

The Role of Educators in Character Education for Students with Learning Disabilities Who Are in Conflict with the Law at the Yogyakarta Class II LPKA

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ABSTRAK

Pendidikan karakter bagi peserta didik tunalaras yang berhadapan dengan hukum di Lembaga Pembinaan Khusus Anak (LPKA) Kelas II Yogyakarta menjadi bagian penting dalam proses rehabilitasi sosial. Penelitian ini bertujuan untuk menganalisis peran tenaga pendidik dalam mendukung pendidikan karakter bagi peserta didik tunalaras, strategi yang diterapkan dalam pengelolaan pembelajaran, serta tantangan yang dihadapi. Penelitian ini menggunakan pendekatan kualitatif fenomenologi dengan teknik pengumpulan data melalui wawancara, observasi, dan studi dokumen. Hasil penelitian menunjukkan bahwa tenaga pendidik di LPKA berperan sebagai fasilitator pembelajaran akademik, pembimbing karakter, dan motivator psikososial. Strategi yang diterapkan meliputi pembelajaran kontekstual, integrasi pendekatan psikososial, adaptasi kurikulum, dan penyesuaian dengan latar belakang peserta didik. Namun, proses pendidikan masih menghadapi tantangan seperti keterbatasan sumber daya manusia, rendahnya motivasi belajar peserta didik, kesenjangan latar belakang, minimnya sarana pembelajaran, serta kerja sama eksternal yang belum konsisten. Temuan ini menunjukkan perlunya penguatan kompetensi tenaga pendidik, peningkatan fasilitas pembelajaran, serta sinergi lintas sektor untuk mendukung keberhasilan pendidikan karakter di LPKA.

Kata kunci: Pendidikan karakter, peserta didik tunalaras, LPKA, peran tenaga pendidik, strategi pembelajaran

ABSTRACT

Character education for emotionally disturbed students (peserta didik tunalaras) in conflict with the law at the Special Child Development Institution (LPKA) Class II Yogyakarta is an essential part of the social rehabilitation process. This study aims to analyze the role of educators in supporting character education for these students, the strategies applied in managing learning, and the challenges faced. This research employs a qualitative phenomenological approach with data collection techniques including interviews, observations, and document studies. The results show that educators at LPKA play roles as academic learning facilitators, character mentors, and psychosocial motivators. The strategies implemented include contextual learning, integration of psychosocial approaches, curriculum adaptation, and adjustments based on students' backgrounds. However, the educational process still faces challenges such as limited human resources, low learning motivation among students, background disparities, inadequate learning facilities, and inconsistent collaboration with external parties. These findings indicate the need to strengthen educators' competencies, improve learning facilities, and enhance cross-sector collaboration to support the success of character education at LPKA.

Keywords: Character education, emotionally disturbed students, LPKA, role of educators, learning strategies



INTRODUCTION

Education is a fundamental right of every citizen, including children in conflict with the law. This is stated in Article 28C paragraph (1) of the 1945 Constitution, which affirms that every citizen has the right to develop themselves through the fulfillment of their basic needs, one of which is education. Children in conflict with the law (ABH) are a group that has the same rights to obtain proper education services during their rehabilitation period. One of the institutions that facilitates this right is the Special Child Guidance Institution (LPKA), which plays a role in providing formal and non-formal education for ABH. According to Law Number 11 of 2012 concerning the Juvenile Criminal Justice System (SPPA), education at LPKA not only focuses on academic aspects, but also on character development, life skills, and social rehabilitation of children under guidance. On the other hand, Permenkumham Number 18 of 2015 concerning LPKA Governance also stipulates that education, skills training, and psychosocial services must be provided in an integrated manner to children in care in order to support their social reintegration process.

However, in practice, the implementation of education in LPKA faces various challenges. Based on the results of observations and interviews at LPKA Class II Yogyakarta, the researcher found that foster children who are students with emotional and behavioral disorders face significant obstacles, both psychologically, socially, and academically. Students with emotional and behavioral disorders are individuals who experience emotional and behavioral disorders that impact their learning abilities and social adjustment (Sunardi, 2010). They require a more adaptive and comprehensive educational approach.

Educators at LPKA play a central role in supporting the learning process and character building of the children under their care. This role is not limited to delivering academic material, but also includes character guidance, psychosocial strengthening, and life skills development. In line with the concept of character education proposed by Lickona (2012), the educational process at LPKA must be directed towards shaping the moral values, discipline, and social responsibility of students.

In addition, the learning approach applied must be able to accommodate the unique conditions of students with learning disabilities, including their social background, educational level, and psychological condition. Hopkins (2008) states that in the context of inclusive and rehabilitative education, educators are required to apply flexible learning methods that are centered on the individual needs of students.

However, the challenges in implementing education in LPKA are quite complex. This study found that limited human resources, a lack of learning facilities, low student motivation, and inconsistent external cooperation are factors that hinder the implementation of effective character education. These conditions indicate the need for specific strategies from educators, including individual and classical approaches, contextual learning, psychosocial integration, curriculum adaptation, and adjustments to the students' backgrounds.

Based on the above description, this study was designed to answer the following research questions: (1) What is the role of educators in supporting the education of students with behavioral disorders who are in conflict with the law at the Yogyakarta Class II LPKA? (2) What challenges do educators face in providing education for juvenile offenders at the LPKA? (3) What strategies do educators use to manage learning for juvenile offenders at the LPKA?

This study aims to analyze the role of educators in supporting the education of students with behavioral disorders at the Yogyakarta Class II LPKA, identify the challenges faced, and explore the strategies applied in the learning process. The findings of this study are expected to contribute theoretically to the development of the concept of restorative education, as well as practically to improving the quality of education and guidance for children at the LPKA.

METHODS

This study uses a qualitative approach with a case study method that focuses on the role of educators in supporting the character education of students with behavioral disorders at the Yogyakarta Class II Special Child Development Institution (LPKA). Informants were selected using purposive and snowball sampling, involving educators, guidance officers, religious counselors, and skills instructors as the main sources of data. Data collection techniques were carried out through participatory observation, in-depth interviews, and document studies. Observations were made while the researchers were in the LPKA environment to observe the learning process and interactions between educators and students. Interviews were conducted with key informants to explore their experiences and perceptions regarding the roles and challenges of educators. Document studies included analysis of the curriculum, guidance programs, activity reports, and official institutional documents. Data were analyzed using data reduction, data presentation, and conclusion drawing techniques. Source and technique triangulation was used to improve data validity.

RESULT AND DISCUSSION

This study aims to analyze the roles, strategies, and challenges faced by educators in supporting character education for students with behavioral problems who are in conflict with the law at the Yogyakarta Class II Correctional Facility. Based on the results of observations, interviews, and document studies that have been conducted, several findings relevant to the research questions and supporting theories were discovered.

A. The Role of Educators in Supporting Character Education for Students with Learning Disabilities

Educators play a crucial role in the education and character building of students with behavioral disorders at the Yogyakarta Class II LPKA. Their role is not limited to formal teaching, but also includes character building, psychosocial counseling, and social reintegration facilitation. In general, the role of educators can be seen in four main aspects, namely as formal educators, character mentors, role models, and facilitators of cross-sector cooperation.

As formal educators, teaching staff are tasked with managing the learning process both online and offline. Online learning is conducted three times a week, utilizing computer facilities in the library or study rooms available at the LPKA. Meanwhile, offline learning is conducted once a month in collaboration with partner schools, such as SMA Muhammadiyah 6 Yogyakarta and SMP-SMA Budi Luhur. The implementation of this learning is a concrete manifestation of the LPKA's efforts to fulfill the rights of children under its care to obtain an education as stipulated in Law Number 11 of 2012 concerning the Juvenile Criminal Justice System (SPPA).

In addition to academic aspects, educators also play a role as character mentors. They not only deliver lesson material, but also instill moral values, discipline, responsibility, and cooperation in students. This is done through adaptive learning approaches, self-reflection activities, and the integration of character values into the skill learning process.

As role models, educators serve as examples in behavior, attitude, and interaction. Children, most of whom come from difficult social backgrounds, need adults who can serve as positive role models. Therefore, educators' behavior in being patient, consistent, and empathetic is an important part of character building.

Finally, educators also play a role in building cross-sector cooperation with external parties, such as religious counselors, community leaders, social institutions, and partner schools. This collaboration aims to expand access to education, improve

the effectiveness of guidance, and prepare children in the process of social reintegration.

These findings are in line with the opinions of Argita et al. (2021) and Subroto & Alfendo (2024), who emphasize that education in correctional facilities must be implemented holistically, involving academic, character, and psychosocial aspects, as well as support from various external parties.

B. Educators' Strategies in Managing Learning

In dealing with students with behavioral disorders who have complex social and psychological backgrounds, educators at the Yogyakarta Class II LPKA implement various adaptive and contextual learning strategies. These strategies include:

1. Individual and Classical Approaches
These approaches are used to tailor teaching methods to the needs of each child. The individual approach is used for children who have learning difficulties or require special attention, while the classical approach is used in group learning to foster discipline and structure.
2. Contextual Learning
Learning materials are linked to the life experiences of the children, such as the values of responsibility, discipline, and hard work, which are acquired through skills training or religious activities. This strategy makes learning more relevant and meaningful.
3. Psychosocial Approach Integration
Learning is integrated with a psychosocial approach to help children overcome trauma, improve emotional regulation, and build self-confidence. Programs such as Oemah Counseling are part of this strategy.
4. Curriculum Adaptation
The learning curriculum is adapted to the conditions of the LPKA and the characteristics of the students, in terms of material, methods, and learning time. This adaptation is carried out to ensure that learning remains effective despite limited resources and time.
5. Adjustment to the Background of Children with Disabilities
The learning strategy takes into account the social, educational, and psychological backgrounds of the children in care, making it easier for them to accept and increasing the effectiveness of learning and character building.

C. Challenges Faced in the Implementation of Education

Despite various strategies being implemented, the provision of education at the Yogyakarta Class II LPKA still faces quite complex challenges, including:

1. Limited human resources, both in terms of the number and competence of teaching staff.
2. Low motivation among students, which is influenced by their social background, traumatic experiences, and lack of family support.
3. Background and Discipline Gaps, differences in the educational levels, cultures, and social habits of the students affect the learning and guidance process.
4. Lack of Learning Facilities, limited classroom space, computer equipment, and supporting facilities are obstacles to the implementation of learning.
5. Inconsistent External Cooperation, the involvement of external parties is often irregular due to limited resources and administrative constraints. These findings are in line with the research by Moranita & Huda (2019), which states that social and family backgrounds have a significant influence on the self-concept and readiness of foster children to participate in the learning and mentoring process.

D. Relationship between Findings and Theoretical Framework

The findings of this study are in line with the theory of socialization that places education as a means of guidance and social reintegration for children under supervision. In addition, Ki Hajar Dewantara's concept of character education, which includes “ing ngarso sung tulodho, ing madyo manguk karso, tut wuri handayani,” is reflected in the role of educators as role models, motivators, and facilitators of learning at LPKA.

The concept of restorative education is also evident in the psychosocial approach and character building programs implemented. Education at LPKA does not only focus on the transfer of knowledge, but is also an integral part of the psychological and social rehabilitation process of the inmates.

This study also reinforces the findings of Sulhanuddin et al. (2020), which emphasize the importance of psychosocial approaches, self-compassion, and emotional regulation in preparing children in care to return to society.

E. The Impact of Mentoring Programs on the Character of Mentored Children

Based on observations and interviews, the guidance program at the Yogyakarta Class II LPKA has had a positive impact on the character development of the children under its care. The children have shown improvements in discipline, emotional control, and motivation to learn and behave positively.

Although not all children in care have shown optimal change, most have begun to show improvement in terms of attitude, responsibility, and social skills. Skills programs, religious activities, and psychosocial counseling are the main supporting factors in shaping their character.

Table 1. Summary of Research Findings

Aspect	key findings
role of educators	Formal teacher, character mentor, role model, cross-sector cooperation facilitator
Learning Strategies	Individual and classical approaches, contextual, psychosocial, curriculum adaptation, adjustment to ABH background
Challenges	Limited human resources, low motivation, background disparities, minimal facilities, inconsistent external cooperation
Impact	Improvement in character, social skills, discipline, and readiness of foster children for social reintegration

CONCLUSION

The results of the study show that educators at the Yogyakarta Class II LPKA play an important role in supporting character education for students with behavioral problems who are in conflict with the law. Their role is not limited to being formal teachers, but also includes being character mentors, role models, and facilitators of cross-sector cooperation. The learning strategies applied include individual and classical approaches, contextual learning, integration of psychosocial approaches, curriculum adaptation, and adjustment to the social and psychological backgrounds of the students.

However, challenges such as limited human resources, low student motivation, background gaps, lack of learning facilities, and inconsistent external cooperation remain obstacles to the implementation of education at LPKA.

The implications of this study emphasize the importance of strengthening the capacity of educators and optimizing cross-sectoral cooperation in order to improve the effectiveness of character building for children in care. In the future, further research can examine the long-term effectiveness of the guidance program on the success of the children's social reintegration after their release from the LPKA.

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