An Implementation of Character Education In Teaching English

Sofia Yulianafeza¹, Tri Kurniawati², Elly Syahadati³

¹,²,³ English Education Study Program, IKIP PGRI PONTIANAK
¹syulianafeza@gmail.com

Abstrak
Penelitian ini bertujuan untuk menganalisis bagaimana implementasi pendidikan karakter dalam pengajaran bahasa Inggris dan untuk mengetahui keuntungan-keuntungan menerapkan pendidikan karakter dalam pengajaran bahasa Inggris. Subjek penelitian ini adalah seorang guru bahasa Inggris SMPN 2 Pontianak tahun ajaran 2021/2022. Sampel dipilih dengan menggunakan teknik purposive sampling. Pengumpulan data dilakukan melalui dokumentasi, observasi dan wawancara. Dokumentasi digunakan untuk mengumpulkan data dari RPP. Observasi digunakan untuk mengumpulkan data dari proses pengajaran. Sedangkan wawancara digunakan untuk mengumpulkan informasi lebih lanjut tentang implementasi dan faktor siswa dalam menerapkan pendidikan karakter. Hasil penelitian menunjukkan bahwa guru bahasa Inggris telah menerapkan 14 pendidikan karakter di setiap RPP dan 16 nilai karakter dalam praktiknya. Sehingga dapat disimpulkan bahwa terdapat selisih sebesar 0,875% (hampir sesuai). Diketahui juga bahwa keuntungan-keuntungan dari penerapannya ialah meningkatkan karakter siswa menjadi lebih baik dan memberikan pemahaman tentang apa kewajiban dan larangannya.

Abstract
This research was aimed to analyze how the implementation of character education in teaching English and to discover what are the advantages of implementing character education in teaching English. The subject of this research is an English teacher of SMPN 2 Pontianak in the academic year of 2021/2022. The sample was chosen using a purposive sampling technique. The data were collected through documentation, observation and interview. Documentation was used to collect data from lesson plans. The observation was used to collect data from the teaching process. While, an interview was used to collect more information about the implementation and the advantages of implementation. The research showed that English teacher has implemented 14 character educations in each lesson plan and 16 character educations in practice. So, it can be concluded that there is a 0,875% difference between them (almost fit). It is also known that the advantages of implementation are improving the character of students to be better and providing understanding of what their obligations and prohibitions.

Keywords: Implementation, character education, teaching English

INTRODUCTION

Character education is not a new concept in Indonesia. Actually, character education has existed since the contribution of ideas by Ki Hajar Dewantara based council character education such as religious values, discipline, honesty, and responsibility can be utilized as a framework in the construction of moral education in the twenty-first century. Thus, character education is implemented through a policy known as the education trilogy, which included Ing Madya Mangun Karsa, Ing Ngarsa Sung Tulada, and Tut Wuri Handayani. It is possible to interpret that the teacher's position as the root and spearhead in turning the wheels of national education. According to Ki Hajar Dewantara, children must be able to establish a balance of originality, taste,

and initiative. He claimed that morality is a combination of thoughts, feelings, and wills (Febriyanti, 2021).

The new aspect of the 2013 curriculum requirements is the intention to equip young people in Indonesia with life skills as individuals and citizens who are productive, creative, innovative, affective (religious and social attitudes), and qualified to contribute to the advancement of social, national, and political, along with humanity (Naelatut Thoyyibah, 2019). The improvement in the character education system based on the 2013 curriculum demonstrates the applicability of Ki Hajar Dewantara's character education. To emphasize the Three Education Centers and reestablish the identity of instructors, the character value strengthening program is carried out (Kemdikbud, 2017). As a result, the teachers must be able to function as a facilitator who aids students in achieving their learning objectives in addition to being an expert in their field. Teachers must also be able to act as gatekeepers for students and facilitators, guiding them through numerous extraneous influences that might hinder their development. In addition, the teachers must be able to operate as a catalyst, which means that they can discover students' potential, and as a liaison, which means that they can link students together with other learning resources.

Character education is a process of transforming life values to be applied in a person's personality so that it becomes a habit in the behavior of that person's life (Hasnadi, 2021). To the other hand, character education is a fundamental effort of the contemporary educational system in generating learning conditions that match the needs of students' self-development in order to cultivate character in students. This becomes necessary because children tend to imitate the behavior of someone in their environment and if done repeatedly can become their character (Ratih, 2017). Expected that through character education, students will be able to make students as dedicated individuals to God Almighty, have a strong faith so as to give birth to a virtuous person, be tolerant of others, have the motivation to fight, and be able to work hard, achieve and be disciplined, have an attitude of respect for others and democratic, responsible, creative and independent. Character education also provides students with the skills they need to avoid or overcome problems in their social environment.

Through the Regulation of the President of the Republic of Indonesia Number 5 of 2010 Regarding the National Medium Term Development Plan 2010-2014, realizing a society that has high morals, ethics, culture, and civilization, based on the Five Pillars, which is aimed to strengthen the national identity and character through education.

Eighteen aspects have been identified based on the Master Plan of Character Education by the Ministry of Education, 2010 cited in (Iswara, 2013) which stem from 1) religious, 2) honesty, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) curiosity, 10) national spirit, 11) love of homeland, 12) appreciate achievements, 13) communicative, 14) love of peace, 15) environmental awareness, 17) social awareness and 18) responsibility. These character traits can be seen in the classroom through school culture, extracurricular activities, and the learning process (Mulyasa, 2012: 268). This is in line with the statement from (Zurqoni, 2018) said that the implementation of character education can also be done through school programs such as extracurricular activities, scouts, and flag ceremonies.

The incorporation of character education into the process of teaching and learning English in the classroom is not an easy task. In addition to providing intellectual knowledge, a teacher plays an important role in instilling moral values in the students. The teacher serves as the primary role model for the students at school, as the students frequently observe his behavior and habits. As a result, teachers strive to set a good example in school, particularly during the teaching process in the classroom. According to the Directorate of Junior High School Development cited in (Ulkhaira, 2018), character education can be implemented in three teaching and learning stages: planning, teaching and learning, and evaluation. Where teachers are also required to find interesting ways or strategies that can also be adapted to character planting.

However, there is a gap between the theory and practice. Because English teacher always say and teach that there must be character education in making lesson plans in theory. But in practice, teachers sometimes miss it. Based on the researcher' observations there were still students who have problems with their character. First, there were some students who violate school rules such as being late for the first class with the reason because of the habit of getting up late. Second, some of them seem less responsible for their duties; they often do not submit assignments on time. Usually they have almost the same reason, which is forgetting to do assignments even though the VIII grade English teacher always reminded the students repeatedly. Last but not least, there were still some students who showed a bad response to the teacher when learning takes place or outside class hours; consider the teacher's advice to be joking and indifferent to the material and assignments presented. Besides that, the reason why this research was important because to avoid students falling into several cases of juvenile delinquency that usually often occurs in Indonesia, such as doing verbal bullying in the circle of

friends, making a fuss in the school environment, and what is most avoided is promiscuity because students can infect other things that are not good.

Previously, research on English teachers implementing character education in the teaching and learning process was conducted. Some researchers who conduct research are (Ulkhaira, 2021). This research is about the implementation of character education in online English learning. Then, other research is about the English teachers' understanding of character building prescribed in 2013 curriculum through the integration of character building in English teaching and learning (Ira Audina Pratiwi, 2021). In addition, the research about teacher's perception of character education and their strategies in implement character education in English subject (Luluk Aulia Aghni, 2020). On the other hand, researcher also researched how the integration of character education in the English teaching learning, teachers' role in instilling character education, and the ways to solve the problems in applying character education using 2013 curriculum, this is almost same with (Utami, 2013) that focused on how the integration of character education in teaching English as a foreign language to grade XI students. The research on the Implementation of Character Education in the English Teaching Learning Using 2013 Curriculum (Naelatut Thoyyibah, 2019) focused on explaining the teachers' role in instilling character education, as well as explaining how to solve problems when applying character education using the 2013 curriculum. Last, but not least, there are (Aunurrahman, 2021) and (Nova, 2017) that more focused on the implementation of character education in a wider scope, which is about the implementation of character education in building school culture and the implementation and obtacles in Indonesia.

Based on the previous research above, the research found that the researchers focused more on how character education was implemented and integrated. This study concentrated on the implementation of character education too, but the difference is the researcher analyze and check the suitability between teacher's lesson plans and teacher's practice in the classroom. Others research mostly used mix methods approach and case study, while this research used descriptive qualitative research. Previous researches above mostly used two English teachers as the subjects of the research, but the subject of this research used one English teacher that choosen by purposive sampling method. Besides that, when other researches more describe challenges and the strategies to solve the problems, this research completely discovers the advantages of implementing character education in teaching English.

METHODOLOGY

This research used descriptive qualitative research design to analyze how the implementation of character education in teaching English and to discover what the students' factor not applied character education in their daily activities especially at school. Systematically, research is done to comprehend human or societal phenomena by constructing a thorough and intricate image that can be communicated in words, reporting in-depth opinions collected from informant sources, and conducting the research in natural settings ((Dr.H.Warul Walidin, 2015). The phenomenon that has attracted the attention of researchers is character education, which is applied in English classes. In qualitative descriptive research, which uses the object under investigation as both a direct source and a research instrument, the researcher plans, implements data collection, analysis, and interpretation, and writes research reports.

This research was conducted at SMPN 2 Pontianak, it is located at Jl. Selayar, Pontianak. The participant of this research is an English teacher who is selected using a purposive sampling methods, the researcher chooses one teacher based on her experience. The researcher found several problems in eighth grade students who were taught by that teacher. The researcher's experience is that there are still some students who always have problems such as the students are not being responsible for completing homework on time, giving an inappropriate response to the English teacher, lacking discipline, less working hard, and being less communicative.

Documentation, observation, and interviews are the three types of instruments employed in this study to get data from the participants. The researcher examined the teachers' methods for implementing character education using a lesson plan (RPP) in the documentation. In order to watch research participants' activities as they integrated character education into the teaching and learning process in the classroom, the researcher employed an observation sheet. The researcher also employed a semi-structured interview in this study as a method for collecting data. The researcher used a semi-structured interview as the method in this research because semi-structured interviews can share their own opinions freely (Rahman, 2019).

There were two types of analysis that the researcher used in this research, namely content analysis and thematic analysis. Content analysis is used to analyze lesson plans and observational field notes. Content analysis is the process of organizing information into categories related to the central questions of the research. In summary, this is the

process that converts speech into text (Silverman, 2002 cited in (Glenn, 2009). While, thematic analysis is used to analyze the interview transcript. Thematic analysis is a form of pattern recognition within the data, with emerging themes becoming the categories for analysis. In this research, thematic analysis was used to analyze the results of the interview (Fereday and Muir-Cochrane, 2006 cited in (Glenn, 2009).

The researcher also used two types of triangulation to check the validity of the data which are triangulation method and triangulation theory, which are based on Denzin (1978) and Patton (1999) cited in (Triangulation, D.S, 2014). The triangulation method is used to double-check the results using various data collection techniques, such as documentation, observation, and interviews (Hales, 2010). As a result, the degree of confidence can be valid. To strengthen the validity of the data obtained, researchers used all data collection techniques. Meanwhile, the triangulation theory is used to reach conclusions by comparing theories (Hales, 2010). This is based on the assumption that facts cannot be checked for confidence by one or more theories, and that counter explanations can be implemented. So, both of this type is very useful as the technique to checking the validity of data.

FINDINGS AND DISCUSSION

Findings

The researcher first summarizes the research findings based on the tools of data collection that answered the research question problem number 1. First, in the documentation, the researcher analyzed four eighth-grade students' lesson plans, which still used offline learning model because the English teacher adapted to the school's learning system. The teacher more used a single sheet lesson plan to online learning system. There are ten components included in each lesson plan, namely standard of competence, basic competence, indicator, learning objectives, learning material, learning method, sources of learning, media of learning, learning steps, and assessment. The researcher's goals in analyzing the lesson plan were to know how many times each character value appears in each lesson plan and the suitability of the lesson plan to the English teacher's practice. The following chart below explained the frequency of 18 character values in each lesson plan in teaching English at SMPN 2 Pontianak:
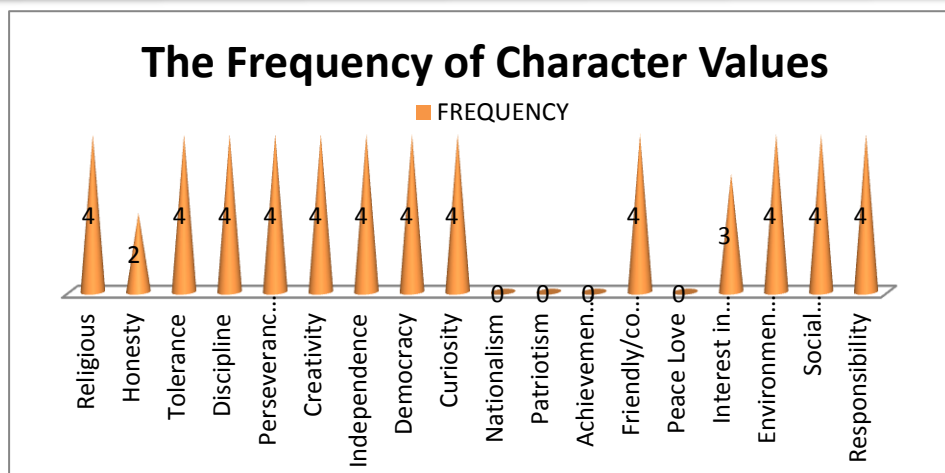
Chart 1. The Frequency of Character Values in Lesson Plan

Chart 1 showed that a teacher has implemented 14 character values in each lesson plan. 12 character values that are in the highest position or the most frequent occurrences namely religious, tolerance, discipline, perseverance/hard work, creativity, independence, democracy, curiosity, friendly/communicative, environmental care, social awareness, and responsibility. Then, the character value that appears three times (high) is reading interest because that character no included in the first lesson plan. After that, the character value that just appears two times (medium) is honesty because in the first and fourth lesson plan there are not included that character. The last, four-character values namely nationalism, patriotism, achievement appreciation, and peace love are in the lowest position because the teacher was not included that character in the lesson plan, but more applied in the teaching and learning process.

There were fourteen examples of activities in the lesson plan that showed the character values. 1) praying before study showed religious value, 2) asked the students to do their task with their own word, not copy paste in the internet showed the honesty value, 3) listened or watched the teacher or student while they are talking showed tolerance value, 4) checking the students' attendance list showed the discipline value, 5) asked the students to identify and analyzed the meaning of sentence or text where the teacher does not tell the meaning of the vocabulary in it showed the perseverance/hardwork value, 6) guided the students to make the project of the learning as creative as possible showed the creativity value, 7) asked the students to do their homework independently showed independence value, 8) Allowing the students to ask each other to the teacher and friends about the things they don't understand and give each other their opinions showed the democracy value, 9) asked the students to identify an

English song that teacher played without lyrics showed the curiosity value, 10) Greeting students in a friendly manner and invited the students to be active in communicating in the learning process showed the value of friendly/communicative, 11) asked the students to read the learning material first before start the lesson and invited them to the reading corner to read short text for practice English showed the value of interest in reading, 12) make sure that the class was clean before guide students to prayer showed the value of environmental care, 13) asked the students to consider the perspectives of others in group work, and 14) the teacher reminded the students to be responsible for doing the task.

Second, classroom observations were done to see how character education was being implemented into the teaching and learning process. The results of observation are slightly different from the lesson plans because there are character values that are not included in the lesson plans, but those values are applied to the teaching process in the classroom. They are achievement appreciation and peace love. In addition, the frequency of occurrences of friendly/communicative values is more commonly found in the teaching process. The researcher found the character values of discipline, friendly/communicative, environmental care, religious, and responsibility in the preliminary activity of the teaching process. Then, in the core activity, the researcher found the tenth character values were perseverance/hard work, independence, achievement appreciation, friendly/communicative, democracy, curiosity, creativity, honesty, interest in reading, and peace love. The last, the researcher found the character values of friendly/communicative and tolerance in the closing activity.

Third, the researcher also conducted an interview with English teacher to answer the research problem number 2 which is about the advantages of implementation and delve deeper into each character value's implementation by the teacher while teaching English. Aside from the character education, the researcher were asked about implementation, advantages, difficulties, and assessment. Because the researcher did not get the answer of assessment from the English teacher, so the researcher just mentioned four themes above. The interview findings will be presented in greater detail below:

Character Education

For character education, the researcher found that the English teacher more emphasized the values of a religious, friendly/communicative and peace love. Besides that, the English teacher also implemented honesty, tolerance, discipline, perseverance/hard work, creativity, independence, democracy, curiosity, patriotism,

achievement appreciation, interest in reading, environmental care, social awareness, and responsibility. But, the values of nationalism were not emphasized by the teacher in teaching the English process.

Implememementation

For the implementation, the researcher found that the teacher has implemented character education in teaching English especially religious values. The English teacher said that it has to be included 18 character values based on the 2013 curriculum, but in the field, the teacher just included 16 character values in teaching English process. While the values of patriotism included outside of English teaching hours such as implemented at the ceremony, and singing a song of MARS SMPN 2 Pontianak in English. The teacher also said that she thinks never implemented yet the values of nationalism in teaching English. She also thinks that it is more implemented in the school culture like conducting any program that related with nationalism values.

Advantages of Implementing Character Education in Teaching English

For the advantages, the English teacher said that character education is currently very much needed in the world of education especially for Junior High School students because they are going through a phase known as the reciprocal. So, the school and teacher also plays a role not only in terms of subject matter but also in improving the students' character and providing understanding of what their obligations and prohibition. In addition, through the implementation and carrying out several treatments related to character values in students, slowly the teacher can see changes in the character of a student who used to be rough, slowly his attitude is not like that anymore. However, the teacher must also pay attention to providing care according to the student's attitudes to advise them. Through the teacher giving the treatments and guidance, students slowly become aware of what should be done and what should not be done to both the teacher and student's friends.

Difficulties of Implementing Character Education in Teaching English

The English teacher didn't find any difficulties in implementing character education in teaching English, especially in the 100% offline learning system like this time. The teacher thinks that it's difficult when online learning system, because she doesn't meet the students in person so she can't judge the students' character directly. So, she is very grateful to be able to meet directly with students either through a hybrid learning system or the 50% offline learning system like yesterday because it is very helpful to introduce that knowledge of the character to children.

Discussion

Based on the result findings of data analysis from the techniques, the findings showed that there were 14 character educations implemented in teaching English for each lesson plan. This can be supported by (Utami, 2013) who conducted a research about portraying the integration of character education in teaching English as a foreign language included several good character values to students such as discipline, friendliness, being religious, respect for others or tolerance, independence, interest in reading, creativity, honesty, curiosity, democracy, perseverance, responsibility and others. For the values of patriotism and nationalism are usually implemented by schools in several programs such as commemorating national day or providing other states with the extracurricular programs. This is in line with the statement from (Zurqoni, 2018) said that the implementation of character education can also be done through school programs such as extracurricular activities, scouts, and flag ceremonies.

Character education had implemented in all schools because the teacher has given the responsibility to follow the 2013 curriculum which provided character education. This is supported by the ministry of education of the Republic of Indonesia in the 2013 curriculum 18 character values that are identified based on religion, the Five Pillars, culture, and the goals of national education. It means that the process of implementing character values must be implemented with field studies, not only in English subjects and continues throughout all classes and taught by all teachers (Luluk Aulia Aghni, 2020). It because the advantages besides personal development concerned (improves students' future readiness for learning, and assist the students' academic success by strengthening it) an individual character too would make a big donation to the character-building environment, society, and nation dignified and a factor important for the acceleration process development of a nation, it also agrees with (Mashburn, 2020), (Utami, 2013), Aunurrahman (2021), and Nova (2017).

In addition, the results of this research also indicate that the background contradicts with the results of the research. English teacher has implemented character education well, although it has not been fully implemented yet. Similarly, many changes in the character of students were discovered. It demonstrates that the problems observed in the field are caused by factors unrelated to teacher implementation. It could be said it come from psychologycal factors (internal factors) and family environment factors (external factors), it supporting by (Dianna Ratnawati, 2015) and (Hasnah Kanji, 2020).

CONCLUSION

Based on some of the analysis data presented in the previous chapter, it can be stated that character education in teaching English at SMPN 2 Pontianak has been implemented almost entirely. From 18 character aspects, an English teacher has implemented 14 character educations in teaching English in each lesson plan. However, in teaching practice in the classroom, an English teacher has actually implemented 16 character values including the value of achievement appreciation and peace love. For the value of patriotism, it is more implemented outside of English teaching hours, such as singing the MARS SMPN 2 Pontianak song in English during the flag ceremony. This is in line with the value of nationalism that is usually implemented by schools in several programs such as commemorating national day or other state extracurricular programs. So, it can be concluded that between the lesson plans and the implementation of teaching English in the classroom, it is known that there is a difference of 0,875% (almost fit).

According to the English teacher's opinions and experiences, the advantages of implementing character education are improving the character of students who were previously not good enough to be better, and providing understanding of what obligations and prohibitions exist for students and others. Then, After comparing the theory of the interviewee with the theories of (Mashburn, 2020), (Luluk Aulia Aghni, 2020), (Utami, 2013), and based on the observations and results of the researcher's analysis of how the process of implementing character education by English teacher, the researcher can conclude that the advantages of implementing character education are encouraging students to be more academically successful because they have positive character values, strengthening students' inherent character values, and increasing students' future readiness for the nation.

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