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The Role Of The Teacher In Instruding Character Values In Autistic Students

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Abstract

The purpose of this research is to find out the teacher's role in instilling character values in the Nunumeu Soe State Special School. The approach used in this research is a qualitative approach with descriptive methods. The results obtained in this study are: The teachers at the Soe Special School have carried out their roles as well as role models, inspirations, motivators, dynamists, and evaluators in instilling character values in autistic children.

Keywords: *teacher's role, character values, students*

INTRODUCTION

Education is an important part that cannot be separated from human life as beings who are intelligent and always want to learn to improve their quality from those who do not know to know, who cannot become able, and who are not skilled to become skilled. Through education, teachers meet with students at school to carry out the teaching and learning process to educate the nation's children so that they can develop themselves according to the abilities honed in education (Abubakar & Badril, 2021).

Talking about education cannot be separated from the important role of the teacher in schools. The teacher is considered the most central figure in the world of education because through a teacher students know many things, not only cognitive aspects but also affective and psychomotor aspects. Through a teacher, students are also able to develop themselves with various knowledge obtained at school (Afriyani, 2021).

Article 1 paragraph 1 of the 1945 Constitution states that: "every citizen has the right to education". Seeing this statement, it can be seen that education in schools is not only focused on students who experience normal development but is also aimed at students with special needs such as children with autism who have limitations such as experiencing mental developmental disorders and experiencing delays in physical and psychological development (Agustini, 2019). Therefore, educating autistic children is not easy, but requires the role of a teacher to solve problems faced by autistic children in the learning process, namely difficulties in communicating with others, difficulties in imagining, and social difficulties (Ahimsa, 2017).

Based on the results of interviews with several teachers at the Soe State Special Special School, it was found that the behavior of autistic children at the Special Special School was almost the same as what Mirza said, namely that autistic children often experience behavioral disorders such as being naughty, aggressive, taking other people's things without permission (Ahmad, 2017), have difficulty getting along with other people, get angry easily or have difficulty holding back emotions, and often commit physical violence and like to throw or break things when angry. So it takes the role of a teacher to instill character education considering that shaping the character of autistic children is not easy, because it requires a long process until the character is truly attached to autistic children (Alima, 2019). Therefore the role of the teacher in instilling character education in autistic students is very important to control the behavior of students in acting because if directed, the behavior is good but if not directed, the behavior is as they please (Aminah, 2020).

One of the cultivation of character values for autistic children at the Soe State Special School is through the habituation method. This habituation method is carried out so that

autistic students are trained to be able to do what their teacher teaches because the difficulty experienced by autistic children is not being able to quickly grasp what is conveyed by the teacher but must be repeated many times until what is taught by the teacher becomes a habit (Amka, 2017). One example of instilling character values for autistic children at the Soe State Special School is love for God and others. The material about the love of God and others is not only conveyed verbally but students are trained to get used to praying before carrying out learning activities and are also trained to love their friends as God's creation by sharing food with friends who don't bring food. This habituation method teaches autistic children to be responsible, independent, polite, and have a love for others (Anshary, 2020).

Soe State Special Special School is one of the schools that instills character values in students with special needs such as Blind, Deaf, Mentally Disabled, Physically Disabled, and Autistic with a total of 153 students consisting of Special Elementary Schools, Special Junior High Schools Ordinary and Extraordinary High School.

The author is more interested in autistic children with special needs at the Special Elementary School level. The reason is because based on observations of autistic students at the Soe Extraordinary Elementary School, they have a higher level of learning difficulties than other students with special needs. So the researchers wanted to find out what the role of the Soe State Extraordinary Elementary School teachers was in instilling character values in autistic children.

METHOD

The type of research in this paper is field research that is descriptive qualitative in nature, namely research that aims to explain social phenomena that are in the field. This research will produce descriptive data such as interviews, field notes, photographs, and documents needed in the field to support the required data (Agustinova, 2015). The location of this research is at the Nunumeu Soe State Extraordinary School, which is located in the Nunumeu sub-district, Soe City District and South Central Timor Regency. There are 10 autistic students at the Nunumeu Soe State Special School with two-way communication problems so they cannot get data through interview techniques except observation and interviewing accompanying teachers (Sugiono, 2013).

RESULT AND DISCUSSION

The Role of the Teacher

Example

Based on the results of interviews with an informant who is a teacher, he said that teaching character values to autistic children is not easy because autistic children are not enough to just do theorizing but need examples that must be seen before they can be implemented. And also must be taught repeatedly to be understood. One example is teaching autistic children about arriving on time at 7.30 when they have started studying. And also religious values by praying before starting learning activities. Initially, the teacher did this and then it was only done by the students. Soe Special School also applies 3 words to teach character education for autistic children such as the word please to ask for help from friends and teachers, apologize if you make a mistake, and thanks to everyone who helped them. This is done first by teachers who have been assigned to teach autistic children.

“In my opinion, teaching autistic children is not easy but requires a lot of strategies to be understood until they are implemented. Because autistic children are not enough to just theorize but need examples and role models from their teachers. And at Soe Special School the teachers are always examples and role models in many ways. One example is entering school on time at 7.30 a.m. lessons have started and praying before starting learning activities. Soe Special School teachers also apply 3 words to shape the character of autistic students, namely always using the words please, sorry, and thank you”

This means that exemplary character education is obligatory because the teacher is the best model for children to emulate in various aspects of life both from words, attitudes, and especially behavior. Given that autistic children learn from what they see, the example of a teacher is needed. Through the exemplary example shown by a teacher, autistic students will learn many things about being honest, independent, responsible, and so on.

Based on the results of observations of teachers at the Soe Special School it was found that all teachers assigned to handle autistic students had played a good role as modelers in instilling character education in autistic children. For example, through discipline in entering class 3, the teacher has set a good example regarding school entry hours and study hours which are always on time. At the Soe Special School, at 7.00 a.m. and 7.30 am you have to learn the reason because the concentration of autistic children is not always centered so orderliness in study time greatly affects the mood of autistic children.

Starting from the above understanding regarding the teacher's role as modeling or role model, it can be said that the role of the teacher as modeling in instilling children's character values is very necessary considering that the teacher is the spearhead in instilling character education, so exemplary character education is needed. Soe Special School teachers, before teaching something to autistic children, must first set an example for autistic children to see. After being seen, it is taught by the teacher repeatedly until autistic children understand and practice it in class. One example is asking permission before taking other people's things. It is exemplified first by the teacher and then followed by the students.

Inspirer

Based on the results of the author's interview with 3 teachers, information was obtained about the teacher's role as an inspiration. The results obtained are:

Soe Special School teachers always try to be an inspiration to their students. Inspiration given to autistic students is through attitudes and actions such as inspiring students to be polite with others, and respect teachers at school. Teachers are also inspired by the lives of other people who can strengthen them to remain confident. One example of the teacher tells the story of Nick Vujiviv who was born with an imperfect body but was able to inspire many young people in the world to succeed. Autistic children at the Soe Special School have many talents such as being good at singing, agile in playing musical instruments, and good at painting. These talents are assisted by teachers and developed privately in schools.

Thus it can be concluded that the role of the teacher as an inspiration in the Soe Special School is very necessary in instilling character values education, especially for autistic children. One of the difficulties of autistic children is experiencing obstacles in social interaction. therefore instilling character values is not enough just with words real examples are needed so that autistic children can see and can be followed. One example of inspiration carried out by the teachers of the Soe Special School is not only transferring knowledge but

more than that the teachers of the Soe Special Special School encourage autistic children to become better in terms of character.

Motivator

What model of motivation did you use to encourage autistic students to apply the instilled character values?

The results of interviews with 3 informants said that autistic students at the Soe Special School need external motivation from the teacher, this is because autistic children have difficulty motivating themselves to do something. The form of motivation from Special School teachers for instilling character values in autistic children is: every morning greeting and hugging autistic children who come to school, helping them brush their teeth, getting them into the habit of washing their hands before entering the room, guiding them to pray before starting the lesson, to give an example when they want to use friends' things, to give an example to apologize when they make a mistake, and to teach them to say thank you to everyone who helps them. We started small and slowly they got better. One of the motivations given by the teacher is to give praise and hugs to them when they succeed in doing something. This can inspire them to continue learning. This form of motivation is not only for character but also for the development of the talents of autistic children such as singing, being able to play music, and painting. These children are motivated to develop their talents and some of them are already able to sing for themselves in church. This form of motivation is not only for character but also for the development of the talents of autistic children such as singing, being able to play music, and painting. These children are motivated to develop their talents and some of them are already able to sing for themselves in church. This form of motivation is not only for character but also for the development of the talents of autistic children such as singing, being able to play music, and painting. These children are motivated to develop their talents and some of them are already able to sing for themselves in church.

The answers from 3 informants indicated that the motivation of a teacher is very important in instilling character education in autistic children. Without motivation from a teacher, autistic children will experience difficulties in developing positive values in themselves. Because a teacher not only pays attention to the teaching process in class but the teacher also can educate through the character values that are taught to autistic children. In addition to character values, the talents of autistic children are also considered by the teacher. Soe Special School teachers also motivate autistic children who have talents such as singing, playing music, and painting so they can develop themselves.

Dynamist

What changes have you made for autistic children related to character?

The results of interviews with 3 informants found that the teachers of the Soe Special School always bring about changes for autistic students, such as the teacher giving an example of orderly discipline when entering class by always being present on time, the discipline of praying before starting learning activities by guiding each child to taking turns in praying, teaching children to shake hands with the teacher when entering and leaving school. Teach children to respect teachers and friends when talking and teach children polite behavior such as receiving something with the right hand and asking permission if they want to use other people's things.

Based on the results of the interviewees' answers, indicated that the teacher's role as a dynamic actor is needed by autistic students because autistic students need a teacher figure who can direct their character to be better. Since one of the characteristics of autistic students is passive in making decisions, encouragement and enthusiasm from the teacher are needed.

Evaluator

How far do you evaluate the character values that have been instilled in autistic children?

3 resource persons said that the role of the teacher as an evaluator is that the teacher look back at the learning achievements for one semester. Soe Special School teachers usually evaluate each autistic child from all the material that has been given, such as writing and coloring. Have all students finished with the theme of writing and coloring or not? After that, the teacher evaluates the character values that have been planted. Such as religious values whether children can pray or not, if not, the prayer material is taught again to children until they can pray. Character values related to self are whether children can be independent like brushing their teeth and eating by themselves or not. character values related to others. Whether the children have been polite to others or not. and character values related to the environment. Children are taught to keep the school clean by disposing of trash in its place. The school provides trash cans in the classroom and around the school environment and starts with the teacher and is followed by the students.

Regarding the teacher's role as evaluator, the authors obtained data that the Soe Special School teachers had carried out their role as evaluators. This can be seen from the answers of the 3 informants who have done a good evaluation. The resource person in this study evaluates the learning process and character values that have been instilled in autistic children. If something is still incomplete, the teacher is willing to re-teach the material until it is understood by students. Likewise, the character values that have been instilled in children are evaluated and seen every day and continue to remind children to carry out the character values that are instilled every day by the teacher.

Character Values

The value of character in relation to God

The way you instill the character values of autistic children related to God.

Based on the results of interviews with 3 informants, it was found that character values in relation to God had been taught to autistic children through religious education, the habit of opening the USBU on Mondays and closing the USBU on Saturdays, praying for sick friends, as well as birthdays and wishing them good luck. a holiday for friends who celebrate their holiday as a form of tolerance for religious differences.

Thus it is clear that teachers have an important role in instilling religious values in children so that children are closer to God. As was done by the teachers of the Soe Special School in fostering the faith of autistic children through school religious activities. These activities help autistic students live in fear of God and shape their character according to religious teachings.

Self-related character values

Honesty value

The way teachers instill the value of honesty in autistic children. The following are the results of interviews with informants, namely:

The results of interviews with 3 informants showed that the teachers at the Soe Special School had instilled the value of honesty in autistic children through the habituation method. For example, some students succeed in doing their assignments without the help of their parents, so the teacher gives appreciation in the form of praise and prizes so that these students are happy to do it again. The teacher also provides an example of honesty by always trying to keep promises to students so that students do not perceive the teacher as a liar

Thus it can be concluded that every child needs to instill the value of honesty so that children can learn to apply the value of honesty wherever they are. Both at school and at home. Therefore, teachers need to build cooperation with parents so that the value of honesty instilled in schools can be practiced at home. By guiding children not to lie but always telling the truth.

Responsibility

The form of responsibility given by the teacher to autistic children. The following are the results of interviews with informants, namely:

Based on the results of interviews with 3 informants, it was found that teachers at the Basa Soe Outer School had instilled a sense of responsibility in autistic children, such as complying with school rules by wearing uniforms when entering school and always being on time. Autistic students are also taught to be responsible for keeping the school clean by disposing of trash in its place. One form of school support is providing trash bins in every corner of the study room and trash cans are always available outdoors.

Starting from the above understanding regarding the responsibilities that teachers have taught, it can be concluded that the teacher's role in instilling the value of responsibility is very large because what is said by the teacher will usually be followed by students. Seeing what the teachers of the Soe Extraordinary School have done is very good in instilling the value of responsibility in autistic children. The results of the author's observation of what autistic children do are following what has been conveyed by the teachers at the Soe Special School.

Healthy lifestyle

You do it so that autistic children stay healthy. The following are the results of interviews with informants, namely:

What we do so that autistic children stay healthy at school is adopt healthy living behaviors at school such as children always washing their hands with clean running water, teaching them to brush their teeth, not consuming any snacks except cakes provided by the school, teaching children - autistic children to dispose of trash in its place, and provide clean bathrooms for children.

Based on the results of interviews with teachers who teach autistic children, it is found that the Soe Special School is very ready to teach a healthy lifestyle to autistic children by

providing facilities related to how to maintain students' health. Such as preparing running tap water, teaching children to brush their teeth, preparing healthy snacks, and being taught to dispose of trash in its place.

Discipline

The method used by the father/ mother to shape the character of student discipline. Following are the results of interviews with informants namely:

Dealing with autistic children is not easy in instilling the value of discipline, but we agreed, for example, at 7.30 we start studying in class. So students are expected not to be late. The school cooperates with parents so that children are delivered on time. Apart from being disciplined on time, discipline in dressing is also emphasized at the Soe Special School. All autistic children are required to wear uniforms while at school.

Based on the results of interviews with informants, it was found that teachers had instilled the value of discipline in autistic students. This can be seen from the results of the author's observation that all students were present at school at 7.00 am and 7.30 am when they started class. This shows that discipline is very important to be taught to students to shape their disciplinary character for the better.

Be confident

How do you increase the self-confidence of autistic children? The following are the results of interviews with informants, namely:

We build the self-confidence of autistic students at Soe Special School by encouraging autistic children to socialize with peers and getting autistic children used to speaking or expressing opinions in front of friends, we build self-confidence by supporting their talents like someone who is smart singing, and good at playing music, and good at painting. and give praise and encouragement to successful children.

Based on the results of interviews with the teachers of the Soe Special School, it was found that the teachers had tried to instill self-confidence in autistic children. Because as we all know autistic children often experience a sense of inferiority, teachers need to build the self-confidence of autistic children.

Independent

How to teach the value of independence to autistic students. The following are the results of interviews with informants, namely:

We teachers at Special Schools always try to instill independence in autistic children because all the autistic children we teach still depend on the teacher's directions. They still can not be independent in managing their lives. For example, they come to school and have to be escorted by their parents, they have to be given bribes to eat, and they cannot be independent in doing the tasks given by the teacher. However, we as teachers always try to instill the value of independence in autistic children at school through small things like throwing trash in its place, teaching them to be independent in going to the bathroom, and guiding them to be able to do their assignments at school. In addition, teachers always work closely with parents so that the inculcation of the value of independence is not only at school but is followed up at home.

Based on the results of the answers from the informants, it was found that the teacher's role is very important in instilling the value of independence in autistic children to accustom them to be independent in doing many things related to their needs considering the characteristics of autistic children is to depend on others. The teachers of the Soe Special School have done their part well, namely collaborating with parents to follow up on what the teachers have instilled in the school.

Character values related to others

How teachers teach autistic children to respect others. The following are the results of interviews with informants, namely:

We teachers of Extraordinary School always instill in autistic students respect for teachers and friends at school. The first to enter and leave school must greet the teacher, always say thank you and say sorry, students are taught to make eye contact with the teacher when the teacher is teaching, taught not to be rude to friends in class, congratulate friends who are celebrating their Eid.

Based on the results of the study it was found that the teachers of the Soe Special School had done their part well in instilling character values related to others. Based on the results of the author's observations it was found that autistic students were able to show mutual respect, especially the teacher by greeting before entering school and after leaving school. The method used by teachers in teaching character values to others is a habituation method, considering that the learning habits of autistic children are always repeating what they see and hear. So the cultivation of character values for autistic children always uses the habituation method.

Character values related to the Environment

How to teach autistic children to keep the school environment clean. The following are the results of interviews with informants, namely:

One of the materials in building the character of caring for the environment in autistic students at the Soe Special School is building awareness of autistic children to love the environment by keeping the school clean from the yard to the classrooms by disposing of trash in its place, keeping the room clean and not dusty. because many autistic children are allergic to dust, the school pays attention to the cleanliness of the classrooms. Every day the teacher works with students to clean the classroom to keep it clean before starting lessons.

Based on the results of the study it was found that the character of caring for the environment in autistic students at the Soe Special School was built by collaborating with the school community by maintaining cleanliness from the school environment to each classroom. Based on the observation results, it was found that the Soe Extraordinary School school environment was clean and protected from scattered garbage.

Discussion

The Role of the Teacher

Example

Article 28 paragraph 3 of the National Education Standards explains that personality competence is the ability to be stable, mature, wise, and authoritative, to be a role model for students, and to have a noble character (Emilia, 2019). Reflecting on the law above, the teacher's role as a role model is the ability possessed by a teacher to manage his words, attitude, and behavior so that he can be imitated and emulated by students.

The results of research at the Soe Extraordinary School found that the teacher's role as a role model had been carried out well. This is shown through good words, attitudes, and behavior. The teacher gave an example first and then followed by the students. For example, regarding the words and attitudes of the teacher giving an example by not saying harsh words to students, teaching with patience and gentleness, and treating them like their own children so that they think that the teacher is the second parent at school. Teaching character to autistic children requires examples and examples from the teacher and also takes time to teach it repeatedly until they understand and perceive it as a habit (Widyastuti, 2020).

Based on the observation results, the values that Special School teachers teach to autistic children are religious values or values related to God, such as teachers teaching children to pray before and after learning. Character values related to oneself such as the value of honesty, the value of independence, the value of responsibility, and many values are taught to autistic children.

Inspirer

The teacher as an inspiration is a teacher who always gives instructions to his students through attitudes and behavior so that he can inspire his students to change in a better direction. The inspiring teacher is always a figure admired by his students and is always used as a model or example in terms of character and can be followed by his students.

The results of the study show that the teachers of the Soe Extraordinary School always inspire their students, both themselves and others. The inspiration from myself is that teachers are always disciplined on time, and polite with autistic students. The inspiration from other people is the teacher telling the story of Nick Vujicic who was born with an imperfect body but was able to inspire many young people in the world to succeed. Autistic children at the Soe Special School have many talents such as being good at singing, being agile in playing musical instruments, and good at painting. These talents are assisted by teachers and developed privately in schools (Nahampuan, 2017).

Inspirational stories from teachers and biographies of people can help autistic students develop their talents in art and painting. Thus the role of the teacher as an inspiration is very important to encourage students' enthusiasm in developing their talents. However, one of the difficulties of autistic children is experiencing obstacles in social interaction. For this reason, patience is needed in inspiring autistic students. Because even if they have talent, to develop it requires process and patience from the teacher.

Motivator

The teacher is a motivator who gives encouragement and enthusiasm to students so that they can increase student learning enthusiasm and achieve satisfying learning achievements. In relation to character education for autistic children, motivation from a teacher is needed so that autistic children are enthusiastic about doing what the teacher exemplifies. Autistic children always wait for directions from the teacher without taking the initiative first. Therefore the motivation of a teacher is needed ([Ardiansyah et al., 2017](#)).

The results of the study show that in instilling character values a motivator is needed to provide encouragement and enthusiasm for autistic children in practicing the character values that have been taught by the teacher. The form of motivation used by Soe Extraordinary School teachers is to give praise and hugs to autistic children when they succeed in doing something. This can inspire them to continue learning. The form of motivation given by the teacher is not only for character but also for developing the talents of autistic children such as singing, playing music, and painting. These children are motivated to develop their talents and some of them are already able to sing for themselves in church ([Krismawati, 2021](#)).

Therefore it is hoped that the teachers of the Soe Extraordinary School will continue to encourage and encourage autistic children to continue to develop positive character values in themselves. Included in the development of talents of autistic children.

Dynamist

The teacher as a dynamist is a teacher who can bring change to his students in the field of knowledge and character. In the field of knowledge, teachers always try to become agents of change by conveying new knowledge to students that can change their attitudes and behavior for the better.

The results of the study show that the teacher's role as a dynamic actor is needed by the students of the Soe Extraordinary School to change their character for the better. Based on the results of the author's observations, it was found that autistic students experienced changes in character values related to God and related to themselves. This is inseparable from the role of the teacher as a dynamic who can direct their character to be better. Since one of the characteristics of autistic students is passive in making decisions, encouragement and enthusiasm from the teacher are needed ([Tantoro & Yasnawati, 2015](#)).

Evaluator

The role of the teacher as an evaluator is to review the success of the learning process that has taken place whether it is following the program that has been planned or not. This evaluation is not only the learning process that is evaluated but the planting of character values is also evaluated by the teacher.

The results showed that the role of the teacher as an evaluator was going well, this is evidenced by the Soe Extraordinary School teacher always evaluating every material that has been delivered to autistic students to see the progress and learning achievements so that they can follow up on students who have not completed and improve learning outcomes for students who pass ([Rosleny & Basri, M Djamaluddin, 2022](#)).

This evaluation is not only done for cognitive assessment but also for affective and psychomotor. After that, the teacher evaluates the character values that have been planted. Like the r value of religion whether the children can pray or not, if not yet the material about praying is taught again to the children until they can pray. Character values related to self are whether children can be independent like brushing their teeth and eating by themselves or not. character values related to others. Whether the children have been polite to others or not. and character values related to the environment. Children are taught to keep the school clean by disposing of trash in its place. The school provides trash cans in the classroom and around the school environment and starts with the teacher and is followed by the students.

In connection with the teacher's role as evaluator, the authors obtained data that the Soe Extraordinary School teachers had carried out their role as evaluators. This can be seen from the answers of the 3 informants who have done a good evaluation. The resource person in this study evaluates the learning process and character values that have been instilled in autistic children. If something is still incomplete, the teacher is willing to re-teach the material until it is understood by students. Likewise, the character values that have been instilled in children are evaluated and seen every day and continue to remind children to carry out the character values that are instilled by the teacher every day.

Character Values

The value of character in relation to God

Schools are not only tasked to teach knowledge to children but are given a mandate by God and the government to teach character education in relation to God. This shows that the teacher guides students to be closer to God.

The results of the study show that character values in relation to God have been instilled through religious education, the habit of opening the Usbu on Mondays and closing the Usbu on Saturdays, praying for friends who are sick, as well as birthdays and wishing friends a happy holiday. Celebration is a form of tolerance for religious differences (Burhaein et al., 2022). Thus it is clear that teachers have an important role in instilling religious values in children so that children are closer to God. This is what the teachers of the Soe Extraordinary School do in fostering the faith of autistic children through school religious activities. These activities help autistic students to live in fear of God and shape their character according to religious teachings.

Self-related character values

Honesty value

Honesty is one of the character values that is very necessary in all aspects of human life. Every child at school needs to be equipped with the value of honesty so that one day they can become a child who can be trusted both in the family and in the wider environment.

The results of the study show that the value of honesty has been instilled by Soe Extraordinary School teachers to autistic children through the teacher's attitudes such as always keeping promises when making promises to them, giving appreciation in the form of praise and gifts when they succeed in doing something on their own. Therefore, it is hoped that schools will continue to support teachers so that they are enthusiastic in instilling the

value of honesty in autistic children so that even though they are weak in the cognitive aspect, in terms of character they are equipped.

Thus it can be concluded that every child needs to instill the value of honesty so that children can learn to apply the value of honesty wherever they are. Both at school and at home. Therefore, teachers need to build cooperation with parents so that the value of honesty instilled in schools can be practiced at home. By guiding children not to lie but always tell the truth.

Responsibility

Everyone has a responsibility in his life to carry out their respective roles in his life. Similarly, a student has a responsibility at school to complete every assignment given by the teacher. To train students' responsibility, teachers usually trust students to do assignments in written and unwritten forms.

The results showed that the teachers at the Soe Extraordinary School had instilled the value of responsibility in autistic children, such as obeying school rules by wearing uniforms when entering school and always being on time. Autistic students are also taught to be responsible for keeping the school clean by disposing of trash in its place. One form of school support is providing trash cans in every corner of the study room and outside the room there are always trash bins available.

Starting from the understanding above, it can be said that the teacher's role in instilling the value of responsibility is very large because what is said by the teacher will usually be followed by students. Seeing what the teachers of the Soe Extraordinary School have done is very good in instilling the value of responsibility in autistic children. The results of the author's observations of what autistic children do are following what has been conveyed by the teachers at the Soe Extraordinary School.

Healthy lifestyle

A school is a place for children to learn to gain knowledge, but schools also need to maintain cleanliness so that they do not become a place of transmission of all kinds of diseases. Healthy lifestyles in schools need to be improved so that children who study in schools maintain their physical, mental, spiritual, and social health.

Based on the results of the study it was found that one of the efforts for autistic children to stay healthy at school is to implement healthy living behaviors at school such as children always washing their hands with clean running water, teaching them to brush their teeth, not consuming any snacks except cakes provided by the school, teach autistic children to dispose of trash in its place, and provide clean bathrooms for children.

Based on the results of the author's observations, it was found that the Soe Extraordinary School was very ready to teach a healthy lifestyle to autistic children by providing facilities related to how to maintain students' health. This is inseparable from the support provided by the school.

Discipline

Student discipline at school is a process to shape student behavior to show that it is following the rules that apply in school. The results of the study show that there are two disciplines in the Soe Extraordinary School, namely discipline in learning and discipline in dressing. This can be seen from the results of the author's observation that all students were present at school at 7.30 to start class. Therefore it is expected that schools will continue to improve school discipline to foster their character in terms of discipline.

Be confident

Confidence is one of the abilities that a person has to view himself as valuable and unique compared to other people. The results of the study show that the teachers of the Soe Extraordinary School build the self-confidence of autistic students by encouraging autistic children to socialize with peers, getting autistic children used to speaking or expressing opinions in front of friends, and also building self-confidence they support their talents such as someone good at singing, good at playing music, and good at painting and give praise and encouragement to successful children.

Building self-confidence for autistic children is very important, considering that they often feel inferior and closed to other people, so the teacher's role is very important in building the trust of autistic students. Because when self-confidence has been built, autistic children will be confident in developing the talents and talents they have.

Independent

Independence is the ability possessed by a student to do everything without asking for help from others. In the world of education, it is found that many students are independent in managing their learning process so that their learning achievement increases. However, many students are less independent in managing their learning process as a result, their learning achievement decreases because they often depend on others.

Based on the results of the study, it was shown that the teachers of the Extraordinary School Soe always try to instill independence in autistic children because one of the characteristics of autistic children is that they still depend on other people. It is known that autistic children still cannot be independent in managing their lives. As can be seen, they still have to come to school with their parents, they have to give them bribes to eat, and they cannot be independent in carrying out the tasks given by the teacher. However, teachers always try to instill the value of independence in autistic children at school through small things such as throwing garbage in its place, teaching them to be independent in going to the bathroom and guiding them to be able to do their assignments at school. In addition, teachers always work closely with parents so that the inculcation of the value of independence is not only at school but is followed up at home.

Character values related to others

Respect for others is an obligation that must be carried out by all school members with mutual respect for one another. For example, students respect the teacher by showing respect when

the teacher delivers the lesson and vice versa, the teacher respects the opinions expressed by students.

The results of the study showed that the teachers of S of the Special have instilled in autistic students respect for others, starting with the teacher and friends at school. For example, entering and leaving school must greet the teacher, students are taught to make eye contact with the teacher when the teacher is teaching, students are taught not to be rude to friends in class, and to congratulate friends who celebrate their birthday.

This shows that school teachers have done their part well in instilling character values related to others. Based on the results of the author's observations it was found that autistic students were able to show mutual respect, especially the teacher by greeting before entering school and after leaving school. The method used by teachers in teaching character values to others is a habituation method, considering that the learning habits of autistic children are always repeating what they see and hear. So the cultivation of character values for autistic children always uses the habituation method.

Character values related to the Environment

The cleanliness of the school environment is the responsibility of the school community to keep the school environment clean and protected from garbage. The results showed that the teachers of the Soe Extraordinary School had built the character of caring for the environment in autistic students at the Soe Extraordinary School by building awareness of autistic children to love the environment by keeping the school clean from the courtyard to the classroom. by disposing of trash in its place, and keeping the room clean by not allowing dust because many autistic children are allergic to dust so the school pays attention to the cleanliness of the classrooms. Every day the teacher works with students to clean the classroom to keep it clean before starting lessons.

CONCLUSION

The teachers at the Soe Extraordinary School have carried out their roles well as role models, inspirations, motivators, dynamists, and evaluators in instilling character values in autistic children. This can be seen in the habit of teachers who always give examples to autistic students before instilling character values. For example, in terms of discipline when studying at school, the teacher is present 30 minutes before the students arrive at school. However, related to the readiness of autistic students to understand what is conveyed by the teacher, they still need guidance from the teacher because students still have difficulty understanding what is conveyed by the teacher.

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