Character Profile of Caring and Responsibility of Inclusive Learners in Senior High School

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Sections Info	ABSTRACT
	Objective: This study was conducted to analyze the profile of caring and responsible characters of inclusive students in high school. The main focus of this study is to analyze the caring and responsible characters possessed by inclusive students at the high school level. Based on this focus, the formulation of the problem in this study is how the profile of caring and responsible characters of inclusive students in high school. The substance of this study focuses on describing the caring and responsible characters of inclusive students and the factors that influence the caring and responsible characters of inclusive students. Method: The research method used is descriptive and does not conduct hypothesis testing with a sample of 3 teachers, namely 1 GPK teacher, 1 BK teacher, 1 subject teacher, 1 non-inclusive student, and 2 inclusive students. The sampling technique used purposive sampling, where each sample was taken from a representative level of inclusive participants. Data collection was carried out at Public Senior High School 1 (SMAN 1) Gedangan, East Java. Data collection techniques used questionnaires, interviews, and observations whose data results would be analyzed descriptively qualitatively. Results: The results of the data obtained were analyzed using qualitative descriptive analysis techniques. The results of the study indicate that 1) the caring and responsible character of inclusive students is low and because the social character of inclusive students is also low. 2) Students' self-confidence is low because they feel alone at school and do not have friends who understand them. 3) Some teachers sometimes pay less attention to inclusive students when teaching and focus more on regular students. 4) Regular friends in class sometimes still underestimate and do not embrace inclusive friends. Novelty: What is new in this study is the focus on inclusive students at the high school level, integrating the analysis of two main characters, namely caring and responsibility, in one comprehensive study, and considering the specific context of inclusive schools at the high school level and providing insight into how caring and responsible characters develop in diverse environments. This is important because the dynamics and challenges in inclusive schools are different from regular schools.

INTRODUCTION

Education is one of the processes that is expected to change each individual's views. This statement illustrates that education is important in shaping how individuals think. That is, through the education process, someone who initially has an unfounded view or is only based on assumptions, prejudices, or invalid information can change his or her perspective to be more rational, logical, and based on strong knowledge. Educated individuals are those who act by social norms and the noble values of Pancasila. In a formal context, the meaning of education is written in the Indonesian Law No. 20 of 2003 concerning the National Education System Chapter 1 article 1 is: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state".

Education aims to improve each individual's personality well, because in essence the program includes teaching, learning, and training. In the education process, several elements are needed so that the goal is achieved. These elements include input, process, and output. The target input process includes individuals, groups, and communities. Educators are people or actors who teach values, norms, and knowledge to individuals, groups, and communities. Output results from the education process, such as behavior and action. Of the several elements of education, it can be said that the most important element is the educator. In education, teachers or educators are responsible and play an important role in its success. Teachers must shape and build the personality of students to become individuals who are useful for religion, dear, nation, and state.

The life of a good nation's character can be seen from someone who makes changes through education that is owned or obtained, thus the values and characters instilled through the world of education can minimize the emergence of negative attitudes by someone including students at school (Angga et al., 2022). Character cultivation is important to be provided with education in school, community, and family environments. Character education will be a provision in the golden Indonesia era 2045, because Indonesia has a productive population, so there is a demographic bonus that must be utilized as well as possible so that progress can be carried out (Sudarma, 2022). According to Nurlaila, Halimatussakdiah, Novia Ballianie, Mutia Dewi, and Syarnubi (2023), character education is contained in Permendikbud No. 20 of 2018, which emphasizes character education as an educational movement in schools to strengthen students through the harmony of sense, heart, and mind training.

In the SMAN 1 Gedangan, for example, still no special room for inclusive students, and while they are still in the same room as the counseling room, it is considered less than optimal in terms of learning and services. In addition, inclusive students are still placed in the same classroom as regular students, with one inclusive student per class. Not many institutions are willing to implement inclusive education programs for various reasons. Getting an education is the human right of every individual, including students with special needs. Children with special needs also need special services. Indonesia has begun to initiate efforts to assist the education process of children with special needs, one of which is by opening an educational institution called Sekolah Luar Biasa (SLB). However, SLB is only a separator between normal children and children with special needs. The existence of academic challenges for them will only lead to low self-esteem, withdrawal, and behavioral problems. Still, teachers can overcome these things by creating a support system and a strong atmosphere for special needs children to help them learn to express themselves in front of other normal children.

As a solution to this, inclusive education is empowered. Inclusive schools are schools with integrated services in using the principles of proper education for normal students and students with special needs. This means that this inclusive school can fully embrace students with diverse abilities, backgrounds, and physical conditions. In the implementation of its development process, inclusive education needs to be supported by the development of learning tools and curriculum, as well as character cultivation. Character cultivation is the most important thing in education. Therefore, character

cultivation is considered very important. The good and bad character of a child is also more or less a reflection of education and experience when the child is at school. Therefore, it is necessary to instill insight and understanding for children and also the general public on matters that are inclusive, one of which is in accepting people with disabilities as one of the differences that must be accepted and are the same individuals and no different from others (Bakhri, 2017).

Students at the high school level should already have a caring and responsible character. However, students with special needs at the high school level at SMAN 1 Gedangan do not yet have a caring and responsible character. In another study conducted by Fitri Meliani (2005) which highlighted the Islamic character and research conducted by Ni Nyoman Trianaswari (2024) which highlighted the character of inclusive students at the elementary school level, so this study was built which has a novelty, namely the caring and responsible character at the high school level. This study highlights several indicators of inclusive students' caring and responsible character. Some of these indicators include the caring character: Moral awareness (understanding the importance of caring for others), Empathy (feeling other people's feelings), Compassion (showing emotional concern), Social sensitivity (realizing the needs of others), Real action (helping and supporting others in various situations). Meanwhile, the indicators of responsibility are: Awareness of obligations (knowing the tasks and duties that must be carried out), Reliability (can be trusted to carry out tasks), Self-discipline (able to control oneself to complete obligations), Keeping promises (carrying out what has been agreed), Admitting mistakes and correcting them.

Inclusive students at SMAN 1 Gedangan have so far shown a caring character, namely participating in group assignments, but only if they are invited by their friends. Inclusive students have not shown a caring character according to the indicators to be studied. As for the character of responsibility, so far inclusive students have shown such as: completing assignments, maintaining facilities, and being present on time. The problems faced by teachers in learning, including students with special needs, are the application of caring and responsibility values. Based on the observation that at SMAN 1 Gedangan there are still some inclusive students who have not shown the character of caring and responsibility. This must be changed starting from the smallest things, it can start from small habituation at home by parents, not only at home but at school it is also necessary to be taught good character behavior by the teachers. Academically, the school is described as an educational unit that implements character education values through the curriculum, habituation, and learning programs in the classroom. This fact is known through pre-research observations at the location and supports the implementation of this research. Based on this background, this study aims to analyze the extent of the caring and responsible character of inclusive students at SMAN 1 Gedangan.

RESEARCH METHOD

The research method is a scientific way to get data with specific purposes and uses (Sugiyono, 2013). This research was conducted to describe the caring and responsible character of inclusive students at SMAN 1 Gedangan. This research is preliminary

research with data analysis techniques in the form of qualitative descriptive analysis. This research does not conduct hypothesis testing. The results of this study will be used as a consideration to form a learning community at school that is able to strengthen the caring and mutual cooperation character of inclusion students at SMAN 1 Gedangan. Data collection techniques by means of observation in the school environment, interviews with BK teachers, GPK teachers, 1 subject teacher (Pancasila Education subject teacher because it relates to caring and responsibility characters), and 2 inclusion students (inclusion students with the slowest learning barriers), 1 non-inclusion student (class leader of inclusion students), and questionnaires.

The questionnaire used has gone through content validation conducted by 4 validators. The validators are GPK teachers, BK teachers, and 2 colleagues. This validation was conducted by distributing questionnaires and validation assessment sheets containing relevant, irrelevant, and need-to-revise columns. Some examples of interview questions that will be given to informants are: for inclusive students (How do you feel when you are in the school environment? Do your friends in class show a caring and responsible attitude towards you?), for regular students (How do you and your friends show concern for inclusive students at school?), for BK teachers (What strategies or methods does the school implement in helping inclusive students develop a responsible and caring character?)The sampling technique used was purposive sampling, which is carried out by deliberately selecting subjects based on criteria or research objectives.

The criteria for informants in this study are those who have a very important role in supporting the education and development of inclusive students. Data obtained such as observation results, questionnaire results, interview results, were compiled by researchers at the research location (Gunawan, 2013). The sample taken was considered sufficient to represent because the main goal was to gain a deep understanding (depth), not a broad generalization. The researcher wanted to explore each participant's experiences, meanings, and perspectives in detail. This research used a purposive sampling technique, namely selecting participants who were considered the most relevant and had direct experience with the phenomenon being studied (caring and responsible characters in the context of inclusion). So: 3 teachers represent the educators' perspectives on the character development of inclusive students, 1 non-inclusive student can provide the perspective of a peer who interacts directly with inclusive students, 2 inclusive students become the main subjects of research to understand their character.

The independent variable in this study is character. The variable operational definition of character is the individual's mindset, attitude, and behavior that reflects the moral and ethical values that develop in their social environment. In this study, character is measured based on certain dimensions such as caring and responsibility shown through the real actions of students in school life. The dependent variables in this study are caring character and responsibility character. The operational definition of variables (DOV) in this study aims to explain how the variables of caring character and responsibility character are measured and observed in the context of inclusive learners in SMA. In the variable of caring character, the operational definition is that caring character refers to the attitudes and actions of inclusive learners in showing attention, empathy, and concern for others, the school environment, and society.

The indicators are moral awareness (understanding the importance of caring for others), empathy (feeling the feelings of others), compassion (showing emotional concern), social sensitivity (realizing the needs of others), and real action (helping and supporting others in various situations). The operational definition of the variable character of responsibility refers to the attitudes and behavior of inclusive students in carrying out tasks, obeying rules, and being responsible for the actions and decisions taken. The indicators are awareness of obligations (knowing the duties and obligations that must be carried out), reliability (trustworthy in carrying out tasks), self-discipline (able to control themselves to complete obligations), keeping promises (carrying out what has been agreed), and admitting mistakes and correcting them.

SMAN 1 Gedangan is one of the schools in the Sidoarjo district that started as an inclusive school in 2017. In this school, the number of inclusive students is 10% of the total number of students. Inclusion students are placed in one class or one room with regular students, with 1-2 inclusion students per class. This approach is in line with the concept of inclusive education, which aims to provide equal learning opportunities for all children, including those with special needs. The research instruments used in this study were (1) an inclusion learner response questionnaire, (2) a teacher interview sheet, including inclusion and non-inclusion learners, and (3) a teacher observation sheet. The stages of research carried out as shown in Figure 1.

Questionnaire Statements. Use the following scale to answer each statement:
1. STS (Strongly Disagree)
2. TS (Disagree)
3. N (Neutral)
4. S (Agree)
5. SS (Strongly Agree)

Table 1. Questionnaire Statements

No	Statement	SS	S	N	TS	STS
1	I am willing to help friends who have difficulty in learning. (Moral awareness)					
2	I don't talk rudely to friends (real action)					
3	I want to share stationery or books with friends who need it. (Empathy)					
4	I do not discriminate between friends based on their physical or mental condition. (Attitude of affection)					
5	I am willing to help friends when they have difficulties in school activities. (Social sensitivity)					

Table 2. Character Aspect of Responsibility

No	Statement	SS	S	N	TS	STS
1	I always do my schoolwork on time. (Awareness of obligation)					
2	I never leave a group assignment without a clear reason (Reliability)					
3	I always obey school rules, including the rules in class. (Keep my promise)					

| No	Statement	SS	S	N	TS	STS
4	Carry out assigned class duty (Self-discipline)					
5	I apologize for losing my friend's belongings (Admitting my mistake and correcting it)					
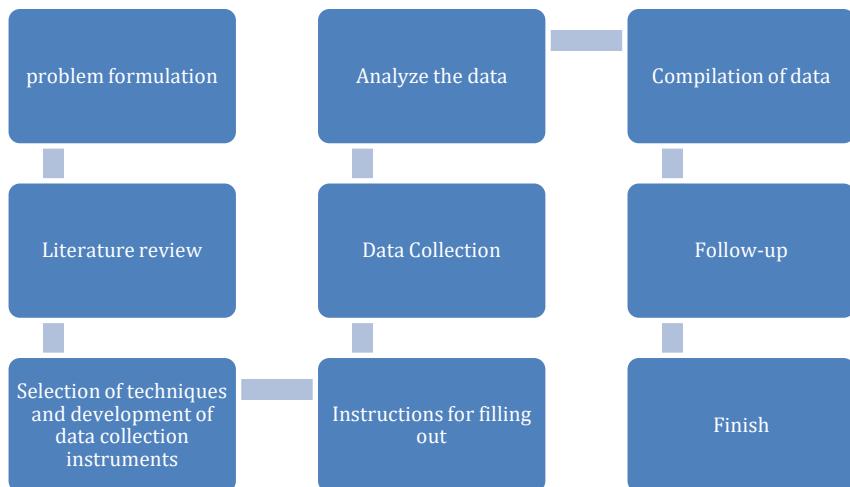
Figure 1. Research flowchart

The purpose of this research is to describe the character profile of caring and responsibility of inclusive students. First, the research informants were given an observation instrument, consisting of 10 questions, to assess their caring and responsible character. Next, a research questionnaire will be given. Interviews with research informants, namely the BK teacher, GPK teacher, Pancasila Education subject teacher, 1 non-inclusion student, and 1 inclusion student to assess the caring and responsible character consisting of 5 questions for inclusion students, 3 for peers, and 2 for teachers. For the research questionnaire if SS is worth 5, S is worth 4, N is worth 3, TS is worth 2, STS is worth 1.

Table 3. Learning score range

Score range	Category
38 - 50	High
24 - 37	Medium
10 - 23	Low

The research location at SMAN 1 Gedangan, Jl. Raya Sedati Km. 2, RT / RW 1/1, Wedi Hamlet, Wedi Village, Gedangan District, Sidoarjo Regency. This research focuses on the extent to which the caring and responsible character of inclusive students at the high school. In order for researchers to obtain data as expected, the data sources used are primary and secondary. (Sugiyono: 2016) explains that primary data sources are data sources that directly provide data to data collectors, for example researchers conducting interviews with counseling teachers, GPK teachers, subject teachers, inclusion and non-inclusion students. Non-inclusion students are key informants in this study. Meanwhile, secondary data sources do not directly provide data to data collectors, for example, through other people or documents. Researchers observed the character of students in

the school environment and interviewed several teachers and non-inclusive students. From the results of observations, it shows that there are students who lack caring and responsible characters, therefore it is necessary and important to have special guidance at school in order to form the character of good inclusion students by involving some of their peers.

RESULTS AND DISCUSSION
Results
This study aims to evaluate the caring and responsible character of inclusive students in senior high school. The test was given as a questionnaire consisting of 10 questions, namely five questions for caring character and 5 questions for responsibility character. According to Thomas Lickona, caring character is related to morality which involves aspects of moral knowing (moral knowledge), moral feeling (moral feeling), and moral action (moral action). The indicators of caring character according to Lickona include: moral awareness (understanding the importance of caring for others), empathy (feeling the feelings of others), compassion (showing emotional concern), social sensitivity (realizing the needs of others), and real action (helping and supporting others in various situations). Meanwhile, the indicators of responsibility according to Thomas Lickona are awareness of obligations (knowing the duties and obligations that must be carried out), reliability (can be trusted in carrying out tasks), self-discipline (able to control themselves to complete obligations), keeping promises (carrying out what has been agreed), and admitting mistakes and correcting them.

In answering the questionnaire that has been given, the informant simply checks one of the answers provided, and each answer that has been checked has a vulnerability value, namely:

SS	: 5
S	: 4
N	: 3
TS	: 2
STS	: 1

Score range categories of caring and responsible characters
High   : 38-50
Medium   : 24-37
Low   : 10-23

Based on the informants' answers for caring character, researchers can assess the caring character of inclusive students in SMA: 4 informants answered TS and 2 informants answered STS for moral awareness, which obtained a score of 10 and was considered low. For the real action indicator, 5 informants answered TS and 1 informant answered STS, which scored 11 and was low. For the empathy indicator, 6 informants answered TS, which scored 12 and was low. For the compassion indicator, 2 informants answered neutral, 4 informants answered TS, and scored 14 and was low. For the social sensitivity indicator, 4 informants answered neutral and 2 informants answered TS,

which obtained a score of 16 and was low. The results of the caring character questionnaire per indicator can be illustrated as follows:
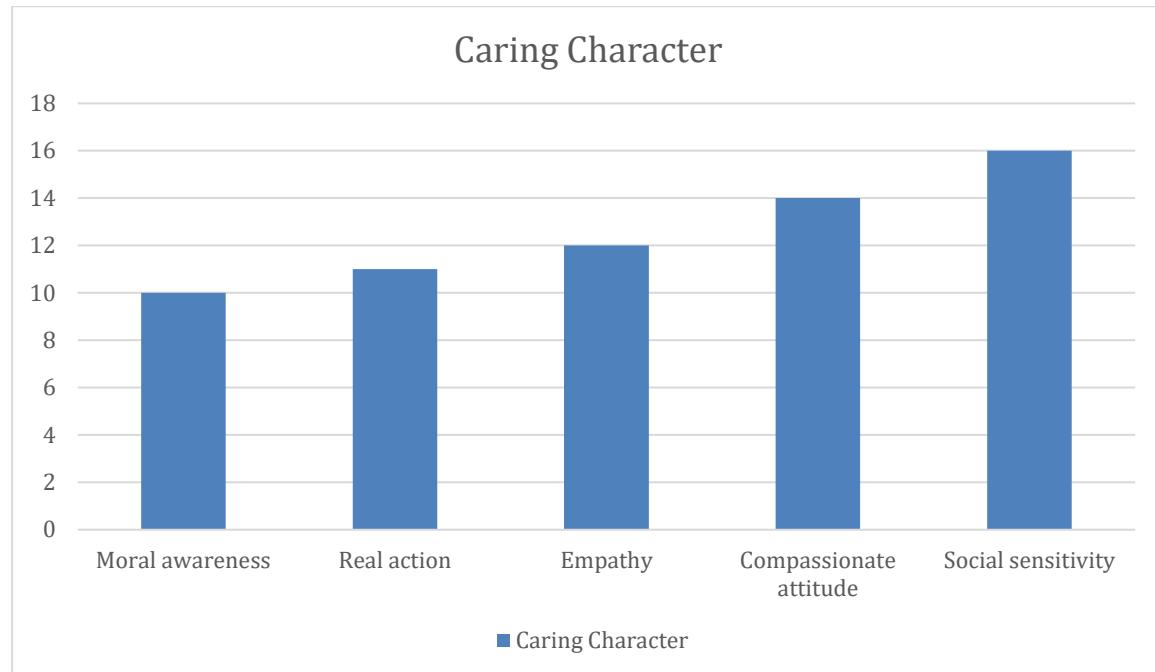

Figure 2. Caring Character Questionnaire Results per Indicator

In addition to the questionnaire results, the research results were strengthened by interviews. Imroatu, a regular student from class X-11, stated that:

> "Yes ma'am, it's true, inclusive students have a low sense of caring, how can ma'am care about us when she doesn't care about herself ma'am. So we ma'am are the ones who always pay attention to her. For example, sometimes we ma'am lend her our stationery because she doesn't bring it."

Based on the informants' answers to the responsibility indicators, researchers can assess the character of responsibility of inclusive students in SMA: namely, for the indicator of awareness of obligations, 6 informants answered TS with a value of 12 and low value. For the reliability indicator, 2 informants answered neutral (N) and 4 informants answered TS with a score of 14 and low value. For the indicator of keeping promises, 4 informants answered N and 2 informants answered TS with a value of 16 and low value. For the self-discipline indicator, 6 informants answered N and the value was 18 and low. For the indicator of admitting mistakes and correcting them, 2 informants answered S, and 4 informants answered N, and the value was 20, which is low. The results of the responsibility character questionnaire per indicator can be illustrated as follows:
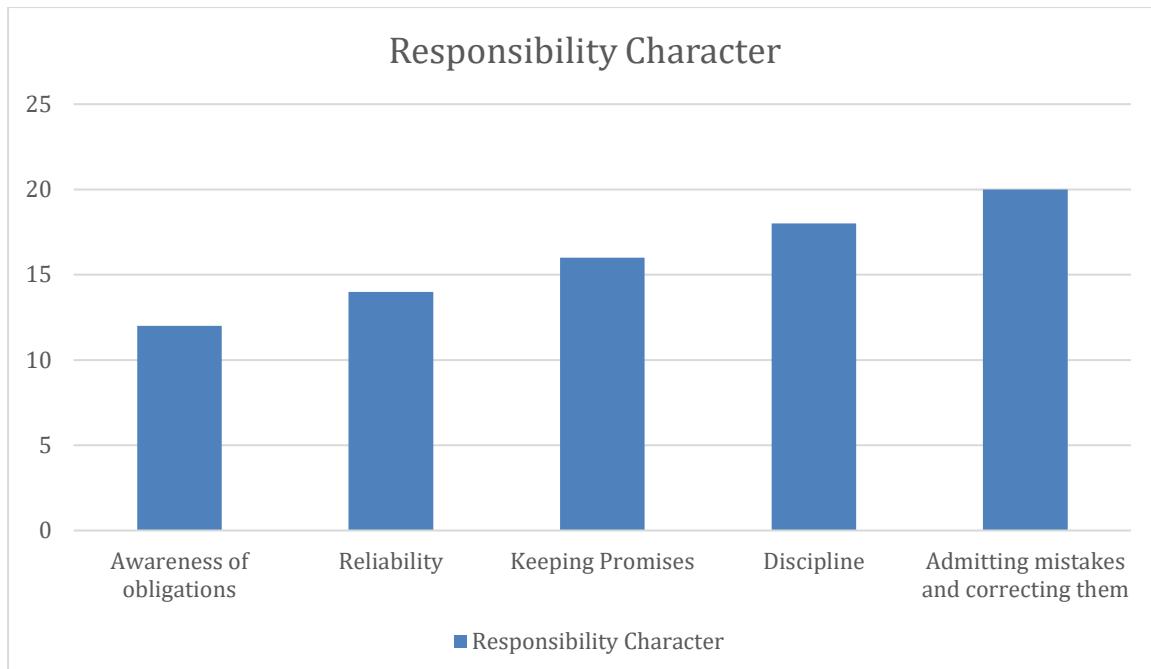
Figure 3. Responsibility Character Questionnaire Results per Indicator

Discussion

Research conducted by Ni Nyoman Trianaswari Predani (2024) entitled Building Inclusive Character for Elementary School Students Through English Language Learning with the final results of this study are characterized by child-friendly, empathetic, and learning needs-appropriate learning in English subjects by always respecting normal and special needs students. Research conducted by Verrin Cahya Lusfianti (2024) entitled Analysis of Rules in Forming Children's Character in Inclusive Schools of UPTD SD Negeri Kemayoran 1 Bangkalan with the results showing that the rules applied at SDN Kemayoran 1 Bangkalan have a positive influence on the character of students so that students are created who have superior character and morals.

Research conducted by Tamara Vaxia Viningsih (2020) with the title the role of PPKn teachers in fostering socially caring character of students at SMAN 1 Gedangan Sidoarjo shows that in fostering socially caring character in schools, for students, the most dominant role of teachers in creating socially caring character in schools, among others as motivators, correctors and mentors. Teachers as motivators provide socially caring character development verbally and nonverbally. As a corrector, teachers provide socially caring character development by assessing and correcting all attitudes, behaviors, and actions of students. As a mentor, teachers provide socially caring character development with role model strategies, environmental conditioning, and routine activities to guide students to have a socially caring character in themselves.

Research conducted by Ika Devy Pramudiana (2017) shows that Education is one of important aspect of human life. A good education will produce smart and competent nation's next generation. Education is a human right, with no exception for children with disabilities (difable). Schools as environment have an important role need supports from all parties. Role of Parents, school special, expert, high school, SLB, and the government

is still rated low. The school as a means and infrastructure is still limited. Involvement of parents as one of the keys to the success of inclusive education should be built well. Unfortunately, there are still some obstacles to practical depreciation and conditions, infrastructure, and financial conditions.

In this research, it is relevant to the theory of Behaviorism B. F. Skinner in fostering caring and responsible characters. Behaviorism theory is a learning theory that emphasizes that a person's behavior is influenced by environmental stimuli and can be learned through experience. This theory emphasizes the role of reinforcement in shaping behavior. In fostering caring and responsible characters, teachers carry out their roles as motivators, correctors, and mentors. In facilitating the process of fostering character the teacher uses various methods through his role, namely by providing verbal and non-verbal motivation, positive and negative reinforcement. Thus students will get used to good behavior, be able to appreciate existing differences, respect teachers, carry out learning activities actively, etc. Because teachers also use punishment as negative reinforcement so that students who do negative behavior do not repeat it (Handiyanto, 2016).

Based on the results of the research above, the caring character of inclusive students in SMA is very low. Some of the results of each indicator get low scores, which are in the range of 10 - 23. In the indicator of moral awareness, inclusive students do have low scores. Because their intellectual abilities are less than average. In the learning process, the subject teacher was found to deliver the material twice, the first teaching classically, namely teaching all students, and secondly after teaching classically the teacher taught privately and directly to inclusive students. This is specifically for classes that have inclusion learners. In addition, inclusive learners have their own schedule to study with GPK (special mentor teacher). This GPK teaches all the material to inclusive learners but only the basic material.

Children with special needs have low caring and responsible characters in accordance with Kohlberg's moral development theory. Lawrence Kohlberg explains that children's moral development occurs in several stages. Children with special needs, especially those with cognitive or social development disorders, may have difficulty in reaching higher moral stages, which involve empathy and concern for others.

Example 1: Child with Autism and Empathy

Situation: A classmate is crying because they lost their favorite toy.

A typical child (without developmental disabilities): May approach, ask "why are you sad?" or offer to help.

Autistic child: May not notice their friend's sad expression, or may not know how to respond socially-emotionally. They may just continue playing as they normally would.

Explanation:

It's not that they don't care, but that they have difficulty understanding other people's emotional expressions and perspectives, which is part of the empathic moral stage.

Then by Simon Baron Cohen's theory of Mindblindness, this theory is often associated with children with autism. Baron-Cohen argues that individuals with autism have difficulty in understanding that others have different thoughts, feelings, and perspectives from their own. This can lead to appearing less caring, although they may have difficulty understanding other people's emotions. For example, a child with autism is playing with his own toys. Then his friend comes over and cries because his toy is broken. The autistic child does not show empathy or approach his friend. Not because he doesn't care, but because he may not realize that the crying means that his friend is sad and needs support. He may not automatically associate facial expressions or crying with feelings of sadness, as a neurotypical would. In this example, the autistic child appears "disabled" or "lacking empathy," when in fact he is having difficulty processing social and emotional signals. This is in line with Baron-Cohen's idea that challenges in Theory of Mind make it difficult for autistic individuals to understand that others have different perspectives. Therefore, an understanding approach and explicit social training are essential to helping them interact more effectively.

Vygotsky's social development theory emphasizes the importance of social interaction in children's cognitive and emotional development. Children with special needs who lack adequate social stimulation can experience obstacles in developing empathy and concern for others. Then Eisenberg's theory of empathy and social development, argues that empathy is a skill that develops along with social experience and emotional learning. Children with special needs who have impaired social communication or interaction skills may experience barriers in developing a strong sense of caring for others. Example: A child with special needs who plays alone more often and does not interact much with his peers may not be accustomed to dealing with social situations that challenge empathy—for example, when a friend falls and cries. Because he lacks social experience, he does not understand that the situation requires a response such as helping or comforting. This indicates a barrier in developing empathy that is influenced by a lack of social stimulation. Eisenberg states that empathy is not an innate ability, but rather a social-emotional skill that develops through experience. Children learn to recognize emotions, understand the feelings of others, and respond appropriately through consistent and meaningful social interactions. Example: A child with a social communication disorder such as autism may have difficulty understanding nonverbal cues (such as facial expressions or tone of voice). He may not know how to respond when he sees someone upset or disappointed. This hinders the development of empathy because he does not get enough emotional learning from his environment, either through verbal or nonverbal communication. Both theories emphasize that empathy does not develop in a vacuum, but is formed through meaningful social relationships. Children with special needs who experience obstacles in communication and social interaction are at risk of having slower empathy development, not because of a lack of concern, but because of a lack of experiences that strengthen emotional and social understanding.

In addition to being in accordance with the theories above, various research results mention that inclusive students have low caring and responsible characters, namely Fitri

Meliani (2025) with the title Islamic Character-Based Inclusive Education Management Research, which states that social character in inclusive students is lacking so that it needs clear and Islamic character-based inclusive education management so that good social character is embedded. In addition, an example is also required from the teacher so that students can imitate it.

Research conducted by Ni Nyoman Trianaswari Predani (2024) with the title Building Inclusive Character for Elementary School Students Through English Learning, which states that inclusive character cultivation is one of the complementary points for schools in addition to learning activities that contain materials according to the standard curriculum. The purpose of inclusive character cultivation is to make individuals as individuals who have a high tolerance attitude towards various differences and diversity, have a tolerant attitude, have mutual respect for each other amid differences. It should be noted that the caring and responsible character of students at school tends to be low.

Responsible children and caring children are related, but they are not always the same. A responsible child means that he can carry out his duties and obligations well, whether it is schoolwork, homework, or promises that have been made. He understands the consequences of his actions and tries to complete his obligations without having to be reminded all the time. A caring child means that he has empathy and attention towards others. He is sensitive to the feelings or needs of those around him and is willing to help without expecting anything in return.

The role of teachers and peers in fostering caring and responsible characters is very important to do. Because these inclusive students also continue to develop and grow. So that over time they can't rely on parents or GPK in their daily lives. This is in line with findings that show that peers and teachers have an important role for inclusive students when they are in the classroom. They are still dictated by friends in the learning process and other school activities. Sometimes, inclusive students still speak rudely to their friends. So here the role of all teachers is to provide motivation so that they do not get carried away by emotions when inclusive friends speak rudely.

In the empathy indicator, based on the findings, inclusive students are classified as low. In practice in class, inclusive students often do not bring stationery and exchange lessons. So that their peers often lend their stationery. In addition, inclusive students feel inferior to their friends so they are more isolated than with other friends. Sometimes they make friends with fellow inclusive friends. Subject teachers try to equalize inclusive students, namely by assigning group assignments that place inclusive students among regular students with the same responsibilities. Here the role of peers regulates the division of tasks, but for inclusive students, they are given light tasks.

In the indicator of affection, based on the findings, regular students are still reluctant to be friends with inclusive students for various reasons, including being different from themselves, sometimes not being able to respond to speech correctly, and not being used to being friends with inclusive students. This means that there is still discrimination between friendships. In the social sensitivity indicator, these inclusive students still feel afraid and inferior to other friends. And some friends of regular participants are willing to help their inclusive friends. However, it was found that GPK teachers who are very

close to students always tell them what needs are needed by inclusive students during or during school activities.

In the character of responsibility with the indicator of awareness of obligations, it is still found that inclusive students are often late in submitting assignments. Subject teachers often give more time. And coordinate with GPK regarding the tasks given. Subject teachers differentiate tasks between regular and inclusive students. In the reliability indicator, it is also often found that inclusive students only leave their names and do not contribute to group assignments. However, some friends in the group often give understanding. However, there are also teachers or peers who directly give assignments that are considered easy in working on group assignments.

In the indicator of keeping promises, in practice there are very few inclusive students who do not obey school rules including classroom rules such as paying cash. The rules that they often forget are wearing belts and long hair. In the indicator of admitting mistakes and correcting them, inclusive students are often found losing their friends' stationery. However, some of their friends often excuse it because the price is not much. However, they often remind them to ask for the stationery they borrowed to be returned. To improve the character of caring and responsibility, an activity is needed to strengthen this character, especially to improve talents and interests. Of course, collaboration between teachers and peers is needed. This activity can collaborate with parties outside the school, of course there is an agreement with the school principal. Parents must also be able to support activities carried out by the school because they spend more time at school.

Factors that influence the development of caring and responsible character traits include:

Internal factors (from within the student)
a) Psychological conditions: Self-confidence, social anxiety, and comfort levels in the school environment greatly influence the ability of inclusive students to express caring and responsibility; b) Cognitive and social-emotional abilities: Students with good social understanding find it easier to develop empathy and responsibility; c) Self-motivation: The desire to be accepted, appreciated, or feel useful can spur caring and responsible attitudes.

External factors (surrounding environment)
a) School environment: Inclusive school culture: Does the school instill the values of tolerance, cooperation, and diversity; b) Attitudes of teachers and staff: Teachers who are patient, respectful, and consistent will be role models for character formation; c) Peers: Support and acceptance from friends greatly influence the courage of inclusive students to show caring and responsibility; d) School character programs: Activities such as community service, social projects, or group assignments can be a means of character training; e) Family Environment: Value polarization at home: Does the family instill the value of responsibility from an early age?; f) Parental involvement: Parents who are active and involved in their children's education tend to encourage positive character; g)

Education Policy: Support from curriculum and regulations: The Independent Curriculum, for example, provides space for character strengthening and a differentiated approach for inclusive students; h) Access to resources: Such as special assistant teachers (GPK), general teacher training on inclusion, and adaptive teaching materials.

Tabel. 4. Research Results

No	Character Indicator	Category	Value
A	Caring Character		
1	Moral awareness (understanding the importance of caring for others)	Low	10
2	Empathy (feeling other people's feelings)	Low	12
3	Attitude of affection (showing emotional concern)	Low	14
4	Social sensitivity (being aware of the needs of others)	Low	16
5	Real action (helping and supporting others in various situations).	Low	11
B	Responsibility Character	Low	
1	Awareness of obligations (knowing the duties and obligations that must be carried out)	Low	12
2	Reliability (can be trusted to carry out tasks)	Low	14
3	Self-discipline (able to control oneself to complete obligations)	Low	18
4	Keeping promises (carrying out what has been agreed)	Low	16
5	Admit mistakes and correct them	Low	20

Interpretation of Results: a) The Caring Character of inclusive students has an average score of 12.6 in the low category; b) The Responsible Character of inclusive students has an average score of 16 in the low category; c) In general, the results of the study indicate that both the caring and responsible characters of inclusive students are still far from expectations, which require intervention and support from schools and educators.

CONCLUSION
Fundamental Finding: Based on the research results from the findings and data analysis above, it can be concluded that inclusive students' caring and responsible character is still low. Indicators of caring character that have low values are almost all present, namely in the caring indicator including moral awareness, real action, empathy, compassion and social sensitivity, while the responsibility character indicator includes awareness of obligations, reliability, keeping promises, self-discipline, and admitting mistakes and correcting them. Inclusive students feel that no one helps them in terms of learning, while regular students do not want to help friends who have difficulty learning. In this case regular students have not been able to embrace and consider their friends in their class the same. **Implication**Teachers can design more inclusive learning strategies and focus on strengthening character values, such as teamwork, project-based learning, and personal reflection. Teachers can also use a differentiation approach to provide fair growth space according to the needs and potential of each student, especially in forming

caring and responsible characters. Schools can develop a culture that supports caring and responsibility values through programs such as student mentoring, social activities, and value-based character training. The results of this study can be used as a basis for evaluating and developing school curricula to be more adaptive to the needs of inclusive students. **Limitation:** The limitations of this study include several aspects that need to be considered. First, the number of samples used is limited to only 2 inclusive students taken from the class level so that the results of this study cannot be generalized to a wider population. Second, this study is still limited to developing a caring and responsible character profile and has not developed other characters. Third, the use of questionnaires and interviews as data collection tools can affect objectivity, because student responses can be influenced by subjectivity or personal interpretation. **Future Research:** This research is expected to be a source of additional research aimed at studying and strengthening the character of inclusive students, developing study groups, and improving learning models for inclusive students. In addition, further research is also recommended to involve larger and more diverse samples to increase the generalization of findings. In addition, further research can add an inclusive learning community that focuses on developing inclusive students' character, interests, and talents.

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