesnya, dan untuk teman-teman TTM juga mendapatkan reward juga. Siswa di TTM dihabitasi untuk peduli terhadap teman-temannya, mereka mengawasi dan

		<p>kelas untuk meningkatkan karakter siswa?</p> <p>6. Teladan apa yang diberikan oleh guru kepada siswa ketika di dalam kelas?</p> <p>7. Bagaimana guru mengkondisikan kelas agar dapat mendukung perkembangan karakter siswa?</p>	<p>mengingatkan temannya dengan diksi yang positif, seperti misalnya ketika teman-temannya berlari menuju masjid mereka akan mengingatkan dengan diksi positif seperti “silakan berjalan” bukan “jangan berlari, dan ketika teman-teman lain ramai siswa TTM akan mengingatkan dengan “silakan zikir/shalat sunnah” daripada dengan diksi yang negatif seperti “jangan ramai!”. Hambatan dalam program ini adalah ketika siswa TTM yang lebih muda mengingatkan temannya yang lebih tua oleh karena itu diterapkan rules jika ada yang mengganggu petugas sekolah akan dikurangi poin homebasenya sebesar 50 poin. Akhlak adalah nom or 1.</p> <ul style="list-style-type: none"> • Kesalehan Kebangsaan : Homebase (seperti OSIS), Homebase adalah program semacam OSIS tetapi di SDAS terdapat 5 homebase atau OSIS yang dicirikan dengan warna dan nama Khulafaurasyidin dan Umar bin Abdul Aziz. Homebase merah (Umar bin Khattab), Homebase hijau (Utsman bin Affan), Homebase kuning (Ali bin Abi Thalib), Homebase biru (Abu Bakar Ash-Shidiq), Homebase hitam (Umar bin Abdul Aziz). Lima homebase ini ada 3 tujuannya. Setiap 2 senin sekali kita mengadakan upacara dan senin lainnya diadakan halaqah. Dalam halaqah ini setiap homebase menyusun strategi untuk mendapatkan poin tertinggi di akhir semester dan mendapatkan reward dari sekolah. Pengelompokan homebase ini dibagi secara random dan di setiap ruang kelas pasti ada perwakilan siswa dari 5 homebase, jadi keanggotaan di homebase ini meliputi seluruh siswa dari kelas 1 sampai 6 termasuk siswa ABK dan ditetapkan dari awal masuk sekolah hingga lulus. Anggota homebase saling ketergantungan satu sama lain, segala sesuatu yang mereka lakukan akan ada reward dan punishment berupa saving poin ketika anggotanya melakukan hal positif dan mematuhi peraturan, tetapi mereka akan less poin ketika anggotanya melanggar peraturan dan poin ini dipampang di sekolah. Mereka akan berusaha saling mendukung untuk mengumpulkan poin. Dalam homebase ada kapten, asisten, teacher kapten, dan teacher staff. Siswa yang berkecimpung di program KPBS, TTM, Kancil, dan G Force adalah utusan dari homebase, dan guru harus menyusun strategi dalam mengutus anak-anaknya yang berpotensi untuk banyak mendapat poin di program-program tersebut. Anak-anak SD masih menyukai sistem poin seperti ini dan mereka akan bangga ketika mereka bisa menyumbangkan poin untuk homebasenya. Ketika poin homebase mereka
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		<p>hangus karena perilaku mereka, homebase akan berembuk untuk mengembalikan poin. Caranya seperti melakukan kebaikan, membantu orang lain, mengikuti lomba, azan di musola lingkungan rumah dan hal baik lainnya untuk berusaha mengembalikan poin2 tersebut.</p> <p>Sekarang siswa punya monitoring book yang dikirimkan kewali murid melalui wali kelas yang diisi oleh orangtua setiap harinya agar mereka tatap merasa terawasi. Orang tua mendukung terobosan yg dilakukan sekolah seperti homebase ini, kegiatan edukasi untuk menyemarakkan milad sekolah tak terkecuali siswa abk pun ikut tampil dan mereka bisa menyumbangkan poin homebase.</p> <ul style="list-style-type: none"> • Kesalehan Kecendekiaan : Kancil (Komunitas Anak Saleh Cinta Literasi) Programnya lebih mengarah ke perpustakaan, ada perpustakaan sekolah, perpustakaan sekolah, perpustakaan sekolah alam, dan Mading. Mereka mempunyai hak dan link untuk berbagai aktivitas melalui sosial media Anak Saleh • Kesalehan Kealamianah : Gforce (Green Force) Disediakan sekolah alam sebagai labnya. Mereka akan mendapat materi dari mentor (guru/ustad) yang bertanggung jawab di sekolah alam dan staffnya untuk memberikan edukasi kepada anak-anak di setiap posnya diantaranya pos green house, pos perikanan, pos burung, pos tanaman, pos tanaman berbuah, pos toga, pos recycling sampah, pos pembuatan pupuk dan setelah itu mereka akan mengajari temannya karena masing-masing dari mereka akan berkesempatan untuk masuk ke gardening ketika masuk ke sekolah alam sehingga mereka terbiasa untuk peduli terhadap lingkungan. Inti dari akhlak adalah peduli, jadi di sini kita berusaha untuk menumbuhkan kepedulian itu. <p>5. Pembiasaan di dalam kelas berupa pemberian project, berupa penilaian performance, paper based, portofolio, project, product di mana siswa mengerjakannya secara individu maupun bersama-sama tergantung dengan pembelajaran saat itu.</p> <p>6. Teladan yang diberikan</p>
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			<ul style="list-style-type: none"> • Bagaimana cara berpakaian, cara menyampaikan sesuatu, ada kalanya menjadi penasehat, teman, atau orang tua. SD. Guru dan staff diedukasi oleh sekolah untuk bagaimana menjadi guri yang dikangeni oleh anak2. • Berusaha membuat anak-anak merasa bahwa my school is my second home <p>7. Pengkondisian kelas</p> <ul style="list-style-type: none"> • Ketika sudah masuk ke kelas sudah tidak ada homebase, mereka akan diberi project, kan ada 5 penilaian performance, paper based, portofolio, project, product. Ada kalanya mereka perform sendiri ataupun bersama-sama dengan teman-temannya. Di kelas inilah guru menerapkan edukasi, pembiasaan-pembiasaan, kegiatan keagamaan, dan refleksi. • Guru dengan siswa merefleksi apa manfaat dari ilmu yang telah dipelajari saat itu.
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INTERVIEW INSTRUMENT

Informant Name : Ahmad Efendi, S.Hum

Position : Coordinator of School Culture and Character Building

Day/Date : Tuesday, 1 September 2020

Aspect	Indicators	Questions	Answers
Implementasi <i>Panca Karakter</i> di sekolah inklusi	Faktor pendukung dan penghambat diterapkannya <i>panca karakter</i> di sekolah inklusi	<ol style="list-style-type: none"> 1. Ada berapa siswa ABK di dalam satu kelas? 2. Bagaimana usaha yang dilakukan guru ketika mengembangkan karakter anak ABK? 3. Apakah ada GPK di setiap kelas inklusi? 4. Apa tugas GPK di setiap kelas inklusi? 5. Apa saja faktor pendukung diterapkannya <i>panca karakter</i> di kelas-kelas inklusi? 6. Apa saja faktor penghambat atau kendala yang dihadapi sekolah ketika menerapkan program <i>panca karakter</i> ke kelas-kelas inklusi? 	<ol style="list-style-type: none"> 1. Dalam satu kelas rata-rata ada satu siswa ABK 2. Usahayang dilakukan oleh sekolah adalah berupa <ul style="list-style-type: none"> • <i>Panca karakter</i> kita visualisasikan dan dihabitiasi masuk dalam rangkaian upacara dengan simbol dan gesture. • Dibentuknya homebase biasa kita sebut dengan the character factory dengan produk scout • Mengklasifikasikan kegiatan ekstrakurikuler kepada 5 <i>panca karakter</i>. • Kancil, KPBS, Gforce, TTM, dan Homebase yang telah disebutkan di atas. 3. Iya, satu GPK mendampingi satu siswa ABK 4. Mendampingi Siswa belajar di kelas dan mengawasi siswa ABK di sepanjang waktu siswa ABK di sekolah. 5. Yayasan sangat mendukung kegiatan-kegiatan yang mendukung peningkatan karakter anak seperti contohnya mensupport atribut homebase, pemberian reward. 6. Membiasakan <i>panca karakter</i> dalam diri siswa karena pembiasaan adalah sebuah proses yang berkelanjutan.

INTERVIEW INSTRUMENT

Informant Name : Ahmad Efendi, S.Hum

Position : Student Guardian (

Day/Date : Tuesday, 1 September 2020

Aspect	Indicators	Questions	Answers
Dampak implementasi <i>Panca Karakter</i> di sekolah inklusi	Dampak penerapan <i>panca karakter</i> di sekolah inklusi	<ol style="list-style-type: none"> 1. Bagaimana perkembangan karakter putra/putri anda setelah diterapkannya <i>panca karakter</i> di SD Anak Saleh? 2. Karakter apa yang dimiliki putra/putri anda setelah bersekolah di SD Anak Saleh? 3. Bagaimana sikap putra/putri anda kepada temannya yang memiliki keistimewaan khusus? 4. Apakah putra/putri anda tetap menjalankan ibadah ketika di rumah dan berperilaku sopan terhadap orang tua? 5. Bagaimana kepedulian putra/putri anda terhadap lingkungan rumah? 6. Bagaimana perilaku putra/putri anda terhadap orang yang lebih tua, guru dan teman sebayanya? 7. Apakah putra/putri anda bersemangat untuk belajar dan mempunyai sifat nasionalisme? 8. Apakah putra/putri anda mempunyai sifat ingin tahu yang tinggi? 	<ol style="list-style-type: none"> 1. Mereka bisa lebih memprioritaskan sesuatu, tumbuh sifat tolong-menolong, 2. Jujur, disiplin, amanah, 3. Hubungannya baik, bahkan putri saya sering bercerita bahwa ia menolong temannya yang ABK 4. Anak-anak sudah menjalani tapi masih kadang keluar track dan terkadang lupa, di sinilah kami sebagai orang tua memberikan sosok role model untuk anak-anak dan mendampingi anak-anak agar tetap berada di jalan yang benar. 5. Mereka peduli dengan lingkungan karena kami juga membiasakan mereka peduli terhadap lingkungannya seperti membersihkan kamar, menyapu, dan mencuci piring. 6. Mereka sudah bersikap sopan ketika berhadapan dengan orang tua, kami sebagai orang tua juga memberikan role model bagaimana dalam bersikap yang berkarakter. 7. Untuk belajar kita punya jadwal yang fleksibel untuk mereka belajar dan mereka bisa berkomitmen kapan waktu bermain dan kapan waktu belajar dan semangat nasionalisnya putra putri kami antusias dan termotivasi. Seperti ketika hari kemerdekaan kemaren walaupun di tengah pandemi mereka menonton live streaming upacara di youtube. 8. iya

INTERVIEW INSTRUMENT

Informant Name : Fajril Ulya Rojaatu Izzah

Position : SEIT of Rakha Faeyza Permadi (fifth grader)

Day/Date : Saturday, 5 September 2020

Aspect	Indicators	Questions	Answers
Dampak implementasi <i>Panca Karakter</i> di sekolah inklusi	Dampak penerapan <i>panca karakter</i> di sekolah inklusi	<ol style="list-style-type: none"> Bagaimana perkembangan karakter ananda setelah diterapkannya <i>panca karakter</i> di SD Anak Saleh? Karakter apa yang dimiliki ananda setelah bersekolah di SD Anak Saleh? Bagaimana hubungan ananda dengan teman-temannya? Apakah ananda tetap menjalankan ibadah ketika di rumah dan berperilaku sopan terhadap orang tua? Bagaimana kepedulian ananda terhadap lingkungan di sekitar rumah? Bagaimana perilaku ananda terhadap orang yang lebih tua, guru dan teman sebayanya? 	<p>Spektrum Autism tetapi tidak murni hanya beberapa gejala saja</p> <ol style="list-style-type: none"> Kemampuan sosialnya membaik walaupun masih bertahap karena terkadang emosinya belum stabil dan moody, tetapi seiring diterapkannya <i>panca karakter</i> ananda jadi mengerti dan bisa bersosial dengan teman-temannya seperti bagaimana caranya mengantri, bergantian dengann temannya, dan berkelompok. Karakter <ul style="list-style-type: none"> Sosial : Sekarang ananda sudah bisa membedakan bagaimana cara bersikap kepada guru, kepada yang lebih tua dan kepada teman sebaya sudah lebih bisa membedakan cara bersikapnya. Kealamiah : membiasakan diri menjaga lingkungan seperti membuang sampah atau merapikan rak sepatu dan sandal. Kebangsaan : mengikuti upacara, antusias dan menghargai ketika mendengar lagu kebangsaan. Kecendekiaan : guru dan ortu mendukung minaat ananda, di rumah diikutkan les sempoa sampai mengikuti kejuaraan sempoa. Ada ekstrakurikuler khusus ABK setiap hari rabu yaitu Menari, cooking class, mewarna. Dan mereka bisa juga mengikuti ekstrakurikuler reguler, untuk ananda mengikuti ekstrakurikuler badminton setiap jum'at. Ketuhanan (Personal) : saling tolong menolong, berbuat baik kepada orang lain Ananda punya simpati dan empati yang bagus ketika di rumah karena ananda punya adik di rumah, teman-teman ananda sebenarnya peduli tetapi kadang hanya usil karena gemas terhadap ananda.

		<p>7. Apakah ananda bersemangat untuk belajar hal baru dan mempunyai sifat nasionalisme?</p> <p>8. Apakah ananda mempunyai sifat ingin tahu yang tinggi?</p>	<p>4. Iya, ketika di sekolah ananda menjalankan ibadah dengan ustaz dan teman-temannya, jika di rumah orang tuanya kooperatif dengan mengajak ananda ikut berjamaah di masjid (sebelum korona) jadi ananda terbiasa untuk menjalankan ibadah.</p> <p>5. Empati, inisiatif dan kepedulianya sangat bagus, tanggap ketika seseorang membutuhkan bantuan. Menjaga kebersihan, peduli terhadap adiknya.</p> <p>6. Sopan dengan yang lebih tua, membiasakan bersalamam ketika bertemu dengan orang tua. Peduli dan mengayomi adik yang lebih muda. Terhadap teman sebayanya ia berhubungan baik tetapi kadang tidak mau ngalah karena sama-sama sepantan tetapi ananda sudah bisa memposisikan diri.</p> <p>7. Semangat belajarnya tinggi, banyak bertanya kepada saya tentang hal-hal baru yang ia belum tahu. Tetapi semenjak korona butuh perhatian khusus lagi karena efek libur yang terlalu lama.</p> <p>8. Rasa ingin tahu juga tinggi.</p>
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INTERVIEW INSTRUMENT

Informant Name : Ari Iswahyudi, S.Psi
 Position : SEIT of Abhsar Ridwan Kusumo (fourth grader)
 Day/Date : Saturday, 5 September 2020

Aspect	Indicators	Questions	Answers
Dampak implementasi <i>Panca Karakter</i> di sekolah inklusi	Dampak penerapan <i>panca karakter</i> di sekolah inklusi	<ol style="list-style-type: none"> 1. Bagaimana perkembangan karakter ananda setelah diterapkannya <i>panca karakter</i> di SD Anak Saleh? 2. Karakter apa yang dimiliki ananda setelah bersekolah di SD Anak Saleh? 3. Bagaimana hubungan ananda dengan teman-temannya? 4. Apakah ananda tetap menjalankan ibadah ketika di rumah? 5. Bagaimana kepedulian ananda terhadap lingkungan di sekitar rumah? 6. Bagaimana perilaku ananda terhadap orang yang lebih tua, guru dan teman sebayanya? 7. Apakah ananda bersemangat 	<ol style="list-style-type: none"> 1. Ananda lebih ada kemajuan karakternya, lebih mudah untuk menata karakternya. 2. Kesalehan personal dan sosialnya menonjol, <ul style="list-style-type: none"> • Personal : ananda telah bisa mandiri ketika di sekolah. • Sosial : ananda bisa menempatkan diri bagaimana bersosial dan berempati dengan teman dan gurunya. • Kebangsaan : mengikuti upacara dan menyanyikan lagu kebangsaan • Kealamiah : merawat tanaman dengan baik, merawat binatang dengan baik, berhubungan dengan alam dengan baik • Kecendekiaan : mengikuti pembelajaran dengan baik ketika pembelajaran dengan didampingi oleh GPK 3. Teman-temannya mengayomi dan menyuport ananda, juga dia bersosialisasi dengan bagus dan menanggapi teman-temannya dengan baik. 4. Iya, ananda adalah tipe yang disiplin ketika ia mendengar azan dia langsung mengambil air wudhu dan sholat. Hal ini terjadi karena orang tua juga mensuport ananda agar lebih baik. 5. Ananda punya tanaman yang dia rawat dengan baik ditemani dengan babysitternya di rumah. 6. Untuk hubungannya ke orang yang lebih tua terkadang masih belum faham mana yang guru mana yang bukan karena ananda masih sering lupa, tetapi untuk guru yang intens bertemu ia sudah kenal dan faham bagaimana ananda bersikap. Overall, untuk sikap ananda kepada yang lebih tua sudah sopan. 7. Kemampuan ananda ini walaupun sudah kelas 4 tetapi kemampuannya sama seperti pra sekolah jadi ia belum bisa terlalu mengekspresikan rasa nasionalisnya.

		<p>untuk belajar hal baru dan mempunyai sifat nasionalisme?</p> <p>8. Apakah ananda mempunyai sifat ingin tahu yang tinggi?</p>	<p>8. Ananda mempunyai rasa ingin tahu yang tinggi, ketika ananda mengetahui ilmu baru ia akan antusias terus mempelajari dan belajar terus.</p>
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Attachment. 7 observation result

Pedoman Observasi

Aspek yang diobservasi	Komponen	Indikator	Keterangan
Implementasi <i>Panca Karakter</i> di Sekolah Inklusi (SD Anak Saleh Malang)		1. Perencanaan	Ada Tidak
	Penyusunan kalender akademik	Adanya kalender akademik	✓
	Pengkondisian	Memiliki tata tertib sekolah	✓
		Memiliki pajangan slogan tentang giat belajar dan mencintai lingkungan	✓
		Memajang foto presiden dan calon presiden, peta indonesia, dan lambang negara Indonesia	✓
		Menyediakan tempat sampah	✓
		Adanya kamar mandi yang bersih dan layak	✓
		Menyediakan alat kebersihan	✓
		Adanya SDM pendidik dan tenaga kependidikan yang berkarakter	✓
		Adanya guru pendamping khusus siswa ABK	✓
		Adanya fasilitas untuk mendukung pembelajaran siswa ABK	✓
		Adanya penyesuaian kurikulum untuk siswa ABK	✓
	Mengembangkan silabus dan RPP	Adanya penyusunan silabus dan RPP di awal semester	✓
		Adanya pengajaran nilai-nilai karakter yang terintegrasi dalam mapel	✓
		Adanya penerapan <i>panca karakter</i> dalam program pengembangan diri	✓
		Adanya penerapan <i>panca karakter</i> dalam program budaya sekolah	✓

	Menghargai dan tidak ada diskriminasi di sekolah	✓
	Guru hadir lebih awal dari siswa	✓
	Mengapresiasi hasil karya siswa	✓
	Berbahasa dan berlaku sopan dan santun	✓
3. Evaluasi		
Penilaian kinerja pendidik dan tenaga kependidikan	Tenaga pendidik dan kependidikan telah mendapatkan pembinaan tentang penerapan pendidikan karakter di sekolah	✓
	Guru pendamping khusus telah terverifikasi mumpuni dalam bidangnya	✓
Kerja sama dengan orang tua di rumah	Adanya komunikasi yang baik antara guru dan orang tua	✓
	Adanya buku monitoring	✓
Penilaian terhadap siswa	Siswa lulusan memiliki karakter yang sesuai dengan <i>panca karakter</i>	✓

Attachment 8. KPBS Program



**YAYASAN PENDIDIKAN NAK SALEH
SEKOLAH DASAR ANAK SALEH**
Childfriendly Based Creative Islamic School

JL. ARUMBA NO.31 MALANG 65143 | Telp. & Fax. (0341) 487088, 08100090165

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**PROGRAM KEGIATAN
KOORDINATOR SCCB SD ANAK SALEH
TAHUN PELAJARAN 2020-2021**

Nama Program	:	Korps Penegak Budaya Sekolah (KPBS)
Jenis Program	:	Peer-Learning/Tutor sebaya
Level Kelas	:	1-6
Tujuan	:	Edukasi Karakter Kesalehan Personal

A. Landasan

Q.S Ali Imron 110

كُنْتُمْ خَيْرَ أُمَّةٍ أُخْرِجْتُ لِلنَّاسِ تَأْمُرُونَ بِالْمَعْرُوفِ وَتَنْهَوْنَ عَنِ الْمُنْكَرِ وَتُؤْمِنُونَ
بِاللَّهِ وَلَوْآمَدَنَا هُلُّا لِكِتَابٍ لَكَانَ خَيْرًا لَهُمْ مِنْهُمُ الْمُؤْمِنُوْا كُثْرَهُمُ الْفَاسِقُوْنَ

"Kamu adalah umat yang terbaik yang dilahirkan untuk manusia, menyuruh kepada yang ma'ruf, dan mencegah dari yang munkar, dan beriman kepada Allah. Sekiranya Ahli Kitab beriman, tentulah itu lebih baik bagi mereka, di antara mereka ada yang beriman, dan kebanyakan mereka adalah orang-orang yang fasik."

B. Eksplanasi

KPBS adalah program Student Peer-Learning bagi peserta didik SD Anak Saleh yang bertujuan untuk menciptakan lingkungan sekolah yang berciri khas budaya Islami di SD Anak Saleh dan berlandaskan pada karakter kesalehan personal yang terdapat pada Panca Karakter Anak Saleh.

C. Tujuan KPBS

Pembentukan program KPBS ini memiliki tujuan sebagaimana berikut:

- 1) Habituasi karakter kesalehan personal di lingkungan SD Anak Saleh.
- 2) Menegakkan tata tertib yang berlaku di lingkungan sekolah.
- 3) Mempersuasi seluruh civitas akademika sekolah untuk melaksanakan tata tertib yang berlaku di lingkungan sekolah.
- 4) Membantu terciptanya kondisi lingkungan pembelajaran yang aman dan nyaman bagi seluruh civitas akademika sekolah.

D. Pembina KPBS

Kegiatan edukasi ini dilaksanakan di bawah bimbingan Koord. SCCB dengan instruksi-koordinatif dari Waka Kesiswaan yang berkolaborasi dengan Koord. Security SD Anak Saleh bersama tim.

E. Rekuirtmen Anggota

Anggota KPBS adalah peserta didik aktif SD Anak Saleh yang terdiri dari level kelas 1 sampai dengan kelas 6 dengan ketentuan mampu menjadi *al uswah al hasanah* dalam bersikap dan berkata berdasarkan karakter kesalehan personal yang terdapat pada Panca Karakter Anak Saleh.

F. Nama sebutan KPBS

Dengan maksud dan tujuan untuk memotivasi anggota KPBS agar senantiasa ikhlas dan bangga menjadi bagian dari KPBS, maka SD Anak Saleh memberikan gelar bagi anggota Korps penegak budaya sekolah dengan sebutan “ Tim KPBS”

G. Hak dan Kewajiban anggota KPBS

Setiap KPBS berhak untuk mendapatkan;

1. Hak mengenakan simbol program KPBS yang disepakati oleh sekolah.
2. Basecamp untuk pertemuan dan koordinasi program KPBS
3. Coaching materi School Culture dari Teacher mentor.
4. Kesempatan untuk membantu terciptanya kondisi lingkungan belajar yang aman, tertib dan bermakna.
5. Kesempatan menjadi anggota program pengembangan diri yang diproyeksikan oleh sekolah.
6. Mendapatkan point reward pada setiap upaya dan prestasi yang telah dilakukan.

Setiap KPBS berkewajiban untuk:

1. Rajin beribadah.
2. Berakhlaq al karimah.
3. Menjaga nama baik sekolah.
4. Mematuhi ketentuan program KPBS dengan baik.
5. Berperan serta mensukseskan tujuan program KPBS.
6. Mematuhi setiap peraturan yang berlaku di sekolah dengan baik.

H. Masa AnggotaKPBS

Masa kenggotaan KPBS diatur sebagai berikut:

1. Berdurasi selama 1 tahun pelajaran
2. Bisa menjadi anggota KPBS pada tahun selanjutnya dengan syarat dan ketentuan yang berlaku
3. Anggota KPBS dapat didiskualifikasi oleh pembina KPBS, jika melanggar peraturan, ketentuan dan syarat yang berlaku

I. Program Stimulasi Edukasi

Setiap KPBS akan mendapatkan stimulasi edukasi sebagai upaya untuk mencapai tujuan dari KPBS, yaitu diantaranya:

1. Workshop Synergy Building
2. Intensive Coaching
3. Literation Publishing
4. Competition
5. Project

J. Aktivitas KPBS

Aktivitas KPBSdiatur sebagai berikut:

1. Coaching Halaqah materi KPBS.
2. Menjalankan amanah sebagai penegak budaya sekolah di SD Anak Saleh
3. Memastikan segala aktivitas berjalan di SD Anak Saleh berdasarkan nilai-nilai yang terdapat pada Panca Karakter Anak Saleh

K. Akomodasi Operasional

Untuk efektifitas pelaksanaan KPBS, maka bersama ini kami ajukan fasilitas pendukung sebagai berikut:

No.	Jensi Barang	Kebutuhan	Harga satuan	Total anggaran
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1.	Standing Banner Profil KPBS	1 Buah	Rp. 100.000	Rp. 100.000
2.	Badge KPBS	100 Buah	Rp. 15.000	Rp. 1.500.000
3.	Workshop KPBS	1	Rp. 3.000.000	Rp. 3.000.000
4.	Study Banding HBS	1	Rp. 3.000.000	Rp. 3.000.000
Total			Rp. 8.500.000	

Malang, 13 Juli 2020

**Waka Kesiswaan & Humas Infokom
SD Anak Saleh Tapel 2020-2021**

**Koordinator Bidang SCCB
SD Anak Saleh Tapel 2020-2021**

Ika Su`udia, S.Si

Achmad Efendi, S.Hum



Attachment 9. Homebase Program



Nama Program	:	Homebase System
Jenis Program	:	<i>Student Peer-Learning</i>
Level Kelas	:	1-6
Tujuan	:	Edukasi Karakter Kesalehan Kebangsaan

A. Landasan

Q.S Al Hujurat ayat 13

يٰ أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِّنْ دَرَجَاتٍ كُوَفَّرُوا نَحْنُ جَعَلْنَاكُمْ شُعُوبًا وَّ قَبَائِيلٍ تَعَارَفُوا ۝
إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَنْقَسُكُمْ ۝ إِنَّ اللَّهَ عَلِيمٌ حَّسِيرٌ

“Wahai manusia! Sungguh, Kami telah menciptakan kamu dari seorang laki-laki dan seorang perempuan, kemudian Kami jadikan kamu berbangsa-bangsa dan bersuku-suku agar kamu saling mengenal. Sesungguhnya yang paling mulia di antara kamu di sisi Allah ialah orang yang paling bertakwa. Sungguh, Allah Maha Mengetahui, Mahateliti.”

B. Eksplanasi

Homebase System (HBS) adalah program pengembangan diri bagi peserta didik SD Anak Saleh yang berorientasi kepada edukasi karakter kesalehan kebangsaan, dengan mengkolaborasikan seluruh kapabilitas anggotanya untuk mencapai hasil edukasi yang berdasarkan pada internalisasi karakter kesalehan kebangsaan yang terdapat pada Panca Karakter Anak Saleh secara bersama-sama dalam nilai-nilai kekeluargaan.

C. Tujuan Homebase System

Pembentukan program HBS ini memiliki tujuan sebagaimana berikut:

- 1) Habituasi karakter kesalehan kebangsaan di lingkungan SD Anak Saleh.
- 2) Kakak menyayangi adik, adik menghormati kakak (Asah, Asih, Asuh)
- 3) Berlomba meraih kebaikan (Fastabiqul Khairat)
- 4) Mau memimpin, Mau dipimpin (Teamwork yes!)

D. Pembina Homebase System

Kegiatan edukasi ini dilaksanakan di bawah bimbingan Koord. SCCB dengan instruksi-koordinatif dari Waka Kesiswaan yang berkolaborasi dengan asatidz yang ditunjuk sebagai *Teacher Captain* beserta *Teacher Staff*.

E. Rekuirtmen Anggota

Anggota pada HBS ini adalah seluruh peserta didik dari kelas 1 hingga kelas 6, keanggotaan berlaku selama ananda tercatat sebagai peserta didik aktif di SD Anak Saleh dengan kelompok HBS yang bersifat tetap. Adapun klasifikasi keanggotaan HBS dari setiap kelasnya berdasarkan pertimbangan dari setiap wali kelas yang disetujui oleh *Teacher Captain* pada setiap kelompok HBS.

F. Hak dan Kewajiban Anggota Homebase System

Setiap HBS berhak untuk mendapatkan;

1. Hak mengenakan simbol sesuai HBS yang disepakati oleh sekolah.

2. Halaqah sebagai basecamp untuk pertemuan dan koordinasi program.
3. Coaching dari Teacher Captain/Teacher Staff sesuai jadwal yang telah disepakati.
4. Kesempatan untuk mengirimkan anggota homabasenya untuk menjadi delegasi pada ajang kompetisi yang diakomodir oleh sekolah.
5. Kesempatan menjadi anggota program pengembangan diri yang diproyeksikan oleh sekolah.
6. Mendapatkan point reward pada setiap upaya dan prestasi yang telah dilakukan.
7. Kesempatan memenangkan reward setiap akhir semester dari sekolah.

Setiap HBS berkewajiban untuk:

1. Rajin beribadah.
2. Berakhlaq al karimah.
3. Menjaga nama baik sekolah.
4. Mematuhi ketentuan program HBS dengan baik.
5. Berperan serta mensukseskan tujuan program HBS.
6. Mematuhi setiap peraturan yang berlaku di sekolah dengan baik.
7. Menerima reinforcement, jika terbukti melakukan pelanggaran peraturan.

G. Susunan organisasi Homebase System

- 1) Teacher Captain : Koordinator Level
- 2) Teacher Staff : Ustadz dan Ustadzah lintas level yang disusun oleh Koordinator SCCB dengan koordinasi bersama Waka Kesiswaan & Humas Infokom
- 3) Student Captain : Dipilih berdasarkan pengamatan dan koordinasi Teacher Captain bersama Teacher staff di setiap HBS. Student Captain bisa dari kelas 3/4/5.
- 4) Senior Coordinator : Koordinator yang membantu Student Captain untuk mengkondisikan anggota dari level 4, 5 dan 6
- 5) Assistant Senior Coordinator : Tim koordinasi dari senior coordinator
- 6) Junior Coordinator : Koordinator yang membantu Student Captain untuk mengkondisikan anggota dari level 1, 2 dan 3
- 7) Assistant Junior Coordinator : Tim koordinasi dari junior coordinator

H. Masa Pengurus dan AnggotaHBS

Masa pengurus dan anggotaHBS diatur sebagai berikut:

A. Guru

1. Teacher Captain dan staff menjabat selama 1 tahun pelajaran penuh.
2. Teacher Captain dan staff dapat dipromosikan kembali pada tahun pelajaran selanjutnya.
3. Teacher Captain dan staff dapat dirotasi ke HBS lain.

B. Peserta didik

1. Student Captain dan Staff menjabat selama 1 tahun pelajaran penuh

2. Student Captain dan staff dapat dipromosikan kembali pada tahun pelajaran selanjutnya.
3. Keanggotaan peserta didik bersifat tetap mulai dari kelas 1 sampai dengan lulus dari SD Anak Saleh.

I. Program Stimulasi Edukasi

Setiap HBS akan mendapatkan stimulasi edukasi sebagai upaya untuk mencapai tujuan dari HBS, yaitu diantaranya:

1. Workshop Synergy Building
2. Leadership delegation
3. Competition
4. Project
5. Reward and reinforcement
6. Enterpreunership

J. Aktivitas HBS

Aktivitas HBSdiatur sebagai berikut:

1. Halaqah setiap hari jum`at pagi setelah senam bersama.
2. Pembinaan kegiatan persiapan kompetisi bagi delegasi perwakilan HBS.
3. Coaching kegiatan project HBS.

K. Akomodasi Operasional

Untuk efektifitas pelaksanaan HBS, maka bersama ini kami ajukan fasilitas pendukung sebagai berikut:

No.	Jensi Barang	Kebutuhan	Harga satuan	Total anggaran
1.	Standing Banner Profil Homebase	5 Buah	Rp. 100.000	Rp. 500.000
2.	Banner reward	1 Buah	Rp. 150.000	Rp. 150.000
3.	Dana pembinaan	2	Rp. 1.500.000	Rp. 3.000.000
4.	Trophy Best HBS	1	Rp. 250.000	Rp. 250.000
5.	Workshop HBS	2	Rp. 3.000.000	Rp. 6.000.000
6.	Study Banding HBS	1	Rp. 3.000.000	Rp. 3.000.000
Total				Rp. 12.900.000

Malang, 13 Juli 2020

**Waka Kesiswaan & Humas Infokom
SD Anak Saleh Tapel 2020-2021**

**Koordinator Bidang SCCB
SD Anak Saleh Tapel 2020-2021**

Ika Su`udia, S.Si

Achmad Efendi, S.Hum

Attachment 10. GForce Program



YAYASAN PENDIDIKAN ANAK SALEH
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PROGRAM KEGIATAN
KOORDINATOR SCCB SD ANAK SALEH
TAHUN PELAJARAN 2020-2021

Nama Program	:	Green Force → Green Force
Jenis Program	:	<i>Student Peer-Learning</i>
Level Kelas	:	1-6
Tujuan	:	Edukasi Karakter Kesalehan Kealamianah

A. Landasan

QS Al A'raf 56

وَلَا تُفْسِدُواٰ فِي الْأَرْضِ بَعْدَ إِصْلَاحِهَا وَادْعُوهُ خَوْفًا وَطَمَعًا إِنَّ رَحْمَةَ اللَّهِ فَيْبُتْ مِنَ الْمُحْسِنِينَ

“Dan janganlah kamu membuat kerusakan di muka bumi, sesudah (Allah) memperbaikinya dan Berdoalah kepada-Nya dengan rasa takut (tidak akan diterima) dan harapan (akan dikabulkan). Sesungguhnya rahmat Allah Amat dekat kepada orang-orang yang berbuat baik.”

B. Eksplanasi

Green Force adalah program *Student Peer-Learning* bagi peserta didik SD Anak Saleh yang bertujuan untuk membentuk lingkungan belajar yang bersih, sehat serta mendukung terciptanya kondisi PIAKEM yang sebenarnya. Dengan meneladani karakter kesalehan kealamianah yang terdapat pada Panca Karakter Anak Saleh.

C. Tujuan Green Force

Pembentukan program Green Force ini memiliki tujuan sebagaimana berikut:

- 1) Habituasi panca karakter kesalehan kealamianah di lingkungan SD Anak Saleh.
- 2) Aktifasi lingkungan belajar sekolah alam SD Anak Saleh
- 3) Melestarikan lingkungan asri di SD Anak Saleh
- 4) Mempersuasi seluruh civitas akademika sekolah untuk turut bereperan aktif melestarikan lingkungan asri di SD Anak Saleh.
- 5) Membantu terciptanya kondisi lingkungan pembelajaran yang asri, aman dan nyaman bagi seluruh civitas akademika sekolah.

D. Pembina Green Force

Kegiatan edukasi ini dilaksanakan di bawah bimbingan Koord. SCCB dengan instruksi-koordinatif dari Waka Kesiswaan yang berkolaborasi dengan Koord. Sekolah Alam SD Anak Saleh bersama tim sekolah alam.

E. Rekuirtmen Anggota

Anggota Green Force adalah peserta didik aktif SD Anak Saleh yang tergabung dalam *Homebase System* mulai dari level kelas 1 sampai dengan kelas 6 dengan ketentuan lolos uji seleksi profil Green Force SD Anak Saleh yang diselenggarakan oleh guru pembimbing Green Force SD Anak Saleh

F. Indikator uji seleksi profil Green Force

Materi uji seleksi meliputi;

1. Memiliki Akhlak al Karimah
2. Memiliki Kondisi Sehat jasmani & Rohani
3. Memiliki perhatian yang tinggi terhadap pelestarian lingkungan bersih & sehat
4. Memiliki semangat belajar yang tinggi
5. Memiliki keistiqamahan dalam kedisiplinan tugas
6. Mampu bekerjasama dengan baik
7. Mampu menjadi teladan yang baik

G. Nama sebutan anggota Green Force

Dengan maksud dan tujuan untuk memotivasi anggota Green Force agar senantiasa ikhlas dan bangga menjadi bagian dari pemerhati pelestarian lingkungan belajar yang bersih dan sehat, maka SD Anak Saleh memberikan gelar bagi anggotanya dengan sebutan "G-Force"

H. Kewajiban anggota Green Force

Setiap anggota G-Force memiliki kewajiban untuk:

1. Menampilkan akhlak al karimah dalam keseharian.
2. Selalu siap melaksanakan tugas dengan ikhlas dan tuntas.
3. Melestarikan lingkungan sekolah sehat.
4. Menjadi Sahabat Pembelajar yang bertanggungjawab terhadap tugas.
5. Bersedia dan menerima segala ketentuan tugas/pos yang diamanahkan.
6. Mematuhi segala peraturan yang berlaku

I. Hak anggota Green Force

Setiap anggota G-Force memiliki hak untuk:

1. Mendapatkan identitas diri sebagai G-Force SD Anak Saleh
2. Mengikuti koordinasi terkait program G-Force SD Anak Saleh
3. Mendapatkan *additional star* bagi *Homebase*
4. Mendapatkan edukasi tentang materi *Green School* secara parsial sesuai dengan amanah yang diterima.
5. Melaksanakan *Student Peer-Learning Program* terhadap peserta didik di lingkungan sd Anak Saleh.
6. Memastikan kegiatan G-Force dapat berjalan dengan tertib dan baik sesuai instruksi dari asatidz pembina.
7. Memberikan sanksi berupa:
 - a. Mengambil 10 sampah di sekitar area edukasi Sekolah Alam SD Anak Saleh bagi peserta didik yang tidak tertib selama pembelajaran.
 - b. Merapikan alat dan perlengkapan berkebun bagi peserta didik yang bercanda ketika pelaksanaan pembelajaran
 - c. Membantu piket di kelas selama 2 hari berturut-turut.
8. Melaporkan peserta didik yang tidak mentaati peraturan kepada pihak yang bertanggung jawab (BK SD Anak Saleh)

J. Waktu Bertugas

Waktu bertugas G-Force adalah sebagai berikut:

1. Gardening
2. Pendampingan program kewirausahaan Homebase
3. GSF SD Anak Saleh
4. Pelaksanaan kegiatan lingkungan sekolah bersih & sehat

K. Masa keanggotaan G-Force

Masa kenggotaan G-Force diatur sebagai berikut:

1. Berdurasi selama 1 tahun pelajaran
2. Bisa menjadi anggota G-Force pada tahun selanjutnya dengan syarat dan ketentuan yang berlaku
3. Anggota G-Force dapat didiskualifikasi oleh pembina G-Force, jika melanggar peraturan, ketentuan dan syarat yang berlaku

L. Akomodasi Operasional

Untuk efektifitas pelaksanaan G-Force, maka bersama ini kami ajukan fasilitas pendukung sebagai berikut:

No.	Jensi Barang	Jumlah	Harga satuan	Banyaknya	Kebutuhan Dana
1.	Rompi G-Force	45 buah	75000	45	3375000
2.	Pin G-Force	50 buah	15000	50	750000
3.	Papan dada	10 buah	15000	10	150000
4.	Ballpoint	20 buah	2000	20	40000
5.	Dokumen Keeper "60 sheet	6 buah	25000	6	150000
Total					Rp. 4.465.000

M. Edukasi

Sebagai upaya untuk selalu meningkatkan kualitas anggota tentang wawasan dan tugas sebagai G-Force, maka kami mengajukan beberapa program edukasi bagi anggota sebagai berikut:

No.	Nama Program	Tujuan	Estimasi Dana
1.	Pembinaan rutin	Koordinasi dan evaluasi	-
2.	Studi Banding	Menambah wawasan tentang Pelestarian Lingkungan sekolah bersih dan sehat	2500000
3.	Workshop	Synergy Building & Team work	3000000
Total			5500000

Malang, 13 Juli 2020

**Waka Kesiswaan & Humas Infokom
SD Anak Saleh Tapel 2020-2021**

**Koordinator Bidang SCCB
SD Anak Saleh Tapel 2020-2021**

Ika Su`udia, S.Si

Achmad Efendi, S.Hum

Attachment 11. KANCIL Program



**YAYASAN PENDIDIKAN ANAK SALEH
SEKOLAH DASAR ANAK SALEH**
Childfriendly Based Creative Islamic School

JL. ARUMBA NO.31 MALANG 65143 | Telp. & Fax. (0341) 487088, 08100090165

Email: info@anaksaleh.sch.id – www.anaksaleh.sch.id

**PROGRAM KEGIATAN
KOORDINATOR SCCB SD ANAK SALEH
TAHUN PELAJARAN 2020-2021**

Nama Program	:	Komunitas Anak Saleh Cinta Literasi (KANCIL)
Jenis Program	:	Coaching/Tutor sebaya
Level Kelas	:	1-6
Tujuan	:	Edukasi Karakter Kesalehan kecendikiaan

A. Landasan

Q.S Al Alaq 1-5

إِنَّ رَبَّكَ الَّذِي خَلَقَ . خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ . إِنَّ رَبَّكَ الْأَكْرَمُ .

الَّذِي عَلِمَ بِالْقَلْمَنِ عَلَمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ .

1. Bacalah dengan (menyebut) nama Tuhanmu yang menciptakan,
2. Dia telah menciptakan manusia dari 'Alaq,
3. Bacalah, dan Tuhanmulah yang paling Pemurah,
4. Yang mengajar manusia dengan pena,
5. Dia mengajarkan kepada manusia apa yang belum diketahuinya,

B. Eksplanasi

Komunitas Anak Saleh Cinta Literasi (KANCIL) adalah sebuah edukasi karakter kesalehan kecendikiaan dalam kegiatan peserta didik yang berkonsentrasi pada bidang mengekspresikan pengalaman belajar yang dituangkan dalam karya literasi. Baik secara verbal maupun non verbal dalam media yang beragam. Sehingga tercipta lingkungan yang gemar terhadap informasi dan wawasan secara inkuiiri

C. Tujuan KANCIL

Pembentukan program KANCIL ini memiliki tujuan sebagaimana berikut:

- 1) Habiatusi karakter kesalehan kecendikiaan di lingkungan SD Anak Saleh
- 2) Mengedukasi lingkungan belajar SD Anak Saleh untuk gemar berliterasi.
- 3) Membimbing lingkungan belajar SD Anak Saleh untuk aktif berliterasi.
- 4) Membina lingkungan belajar SD Anak Saleh untuk berprestasi di bidang literasi.

D. Pembina KANCIL

Kegiatan edukasi ini dilaksanakan di bawah bimbingan Koord. SCCB dengan instruksi-koordinatif dari Waka Kesiswaan yang berkolaborasi dengan Koord. Perpustakaan SD Anak Saleh

E. Rekrutmen Anggota

Anggota Kancil adalah peserta didik aktif SD Anak Saleh yang terdiri dari level kelas 1 sampai dengan kelas 6 dengan ketentuan memiliki minat dan semangat literasi yang besar untuk berbagi pengalaman belajar kepada yang lainnya dan siap untuk diapresiasi.

F. Nama sebutan KANCIL

Dengan maksud dan tujuan untuk memotivasi anggota Kancil agar senantiasa ikhlas dan bangga menjadi bagian dari Kancil, maka SD Anak Saleh memberikan gelar bagi anggota Komunitas Anak Saleh Cinta Literasi dengan sebutan “Si Kancil”

G. Hak dan Kewajiban anggota KANCIL

Setiap Kancil berhak untuk mendapatkan;

1. Hak mengenakan simbol program Kancil yang disepakati oleh sekolah.
2. Basecamp untuk pertemuan dan koordinasi program Kancil
3. Coaching materi literasi dari Teacher mentor.
4. Kesempatan untuk mengirimkan karya literasi ke media informasi yang tersedia di lingkungan SD Anak Saleh.
5. Kesempatan menjadi anggota program pengembangan diri yang diproyeksikan oleh sekolah.
6. Mendapatkan point reward pada setiap upaya dan prestasi yang telah dilakukan.

Setiap Kancil berkewajiban untuk:

1. Rajin beribadah.
2. Berakh�ak al karimah.
3. Menjaga nama baik sekolah.
4. Mematuhi ketentuan program Kancil dengan baik.
5. Berperan serta mensukseskan tujuan program Kancil.
6. Mematuhi setiap peraturan yang berlaku di sekolah dengan baik.

H. Masa AnggotaKANCIL

Masa kenggotaan Kancil diatur sebagai berikut:

1. Berdurasi selama 1 tahun pelajaran
2. Bisa menjadi anggota Kancil pada tahun selanjutnya dengan syarat dan ketentuan yang berlaku
3. Anggota Kancil dapat didiskualifikasi oleh pembina Kancil, jika melanggar peraturan, ketentuan dan syarat yang berlaku

I. Program Stimulasi Edukasi

Setiap Kancil akan mendapatkan stimulasi edukasi sebagai upaya untuk mencapai tujuan dari Kancil, yaitu diantaranya:

1. Workshop Synergy Building
2. Intensive Coaching
3. Iteration Publishing
4. Competition
5. Project

J. Aktivitas KANCIL

Aktivitas Kancildiatur sebagai berikut:

1. Coaching Halaqah di perpustakaan dan ruang multimedia SD Anak Saleh.
2. Menjalankan amanah sebagai pustakawan SD Anak Saleh
3. Membuat dan mempublikasikan karya literasi
4. Aktivasi mading SD Anak Saleh
5. Aktivasi perpustakaan yang ada di lingkungan belajar SD Anak Saleh termasuk pojok baca di setiap kelas, perpustakaan sekolah alam, Program Si Badut dan perpustakaan masjid al waladush shalih.

K. Akomodasi Operasional

Untuk efektifitas pelaksanaan Kancil, maka bersama ini kami ajukan fasilitas pendukung sebagai berikut:

No.	Jensi Barang	Kebutuhan	Harga satuan	Total anggaran
1.	Standing Banner Profil Kancil	1 Buah	Rp. 100.000	Rp. 100.000
2.	Badge Kancil	100 Buah	Rp. 15.000	Rp. 1.500.000
3.	Workshop Kancil	1	Rp. 3.000.000	Rp. 3.000.000
4.	Study Banding HBS	1	Rp. 3.000.000	Rp. 3.000.000
Total				Rp. 8.500.000

Malang, 13 Juli 2020

**Waka Kesiswaan & Humas Infokom
SD Anak Saleh Tapel 2020-2021**

**Koordinator Bidang SCCB
SD Anak Saleh Tapel 2020-2021**

Ika Su`udia, S.Si

Achmad Efendi, S.Hum

Attachment 12. TTM Program



YAYASAN PENDIDIKAN ANAK SALEH
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PROGRAM KEGIATAN
KOORDINATOR SCCB SD ANAK SALEH
TAHUN PELAJARAN 2020-2021

Nama Program : Tim Teladan Masjid (TTM)
Jenis Program : Coaching/Tutor sebaya
Level Kelas : 3-6
Tujuan : Edukasi Karakter Kesalehan Sosial

A. Landasan

At Taubah ayat 18

إِنَّمَا يَعْمُرُ مَسَاجِدُ اللَّهِ مَنْ آمَنَ بِاللَّهِ وَالْيَوْمِ الْآخِرِ وَأَقامَ الصَّلَاةَ وَآتَى الزَّكَاةَ وَمَنْ يَحْشُّ إِلَّا اللَّهُ فَعَسَى أُولَئِكَ أَنْ يَكُونُوا مِنَ الْمُهْتَدِينَ

"Hanyalah yang memakmurkan masjid-masjid Allah ialah orang-orang yang beriman kepada Allah dan hari kemudian, serta tetap mendirikan shalat, menunaikan zakat dan tidak takut (kepada siapapun) selain kepada Allah. Maka mereka lah orang-orang yang diharapkan termasuk golongan orang-orang yang mendapat petunjuk"

B. Eksplanasi

Tim teladan masjid (TTM) adalah program peer-learning bagi peserta didik SD Anak Saleh yang bertujuan untuk menciptakan suasana masjid yang kondusif dan terkoordinir dalam pelaksanaan ibadah. Dengan berlandaskan internalisasi nilai-nilai karakter kesalehan sosial yang terdapat pada Panca Karakter Anak Saleh.

C. Tujuan Tim Teladan Masjid

Pembentukan program Tim Teladan Masjid ini memiliki tujuan sebagaimana berikut:

- 1) Habituasi panca karakter kesalehan sosial di lingkungan SD Anak Saleh.
- 2) Menegakkan tata tertib yang berlaku di masjid sekolah saat pelaksanaan ibadah.
- 3) Mempersuasi seluruh civitas akademika sekolah untuk turut melaksanakan tata tertib yang berlaku di masjid sekolah.
- 4) Mendampingi para jama`ah dalam pelaksanaan ibadah di masjid sekoah
- 5) Membantu terciptanya kondisi pelaksanaan kegiatan peribadatan yang khusyuk, aman dan nyaman bagi seluruh jama`ah.

D. Pembina Tim Teladan Masjid

Kegiatan edukasi ini dilaksanakan di bawah bimbingan Koord. SCCB dengan instruksi-koordinatif dari Waka Kesiswaan yang berkolaborasi dengan Koord. Kelslaman SD Anak Saleh bersama tim ketakmiran Masjid Al Waladush Sholih.

E. Rekuirtmen Anggota

Anggota TTM adalah peserta didik aktif SD Anak Saleh yang terdiri dari level kelas 3 sampai dengan kelas 6 dengan ketentuan lolos uji seleksi profil TTM SD Anak Saleh yang diselenggarakan oleh guru pembimbing TTM SD Anak Saleh

F. Indikator uji seleksi profil TTM

Materi uji seleksi meliputi;

1. Akhlak al Karimah
2. Bacaan Al Qur`an
3. Bacaan Shalat
4. Bacaan Dzikir shalat
5. Gerakan rukun shalat

G. Nama sebutan TTM

Dengan maksud dan tujuan untuk memotivasi anggota TTM agar senantiasa ikhlas dan bangga menjadi bagian dari TTM, maka SD Anak Saleh memberikan gelar bagi anggota TTM dengan sebutan “Asykar”

H. Kewajiban anggota TTM

Setiap anggota TTM memiliki kewajiban untuk:

1. Selalu siap melaksanakan tugas dengan semangat, rajin dan ikhlas
2. Menampilkan akhlak al karimah dalam keseharian
3. Memastikan peletakan alas kaki para jama`ah secara efektif
4. Memastikan sirkulasi wudhu para jama`ah secara efektif
5. Memastikan setiap jama`ah melaksanakan sunnah-sunnah sebelum masuk masjid (berdo`a dan mendahulukan kaki kanan)
6. Memastikan shaf jama`ah rapi
7. Memastikan jama`ah melakukan muraja`ah dengan baik dan benar
8. Memastikan pelaksanaan ibadah shalat, dzikir dan do`a terlaksana secara khusyuk dan tumakniah
9. Memastikan setiap jama`ah melaksanakan sunnah-sunnah sebelum keluar masjid (berdo`a dan mendahulukan kaki kiri)

I. Hak anggota TTM

1. Mendapatkan identitas diri sebagai TTM SD Anak Saleh
2. Mengikuti koordinasi terkait program TTM SD Anak Saleh
3. Mendapatkan *additional star* bagi *Homebase*
4. Mengingatkan jama`ah untuk melaksanakan ibadah dengan khusyuk dan tertib
5. Memotivasi jama`ah untuk melaksanakan ibadah dengan khusyuk dan tertib
6. Memberikan sanksi berupa:
 - a. Mengambil 10 sampah di dalam masjid bagi jama`ah yang berlari di dalam masjid
 - b. Merapikan alat shalat bagi jama`ah bercanda ketika pelaksanaan ibadah
 - c. Membaca beberapa ayat dari surat di Al Qur`an bagi jama`ah yang bercanda saat khutbah jum`at.
 - d. Mengulangi shalat bagi jama`ah yang tidak khusyuk saat pelaksanaan shalat
7. Melaporkan jama`ah yang tidak mentaati peraturan kepada pihak yang bertanggung jawab (BK SD Anak Saleh)

J. Waktu Bertugas

Waktu bertugas TTM adalah sebagai berikut:

1. Waktu shalat dhuhur
2. Waktu shalat jum`at (bagi muslim)
3. Waktu keputrian (bagi muslimah)
4. Waktu pelaksanaan kegiatan keagamaan di masjid al waladuh shalih

K. Masa keanggotaan TTM

Masa kenggotaan TTM diatur sebagai berikut:

1. Berdurasi selama 1 tahun pelajaran
2. Bisa menjadi anggota TTM pada tahun selanjutnya dengan syarat dan ketentuan yang berlaku
3. Anggota TTM dapat didiskualifikasi oleh pembina TTM, jika melanggar peraturan, ketentuan dan syarat yang berlaku

L. Akomodasi Operasional

Untuk efektifitas pelaksanaan TTM, maka bersama ini kami ajukan fasilitas pendukung sebagai berikut:

No.	Jensi Barang	Jumlah	Harga satuan	Banyaknya	Kebutuhan Dana
1.	Rompi TTM	45 buah	75000	45	3375000
2.	Block note TTM	50 buah	10000	50	500000
3.	Ballpoint TTM	50 buah	3500	50	175000
4.	Buku saku Juz `Amma	45 buah	15000	45	675000
5.	Dokumen Keeper "60 sheet	6 buah	25000	6	150000
6.	Lemari Dokumen	1 buah	2000000	1	2000000
Total					6875000

M. Edukasi

Sebagai upaya untuk selalu meningkatkan kualitas anggota tentang wawasan dan tugas sebagai TTM, maka kami mengajukan beberapa program edukasi bagi anggota sebagai berikut:

No.	Nama Program	Tujuan	Estimasi Dana
1.	Pembinaan rutin	Koordinasi dan evaluasi	-
2.	Studi Banding	Menambah wawasan tentang masjid dan ketakmiran	2500000
3.	Workshop	Stabilitas team work dan loyalitas	3000000
Total			5500000

Malang, 15 Januari 2019

**WakaBid Akademik
SD Anak Saleh**

**Koordinator Kelslamam
SD Anak Saleh Tapel 2018-2019**

Andreas Setiyono, S.Kom

Achmad Efendi, S.Hum

Attachment 13. Regular Lesson Plan



YAYASAN PENDIDIKAN ANAK SALEH SEKOLAH DASAR ANAK SALEH (ANAK SALEH Islamic Elementary School) Childfriendly Based Creative Islamic School

Kantor: Jalan Arumba No.31 Malang Telp.(0341) 487088 e-Mail: mail_anaksaleh@yahoo.com website: www.anaksaleh.sch.id

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SD ANAK SALEH
Mata Pelajaran : Pendidikan Agama Islam
Kelas/Semester : V/Ganjil
Materi Pokok : **Mari Mengenal allah Melalui Al-Asmaul Al-Husna/ KD: (1.2,2.2,3.2,4.2)**
Alokasi Waktu : 4 x 35 Menit
Tema / Pertemuan : Mengenal Nama Allah dan Kitab-kitabNya

A. Tujuan Pembelajaran

1. Dengan penjelasan guru, Siswa dapat memahami makna asmaul husna Al Mumit, Al Hayyu, Al Qayyum dan Al Ahad dengan benar
2. Dengan berfikir kristis, Siswa dapat menemukan bukti bahwa Allah adalah Al Mumit, Al Hayyu, Al Qayyum dan Al Ahad dengan benar
3. Dengan eksplorasi, siswa dapat mengidentifikasi sikap meneladani Al Mumit , Al Hayyu, Al Qayyum dan Al Ahad dengan benar

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. (<i>kesalehan personal</i>)	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Mari Mengenal allah Melalui Al-Asmaul Al-Husna. Al-Mumit, Al-Hayyu, AL-Qayyum dan Al-Ahad	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi Mari Mengenal allah Melalui Al-Asmaul Al-Husna. Al-Mumit, Al-Hayyu, AL-Qayyum dan Al-Ahad (kesalehan kecendikiaan)
Critical Thinking	Guru memberikan kesempatan kepada siswa untuk menemukan informasi sebanyak mungkin tentang bukti dari Al-Asmaul Al-Husna. Al-Mumit, Al-Hayyu, AL-Qayyum dan Al-Ahad yang terdapat di lingkungan sekitar.. (<i>kesalehan kealamianah</i>) Kemudian dilanjutkan dengan mengidentifikasi hal yang belum dipahami dengan membuat pertanyaan. Dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi Pemahaman Mari Mengenal allah Melalui Al-Asmaul Al-Husna. Al-Mumit, Al-Hayyu, AL-Qayyum dan Al-Ahad. (kesalehan kecendikiaan)
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Pemahaman tentang Mari Mengenal allah Melalui Al-Asmaul Al-Husna. Al-Mumit, Al-Hayyu, AL-Qayyum dan Al-Ahad (kesalehan sosial)
Communication	Kelompok peserta didik mempresentasikan hasil kerja kelompok secara klasikal. Setiap anggota kelompok memiliki hak yang sama untuk berpendapat, memberikan tanggapan dan mengajukan pertanyaan kepada kelompok lain saat mempresentasikan hasil kerja kelompok secara tertib. (<i>kesalehan kebangsaan</i>)
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Pemahaman tentang Mari Mengenal allah Melalui Al-Asmaul Al-Husna. Al-Mumit, Al-Hayyu, AL-Qayyum dan Al-Ahad . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami (<i>kesalehan kealamianah</i>)
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

C. Penilaian Hasil Pembelajaran

1. Penilaian sikap dilaksanakan dengan observasi di dalam dan di luar pembelajaran
2. Penilaian pengetahuan dilakukan dengan teknik test tertulis
3. Penilaian keterampilan menggunakan teknik kinerja.

Malang, 24 Agustus 2020

Mengetahui
Kepala Sekolah SD Anak Saleh

Guru PAIBP Kelas 5

Attachment 14. Modified Lesson Plan

TEMA 1 : OURSELF

NO	MAPEL	No. KD	KD REGULER	KD MODIFIKASI
1	Bahasa indosensia	3.3	menggali informasi dari seorang tokoh melalui wawancara menggunakan daftar pertanyaan	Mengenali isi informasi dari kalimat sederhana
		4.3	melaporkan hasil wawancara menggunakan kosakata baku dan kalimat efektif dalam bentuk teks tulis	Membaca kalimat sederhana
2	Bahasa Jawa	3.1	Mengenal, memahami, mengidentifikasi teks puisi modern dalam bentuk lisan dan tulis	Mengidentifikasi kata dan angka bahasa jawa sederhana
		4.1	Membaca ekspresif teks puisi modern	Membaca kata/kalimat bahasa jawa sederhana
3	IPA	3.1	menganalisis hubungan antara bentuk dan fungsi bagian tubuh pada hewan dan tumbuhan	Mengidentifikasi macam bagian tubuh tumbuhan dan hewan
		4.1	Menyajikan laporan hasil pengamatan tentang bentuk dan fungsi bagian tubuh hewan dan tumbuhan	Menunjukkan bagian tubuh tumbuhan dan hewan sederhana dengan baik
4	IPS	3.1	mengidentifikasi karakteristik ruang dan pemanfaatan sumber daya alam untuk kesejahteraan masyarakat dari tingkat kota/kabupaten sampai tingkat provinsi	Mengidentifikasi macam penampakan alam di darat dan di laut seperti pantai, gunung, sungai, bukit.
		4.1	menyajikan hasil identifikasi karakteristik ruang dan pemanfaatan sumber daya alam untuk kesejahteraan masyarakat dari tingkat kota/kabupaten sampai tingkat provinsi	Menunjukkan penampakan alam sederhana
5	MATEMATIKA	3.1	Menjelaskan pecahan-pecahan senilai dengan gambar dan model konkret	Mengarsir bentuk dari pecahan, identifikasi bentuk pecahan
		4.1	Mengidentifikasi pecahan-pecahan senilai dengan gambar dan model konkret	Mengidentifikasi bentuk arsiran sesuai dengan pecahan
6	PJOK	3.1	Memahami prosedur variasi pola gerak dasar lokomotor, non-lokomotor, dan manipulatif sesuai dengan konsep tubuh, ruang, usaha, dan keterhubungan dalam permainan bola besar sederhana dan atau tradisional	Mengidentifikasi gerakan dalam permainan bola besar seperti volley dan sepak bola
		3.2	Memahami prosedur variasi pola gerak dasar lokomotor, non-lokomotor, dan manipulatif sesuai dengan konsep tubuh, ruang, usaha, dan keterhubungan dalam permainan bola besar sederhana dan atau tradisional *)	Mengidentifikasi gerakan dalam permainan bola besar seperti volley dan sepak bola
7	PKn	3.1	memahami makna hubungan simbol dengan makna sila-sila Pancasila sebagai satu kesatuan dalam kehidupan sehari-hari	Mengidentifikasi macam simbol pancasila
		4.1	menjelaskan makna hubungan simbol dengan makna sila-sila Pancasila sebagai satu kesatuan dalam kehidupan sehari-hari	Membaca isi dari pancasila
8	SBdP	3.1	memahami gambar dan bentuk tiga dimensi	Mengidentifikasi bahan untuk menggambar
		4.1	menggambar dan membentuk tiga dimensi	Menggambar karya 3 dimensi dengan teknik arsiran
9	PAIBP	3.1	Memahami isi kandungan surat al falaq dan iman kepada allah	Menyalin surat al falaq dan memahami rukun islam
10	ENGLISH	3.1	Memahami macam pet animals	Mengidentifikasi pet animals dan pengucapan pets animal

Attachment 15. Extracurricular Mentor List

**PEMBAGIAN TUGAS PEMBINA EKSTRAKURIKULER
TAHUN PELAJARAN 2020-2021**

NO	JENIS EKSTRA	GRADE	NAMA TUTOR
1	KARATE	KELAS 1	NUR ANNISA FITRIYAH
2	KARATE	SENIOR	MASKUR AMINUDDIN
3	KARATE	KELAS 2	ARDA
4	RENANG PA	SENIOR	HARYO
5	RENANG PA	KELAS 1	ANWAR
6	RENANG PA	KELAS 2	ANWAR
7	RENANG PA	SENIOR	ANWAR
8	RENANG PI	KELAS 1	RINDI
9	RENANG PI	KELAS 2	RINDI
10	RENANG PI	SENIOR	RINDI
11	FUTSAL	KELAS 1	GALUH HADI WIJAYA
12	FUTSAL	KELAS 2	GALUH HADI WIJAYA
13	FUTSAL	SENIOR	GALUH HADI WIJAYA
14	MENARI TRADISIONAL	SENIOR	TRI ESTHI ANDAYANI
15	MENARI ISLAMI	KELAS 1	AISYA
16	MENARI ISLAMI	KELAS 2	AISYA
17	JUDO	SENIOR	SITI CHOTIDJAH
18	BADMINTON	SENIOR	RIVALDO HANDATA B.
19	BADMINTON	KELAS 1	BELLA SURYA PAMBUDI
20	BADMINTON	KELAS 2	BELLA SURYA PAMBUDI
21	QIRO'AH	SENIOR	SYAIFUL ULUM
22	UKS/TIWISADA	SENIOR	MAIDATUL HASANAH
23	KEWIRAUSAHAAN	SENIOR	NOVA PUTRI DIANA
24	CATUR	SENIOR	ANDRI
25	AL-BANJARY	SENIOR	HAMZAH
26	PADUAN SUARA	SENIOR	OKI
27	MEWARNA & MENGGAMBAR	SENIOR	ALI HASAN
28	BATIK	SENIOR	YUSITA
29	PENCAKSILAT	SENIOR	RACHMAT
30	PASKIBRA	SENIOR	NANDICA AJENG PRAMESTY
31	PANAHAN	SENIOR	
32	MUSIK KONTEMPORER	SENIOR	
33	DRUMBAND	SENIOR	

Attachment 16. Academic Callendar

**KALENDER PENDIDIKAN
SD ANAK SALEH KOTA MALANG
TAHUN AJARAN 2020 - 2021**

NO	BULAN	TANGGAL																														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1	JULI '20					LU							LU	1	2	3	4	5	TD	LU	6	7	8	9	10	TD	LU	11	12	13	14	LHB
2	AGUSTUS '20	TD	LU	15	16	17	18	19	TD	LU	20	21	22	23	24	TD	LU	LHB	25	26	LHB	27	TD	LU	28	29	30	31	32	TD	LU	33
3	SEPTEMBER '20	34	35	36	37	TD	LU	38	39	40	41	42	TD	LU	43	44	45	46	47	TD	LU	48	49	50	51	52	TD	LU	53	54	55	
4	OKTOBER '20	56	57	TD	LU	58	59	60	61	62	TD	LU	63	64	65	66	67	TD	LU	68	69	70	71	72	TD	LU	73	74	75	LHB	76	TD
5	NOPEMBER '20	LU	77	78	79	80	81	TD	LU	82	83	84	85	86	TD	LU	87	88	89	90	91	TD	LU	92	93	94	95	96	TD	LU	97	
6	DESEMBER '20	98	99	100	101	TD	LU	102	103	104	105	106	TD	LU	107	108	109	110	111	112	LU	LS1	LS1	LS1	LHB	LHB	LS1	LU	LS1	LS1	LS1	
7	JANUARI '21	LHB	LS1	LU	1	2	3	4	5	TD	LU	6	7	8	9	10	TD	LU	11	12	13	14	15	TD	LU	16	17	18	19	20	TD	LU
8	PEBRUARI '21	21	22	23	24	25	TD	LU	26	27	28	29	LHB	TD	LU	30	31	32	33	34	TD	LU	35	36	37	38	39	TD	LU			
9	MARET '21	40	41	42	43	44	TD	LU	45	46	47	LHB	48	TD	LU	49	50	51	52	53	TD	LU	54	55	56	57	58	TD	LU	59	60	61
10	APRIL '21	62	LHB	TD	LU	63	64	65	66	67	TD	LU	LPP	LPP	LPP	68	69	TD	LU	70	71	72	73	74	TD	LU	75	76	77	78	79	
11	MEI '21	LHB	LU	80	81	82	83	84	TD	LU	LHR	LHR	LHR	LHR	IED	IED	LHR	LHR	LHR	85	86	HBB	LU	87	88	LHB	89	90	TD	LU	91	
12	JUNI '21	LHB	92	93	94	TD	LU	95	96	97	98	99	TD	LU	100	101	102	103	104	105	LU	LS2	LS2	LS2	LS2	LS2	LU	LS2	LS2	LS2		
	JULI '21	LS2	LS2	LS2	LU	LS2	LU						LU					LU														

KETERANGAN :

LHB	: Libur Hari Besar	LPP	: Libur Permulaan Puasa
LU	: Libur Umum	LHR	: Libur Sekitar Hari Raya
LS1	: Libur Semester 1	HBB	: Halal bi Halal
LS2	: Libur Semester 2	IED	: Peringatan & Pentasyarufan Idul Adha
TD	: Teacher Day	MLD	: Peringatan Maulid Nabi
MLD	: Milad SD Anak Saleh 14	RMD	: Kegiatan Ramadhan 1430H
HM	: Highlight Moment 9th Gen	LKS	: Libur Khusus Sekolah

LIBUR HARI BESAR :

SEMESTER 1

- 31 Juli 2020 : Hari Raya Idul Adha 1441H
- 17 Agustus 2020 : Proklamasi Kemerdekaan RI
- 20 Agustus 2020 : Tahun Baru Hijriyah 1442 H
- 29 Oktober 2020 : Maulid Nabi Muhammad SAW
- 25 Desember 2020 : Hari Raya Natal

SEMESTER 2

- 01 Januari 2021 : Tahun Baru Masehi
- 12 Februari 2021 : Tahun baru imlek
- 11 Maret 2021 : Isro' Mi'raj Nabi Muhammad SAW
- 14 Maret 2021 : Hari Raya Nyepi
- 01 Mei 2021 : Hari Buruh Internasional

- 02 Mei 2021 : Hari Pendidikan Nasional
- 13 Mei 2021 : Kenaikan Isa Almasih
- 15 - 16 Mei 2021 : Hari Raya Idul Fitri 1442 H
- 26 Mei 2021 : Hari Raya Waizak
- 01 Juni 2021 : Hari Lahir Pancasila

Mengetahui,
Kepala Sekolah

Malang, 13 Juli 2020
WaKaBid Akademik

Ikhwan Gunadi, S.Pd., M.M.

Andreas Setiyono, S.Kom.

Attachment 17. Documentations

DOCUMENTATIONS



Anak Saleh Elementary School



Interview with the school principal



Interview with the vice principal of students services and public relation



Interview with the coordinator of SEIT



Interview with the teacher



Interview with the coordinator of SCCB and also regular student's guardian



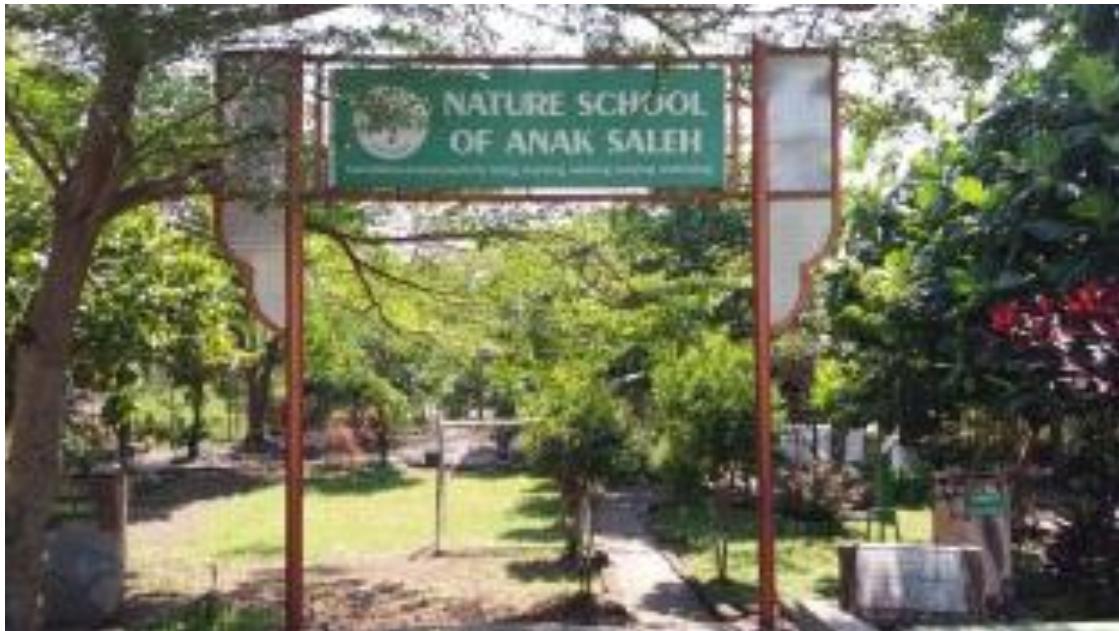
Interview with the SEIT of fifth grader



Interview with the SEIT of fourth grader



School attributes to conditioning the school environment for students' character improvement



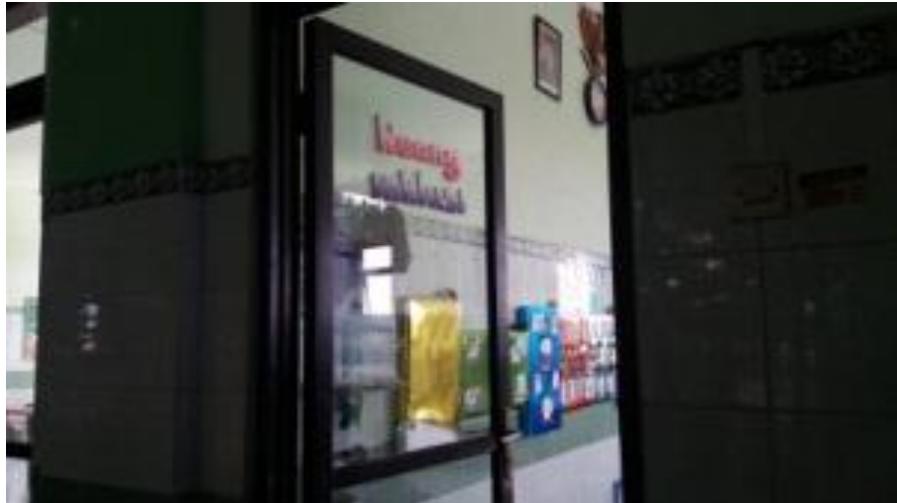
Anak Saleh Nature School



Clean and healthy environment



Providing cleaning tools and trash bins



Inclusive Room



Monitoring Book

Attachment 18. Curriculum Vitae

CURRICULUM VITAE

Name : Fazat Arifatul Ulfah
NIM : 16140090
Date of Birth : August 26 1998
Faculty : Education And Teacher Training
Departement : Islamic Elementary Teacher Education
Entrance year : 2016
Address : Siliwangi, Kec. Sukoharjo, Kab. Pringsewu, Lampung
Contact Person : 082257315720
Email : fazataf@gmail.com



Formal Education

2003-2010 : MI Miftahul Falah Siliwangi
2010-2013 : MTsN Sukoharjo
2013-2016 : MAN Rejoso Jombang
2016-2020 : UIN Maulana Malik Ibrahim Malang

Malang, 25th November 2020

Fazat Arifatul Ulfah
NIM. 16140090