**ELT TEACHER STRATEGIES IN IMPLEMENTING**

**CHARACTER EDUCATION**

**(**ADescriptive Study at SMP Negeri 5 Kalis in the Academic Year of 2020/2021**)**

**THESIS**

By

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**ENGLISH EDUCATION STUDY PROGRAM**

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**LANGUAGE AND ART EDUCATION FACULTY**

**INSTITUT OF TEACHER TRAINING AND EDUCATION**

**TEACHER ASSOCIATION OF THE REPUBLIC OF INDONESIA**

**PONTIANAK**

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Submitted to Fulfill One of the Requirements for the Sarjana Degree Examination of English Education Study Program Language and Art Education Faculty Institute of Teacher Training and Education Teacher Association of the Republic of Indonesia (IKIP-PGRI) Pontianak.

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Hasri Retno Wanti

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**Abstract**

Hasri Retno Wanti (321710145). **“*ELT Teacher Strategies in Implementing Character Education*”** (A Descriptive Study to English at SMP Negeri 5 Kalis in the Academic Year of 2020/2021). (Supervised by Dr. Aunurrahman, M.Pd, and Sahrawi, M.Pd). A Thesis of English Department, Faculty of Language and Art Education, Institute of Teacher Training and Education Teacher Association of the Republic of Indonesia (IKIP PGRI) Pontianak 2021.

This qualitative research was conducted to analyze the teacher strategies in implementing character education in English learning. The subject of the research was active students at Eighth Grade and an English teacher of SMP Negeri 5 Kalis in the Academic Year of 2020/2021. The sample was selected using a purposeful sampling technique.

The technique of data collection applied in this research were documentation, observation, and interview. Documentation was used to get data from the lesson plan. The observation was used to get data in the process of teaching and learning activities to know about the implementation of character education. Meanwhile, an interview was conducted with English teachers to get more information about teachers’ strategies in implementing character education.

Based on the results of documentation, observations, and interviews, it can be concluded that the English teacher has implemented character education. The implementation strategies of character education that teachers use are role models, habits, assignments, discussions, cooperation, punishments, or rewards, as well as linking life values ​​with the material being studied.

**Keywords:** teaching strategies, implementation of character education, English language teaching based on the character value

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**CHAPTER I**

**INTRODUCTION**

1. **Research Background**

The implementation of character education in the learning process at schools is needed to deal with the current era. Developing science and technology is very rapid that makes cheating and plagiarism behavior very easy to do, such as taking answers and taking other people's work easily on the internet (Koswara, 2018). The development of social media applications such as Facebook, Instagram, Twitter, and YouTube have allowed bullying such as putting unpleasant and offensive comments on other people's posts easier to perform (Jubaidi & Fadilla, 2020). Then, this action is widely done by teenagers based on data that has been released by the Indonesian Internet Service Providers Association (APJJI) that internet users from 2019-2020 as many as 25,537,363.5 million with the most users are teenagers with a percentage of 91%.

As a result, formal, informal, and non-formal learning activities are used to carry out the character education process (Mendikbud, 2011). Educational objectives are formulated through three dimensions, namely cognitive, emotional, and psychomotor aspects, to ensure accommodation for the development of hard skills and soft skills in the learning process in each educational unit (Zurqoni, *et al.,* 2018). It aims to strike a balance between pupils' intellectual abilities and their traits. Students who possess strong intellectual abilities but lack positive attitudes or personalities will struggle to adapt to changing circumstances. Even the learning process that only focuses on the cognitive aspect tends to make students apathetic and these students find it difficult to interact with their social environment. This is also the reason why the development of aspects of attitude or character is very important in the learning process.

The importance of good character for students is to equip them with the necessary skills to be able to overcome various challenges and problems in their social environment. By having good character, they are also expected to be able to apply these moral values in everyday life, become responsible individuals, and become good citizens (Nurhasanah and Nida, 2016). The good character should have three inseparable aspects, namely the moral aspect of knowing, the moral aspect of feeling, and the moral aspect of action (Lickona, 1991 cited in Retnawati, Apino, and Arlinwibowo, 2018: 373). This is also stated in Law Number 20 of 2003, which aims to help students develop their capacity to be faithful and believe in the One Godhead, as well as to be healthy, knowledgeable, capable, creative, independent, and responsible citizens.

The mental and moral aspects of a person are referred to as character. Character education, on the other hand, is the process of developing character values through education. Character education is a habit that should be developed to be able to feel (affective domain) about good worth (Thresia, 2014:55). Character education is a particular curriculum that must be designed to teach students about positive qualities and traits (Retnawati, et al. 2018: 373). Character education is a major priority in Indonesia's 2013 curriculum.

Curriculum 2013 focuses not just on the cognitive growth of students, but also on the development of their abilities (Mendikbud RI, 2013). There are 18-character components specified in the 2013 curriculum, which derive from religion, culture, and national education objectives. These characters are: 1) Religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) curiosity, 10) national spirit, 11) love of homeland, 12) appreciate achievements, 13) communicative, 14) love of peace, 15) environmental awareness, 17) social awareness and 18) responsibility (Indriani, 2017: 13-17). These character characteristics are demonstrated in the classroom through school culture, extracurricular activities, and the learning process (Mulyasa, 2012: 268). It can be concluded that character education takes place in all of a school's subjects. In other words, character education should be a part of all educational subjects, including English (Burret & Rusnak cited in Herawati, 2016: 2).

Based on initial observation, the implementation of character education in the process of teaching and learning English in the classroom is not something that is easily integrated, this is because each student has a different character and background. In addition, the limitations of time and English materials are also a challenge for teachers in applying moral values. In this case, a teacher has an important role in integrating moral values with his students in addition to providing intellectual knowledge. The teacher is the main example for his students at school, as the behavior and habits of the teacher are often seen by his students. A teacher must also promote moral principles in every learning activity that takes place in the classroom. That supported in Law Number 14 of 2015 concerning Teachers and Lectures Articles 1 state that “teachers are educators professionals with the main task of educating, teach, guide, direct, train, assess, and evaluate participants educated informal education, education primary, and secondary school”. As a result, a teacher must plan an effort or strategy to ensure that learning objectives are achieved. In learning, strategy is the teacher's action of considering and seeking out all available resources to be employed to accomplish the desired outcomes. For example, in learning English, teachers can give assignments to read the latest news to develop students' reading interest (Tyra, 2012:5), write short stories to develop a sense of responsibility in students (Aunurrahman, *et al.*, (2016:146), and do assignments in groups to develop democratic attitudes (Agni, *et al*., 2020: 132).

Research on English teachers in implementing character education in the teaching and learning process has been carried out previously. Some researchers who conduct research are (Rahmi & Erlinda, 2014), this research is about how the teacher's role in building student character through the teaching and learning process in the classroom. On the other hand, other researchers also researched how to character education in lesson plans prepared by English teachers (Ratih, 2017). Then, other research is about the implementation of teacher perceptions and teacher strategies about character education in English (Agni, *et al.,* 2020). In addition, research on character education has been conducted, but it does not focus on English courses, this study shows how character education strategy and implementation in high and vocational high schools (Retnawati, *et al.,* 2018).

Based on the previous research above, all of them focus on teachers’ strategies in implementing character education in the process of teaching English. Then, in previous studies, the moral values embedded in the learning process were not supported in the lesson plan or RPP. The difference between this study and the previous one is that the researcher discusses not only how the character education process occurs in the classroom, but also how English teachers incorporate moral ideals in the classroom and their lesson plans or RPP.

This research was conducted at SMP Negeri 5 Kalis, this school is a new state school that was founded in 2017. This school is located on Jalan Lintas Selatan Tekudak Village. This school has road access that is easy to get to but does not have adequate internet access. This school also applies the 2013 curriculum, which means that teachers must instill moral values in the learning process. Then, this school still has a small number of students. Most of the students here come from areas where the internet and electricity are difficult to access. Therefore, teachers must instill moral values in students so that students have good attitudes and character, which can be integrated into school life and outside school.

Based on the explanation above, the researcher was researched SMP Negeri 5 Kalis that analyzes the strategies of English teachers in implementing character education in the learning plan and the teaching and learning process in the classroom.

1. **Research Problem**

Based on the research background above, the research problem of this study is what strategies that ELT teachers used in implementing character education in SMP Negeri 5 Kalis, Kapuas Hulu Regency.

1. **Research Purpose**

The purpose of this research based on the research problem is to describes ELT teachers' strategies in implementing character education in SMP Negeri 5 Kalis, Kapuas Hulu Regency.

1. **Significance of the Research**
2. **Theoretical Significance**

The finding of the research is expected to be useful in the education sector, especially in implementing character values in English language teaching. Moreover, the research finding is becoming study material and a reference for others research.

1. **Practical Significance**

The significances of this research are hopefully useful for:

1. For Teachers

This research is expected to provide teachers with input related to teacher strategies in implementing character education in the English teaching and learning process.

1. For the Researcher

The researcher was getting some information, knowledge, and also experience about teaching strategies in implementing character education in the English teaching and learning process.

1. For the Readers

This researcher is expected to contribute to readers, especially students of English Language Education programs at IKIP PGRI Pontianak in enriching references related to teaching strategies in implementing character education in English teaching and learning.

1. **Scope of the Research** 
   * + 1. **Research variable**

This research is focusing on the teachers’ strategies in implementing moral values in ELT which the English teachers as the subject of this research.

* + - 1. **Research Terminology**
         1. Character Education

Character education aims to instill moral values in students not only knowledge and skills. Character education is a national movement that encourages schools to create a learning atmosphere by inserting moral values into students. There are five main character values and eighteen sub-aspects that are to be a focus in this study, the character value is based on referenced by the Indonesian Ministry of Education and Culture.

* 1. English Language Teaching

English language teaching is the teaching of English to people whose first language is not English. Teaching is a process of carrying out those activities that experience has shown to be effective in getting students to learn. In this research, the researcher is focused on teachers’ strategies in implementing character values or moral values.

* 1. Teaching Strategies

Teaching strategies are general plans that refer to the methods used to cover the goals and behaviors of students who want to achieve in the future.

* 1. Descriptive Study

A descriptive study is a study to explore a problem and develop a detailed understanding of a central phenomenon. Furthermore, a descriptive research study is a scientific method that involves observing and describing the behavior of a subject without influencing it in any way.

**CHAPTER II**

**ELT TEACHER STRATEGIES IN IMPLEMENTING**

**CHARACTER EDUCATION**

1. **Definition of Implementation**

In general, implementation refers to a person's activity or action to attain set objectives (Mulyadi: 2015). To put it another way, implementation isn't only an activity that's done to achieve a goal; it's also an activity that's done but has been planned or prepared ahead of time. Meanwhile, learning implementation is the activity or execution of a well-thought-out and precise plan for carrying out the learning process. Learning implementation is a process of interaction between students and educators, as well as learning materials, in a learning environment where teachers and students exchange information.

From the above understanding, it can be concluded that the implementation of learning is a process or action taken to achieve the planned goals. In other words, in the context of learning, implementation begins by designing a lesson plan (RPP), then proceeds with action in the learning and teaching process in the classroom until the final process of conducting an assessment.

1. **Character Education**

Character education is the process of instilling moral ideals in students to help them grow into knowledgeable and characterful individuals (Muslich, 2011:84). Character education, on the other hand, is the process of developing good habits in students so that they can determine between right and wrong, have sympathy and empathy, and apply them in everyday life (Mendikbud, 2011:1). Furthermore, according to Lickona (cited in Octavita & Saraswati, 2017), character education involved moral knowing, moral feeling, and moral behavior. Moral knowing means having moral awareness, knowledge of moral values, and moral reasoning. The moral feeling is self-confidence, empathy, love of kindness, and humanity. Moral behavior is an act of encouragement to do well. As a result of this understanding, character education may be defined as an effort to instill in an individual the habit of having a good character that can be applied to their daily lives.

The importance of good character for students is to equip them with the necessary skills to overcome various challenges and problems in their social environment. Equipping students with good moral values are not common, but this is the goal of National Education. This is stated in Law Number 20/2003 in the National Education System article 1 states that "among the objectives of national education is developing students' intelligence, personality, and noble character". To realize this goal, the Minister of Education and Culture has programmed the strengthening of character education in the 2013 curriculum.

In curriculum 2013, 18 characters components are identified and these come from religion, culture, and the national education objectives. The description of the 18-character values is as follows:

**Table of 18 Characters Values**

|  |  |  |
| --- | --- | --- |
| **No** | **Character values** | **Description** |
| 1. | Religious | Attitudes and behavior that obey in doing the teachings of their religion, tolerant toward the integration of the practice of other religions, and live-in harmony with other faiths. |
| 2. | Honest | Behavior-based on an attempt to make himself as a person who is always trustworthy in word, action, and jobs. |
| 3. | Tolerance | Attitudes and actions that respect differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves. |
| 4. | Discipline | Actions show orderly behavior and obey various rules and regulations. |
| 5. | Hard work | Actions showed orderly behavior and compliance with various rules and regulations. |
| 6. | Creativity | Think and do something to generate new ways or the result of something that has been owned. |
| 7. | Independence | Attitudes and behavior that is not easy to depend on others to complete a task. |
| 8. | Democracy | Ways of thinking, being an attitude, and acting which assesses the same rights and obligations of himself and others. |
| 9. | Curiosity | Attitudes and actions seek to know deeper and spread something learned, seen, and heard. |
| 10. | Nationalism | Ways of thinking, act, and having knowledge that puts the importance of the nation and country above self-importance and group. |
| 11. | Love Homeland | Ways of thinking, being an attitude, and acting that show loyalty, caring, and high appreciation toward language, physical environment, social, cultural, economic, and political. |
| 12. | Achievement appreciation | Attitudes and actions encourage him to produce something useful for society and recognize and respect other people's success. |
| 13. | Communicative | Attitude and actions show a sense of fun to talk, hang out, and work together with others. |
| 14. | Peace love | Attitudes, words, and actions cause others to feel happy and safe in their presentation of themselves. |
| 15. | Fondness of reading | Habits provide time to read a variety of literature that gives virtue for him |
| 16. | Environmental awareness | Polite, courteous, and caring. Value for self and others. Treat all people with dignity, and uphold their rights. Protect property and the environment. |
| 17. | Social awareness | Respecting the feelings of others, seeking to understand what others are thinking, to appreciate their perspective, listen and consider others’ views, even if we do not agree. |
| 18. | Responsibility | Responsible for thoughts, words, and actions. Accountable for choices, admitting mistakes, and working to correct them. |

1. **The Implementation of Character Education**

The implementation of character education at schools is carried out through the learning process, school culture, extra-curricular activities, and habituation (Mulyasa, 2012:268). Then, in the process of implementing character education, there are components involved, namely educators, students, curriculum, methods, evaluations, as well as facilities and educational facilities (Kurniawan, 2016:7). Furthermore, according to Mendikbud, implementing character values can be implemented through class-based activities, schools, and communities. In class-based activities, character values are integrated through learning through curriculum content in subjects. Then, character values can be applied by habituation of everyday values as well as norms, regulations, and cultures in schools. Moreover, synchronization of activity programs through cooperation with local governments, communities, and parents of students.

Furthermore, character education can be carried out through several methods such as carrying out active learning activities such as using a problem-based learning approach to develop creative attitudes (Daryanto, 2013: 75), habits such as holding a flag ceremony to develop an attitude of love for the homeland and praying before starting the learning process. to develop religious attitudes (Zurqoni, et al. 2018:375), giving group assignments to develop responsible, democratic, and honest attitudes, and providing good examples or examples in which in this case the teacher has an important role as a student exemplify. Meanwhile, according to Albantani & Mazkur (2016:406), implementing character education could be through accommodating the character values to a lesson, instilling character values in every learning activity, delivering character values through teaching method used, and planting or practicing character values in daily life.

Moreover, according to Burrett and Rusnak (cited in Herawati, 2016:22), there are six key principles for an integrated character education program for character education can be effective is as follow:

1. Character education should be a part of every subject.
2. The schools and community development of youth.
3. Providing a positive classroom environment that supports character education is needed.
4. Empowered teachers - that is teachers with a good attitude and committed to implementing character education curriculum – are in the best position to achieve character goals.
5. Character education being encouraged through administrative policy and practice.
6. Character education is action education.
7. **Character Education in ELT**

English language teaching is the teaching of English to people whose first language is not English. Meanwhile, character education-based English learning is a combination of delivering material between English and character education in the process of teaching and learning activities, to improve students' abilities academically and personally (Sutrisna, 2021:123). It can be concluded that these two things compliment and complement each other in which character-based English learning aims to provide an understanding of the material being taught while at the same time inserting the moral values that can be learned from the learning process.

Learning English through character education requires thought and planning. In this situation, the English teacher plays a critical role in shaping the students' personalities. According to Burrett and Rusnak, referenced in Herawati,(2016:22), the major tactics for assessing the success of character education in the learning process are teacher behavior and teacher dedication.

1. **Learning Strategies Based on Character Education**

In general, the strategy has the meaning of all efforts made to achieve the goals that have been set, of course, the purpose in question is the purpose of learning (Astuti, *et al.,* 2019:44). In other words, a learning strategy is a series of activities that a teacher does to his students to achieve a predetermined goal. In shaping the character of a teacher's students need a strategy so that the students can easily develop the values of character in themselves so that they become good personalities.

Furthermore, character education-based learning strategies can be combined with a variety of other learning strategies, such as brainstorming to develop critical, creative, and disciplined thinking skills (Amin, 2016:4), cooperative learning to develop students' behavior (Rahmi & Erlinda, 2014:325), demonstration to show learners how to do something and Students benefit from games that engage them, motivate them, develop team learning and collaboration skills, present a challenge that builds confidence in knowing and expressing the information, and provide a “fun” learning atmosphere.

Meanwhile, according to the Ministry of Education and Culture (cited in Ubay, 2019), there are ten methods to integrate the characters into the teaching-learning process, such as expressing the characters that exist in the learning material, integrating the characters to become an integral part of the learning material, using imagery and making comparisons with similar events in the lives of the students, changing the negative things into positive, expressing the characters through discussion and brainstorming, using stories to bring the characters, telling the life stories of great men, using songs and music to integrate the characters, using drama to portray the events that contain characters, and using a variety of activities such as services, practice field through clubs or group activities to bring the character of humanity.

Strategy can be interpreted as general patterns of general activities of teachers and learners in the realization of teaching and learning activities to achieve the goals that have been outlined (Istianah, 2020). According to Hidayatullah (2010), strategies in character education can be done through attitudes such for example, disciplinary values, habituation, creating a conducive learning atmosphere that is an effort to build a culture or culture that allows to build student character and integrate moral values in all activities in school.

With all of the strategies mentioned above, it is not certain that character education can run successfully. The result of character education is determined again on the ability and role of the teacher in it. In addition, parents and the environment in which students live are also factors that affect the process of character education.

1. **Relevant Studies**

There are some previous researchers conducted about implementing character education that is as follows:

1. “Teaching English based on Character Education at Senior High School Metro” By Fenny Thresia (2014).

The type of this study is developmental research that aimed to give a teaching model to English Teachers at a senior high school level in Metro especially in Teaching English Based on character education. This study focuses on the design and evaluation of teaching instruments. The result of this study shows the most of teacher still confuse with character education in teaching and learning process in English subject because most of the material in English book do not integrate character education.

1. “Character education in English subject: teachers’ perceptions and strategies” By Aghni LA, Vianty M and Petrus I (2020).

The purposes of this study are to find out teachers' perceptions of character education and their strategies to implement it in the classroom. In addition, this study also investigated the teachers' problems in implementing character education and their proposed solution. The results of this study showed that the teachers agreed that character education was important to be applied during the teaching and learning programs through strategies such as group discussion or individual assignment. Students' characters and behaviors stated by the teachers as the problem in teaching the character education and having communication with students and observing them during the teaching and learning process were mentions as the ways to solve the problem.

1. “Strategy and Implementation of Character Education in Senior High Schools and Vocational High Schools” By Zurqoni, Heri Retnawati, Janu Arlinwibowo, and Ezi Apino (2018).

This study aimed to describe the strategy, the implementation, and the results of character education in senior and vocational high schools in four provinces within Java Island, Indonesia. The results of the study showed the schools implemented character education by providing role models, intervention, consistent habituation, and reinforcement. It has good results for the student's character development. The obstacles that the schools had within character education were the students’ heterogeneity, the society’s paradigm, and limited facilities.

1. “Implementation of a Character Education Strategy in the Perspective of Permendikbud Number 23 of 2015 at Raudhatul Athfal” By Wiyani, N. A. (2020).

This research is used qualitative with the type of phenomenological research. This study is aimed at obtaining a description of the various habituation activities carried out to form the character of students that are relevant to Permendikbud Number 23 of 2015 concerning Cultivation of Character. The results showed that there are seven strategies in implementing character education based on Permendikbud Number 23 of 2015.

1. “Exploring the Implementation of Character Education in EFL Class” by Sandra Hidayat (2021).

This study aims to explore the implementation of character education values based on the five main values of strengthening character education. The method employed in this study was descriptive qualitative. The sample consisted of two English teachers in SMA N 4 Mukomuko. The technique of data collection was an observation, interview, and documentation. 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 cooperation value.

Based on the previous study above, it all similarly focused on the implementation of character education in the teaching and learning process. Then, the implementation of character education 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 was analyze how the teacher should include character/moral values in RPP especially in English subjects. Then, this study focuses on teachers’ strategies in implementing character education, especially in English subjects.

**CHAPTER III**

**RESEARCH METHODOLOGY**

1. **Research Design**

To analyze teachers’ strategies in implementing character education to students, this research used a descriptive qualitative research design. Descriptive research aims to describe the existing phenomena, both natural and human engineering which pay more attention to the characteristics, quality, and linkages between activities (Sukmadinata, 2011:73). The researcher is a planner, implementer of data collection, analysis, interpretation of data, and writer of research reports in qualitative descriptive research, which explains or provides an overview of the item under study as a direct source and research instrument itself.

1. **Research Subject**

This study was conducted at SMP Negeri 5 Kalis, Kapuas Hulu, West Kalimantan, Indonesia. The participant of this research was an English teacher and students who are selected using a purposive sampling technique. A purposive sampling technique is the chooses the subject based on certain criteria. According to Creswell & Clark (2011), purposive sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with phenomenon interest. In this technique, the researcher was selected the participants and research sites that are associated with the phenomenon and research problem being studied. The researcher determines the sample criteria needed as is follow:

1. The participant is an English Teacher and student in the eighth grade of SMP Negeri 5 Kalis in the academic Year of 2020-2021.
2. The teacher and the students conducted offline classes (face to face in a classroom).
3. The teacher and the students used curriculum 2013.

In this research, the teacher is who teaching and implementing character education. While the students as a subject receive character education taught by the teacher.

1. **Collaborator**

The English teacher of SMP Negeri 5 Kalis was a collaborator in this research. The collaborators act as parties that help the researcher to collect data (Arikunto, *et al.,* 2009: 16). In this research, the task of the collaborator is to observe and share the results of observations. The form of data obtained by the researcher from the collaborator is lesson plan (RPP) and observation data with the form of teaching and learning process in the classroom. This collaboration aims to improve the objectivity and interpretation of data and reduce bias (Fraenkel, *et al*., 2011 cited in Aunurrahaman, *et al*., 2020:6). Meanwhile, the role of the researcher in this research is to provide feedback to improve English teaching-learning better. Furthermore, the researcher also acts as a human instrument.

1. **The technique of Data Collection**

In this part, the researcher is explained how to collect data from the participants. Here, there are two categories of data based on a source that will explain more detail is as follows**:**

* + - 1. Primary data

Primary data is data collected directly by the researcher from the participants. According to Ajayi (2017:3), primary data is first-hand data gathered by the researcher himself. The primary data of this research is taking from interviews with English teachers and observation in a classroom.

* + - 1. Secondary data

Secondary data is existing data collected by researchers or organizations before. Secondary data is documents, government publications, journal articles, and books (Ajayi, 2017:3). The document is the secondary data of this research. The document is Lesson Plan (RPP) of English subject.

Then, to collect the data from the participants this research was used three types of data collection tools namely documentation, observation, and in-depth interview that will be explained is as follows:

* + - 1. Documentation

Documentation is secondary data of research such as pictures, documents, journals, books, etc. Documentation technique is used to analyzing the teachers' strategies in implementing character education in lesson plans (RPP). In this technique, the researcher was taking some pictures in the class and collect 4 RPP of English subjects that were needed in this research.

The moral values of character education can be seen in a lesson plan or RPP. The moral values of character education are as follows:

**Table 3. 1. The Blueprint of Documentation**

|  |  |  |
| --- | --- | --- |
| **Character values** | **Activities** | **Frequency** |
| Religious | * Praying before and after the lesson. * Feeling the greatness of God with the diversity of religions that exist in the world. * Admiring Praying for God's greatness through various subjects. |  |
| Honest | * Carrying out tasks according to orders. * Mentioning unequivocally the advantages and weaknesses of a subject. * Saying something according to what he believes. |  |
| Tolerance | * Allowing friends to disagree. * Be friend other friends regardless of religion, ethnicity, and ethnicity. * Listening to different opinions from classmates. |  |
| Discipline | * Always be thorough in doing chores. * Complying with the learning schedule that has been created. * Orderly in obeying the rules of writing for scientific papers. |  |
| Hard work | * Doing the task carefully and neatly. * Using time effectively to complete class and class assignments. * Always try to find information about learning materials from various sources. |  |
| Creativity | * Propose a new thought about a subject. * Applying the law/theory/principle that is being studied in aspects of people's lives. |  |
| Independence | * Searching for library resources to complete schoolwork without the help of librarians. * Translating Indonesian sentences to foreign languages or vice versa. |  |
| Democracy | * Getting used to consulting with friends. * Making an opinion to a friend in class. |  |
| Curiosity | * Asking or read the sourcebook outside the textbook about the material related to the lesson. * Reading or discussing some of the new natural, social, cultural, economic, political, and technological events. |  |
| Nationalism | * Participating in the committee commemorating the day of heroes and the proclamation of independence. |  |
| Love Homeland | * Expressing attitude and concern for the diversity of culture and art in Indonesia. |  |
| Achievement appreciation | * Diligently studying for high achievement. * Appreciating teachers’ and friends’ work. |  |
| Communicative | * Giving opinions in working group discussions in the classroom. * Talking to friends, teachers, and other school personnel. |  |
| Peace love | * Participating in maintaining order in the classroom and school. |  |
| Fondness of reading | * Reading books or writings about nature, society, culture, art, and technology. |  |
| Environmental awareness | * Maintaining the cleanliness of the classroom and school environment. |  |
| Social awareness | * Respect for friends, teachers, and officers at the school. * Help a friend who is helping. |  |
| Responsibility | * Carrying out picket duty regularly. * Play an active role in-class learning activities. |  |

*The moral values of character education adapted from Pengembangan Pendidikan Budaya dan Karakter Bangsa (2010, 37-39).*

* + - 1. Observation

Observation is a technique or way of data collecting by making observations on an ongoing activity (Sukmadinata, 2012:220). The observation purpose is to observe the strategies of teachers in implementing the character's values in the English teaching and learning process in a classroom. In this observation, the researcher directly looked at the learning process but did not participate directly, this is also called non-participant observation (Sugiyono, 2018:98).

* + - 1. Interview

In this research, the researcher has used a semi-structural interview. A semi-structural interview is in-dept interview category (Sugiyono, 2018:194). The purpose of this interview is to find more information about the strategies of teachers in implementing character education. The blueprint of the interview is as follows:

**Table 3.2. The Blueprint of Interview**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Aspects** | **Indicators** | **Item number** |
| 1. | Strategies | The Strategies used by teachers in implementing character education. | 1 |
| 2. | Implementation | The process of implementing character education in the process of teaching and learning English. | 2 |
| 3. | Moral values | Moral values are applied in the process of character education. | 3 |
| 4. | Advantages | The advantages of implementing character education. | 4 |
| 5. | Difficulties | Difficulties encountered in the process of implementing character education. | 5 |

1. **Validation**

To check the validity of the data that can be so that it is completed by the purpose of the research, the researcher used a triangulation technique. The triangulation technique is a data validity checking technique that utilizes something other than that data to check or as a comparison of the data itself (Sugiyono, 2018). In the triangulation process, the researcher used various data collection techniques such as documentation, observation, and interview. The data result from three kinds of data collection techniques are trusted and accurate.

1. **Tools of Data Collection**

In this research, there are three kinds of tools that used to collect the data from the participants are as follows:

* + - 1. Lessons Plan (RPP)

In the documentation, the researcher used a lesson plan (RPP) to analyze the teachers’ strategies for implementing character education. According to Permendikbud No. 5 of 2013, RPP is face-to-face learning for one or more meetings. The learning plan is the initial strategy prepared by the teacher before the teaching and learning process in the classroom. The learning plan has a significant impact on the success of the learning process in the classroom (Retnawati, 2017). This is in line with the Regulation of the Minister of National Education of the Republic of Indonesia Number 41 of 2007 concerning Process Standards for Primary and Secondary Education Units explaining that the planning of the learning process must include the syllabus and lesson plan (RPP). RPP serves to encourage every teacher to be ready to carry out learning activities, to shape the competence and character of students. Character lesson plans function to streamline the learning process and character formation of students according to what is planned (Sulkarnaim, 2018).

* + - 1. Observation sheet

In observation, the researcher used an observation sheet to observe the activities of research participants were implementing character education in the teaching and learning process in the classroom. The aspects of activities that were observed are as follows:

**Table 3.3. Observation sheet**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspek yang diamati** | **Deskripsi Hasil Observasi** | **Nilai moral yang Dikembangkan** | **Strategi yang Digunakan** |
| Aktivitas guru dan siswa dalam pembelajaran bahasa Inggris | * 1. Kegiatan pendahuluan |  |  |
| * 1. Kegiatan Inti |  |  |
| * 1. Kegiatan penutup |  |  |

* + - 1. Semi-structured Interview

In this research, the researcher uses the semi-structured interview as a technique of data collection. A semi-structured interview is a type of interview in which the interviewer only asks a few predetermined questions while the other questions are not planned (Rif'at, 2018). In semi-structured interviews, some questions are predetermined and asked all candidates, while others appear spontaneously in free-flowing conversations.

**LEMBAR WAWANCARA**

Hari/tanggal :

Nama :

Jenis Kelamin :

Jabatan :

* + - 1. Strategi pembelajaran apa saja yang Ibu/Bapak guru gunakan untuk menerapkan nilai-nilai moral/ karakter dalam proses pembelajaran?
      2. Bagaimana Ibu/Bapak menerapkan Pendidikan karakter dalam proses pembelajaran Bahasa Inggris?
      3. Nilai moral/ karakter apa yang biasa Ibu/Bapak terapkan dalam proses pembelajaran Bahasa Inggris?
      4. Manfaat apa yang Ibu/Bapak dapat rasakan dalam menerapkan Pendidikan karakter dalam proses pembelajaran Bahasa Inggris di kelas?
      5. Kesulitan apa yang Ibu/Bapak temukan dalam menerapkan Pendidikan karakter dalam proses pembelajaran Bahasa Inggris di kelas?

1. **Data analysis**

Content analysis

Content analysis is a research technique to identify certain characteristics in the text systematically and objectively (Stone cited in Arafat, 2018:33). According to Krippendorff (cited in Rumata 2017:4), content analysis is an analytical technique for inferring the meaning of a text with reliable procedures, applicable in different contexts, and legitimate. In this research, the content analysis technique is used to analyze the results of data collection from documentation and observations in the classroom. At this stage, researchers aim to describe the aspects or characters of a message or text. The steps of content analysis are as follows (Arafat, 2018:39):

The researcher collects data from documentation and observations.

The researcher makes important notes of the results of documentation and observations related to the purpose of the study.

The researcher gives code to the data that has been collected, there are two codes that the researcher used, namely moral values and learning strategies.

The researcher interprets the results of data that has been given code to interpret the message contained therein and related to the purpose of the study.

The researcher displays the results of the analysis in the form of tables and diagrams and explanations in a description.

Thematic analysis

Thematic analysis is a way of analyzing data to identify patterns or to find themes through data collected by researchers (Braun & Clark cited in Heriyanto, 2018:318). In this study, the thematic analysis was analyzing the transcripts of the researchers' interview with an English teacher at SMP Negeri 5 Kalis. The thematic analysis steps in this study are as follows (Braun & Clark cited in Heriyanto, 2018:320):

* 1. The researcher made transcripts of interviews from interviews that had been conducted with the participant.
  2. The researcher performs the coding process on interview transcripts made according to the research topic.
  3. The researcher combine codes that have the same meaning into one theme, there are three themes in the transcript of this interview, character education implementation strategies, difficulty implementing character education, and benefits of character education implementation.
  4. Then, the researcher interpreted the data and deduced the data from interview transcripts based on the theme.
  5. Last, the researcher linked the results of the data obtained with existing theories.

1. **Research Procedures**

There are 4 parts to the research procedure, namely planning, data collecting process, data processing, and data reporting as follows:

* + - 1. Planning

Before doing the research required some preparation and planning. In this research, the researcher is conducting pre-observation to the school that will be the site of the research. Then, the researcher creates an instrument as a data collection tool. There are three instruments, namely document study, observations in a classroom, and interviews. Moreover, the researcher is conducting instrument validity tests.

* + - 1. Collecting data process

The steps of collecting data from the participants are as follows:

* + 1. The researcher is asking permission from the participants.
    2. The researcher requests documents of the English Lesson Plan (RPP).
    3. The researcher is checking the documents.
    4. The researcher is conducting observation in the teaching and learning process in a classroom.
    5. The researcher is conducting interviews with English teachers.
       1. Data processing

Data processing is carried out after the data is collected from the data collection results. The steps of data processing are as follow:

* + - * 1. Data analysis

Data analysis is to group data by studying the data and then selecting the data that has been collected to find out which important data to learn. In this study, the researcher analyses the data using content analysis and thematic analysis.

* 1. Interpretation

In general, interpretation is a detailed explanation of the true meaning of the material presented. In this study, data related to ELT teachers’ strategies in implementing character education is describing and presenting in the table form with a more detailed explanation.

1. Data Reporting

In this section, the researcher is describing the data obtained in the research and conveys the results of the research.

**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSIONS**

1. **Research Findings**

In this section, 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;

* + - 1. **Documentation**

In this part, the researcher presents the research findings from the documentation. The researcher has used a lesson plan based on a single sheet lesson plan. In the one-sheet lesson plans, there are three components, namely learning objectives, learning steps, and assessments. There are 4 lesson plans analyzed by the researcher. This is a lesson plan for students in class VIII. Each RPP will be explained in the table below:

**Table 4.1 Learning Purpose of RPP**

|  |  |  |
| --- | --- | --- |
| **RPP** | **Materi** | **Tujuan Pembelajaran** |
| 1 | My uncle is a zookeeper | * Menyebutkan kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah. * Mengidentifikasi unkapan-ungkapan yang menunjukan kejadian yang sedang terjadi. |
| 2 | What are you doing? | * Siswa diharapkan dapat mengidentifikasi kalimat positif, negative, dan introgatif dalam bentuk present continuous tense dengan benar. * Siswa diharapkan dapat membuat kalimat positif, negative, dan integratif dalam bentuk present continuous berdasarkan informasi yang diberikan, dengan benar. |
| 3 | Bigger is not always better | * Siswa mampu mendeskripsikan, mengidentifikasi, mengkritisi perbandingan sifat orang, binatang, dan benda. * Memahami kosa kata, terkait dengan perbandingan (than) dan kata sifat (adjective misalnya tall, small, thin).\ * Mampu menunjukan perbandingan dan keadaan orang, binatang dan benda. |
| 4 | When I was a child | * Menunjukan kesungguhan dalam belajar Bahasa Inggris tentang: Kalimat deklaratif dan introgatif dalam simple past tense. * Membandingkan fungsi social, struktur teks, unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi diwaktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya. |

Table 4.1 shows that each list of learning purposes includes numerous elements of character education. The following is a table that explains various components of character education in RPP English subject for students at eight grades of SMP Negeri 5 Kalis.

**Table 4.2 Moral Values in Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Moral values | Strategies | Frequency | | | |
| R1 | R2 | R3 | R4 |
| Religious | Pray before and after learning. | 1 | 1 | 1 | 1 |
| Honest | To be honest when doing tasks. |  | 1 | 1 |  |
| Discipline | Checking student attendance. | 1 | 1 | 1 | 1 |
| Hard work | Putting effort into the task. |  | 1 | 1 | 1 |
| Creative | Creative is working on exercises or tasks given by teachers. | 1 |  | 1 | 1 |
| Communicative | Interact while studying, making sentences in the lesson. |  | 1 | 1 | 1 |
| Independence | Find out the meaning of English words in the dictionary. | 1 | 1 | 1 | 1 |
| Social awareness | Pay attention to what the teachers or friends are saying or doing in front of the class. | 1 | 1 | 1 | 1 |
| Responsibility | Be responsible for the tasks given by the teacher. |  | 1 | 1 | 1 |
| Confidence | Be confident when presenting the results of a group or independent task. |  | 1 | 1 | 1 |
| Reading Fondness | Read the material before the teacher explains it. | 1 | 1 | 1 | 1 |
| Critical thinking | Ask about things that are not yet understood. | 1 | 1 | 1 | 1 |

**R1 = RPP1 R3 = RPP3**

**R2 = RRP2 R4 = RPP4**

From the results obtained, the score collected was calculated using a percentage to know the answer of how much the character education that includes in the lesson plan. The formula for calculating the percentage that used:

P =

P = percentage number

f = total score obtained

N = maximum score

**Table 4.3 Frequency of Moral Values**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Moral values** | **Frequency** | **Percentage** |
| 1 | Religious | 4 | 9,76% |
| 2 | Honest | 2 | 4,88% |
| 3 | Discipline | 4 | 9,76% |
| 4 | Hard work | 3 | 7,32% |
| 5 | Creative | 3 | 7,32% |
| 6 | Communicative | 3 | 7,32% |
| 7 | Independence | 4 | 9,76% |
| 8 | Social awareness | 4 | 9,76% |
| 9 | Responsibility | 3 | 7,32% |
| 10 | Confidence | 3 | 7,32% |
| 11 | Reading fondness | 4 | 9,76% |
| 12 | Critical thinking | 4 | 9,76% |
| Total | | 41 | 100% |

**Chart 4.1 Percentage of Moral Values**

Diagram 4.1 shows the frequency of the 12 moral values present in the learning plan. Religious, discipline, independence, social awareness, reading fondness, and critical thinking are six moral values that frequently appear among the 12 moral values, accounting for 9.76 percent of the total. These six moral qualities were found in the four RPP examined by the researcher. Hard effort, creativity, communication, responsibility, and confidence are the other five moral values that have a percentage of 7.32 percent. Finally, honest has the lowest proportion (4.88%) and occurs only on RPP2 and RPP3.

The habit of praying before and after learning helps to develop religious moral principles. Checking the attendance of students at each meeting helps to build the moral value of discipline. The way students listen to the teacher or a friend who is speaking teaches them the value of social awareness. Meanwhile, the moral qualities of independence, hard work, honesty, and responsibility are instilled in students through practice questions or assignments, and the moral values of reading fondness and critical thinking are instilled in students through questioning and opportunities to question. Finally, those who are self-assured are allowed to display their work.

* + - 1. **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 My Uncle Is Zookeeper. The researcher used field notes in conducted the observation. The participant of the observation was the eight-grade students of SMP Negeri 5 Nanga Kalis 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.

**Observational Field Notes 1**

Title: ELT Teacher Strategies in Implementing Character Education

Date: Tuesday, 13 July 2021

Place: Classroom of SMP Negeri 5 Kalis

Time: 08. 00

Class: 8

Topic: My Uncle Is Zookeeper

|  |  |  |
| --- | --- | --- |
| Description of Observation | Character Values | Strategies |
| 1. Pre-Activity 2. The teacher greets his students. 3. The teacher asked one of his students to lead a joint prayer. 4. The teacher asks how the students are doing and checks on the students' attendance. 5. The teacher tells students a little story about the recent flooding in their area and reminds their students to take care of the environment. 6. The teacher checks the student's attendance. 7. The teacher presents the material that was being studied. 8. Whilst Activity 9. The teacher asks students to open the book in chapter 7. 10. The teacher asked what my uncle is a zookeeper means? 11. One of the students answered the meaning of the word the teacher asked. 12. The teacher repeats the meaning of the sentence and explains the material they were learning. 13. The teacher explains the material being studied slowly and relates it to daily life. 14. The teacher asks the student if they understand the material being studied. 15. The teacher allows the student to ask questions. 16. The teacher asks the student again about the material being studied. 17. Teachers test each student to know their understanding of the material being studied. 18. Post Activity 19. The teacher asked the students to do a 97-page exercise at home. 20. The teacher asks students to conclude today's learning. 21. The teacher briefly reviewed the material. 22. The teacher closes the learning with prayers and greetings.   Note:   * Students try to find the meaning or meaning of unknown English words in their dictionaries. * The teacher appreciates students who give answers to students by mentioning their names. * The teacher reprimands students who are busy talking when the teacher is explaining... | Religious, environmental love, discipline, independence, critical, communicative, hard work, caring, reading fondness, and social awareness. | Habits, linking material to everyday life, punishments or rewards, assignments, and storytelling. |

**Observational Field Notes 2**

Project: ELT Teacher Strategies in Implementing Character Education

Date: Wednesday, 21 July 2021

Place: Class of SMP Negeri 5 Kalis

Time: 08.00

Class: 8

Topic: My Uncle Is Zookeeper

|  |  |  |
| --- | --- | --- |
| Description of Observation | Character Values | Strategies |
| 1. Pre-Activity 2. The teacher and students begin learning with prayer together. 3. The teacher checks the student's attendance while asking about the student's news and the student's activities on holiday. 4. The teacher asks students to collect assignments given at previous meetings. 5. Whilst Activity 6. Teachers and students correct the results of their homework together. 7. Teachers provide feedback on students' homework. 8. The teacher starts a new material and explains it briefly. 9. Post Activity 10. The teacher asks students to reread the newly described material and asks again at the next meeting. 11. The teacher allows the student to ask questions. 12. The teacher closed the learning with a little motivation and greetings.   Note:   * Students collect assignments that the teacher gives. * Students exchange homework for correction. * The teacher appreciates the students who submit assignments on time. | Religious, discipline, responsibility, honest, appreciation, critical, communication, independence, confidence, and creativity. | Habits, duties, appreciations/ punishments, advice, instructions. |

Some of the moral values of the implementation are slightly different from the lesson plans, based on the findings of the observation field notes. In the learning process, there are two moral values: love for the environment and appreciation or appreciation. Before beginning the main learning activities, participants affirm the importance of caring for the environment through a process of affirmation or motivation. Then, by awarding scores to students who can correctly answer the questions, participants instill the value of appreciation or admiration.

The teachers’ strategies in implementing character education in the learning process are with habituation, advice, assignments, punishments or rewards, orders, instructions, and linking character values with the material being studied. The habit that the participants instilled was reading prayers before and after learning. Before the main activity begins, the teacher gives advice and motivation about the values of life that must be applied. Then in the core activity, the teacher gives assignments to students wherein these activities students are trained to be independent, confident, creative, hard work, and creative. At the end of the activity, the teacher asked students to display the results of their work which trained their self-confidence. Then the teacher appreciates each student's work by giving a value as a strategy to implement the value of social awareness and achievement.

* + - 1. **Interview**

The researcher discusses the findings of the participant interview analysis in this section. An English teacher from SMP Negeri 5 Kalis took part in this study. At SMP Negeri 5 Kalis, this study was conducted in the teacher's room. The researcher attempted to create a relaxed environment in which the participants may respond to the interview questions. The interview questions are divided into five categories: strategy, implementation, moral values, advantages, and difficulties. These five factors have to do with integrating character education into the classroom teaching and learning process. The interview results will be presented in more detail as follows:

Strategies

Question number one aims to find out the strategies used by participants to implement character education in the learning process in class. The answer is as follows:

“ dalam proses pendidikan karakter atau membangun karakter siswa yang baik saya memulainya dari diri saya, contohnya saya menggunakan pakaian yang rapi dan masuk kelas tepat waktu. Selain itu, saya juga membiasakan siswa-siswa saya untuk membersihkan ruangan kelas sebelum pelajaran dimulai seperti memungut sampah yang ada. Selain itu saya juga sering menegur anak-anak secara langsung seperti kalau mereka tidak memasukan baju kedalam celana atau berbicara saat temannya sedang berbica dikelas. Biasanya saya juga akan menghukum mereka jika tidak mengerjakan tugas dari saya. Setiap pembelajaran dimulai saya juga selalu menanyakan kabar siswa dan bercerita atau bergurau agar mereka tidak merasa bosan dan semangat untuk belajar. Tapi tetap saja kadang-kadang ada tingkah laku mereka yang membuat saya marah, tapi saya berusaha untuk mengingatkan mereka. Biasanya saya juga mengajak mereka belajar diluar ruangan kelas agar mereka mendapat suasana baru apalagi disekolah ini pemandangannya bukit-bukit tujuannya agar mereka mencintai lingkungan disekitar mereka”.

Based on the statement above, the participant employs a variety of strategies to help students develop positive character traits, such as providing examples of well-dressed students, which is known as exemplary behavior (Cahyono, 2016). In addition, the participants instilled the value of environmental stewardship in kids by assigning them to clean classrooms and study outside. Participants also employ narrative, advising, and punishment strategies to help students develop positive character traits (Nurzakiyah, 2017).

1. Implementation

The second question aims to find out how character education is implemented in the classroom. The answers given by the participants are as follows:

“ Kalau pendidikan karakter dalam proses belajar didalam kelas biasanya saya meminta siswa untuk menuliskan jawaban mereka ke papan tulis biar mereka merasa percaya diri. Lalu, kadang-kadang saya meminta siswa untuk mengoreksi tugas temannya biar mereka bisa jujur. Saya juga meminta mereka memakai bahasa inggris kalau mau minta izin ke belakang biar mereka belajar cara meminta izin yang sopan pakai bahasa inggris. Saya juga menunjuk setiap anak biar punya kesempatan semua untuk bisa aktif dalam proses belajar kalau tidak begitu mereka akan diam dan tidak semangat untuk belajar. Apalagi anak-anak ini kadang malas untuk membaca materi yang akan dipelajari jadi saya biasa meningkatkan minat baca anak dengan meminta mereka membaca dirumah materi yang akan dipelajari setelah dikelas sebelum penjelasan materi dimulai saya bertanya kepada siswa apa yang mereka ketahui setelah membaca kalau ada yang menjawab saya akan memberikan poin + siswa tersebut walaupun kadang-kadang belum tepat setidaknya mereka percaya diri dan mau berusaha”.

Based on the statement above, the participant builds students' character through assignments and literacy. Through assignments and literacy, students can develop an attitude of responsibility, discipline, independence, creativity, honesty, confidence, and interest in reading (Agni, et al. 2020:132). It can be concluded that the process of implementing character education in classroom English learning can be done with various strategies or activities.

1. Character Education

The third question aims to know the moral values that participants often apply in the English learning process. The answers given are as follows:

“ nilai moral yang paling sering saya berikan adalah nilai religius seperti memulai pembelajaran dengan berdoa, kemudian saya juga selalu ingin menanamkan nilai disiplin pada anak misalnya mengumpulkan tugas tepat waktu walaupun belum selesai karena saya ingin sekali siswa saya menghargai waktu, kemudian saya juga menanamkan sikap mau menolong misalnya teman yang belum mengerti materi bisa bertanya pada temannya yang sudah mengerti pembelajaran, selain itu percaya diri juga saya tanamkan pada siswa karena menurut saya modal percaya diri sangat penting karena siswaa bisa berani menunjukkan kemampuannya, menyampaikan pendapatnya. Selain itu saya juga berusaha untuk membangun sikap kritis dan minat membaca anak”.

From the above statement, the participant most often instilled a disciplined, religious, caring, and confident attitude. In addition, participants also built a communicative, independent, and hard-working attitude in which students had to be confident to demonstrate their abilities.

1. The advantages

The fourth question aims to find out the benefits of applying character education conducted in the process of learning English in the classroom. The answer is as follows:

“kalau saya lihat-lihat siswa saya sudah lebih rajin membaca walaupun saya tidak meminta mereka untuk membaca materi yang akan dipelajari sebelumnya, mereka juga sudah lebih percaya diri ketika menampilkan hasil pekerjaan mereka kedepan kelas, mereka juga sudah lebih mandiri misalnya ada kata bahasa Inggris yang tidak tahu artinya mereka mencari sendiri artinya dikamus, cara berpakaian mereka juga selalu rapi walaupun kadang pada jam istirahat mereka tidak memakai pakaian mereka dengan rapi, saya merasa nilai-nilai moral yang saya berikan kepada siswa saya membuat kemampuan akademis siswa menjadi lebih meningkat”.

From the above statement, it can be concluded that the application of character education conducted by the participant has a positive impact as students' academic ability is increasing. In addition, students have good behaviors that can be applied in their lives.

1. The difficulties

The final question aims to find out what difficulties participants face in the process of applying character education. The answers given are as follows:

“kalau kesulitan yang saya hadapi dalam menanamkan nilai-nilai kehidupan pada siswa itu adalah mereka memiliki karakter yang berbeda misalnya kalau saya tegur mereka menjadi marah kepada saya, kemudian mereka datang dari latar belakang dan lingkungan berbeda itu adalah keunikan sekaligus tantangan bagi saya untuk membentuk karakter mereka menjadi lebih baik, selain itu menghubungkan materi pembelajaran dengan nilai kehidupan bagi saya masih terbilang cukup sulit, serta keterbatasan waktu yang dimiliki membuat rencana saya sebelumnya tidak dapat direalisakan dengan baik, keterbatasan fasilitas dan keadaan pandemi seperti ini membuat waktu saya sebagai guru terbatas untuk bertemu dengan mereka sehingga saya tidak terlalu mengenal mereka. Keterbatasan fasilitas yang saya maksud saya tidak bisa menghubungi mereka misalnya lewat WA karena jaringan internet susah dijangkau didaerah mereka”

From the above statement, the participant had some difficulty in implementing character education in the classroom. The first is a different student background and character. The student's background greatly affects his character as the student first grows up and gets the first education from his family. This difficulty can be faced by involving the parents of students in the educational process. As the Minister of Education said that parents also have an important role in the process of character education. In addition, the involvement of parents in the education process can improve academic achievement (Jhon. et al., 2021). Then, the mismatch between learning material and character value is also a challenge for the participant. Therefore, a teacher must have a good understanding of innovative learning models that contribute to student character development (Apino & Retnawati, 2017).

1. **Discussion**

In the world of education, strategy can be interpreted as a plan, method, or series of activities designed to achieve certain educational goals. The strategy is divided into three stages, namely planning, implementation, and evaluation (Dirganotoro quoted in Ubay, 2019). In the planning stage, more emphasis is placed on the main activities, namely preparing strategies, choosing strategies, setting strategies, in other words, these planning activities are contained in the learning plan (RPP). At the implementation stage, the strategy that has been formulated is then implemented in classroom learning activities. Finally, an evaluation that includes strategy assessment activities by correcting what is lacking.

Based on the results of data analysis from documentation, observations, and interviews, character values can be instilled with various approaches and strategies, such as habituation, transparency, motivation/advice, rewards, and punishment, likes to read / literacy, and tell stories. To develop religious values, teachers can perform habits such as praying before learning. The habituation approach is the process of creating relatively permanent and automatic behavior through repeated learning processes (Siti Wahyuningsih, *et al.,* 2016). The modeling approach is considered very appropriate to instill moral values because a character is a behavior, not knowledge so that to be internalized by learners, it must be traced not taught (Nurchaili, 2010). In addition, building a positive character in a way that is fun for children or students is through storytelling (Huriyah, 2018). Children benefit from stories, among others, honing children's imagination, developing language skills, developing social aspects, developing moral aspects, developing emotional aspects, fostering achieving enthusiasm, and practicing children's concentration (Musfiroh. *et al.* 2005). These strategies can be used to instill a positive attitude in the character of students (Thresia; 2014, Zurqoni, et al.; 2018, Wiyani;2020, & Ubay;2019).

In addition, learning methods used by participants can also support character education processes such as cooperative learning that can develop the moral value of communication, tolerance, and caring (Rahayu, *et al.,* 2017). Then scientific approach can create creative learning through the happiness of observing, searching for information, trying, discussion, and communication (Rahayu, *et al.,* 2017). Moreover, learning methods with games can also build the value of character responsibility and Collaborate in students (Andriyanti, 2021). In the other, the provision of punishment in the form of advice, warnings, actions, and motivations to students who violate the rules and gift-giving in the form of applause, gifts, and praise is also an effort by teachers in practicing character values in the implementation of learning (Gunawan, 2012).

Character education has a positive impact on students' social lives. Attitude and character also have a big impact on the school environment (Goss, *et al.,* 2014). Then, a high-quality character can improve academic achievement (Agni, *et al.,* 2020). The opinion was also supported by the results of researchers' interviews with participants that character education conducted intentionally made students learn more and have a good attitude outside the classroom.

Although character education itself can have a positive impact on improving students' character, researchers still find some obstacles in its implementation. The main problems found from the interview results are the role and capacity of the teacher where the teacher has difficulty dealing with differences in the character and background of students and connecting the learning material with the values of life. It is also found in previous research that the diversity of character and background makes the process of cultivating moral values more difficult (Agni *et al.,* 2020). According to Yuliawati (2012), several factors affect the character of teenagers, namely family, school, environment, and mass media. In addition, at the middle school level students are in their teens where they are in the transition of children to early adolescence, at this time the child feels confused and has conflicts in his own right (Semiawan, 2009). According to Lee (2009), this is due to the lack of sufficient cooperation between parents and teachers although the success of character education itself depends on the family, school, and where students live (Mendikbud, 2011). Another problem facing the participant is the lack of facilities such as internet networks and learning media. This is a shorter teaching time than usual because of Covid-19, so the participant has difficulty knowing the character of their students.

Various efforts can be made to overcome obstacles in the implementation of character education, namely by efforts to carry out various training needed by teachers to support the implementation of the curriculum applied and improve school facilities and cooperate parents in the character education process.

**BAB V**

**CONCLUSION AND SUGGESTION**

1. **Conclusion**

Based on the results of documentation, observations, and interviews, it can be concluded that the English teacher has implemented character education. The implementation strategies of character education that teachers used are role models, habits, assignments, discussions, cooperation, punishments, or rewards, literacy, as well as linking life values ​​with the material being studied. For the implementation of character education, starting from planning, namely making learning plans and implementing them in the classroom. Then, the benefits of implementing character education are to prepare individuals or the nation's successors with a character who can overcome problems and face challenges, and finally, teachers face difficulties in implementing character education, namely the character and background of different students affect their behavior in school. Then, of the 18 characters' values ​​in the 2013 curriculum, there are only 12 moral values ​​that can be applied in classroom learning activities. Meanwhile, other moral values ​​can be developed through programs held in schools such as scouts, extracurriculars, and flag ceremonies.

1. **Suggestion**

Although the implementation of education and character-building strategies has been achieved and is running well, it is not optimal. It is hoped that schools will be able to provide character education learning media that students can later use when they are in a different environment. Then for teachers to be more creative in the process of implementing character values so that it is more fun and not boring for students but adapted to conditions and remains relevant to the material that contains the character values that you want to instill. Then, schools, teachers, and parents are expected to work together and actively participate in applying moral values to the next generation of the nation.

Lastly, this study also has limitations. The limitation is that the researcher did not analyze the perceptions of students and school principals regarding the application of character education. Concerning the future study, regarding the differences among students’ characteristics at each school level, there should be another study that can investigate the strategy of ELT teachers in implementing character education at senior high school and elementary school.

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**APPENDICES**

**APPENDIX 1**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**BAHASA INGRIS**

Nama Sekolah : SMP Negeri 5 Kalis

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2 (Genap)

Alokasi/Pertemuan : 2 x 45 Menit/ 1

Alat/ Media : Spidol, Papan Tulis, dan Lembar Kerja Siswa

Materi : My uncle is a zookeeper

Metode : Scientific Approach

Sumber : Buku Kurikulum 2013 Kelas VII “ When English rill the Bell”

1. **Tujuan Pembelajaran**

Setelah proses pembelajaran siswa diharapkan dapat:

* Menyebutkan kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah.
* Mengidentifikasi ungkapan-ungkapan yang menunjukan kejadian yang sedang terjadi.

1. **Kegiatan Pembelajaran**
2. **Pendahuluan (15 Menit)**

* Membuka pembelajaran dengan salam pembuka dan berdoa.
* Memeriksa kehadiran siswa dengan melakukan absen.
* Mengaitkan materi/tema pelajaran yang akan dipelajari dengan pelajaran sebelumnya.
* Memberikan afirmasi dan motivasi tentang materi pembelajaran yang akan dipelajari.
* Menyampaikan kompetensi dan tujuan pembelajaran yang ingin dicapai.

1. **Kegiatan Inti**

* **Kegiatan Literasi**

Peserta didik diberikan panduan untuk melihat, mengamati, membaca, dan menulis terkait dengan materi Fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tindakan memberi dan meminta informasi terkait keadaan/tindakan/kejadian yang sedang dilakukan/berlangsung saat diucapkan.

* **Critical Thinking**

Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai kepertanyaan yang bersifat hipotetik. Pertanyaan harus tetap berkaitan dengan materi.

* **Collaboration**

Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresebtasikan ulang, dan saling bertyukar informasi mengenai materi yang sedang dipelajari.

* **Communication**

Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal , mengemukakan pendapat atas prestasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.

* **Creativity**

Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari.

1. **Penutup**

* Guru meminta peserta didik membuat kesimpulan terkait poin-poin penting yang ada dalam materi pembelajaran.
* Guru memberikan feedback terkait hasil pembelajaran.
* Guru menyampaikan materi yang akan dipelajari dipertemuan selanjutnya.
* Guru menutup pembelajaran dengan salam.

1. **Penilaian Hasil Pembelajaran**

* **Penilaian sikap:** Observasi dalam proses pembelajaran.
* **Penilaian pengetahuan:** berupa tes tertulis uraian, tes lisan/observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
* **Penilaian keterampilan:** berupa penilaian unjuk kerja.

Kalis, 13 Januari 2021

Mengetahui, Guru Mata Pelajaran

Kepala Sekolah

Victory Arry AP, S. Pd Muharriyanti, S. Pd

NIP. 19850401 200902 1 001 NIP.

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**BAHASA INGRIS**

Nama Sekolah : SMP Negeri 5 Kalis

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2 (Genap)

Alokasi/Pertemuan : 2 x 45 Menit/ 3

Alat/ Media : Spidol, Papan Tulis, dan Lembar Kerja Siswa

Materi : What are you doing?

Metode : Scientific Approach

Sumber : Buku Kurikulum 2013 Kelas VII “ When English rill the Bell”

1. **Tujuan Pembelajaran**

Setelah proses pembelajaran siswa diharapkan dapat:

* Siswa diharapkan dapat mengidentifikasi kalimat positif, negatif, dan interogatif dalam bentuk present continuous tense dengan benar.
* Siswa diharapkan dapat membuat kalimat positif, negatif, dan interogatif dalam bentuk present continuous tense berdasarkan informasi yang diberikan, dengan benar.

1. **Kegiatan Pembelajaran**
2. **Pendahuluan (15 Menit)**

* Membuka pembelajaran dengan salam pembuka dan berdoa.
* Memeriksa kehadiran siswa dengan melakukan absen.
* Mengaitkan materi/tema pelajaran yang akan dipelajari dengan pelajaran sebelumnya.
* Memberikan afirmasi dan motivasi tentang materi pembelajaran yang akan dipelajari.
* Menyampaikan kompetensi dan tujuan pembelajaran yang ingin dicapai.

1. **Kegiatan Inti**

* Mengamati dan Menanya
* Peserta didik mengamati materi What are you doing?
* Peserta didik bertanya terkait materi yang ditampilkan melalui tayangan atau gambar.
* Mengumpulkan informasi
* Peserta didik membaca materi tentang What are you doing?
* Peserta didik menyimpan atau mencatat materi yang diberikan.
* Mengasosiasi
* Peserta didik membaca kalimat-kalimat tentang What are you doing?

**-**  Mengkomunikasikan

* Peserta didik membagikan hasil tugas dan mempraktekkan hasil tugas bersama teman sebangku.

1. **Penutup**

* Guru meminta peserta didik membuat kesimpulan terkait poin-poin penting yang ada dalam materi pembelajaran.
* Guru memberikan feedback terkait hasil pembelajaran.
* Guru menyampaikan materi yang akan dipelajari dipertemuan selanjutnya.
* Guru menutup pembelajaran dengan salam.

1. **Penilaian Hasil Pembelajaran**

* **Penilaian sikap:** Observasi dalam proses pembelajaran.
* **Penilaian pengetahuan:** berupa tes tertulis uraian, tes lisan/observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
* **Penilaian keterampilan:** berupa penilaian unjuk kerja.

Kalis, 13 Januari 2021

Mengetahui, Guru Mata Pelajaran

Kepala Sekolah

Victory Arry AP, S. Pd Muharriyanti, S. Pd

NIP. 19850401 200902 1 001 NIP. -

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**BAHASA INGRIS**

Nama Sekolah : SMP Negeri 5 Kalis

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2 (Genap)

Alokasi/Pertemuan : 2 x 45 Menit/ 5

Alat/ Media : Spidol, Papan Tulis, dan Lembar Kerja Siswa

Materi : Bigger is not always better

Metode : Discovery Learning

Sumber : Buku Kurikulum 2013 Kelas VII “ When English rill the Bell”

1. **Tujuan Pembelajaran**

Setelah proses pembelajaran siswa diharapkan dapat:

* Mampu mendeskripsikan, mengidentifikasi, mengkritisi, Perbandingan sifat orang, binatang, dan benda.
* Memahami kosa kata, terkait dengan Perbandingan (than) dan kata sifat (adjectifve misalnya tall, small, thin).
* Mampu menunjukan perbandingan dan keadaan orang, binatang dan benda.

1. **Kegiatan Pembelajaran**
2. **Pendahuluan (15 Menit)**

* Membuka pembelajaram dengan salam pembuka dan berdoa.
* Memeriksa kehadiran siswa dengan melakukan absen.
* Mengaitkan materi/tema pelajaran yang akan dipelajari dengan pelajaran sebelumnya.
* Memberikan afirmasi dan motivasi tentang materi pembelajaran yang akan dipelajari.
* Menyampaikan kompetensi dan tujuan pembelajaran yang ingin dicapai.

1. **Kegiatan Inti**

* **Kegiatan Literasi**

Peserta didik mengamati dialog atau percakapan kemudian menirukan cara membaca kalimat dalam percakapan.

* **Critical Thinking**

Guru memberikan kesempatan secara perpasangan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi.

* **Collaboration**

Peserta didik menirukan cara pengucapan ungkapan untuk menyatakan perbandingan orang, binatang dan benda.

* **Communication**

Peserta didik menuliskan 5 kalimat perbandingan dengan membandingkan teman-teman sekelas.

* **Creativity**

Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari.

1. **Penutup**

* Guru meminta peserta didik membuat kesimpulan terkait poin-poin penting yang ada dalam materi pembelajaran.
* Guru memberikan feedback terkait hasil pembelajaran.
* Guru menyampaikan materi yang akan dipelajari dipertemuan selanjutnya.
* Guru menutup pembelajaran dengan salam.

1. **Penilaian Hasil Pembelajaran**

* **Penilaian sikap:** Observasi dalam proses pembelajaran.
* **Penilaian pengetahuan:** berupa tes tertulis uraian, tes lisan/observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
* **Penilaian keterampilan:** berupa penilaian unjuk kerja.

Kalis, 13 Januari 2021

Mengetahui, Guru Mata Pelajaran

Kepala Sekolah

Victory Arry AP, S. Pd Muharriyanti, S. Pd

NIP. 19850401 200902 1 001 NIP.

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**BAHASA INGGRIS**

Nama Sekolah : SMP Negeri 5 Kalis

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2 (Genap)

Alokasi/Pertemuan : 2 x 45 Menit/ 1

Alat/ Media : Spidol, Papan Tulis, dan Lembar Kerja Siswa

Materi : When I was a child

Metode : Discovery Learning

Sumber : Buku Kurikulum 2013 Kelas VII “ When English rill the Bell”

1. **Tujuan Pembelajaran**

Setelah proses pembelajaran siswa diharapkan dapat:

* Menunjukan kesungguhan dalam belajar bahasa inggris tentang : Kalimat deklaratif dan interogatif dalam simple past tense
* Membandingkan fungsi social, struktur teks, unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi diwaktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya

1. **Kegiatan Pembelajaran**
2. **Pendahuluan (15 Menit)**

* Membuka pembelajaram dengan salam pembuka dan berdoa.
* Memeriksa kehadiran siswa dengan melakukan absen.
* Mengaitkan materi/tema pelajaran yang akan dipelajari dengan pelajaran sebelumnya.
* Memberikan afirmasi dan motivasi tentang materi pembelajaran yang akan dipelajari.
* Menyampaikan kompetensi dan tujuan pembelajaran yang ingin dicapai.

1. **Kegiatan Inti**

* **Kegiatan Literasi**

Peserta didik membaca dan memahami instruksi kegiatan memainkan peran fakta sebelumnya dan fakta saat ini dan belajar ‘ memerankan’ tokoh-tokoh dalam gambar.

* **Critical Thinking**

Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai kepertanyaan yang bersifat hipotetik. Pertanyaan harus tetap berkaitan dengan materi.

* **Collaboration**

Peserta didik membaca nyaring dan bermakna teks-teks yang ditulis salah satu temannya di depan kelas dan kemudian dilaksanakan di kelompok masing agar semua peserta didik berkesempatan untuk berlatih dan mendapat balikan dari teman-temannya.

* **Communication**

Peserta didik membuat 5 kalimat tentang keadaan atau kegiatan atau kejadian yang  benar-benar mereka lakukan atau alami sendiri atau orang lain yang mereka tahu, disertai dengan pernyataan sebab, cara atau waktunya secara individu dan membacakan hasil kerjanya di depan kelas.

1. **Penutup**

* Guru meminta peserta didik membuat kesimpulan terkait poin-poin penting yang ada dalam materi pembelajaran.
* Guru memberikan feedback terkait hasil pembelajaran.
* Guru menyampaikan materi yang akan dipelajari dipertemuan selanjutnya.
* Guru menutup pembelajaran dengan salam.

1. **Penilaian Hasil Pembelajaran**

* **Penilaian sikap:** Observasi dalam proses pembelajaran.
* **Penilaian pengetahuan:** berupa tes tertulis uraian, tes lisan/observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
* **Penilaian keterampilan:** berupa penilaian unjuk kerja.

Kalis, 13 Januari 2021

Mengetahui, Guru Mata Pelajaran

Kepala Sekolah

Victory Arry AP, S. Pd Muharriyanti, S. Pd

NIP. 19850401 200902 1 001 NIP.

**APPENDIX 2**

**ANALYSIS OF RPP**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Moral values** | **Strategies** | **Frequency** | | | |
| **R1** | **R2** | **R3** | **R4** |
| Religious | berdoa sebelum dan sesudah pembelajaran | 1 | 1 | 1 | 1 |
| Honest | Jujur saat mengerjakan tugas. |  | 1 | 1 |  |
| Discipline | Mengecek kehadiran siswa | 1 | 1 | 1 | 1 |
| Hard work | mengerjakan tugas dengan sungguh-sungguh |  | 1 | 1 | 1 |
| Creative | Kreatif dalam mengerjakan Latihan atau tugas yang diberikan guru. | 1 |  | 1 | 1 |
| Communicative | Melakukan diskusi saat mengerjakan latihan membuat kalimat. |  | 1 | 1 | 1 |
| Independence | Mencari tau makna dari kata Bahasa inggris didalam kamus | 1 | 1 | 1 | 1 |
| Social awareness | Medengarkan guru atau teman yang sedang berbicara atau tampil didepan kelas. | 1 | 1 | 1 | 1 |
| Responsibility | Bertanggung jawab dengan tugas yang diberikan oleh guru. |  | 1 | 1 | 1 |
| Confidence | Percaya diri saat mempresentasikan hasil dari tugas kelompok atau mandiri. |  | 1 | 1 | 1 |
| Reading Fondness | Membaca materi sebelum guru menjelaskannya. | 1 | 1 | 1 | 1 |
| Critical thinking | Bertanya tentang hal-hal yang belum dimengerti. | 1 | 1 | 1 | 1 |

**APPENDIX 3**

**OBSERVATION**

**Observational Field Notes 1**

Title: ELT Teacher Strategies in Implementing Character Education

Date: Tuesday, 13 July 2021

Place: Classroom of SMP Negeri 5 Kalis

Time: 08. 00

Class: 8

Topic: My Uncle Is Zookeeper

|  |  |  |
| --- | --- | --- |
| Description of Observation | Character Values | Strategies |
| 1. Pre-Activity 2. Guru menyapa siswanya. 3. Guru meminta salah satu siswanya untuk memimpin doa bersama. 4. Guru menanyakan kabar siswanya dan mengecek kehadiran siswanya. 5. Guru memberi sedikit cerita kepada siswa tentang peristiwa banjir yang baru terjadi di daerah mereka dan mengingatkan siswanya untuk menjaga lingkungan. 6. Guru mengecek kehadiran siswa. 7. Guru memaparkan materi yang dipelajari. 8. Whilst Activity 9. Guru meminta siswa membuka buku pada bab 7. 10. Guru bertanya apa arti dari My uncle is zookeeper? 11. Salah satu siswa menjawab arti dari kata yang ditanyakan guru. 12. Guru mengulang kembali arti dari kalimat tersebut dan menjelaskan materi yang akan mereka pelajar. 13. Guru menjelaskan materi yang sedang dipelajari dengan pelan dan mengaitkan dengan kehidupan sehari-hari. 14. Guru meminta bertanya kepada siswa apakah mereka mengerti tentang materi yang sedang dipelajari. 15. Guru memberikan kesempatan kepada siswa untuk bertanya. 16. Guru menanyakan kembali kepada siswa tentang materi yang sedang dipelajari. 17. Guru menguji setiap siswa untuk mengetahui pemahaman mereka tentang materi yang dipelajari. 18. Post Activity 19. Guru meminta siswa untuk mengerjakan soal latihan halaman 97 dirumah. 20. Guru meminta siswa menyimpulkan pembelajaran hari ini. 21. Guru mengulas kembali materi dengan singkat. 22. Guru menutup pembelajaran dengan doa dan salam.   Note:   * Siswa berusaha mencari makna atau arti dari kata bahasa inggris yang tidak diketahui di kamus milik mereka. * Guru mengapresiasi siswa yang memberikan jawab kepada siswa dengan menyebutkan nama mereka. * Guru menegur siswa yang asyik berbicara ketika guru sedang menjelaskan. | Religius, cinta lingkungan, disiplin, mandiri, kritis, komunikatif, hard work, peduli, reading fondness, and social awareness. | Kebiasaan, mengaitkan materi dengan kehidupan sehari-hari, hukuman atau reward, tugas, cerita, |

**APPENDIX 4**

**Observational Field Notes 2**

Project: ELT Teacher Strategies in Implementing Character Education

Date: Wednesday, 21 July 2021

Place: Class of SMP Negeri 5 Kalis

Time: 08.00

Class: 8

Topic: My Uncle Is Zookeeper

|  |  |  |
| --- | --- | --- |
| Description of Observation | Character Values | Strategies |
| 1. Pre-Activity 2. Guru dan siswa memulai pembelajaran dengan doa bersama. 3. Guru mengecek kehadiran siswa sambil menanyakan kabar siswa dan kegiatan siswa dihari libur. 4. Guru meminta siswa untuk mengumpulkan tugas yang diberikan pada pertemuan sebelumnya. 5. Whilst Activity 6. Guru dan siswa mengoreksi hasil pekerjaan rumah mereka bersama-sama. 7. Guru memberikan feedback terhadap hasil pekerjaan rumah siswa. 8. Guru memulai materi baru dan menjelaskan secara singkat. 9. Post Activity 10. Guru meminta siswa untuk membaca kembali materi yang baru dijelaskan dan menanyakan kembali pada pertemuan selanjutnya. 11. Guru memberikan kesempatan kepada siswa untuk bertanya. 12. Guru menutup pembelajaran dengan sedikit motivasi dan salam.   Note:   * Siswa mengumpulkan tugas yang guru berikan. * Siswa saling bertukar pekerjaan rumah untuk dikoreksi. * Guru mengapresiasi siswa-siswanya yang mengumpulkan tugas tepat waktu. | Religius, disiplin, tanggung jawab, jujur, apresiasi, kritis, komunikasi, mandiri, percaya diri, dan kreatif. | Kebiasaan, tugas, apresiasi/ hukuman, nasihat, instruksi. |

**APPENDIX 5**

**BLUEPRINT OF INTERVIEW**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Aspects** | **Indicators** | **Item number** |
| 1. | Strategies | The Strategies used by teachers in implementing character education. | 1 |
| 2. | Implementation | The process of implementing character education in the process of teaching and learning English. | 2 |
| 3. | Moral values | Moral values are applied in the process of character education. | 3 |
| 4. | Advantages | The advantages of implementing character education. | 4 |
| 5. | Difficulties | Difficulties encountered in the process of implementing character education. | 5 |

**APPENDIX 6**

**LEMBAR WAWANCARA**

Before using this instrument, the researcher conducted a try-out to test the validity and reliability of the instrument. This aims to ensure that the question is easily answered by the participants. This trial process is conducted on non-participants. After the experiment, there are some elusive sentences. Therefore, the second experiment was conducted and the results of the details of the question in this interview can be understood well.

Hari/tanggal :

Nama :

Jabatan :

1. Strategi pembelajaran apa saja yang Ibu/Bapak guru gunakan untuk menerapkan nilai-nilai moral/ karakter dalam proses pembelajaran?
2. Bagaimana Ibu/Bapak menerapkan Pendidikan karakter dalam proses pembelajaran Bahasa Inggris?
3. Nilai moral/ karakter apa yang biasa Ibu/Bapak terapkan dalam proses pembelajaran Bahasa Inggris?
4. Manfaat apa yang Ibu/Bapak dapat rasakan dalam menerapkan Pendidikan karakter dalam proses pembelajaran Bahasa Inggris di kelas?
5. Kesulitan apa yang Ibu/Bapak temukan dalam menerapkan Pendidikan karakter dalam proses pembelajaran Bahasa Inggris di kelas?

**APPENDIX 7**

**TRANSKRIP HASIL WAWANCARA**

Tanggal & Waktu : Senin, 12 Juli 2021 / 10.15 WIB

Nama : Muharriyanti, S. Pd

Alamat : Jl. Lintas Selatan Nanga Kalis

Jabatan : Guru Bahasa Inggris

|  |  |  |
| --- | --- | --- |
| **Aspects** | **Questions** | **Answer** |
| Strategies | Strategi pembelajaran apa saja yang Ibu/Bapak guru gunakan untuk menerapkan nilai-nilai moral/ karakter dalam proses pembelajaran? | “Dalam proses pendidikan karakter atau membangun karakter siswa yang baik saya memulainya dari diri saya, contohnya saya menggunakan pakaian yang rapi dan masuk kelas tepat waktu. Selain itu, saya juga membiasakan siswa-siswa saya untuk membersihkan ruangan kelas sebelum pelajaran dimulai seperti memungut sampah yang ada. Selain itu saya juga sering menegur anak-anak secara langsung seperti kalau mereka tidak memasukan baju kedalam celana atau berbicara saat temannya sedang berbica dikelas. Biasanya saya juga akan menghukum mereka jika tidak mengerjakan tugas dari saya. Setiap pembelajaran dimulai saya juga selalu menanyakan kabar siswa dan bercerita atau bergurau agar mereka tidak merasa bosan dan semangat untuk belajar. Tapi tetap saja kadang-kadang ada tingkah laku mereka yang membuat saya marah, tapi saya berusaha untuk mengingatkan mereka. Biasanya saya juga mengajak mereka belajar diluar ruangan kelas agar mereka mendapat suasana baru apalagi disekolah ini pemandangannya bukit-bukit tujuannya agar mereka mencintai lingkungan disekitar mereka” |
| Implementation | Bagaimana Ibu/Bapak menerapkan Pendidikan karakter dalam proses pembelajaran Bahasa Inggris? | “Kalau pendidikan karakter dalam proses belajar didalam kelas biasanya saya meminta siswa untuk menuliskan jawaban mereka ke papan tulis biar mereka merasa percaya diri. Lalu, kadang-kadang saya meminta siswa untuk mengoreksi tugas temannya biar mereka bisa jujur. Saya juga meminta mereka memakai bahasa inggris kalau mau minta izin ke belakang biar mereka belajar cara meminta izin yang sopan pakai bahasa inggris. Saya juga menunjuk setiap anak biar punya kesempatan semua untuk bisa aktif dalam proses belajar kalau tidak begitu mereka akan diam dan tidak semangat untuk belajar. Apalagi anak-anak ini kadang malas untuk membaca materi yang akan dipelajari jadi saya biasa meningkatkan minat baca anak dengan meminta mereka membaca dirumah materi yang akan dipelajari setelah dikelas sebelum penjelasan materi dimulai saya bertanya kepada siswa apa yang mereka ketahui setelah membaca kalau ada yang menjawab saya akan memberikan poin + siswa tersebut walaupun kadang-kadang belum tepat setidaknya mereka percaya diri dan mau berusaha”. |
| Moral Values | Nilai moral/ karakter apa yang biasa Ibu/Bapak terapkan dalam proses pembelajaran Bahasa Inggris? | “Nilai moral yang paling sering saya berikan adalah nilai religius seperti memulai pembelajaran dengan berdoa, kemudian saya juga selalu ingin menanamkan nilai disiplin pada anak misalnya mengumpulkan tugas tepat waktu walaupun belum selesai karena saya ingin sekali siswa saya menghargai waktu, kemudian saya juga menanamkan sikap mau menolong misalnya teman yang belum mengerti materi bisa bertanya pada temannya yang sudah mengerti pembelajaran, selain itu percaya diri juga saya tanamkan pada siswa karena menurut saya modal percaya diri sangat penting karena siswaa bisa berani menunjukkan kemampuannya, menyampaikan pendapatnya. Selain itu saya juga berusaha untuk membangun sikap kritis dan minat membaca anak”. |
| The advantages | Manfaat apa yang Ibu/Bapak dapat rasakan dalam menerapkan Pendidikan karakter dalam proses pembelajaran Bahasa Inggris di kelas? | “kalau saya lihat-lihat siswa saya sudah lebih rajin membaca walaupun saya tidak meminta mereka untuk membaca materi yang akan dipelajari sebelumnya, mereka juga sudah lebih percaya diri ketika menampilkan hasil pekerjaan mereka kedepan kelas, mereka juga sudah lebih mandiri misalnya ada kata bahasa Inggris yang tidak tahu artinya mereka mencari sendiri artinya dikamus, cara berpakaian mereka juga selalu rapi walaupun kadang pada jam istirahat mereka tidak memakai pakaian mereka dengan rapi, saya merasa nilai-nilai moral yang saya berikan kepada siswa saya membuat kemampuan akademis siswa menjadi lebih meningkat”. |
| The difficulties | Kesulitan apa yang Ibu/Bapak temukan dalam menerapkan Pendidikan karakter dalam proses pembelajaran Bahasa Inggris di kelas? | “kalau kesulitan yang saya hadapi dalam menanamkan nilai-nilai kehidupan pada siswa itu adalah mereka memiliki karakter yang berbeda misalnya kalau saya tegur mereka menjadi marah kepada saya, kemudian mereka datang dari latar belakang dan lingkungan berbeda itu adalah keunikan sekaligus tantangan bagi saya untuk membentuk karakter mereka menjadi lebih baik, selain itu menghubungkan materi pembelajaran dengan nilai kehidupan bagi saya masih terbilang cukup sulit, serta keterbatasan waktu yang dimiliki membuat rencana saya sebelumnya tidak dapat direalisakan dengan baik, keterbatasan fasilitas dan keadaan pandemi seperti ini membuat waktu saya sebagai guru terbatas untuk bertemu dengan mereka sehingga saya tidak terlalu mengenal mereka. Keterbatasan fasilitas seperti apa yang anda maksud? Keterbatasan fasilitas yang saya maksud saya tidak bisa menghubungi mereka misalnya lewat WA karena jaringan internet susah dijangkau didaerah mereka” |

**APPENDIX 8**

**Content Analysis**

Pada tahap ini, peneliti menggunakan teknik analisis isi untuk memaknai teks atau pesan yang menggambarkan nilai moral dan strategi guru dalam menanamkan nilai moral. Adapun data yang digunakan ada dua jenis data hasil penelitian yang diteliti menggunakan teknik ini yaitu dokumen dan observasi. Karena tujuan penelitian ini adalah untuk menggambarkan strategi guru dalam mengimplementasikan pendidikan karakter maka ada kata kunci yang digunakan dalam penelitian ini yaitu “*nilai moral*” dan “strategis”.

|  |  |  |
| --- | --- | --- |
| **Kelompok** | **Definisi** | **Contoh** |
| Nilai moral | Sikap atau perilaku individu yang mengandung nilai positif atau kebaikan. | * Membuka pembelajaram dengan salam pembuka dan berdoa, nilai moral yang terkandung dalam teks tersebut adalah nilai religius. * Guru dan siswa mengoreksi hasil pekerjaan rumah mereka bersama-sama, nilai moral yang terkandung didalam teks tersebut adalah jujur. * Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, nilai moral yang terkandung didalam teks adalah aktif dan kritis. |
| Strategi Pembelajaran | Strategi pembelajaran adalah serangkaian kegiatan yang dilakukan seorang guru kepada siswanya untuk mencapai tujuan yang telah ditentukan. | * Membuka setiap pembelajaran dengan salam pembuka dan berdoa, strategi yang partisipan gunakan adalah kebiasaan atau habituation yang mana partisipan membiasakan siswanya mengembangkan nilai moral religius dengan membiasakan siswanya berdoa sebelum pembelajaran dimulai. * Guru memberi sedikit cerita kepada siswa tentang peristiwa banjir yang baru terjadi di daerah mereka dan mengingatkan siswanya untuk menjaga lingkungan, strategi yang partisipan gunakan adalah story telling untuk mengembangkan sikap peduli lingkungan. |

**APPENDIX 9**

**Thematic Analysis**

1. **Menyusun Kode**

|  |  |
| --- | --- |
| **Transkrip** | **Kode** |
| **“…**saya menggunakan pakaian yang rapi dan masuk kelas tepat waktu”. | Menjadi teladan bagi siswa |
| “saya membiasakan siswa-siswa saya untuk membersihkan ruangan kelas sebelum pembelajaran dimulai seperti memungut sampah yang ada”. | Proses implementasi pendidikan karakter |
| **“…**saya juga akan menghukum mereka jika tidak mengerjakan tugas dari saya”. | Motivasi untuk rajin belajar |
| **“**saat pembelajaran dimulai saya juga selalu menanyakan kabar siswa dan bercerita atau bergurau agar mereka tidak merasa bosan dan semangat untuk belajar…” | Strategi guru dalam implementasi pendidikan karakter |
| **“**biasanya saya mengajak mereka belajar diluar ruangan kelas agar mereka mendapat suasana baru…” | Proses implementasi pendidikan karakter |
| **“…**saya meminta siswa untuk menuliskan jawaban mereka ke papan tulis biar mereka merasa percaya diri”. | Strategi guru dalam implementasi pendidikan karakter |
| **“…**saya meminta mereka untuk mengoreksi tugas temannya” | Proses implementasi pendidikan karakter |
| **“…**saya meminta anak-anak untuk menggunakan Bahasa Inggris jika ingin meminta izin untuk pergi ke toilet” | Strategi guru dalam implementasi pendidikan karakter |
| “… memberi kesempatan kepada siswa untuk bertanya dan memberikan pendapat” | cara memotivasi siswa menjadi aktif |
| “… anak-anak ini memiliki kecendrungan malas membaca sehingga saya meminta mereka untuk membaca materi dirumah sebelum pelajaran dimulai” | Hambatan dalam proses implementasi pendidikan karakter |
| “…memberikan poin pada anak yang berani menjawab pertanyaan yang diberikan atau berani menyampaikan pendapat mereka” | Apresiasi terhadap hasil kerja siswa |
| “…mengembangkan sikap atau nilai religious seperti memulai pembelajaran dengan berdoa” | Implementasi pendidikan karakter |
| “… mengumpulkan tugas tepat waktu untuk mengembangkan sikap disiplin” | Implementasi pendidikan karakter |
| “…menanamkan sikap mau menolong misalnya teman yang belum mengerti materi bisa bertanya pada teman yang sudah mengerti”. | Strategi guru dalam mengembangkan sikap/karakter yang baik pada siswa |
| “… siswa saya sudah lebih rajin membaca walaupun tidak diberikan perintah” | Dampak positif yang didapatkan dari implementasi pendidikan karakter |
| “…milai-nilai moral yang ditanamkan membuat kemampuan akademis siswa menjadi lebih meningkat” | Dampak positif yang didapatkan dari implementasi pendidikan karakter |
| “…terkadang jika diperingatkan siswa tersebut menjadi marah” | Kesulitan dalam menanamkan nilai moral pada siswa |
| “…perbedaan latar belakang dan tempat tinggal membuat keberagaman karakter pada siswa” | Kesulitan dalam menanamkan nilai moral pada siswa |

Setelah memberikan kode pada semua data, kode yang memiliki makna dan kelompok yang sama dijadikan satu kelompok sebagai berikut:

|  |  |  |
| --- | --- | --- |
| **Kelompok** | **Kode** | **Deskripsi** |
| Strategi dalam mengimplementasikan pendidikan karakter. | Menjadi teladan bagi siswa.  Proses implementasi pendidikan karakter.  Cara memotivasi siswa menjadi aktif.  Strategi guru dalam implementasi pendidikan karakter.  Apresiasi terhadap hasil kerja siswa. | Pernyataan partisipan mengenai aktivitas dan strategi yang digunakan dalam mengimplementasikan pendidikan karakter. |
| Manfaat dan hambatan dalam proses menanamkan nilai moral pada siswa. | Hambatan dalam proses implementasi pendidikan karakter.  Dampak positif yang didapatkan dari implementasi pendidikan karakter.  Kesulitan dalam menanamkan nilai moral pada siswa. | Pernyataan partisipan mengenaidampak positif dan kesulitan dalam mengimplementasikan pendidikan karakter. |

1. **Mencari Tema**

Pada tahapan ini, peneliti mencari tema dari kode yang telah disusun sebelumnya.

|  |  |  |
| --- | --- | --- |
| **No** | **Tema** | **Deskripsi** |
| 1. | Strategi implementasi pendidikan karakter. | Usaha yang dilakukan partisipan dalam membangun nilai moral pada siswa mulai dari rencana, aktivitas, hingga evaluasi yang dilakukan partisipan. |
| 2**.** | Kesulitan implementasi pendidikan karakter. | Hambatan atau kesulitan yang dihadapi partisipan dalam implementasi pendidikan karakter. |
| 3**.** | Manfaat implementasi pendidikan karakter. | Dampak positif yang didapat dari proses implementasi pendidikan karakter. |

**APPENDIX 10**

**DOCUMENTATION**

1. **Pictures of Observation in Classroom**

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|  |

1. **Pictures of Interview with English Teacher**

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|  |

**APPENDIX 11**



**PEMERINTAH KABUPATEN KAPUAS HULU**

**DINAS PENDIDIKAN DAN KEBUDAYAAN**

**SMP NEGERI 5 KALIS**

**KECAMATAN KALIS**

Alamat: Jl. Abri Desa Tekudak, Kec. Kalis Kab. Kapuas Hulu Kode Pos: 78756

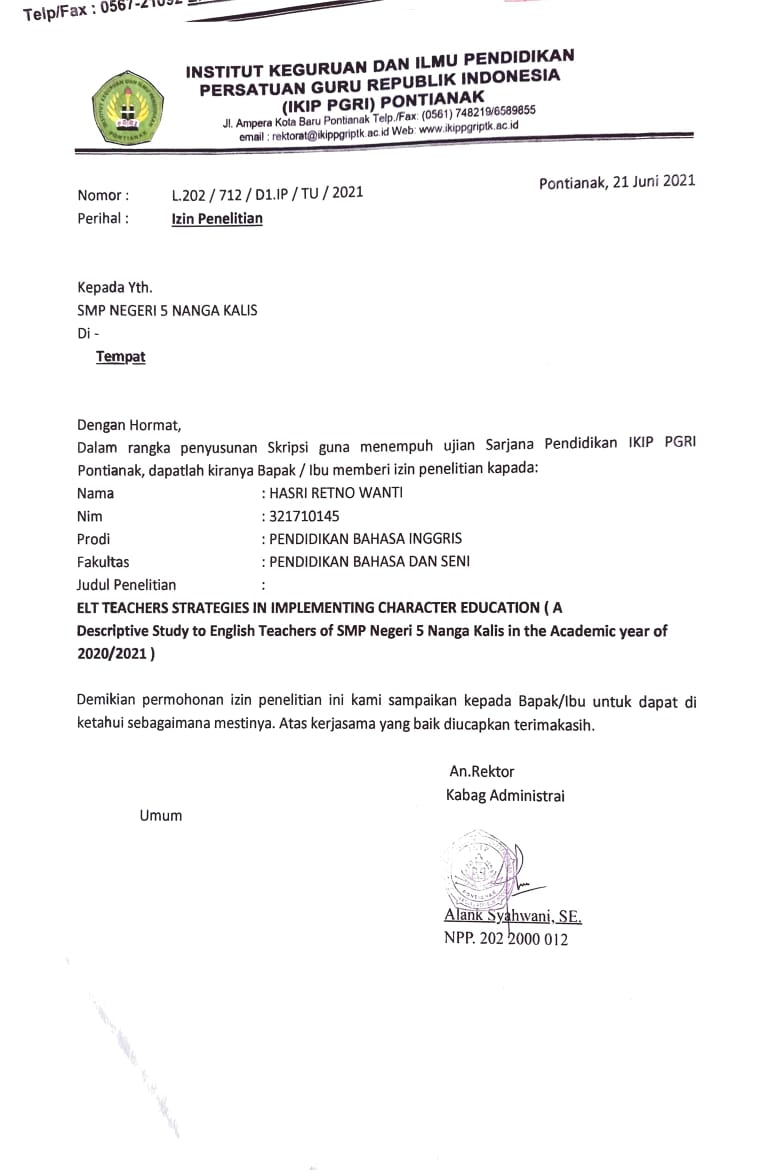
Email: smpn5kalis@gmail.com

**DATA KETENAGAAN SMP NEGERI 5 KALIS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NO** | **NAMA** | **L/P** | **TUGAS TAMBAHAN** | **GOL / RUANG** | **KET.** |
|
| 1 | VICTOR ARRY AP, S.Pd  NIP. 19850401 200902 1 001 | L | KEPALA SEKOLAH | III/d | GMP |
| 2 | LUSIA AYANG, S.Pd  NIP. 19830625 200803 2 003 | P | WAKA. KURIKULUM | IV/a | GMP |
| 3 | KATARINA ENDANG, S.Ag  NIP. 19870718 201402 2 001 | P | BENDAHARA BOS | III/b | GMP |
| 4 | DESY NUR HIDAYATI, S.Pd  NIP. 19911202 201903 2 006 | P | PEMBINA PRAMUKA | III/a | GMP |
| 5 | ROSALIA RACA, S.Pd  NIP. 198609 27202012 2 008 | P | KEPALA UKS | III/a | GMP |
| 6 | LUKAS BANDANG, S.Pd  NIP.- | L | SARANA PRASARANA |  | GMP |
| 7 | MUHARRIYANTI, S.Pd  NIP.- | P |  |  | GMP |
| 8 | ANDINI RIKA YUNITA, S.Pd  NIP.- | P |  |  | GMP |
| 9 | ZAKHEUS SAJAM, S.Pd  NIP.- | L | WAKA.  KESISWAAN |  | GMP |
| 10 | MARIA FRANSISKA, S.Pd  NIP.- | P |  |  | GMP |
| 11 | LUSIA MELATI, S.Pd  NIP.- | P |  |  | GMP |

**APPENDIX 12**

**Surat Izin Penelitian dari IKIP PGRI Pontianak**

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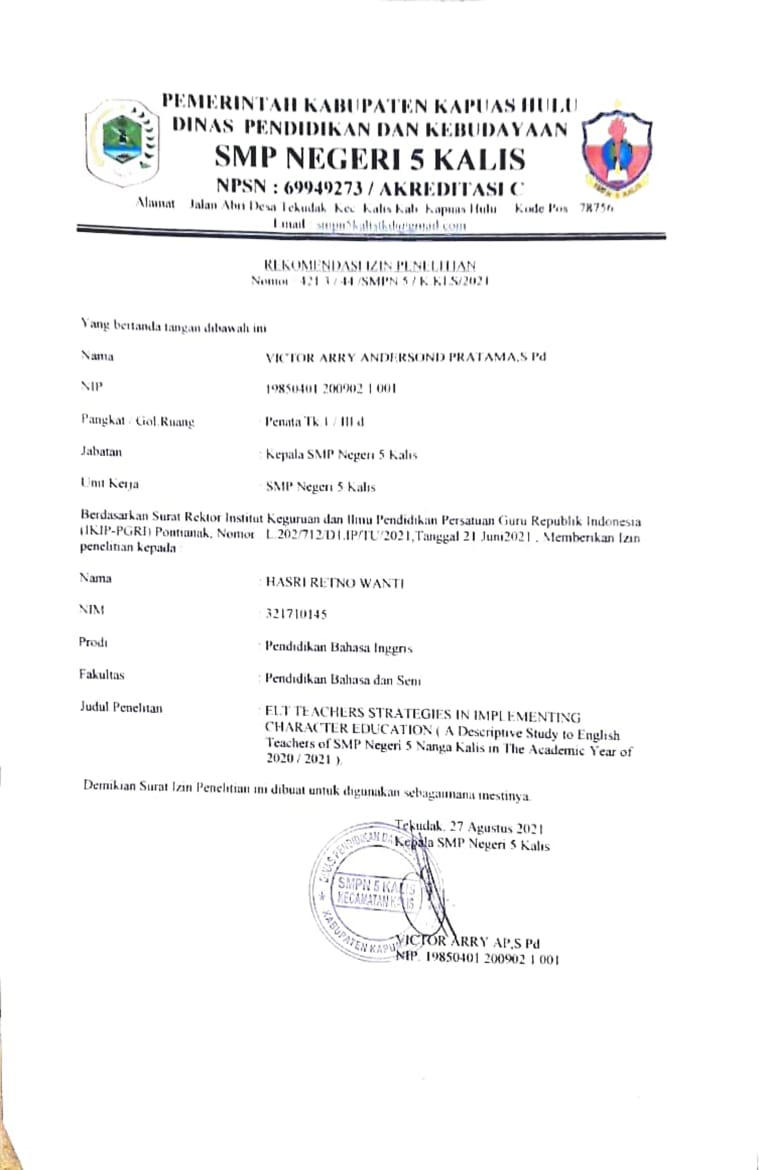
**APPENDIX 13**

**Surat Izin Penelitian dari Dinas Pendidikan dan Kebudayaan Kabupaten Kapuas Hulu**

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**APPENDIX 14**

**Surat Izin Penelitian dari Sekolah**

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