

THE STRATEGY FOR NON-SPECIAL EDUCATION TEACHERS IN THE HABITUATION OF STRENGTHENING CHARACTER EDUCATION FOR MENTAL RETARDATION STUDENTS

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Abstract

This study aims to answer the phenomenon by analyzing the strategies of non-special education teachers in the habituation of strengthening educational character (PPK) in mentally retarded students at SLB Negeri 4 Jakarta at the elementary school level. This study uses a qualitative method with a case study approach. The sampling technique is purposive sampling. The data collection techniques used are observation, interviews, and documentation analysis. Triangulation of data sources was used to test the validity of the data in this study. The data analysis technique used is data reduction, data presentation, and conclusion. Of the three research questions including What are the strategies of non-special education teachers in habituation of strengthening educational character (PPK) in mentally retarded students at SLB Negeri 4 Jakarta at the elementary school level, why is this strategy successful, what are the advantages and obstacles of habituation of strengthening educational character and efforts to overcome obstacles the. The results of the study show that the strategies used by non-educational teachers are especially seen from the planning and implementation aspects by grouping them into classroom learning activities and activities outside the classroom. The success of non-educational teacher strategies, especially in strengthening educational character-building habits for mentally retarded children at SLB Negeri 4 Jakarta, is seen and influenced by various factors and approaches that have proven effective. Strengths, obstacles, and efforts to overcome these obstacles have also been compiled by dividing them into several points of discussion, which are certainly also in accordance with what is felt by non-special education teachers at SLB Negeri 4 Jakarta.

Keywords

Teachers, SLBN 4 Jakarta, Special Education, Mentally Impaired,



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INTRODUCTION

Children with special needs are children who are different from other children in general (Fakhiratunnisa, 2022). Children with special needs (formerly referred to as extraordinary children) are defined as children who need special education and services to fully develop their human potential (Halidu, 2022);(Kadir, 2017). These children with special needs do not have the characteristics of psychological or physical development of the average child of their age. But even though they are different, there are also children with special needs who show emotional, mental, or physical disabilities in the social environment (Minsih, 2021);(Neli et al., 2020). There are several types of children with special needs that we often encounter, namely deaf, blind, quadriplegic, mentally retarded, mentally disabled, autistic, down syndrome, and mentally retarded (mental decline).

The Practice of Teaching Activities (PKM) at SLBN 4 Jakarta shows that this SLBN has various categories of students with special needs and their educational unit levels, namely SDLB, SMPLB, and SMALB. In the observation process, it was also found that mentally retarded students at SLBN 4 Jakarta always greeted, smiled, and shook hands with all teachers and adults they met. This was a reflection of the behavior of students with good character. However, we know that mentally retarded students have an IQ below the average or normal children in general, but they can get used to these good characteristics. Habituation of this good character also influences the learning process.

In the learning process, children with special needs are also provided with other general learning (Tirtayani, 2017). The existence of teachers with non-special education educational backgrounds is a challenge that is not easy for non-special education teachers in the habituation of strengthening character education or another term PPK, for children with special needs at SLBN 4 Jakarta, one of the obstacles faced by non-special education teachers is communication with mentally retarded children, bearing in mind that during the teacher's qualifications were non-special education, including Islamic religion teachers, sports teachers, art teachers, and housekeeping skills teachers, which made communication obstacles between non-special education teachers and mentally retarded children, but based on the results Preliminary observations of mentally retarded children at SLBN 4 Jakarta have a description of children who have good character, even though we all know that mentally retarded children have an IQ below the average normal child in general, but they can get used to good character. That is, there is an interesting teacher's strategy to examine

because it can make the mentally retarded student practice good character habits, and that is not an easy thing, given the fact that the condition of the mentally retarded student, and the fact that the teacher's educational background is not special education, this is the reason why researchers want to see what non-special education teacher strategies are like in habituation of strengthening character education in SLBN 4 Jakarta.

Schools have made efforts in a structured and organized manner regarding strengthening character education for children with special needs, including mentally retarded children, starting from initial planning at school work meetings which are explicitly integrated into every school work program, both in academic and non-academic activities (Hasriani, 2022). Furthermore, the role of non-special education teachers in the habituation of strengthening character education in schools is to formulate strategies that are outlined and inserted in lesson plans and applied in the implementation of learning, whether conveyed explicitly or implicitly, due to limited communication constraints experienced by education teachers. Specifically, thus requiring assistance from teachers with special educational backgrounds.

Ajmain & Marzuki (2019) found that with the results of the success of character values that were successfully instilled in students, supporting factors and inhibiting factors in instilling character values. Additionally, the work of Susila (2010), with the results of which this research looks at how schools form discipline in mentally retarded students. The next one is a study conducted by Yosiani (2020), with the results of the relationship between the characteristics of mentally retarded children and the spatial pattern of learning in special schools, discussing the spatial pattern of learning in special schools for mentally retarded children a which is still not in accordance with their needs. This study space is important and needs attention for the development of mentally retarded children. Next, the findings by Rahmawati & Harmanto (2020), with the results showing that the formation of tolerance character values in Pancasila and Citizenship Education learning for mentally retarded students is carried out by including the PPKn RPP in the attitude section to include some that you want to instill, one of which is the character of tolerance, habituation, and school culture. Saputra & Febriyanto (2019) found that learning application for mentally retarded children using BlackBox. At last, Puspitasari (2016) reveals that with the result of building an expert system for web-based diagnosis of mentally retarded children. The method used to calculate the results of the diagnosis is the Dempster-Shafer method.

The previous study and the current exploration examine mentally retarded children, but the novelty that the researchers offer is certainly different from the five studies above. This study mainly focuses on what the non-special education teacher's strategy looks like in the habituation of strengthening character education for mentally retarded children at SLBN 4 Jakarta at the elementary school level. The novelty of my research focuses on non-special education teachers; research on special education teachers at SLBN is common, but there has been no related research on non-special education teachers.

This is also based on the purpose of this study, which is to see what the non-special education teacher's strategy is like in habituation of strengthening character education for mentally retarded children at SLBN 4 Jakarta at the elementary school level, of course, not an easy thing for non-special education teachers, given their educational background. From general education, including religion teachers, sports teachers, art teachers, and housekeeping skills teachers. This research is important to do because it can be used as material for further study in the framework of implementing character education for future mentally retarded students.

METHOD

This research is qualitative with a case study approach at SLBN 4 Jakarta. According to Sugiyono (2019), it is a descriptive research. The researcher explains the Strategy of Non-Special Education Teachers in the Habituation of Strengthening Character Education (PPK) for Mentally Disabled Students at SLBN 4 Jakarta at the elementary school level. The research data is in the form of Non-Special Education Teacher Strategies in the Habituation of Strengthening Character Education (PPK) for Mentally Disabled Students at SLBN 4 Jakarta at the elementary school level. Sources of data were obtained from non-special education teachers, including religion teachers, sports teachers, art teachers, and housekeeping skills teachers, as well as other stakeholders at SLBN 4 Jakarta.

Data collection techniques are carried out by observation, interviews, and documentation. During the observation stage, it was carried out from January 2022 until completion at SLBN 4 Jakarta. Furthermore, interviews were conducted with research respondents, including non-special education teachers, religion teachers, sports teachers, art teachers, and housekeeping skills teachers, as well as other stakeholders at SLBN 4 Jakarta. The documents that became the data in this study were teacher lesson plans/modules and school data regarding students and teachers, as well as

stakeholders who would become respondents in this study. Then, data analysis is done through data reduction, data presentation, conclusion drawing, and verification. In data reduction, the researcher reduced the data on Non-Special Education Teacher Strategies at SLBN 4 Jakarta who would become respondents to the Lesson Plans/Modules that had been prepared by non-special education teachers together with class teachers, in this case, teachers with special education backgrounds. Presentation of data: The researcher presents data on Non-Special Education Teacher Strategies at SLBN 4 Jakarta, which have been compiled in Lesson Plans/Modules. Data analysis: researchers conducted a critical analysis of Non-Special Education Teacher Strategies at SLBN 4 Jakarta with the theory of character education and special education. Furthermore, researchers also juxtapose several relevant studies.

FINDINGS AND DISCUSSION

Findings

The information presented in the data reflects the results of research studies. The creation and development of student character is an important aspect of education, and SLBN 4 Jakarta realizes this by making serious efforts to implement character education. In fact, the school had implemented character education before the government introduced its own program. If PPK was initially implemented without a specific structure, the implementation of character education at SLBN 4 Jakarta became more organized and systematic after the government's PPK program was introduced. Will be implemented, and who is responsible for all the plans will be discussed prior to implementation. At SLBN 4 Jakarta, character education is carried out by integrating the character values contained in the guidelines and planned school programs. The implementation of this education is realized through learning activities, both inside and outside the curriculum. This discussion will cover the planning, implementation, and assessment of character education at SLBN 4 Jakarta.

Table 1. Strategies for Non-Special Education Teachers in the Habituation of Character Education Planning for Mentally Disabled Students at SLBN 4 Jakarta

No.	Policy	Identification of Student Needs	Character Education Program Planning	Implementation of Character Education	Evaluation of the Implementation of Character Education	Feedback and Follow-up
1.	Integration of Strengthening Character Education by Schools	Mental retardation	evaluating the developed program, then all parts provide and filter important and unimportant elements in the program, correct the assessment instrument and will provide information about the program to be implemented to develop student character next year	It will be carried out by all teachers in accordance with the program that has been prepared	It will be evaluated by the supervisor and the school	Obstacles encountered, used as lessons for improvement in the future
2.	Integration of Strengthening Character Education by Teachers		The Strengthening of Character Education is integrated with explicit and implicit lesson plans/modules, starting from the opening, content, and closing, adjusted to the syntax in the learning model that will be used by the teacher in the learning process	It is carried out by the teacher by following the syntax in the learning model that will be used in the learning process	It will be evaluated by schools and teachers	

In the process, PPK habituation for mentally retarded students at SLBN 4 Jakarta has been formed and manifested indirectly in every learning activity at school since students arrive at school

until they go home from school, and is also not only formed by teachers with educational backgrounds. Only special education incidentally is used to children with special needs, but also this PPK habituation is also formed by teachers with non-special education educational backgrounds, but it is indeed a challenge for non-special education teachers in this PPK habituation so that participants mentally retarded students at SLBN 4 Jakarta have characters like normal children in general.

School-level planning for Strengthening Character Education at SLBN 4 Jakarta begins with the formulation of goals by the principal when initially assigned to SLBN 4 Jakarta and then continuously socialized at meetings attended by teachers and school staff. For the grade level, plans are made by the teacher in accordance with the directions of the school principal.

The implementation of education in SLBN, especially SLBN 4 Jakarta, already uses the Merdeka Curriculum. It's just that the implementation depends on the condition of the child because each child has different characteristics, automatically the implementation of learning is also different, and based on the reality on the ground that in the implementation of education for children with special needs is still something that must be studied in more depth, because education for children with special needs still needs attention both in the implementation of education and in the administration of schools for children with special needs. So that in the future, children with special needs really get educational services according to their conditions and can learn to respect the reality in life in society to the fullest.

Every planning starts with determining the goal first. The school started implementing the PPK program by choosing the main values that would be the focus in building the character of students at school. In the long term, this core value will become the school motto. SLBN Negeri 4 Jakarta has the goal of becoming an independent school, namely being smart in behaving towards everyone in the school environment.

The form of character education is embodied in every learning activity at school since students arrive at school until they go home from school. We all know that in KDP habituation carried out by teachers with special education backgrounds, of course, it has become commonplace because it has become commonplace for special education teachers, but of course, it will be different for non-special education teachers, in this study it will be It can be seen how KDP habituation is carried out by teachers with non-special education educational backgrounds. In the following, we will discuss the strategies used by non-special education teachers in KDP habituation and why this

was successful.

Planning for the Class-level Character Education Strengthening program is listed in the 2013 RPP Curriculum, which is adapted to the theme. Each part of the RPP is inserted or added character values so that learning activities can integrate character values in a structured manner, in accordance with the RPP analysis from Islamic Religion teachers, where Core Competency 1 concerns religious values, Core Competency 2 regarding social human values, Competency Core 3 is about the value of knowledge, Core Competency 4 is about the value of skills. Core Competencies 1 and 2 do not contain material but become characters in Core Competencies 3 and 4. This means that Character Education Strengthening Plans can be integrated in a structured manner with program designs and lesson plans. There is a strategy for school members to synergize to integrate them.

It is not an easy thing for non special education teachers in the habituation of KDP to mentally retarded children at SLBN 4 Jakarta. According to the arts and culture teacher, there are difficulties in the communication section between non-special education teachers and children with special needs, so non-special education teachers must work together with class teachers, who are used to and understand communicating intensely with children with special needs at school.

Character Education Planning

The character education planning carried out by SLBN Jakarta begins with a meeting attended by SLBN 4 Jakarta stakeholders, namely sports teachers, religion teachers, and art teachers, to highlight the advantages and disadvantages of the program that has been assigned by educators to design a program that will last for one year ahead, according to interview results:

This character education program is structured based on a work program, and this is in accordance with the results document, which states that there are seven programs, including:

1. Organizing teaching and learning activities in PAIKEM.
2. Building information technology-based teaching procedures.
3. Carry out extracurricular activities (Scout, PE, Arts, and Computing).
4. To celebrate national and religious holidays.
5. Organize a field trip.
6. Growing the quality and professionalism of teaching staff (class action).
7. Comparative study with more advanced schools.

In the process, the character education plan for SLBN 4 Jakarta is in line with the provisions stipulated by the government, which are contained in the 2013 curriculum, has been developed into

a curriculum and presented in lesson plans and case study books of student attitudes for one semester. From the results of the documentation, the character values instilled in students can be consulted in the table below:

Table 2. Character Values in SLBN 4 Jakarta

No.	Character Value	PPK Nation Character Value	Subvalues
1.	Discipline	Religious	Respecting Religious Differences
2.	Responsibility	Nationalist	Protecting the environment, Law Obey, Discipline, Respect
3.	Cleanliness	Independent	Professional, Creative, Courage

Based on the results above, it can be concluded that planning for character education for SLBN 4 Jakarta students begins with a curriculum meeting that was previously held by the curriculum designer, where SLBN 4 Jakarta stakeholders were Sports Teachers, Religion Teachers, and Art Teachers. The application of character education to both learning and non-learning refers to character.

Implementation of Character Education

Implementation of character education in SLBN 4 Jakarta student learning activities is by integrating character values contained in bases 1 and 2 in all subjects in the curriculum semester, and plans are conveyed directly through spontaneous reprimands, awards, body language, or in writing through topic books related characters.

All subjects are used to carry out character education actions. For some subjects, they are still themes or combinations, except for religious subjects, PLKJ, PKPBI, and PROPIL in the syllabus apply character values by incorporating character values contained in the subjects program. Character values are communicated spontaneously in practice.

Evaluation of the Implementation of Character Education

The assessment of education implementation in SLBN Jakarta is consistent with findings from interviews and documentation. Assessment is carried out by observing students during learning and outside through an attitude assessment format, observing students' behavioral attitudes. According to the results of the interview analysis, it shows that the habituation of character value behavior in students is consistent with the expected value.

Discussion

Planning is determining what to do. Planning contains a broad series of decisions and explanations of objectives, policy determination, program determination, determination of certain

methods and procedures, and determination of activities based on daily schedules (Abdul Majid, 2008). The existence of planning is something that must exist in every activity, and planning must be outlined in a clear concept. Planning for character education programs that are made both in learning activities and activities outside of school or learning, such as school culture and extracurricular activities, is programmed by involving the opinions of all educators and education staff, especially class teachers and by inserting and integrating the character values developed into the programs that have been developed.

Previous explanations about habituation planning for strengthening character education for mentally retarded students at SLBN 4 Jakarta Jenang elementary schools are included in learning activities that are inserted or integrated into each subject because there are no specific subjects about character education and activities outside of learning, such as extracurricular activities. Given that the function of character education is very important for students, it is necessary to carry out coaching and habituation of character values on a regular and sustainable basis. In accordance with the implementation of the character education strengthening movement by the Ministry of Education, which was carried out in three ways, namely: 1) integrate the subjects in the curriculum structure and Local Content (Mulok) subjects through intra-curricular and co-curricular activities. In intra-curricular and co-curricular activities, each teacher prepares a learning planning document in the form of a Syllabus and Learning Implementation Plan (RPP) according to their respective subjects. The main values of KDP are integrated into the subjects according to the main topic of KDP values that will be developed/strengthened in the learning session and in accordance with the characteristics of each subject.

In extracurricular activities, the education unit reinforces character values through various activities. Extracurricular activities can be carried out through collaboration with the community and other relevant parties/institutions, such as PMI, Maritime Affairs and Fisheries Service, Trade Office, museums, cultural houses, and others, according to the needs and creativity of the educational unit. 3) Habituation activities through school culture are formed in the process of routine, spontaneous activities, conditioning, and exemplary school members. Activities are carried out outside of learning hours to strengthen character building in accordance with the situation, conditions, availability of facilities and infrastructure in each educational unit (Muhadjir Effendy et al., 2016).

The implementation of character education in education units needs to involve all school members, parents, and the surrounding community. Curriculum development procedures that integrate character education in education units are carried out through the stages of planning, implementing, evaluating, and developing.

In the process, character education planning at SLBN 4 Jakarta is in accordance with the provisions set by the government, which are contained in the 2013 curriculum (Kurtilas), which was developed into the syllabus and outlined in the learning implementation plan (RPP) and case study books of participants' attitudes. Study for one semester.

The concept is the basis, goals, and ideals of hope in order to achieve an implementation concept, and implementation will be easy to do. Character education is an effort to instill human behavior traits related to God, to oneself, to other humans, to the environment, and to nationality, which are embodied in the mind and based on religious norms and customs (Sari, 2017).

In this regard, the concept developed in the education of mentally retarded children at SLBN 4 Jakarta is conceptualized with religious norms. This means that religious values and norms are the main values that must be upheld because if students, teachers, and all school members uphold religious values and norms, they will violate norms, and the law is very clear in Islam. He explains that the morality of a Muslim is that if he is equipped with reason, he is expected to be able to do what is good and what is bad.

The concept of character education in this school is based on laws, customs, culture, and customs, which contain many rules, legal norms, customs, and habits applied by the community, by shaking hands while kissing the palms of older people when shaking hands, bow asking permission to walk past the teacher, always friendly to meet teachers, friends or other people, not at school but must be done anywhere. According to Djuanda (2020), the purpose of character education is to improve the quality and impact of education so that the character and noble character of students can be formed as a whole and in balance. Through character education, students improve and independently apply what they have learned, personify the values of character and noble character, and embody them in their daily behavior. Thus, character education was developed at SLBN 4 Jakarta to educate students' character in its entirety, both knowledge and values aimed at training students to have morals. In addition, the concept of character education developed in 4 Jakarta is also based on existing school rules. Rules and regulations at school are very useful for implementing student character education with existing regulations, and it is expected that all members can obey

and implement these regulations so that the implementation of character education can be carried out properly.

In accordance with the notification above, it is hoped that the implementation of character education for mentally retarded children at SLBN 4 Jakarta can be independent, not dependent on parents, and can socialize with the community and that they do not engage in deviant behavior. Even when it comes to children with special needs. In the process of implementing character education for mentally retarded children, habituation or activities such as skills needed process must be started and instilled in children from an early age, and this habituation must be done repeatedly so that they always remember and make it a habit to achieve character education.

CONCLUSION

It can be concluded that educators who compile programs will be collected and selected for good or bad programs. The main thing is to work with parents of students so that the characteristics learned at school can also be applied at home, and character values can be applied in continuous habituation. Overall, the character education planning carried out by SLBN 4 Jakarta begins with a meeting where the stakeholders of SLBN 4 Jakarta are sports teachers, religion teachers, and art teachers to highlight the advantages and disadvantages of programs developed by educators who are responsible for designing programs that will be used later. For the next year, planning for Strengthening Character Education for students with mild intellectual disabilities at SLB Negeri 4 Jakarta began with the headmaster taking office at SLB Negeri 4 Jakarta, trying to change the mindset of teachers and school staff slowly, then revamping the vision and mission that was developed with teachers and school staff in meeting at the beginning of the new school year and continuously at work meetings. The design of the Strengthening Character Education program in the form of a daily schedule of "Habituation/Culture of Character Development." The teacher integrates planning for Strengthening Character Education at the class level by inserting and adding character values to lesson plans and the 2013 curriculum syllabus to determine the main character values that will be instilled in intra-curricular and co-curricular activities. Teachers work closely with parents of students to instill character values at home so that they are in line with character cultivation at school.

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