# THE IMPLEMENTATION OF CHARACTER BUILDING IN ENGLISH LANGUAGE TEACHING ACTIVITIES

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**Abstrak**

Penelitian kualitatif ini dilakukan untuk menganalisis implementasi dan evaluasi pembentukan karakter dalam kegiatan pengajaran bahasa Inggris di salah satu sekolah islam swasta di pontianak. Subjek penelitian ini adalah siswa aktif di kelas VII dan seorang guru bahasa Inggris. Sampel dipilih dengan menggunakan teknik purposive sampling. Teknik pengumpulan data yang digunakan adalah dokumentasi, observasi, dan wawancara. Dokumentasi digunakan untuk mendapatkan data dari RPP. Observasi digunakan untuk mendapatkan data dalam proses kegiatan belajar mengajar. Sedangkan wawancara untuk mendapatkan informasi lebih lanjut tentang pembentukan karakter yang diterapkan di sekolah. Hasil penelitian ini menunjukkan dari 18 nilai karakter berdasarkan kurikulum, nilai-nilai religius, mandiri, komunikatif, kepedulian sosial, disiplin, rasa ingin tahu, kerja keras, dan menghargai prestasi diajarkan oleh guru melalui pengajaran bahasa Inggris di sekolah ini. Meskipun ada beberapa nilai karakter dalam RPP yang tidak diterapkan di kelas, namun sebagian besar nilai karakter yang tidak ada dalam RPP diajarkan oleh guru.

**Kata Kunci:** pelaksanaan pembentukan karakter, kegiatan pengajaran bahasa Inggris, nilai karakter

*Abstract*

*This qualitative research was conducted in order to analyze the implementation and the evaluation of character building in English language teaching activities at one of the private Islamic school in Pontianak. The subject of this research were active students at Seventh Grade and an English teacher. The sample was selected using a purposeful sampling technique. The technique of data collection applied were documentation, observation, and interview. Documentation was used to get data from the lesson plan. Observation was used to get data in the process of teaching and learning activities. Meanwhile, an interview to get more information about character building that was implemented in the school. The results of this research showed from 18 character values based on curriculum, the values of religious, independent, communicative, social concern, discipline, curiosity, hard work, and respect for achievement are taught by teachers through teaching English in this school. Although, there were some character values from the lesson plan that were not implemented in the classroom, but most of the character values that were not in the lesson plan are taught by the teacher.*

*Keywords:   implementation of character building, English language teaching activities, character value*

## INTRODUCTION

Character building is needed by students to be able to have good character in future generations. Character Building in terms of language consists of two syllables, namely to build and character, which means the building has the nature of repairing, developing, establishing, while the character is a disposition that distinguishes a person from another (Masrukhin, 2013). Character building has been included in the school curriculum in order

to support the formation of student's character and morals needed nowadays. So, character building is a form of effort to build students' character for the better in the future.

Curriculum Center Ministry of Education stated that 18 values of character education are implemented in each field of study such as; 1) Religious, 2) Honest, 3) Tolerance, 4) Discipline, 5) Hard Work, 6) Creative, 7) Independent, 8) Democratic, 9) Curiosity, 10) the Spirit of Nationality, 11) Love Homeland, 12) Rewarding Achievement, 13) Communicative, 14) Love Peace, 15) Joy of Reading, 16) Environmental Concern, 17) Social Concern, 18) Responsibility (Hartono, 2014). The goal of the 2013 curriculum is to improve the educational system. The importance of implementing character education is also mentioned in the 2013 curriculum. So, the main goal of this curriculum is to improve the morals and character of students. Therefore, planning, teaching and learning processes, and the assessment process are one of the most important components of this curriculum.

Efforts to build character are certainly not only conducted in schools through teaching and learning activities but also habituation in everyday life outside of class activities and also in the community. Therefore, the teacher's role is needed in build students' character in the classroom and also outside the classroom, and of course, students must follow the teacher's directions in teaching character education. In building students' character, the teacher is expected to be a good character model and do real action (Srigati, 2021). Teachers can teach the students by giving an example of which habits need to be done and which ones are not.

The reason why character building should be integrated into education is education has a purpose, to increase someone's intelligence and also change human personality to have good attitudes and morals. Increase someone's intelligence without pay attention to their character will certainly reduce the moral quality of students. That is why building students' character is also the best way to increase good moral values so they have a better personality. Also, knowledge and character have become a unit that can increase the academic achievement of students. Knowledge, skills, and character are some of the elements in character building needed to improve student academic achievement (Aunurrahman et al., 2016).

Based on the previous study, it all similarly focused on the implementation of character education in the English teaching process. The most frequent value found in the previous study was religiousness, honesty, discipline, independence, and responsibility. Also, the implementation of character building is not supported by the character values that

must be added to the English learning plan/ RPP. The difference with the previous study is that this research not only analyzes how the teacher implements character education in the classroom but also will analyze how the teacher should include character-building values in RPP especially in English subjects. Then, the evaluation of character building would be conducted by the teacher in the classroom.

This study is important to conduct because this school is intended to help children from an orphanage, so the children do not have to pay for school. However, the school would find some donors to pay for those children's education. As noted above, each child has a different character because they come from a different environment. Therefore, good students' attitudes and morals must be reflected not only in the teaching and learning process but also in activities outside the classroom.

## METHODOLOGY

### Research Design

To analyze character building for students, this study used qualitative research. In qualitative research, data presentation can be done in the form of a description or a brief explanation. Using qualitative research also describes the form of social action that is conducted by teachers and students on the implementation of character education in English subjects.  Qualitative research is a form of social action that emphasizes how people interpret and understand individual social realities (Mohajan, 2018). Human Activities are analyzed and explored using qualitative research methodologies, which is appropriate for both researchers and participants (Wang, 2018). Qualitative methods are used to answer questions regarding experience, meaning, and perspective from the participant (Hammarberg et al., 2016). These data usually cannot be calculated or measuring.

### Subject of Research

This research was conducted at one of private Islamic school in Pontianak, West Kalimantan, Indonesia. The participant of this study was an English teacher and seventh grade students who are selected using a purposeful sampling technique. According to Cresswell & Plano Clark, 2015, Purposeful sampling is "a technique that involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest".

**Technique of Data Collection**

In collecting data, the researcher used documentation, observation and interview. Documentation is a technique of collecting data in the form of documents, archives, books, which are used to support the research. Documentation is an important way for researchers to understand and gather evidence in solving the problem being researched (Geiger et al., 2018). The researcher used the documentation technique to take some pictures in the class and collect 5 RPP or syllabus that is needed in this study. Observation is a technique of collecting data in which the researcher must observe a phenomenon and research subject directly or indirectly. In this study, the researcher used non-participant observation, in which the researcher directly observes the state of an object without participating directly. Non-participant observation means that the observer just looking at the participant and not playing an active role (Urquhart, 2015). An interview is a technique of collecting data in which the researcher has to ask questions to get more in-depth information. An interview is a technique of collecting data in a way that listens to and gains an understanding of people's stories regarding the research problem (Bolderston, 2012).

**Tool of Data Collection**

In conducting this study, the researcher used some tools in collecting the data, such as lesson plan, observation sheet, and semi structured interview. When doing the documentation, the researcher used a lesson plan or RPP to analyze written data in this research. A lesson plan defines as the written procedures of activity in the teaching and learning process (R. Ratnawati, 2017). In the observation, the researcher used an observation sheet. The observation sheet aims to observe the behavior of research subjects. The observation sheet is used to collect data on the focused area, it is appropriate for observing the class and what is going on within it (Zaare, 2013). The researcher used a semi-structured interview is asking the questions of the respondent. A semi-structured interview is organized around a topic guide and consists of a sequence of predefined questions asked in the same way to all interviewers (O'Keeffe et al., 2016). A semi-structured interview aims to obtain in-depth information from respondents about the research.

**Technique of Data Analysis**

This study was analyzed qualitatively. After collecting the data from participants, the researcher processed the data by providing the description and providing each research

data source. In this study, the researcher used content analysis and thematic analysis. The researcher used content analysis to analyze the data from documentation and observation.

Content analysis is a technique of analyzing data by understanding text, books, documents, or other written material. Content analysis is a research method that makes data valid visually, or in writing, to describe and measure certain phenomena (Bengtsson, 2016). According to Arafat, 2019, procedures in analyzing use content analysis are; (a) collect data that has been obtained from documentation and observation, (b) do the coding of the data that has been obtained and clarify the contents of the summary. Coding is used to indicate whether there is a category to be analyzed in the document or not (c) Interpret the data obtained based on the topics used. Data interpretation is conducted to conclude the data that has been obtained from documentation and observation. The data must be following the aspects being studied.

Transcript data from the interview was analyzed using thematic analysis. Thematic analysis was used to integrate interview data for problem-solving and compared with observations that have been made (Salleh I.S. et al., 2017). The procedures in analyzing interview data were; (a) the researcher conducted an interview transcript by paying attention to the ideas or information provided by the informant based on the research topic, (b) the researcher does the coding data. The coding was used to separate each aspect of the interview being analyzed, (c) the researcher interpreted the data and concludes the transcript data by selecting the information provided following the aspects studied in the interview, (d) after concluding the data, the researcher related the results of the data obtained with existing theories.

**Research Procedure**

There are 4 parts of research procedures. Namely planning, data collecting, data processing, and data reporting. In planning the research, the researcher conducted pre-observation first. Pre-observation has been conducted by the researcher during the internship. The researcher then creates instruments to be used as data collection tools. The researcher used three instruments, namely, documentation, observation, and interview.

In collecting the data, the researcher conducted the documentation first. The researcher used an English lesson plan (RPP). Then, the researcher analyzed the document of RPP. After analyzing the document, the researcher conducted observation in the classroom. The participant in the classroom is an English teacher and students. The

researcher conducted the observation. After conduct the observation, the researcher interviewed an English teacher to get more information.

After the data have been obtained from data sources, the data is processed in the following steps; (a) analyze the data, the researcher used content analysis and thematic analysis to analyze the data. Content analysis was used by the researcher for analyzing the result of documentation and observation. Thematic analysis was used by the researcher for analyzing the interview. (b) interpretate the data, the researcher made a conclusion based on data analysis. (c) report the data, the researcher described the data that has been analyzed and conclude in the form of a more detailed explanation.
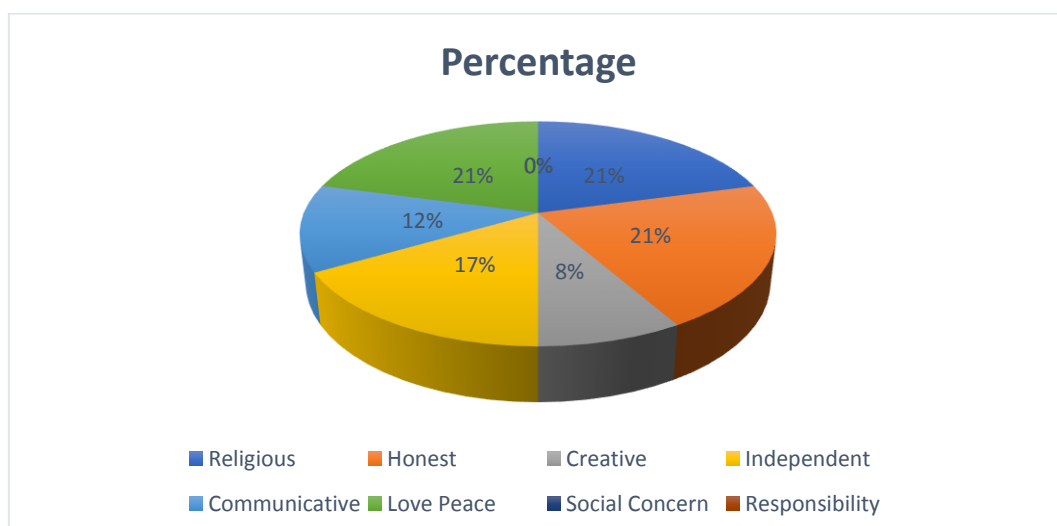
## FINDINGS AND DISCUSSION

### Findings

the result of documentation, observation, and interview will be discussed. The data were analyzed systematically and accurately by the researcher. The findings present the results of documentation, observation, and interview. The discussion presents the conclusion and interprets the data. The researcher described the findings into three parts as follows;

### a. Documentation

In this part, the results of the documentation were presented by the researcher. The researcher used 5 lesson plans to analyzed character education in English lessons. The topic of the material being analyzed were greetings, my family, time and number, singular and plural noun, and description text. Each lesson plan has some indicators. The following is an explanation of the results of the documentation.



**Percentage**

Religious 21%, Honest 21%, Creative 8%, Independent 17%, Communicative 12%, Love Peace 21%, Social Concern 0%

Legend: Religious, Honest, Creative, Independent, Communicative, Love Peace, Social Concern, Responsibility

From the chart, shows that each aspect of character education in lesson plan of English subject have a different frequency. Based on the table, the character education that most often appears is religious 14,70%, honest 14,70%, love peace 14,70%, social concern, and responsibility 14,70%. Each of these aspects is contained in the 5 lesson plan used. Then, the independent aspects are not found in the second lesson plan, the percentage is 11,76%. The communicative aspect is only found in the first, third, and fourth lesson plans, the percentage is 8,82%. Last, the aspect that appears the least is creative 5,88%, which is only found in the fourth and fifth lesson plans.

**b. Observation**

In this research, observation in the classroom was conducted to determine how the implementation of character education during the teaching and learning process. The class was observed two times. The researcher enters the class on the topic of greetings. The researcher used field notes in conducted the observation. The participant of the observation was the seventh-grade students and an English teacher. When the researcher conducted the observation, there are 3 parts that the researcher must observe namely pre-activity, whilst activity, and post-activity.

Based on results field notes of observations, some implementation character values are slightly different from the lesson plan. In the lesson plan, there are several character values that were implemented such as honesty, creative and love peace, but these aspects are not visible when the researcher conducted the observation. There are some character values that appear when teaching and learning process such as discipline, hard work, and rewarding achievement given by the teacher to students who answer the questions.

In the pre-activity, there is a religious value. The activity conducted by students is pray together before starting the lesson. In addition, there is a social concern value conducted by the teacher. The activity was the teacher asks each of the students about students' condition before starting the lesson. Example of sentences, "Good morning, how are you today? Are you in a good condition?"

In the whilst-activity, there is a communicative value. The activity was discussing each other between teacher and students. When students answer the questions given by the teacher, the teacher rewards students by giving additional points. It is also one of the character values namely rewarding achievements. Character

values such as independent, discipline, and hard work were carried out by students in doing the assignments given by the teacher after explaining the material.

In the post-activity, the teacher shows an attitude of social concern such as to ask "do you still in a good condition to continue the next lesson?" The teacher also asks if there is anything that the students have not understood.

c.  **Interview**

In this research, the researcher used a voice recorder from a mobile phone and also prepared notes containing a list of the questions that the researcher wanted to be interviewed. There are 5 questions with 5 aspects that were asked to the respondent. The aspects were activity, character value, deficiency, implementation, and evaluation. The respondent was an English teacher who is teaching in this school. The researcher interviews the respondents in Bahasa. The results were as follows;

a)  *Activity*

Question number 1 was aimed to know what activity was conducted by the teacher to build students' character.

> *"Aktivitas apa saja yang dilakukan ibu dalam membangun karakter siswa?"*
> *The teacher answered "Eee kalau saya dalam membangun karakter siswa inti*
> *yang pertama sebelum memulai pelajaran siswa itu sudah memiliki eee*
> *semangat untuk belajar. Jika siswa tersebut belum ada keinginan belajar maka*
> *saya belum bisa memulai pembelajaran. Saya mencoba mencari cara agar*
> *siswa-siswa tersebut siap untuk menerima pembelajaran dari saya. Kemudian*
> *saya membuka dengan cara berdoa dan mengabsen siswa. Guna nya*
> *mengabsen bukan karena tidak kenal dengan anak tersebut, tetapi agar kita*
> *bisa membangun komunikasi di awal agar siswa tetap selalu bersemangat.*
> *Setelah siswa-siswa saya bersemangat di awal saya barulah bisa memulai*
> *pembelajaran saya."*

Based on the statement above, the teacher explained the activity carried out before starting the lesson. The teacher always pays attention to the students so that the students are always enthusiastic about starting the lesson. Besides transfer the knowledge, the teacher also creates a conducive atmosphere to the learning process before starting the lesson (Jabri, 2017). The teacher always does absent in order to build communicative value between students. The teacher also said that she would not start the lesson if the students were not ready to accept the lesson.

b) *Character Value*

Question number 2 was aimed to know the character value that is always implemented in building students' character.

*" Nilai karakter apa yang biasa ibu terapkan dalam membangun karakter siswa?" the teacher answered "nilai karakter yang biasa saya terapkan yaitu eee apabila di dalam kelas saya menjelaskan dan siswa tersebut menyimak saya selau menyempatkan siswa tersebut untuk bertanya agar menumbuhkan rasa ingin tahu kepada siswa. Dan jika saya bertanya mereka selalu menjawab walaupun jawaban mereka tidak benar saya tetap menghargai yang penting mereka mempunyai semangat dalam belajar dan memiliki sifat ingin tahu. Dan pada saat saya memberikan tugas misal nya 10 menit sudah harus diselesaikan, walaupun nilai siswa tersebut rendah saya selalu memberikan nilai tambahan kepada siswa yang sudah mengumpulkan tepat waktu. Setelah itu, saya juga menumbuhkan nilai komunikatif yaitu harus menjawab apa yang saya katakan dengan bahasa inggris walaupun bahasa inggris mereka tidak bagus saya akan mengoreksi dan tetap menghargai bagi yang mau menjawab. Kesopanan juga harus ada selama pembelajaran saya seperti tutur kata yang baik dan body language nya harus baik juga."*

From the interview transcript above, the character value that implemented by the teacher was curiosity, discipline, and communicative. The cultivation of character values throughout the entire learning process in the classroom, beginning with the planning and preparation of lessons, the implementation, and the evaluation stage (Nawawi et al., 2017). The teacher always grows by give chance for students to ask some questions about the material. Discipline value given by the teacher such as submit the assignments on time even though the answers are not correct but still given additional value for the students concerned.  The teacher also grows students' communicative value such as always answering questions in English and speaking well to the teacher.

c) *Deficiency*

Question number 3 was aimed to know the deficiency in implementing character education in teaching English.

*"Apa yang Anda rasa kurang selama melaksanakan pendidikan karakter dalam pengajaran bahasa inggris?" the teacher answered "kalau saya sih*

*kekurangannya dari siswa itu sendiri. Saya sudah berusaha untuk menguasai pelajaran dan memberikan pendidikan karakter dalam pembelajaran tetapi jika siswa itu sendiri tidak mengharagai pelajaran bahasa inggris nah itu yang buat sulit. Jika siswa tidak menghargai pelajaran bahasa inggris bagaimana kita akan menumbuhkan seperti sikap komunikatif misalnya speaking, bagaimana kita akan menumbuhkan rasa ingin tahu siswa misalnya coba cari kata ini dikamus jika tidak dihargai terlebih dahulu. Itu saja yang kurang menurut saya."*

The statement above shows that the deficiency in the implementation of character education for a teacher is if students do not appreciate English lessons first. The teacher has difficulty in providing character education if the students do not have the desire to learn and appreciate English. Without sufficient motivation, even the most intelligent students find the difficulties to accept language learning, while most students with strong motivation can achieve the knowledge of a foreign language, regardless of their language skills or undesirable learning conditions (Ahmad et al., 2014).

d) *Implementation*

Question number 4 was aimed to know how the teacher implements character building in English language teaching activities.

*"Bagaimana ibu menerapkan pembangunan karakter dalam aktivitas pengajaran bahasa inggris?" The teacher answered "eee langkah pertama yang saya bilang tadi tetap saya support dulu anak-anak dan saya memperkenalkan bahasa inggris yang basic seperti kalimat sapaan good morning, tetapi biasanya ketika pagi hari saya masuk kelas saya bilang good afternoon. Saya mau tau apakah siswa saya merespon dengan apa yang saya katakan. Itu sudah langkah pertama pengajaran pendidikan karakter secara tidak langsung siswa tersebut merespon menumbuhkan sikap komunikatif dan rasa ingin tahu bagi siswa yang belum tau arti kata tersebut. Dalam belajar biasanya saya menyuruh siswa menonton film bahasa inggris. Saya menjelaskan di dunia ini bukan bahasa Indonesia saja yang harus kalian tahu, bahasa inggris juga wajib kalian pelajari. Jika kalian mengerti bahasa inggris kalian pasti akan tahu isi film ini dari awal higgga akhir tanpa harus melihat subtitlenya. Setelah itu saya juga menyuruh siswa untuk mencatat kata kata apa*

*yang ada disubtitle nya yang kalian tidak mengerti itu kalian tulis. Jika sudah saya menyuruh untuk mencari kata kata yang menurut mereka asing tersebut. Secara tidak langsung saya mengajarkan anak untuk tetap mandiri dan harus bekerja keras untuk mendapatkan suatu kata baru tersebut walaupun seidikit nggak apa apa saya tetap hargai. Nah begitu cara saya menerapkan pendidikan karkater dalam pembelajaran bahasa inggris."*

Based on the statement above the teacher implement character building indirectly through teaching English. The implementation of character education can be carried out through the process of active learning, which means giving space for the teachers to implement it effectively (Maemonah, 2015). The teacher grows students' communicative, independent, and hard work value in learning English. Teachers always apply different ways to teach character education. For example, by asking students to watch a movie and find out the words that students do not know from the dictionary. The teacher also grows students' communication and curiosity by mentioning the wrong greeting so that students respond and know the right one.

e) *Evalution*

Question number 5 was aimed to know how is the teacher evaluates the character education in English teaching activities.

*"Bagaimana bapak/ibu menilai hasil pendidikan karakter di pengajaran bahasa inggris?" The teacher answered "eee kalau saya menilainya itu dari keaktifan anak misalnya dari segi berbicara nya, responnya, tingkah lakunya itu sudah baik atau belum. Dia menghargai saya mengajar di depan, tepat waktunya, kedisiplinannya itu saya nilai juga di dalam kelas. Pengetahuannya nanti yang penting sikapnya tadi jika berada di dalam kelas. Selama anak tersebut berinteraksi dengan temannya dengan saya gurunya itu ada kebanggan tersendiri dari saya karena sudah sedikit berhasil dalam mengajarkan pendidikan karakter yang baik."*

According to the statement above the teacher assess character education in terms of students' activity. Assessment of language learning by inserting character values is based on indicators for each character in the form of a rubric of grades and notes (Agustini et al., 2014). The assessment given by the teacher is based on activity, discipline, and students' responses in daily learning. Knowledge is not

prioritized by the teacher, the most important thing is that the students' character is good, the teacher will give more additional value.

**Discussion**

As a result of the documentation, observation, and interview, there are several character education that is equally implemented in English teaching activities. In the lesson plan, there are religious, honest, creative, independent, communicative, love peace and social concern aspects that were founded. When the researcher conducted the observation, the aspects that were implemented were religious, social concern, communicative, rewarding achievement, responsibility, independent, and discipline. When the researcher interviews with the teacher, mostly the teacher taught discipline, curiosity, communicative, discipline, hard work, independent and rewarding achievement.

It can be concluded that the values of religious, independent, communicative, social concern, discipline, curiosity, hard work, and respect for achievement are taught by teachers through teaching English. The teacher always tries to teach character education in different ways. The teacher builds students' character in learning English. The deficiency in teaching character education in English according to the teacher is when students do not respect English itself. When students want to learn, the teacher easily also builds the students' character through teaching.

These findings are in line with previous studies that reported the implementation of character education in the process of learning on attitude and social behavior (Murestiyanto, 2019), strategy and implementation of character education (Zurqoni et al., 2018), and the implementation of character education in the English Teaching Learning Using 2013 Curriculum (Thoyyibah et al., 2019). Unlike the previous study, the difference from this research is that it does not only analyzed the implementation of character building in the teaching and learning activities but also analyzed the lesson plan that was used to teach character education in the classroom.

Unfortunately, this study also has a limitation. This study did not analyze lecturers' and students' perceptions on the implementation of character education (Subekti, 2019) and students' perspectives toward the implementation of character education (Afriana, 2018). Nevertheless, this study focus to analyze the implementation conducted in the teaching and learning activities. Also, the lesson plan that is used contains character values that are taught.

**CONCLUSION**

With the aim of answering research questions in The Implementation of Character Building in English Language Teaching Activities at Seventh grade students at one of private Islamic school, the answer are ; the Implementation of character building to English language teaching activities in this school is carried out by the teacher based on the lesson plans that were made and implemented well in the classroom. The result show that the character education that implemented are 8 aspects namely, religious, social concern, communicative, rewarding achievement, responsibility, independent, curiosity, and discipline. The evaluation of character building carried out by the teacher in English language teaching activities in this school is through the teacher's observation of students' behavior at the classroom. The teacher had memorized the students who like to be active in the class, disciplined in collecting assignments, independent, communicative in the classroom and outside the classroom. Then, the teacher also give additional marks to students who behave well and will be included in the self-assessment and journal assessment which will be needed when adding grades in the students' report book.

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