



**THE IMPLEMENTATION OF CHARACTER EDUCATION  
IN THE ENGLISH TEACHING LEARNING USING 2013 CURRICULUM**

The Case at SMP 1 Kebonagung Demak in the Academic Year of 2018/2019

Thesis

submitted in partial fulfilment of the requirements for the degree

of *Magister Pendidikan* in English Language Education

by

**Naelatut Thoyyibah**

0203514080

**ENGLISH LANGUAGE EDUCATION**

**PASCASARJANA**

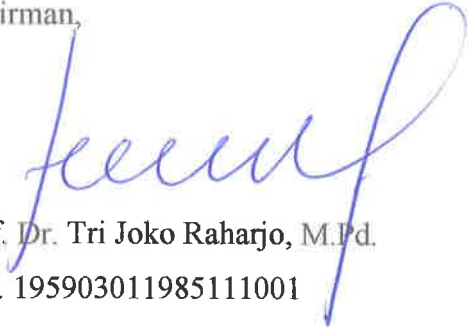
**UNIVERSITAS NEGERI SEMARANG**

**2019**


## APPROVAL

This thesis entitled “**THE IMPLEMENTATION OF CHARACTER EDUCATION IN THE ENGLISH TEACHING LEARNING USING 2013 CURRICULUM** (*The Case at SMP N 1 Kebonagung in the Academic Year of 2018/2019*)” written by Naelatut Thoyyibah has been approved by a team of examiners on 28 May 2019.


Chairman,

  
Prof. Dr. Tri Joko Raharjo, M.Pd.  
NIP. 195903011985111001

Secretary,

  
Prof. Dr. Abdurrachman Faridi, M.Pd.  
NIP. 195301121990021001


Examiner I,

  
Prof. Dr. Januarius Mujiyanto, M.Hum.  
NIP. 19531213198303002

Examiner II/Supervisor II

  
Dr. Dwi Anggani Linggar Bharati, M.Pd.  
NIP. 195901141989012001

Examiner III/Supervisor I,

  
Dr. Rudi Hartono, S.S, M.Pd  
NIP. 196909072002121001

## PERNYATAAN KEASLIAN

Dengan ini, saya

Nama : Naelatut Thoyyibah

NIM : 0203514080

program Studi : Pendidikan Bahasa Inggris S2

menyatakan bahwa thesis berjudul *The Implementation of Character Education in The English Teaching Learning using 2013 Curriculum (The Case at SMP N 1 Kebonagung in the Academic Year of 2018/2019)* ini benar-benar karya saya sendiri bukan jiplakan dari karya orang lain atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku baik sebagian atau seluruhnya. Pendapat atau temuan orang atau pihak lain yang terdapat dalam thesis ini telah dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini, saya secara pribadi siap menanggung resiko/sanksi hukum yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

Semarang, Mei 2019

Yang membuat pernyataan,

Naelatut Thoyyibah

NIM. 0203514080

## **MOTTO AND DEDICATION**

“Intelligence plus character that is the goal of true education”.

(Martin Luther King, Jr.)

I dedicate to My Parents, My Husband, My Son, My Sister, My Brother and  
everyone who support me.

## ACKNOWLEDGEMENTS

All praise to Allah, God of all human kind, as his blessing covered me throughout every process of writing this thesis entitled **“The Implementation of Character Education in The English Teaching Learning Using 2013 Curriculum (The Case at SMP N 1 Kebonagung in the Academic Year of 2018/2019)”**

I would like to express my sincerest gratitude for my advisors Dr. Rudi Hartono, S.S., M.Pd. and Dr. Dwi Anggani Linggar Bharati, M.Pd., both for their advice, guidance, support, and most of all, for their patience, throughout the writing of this thesis. Moreover, special thanks to all the lecturers of the English Language Education at the Master’s Degree Program of Semarang State University, for the constant guidance and patience given to me during the years of my studies.

My special thanks are pointed out to the principal of SMP N 1 Kebonagung Demak, Mr. Arif Munarto, S.Pd. who has permitted me conducting the research in his school, and also an English teacher of Seventh and Eighth Grade, Mr. Katimin, S.Pd. And Mrs. Ary Candra Dhewi, S.Pd for their cooperation to help me collecting the data. Unforgettable thanks are also directed to all the Seventh and Eighth Grade who kindly to participate in supporting my thesis project.

My deepest gratitude goes to my dearest parents Mr. Drs. H. Ahmad Toha Paryoto, M.S.I and Mrs. Hj. Sofiyatun, S.Pd. who always support, pray and motivate for my success then the biggest thanks to my husband Ahmad Zamharir, M.Pd and my son M. Aulia Yasin Al Fatih for supporting me to finish this project.

Semarang, Mei 2019

Naelatut Thoyyibah

## ABSTRACT

Thoyyibah, Naelatut. 2019. *The Implementation of Character Education in the English Teaching Learning using 2013 Curriculum (The Case at SMP 1 Kebonagung Demak in the Academic Year of 2018/2019)*. Thesis. English Language Education. Graduate Program. Semarang State University. Advisor I: Dr. Rudi Hartono, S.S, M.Pd., Advisor II: Dr. Dwi Anggani Linggar Bharati, M.Pd.

Keywords: Character Education, English Teaching Learning, 2013 Curriculum

Juvenile delinquency and the problem of moral deficiency of young generations has become a world apprehension nowadays. Character education is an essential part to a child's education. Learning to be respectful, responsible, trustworthy, fair, caring, and to be a good citizen is just as important as learning the basic subject areas. In 2013 curriculum character education was a concept of education that should be integrated in all subjects at schools, including English. So, it was interesting to investigate how character education is implemented in English Teaching Learning classroom practice.

The objectives of the study were to explain the intergration of character education in the English teaching learning using 2013 curriculum, to explain the teachers' role in instilling Character Education in the English teaching learning using 2013 curriculum, and to explain the way to solve the problems that arise in applying Character Education in the English teaching learning using 2013 curriculum.

This study applied a descriptive qualitative research method. Two English teachers taught in seventh and eighth grade of SMP N 1 Kebonagung Demak were chosen as the subject. The data were obtained by conducting a document study, observations and interviews and validated by using triangulations. The data were analyzed by transcribing, identifying, and classifying, interpreting, investigating and drawing inferences.

There were some result of this study; the first, teachers had implemented some character values in the teaching learning process. From eleventh meeting in the classroom teaching learning process can be concluded that the teachers had integrated 14 of character values. The most frequent were religiousness, honesty, discipline, perseverance/hard work, independence, democracy, curiosity, achievement respect, responsibility, communicative competence of character values into their teaching learning process. The second result, the teachers' role were very important in integrating character education because they were not only a mentor in the teaching learning process but also as facilitator and model that demonstrated and applied character virtues to the students based on the national values and culture. So, the teachers should increase their teaching methods and strategies to build some characters atmosphere in their class. Then the last result, the teachers usually gave warning and some advices to overcome their problems in applying character education in the teaching learning classroom.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter deals with background of the study, reason for choosing the topic, statements of problems, objectives of the study, significance of the study, scope of the study, definitions of key terms, and organization of the thesis.

### **1.1 Background of the Study**

Juvenile delinquency and the problem of moral deficiency of young generations has become a world apprehension nowadays. There is a little debate of which whether or not we come back to the conventional method of education in which more focusing on moral and character of the students (Ginanto, 2017). Sojourner (2012) in Ginanto (2017) asserted that it is no doubt true that even for the American educational system was originally focused just as much (or more) on the development of students' morality, virtue and citizenship as it was on improving student acumen in reading, writing and arithmetic. Sojourner (2012) continues that it is also true that by the middle of 20th century, schools deliberately chose to back away from the traditional role as character educators. In line with this, Berkowitz and Bier (2005) wrote that character education is not optional in the school; it is inevitable and therefore merits intentional focus and priority status in the school.

Character education is an essential part to a child's education. Learning to be respectful, responsible, trustworthy, fair, caring, and to be a good citizen is just as important as learning the basic subject areas. Character education will guide students to become intelligent individuals who act in thoughtful ways.

During the past year, there was an increase in incident reports and behavior. The issues include a lack of sportsmanship, collaboration, emotional meltdowns, disrespectful peer arguments, bullying, even a student beats the teacher. I believe these behaviors may be the result of a lack of character education in their life, so now parents and educators are again concerned about the moral development of children. They are looking to schools, whether public or private, to take the lead in teaching character. The family is the heart for the child's character development but this is not relieving the school education from any responsibility.

Today, strengthening personal and social of morality is one of the fundamental aims of life and moral education is one of important aspects of education. Children are not born with knowing how to act appropriately. Children develop into human beings of good character when they are surrounded by institutions of character such as religious buildings, sports leagues, schools, media, families and government. "Character education is the deliberate effort to cultivate virtue that is objectively good human qualities that are good for the individual person and food for the whole society" (Lickona, 2003, p. 82).

Given the importance of character education above mentioned, our government of the Republic Indonesia sees the essence of character education to be re-birthed and re-implemented in education system within the country. The Ministry of Education (MOE) of the Republic of Indonesia is implementing its new curriculum named 2013 Curriculum. One or the ultimate goal of this new curriculum is to improve the moral and character of the students.

The curriculum in Indonesia has been changing and developing in many times. Nowadays, The National Education Department has changed the previous curriculum – School Based Curriculum (SBC) 2006 – with the new one called 2013 Curriculum. The existence of 2013 curriculum becomes a great attention and leads to controversy for most people, because some people regard 2013 curriculum is not ready to implement.

However, the curriculum change especially 2013 curriculum is purposed to reach better education system. The implementation of 2013 curriculum will run well with the support of teachers/ teachers' staff. The character values of 2013 curriculum will be conveyed through them. In the implementation of 2013 curriculum, there are three related dimensions. They cannot be separated. They are planning, teaching learning process, and learning evaluation. The planning will establish the materials will be taught, the media will be chosen, and the methods will be used in teaching learning process. In such away, the evaluation procedures will be used to know the product of teaching learning process and students' achievement.

As one of schools in Demak which implements 2013 curriculum, SMP 1 Kebonagung Demak obviously supports the English teachers to implement the curriculum. The supports given by the school are from many aspects. Considering all the issues stated above, the writer will know how the implementation of 2013 curriculum by the English teachers SMP 1 Kebonagung Demak. Start from how they plan and do the English teaching learning process, until how they evaluate the students based on 2013 curriculum objectives. It has become an obligatory subject

and as one of the subjects that examined in the national examination. Learning English is necessary, especially for Indonesian students. SMP 1 Kebonagung Demak is one of the alternative schools that develop character and fun learning through teaching and learning process. This study is a qualitative; a case study that was undertaken in order to describe how character education is implemented in SMP 1 Kebonagung Demak.

## **1.2 Reasons for Choosing the Topic**

Nowadays, the characters of education has been included in the school curriculum, but there is increasing in the juvenile delinquency such as bullying, student brawl, drugs use, sexual harassment and lying to other people just for hiding the mistakes. Those are the illustration from the situation in the society even though there are some children that have been educated in the school with the good curriculum. So, the character building is recently much needed in Indonesian education as a way to overcome those problems.

Mostly teachers are still not able to integrate character education in their teaching learning because there is no a good model and specific design for character education so, their understanding and their concept about it is still not comprehensive. Based on the reasons discussed, the present study is conducted to find out and explain the implementation of character education in the English teaching learning using 2013 curriculum.

### **1.3 Research Problems**

The statements of problems are based on the background as follows:

- a. How to integrate Character Education in the English teaching learning using 2013 curriculum?
- b. How do the teachers' role in instilling Character Education in the English teaching learning using 2013 curriculum?
- c. How to overcome the problems that arise in applying Character Education in the English teaching learning using 2013 curriculum?

### **1.4 Objectives of the Study**

The study has three main purposes that are:

- a. To analyze the integration of character education in the English teaching learning using 2013 curriculum.
- b. To analyze the teachers' role in instilling Character Education in the English teaching learning using 2013 curriculum.
- c. To analyze the way to solve the problems that arise in applying Character Education in the English teaching learning using 2013 curriculum.

### **1.5 Significance of the Study**

After doing the research, I hope that this research would have many advantages for everyone. The advantages that taken from this study are as follows:

This study is expected to give theoretical, practical and pedagogical significances.



From the first research question, theoretically, the result of the study in integrating character education in the English teaching learning using 2013 curriculum can support the government program to integrate character education in all subject lessons, especially English in the teaching learning process. It is expected that the study will be useful as a proof that integration of character education in English teaching learning is very important to be done and the teacher can apply appropriately based on the theories explained in this research. Pedagogically, it can set some light on the way character education is integrated in the teaching learning process. Then practically, this study can contribute to teacher's skill in integrating character education in the English teaching learning.

Through the second research question, theoretically, the result of the study can increase the teachers' skill and competence in instilling Character Education in the English teaching learning using 2013 curriculum. Pedagogically, it can increase the students' competence to implement and apply the character values into their life. Then practically, it contributes the teachers and the students' awareness in instilling character education more actively.

Furthermore, related to third research question, theoretically, the result of the study can be as a reference or a further research with a different research design or the same design at another school to solve some problems in integrating character values in the English teaching learning and finally it can shape the students' low character to become the students' good character. Pedagogically, it can raise the teachers' methods and strategies to solve some problems that arise in the classroom teaching learning. Then practically, it also contributes the teacher's

strategy or methods to face and solve some problems in integrating character values in the teaching learning process.

## **1.6 Scope of the study**

The scope of this study is as follows:

- a. The integration of character education in the English teaching learning using 2013 curriculum.
- b. The subjects of the research are the English teachers of SMP 1 Kebonagung Demak.

## **1.7 Definitions of Key Terminologies**

Definitions of key terminologies are very essential to recognize the key points of the study so that the same comprehension of the writer and the readers can be attained. It helps the readers to trace the availability of the thesis. They refer to the following explanation, such as:

### **1.7.1 Character Education**

Lickona (1991:51) described character education as the deliberate effort to develop good character based on core virtues that are good for the individual and good for society. It is essential to the task of building a moral society and developing schools which are civil and caring communities. Therefore, in his conception, it is as necessary as academic achievement. Another definition was stated by Character Education Partnership (2010). Character education is defined as “efforts” to help young people develop good character, which is includes

knowing about, caring about, and acting upon core ethical values such as fairness, honesty, compassion, responsibility, and respect for self and others. Goldberg (2003) added that character education refers to a teaching activity that helps students to acquire a “universal value,” “core value” and “moral education” and enables students to think and act within a moral scope. He added that the content of character education should include knowledge and morals, cognition and emotion and emotion and behaviour.

Furthermore Character education is anything that school might try to provide outside of academics, especially when the purpose is to help children grow into good people (Kohn, 1997). According to the definitions above, the writer summarizes that character education includes some efforts and awareness to make people to be more understand, care about and act upon some ethical values and traits. Those values and traits are determined to develop a positive and moral climate in every aspect of life.

#### 1.7.2 The 2013 Curriculum

Hasan (2013) in his study stated that the 2013 Curriculum is curricula for primary and secondary education. In the Indonesian context of education, the primary education consists of primary or elementary school called Sekolah Dasar (SD) and junior secondary school called Sekolah Menengah Pertama (SMP). Secondary Education consists of General Secondary School called Sekolah Menengah Atas (SMA) and Vocational Secondary School called Sekolah Menengah Kejuruan (SMK).

The 2013 Curriculum is the curriculum based on the competency that covers three aspects, namely: attitude aspect, knowledge aspect, and skill aspect. (Permendikbud No. 58 tahun 2014 Chapter III). This curriculum is started with formulating the competency standard of graduate, namely the competency after finishing on one level education, Elementary, Junior High School, and Senior High School. Competency standard of graduate is explored into core competency that is competency after finishing one class in one level. The aim of the 2013 Curriculum is to prepare the Indonesian in order to have ability to live as individual and citizen that is faithful, productive, innovative, affective, and able to contribute in the social life, nation, country, and the world civilization. (Permendikbud No. 58 tahun 2014 Chapter III).

### **1.8 Organization of the Thesis**

I divided this thesis into five chapters. In chapter one, it contains the introduction of the study, chapter two is about review of related literature, chapter three is about research methodology, chapter four is about finding and discussion.

As the first chapter, chapter one presents background of the study, reasons for choosing the topic, research questions, objective of the study, and scope of the study. In the part of background of the study, the researcher presents the background related to the problems of moral deficiency of young generations, the important of character education to develop and strengthen personal and social morality, the implementation of the 2013 curriculum that the ultimate goal is to improve the moral and character of students and the teachers' problem how to

apply character education in the teaching learning activity. Reason for choosing topic are presented in the second part, they the characters of education has been included in the school curriculum, but there is increasing in the juvenile delinquency such as bullying, student brawl, drugs use, sexual harassment and lying to other people just for hiding the mistakes. Moreover, mostly teachers are still not able to integrate character education in their teaching learning because there is no a good model and specific design for character education so, their understanding and their concept about it is still not comprehensive. So, the character building is recently much needed in Indonesian education as a way to overcome those problems.

Research question of this study are presented in three points, they are how to integrate character education in the English teaching learning using 2013 curriculum, how do the teachers' role in instilling character education in the English teaching learning using 2013 curriculum, how to overcome the problems that arise in applying Character Education in the English teaching learning using 2013 curriculum. This study aims to analyze the integration of character education in the English teaching learning using 2013 curriculum, to analyze the teachers' role in instilling character education in the English teaching learning using 2013 curriculum, to analyze the way to solve the problems that arise in applying Character Education in the English teaching learning using 2013 curriculum.

As the next part of chapter one is scope of the study which presents the scope of the integration of character education in the teaching learning using

2013 curriculum and the English teachers is the subject of the research of this study. After that the writer explains the decision of key term, and two key terms are presented in the study. They are the defining of character education, 2013 curriculum. The last is outline of research which is presented afterward to give brief view of this research.

Chapter II is review of related literature comprising three sections which are reviews of previous studies, reviews of theoretical studies and theoretical framework. Review of previous studies presents some researches which have ever been conducted related to the study. The previous studies are categorized into five topics groups. The first topic is about the effectiveness character education on social behavior; the topic has been studied by (Thompson, 2002; Patella, 2003; Berkowitz & Bier, 2005; Berkowitz & Schwartz, 2004; Durlak, Weissberg, Dymnicki, Taylor, & Schelinger, 2011; Elias, 2009; Leverett, 2006; Van Velsor, 2009; Zins, Bloodworth, Weissberg, & Walberg 2004; Dodds, 2012; Graff: 2013).

The second topic is implementation of character education in different places; they are (Salahuddin, 2011; Sukri, 2013; Haq, 2015; Maryono, 2015; Abu, 2015). Salahuddin (2011). The third topic is about the implementation of character education by some media; several articles related to the topic have been studied by researchers for examples; (Aisyah, 2014; Rasna, 2017; Muhtar, 2016; Suyitno, 2017; Billig, 2008, Berger; 2005, Shapiro; 2012, Ampel; 2002, Allis; 2007, Patella ;2003). The fourth topic is about the implementation of character education in muslim school. The writer found some journals about this topic. The articles come

from (Agustini, 2014; Fadlilah, 2016; Ratih; 2017, Mambu; 2015, Djiwandono; 2016, Crider; 2012, Larson; 2009, Yandles; 2007)). The fifth topic is about implementation of character education in English lesson, the curriculum of 2013. The topic is delivered by (Jaedun, 2014; Nugraheni, 2015; Retnawati, 2016; Hartono, 2014, Allis; 2007, Kusumawanti and Anggani; 2018). The next part was elaborated the related literature of theory that shapes the study, which involve the eighteen character education aspects, the important of character education, the integration of character in the curriculum, the implementation of character education in the teaching learning process and 2013 curriculum. The last part was about the theoretical framework.

Chapter III present the research methodology including of research design, setting, participants of the study, roles of the researcher, method of collecting data, research instruments, method of analyzing data, and triangulation. Research design of this study is qualitative research; a case study. Focus of this study includes the participant of the study were two English teachers and the seventh and the eighth grade of SMP N 1 Kebonagung. The roles of the researcher deals with data collector and data analysis. Data collector includes process to get the data by observations, interviews, documents and video recording of teaching learning process. Data analysis includes teachers' documents such as syllabus, lesson plans, teaching material and media are the researcher need to support data collection. Research instrument of this study are interview guideline, classroom observation and document analysis. Procedures of collecting data are transcribing,

reading, identifying and classifying, interpreting, investigating, drawing inference and triangulation.

Chapter IV is findings and discussions. It presents the implementation of Character education in the English teaching learning process with the evidence from the documentary study, interview and observation. The study presents the findings in three parts, (1) the integration of character education in the English teaching learning using 2013 curriculum; (2) the teachers' role in instilling Character Education in the English teaching learning using 2013 curriculum; (3) to overcome the problems that arise in applying Character Education in the English teaching learning using 2013 curriculum;

After analysing the lesson plans, the researcher did the observations to see the implementation of character building in the English teaching learning process. All observation was conducted in one semester. Each meeting was 80 minutes. Each observation was conducted in different classes by teachers to make the finding more specific and accurate. From the classroom teaching learning observation and field notes about the character education values and how the teacher implemented them in English teaching and learning process can be concluded that in general, the English teachers of SMP N 1 Kebonagung has been integrated some character in their teaching learning. The most frequent was religiousness, honesty, discipline, perseverance/hard work, independence, democracy, curiosity, achievement respect, responsibility, communicative competence of character values into their teaching learning process.



The teachers' role in instilling Character Education in the English teaching learning using 2013 curriculum. The teacher who is as one of other important components in teaching and learning activities has many roles. Here, the teachers are not simply as a mentor who transfer knowledge, in this case English, but also as a facilitator and model that demonstrates and applies character virtues to the students based on the national values and culture. Moreover, they were good friend for their students, so that they feel welcome around her. The character development program plan to motivate students is to involve students in activities, both intra-school and extra-school activities, such as class organizations, namely working together about class activities, flag ceremonies, morning apples, short worship before study and ending, etc. others (Intra School), and while extra school activities are: scouts, sports, cultural arts. In terms of developing the implementation of English learning classroom activity by teachers in order to realize student character formation through the provision of classroom training in classroom organization tasks to be developed before learning such as: getting in on time, praying, carrying out assignments from English teachers, collecting homework assignments timely, class cleanliness, fair in the division of tasks.

To overcome the problems that arise in applying Character Education in the English teaching learning using 2013 curriculum Character education is a new program prioritized by the Ministry of Education and Culture. As a new program there are still many obstacles. These constraints are: religious aspect, discipline, honesty, tolerance, hard work, self-confidence and responsibility.

Finally, the last chapter was contained of conclusions and suggestions. It presented the conclusion and suggestions relate to the research problems about the integration of character education in the English teaching learning process using 2013 curriculum, the teachers' role in instilling Character Education in the English teaching learning using 2013 curriculum, the problems that arise in applying Character Education in the English teaching learning using 2013 curriculum. After that, I gave some suggestion about my study.

The teachers had implemented character education in their planning and in the teaching learning process. From the document analysis and pre teaching interview, it was revealed that both of them planned to integrate the character values were written on their syllabus and lesson plan. All the teachers mentioned the character values in a special point in their lesson plan. The researcher could also find the elaboration of character values in the learning activities point. From the four lesson plans as a sample provided by the first teacher (T1) and the second teacher (T2), the researcher found 13 character values. The most frequent was religiousness, confidence, discipline, hard work, responsibility, honesty, curiosity, cooperation and environmental care.

Based on the result findings, there are some suggestions which is recommended that when character education is emphasized into curriculum, teachers should be consistent to integrate the character values starting from planning, implementing in the classroom activity, and evaluation. They should be able to instill the character values which have been planned in the classroom teaching learning activity then they should be assessed in order to know the

students' progress. For the future researcher, it is suggested to conduct a research with the same topic but different design especially in the developing new and interesting strategies to instill the character building in the school environment and in the class teaching learning process.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents review of studies, review of theoretical studies, and theoretical framework of the study. The summary of the previous studies explains some studies that have been conducted by other researcher. Then theoretical reviews summarize some theories of character education in English teaching learning. At the end of this section, theoretical framework of the study will be presented to give clearer view and understanding of the theories and concepts that relevant to the present study.

#### **2.1 Review of Previous Studies**

Many researchers have conducted the research about character education. There are several works, such as thesis, a journal article, an international journal article and a research report related to the topic and problems in this study which are reviewed. Here, the researcher will review some journal articles as the references to do the research. In this section, the previous studies are categorized into five topics five groups; they are the effectiveness character education on social behavior, the implementation of character education in different places, the implementation of character education by some media, the implementation of character education in English lesson, the curriculum of 2013.

The first review will about the effectiveness character education on social-emotional behavior. The topic has been studied by (Thompson, 2002; Patella, 2003; Berkowitz & Bier, 2005; Berkowitz & Schwartz, 2004; Durlak,

Weissberg, Dymnicki, Taylor, & Schelinger, 2011; Elias, 2009; Leverett, 2006; Van Velsor, 2009; Zins, Bloodworth, Weissberg, & Walberg 2004; Dodds, 2012; Graff: 2013). Studies indicate that the social and emotional development of a student is an integral and necessary piece of a child's education and does not take away valuable time from academic lessons. Those researches also confirm that there is a significant relationship between social and emotional skills with academic success and school performance.

The second review will about the implementation of character education in different places. Some of researchers study about the implementation of character education in Islamic schools. They are (Salahuddin, 2011; Sukri, 2013; Haq, 2015; Maryono, 2015; Abu, 2015). Salahuddin (2011) studied about the implementation of character education in muslim school. The purpose of this case study was to examine how a Muslim School's Curricula implemented character education as it was experienced by the participants in a private Muslim Schools. The research revealed that implementing character education intensely depended on the way the teacher lived inside and outside the school environments with clear insight at goal of education as well as life itself. It also showed the teachers themselves needed to be role models of humanistic values such as love, truth, right conduct, peace, and non-violence in their daily lives, so that they could be catalysts to bring out potentialities in the hearts of students. The second review will come from Sukri's article (2013). This study was intended to point out the implementation of character education at Integrated Islamic Junior High School (SMPIT) of Darul Azhar, South East Aceh, which consisted of on how were the integrating strategies

of character values in terms of compulsory subjects, complimentary subjects (Mulok), self-development activities, character education conditioning and assessment techniques of it. Descriptive qualitative is applied in his research. Haq (2015) studied about the implementation of character education in Islamic elementary school (Madrasah Ibtidaiyah) and State Elementary school (SDN) in Jombang. The study revealed that both of those schools applied character education by integrating the indicator and purpose in every lessons. In extracurricular, MI more emphasizes religious attitudes and care for the environment, while SDN emphasizes honesty and discipline. Abu (2015), through his research wanted to explore the implementation of character education in Madrasah in Indonesia. The research suggest: Madrasah teachers have not managed to practice the concept of teaching character both conceptually and contextually. The failures of conceptually caused teachers do not embed character values are extracted from the behaviour of student's virtue. While the failure of the contextually is has caused teachers failed in an attempt to develop character values, such as social relationships, honesty, and discipline. In addition, the teachers are not managed to practice courteous and not empowered to detain students of behaviour lie. Maryono (2015) in his research found that the contribution of the school's members and committees should be optimal; so the purposes of the character education can be achieved. The moral implementation should be reflected in the pointed subject or by comprehensive approach, so the purposes can be achieved effectively. The roles of the counseling teachers and homeroom teachers should be optimal to handle the obstructions.

The third review, the writer will review the implementation of character education by some media. Several articles related to the topic have been studied by researchers; they are (Aisyah, 2014; Rasna, 2017; Muhtar, 2016; Suyitno, 2017; Billig, 2008, Berger; 2005, Shapiro; 2012, Ampel; 2002, Allis; 2007, Patella ;2003). Aisyah (2014) her study used contextual teaching and learning at personality development to apply character education. The results of the study showed that students possessed faith, attitude, behaviour, motivation and good skills in accordance Indonesian culture and norm or Indonesian characters. Rasna (2017) applying character education by using the reconstruction of Bali's local wisdom which adheres in the Hindu philosophy is potentially rich for the development of character education's themes and sub-themes. The central themes and sub-themes fleshed out from the Hindu philosophy are coherently tied into a system of meaningful moral entity. Children may learn the moral characters contextually and meaningfully through the national language of Indonesia at schools. However, caution should be taken as the themes and the sub-themes are critically beyond the first and second graders' cognitive and moral development stages. Muhtar (2016) has brought pencak silat teaching in the implementation of character education. The research method used is research and development (R&D) which includes preliminary study, testing, and model validation. The result of research shows differences between conventional pencak silat learning and character-based pencak silat learning as the development of the former learning. Billig (2008) used service-learning to promote character education in large urban area. Using primarily quantitative data, the study shows that service-learning can

be an effective tool for reaching character education outcomes. Significant differences were found between service-learning participants and nonparticipants in multiple areas, including citizenship and civic engagement, social responsibility, and caring, as measured by surveys; suspensions and serious incidents; and academic achievement scores. Berger (2005) the study found a statistically significant relationship between those counties that effectively implemented a character education program in their elementary schools and student attendance, as compared to counties that did not effectively implement a character education program in their elementary schools. In all school districts studied, however, over the four-year period incidents of crime and violence were reduced, the absenteeism rate was reduced, and achievement had increased. This could have been due to the implementation of any type of character education program or it may have been due to other programs implemented in the Florida schools. Shapiro (2012) the purpose of his study is to assess whether bullying behaviors were impacted by the character education curriculum Character Counts! in fourth and seventh grade students. More specifically, over time are the perceptions that the students had of bullying behaviors impacted and is there a difference between the perceptions that boys and girls had of these behaviors. A survey was given to fourth and seventh grade students in a school district in a northern suburb of Chicago for three consecutive years, 2004, 2005 and 2006. Ampel (2002) Character education has an extensive history in the United States. From the primary focus of training young learners to develop moral concepts based on bible concepts to the proactive attempt to distill character education traits such as respect, responsibility, honesty,



and fairness the public school system continues to struggle with a consistent implementation of a successful formal program that creates success in every school across the United States. This study has covered various successful character education programs, in all forms, across the United States and investigated the perceptions of character education of teachers in one Central Florida school district. Patella (2003) the purpose of this study was to determine if character education addressed directly through lesson plans would have an effect on behavior of students when they are not under supervision of the classroom teacher. The researcher observed the students' social interactions in the experimental group and the control group in various settings in a pre and post observation period.

Another research related to this study is about the implementation of character education in English lesson. The writer found some journals about this topic. The articles come from (Agustini, 2014; Fadlilah, 2016; Ratih; 2017, Mambu; 2015, Djiwandono; 2016, Crider; 2012, Larson; 2009, Yandles; 2007). Agustini (2014) in her study used qualitative research to analyze the data. The study revealed that the teacher did not explicitly insert the character values into the indicators and assessment instrument. However, some values were reflected in the teaching and learning activities, and in the implementation of teaching the four skills in the classroom. Fadlilah (2016) used qualitative method. The aim of the research is determine how character education affected the behaviour of students. The study involved: observing student behaviour; interviewing teachers, students, and headmaster to determine their perceptions of the effects of the character education program on student behaviour. The finding of this study suggested that

character education programs may have a positive effect on student behaviour. Furthermore, the findings led to recommendations regarding the implementation of character education programs in elementary schools. Character education should be an integral part of the curriculum, not taught as a separate subject. The last article, Ratih (2017) studied about the analysis of classroom character education in English lesson. The objective of the study was to analyze the implementation of character education in the English lesson at SMP Negeri 1 Banjar. The participants were the eighth grade student and the English teacher. In the evaluation, the strategies which were used by teacher were in the form of advice and scoring rubric to assess character education in the process of teaching and learning. The articles come from Larson (2009) found that character traits such as: honesty, respect, empathy, kindness, and caring play into affect with students who have relationships with classmates, teachers, friends, and family. Utilizing schools discipline policies, character education programs, and encouragement from parents, schools are beginning to document that they can make a significant difference in the lives of the children they teach. Students will then live the positive character traits they learned through practice by treating others with respect and fairness while recognizing they are becoming responsible, caring, trustworthy citizens. Mambu (2015) found that Students' communicative competence in expressing religious values can be assessed by examining their growing self-reflexivity (which problematizes dogmatism), among others, in their discourse. Character education assessment rubrics are developed from the cases reported here, in light of: (1) the Indonesian government's guidelines for assessing

character education; (2) critical ELT; and (3) CelceMurcia's (2007) model of communicative competence. Djwandono (2016) As character education is gaining importance in the education domain, many educators seek ways to shape their students' character through daily teaching and learning practices. In an attempt to integrate honesty into daily lessons, a small experiment was done. Students in a content subject were asked to rate their own works according to predetermined criteria. The analysis of their scores from three different tests reveals their tendency to be less honest when realizing that the assessment was becoming more of a high-stake test. Crider (2012) his study was to determine the impact of a character education program on the health of an elementary school building. More specifically this researcher wanted to investigate the implementation and use of a high quality character education program that is consistent with CEP's eleven principles of effective character education and what impact that might have on the five dimensions of health or climate of the school building as determined by the OHI-E. The findings of this study do support the hypothesis as stated. This study found that character education had a positive impact on the health of the building where it was implemented. Senior-Gay (2004) character education improves student discipline, schools should invest in a character education curriculum, carve daily time for character education along with other school courses, monitor and evaluate the level of implementation of character education programs, and provide the necessary resources that will enable classroom educators to help young people acquire a sense of social responsibility. The next study conducted by Yandles (2007) in Georgia schools, the United States of America, found that the teachers

perceived the responsibility for teaching character was shared with the family. Although a majority of teachers were not aware of the Georgia legislature mandate, all teachers taught character through class discussion, the use of books, and participation in the school's character recognition program. Here, habituation method can participate in the school's character recognition program and became one important way in teaching character education.

The curriculum of 2013 will be also reviewed in this study. The topic is delivered by (Jaedun, 2014; Nugraheni, 2015; Retnawati, 2016; Hartono, 2014, Allis; 2007, Kusumawanti and Anggani; 2018) . Jaedun (2014) in his study entitled "An evaluation of the implementation of Curriculum 2013 at the Building Construction Department of Vocational High Schools in Yogyakarta" used descriptive statistical, quantitative and qualitative descriptive analyses to analyze the data. The study aimed to determine the readiness of the teachers of the building construction department of vocational high schools (SMK) in Yogyakarta in designing and implementing the teaching and assessment processes of Curriculum 2013 implementation. The result shows the teachers do not understand the principles and application of the scientific learning models as an appropriate approach to Curriculum 2013 implementation. Another study about curriculum 2013 delivered by Nugraheni (2015), in her article, she said that transition curriculum 2006 and 2013 was unified inseparable and mutual educational objectives to sharpen Indonesia curriculum 2006 overall essentialist holistic knowledge rather than just covering cognitive but also the attitude and physical skills. Learning of great culture is learning that reflect the values and norms culture

of the nation who live in a situation of learning. Retnawati (2016) also studied about vocational high school teachers' difficulties in implementing the assessment in curriculum 2013 in Yogyakarta. The results of the study showed that in the assessment implementation of Curriculum 2013 the teachers had not fully understand the assessment system. The teachers' difficulties were also found in: developing the instrument of attitude, implementing the authentic assessment, formulating the indicators, designing the assessment rubric for the skills, and gathering the scores from multiple measurement techniques. Hartono (2014) this article discusses environmental education which is set up in the Curriculum 2013 is about national scope, but the output can meet the challenges of the world of the implementation of character education into class room. The previous studies about this topic have been delivered by some experts they are (Maghfiroh, 2014; Hartiningsih, 2016; Berkowitz, 2017; Agboola, 2012). Maghfiroh (2014), studied about the problems that may be faced by the students in English lesson. The first factor is the domination of mother tongue or first and second language, both students and lecturers (Javanese and Indonesian) in the teaching and learning process. Another factor is the motivation of students to learn and master English is still very low, students seem embarrassed and afraid of making mistakes if they speak English. The third factor is that the foreign language environment among students has not been created conductively. Hartiningsih (2016) through her article entitled "The Problems Faced in Implementing Character Education on English Subject Through Problem Solving at SMK Muhammadiyah Malang District", found that the problems faced by English teachers are curriculum 13 provides one a

week for English subject and students' motivation to learn English is not high while the problems faced by the students are lack of understanding grammar, the teachers are too serious to teach English, not yet accustomed whereas the solution is by giving extra time to learn English and emphasizing that English is needed in work field. Berkowitz (2017) examined about both the need for and obstacles to implementing effective pre-service training in character education. Six obstacles are addressed: disagreement on what character is; disagreement on what constitutes character education; perceptions of limited space in pre-service curricula for character education training; limited scientific data about which character education elements are effective and for what outcomes; where the expertise and resources are; ambivalence about the appropriateness of educating for character. The last, Agboola (2012) studied about the challenge and controversy of implementation of character education.

Although many studies have been conducted about the implementation of character education, English teaching learning process, and 2013 curriculum, the present study is different because it focuses to investigate the two teachers' teaching performance, strategies, and methods in integrating character education in the English teaching learning process. The two teachers taught in the different grade, so they had different methods, strategies and techniques in implementing and integrating character education in their teaching learning process. So it made enrich the way how to implement character education to the students.

## 2.2 Review of Related Literature

### 2.2.1. Eighteen Character Education Aspects

Character education is an effort and realization of the five basic principles of the Republic of Indonesia and the Preamble of the 1945 Constitution. Through the Regulation of the President of the Republic of Indonesia Number 5 of 2010 Regarding the National Medium-Term Development Plan 2010-2014, realizing a society that has high morals, ethics, culture, and civilization, based on the Pancasila, which is aimed to strengthen the national identity and character through education. Eighteen aspects have been identified based on Master Plan of Character Education by Ministry of Education as follows:

Table 2.1

#### Eighteen Character Education Aspects

(Source: Ministry of National Education, 2010)

| No | Aspect        | Description  |
|----|---------------|--|
| 1. | Religiousness | Having attitudes and behaviors reflecting religious practices that one believes in, showing tolerance towards the practice of others and living harmoniously in a society. |
| 2. | Honesty       | Being truthful in words and actions and able to be trusted.  |
| 3. | Tolerance     | Having respect and appreciation for different opinions, beliefs, ethnicities, attitudes and actions of others.   |
| 4. | Discipline    | Demonstrating self-control, even in difficult situations and obeying rules.  |
| 5. | Perseverance  | Continuing to work towards a goal, no matter what the obstacles and challenges are.  |
| 6. | Creativity    | Involving and using imagination to develop new ideas.  |
| 7. | Independence  | Capable of acting for oneself or on one's own without being influenced or controlled by others in matters of opinion   |

|     |                     |  |
|-----|---------------------|--|
|     |                     | and conduct  |
| 8.  | Democracy           | Belief in political freedom and equality.  |
| 9.  | Curiosity           | Showing a marked desire and eagerness to learn more about knowledge or information.                                  |
| 10. | Nationalism         | Prioritizing the country's interest above personal interest.   |
| 11. | Patriotism          | Attempting to profess loyalty and care about the social, economic and political condition of a country.              |
| 12. | Achievement Respect | Obtaining thing successfully by exertion, effort, courage and skill, and being happy for other's success.            |
| 13. | Friendship          | Being gentle and generous towards others; having a relationship between two or more people who enjoy being together. |
| 14. | Peacefulness        | Helping maintain peace and preventing violence.  |
| 15. | Reading Interest    | Highly educated; Knowledgeable through having read extensively.  |
| 16. | Environmental Care  | Protecting natural environment from loss and pollution; saving the earth's resources for the future.                 |
| 17. | Compassion          | Show kindness and concern for others in distress by offering help whenever possible.                                 |
| 18. | Responsibility      | Taking care of duties, being dependable and accountable when having things to do to God, self, and society.          |

### 2.2.2. The Importance of Character Education

According to Battistich, (cited in Haynes and Berkowitz, 2007), the effects of character education programs can have thoughtful effects on various problems that schools are fronting today including increased drug/alcohol use, aggression, low school attendance, fights and suspensions, school shootings sexual activity, vandalism, and low academic achievement. Character education may help schools develop a more positive school environment. To develop students' social, ethic and



academic by infusing character development into each aspect of the school culture and curriculum. The students' good character is helped with includes knowing, caring about and acting upon core ethical values such as respect, responsibility, honesty, fairness and compassion.

The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education. Ryan in Almerico (2014) added that teaching and learning process emphasizing character development helped to improve students' academic achievement and communication skills thus encouraging a tougher sense of independence and self-confidence. He recommended these endings of character education lead to the creation of trusting learning environments where students feel good about themselves and others (p.2).

The advantages of character education are multi-layered going beyond the apparent results of being a good person and responsible citizen. Buchori (2007) claims that the destruction of the nation at present is due to the degradation of the people's national integrity. The aim of the character education planning is to incorporate best character traits into the entire school surround, same as into the group. These words and explanations focus on the postures and individual qualities that progress a foundation for passed in life and activity. Character education is an ever-increasing trend in the psychology of education worldwide.

### **2.2.1 The Integration of Character Education in Curriculum**

Since school is a place for students to learn moral values and good traits, great responsibility as the family and society do in guiding students to lives, participate well in society and to perform themselves as good addition, school has become a place to transfer moral and character education curriculum.

Ryan and Bohlin (1999) state that character education fit into everywhere for education seeks to help students develop as personal development is part and parcel of the whole enterprise. Thus, undertakings should reflect the goals of character education which are to develop intelligence and moral as well. The integration of character education into the curriculum does not mean to teach morals and virtues in separate courses. The teaching of good traits can be integrated during the teaching of any subjects at schools. Ryan and Bohlin (1999) further explain that since curriculum is a primary source of shared moral wisdom, it carries moral heritage providing us with a guide in leading good lives and possess strong moral characters. This moral heritage also includes encounters with human failure, tragedy, injustice, and other bad traits. It allows students to learn what it means to live well or poorly.

There are four lenses can be used to draw the moral dimensions of the curriculum into focus as proposed by Ryan and Bohlin (1999). They are moral literacy, moral imagination, moral discourse and moral integrity. The first dimension, moral literacy, refers to knowing the good teaching of character education is reflected by providing meaningful reference, the reference of good

people who perform good conducts in their lives. This is done by getting the students to know references of such as Mahatma Gandhi, Mother Theresa, and etc.

Moral imagination, the second dimension, stresses on the experience students acquire during the process of developing implemented through the use of literature which offers student enjoyment in the story it presents. Kilpatrick in Ryan and Bohlin said that children's behaviours are shaped to a large extent by the theatres of their minds. Assigning the students to read a selected story which is full of virtues, We ignite students' moral imagination by allowing them to get into the story's dilemma.

The third dimension is moral discourse. This dimension is based on the notion that students need to practice reflection and rational inquiry throughout their experience with the curriculum in cultivating strength of mind as well as strength of character (Ryan and Bohlin, 1999, p.105). This is practiced by allowing the students to get involved in the dialogs and discussions about moral themes and questions with their classmates, parents, or even with themselves. The discussion on the reading of a particular inspiring story creates a moral discourse in which students learn to take a topic of moral theme seriously, to pay attention to others' perspectives, and to give throughout consideration to others' opinions.

Moral integrity is the last dimension which focuses on putting virtues into practice in daily life. Curriculum in this case is seen not only the carrier of knowledge but also the carrier of moral heritage (Ryan & Bohlin, 1999, p.109). Curriculum expected to see a good student as one with not only a good academic achievement also a moral integrity. Moral integrity is built on the habits of

discipline, hard perseverance, and other virtues. This is alternatively implemented through journal that students are encouraged to make which reflect what virtues they into practice, why they fail to do so, and how not to fail it on the next day.

### **2.2.2 The Implementation of Character Education in the English Learning Activities**

Considering the urgency of strengthening the character of nation to revitalize the arrangement of human life in Indonesia, formal and informal education should teach the value and character because education is considered as a key to prevent and solve the problems. Education is believed to have endurance and strong impacts to influence and change people because it is a conscious and planned effort to develop the potential of students. Culture is defined as the whole system of thinking, values, morals, norms, and beliefs of human beings generated by society. Lickona in Majid & Andayani (2010) says that character education is education that build the personality of a person through character education whose results are seen in a person's actual actions such as in good behavior, honesty, responsibility, respect for others, and hard work (p. 13). Down through history, in countries all over the world, education has had two great goals: to help young people become smart and to help them become good (Lickona, 2007, p.1).

Accordance with the elaboration of Law no. 20 year 2003, Guidelines for Implementation of Character Education of the Ministry of National Education Research and Development Centre of Curriculum and Books Centre (2011) mentions there are several values of characters, such as: religiousness, honesty,

tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, citizenship, achievement respect, friendship/communicative, peacefulness, environmental care, social care, logical thinking, and responsibility.

Application character education starts from the main problem of education that is simple, visible, and in accordance with the conditions in each school and implemented by all components of the education implementer. The Government of Indonesia makes a new education policy by incorporating cultural education and nation character that must be implemented at all levels of formal education from the kindergarten level to the university for the next five years (Kemdiknas, 2010).

By integrating character values in the teaching and learning process, students are expected not only to have cognitive abilities, but they are able to apply all the values contained in character education both in life at school as well as in society. In principle, the development of character values is not specifically contained in a particular subject, but it is inserted into every subject in school, student self-development, and school culture so that students develop into a person of character and intellectuality. Therefore, teachers and schools need to integrate the values of the characters into the curriculum, syllabus, and lesson plan (RPP) they use in school. The insertion of character values is expected to occur in all subjects, such as English, math, history, geography, and others.

In developing the teaching of character-driven English, teachers play an important role as they must determine effective strategies for developing learners' character without compromising the academic content quality of the subject. Based on interviews with English teachers, the development of language learning that

incorporates character values is done through various activities in the classroom, such as praying before the learning process begins (religious), giving instruction to students (curiosity), dividing the students into groups for discussion (communication), and ultimately the teacher evaluates the value of the character in the form of an assessment. A language learning assessment with character insertion is based on indicators of each character in the form of a rating rubric and anecdotal notes. To provide examples of teacher value assignments must serve as models that their students can imitate. Based on the above descriptions, research is interested in examining how character education is included in English language learning at the junior high school level (SMP) level. Specifically, this study discusses the character education planning through the lesson plan (RPP) and the implementation of the lesson plan in English learning that inserts character education. This research is expected to provide benefits as a reference for junior high school teachers and other researchers in developing lesson plans (RPP) and implementing English learning by incorporating character education values at junior secondary level.

#### **2.2.5.1 The Aims of 2013 Curriculum**

Hasan (2013) in his study stated that the 2013 Curriculum is curricula for primary and secondary education. In the Indonesian context of education, the primary education consists of primary or elementary school called Sekolah Dasar (SD) and junior secondary school called Sekolah Menengah Pertama (SMP). Secondary Education consists of General Secondary School called Sekolah Menengah Atas

(SMA) and Vocational Secondary School called Sekolah Menengah Kejuruan (SMK). At present, the idea of the 2013 Curriculum is also being used for the development of Childhood Education (PAUD) and Higher Education (university, D3 and D4) curricula. This policy in itself is a new one in Indonesia education and it might also a new one in education in many countries as well.

Since 2003, Indonesia has applied standard-based education which was preceded by the change of government system from centralized to district autonomy. Entering a new period called Reformation, there were some fundamental changes or amendment on some articles of the 1945 Constitution, and amongst others it concerns with the authority of the provincial and district authority, apart from the change in the power of the Majelis Permusyawaratan Rakyat (People Assembly) that has no power to elect president. By the issue of the law of Civil Government education has been authorized to local government although the central government has some power for the development of educational system and to set national standards for education.

There are eight standards which are outcomes competency standard, content standard, process standard, and assessment standards which are closely related with the development of curriculum and facilities standard, management standard, library, and teachers which are directly related with the implementation of a curriculum. In the new educational context, curriculum should be developed by the central, provincial, and local government. The central government has the authority to develop curriculum ideas, structure, and content design. In the

structure there are some courses which mandatory by the law and some courses are related with the need of the nation.

The aims of the 2013 Curriculum is also new for Indonesia educational context. The aims states: To prepare Indonesia young generation to have life skills as a personal and citizen who are productive, creative, innovative, affective (religious and social attitudes) and competent to contribute for the betterment of social, national, and political lives, and humanity. The 2013 Curriculum advocates the learners with the quality of contributing to the advancement of the lives of the society where they live, the live of the nation in political, social, economic, culture, arts, technology and others. The curriculum also aims at providing the students with the competency to contribute to the welfare of humanity. This statement is never explicitly or implicitly stated in previous curricula. This noble statement is actually expressed for the first time by some leaders when they drafted the first Indonesia law of education. To have such a quality, a student should have creativity, innovative, and care for the welfare of the society. By having this quality they will become independent learners and care of what happens, and provide what they have to contribute for a better development of the society.



### 2.2.5.2 Content Design of the 2013 Curriculum

There is a new definition of curriculum content applied for the 2013 Curriculum. Alongside with the use of competency-based curriculum model, curriculum content is not limited to facts, concepts, theories, procedures as adopted by previous curriculum but it also covers attitudes, thinking skills, social skills, and cultural skills. The source of the curriculum content is not limited to academic disciplines but also society, culture, and the students.

As previous 2006 Curriculum, the content is called *Kompetensi Dasar* (basic competencies). However, the way to develop and organize the *Kompetensi Dasar* is different from the previous curriculum. As curriculum is defined as an educational program for a particular level of education or a school, and not as a list of courses. The *Kompetensi Dasar* of the 2013 Curriculum is derived from *Kompetensi Inti* (core competencies) and specific content from each course. The *Kompetensi Inti* is the organizing element of *Kompetensi Dasar* and therefore all courses have the same *Kompetensi Inti*. Derived from *Standar Kompetensi Lulusan* (competency outcome standard). The *Kompetensi Inti* has four components which are religious attitudes, social attitudes, knowledge, and knowledge utilization. The knowledge utilization is from the new taxonomy of educational objective developed by Marzano and Kendall (2007). Thus, all courses must have *Kompetensi Dasar* for each of the component.

KD-1 and KD-2 for each course are not necessarily derived from the knowledge or skills from each course; it can be developed free from such content. Therefore, the KD-1 and KD-2 for every course can have similar or even the same

sentences. KD-3 is the knowledge of the course and KD-4 is the way to use the knowledge for different context inside or outside a school.

Furthermore, the content or KD is treated in different ways amongst those for elementary school, junior secondary school, and senior secondary school. Thematic integrative approach is used for elementary school KDs as such KDs from each course are linked in a sub-theme and that sub-theme form a theme. For junior secondary school, there are two approaches used a mono-disciplinary approach for all courses except for social studies and science. Integrated social studies and science are for these two courses. For general senior secondary school mono disciplinary approach is used while for vocational senior secondary school KDs are categorized under the job orientation.

Table 2.2.

Relationship between Kompetensi Inti

(Core Competency) and Kompetensi Dasar (Basic Competency)

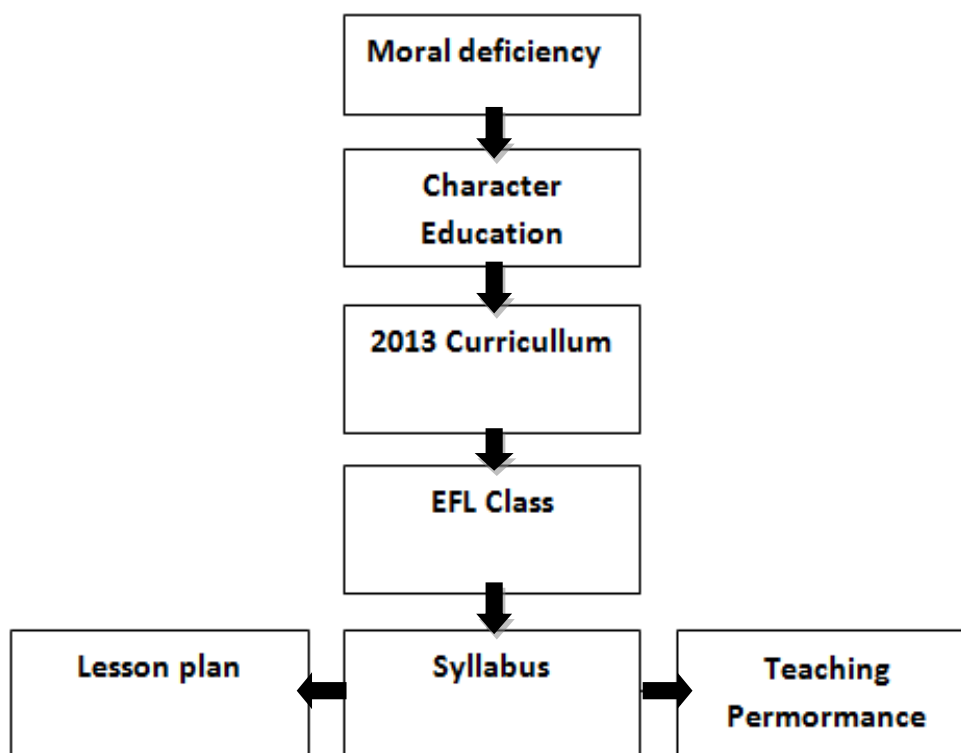
| <b>Core Compt-ency</b>         | <b>Course and Basic Compt-ency</b> |                |                     |
|--------------------------------|------------------------------------|----------------|---------------------|
|                                | <b>History</b>                     | <b>English</b> | <b>Mathemat-ics</b> |
| KI-1:<br>Religious Attitudes   | KD-1                               | KD-1           | KD -1               |
| KI-2:<br>Social At-titudes     | KD-2                               | KD-2           | KD -2               |
| KI-3:<br>Knowledge             | KD-3                               | KD-3           | KD-3                |
| KI-4:<br>Knowledge Utilization | KD-4                               | KD-4           | KD-4                |

### 2.3. Theoretical Framework

The theoretical framework that will be used as the basic scheme to conduct this study is that character education through 2013 curriculum especially in English class develop and increase the quality young generation resources in Indonesia. Syllabus, lesson plan and teachers' performance in teaching will be used to analyze the data. Theoretical framework of this study is illustrated in the following figure.

Figure 2.1

Conceptual Framework of Study



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions of the study and suggestions for future research which is related to the topic. The conclusions of the study are based on the interpretations of findings in the previous chapter.

#### **5.1 Conclusion**

The teachers had implemented character education in their planning and in the teaching learning process. From the document analysis and pre teaching interview, it was revealed that both of them planned to integrate the character values were written on their syllabus and lesson plan. All the teachers mentioned the character values in a special point in their lesson plan. The researcher could also find the elaboration of character values in the learning activities point. From the four lesson plans as a sample provided by the first teacher (T1) and the second teacher (T2), the researcher found 13 character values. The most frequent was religiousness, confidence, discipline, hard work, responsibility, honesty, curiosity, cooperation and environmental care.

From the classroom teaching learning observation and field notes about the character education values and how the teacher implemented them in English teaching and learning process can be concluded that in general, the English teachers of SMP N 1 Kebonagung has been integrated some character in their teaching learning. The most frequent was religiousness, honesty, discipline, perseverance/hard work, independence, democracy, curiosity, achievement respect,

responsibility, communicative competence of character values into their teaching learning process.

The teacher as one of other important components in teaching and learning activities had many roles. Here, the teachers are not simply as a mentor who transfer knowledge, in this case English, but also as a facilitator and model that demonstrates and applies character virtues to the students based on the national values and culture. Teacher had instilled the character values to the students especially the seventh and eighth grade of SMP N 1 Kebonagung. For example; students was trained to stay disciplined, entered the classroom on time; students was trained to maintain cleanliness and self-tidiness; students was trained to maintain class cleanliness and school environment; students was trained to become religious such as praying first before starting the lesson, tolerance in class such as respecting to the other students; asking students to help each other; showing students about how to be honest, they forbade cheat on the tests or exams at school, and there are many more things that can be instilled in the teaching learning activity.

## **5.2 Suggestion**

Based on the result findings, there are some suggestions which is recommended that when character education is emphasized into curriculum, teachers should be consistent to integrate the character values starting from planning, implementing in the classroom activity, and evaluation. They should be able to instill the character values which have been planned in the classroom teaching learning activity then they should be assessed in order to know the students' progress. For the future

researcher, it is suggested to conduct a research with the same topic but different design especially in the developing new and interesting strategies to instill the character building in the school environment and in the class teaching learning process.

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# APPENDICES