IMPLEMENTATION OF CHARACTER EDUCATION IN ENGLISH LANGUAGE LEARNING FOR JUNIOR HIGH SCHOOL

by:
Madya Giri Aditama[1], Rhizki Amelia[2], Hikmah Pravitasari[3]
[1,2]English Language Education, Universitas Muhammadiyah Kendal Batang
[3]English Language Education, STKIP La Tansa Mashiro
[1]madya.aditama@gmail.com
[2]ameliarhizki28@gmail.com
[3]hikmahvee@gmail.com

Abstract

This study describes the implementation of character education in English language learning, including planning, implementation, and assessment. This research is observational studies research with a qualitative approach. The results obtained in this study are that character education in learning English at SMP Negeri 1 Limpung has been carried out both in planning, implementing, and assessing learning. At the learning planning stage, the teacher has entered the character values that will be applied in learning in the syllabus and lesson plans. The implementation character education through "*Profil Pelajar Pancasila*" which are noble character, global diversity, independence, mutual cooperation, critical reasoning, and creativity were implemented in the learning process. Assessment of english learning includes effective assessment.

Keywords: Character Education, English Language Learning

1. INTRODUCTION

Facing various challenges of the 21st century national education system, firmly preparing the nation's future with quality and competitiveness. One of the most critical things in the 21st century is strengthening character education and facing the era of the industrial revolution 4.0 (Silfia, 2018). The development of the nation's character is the most crucial focal point that cannot be separated from national development (Akhir, 2018). The achievement of national character development is marked by the formation of a nation that is strong, virtuous, competitive, tolerant, cooperative, energetic, ethical, educated, patriotic, and has the science and technology perspective of Pancasila, filled with faith and piety to God Almighty. Building the nation's character is stated in the National policy of the Minister of Education and Culture Number 54 of 2013 concerning the competence of graduates to have attitudes, skills, and knowledge. The attitude aspect is an aspect related to the student's character.

Behavior that reflects the actions of people who have noble character, faith, knowledge, trust, and responsibility in affective interactions with relationships and the social and natural environment within the scope of their existence. The Minister of National Education explained that one way to develop personality or character is through language. Students competencies were built from the essence of behavior with the right approach of the teacher (Aditama et al., 2021).

The achievement of language learners is closely related to willingness. Learning a language is not just memorizing, creating, reading, or listening, but its importance is more than just a hope to reach the future. At the same time, the teacher hopes that every student achieves graduate competence in terms of knowledge, skills, especially attitudes or character. The achievement of these students depends on the ability of professional teachers, teacher appreciation of students to create student behavior with character. There are many deviations committed by the Indonesian generation, from the school to university level. Cases of irregularities that often occur in students at school include cheating during exams or exams, delinquency, brawls, violence, disrespectful murder, irresponsibility, dishonesty, distrust, promiscuity, sucking glue, motorcycle gangs, bullying, using drugs. Drugs and liquor, truancy, smoking, undisciplined. Cases of irregularities that often occur in students such as conflicts, anarchist demonstrations, free sex, drug use, cheating, smoking, brawls between students. One of the contributing factors is the student's internal self, namely the student's character or students who still need to be grown and developed(Suardi, S., Megawati, M., & Kanji, 2018).

The number of cases of deviant behavior shows that in the school environment character values must be improved. The character values that are instilled are expected to build the attitudes of students who have good character in school, family, and community life. Researchers' observations on student behavior during the learning process were related to negative aspects of student attitudes, such as not submitting assignments on time, being late for class, making noise during learning, cheating and not reading the worksheet instructions correctly while learning. Their activities are beyond practical instruction. If this situation is not addressed

immediately, there will be serious consequences due to character deviations. However, they can have implications for the school system and have a negative impact on learning inputs, processes and outputs (Kanji, H., Nursalam, N., Nawir, M., & Suardi, 2019).

In addition, it can also have an impact on (a) erosion of character, erosion of good behavior and erosion of positive behavior, (b) unity and solidarity (low frequency of brawls and law violations), (c) many children who are only successful in the cognitive field. So that (d) the country's competitiveness is reduced. Overcoming this requires character education (Suardi, S., Megawati, M., & Kanji, 2018). The aim is to develop the character of students through all levels of education.

Character education in schools can be done through the learning process in every subject taught by the teacher(Kanji, H., Nursalam, N., Nawir, M., & Suardi, 2019), more specifically character education in learning English. Characters that can be developed include disciplined and responsible characters(Akhir, 2018), honest character, responsible character, confident character, polite character, hard work character, creative character, independent character, conscientious character and careful character. In learning English, the concept of character education is an integral part of every aspect of learning, from planning and implementation to evaluation. In the implementation of the latest curriculum, the application of character education is described in the "*Profil Pelajar Pancasila* " or Pancasila Student Profile. There are six elements in the Pancasila Student Profile, namely: noble character, global diversity, independence, mutual cooperation, critical reasoning, and creativity. These six elements are seen as a single unit that supports and sustains each other.Istandy (2019) stated that character education is a solutionthat can change character and reduce students' moraldegradation.

English, as an international language, is the most demanded language to master. Learning English is expected to be able to make students skilled in communicating orally and in writing (spoken & written). In learning activities, it is necessary to have the ability of teachers to facilitate students' understanding of the material being taught (Sutrisna, G., & Artini, 2020). Regarding character-based English learning, the teacher combines academic material with character education.

Character education cannot be separated from the understanding of character itself. Character is the values of human behavior related to the Creator, oneself, fellow human beings, the environment, and nationality which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, etiquette, culture and customs (Sari et al., 2022). Conceptually, character education is an integrative education that does not only rely on the development of students' cognitive competencies, but also on inculcating ethical, moral, and spiritual values (Rabiah, 2018).

2.RESEARCH METHOD

The type used in this research is phenomenological research. It is a qualitative research approach that seeks to understand and describe the universal essence of a phenomenon(Bliss, 2016). The approach investigates the everyday experiences of human beings while suspending the researchers' preconceived assumptions about the phenomenon. This study describes the implementation of character education in learning English in grade 11 SMP Negeri 1 Limpung. The selection of informants in this study took into account the knowledge or in-depth understanding of the informants on the object being studied, which was determined by purposive sampling. In addition, it has the nature of openness and objectivity in revealing any phenomena related to research. The selected informants are informants who come from teachers of SMP Negeri 1 Limpung who have relevance to the object of this research study. This research covers the mechanism of planning, implementing, and assessing the learning content of English material in grade 11SMP Negeri 1 Limpung.

3. RESULT AND DISCUSSION

Education is a process of internalizing culture into a person and society so as to make people and society civilized(Rahayu, 2012). Education is not only a means of transferring knowledge, but more broadly, education is a means of civilizing and distributing values (enculturation and socialization). Children must get an education that touches the basic dimensions of humanity. The human dimension includes at least three of the most basic things, namely:

a. Affective which is reflected in the quality of faith, piety, noble character including noble character and superior personality and aesthetic competence;
b. Cognitive which is reflected in the capacity of thinking and intellectual power to explore and develop and master science and technology;
c. Psychomotor which is reflected in the ability to develop technical skills, practical skills, and kinesthetic competence.

In addition, character education can also be interpreted as a behavior that must be carried out by school residents to carry out character education. Character education is further explained as everything the teacher does, which is able to influence the character of the students. As a school member who is directly involved with students, the role of the teacher in helping to shape the character of students is very important.

The results of the research are related to the planning, implementation, assessment, and

implementation of character education in learning English material at SMP Negeri 1 Limpung.

Character education is the process of inculcating the values of everyday life in the learning process for students.Character education in learning English at SMP Negeri 1 Limpung starts from the classroom teacher who teaches lessons in grade 11. Teachers have an important role in coaching.

The teacher plans the implementation of character teaching in learning by compiling a syllabus and lesson plans(Sutrisna & Dwijendra, 2021). The lesson plan used is a lesson plan sheet which is always provided and updated before teaching. Teachers carry out learning according to student interests. The teacher uses a four-sheet learning syllabus and lesson plans with registered character values. Through the syllabus and lesson plans made before learning, the teacher has implemented a character education implementation plan.

The teacher includes the character values to be achieved in the lesson plans and the syllabus in the character education implementation plan. In contrast to Azmi(2017), the planning stage of character education includes extracurricular activities, civilizing activities, and habituation. The teacher chooses the character values to be achieved through school thinking that is in line with the selection of character values and the school's vision and mission. Character values must be achieved by adapting methods, materials, learning media, and strategies. The planning for learning character values will be carried out in accordance with the school's vision and mission, school regulations, media, materials, learning methods, and strategies.

Learning planning using character values, namely the value of intelligence, the value of honesty, the value of caring, the value of toughness and discipline. There are four skills in learning English: speaking skills, listening skills, reading skills, and writing skills(Akhir, 2018). Of the four English skills listed in the syllabus, the analysis of the learning implementation plans that appear on the character values are not the same.

The implementation of character education in SMP Negeri 1 Limpung is the material of Religion. Through school culture in the implementation of character education. The performance of character education is strongly influenced by the school's cultural environment, such as discipline while studying, which starts at 07.00. Implementation of character education in SMP Negeri 1 Limpung. Through the example of the teacher being on time for class because there is already a regular distribution of learning schedules that the teacher already knows. Extracurricular activities are part of the character development of students.

While Azmi (2017)explain the stages of implementing character education include the implementation of extracurricular activities, civilizing activities, and the implementation of habituation. Meanwhile(Saputri, 2013), the performance of character education is carried out by integrating the values of character education in learning. This extracurricular activity integrates character values and habituation through the creation of a school culture with character. Character values at SMP Negeri 1 Limpunghave been really updated in the implementation of learning English language content. Learning materials that always contain character values. Learning activities in accordance with the material being taught include character values used in learning media. Learning activities are based on lesson plans that are conditioned with class situations. At SMP Negeri 1 Limpung, learning includes listening, speaking, reading, and writing skills.The inculcation of character education values in learning is based on the six "*Profil Pelajar Pancasila*" who are the targets and goals of each student, namely:noble character, global diversity, independence, mutual cooperation, critical reasoning, and creativity.

The teacher evaluates or assesses character education from questions and behavior, all of which are to prove the value of character and questions that are still related to learning materials on students' abilities. Evaluation of character assessment is also carried out through research. No student will pass the learning material if the character education does not pass. Graduation of character education affects English lessons. The teacher includes practical assessments in the lesson plans, which are always communicated to the homeroom teacher, then communicates to parents the results of the character education carried out. In contrast to Kanji, H., Nursalam, N., Nawir, M., & Suardi (2019) which assesses character education more broadly, namely through learning inputs, processes and outputs.

4.CONCLUSION& SUGGESTIONS

The implementation of character education in learning with English content at SMP Negeri 1 Limpung is carried out through planning, implementation, and assessment. The activities of the English teacher at SMP Negeri 1 Limpung in learning planning add to the character values to be achieved in the lesson plans. At the planning stage, the teacher chooses character values that are adapted to the methods, materials, media, strategies, and learning situations.Strengthening the values of "Profil Pelajar Pancasila" which are: noble character, global diversity, independence, mutual cooperation, critical reasoning, and creativity; can be implemented in every parts of learning activity.

For the future of learning activities which emphasize character education values should be done by teacher to enrich students' knowledge and good behavior.

5.REFERENCES

Aditama, M. G., Prasetyawan Aji Sugiharto, Eki Nurwulandari, & Aisyiah Happy Hardiyani. (2021). Meningkatkan Kemampuan Guru SMK Dalam Pembelajaran Jarak Jauh Melalui In-House Training. *BEMAS: Jurnal Bermasyarakat*, *2*(1), 53–59. https://doi.org/10.37373/bemas.v2i1.130

Akhir, M. (2018). Integrasi Pendidikan Karakter Dalam Meningkatkan Keterampilan Menulis Mahasiswa Di Perguruan Tinggi. *Prosiding Seminar Nasional Pendidikan*.

Azmi, N. (2017). *Manajemen Pendidikan Karakter Siswa Man 1 Brebes dan MAN 2 Brebes*. IAIN Purwokerto.

Bliss, L. (2016). Phenomenological Research: Inquiry to Understand the Meaning of People's Experiences. *International Journal of Adult Vocational Education and Technology*.

Istandy, E. L. (2019). *Character Education Analysis of An English Textbook Entitled Pathway to English For Senior High School Grade XI General Programme*. Semarang: State University of Semarang.

Kanji, H., Nursalam, N., Nawir, M., & Suardi, S. (2019). Model integrasi pendidikan karakter dalam pembelajaran ilmu pengetahuan sosial di sekolah dasar. *Jurnal Pendidikan Dasar Perkhasa: Jurnal Penelitian Pendidikan Dasar*, *5*(2), 104–115.

Rabiah, S. (2018). *Penanaman Nilai Karakter melalui Pembelajaran Sastra dalam Mata Kuliah Bahasa Indonesia di Perguruan Tinggi*.

Rahayu, M. P. (2012). *Nilai-nilai pendidikan karakter pada materi ajar buku kreatif berbahasa dan bersastra Indonesia untuk SMP Kelas VII terbitan Ganeca*. Universitas Muhammadiyah Surakarta.

Saputri, S. (2013). Pelaksanaan Pendidikan Karakter di SD Kasihan Kabupaten Bantul. *Hanata Widya*, *2*(6).

Sari, N. P., Muhayyang, M., & Korompot, C. A. (2022). *An Analysis of Character Education Values in Year 11 Highschool English Textbook*. *1*(2).

Silfia, M. (2018). Penguatan pendidikan karakter dalam menghadapi era revolusi industri 4.0. *Prosiding Seminar Nasional Fakultas Ilmu Sosial Universitas Negeri Medan*, 642–645.

Suardi, S., Megawati, M., & Kanji, H. (2018). Pendidikan Karakter di Sekolah (Studi Penyimpangan Siswa di Mts Muhammadiyah Tallo). *JED (Journal of Etika Demokrasi)*, *3*(1), 75–84.

Sutrisna, G., & Artini, L. P. (2020). Does Problem Based Learning Affect Students' Speaking Skill and Attitude toward ELL? *RETORIKA: Jurnal Ilmu Bahasa*, *6*(2), 131–138.

Sutrisna, G., & Dwijendra, U. (2021). *Implementasi Pendidikan Karakter dalam Pembelajaran Bahasa Inggris WIDYA ACCARYA : Jurnal Kajian Pendidikan FKIP Universitas Dwijendra*. *May*.

https://doi.org/10.46650/wa.12.1.1071.117-127