

Analysis of the Implementation of Character Education in English Teaching Learning at SMAN 3 Bengkulu Utara

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Abstract

This descriptive research was aimed to describe how the Character Education implemented by English teachers at SMAN 3 Bengkulu Utara and to find out how the teacher solve the problems during the implementation. The subjects of the research were three English teachers who teach EFL classroom at SMAN 3 Bengkulu Utara. The researcher used observation checklist to obtain the data. There were two findings of this research; (1) There were five aspects of character education implemented by English teachers in teaching English at SMAN 3 Bengkulu Utara namely; religious, nationalism, integrity, independent, and mutual cooperation. However, there were two aspects which were not implemented by all teacher, they were religious and mutual cooperation with percentage less than one hundred percent. (2) There were three ways to solve the problems during the implementation; trying to implement the character education in many chances not only in the classroom but also out of the class, asking the students' parents to participate in the implementation of character education while the students at home, and asking the students to always become a good person wherever they go and keep in mind that "something good brings goodness".

Keywords : Character Education, English Teaching Learning

A. Introduction

Character education does not include as the main subject in schools. However, students learn character education through how they act in school based on school rules and how they interact with other people, such as their friends, their teachers, even their parents. Teachers do not teach character education as to how they teach math or other subjects; it is more like practice. However, according to (Haryati, 2018), character education can be integrated into the teaching and learning process in every subject. Further, she also states that learning materials related to norms or values in each subject need to be developed, explicated, and linked to the context of everyday life. From this statement, English, as one of the compulsory subjects in the Indonesian educational system, can also be a platform to implement character education in a classroom for EFL learners.

The goal of Character Based Education that is the goal of the 2013 curriculum is to reinforce the value of life that is considered important and necessary, to improve the behavior of learners who are considered incompatible with the value developed by the school, and to build harmonious relationships with family and community. Character is very important to be embedded in every person because by having good character, they can be good people and create a better society. If the people don't have good character, it may result to several social problems,

for example; the less of students' politeness to their teachers, parents, and old man. The decline moral quality in Indonesian nowadays, especially among students, for example there are many students make crimes such as killing, raping, abortion, drug and criminal act. It needs learning of character education. Schools are required to bridge and responsibilities develop good values help to build student's character in teaching and learning process. Arifin (2017) states "Character education is a way to help prevent the side effects of unethical behavior". In other words, character education is the way it is used to help in the prevention of side effects from unethical habits.

Furthermore, there are some previous studies related to the character education applied in teaching English. First, a study by Thooyibah, Hartono, Bharati (2019) entitled "The Implementation of Character Education in the English Teaching Learning Using 2013 Curriculum". This study revealed that teachers had implemented some character values in the teaching learning process. The most frequent was religiousness, honesty, discipline, perseverance/hard work, independence, democracy, curiosity, achievement respect, responsibility, communicative competence of character values into their teaching learning process. Moreover, the implementation of character education gives teachers with several advantages and challenges in teaching process.

Second, a study by Sarjuningsih (2020) entitled "The Implementation Of Character Building In English Language Teaching (A Descriptive Study at Eighth Grade of SMP Al-Islam 1 Surakarta in Academic Year 2019/2020)". After analyzed the data, the researcher finds several findings. They are: 1) The teacher inserts some character values in the lesson plan, 2) The teacher implements character building in the teaching and learning process. The ways of the teacher in implementing character building is habituation and being character role model. The teacher teaches character value through direct and indirect statements.

And third, a study by (Yunita Adriyanti, 2021) entitled "The Implementation of Character Education in Teaching English for Young Learners (A Literature Review)". This effort can be implemented in every subject, including English as the students' foreign language. Children as young learners are an excellent start to be empowered not only through the knowledge of the language itself but also through inserting character values in the process of language learning.

Fourth, a study by Hidayat (2021) entitled "Exploring The Implementation Of Character Education In Efl Class (A Descriptive Qualitative of the Hidden Curriculum of 2013 Curriculum in EFL Class at the 11th Grade of SMAN 4 Mukomuko). The result of this study showed that teachers in SMAN 4 Mukomuko have implemented the 5 main values in strengthening character education, such as religion, nationalism, integrity, independence, and mutual cooperation value. They have been carried out quite well in the teaching and learning process. Although there were obstacles faced by teachers at SMAN 4 Mukomuko, the school were also constantly looking for solution to overcome the problems by strengthening teachers cooperation and building good relationship between parents of student and SMAN 4 Mukomuko.

And the last, a study by Pohan & Malik (2018) entitled "Implementing of Character Values in English Language Learning and Teaching". The integration of the character values in the learning and teaching system is very needed in order to produce the best teacher and students with having high knowledge and best behavior. Then, the character values are not taught but implemented in real action model explicitly and in learning and teaching media and materials implicitly. They are conducted by teachers and students inside and or outside the classroom simultaneously, continuously, and consistently. Based on the result of three previous studies above, the researcher conducted a research about the Implementation of Character Education in English Teaching Learning at SMAN 3 Bengkulu Utara.

B. Research Methodology

The design of this research was descriptive method. In here, the research wanted to know the values character applied of English teacher's in teaching and the learning process at SMAN 3 Bengkulu Utara. The subjects of the research were three English teachers who teach EFL classroom at SMAN 3 Bengkulu Utara. This research was conducted in two meetings for each teacher. It took time about two until three weeks. The researcher used class X MIPA 2, X MIPA 3, and X MIPA 4 as the subjects of the research. The instrument of the research were observation checklist and interview. The checklist was divided into two; observation cecklist for the implementation of character education by the teachers and observation checklist for the students who implement the character education. In this research in the researcher used phone camera to record teaching and learning English process character implemented by in the classroom. There were five character education that were analyzed in this research; religious, nationalism, integrity, independent, and mutual cooperation (Hidayat, 2021). The interview was used to find out the data about the how the teachers solve the problem while implementing character educaion in the classroom.

C. Findings and Discussion

The summary of observation checklist result can be seen in the following table.

1) Religious Aspect

This aspect consisted of three sub-aspects. The value of religion character reflects the faith in God Almighty which is manifested in the behavior of implementing Religion teachings and beliefs that are embraced, respecting religion differences, upholding a tolerant attitude towards the implementation of religion worship and other beliefs, living in harmony and peace with followers of other religions

Table 1 The Implementation of Religious Aspect of Character Education

N o	Religio us	Teacher 1	Teacher 2	Teacher 3	Percent age
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1	Love the Quran	-	-	-	0%
2	Tolerance	√	√	√	100%
3	Sincere	√	√	√	100%
4	Fond of Worship	√	√	√	100%
5	Unselfish	√	√	√	100%
Mean					80%

Table 1 showed that there was no teacher who implemented love the quran sub-aspect in teaching and learning. However, all of them implemented tolerance, sincere, fond of worship, and unselfish sub-aspect in teaching and learning English. Therefore, it can be concluded that eighty percent of English teachers implemented religious character education in teaching and learning process in the classroom.

2) Nationalism

The value of nationalism character is a way of thinking, behaving, and doing that shows loyalty, care, and high respect for the language, physical environment, social, cultural, economic, and political of the nation, placing the interests of the nation and state above self and group interests.

Table 2 The Implementation of Nationalism Aspect of Character Education

No	Religious	Teacher 1	Teacher 2	Teacher 3	Percentage
1	Mutual Respect	√	√	√	100%
2	Maintaining the Nation' Culture	√	√	√	100%
3	Protecting the Environment	√	√	√	100%
Mean					100%

All of the English teachers implemented mutual respect, maintaining the nation' culture, and protecting the environment sub-aspect in teaching and learning English. Therefore, it can be concluded that all of English teachers implemented nationalism character education in teaching and learning process in the classroom.

3) Integrity

The value of integrity character is a value that underlies behavior based on efforts to make himself a person who can always be trusted in words,

actions, and work, has a commitment and loyalty to human values and morals.

Table 3 The Implementation of Integrity Aspect of Character Education

No	Religious	Teacher 1	Teacher 2	Teacher 3	Percentage
1	Trustful	√	√	√	100%
2	Commitment	√	√	√	100%
3	Fair	√	√	√	100%
Mean					100%

Regarding to table 3, all of the English teachers implemented mutual trustful, commitment, and fair sub-aspect in teaching and learning English. Therefore, it can be concluded that all of English teachers implemented integrity character education in teaching and learning process in the classroom.

4) Independent

Independence character values are attitudes and behaviors that do not depend on others and use all energy, thought, time to realize hopes, dreams and ideals. Independence students have a good work ethic, strong, fighting, professional, creative, courage, and become lifelong learners.

Table 4 The Implementation of Independent Aspect of Character Education

No	Religious	Teacher 1	Teacher 2	Teacher 3	Percentage
1	Brave	√	√	√	100%
2	Creative	√	√	√	100%
3	Hardwork	√	√	√	100%
4	Professional	√	√	√	100%
Mean					100%

All of the English teachers implemented brave, creative, hardwork, and professional. Thus, all of English teachers implemented independent character education in teaching and learning process in the classroom.

5) Mutual Cooperation

The character value of mutual cooperation reflects the act of appreciating the spirit of cooperation and working together to solve common problems, establish communication and friendship, provide assistance/help to people in need. It is expected that students can show respect for others, can work together, be inclusive, be able to commit to joint decisions, deliberation and consensus, please help, have empathy and a sense of solidarity, anti-discrimination, anti-violence, and voluntary attitudes.

Table 5 The Implementation of Mutual Cooperation Aspect of Character Education

No	Religious	Teacher 1	Teacher 2	Teacher 3	Percentage
1	Inclusive	√	√	√	100%
2	Solidarity	√	√	√	100%
3	Cooperate	-	-	√	33%
4	Mutual Help	√	√	√	100%
				Mean	83%

Regarding to table 5, all of the English teachers implemented inclusive, solidarity, and mutual help sub-aspect in teaching and learning English. However, for sub-aspect cooperate, it was only teacher 3 who implemented this sub-aspect. Therefore, it means that all of English teachers implemented mutual cooperation character education in teaching and learning process in the classroom. To see the percentage of each aspect of character education implemented by the English teachers in teaching learning process, the researcher displayed in the table below.

Table 6. Summary of Analysis

No	Aspects of Character Education	Percentage
1	Religious	80%
2	Nationalism	100%
3	Integrity	100%
4	Independent	100%
5	Mutual Cooperation	83%

Regarding table above, there were five aspects of character education implemented by English teachers in teaching English at SMAN 3 Bengkulu Utara namely; religious, nationalism, integrity, independent, and mutual cooperation. There were two aspects which were not implemented by all of teacher, they were religious and mutual cooperation with percentage less than one hundred percent.

Besides the use of observation checklist, the researcher also asked the teachers about the problems found while implementation of the character education. As teacher 1 said that she got difficult to implement character education in the classroom because of the heterogeneous of the students in the classroom. Different student has different way to learn. Therefore, to solve this problem teacher 1 always try to implement the character education in many chances not only in the classroom but also out of the class.

Moreover teacher 2 said that the implementation of character education was not only in the school but also in the home or environment outside the school. Therefore, teacher 1 asked the students' parents to participate in the implementation of character education while the students at home. The parents' roles are needed to help the students having a good character. And the last, teacher 3 as her own way to solve the problems related to the implementation of character education. Her way is by asking the students to always become a good person wherever they go and keep in mind that "something good brings goodness".

Discussion

This research was aimed to describe how the Character Education implemented by English teachers at SMAN 3 Bengkulu Utara and to find out how the teacher solve the problems during the implementation. The research findings showed that; (1) There were five aspects of character education implemented by English teachers in teaching English at SMAN 3 Bengkulu Utara namely; religious, nationalism, integrity, independent, and mutual cooperation. However, there were two aspects which were not implemented by all teacher, they were religious and mutual cooperation with percentage less than one hundred percent. (2) There were three ways to solve the problems during the implementation; trying to implement the character education in many chances not only in the classroom but also out of the class, asking the students' parents to participate in the implementation of character education while the students at home, and asking the students to always become a good person wherever they go and keep in mind that "something good brings goodness".

The finding confirmed teory from some experts. As Gray (2019) states that "Character education is a way to help prevent the side effects of unethical behavior". Character education is defined as all school-institute programs designed in collaboration with other institutional communities, to form directly and systematically the behavior of learners by explicitly affecting non-relativistic values directly believed to produce the expected behavior. Character Education is an educational movement that supports the social, emotional and ethical development of students. It is the proactive effort by schools, districts, and states to instill in students important core, ethical and performance values such as caring, honesty, diligence, fairness, fortitude, responsibility, and respect for self and others. Character education provides long-term solutions to moral, ethical, and academic issues that are of growing concern in our society and our schools. Character education teaches students how to be their best selves and how to do their best work.

This research finding showed that the teachers implemented five characters of character education based on Hidayat (2021), they were; religious, nationalism, integrity, independence, and mutual cooperation. The value of religion character reflects the faith in God Almighty which is manifested in the behavior of implementing Religion teachings and beliefs that are embraced, respecting religion differences, upholding a tolerant attitude towards the implementation of religion worship and other beliefs, living in harmony and peace with followers of other religions. The implementation of religion character values is shown in the attitude of peace, tolerance, respect for differences in religion and belief, firmness, self-confidence, cooperation between adherents of faith and faith, antiharassment and violence, friendship, sincerity, not forcing the will, loving the environment, protecting small and outcasts.

The value of nationalism character is a way of thinking, behaving, and doing that shows loyalty, care, and high respect for the language, physical environment, social, cultural, economic, and political of the nation, placing the interests of the nation and state above self and group interests. The nationalist value is shown through the appreciation of the nation's own culture, maintaining the nation's cultural wealth, willing to

sacrifice, excel and excel, love the motherland, protect the environment, obey the law, discipline, respect cultural diversity, ethnicity and religion (Hidayat, 2021). The value of integrity character is a value that underlies behavior based on efforts to make himself a person who can always be trusted in words, actions, and work, has a commitment and loyalty to human values and morals. The character of integrity includes an attitude of responsibility as a citizen, actively involved in social life, through consistency of actions and words based on truth. Someone who has integrity also respects the dignity of individuals (especially people with disabilities), and is able to show examples.

Another character education aspect was independence. As Hidayat (2021) stated that Independence character values are attitudes and behaviors that do not depend on others and use all energy, thought, time to realize hopes, dreams and ideals. Independence students have a good work ethic, strong, fighting, professional, creative, courage, and become lifelong learners. The character value of mutual cooperation reflects the act of appreciating the spirit of cooperation and working together to solve common problems, establish communication and friendship, provide assistance/help to people in need. It is expected that students can show respect for others, can work together, be inclusive, be able to commit to joint decisions, deliberation and consensus, please help, have empathy and a sense of solidarity, anti-discrimination, anti-violence, and voluntary attitudes.

This study also confirmed some findings from previous studies. First, a study by Thoyyibah, Hartono, Bharati (2019) entitled "The Implementation of Character Education in the English Teaching Learning Using 2013 Curriculum". This study revealed that teachers had implemented some character values in the teaching learning process. The most frequent was religiousness, honesty, discipline, perseverance/hard work, independence, democracy, curiosity, achievement respect, responsibility, communicative competence of character values into their teaching learning process. Moreover, the implementation of character education gives teachers with several advantages and challenges in teaching process.

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D. Conclusion

Regarding to the result, there were two conclusions of this research: (1) There were five aspects of character education implemented by English teachers in teaching English at SMAN 3 Bengkulu Utara namely; religious, nationalism, integrity, independent, and mutual cooperation. However, there were two aspects which were not implemented by all teacher, they were religious and mutual cooperation with percentage less than one hundred percent. (2) There were three ways to solve the problems during the implementation; trying to implement the character education in many chances not only in the classroom but also out of the class, asking the students' parents to participate in the implementation of character education while the students at home, and asking the students to always become a good person wherever they go and keep in mind that "something good brings goodness". Regarding to the conclusion above, the researcher tried to give some suggestions. The English teacher should continue to understand more about character education especially five main values in strengthening character education being applied. This is because school has to integrate intellectual and character education values. In addition, teacher is expected to attend trainings, teaching simulations related to the character education. For further researcher who wish to examine about implementation character education, it is recommended to examine character education as a whole and which are not included in this study.

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