Implementation of Character Education in the English Learning Process

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Abstract: This research discusses the implementation of character education in English learning in the tenth grade of SMK GKST Poso. This type of research uses a case study approach, the research type's qualitative research. The subjects of this research limited by focusing on one English teacher in the tenth grade at SMK GKST Poso 2019/2020 Academic Year. The instruments used in this research were observation, documentation and interviews. Based on the results of the research that the implementation of character education in the English learning process for the tenth grade at SMK GKST Poso has been carried out by teachers through planning. In learning planning is the existence of character values contained in lesson plan, namely in core competencies and basic competencies. There are several inhibiting factors experienced by teachers in English learning, namely the lack of awareness of students in obeying the rules, the motivation of students to learn is still lacking and student awareness of the responsibility of the tasks given. The efforts made by the teacher in implementing character education in the learning process, namely giving exemplary time discipline, obeying the rules and fasting curiosity through apperception, as well as in the observation of the teacher also implements independent values, hard work and concludes learning outcomes to install value of confidence.
Keywords; *implementation, character education,*

1.   INTRODUCTION

The curriculum lacks character content, education today requires educational institutions to carry out character education. Therefore, a character curriculum is needed for the implementation of character education in schools. One of the reasons why a character curriculum emerged was because in the implementation of the Education Unit Level Curriculum in 2006, several problems were still encountered. The 2006 curriculum was developed into the 2013 curriculum based on the thought of future challenges, namely the challenges of the 21st century which are marked with the age of science, knowledge-based society and future competencies.

Character of curriculum is a curriculum that incorporates the values of national character in it. These character values are manifested by the inclusion of them in the lesson plan so that the character that has been fading in society can shine again. The inculcation ofcharacter values differs from one subject to another because each subject has its own values that will be instilled in students. This is due to the priority of the focus of each subject which of course has different characteristics.

The management of character education is highly emphasized in the 2013 curriculum. In the 2013 curriculum, students need to know the mastery of character that will be used as a source of assessment for learning outcomes, so that students can prepare themselves through mastery of certain characters.

Lesson plan is guidelines for teachers during the teaching and learning process in the classroom. Lesson plan is created by the teacher to assist in teaching to conform to the Competency Standards and Basic Competencies of the day. The purpose of the lesson plan is to facilitate, accelerate and improve the learning outcomes by developing a professional, systematic and efficient learning plan so the teacher will be able to see, analyze and predict the learning program as a logical and planned framework. Lesson plan is very important in the success of teaching and learning process. The development of lesson plan to be better certainly can stimulate students to think towards the addition of their knowledge. Lesson plan that created by the teacher without developing the form of materials and methods that focus on the character of the students will certainly greatly affect their daily life.

The term "character" comes from the Greek characin which means to engrave (painting, drawing), such as a person who paints paper, sculpts stone or metal. Rooted from this understanding, it is defined as a special sign orcharacteristic, and therefore gives birth to a view that character is individual behavior (Daryanto, 2013: 63-64).

Lickonain Muslich (2011: 75) suggests that good character includes 3 components, namely moral knowing (knowledge of morals), moral feeling (feelings about morals), and moral action (moral actions). Lickona further explained that moral knowing consists of six things, namely: (1) moral awareness, (2) knowing moral values, (3) perspective taking, (4) moral reasoning, (5) decision making, and (6) self knowledge. Moral feeling is another aspect that must be instilled in children which is a source of energy from humans to act in accordance with moral principles.

Character education according to Zucdi (2009: 76) is a learning process to instill noble values, character or noble character rooted in religious teachings, customs and Indonesian values, in order to develop the personality of students to become dignified human beings. , become citizens of the nation with character in accordance with the noble values of the nation and religion. According to character education expert Lickona, character education is education to shape one's personality through character education, the results of which can be seen in one's real actions, namely good behavior, honesty, responsibility, respect for the rights of others, work hard, and so on.

Therefore, the essence of character education in the context of education in Indonesia is value education, namely the education of noble values originating from the culture of the Indonesian nation itself, in order to foster the personality of the younger generation (Narwati, 2011: 16).

Character education can be interpreted as value education, character education, moral education, character education, which aims to develop the ability of students to make good and bad decisions, maintain what is good, and realize goodness in everyday life wholeheartedly. Character education can also be interpreted as a planned effort to make students recognize, care, and internalize values so that students behave as human beings. Character education can also be interpreted as a system of inculcating character values to school members which includes components of knowledge, awareness or willingness, and actions to implement these values both towards God Almighty, oneself, others, the environment, and nationality so that to be human.

Character education is an effort to develop and educate one's character, namely psychological, moral, and character so that it becomes better. Character education is a system of inculcating character values to school members which includes components of knowledge, awareness or willingness, and actions to implement these values.

Character education is character education plus, which involves aspects of theory of knowledge (cognitive), feelings (feeling), and action (action). According to Thomas Lickona in Masnur, without these three aspects, character education will not be effective, and its implementation must be carried out systematically and continuously. With character education, a child will become emotionally intelligent. Emotional intelligence is the most important provision in preparing children for the future. With emotional intelligence a person will be able to succeed in facing all kinds of challenges, including challenges to succeed academically.

Character education is an effort that must involve all parties, both households and families, schools and the school environment, the wider community. Therefore, it is necessary to reconnect the relationships and education networks that have begun to break. The formation and education of these characters will not succeed as long as there is no continuity and harmony between educational environments. Thus, the household and family as the first and foremost environment for character building and education must be more empowered.

The understandings according to the experts above, it can be concluded that character education is a process of consciously and earnestly giving demands to students to become complete human beings with character in the dimensions of heart, mind, body, and taste and intention.

Character education also aims to improve the quality of implementation and educational outcomes in schools that lead to the achievement of the formation of character or noble character of students in a complete, integrated, and balanced manner, according to graduate competency standards. Through character education, it is expected that students will be able to independently improve and use their knowledge, examine and internalize and personalize character values and noble character so that they are manifested in daily behavior (Daryanto, 2013: 45).

Character education in a micro context, centered on formal and non-formal education units holistically. Formal and non-formal education units are the main areas that optimally utilize and empower all existing learning environments to initiate, improve, strengthen, and continuously improve the character education process. Education should make serious efforts and always be at the forefront of efforts to build the true character of Indonesian people. On a micro basis, character development is divided into four pillars, namely teaching and learning activities in the classroom, daily activities in the form of cultural development of formal and non-formal education units, curricular and/or extracurricular activities, as well as daily activities at home and in the community.

Character education in teaching and learning activities in the classroom is carried out using an integrated approach in all subjects. Especially for religious education materials and civic education because

the mission is to develop values and attitudes, character development must be the main focus that can use various strategies/methods of character education. For these subjects, character is developed as a result of learning and also the impact of accompaniment. Meanwhile, other subjects, which formally have a main mission other than character development, are required to develop a character education learning design that is integrated into the substance/activity of the subject so that it has an accompaniment impact for the development of character in students.

The micro context of value/character development is the main background that must be jointly facilitated by the Regional Government and the Ministry of National Education. Thus, there is a synchronization process between psycho pedagogical value/character development in the classroom and in formal and non-formal education units, socio pedagogical within formal and non-formal education units in society, and the development of national sociocultural values/characters. For this reason, formal and non-formal education units need to be facilitated to be able to develop character.

In the 2013 curriculum implementing character education values in each subject can be done by integrating character education values into Core Competencies, and Basic Competencies. Furthermore, the basic competencies that can be integrated with the values of character education are developed in the Lesson Plan. Teachers play a role in integrating and developing character values into a learning process that is fun and acceptable to students according to the curriculum.

The character values developed in English learning must still be based on universal values. Through this learning activity, teachers can develop character values such as honesty, democracy, responsibility, independence, discipline, hard work, creativity, curiosity and so on. The integration of character education values can be accomplished by the following steps:

a. Reviewing the Standard Competencies and Basic Competencies in the Content Standards to determine whether the cultural values and national character listed are included.
b. Using cultural values and characters that show the relationship between Standard Competencies and Basic Competencieswith values and indicators to determine the values to be developed.
c. Include the cultural values and character in the syllabus.
d. Include the values listed in the syllabus into the lesson plans.
e. Develop active student learning processes that allow students to have the opportunity to internalize values and demonstrate them in appropriate behavior.
f. Provide assistance to students, both those who have difficulty internalizing values and to show them in behavior.

Various efforts can be made by English teachers to develop these character values. Teachers must be able to create a learning atmosphere that supports the implementation of character education, one of which is active student learning. Through active learning students are expected to develop character values such as discipline, responsibility, curiosity, creativity and others. This character planting is done continuously so that it is expected to become a habit.

2.   METHOD

This type of research is descriptive qualitative research, because it is more concerned with the process than the results, by limiting the research to focus and have characteristics that are in accordance with qualitative research. This research that focused was implementation character education in English learning. this research was inSMK GKST Poso, *Jalan Tadulako Kelurahan Kasintuwu*. The researcher collected the data from observation, documentation and interview. In this observation, the researcher observes the teacher's activities in implementing character education in a natural way that actually occurs without any deliberate effort to update, regulate, or manipulate it. The documentation method was used to find data about the tenth grade English teacher's lesson plan. The interview guide was used to explore the efforts that the subject had made in applying character values and to find out what obstacles were encountered in developing character values in the classroom. Triangulation is done to enhance the validity and deepen the results of the study. To ensure the validity of the data, the triangulation method was carried out. Method triangulation is the suitability of information obtained by different methods between documentation, observation and interviews. Data analysis technique in this research is qualitative analysis using Miles & Huberman analysis technique. Data analysis activities according to Miles & Huberman in Sugiyono are data reduction, data display, and conclusion drawing/verification. The analysis steps are: data reduction, data display, conclusions drawing/verivication.

3.   RESULTS AND DISCUSSION

The researcher have conducted on tenth grade English teachers at SMK GKST Poso. Specifically tenth grade teacher, in the academic year of 2019/2020. The subject of this research was the Tenth grade English teacher (Mrs. Anneke Taroreh, SS., M.Pd). The data of this research was conducted from

observations, documentation and interview. Teacher activities in implementing character education naturally that really happened without any intentional effort to renew, regulate, or manipulate it. The results in the form of a observations can be seen on the following table.

Table 1. Guidelines for Observing Teacher Activities when Learning English

Number	Observed Aspects	Yes	No	Notes
1.	The teacher greets to show polite behavior.			
2.	Students are asked to pray as an effort to inculcate religious values.	✓		
3.	Teachers present students to instill the value of discipline.	✓		
4.	The teacher does apperception before the learning material to foster curiosity.	✓		
5.	The teacher asks the character that the students already have.		✓	
6.	The teacher conveys the character to be achieved in addition to SK and KD English learning		✓	
7.	Students are asked to look for information on learning materials as an effort to instill reading, critical, and creative qualities.	✓		
8.	Teachers use learning methods, strategies, and media to increase students' curiosity.	✓		
9.	Students are asked to discuss both between students and with teachers to instill the value of cooperation.	✓		
10.	Students are asked to form groups randomly with different student backgrounds to instill a tolerance value.	✓		
11.	The teacher facilitates students to solve problems to foster an attitude of independence, cooperation, and hard work.	✓		
12.	The teacher gives individual tasks to instill an attitude of independence, hard work, and responsibility.	✓		
13.	Teachers provide opportunities for students to discuss and deliberation in order to instill communicative and cooperative values.	✓		
14.	Students are asked to conclude the material in order to instill independent and confident values.	✓		
15.	Teachers evaluate learning to determine students' abilities.	✓		
16.	The teacher asks the class leader to lead a prayer to instill religious values and gratitude.	✓		
17.	The teacher greets to get used to being polite.	✓		

Based on the data in table above, the teacher has implemented several character values during the English language learning process in the classroom. The character values found at the time of researchers observed, namely implementing a polite, religious, disciplined attitude, doing apperception to collect curiosity, critical, creative, independent and responsible.

From these tables there are two things that are not implemented during English learning based on the results of the study, namely the teacher no longer asks the character possessed by students and conveys the character to be achieved in addition to the competency standards and basic competencies of English learning.

English teacher learning plan can be seen in the following table.

Table 2 The Character Education on The Lesson Plan

No	Components Lesson Plan	Content Character
1.	Core Competence (K11, K12, and K14)	Honest, Discipline, Polite, Confidence, Care, Responsible, Creative, Critical, Independent, Communicative

2.	Basic Competence (3.1 and 4.1) and Indicators	Creative, Critical, Independent, Communicative
3.	Learning Objectives	
4.	Learning Material (Transactional Interaction Text)	
5.	Learning Methods - Scientific Approach Model; Discovery Learning, Problem Based Learning (PBL) Method; Q&A, Interview, Discussion and Role Playing	
6.	Learning Media Worksheets, Grading Sheets Ruler, Marker, Blackboard Laptop and Projector	
7.	Learning Resources	
8.	Learning Steps (Introduction, Core Activity, and Closing)	Religious, Discipline, Accuracy, Environmental, Care, Creative, Curiosity, Polite, Appreciate, Communicative, Confidence

The data from the table 2 obtained that:

a. Planning

Character education planning is carried out by English teachers through good learning planning so that English teachers are easier to carry out learning and make it easier for students to learn. The steps taken by the English teacher at SMK GKST Poso in compiling learning tools, especially the lesson plan were carried out together at the beginning of the school year.

The implementation of character education starts from planning, namely the teacher's lesson plan. In the teacher's lesson plans, it can be seen the implementation of character education through Core Competencies and Basic Competencies which contain several characters. In Transactional Interaction Text material develops religious, honesty, caring, discipline, responsibility, critical, polite, curious, independent, communicative and confident. In the Learning Steps the teacher also develops several characters such as discipline, thorough, polite, communicative, tolerant, and honest

b. Learning process

Based on the results of observations in the learning process, the teacher implements the values of polite, religious, disciplined, curious, likes reading, critical, independent, responsible and communicative. Based on the results of observations made in the tenth grade of SMK GKST Poso, it is in accordance with the results of the analysis of character values that appear in the teacher's lesson plan.

In the teacher's lesson plans, it can be seen the implementation of character education through Core Competencies and Basic Competencies which contain several characters. In Transactional Interaction Text material develops religious, honesty, caring, discipline, responsibility, critical, polite, curious, independent, communicative and confident.

From the results of the documentation of the teacher's lesson plan through Core Competence which contains several characters that want to be developed in the classroom such as religious, honesty, caring, disciplined, responsible, critical, polite, curious, independent, communicative and confident.

c. Assessment

For character values, especially personality and noble character, they are included in the final assessment criteria and grade promotion with a good minimum score. The teacher said that it was the teacher who gave the value of noble character with input from other teachers as a consideration in giving the value. If for the personality value, it is the Civics teacher with input from other teachers as consideration in giving grades to students. Only teachers of religious subjects and Civics have the right to assess the character of students. Teachers of other subjects can only observe and implement character education.

The results obtained through analysis of documentation, observations, and interviews indicate that teachers have implemented character education in the tenth grade English learning process at SMK GKST Poso.

At the implementation stage of character education planning in learning through Lesson Plan. The Lesson Plan is in accordance with the 2013 Curriculum Lesson Plan where the Lesson Plan contains some

character values in Core Competence. The values listed in the core competence in the teacher's lesson plan are religious, honesty, caring, discipline, responsibility, critical, polite, curious, independent, communicative, and confident.

Some of these values have been developed by the teacher in their learning in accordance with the results of the analysis of observations and interviews. This is based on the results of the teacher's lesson plans documentation. In the learning process the teacher implements several character values in mathematics learning such as the implementation of polite values through greetings and closings that are always carried out by the teacher. Religious values are also always implemented through prayer activities before and after learning. Teachers often present students to instill the value of discipline. Cultivating curiosity can be through apperception and use of media, methods, and strategies. The teacher stated that he always fosters students' curiosity through this.

The implementation of polite values through opening and closing greetings based on the analysis of observation sheets is always carried out by the teacher. Religious values are also always implemented through prayer activities before and after learning. Teachers always present students to instill the value of discipline. Cultivate curiosity through apperception and use of media, methods, and strategies. The tenth grade English teacher stated that he always fosters students' curiosity through these activities. The nature of reading, critical, and creative is implemented with student activities looking for information on learning materials, the teacher stated that he often asked students to read the textbook they had to look for material. English learning activities for Transactional Interaction Text are often group activities to instill communicative and cooperative values. Giving individual assignments can implement the values of independence, hard work, and responsibility. The teacher stated that he always gave individual assignments to students. The final activity of learning is concluding the learning outcomes to instill the value of self-confidence, the teacher through observation alwaysguiding students to conclude the material as a way of implementing independent and confident values.

If for the personality value, it is the Civics teacher with input from other teachers as consideration in giving grades to students. Only teachers of religious subjects and Civics have the right to assess the character of students. Teachers of other subjects can only observe and implement character education.

At the assessment stage in implementing character education, the AT teacher is no longer able to judge in grade 10 the teacher can only observe the student's character but to assess the teacher is no longer entitled. This is based on the opinion of the AT teacher, namely:

"...yes, implementing character education in the English learning process, we usually do it during the learning process, right, now for the 2017 edition with the 2014 edition yesterday there was a difference for grade 12, now all subject teachers have the right to provide character assessments, both spiritual and emotional attitudes assessments. Social attitude. However, in grade 10 and grade 11, we no longer have the right to judge but to give direction that for this meeting we want to see your honesty attitude to complete the task like that but no longer have the right to give value to children. The teacher only observes but to judge we no longer have the right to grade 10 and 11 except for religious studies and Civics..."

There are many inhibiting factors faced by teachers in implementing character education based on the results of exposure to teacher interviews, that is:

a. Lack of awareness of students in obeying the rules. The AT teacher said that the inhibiting factor in implementing character education in learning English is that students' awareness to obey the applicable rules is still lacking. Student discipline is still low, this is based on the opinion of AT teachers, namely:
    "...the awareness of students to obey the rules that apply is still lacking, for example there are students who don't do assignments, are late for class, violate the rules in class (wear hats in class) and so on..."

b. Student motivation to learn is still lacking. The AT teacher said that the inhibiting factor for the implementation of character education in learning English is that students' motivation to ask questions is still lacking. This is because they are embarrassed to ask during class discussions. This is based on the opinion of the AT teacher, namely *"...the inhibiting factor is the lack of motivation to ask even though they don't understand but still don't want to ask...*

c. Students' awareness of their duties and responsibilities is still lacking. The AT teacher said that the inhibiting factor in the implementation of character education in English learning is that students' awareness of their duties and responsibilities is still lacking, there are still students who do not carry out the assigned tasks such as picket schedules. This is based on the opinion of the AT teacher *"...the awareness is still lacking, even though the picket schedule has been given but the class is still dirty..."*

Based on observations made by researchers, there are several efforts made by AT teachers in implementing character education, namely:

a. Set an example for time discipline. The efforts made by the teacher are realized by always trying to get to class on time. This shows that the teacher sets an example for students to be disciplined in time.

b. Set an example by obeying the rules. The efforts made by the teacher are realized by always wearing the teacher's uniform that has been set by the school. Teachers always dress neatly and don't dress to attract attention. This shows that the teacher sets an example to obey the rules set by the school.

c. Always check student attendance. The efforts made by the teacher are realized by checking the attendance list of students at the beginning of each lesson. Before starting the lesson the teacher always took the time to check the attendance of students by asking which students were not present at that time and what was the reason. This is done so that the teacher knows which students are absent. This shows that the teacher seeks to enforce discipline in students.

d. Punishing students. The efforts made by the teacher are realized by giving penalties for students who violate the rules during the learning process. The teacher also gives punishment in the form of a warning to students who wear hats in class. This shows that the teacher seeks to uphold the value of discipline by giving punishment to students.

e. Give equal attention to all students. The efforts made by the teacher are realized by approaching the students' desks one by one to monitor students doing the exercises. This shows that the teacher tries to give attention to all students.

f. Give students the opportunity to express their opinion. The efforts made by the teacher are realized by providing opportunities for students who want to write their work on the blackboard, in addition to freeing students to volunteer to answer questions, the teacher also selects students to answer their questions and then gives other students the opportunity if there are different opinions. This shows that the teacher tries to provide opportunities for students to express their opinions.

g. Give students the opportunity to ask questions. The efforts made by the teacher are realized by always asking students to ask questions when the teacher finishes explaining the material, the opportunity given is not only at the end of the teacher explaining the material but also when students have difficulty solving a problem the teacher frees students to ask questions.

h. Ask questions related to material. The efforts made by this teacher are realized by asking questions to students on the sidelines of the learning process. The goal is that students understand more and the teacher can know the level of student understanding. This shows that the teacher motivates students to be more active in learning by giving questions.

i. Familiarize students do their jobs. The effort made by this teacher is realized by asking students to do all the exercises given and must be submitted to the teacher. If there are students who don't work, the teacher will reprimand and give sanctions. This shows that the teacher gets used to students to do all the exercises given.

4. CONCLUSION

Based on the results of the research analysis in the previous chapter, it can be seen that the implementation of character education in the tenth grade English learning has been carried out by the teacher. The English teacher in learning planning is the existence of character values contained in the lesson plans, namely in each Core Competency and Basic Competency of KD. The implementation of character education in English learning is based on the lesson plans that have been made and adapted to the learning situation.

In carrying out character education there are several obstacles, namely the lack of awareness of students on the lack of rules, motivation to learn and lack of responsibility for the tasks given. The obstacle that teachers get when carrying out character education is the lack of student awareness.

Efforts made by teachers in implementing character education in the learning process are by providing examples of time discipline, obeying rules, checking student attendance, punishing students, giving attention and opportunities to express opinions to ask questions related to the material.

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