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## Internalization of the Character Value of Self-Confidence in Children with Special Needs Through Sports Activities at Karawang District State SLB

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character, self-confidence, children with special needs, sports activities

#### Abstract

This research discusses innovative strategies in building self-confident character in children with special needs through sports activities at the Karawang Regency State Special School. Using a qualitative approach, this research reveals the planning, process, obstacles and evaluation of the internalization of character values in children with special needs. Teachers play an active role in identifying character values, preparing plans, and integrating them into the hidden curriculum. Even though evaluations tend to be subjective, sports activities at the Karawang Regency State Special School have been proven to have a positive impact on character development, especially in the aspects of adaptation, communication and interaction. Obstacles involve diverse student characteristics and sports teacher limitations. This research contributes to further understanding of character formation in children with special needs and provides recommendations for increasing the effectiveness of the sports curriculum in the context of character education.

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### Introduction

character building the more become demands public moment this, especially in the middle development technology and change demanding social education For No only give knowledge academic, but also formative strong character. Importance education character also

applies for children need specifically at the Karawang Regency State Special School. In order to reach objective these, activities sport considered own potency big For form character, esp character believe self (Irijanti & Setiawati, 2018).

Study This will answer questions crucial around planning, implementation, constraints, and evaluation internalisation mark character believe self through activity sports at the Karawang Regency State Special School (Widiastiti & Sumantri, 2020). Questions the covers planning activity sports the extent of implementation activity sport can become means internalisation mark character believe themselves to children need specific, possible obstacles appeared, and how evaluation internalisation mark character done as well as as far as appropriate with need student need special (Saragih et al., 2021).

Objective from study This is For understand and analyze role activity sport in design, implement, and evaluate internalisation mark character believe themselves to Karawang Regency State Special School students. With hope that results study can give outlook deep about effectiveness activity sport as instrument education characters, esp For children need special (Achadiyah & Najib, 2020).

Benefit from study This directed For give contribution positive for development of educational strategies character, especially in the SLB environment. Findings expected can become reference for party schools, teachers and administrators interest other For increase effectiveness education character in children need special (Susilawati, 2020). Character covers mental quality, morals, and reputation somebody. In Indonesian, character interpreted as character, character, or Budi distinguishing character individual. Character formed from development quality the throughout alive, similar with sculpt statue. character building aim develop forming values character nation, involving aspect cognitive, emotional, and behavioral student. Objective This create a complete individual, has confidence in yourself yourself, and love homeland. character building own three function main : create and expand objective character, caring and changing structure society, as well choose values culture For form character advanced and dignified human beings (Riko et al., 2019).

Education without character considered fatal weakness in the educational process. Gandhi and Roosevelt highlight importance educate character as moral foundation. character building required For overcome split split it generation young, at least understanding will moral standards, and needs will values like honesty, love love, and devotion to democracy. Implementation education character expected produce developing generation in a way intellectual, emotional, and spiritual, forming individual with character strong and supportive progress of the country. The technical meaning of the term "internalization" refers to a process. In the context of character education, internalization is the process of instilling values which ends in the learner making their own decision to maintain these values in their life. According to several experts, internalization is also defined as deep thinking, understanding and control that occurs spontaneously and unintentionally in everyday life (Rahmawati, 2019).

The integration of values into an individual's self, or the expression of values, is considered the conformity of a person's values, beliefs, and principles to his or her own internal standards. In a psychological context, internal standards can be considered as a moral compass that guides individuals in making decisions and acting in accordance with the values they have implemented. Believe self is key important in develop self. This No only about No feel doubtful, but also how We overcome failure and on try For become more Good. Hakim (2002) explains that believe self formed through habit healthy, knowledge about excess self, confidence that We Can success, awareness self, and experience life (Sari et al., 2019). Everyone has beliefs unique self. According to Perry, 2018, people who believe self always focuses on action moment this, tough face challenge, and attitude kind and open to others.

1. Think Positive
2. Focus on Moment Action This
3. Brave and Strong Face Challenge
4. Collaborate with other people
5. Brave Take Risk

Understand and develop believe self No only about success personal , but also about How We interact with the world around and grow as strong individual. Therefore that 's important For recognize traits believe yourself and apply it in life dail.

Sport has a deep meaning in our lives, derived from the words "olah" (exercise) and "raga" (body). It's not just about physical movement, but also building character and improving well-being. There are two main types: team sports that involve cooperation, and individual sports that emphasize personal achievement. Both provide benefits and opportunities for everyone. Sports, especially outdoors, build positive values such as kindness, cooperation and self-confidence. This is not only maintaining physical fitness, but also learning to work together and have a fair play attitude. According to Cholik Mutohir, sport supports the full growth of individual potential as part of society, shapes character and makes a positive contribution to the environment (Risnawati et al., 2018). Sports are also considered the "art of life", encompassing games, contests and ideologies. In every exercise movement, there is a certain meaning and purpose, creating an experience that is more than just a physical activity. So, sport is not just moving or competing, but also understanding oneself, building character, and creating harmony for overall well-being.

Children with Special Needs (ABK) are a group that requires special attention in their education and development. ABK includes various limitations in physical, mental, social and emotional aspects, such as blindness, hearing impairment, gifted children, ADHD and others. Identifying these conditions is important for designing inclusive learning approaches. Self-acceptance is the main key in supporting the development of ABK, and the role of parents is central in forming this attitude. The acceptance process, from rejection to acceptance, involves the parents' emotional journey, where they finally accept the child with all his uniqueness and specialties (Mufidah, 2017). Several factors influence self-acceptance, including the concept of the "ideal child", early experiences with children, cultural values, parental roles, ability to

adapt, reasons for having children, and children's reactions to their parents. The theoretical basis of character education is important in supporting children's development, not only academically but also in forming positive values and self-confidence. With a deep understanding of ABK and self-acceptance, we can create an inclusive educational environment that supports optimal development for every child, regardless of their differences.

Structure organization thesis covers six chapter. First chapter discuss background behind, formula problem, goal research, benefits research, and structure organization thesis. Second chapter discuss study theory related character, internalization mark character, character believe self, sports, and children need special. Third chapter explain method research used, incl type and location research, participants, techniques data collection, and data analysis (Gilang et al., 2018). Fourth chapter discuss findings and discussion based on Karawang Regency State SLB profile, planning and implementation internalisation mark character believe yourself, as well constraints and evaluation (Halawati, 2020). Fifth chapter containing conclusions and recommendations. Sixth chapter is attachments involving supporting data For support findings and discussion (Prananda et al., 2021).

## Method

Study This use method qualitative with approach observation, interviews, and documentation For dig information about activity learning sports at the Karawang Regency State Special School. Researcher do observation directly in the field For understand activity daily life of teachers and participants educate. Participants study involving teachers and participants relevant education with context learning sport (Astari, 2018).

Data is collected through observation, interview in depth, and documentation. Instrument study form guidelines goal focused interviews learning sport. Data analysis using approach descriptive, with a process of reduction, presentation and withdrawal conclusion For understand connection between draft abstract and collected data (Wulanningtyas & Ate, 2020).

Data validity is maintained through triangulation, ie checking data from various resources, techniques, and time. Approach This ensure reliability of the data obtained in study This. With Thus, research This give deep understanding about implementation activity learning sports at the Karawang Regency State Special School with use method qualitative and triangulation strategies.

## Results and Discussion

### Karawang Regency State SLB Profile

The Karawang Regency State Special School (SLB) emerged as an integral part of providing education for children with special needs in the region. Founded in 2012 and officially operating in 2013, Karawang State SLB carries an important mission to form graduates who have noble and independent morals.

The location of this school, located in Purwasari District, East Karawang, indicates its existence as the main choice for the surrounding community. The areas faced by the Karawang Regency State SLB include fertile agricultural land, rapid housing development, and extensive industrial projects. All of this creates cultural diversity in society, which sometimes creates social challenges due to differences in background.

In achieving the vision of "CREATING GRADUATES WITH NOBLE AND INDEPENDENT AFFAIRS THROUGH INCREASING SELF-DEVELOPMENT AND THEIR POTENTIAL," the Karawang Regency State SLB has formulated a number of missions which include increasing the competence of teaching staff, optimizing facilities and infrastructure, and developing social and academic skills.

This school has achieved accreditation with a grade of "B" and has an operational license number 421.9/1968-SET.DISDIK and NPSN 69786714. This success reflects the school's dedication to providing quality education.

The diverse teaching and educational staff, from TK.I/IV b supervisors to TK.I/III b youth administrators, are valuable assets that strengthen the organizational structure of the Karawang Regency State SLB. The spirit of togetherness and cooperation between staff and students is reflected in the photo of the SLB extended family.

Student data for the 2022/2023 academic year illustrates the school's success in attracting public interest. The number of students at each level of education, from SDLB to SMALB, provides an illustration of the variety of special needs served by the Karawang Regency State SLB. In this way, the Karawang Regency State SLB is not only an educational institution, but also a center for inclusion and potential development for children with special needs in Karawang Regency.

### Internalisation Character Believe Self through Activity Sports in Karawang Regency State Special School: An Overview Comprehensive

This research opens the curtain on the planning and implementation of the internalization of self-confident character through sports activities at the Karawang Regency State Special School. Primarily, the focus of this research is how teachers and academic members are actively involved in this process, which includes planning, implementation, and evaluation.

In the planning phase, the concept of internalization, as explained by Chabib Thoha, becomes the main basis. Internalization, in this context, is a way of teaching character values, especially the character of self-confidence, so that students can make their own decisions to maintain these values in their lives. Hakam (2016) emphasizes that internalization also includes the ability to change external values into internal values, a process in which values that initially exist outside the individual or institution are recognized and passed on to the individual.

Planning steps for internalizing the character of self-confidence in the Karawang State SLB, as described by Titik Sunarti and colleagues (2014), include identifying the values that will be internalized and determining the approach that will be used. In this case, a comprehensive approach was chosen, covering not only sports subjects but also activities outside the classroom that are still related to building self-confident character.

Sports teachers at the Karawang Regency State Special School play a central role in preparing program planning. Activities aimed at internalizing self-confident character are designed by utilizing facilities, infrastructure, facilities and collaboration with related parties in the SLB environment. This step is in line with the views of Pearson & Nicholson (2000), who emphasize that the ideal character education program involves collaboration between teachers, parents, and is a role model for students.

Even though this planning is not explicitly stated in the Teaching Module (MA), the important role of the hidden curriculum becomes apparent. This is reflected in the daily actions of teachers and the commitment of all parties within the Karawang Regency State SLB environment. Because basically, the main goal of education is to shape the personality, independence, social skills, especially self-confident character of SLB students.

Values education and character formation at SLB Negeri Karawang involve cognitive aspects and real experiences in everyday life. Sauri and Budimansyah (2014) emphasize that education is a conscious and planned effort to develop students' potential to become human beings who experience change for the better. The sports subject teacher at the Karawang Regency State Special School designed these programs as a conscious and planned effort to internalize the character of self-confidence (Rahnang et al., 2023)

Steps \_ concrete taken by the eye teacher lesson sport covers provide Facilities and Concrete steps taken by sports teachers include providing facilities and a supportive environment, both through sports fields and providing posters with motivating messages. In addition, activity plans, preparation of class rules, and educational rewards or punishments are an integral part of the program. All of these steps are directed at forming confident attitudes, values and character in Karawang Regency State Special School students.

It is hoped that through this careful planning, Karawang State SLB students can internalize the character of self-confidence not only as knowledge, but also as a willingness to behave in accordance with these values. This means that confident character is expected to be reflected in students' daily way of thinking, behaving and acting (Chen, 2022).

The implementation of sports activities in physical education, sports and health learning at the Karawang Regency State Special School creates an ideal context for developing students' character values. Various sports activities, such as gymnastics, badminton, basketball, running, long jump, and bocce, are introduced as a means to shape student character. Teachers and educators not only provide an understanding of sports activities but also set an example through polite behavior, neat dressing and discipline in teaching.

Method involved teaching student in a way active, giving room For participation and opinion, as well give rewards and punishments educative become instrument important in formation character. Educators at SLB Negeri Karawang also focus on development connection positive social and emotional between student.

In all, effort planning and implementation This No only create environment conducive learning but also instill values character believe yourself to students. Application steps This expected will give impact significant positive in formation personality Karawang Regency State Special School students, make they No only quality students in a way academic but also have solid character.

### **Constraint Internalization of Character Values Believe Self in Children with Needs Especially at the Karawang Regency State Special School**

Inclusive education in schools Outside Ordinary (SLB) Karawang Regency State aims No only For develop aspect academic students, but also for strengthen values character , like believe self . Although the teachers have designing diverse activity exercise and apply method learning education physical , sports , and health , internalization process mark character believe themselves to students need special Still confronted by several constraint (Ashraf et al., 2022).

### **Obstacles in the Internalization Process**

#### **1. Characteristics Diverse Students :**

Student need special own different characters in accordance with type their disabilities have. Teachers are sued For more understand ability every students and adapt method teaching in accordance needs, such as in type customized Bocce sport For student with limitations physique.

#### **2. Management Emotion and Focus Student :**

Limitations on students need special, like change atmosphere quick heart, make they difficult For focused and motivated in activity sport. Teachers need behave firm and patient , apply method appropriate learning with condition emotional student .

### **3. Limitations Number of Sports Teachers :**

Limitations number of sports teachers become obstacles, remembering every student need attention special. Collaboration between teachers and additions number of sports teachers or involvement of other class teachers can help overcome constraint Thi .

### **4. The role of parents :**

Constraint appear from more parental views put forward aspect academic compared to sport . Education to parents about benefit sport in development character child need improved so that they support activity exercise outside school.

### **5. Formation Activity Consistent Exercise :**

A race that doesn't consistent every the year can reduce interest of teachers and students in form activity deep sport. Consistency maintenance activity sports and competitions need noticed For increase motivation and participation (Almahasees et al., 2021).

### **6. Goal Flow Optimization Learning (ATP):**

ATP limitations of government become constraint Because every class own diverse type disability . Effort to increase ATP variations accordingly with need student need done so that teachers can develop more learning programs effective.

### **7. Effort Overcome Constraint**

In overcoming obstacles that, collaboration between teachers, parental involvement, and attention full to need individual student become key. Enhancement understanding and awareness will importance development character through activity exercise is also necessary Keep going fought for. With Thus , the Karawang Regency State SLB can become inclusive and supportive environment development positive every students, incl in aspect believe self .

### **Evaluation Internalization of Character Values Believe Self in Children with Needs Especially at the Karawang Regency State Special School**

Evaluation internalisation mark character believe yourself to your child need specifically in the SLBN Karawang Regency, namely aspect crucial thing that teachers do every semester. Evaluation process This done in a way administrative every six month or in line with distribution report student. Although standard evaluation administrative needed, Karawang State SLB faces



challenge unique Because every class own diverse type disability that creates difficult For equalize standard evaluation (Mukhtar et al., 2020).

In the form of report card, teachers are faced with difficulties give true value reflect condition participant educate . The teachers noticed that values the Possible No always concrete or No fully reflect circumstances Actually. Therefore that, deep activity Study teach daily evaluation No only done in a way written or administrative, but also based observation and assessment directly by teachers (Namyssova et al., 2019).

According to educators, evaluation is observational more capable describe in a way concrete condition students, enabling teachers to more easy develop internalisation mark character believe self. For example, when a teacher looks on exists development character believe yourself to someone students, characters the will Keep going involved in activity learning so that can Keep going honed.

Character trust themselves to students with need special often seen in action real, like brave do movement ahead class, provide answer moment invited communicated by the teacher, or even only with active follow learning. The teacher also emphasized importance activity sport as means For evaluate ability student in helpful activities they develop Skills social, which is ultimately support formation character believe self in interact effective with environment around (Harris et al., 2021).

Impact from internalisation character trust self seen in attitudes and circumstances student. A number of possible results observed covers ability student adapt with other people and the environment surroundings, capable make considerations and decisions in group, as well ability communicate and interact social. Besides That, students are also capable form personality, attitudes, and values positive support role they as member public. Enhancement ability in use time free in a way productive as well as development reflective attitude good moral character is also a fruit of the internalization process This.

## Conclusion

Study This conclude that the teachers at the Karawang Regency State Special School are trying teach values character, esp trust self, to children need special through activity sport. Although has There is the efforts made are necessary noticed that curriculum sport Still need updated For more concrete and planned.

## Implications

In terms of theoretical , results study show that internalisation mark character believe self through activity sport can create character believe yourself to students. Evaluation evaluation need more clarity, and cooperation throughout school become key in reach objective learning.

By practical, findings study give description that Karawang Regency SLB is necessary renew curriculum sport. This No only will support effective learning, but also helpful adaptation student to environment around.

## Recommendation

Recommendation from study This covers necessity reconstruction curriculum sport based on need physique student. Learning relevant sports must selection , and planning learning need based on more curriculum structured . Evaluation periodically can help teachers monitor progress student . Act continued by teachers, especially sports teachers , is expected can form character believe self student through learning sports at SLB Karawang Regency.

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