

Integrating Character Education in Teaching English

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* Rindi Tri Fardita¹, Tahrur², Mulyadi³

^{1,2,3}Universitas PGRI Palembang

ABSTRACT

English has become a lesson that must be learned and has many enthusiasts in Indonesia. However, can English lessons be used to integrate character education. This descriptive qualitative method research aims to find about character education that can be integrate in teaching English, teaching materials that can be used and how the teachers integrate character education in teaching English. This research was conducted at Junior High School 4 of Tungkal Jaya. Informants of this research were English teachers and students at grade eight. The data obtained from observation, interview and documentation and analyzed using a qualitative analysis process by using data reduction, display and conclusion. Findings of this research showed that: there are only eight characters of education that can be integrated in teaching English, these eight characters of education were integrated by using teaching material "One Direction song, History which tells about togetherness and friendship" and integrated by carry out teaching in accordance with the existing syllabus and lesson plans. This research provides information to English teachers about the integrating of character education in teaching activities.

Keywords: *Integrating, Character Education, Teaching English*

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INTRODUCTION

Education is an effort to prepare students through mentoring, coaching and training for the role of their destiny. Education has a strategic position with a purpose to enhance first-class human resources. This strategic position can be completed if accurate education implemented has a very good excellent. This additionally may be achieved if the mastering is finished with effective and green, for you to obtain instructional dreams as stated within the RI law No. 20 Article 3 of 2003. Education purpose is to improve the ability of students to become citizens who are pious and pious to Allah SWT, have noble character, have noble character, are educated, successful, innovative, fair and democratic and are responsible. To make it actual for this purpose, every teacher is needed to enhance student competence in each learning process (Utami, 2016).

According to Maduwu (2016) in some countries, especially in the old British colonies Native language English is the second foreign language that must be mastered. English is a global language that is used by many people around the world. English is widely applied as a second language in various former British colonies. English is a universal language and widely applied as a foreign language that must be mastered throughout the world, including Indonesia. Currently in Indonesia English is a foreign language, but it has an important position. Therefore, English should be taught to children from an early age. Although

*Corresponding Author: Tahrur, e-mail: runtah98@yahoo.com

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currently elementary schools do not have English lessons, junior high school students have English lessons. When learning English, students must know four things such as reading, writing, speaking and listening.

Kezia (2021) character is an important word to start the children of the Indonesian kingdom to advance and be ready to undergo the burden of development. Unfortunately, our faculty has just succeeded in transferring the skills of the train participants (information transfer) compared to the transfer of prices (switch of value). Usually the children of students who have a fee of 9 for religious education and civic education but do not have to have those of the upper class (Dalyono & Lestariningsih, 2017). Character education goals for students to act as the nation's successors with correct character and morality to create an easy, secure, and prosperous national existence. The motive of schooling in Law No. 20 of 2003 relating to the nationwide education system, which states that national education serves to expand talents and shape the character and civilization of a worthy state in the context of guiding state life, with aiming to develop the ability of students to emerge as individuals having faith and godliness toward God Almighty, noble, healthy, informed, capable, creative, open-minded, growing into democratic and accountable citizens.

Zubaedi (2012) state character education is defined as the act of cultivating gratitude in the way of thinking, intellect, attitude and discipline in acting in accordance with the values of goodness, their identity is reflected in their actions with God and the environment. These noble values consist of honesty, independence, courtesy, social integrity, thinking intelligence A, including high curiosity, and logical curiosity. Therefore, the educational development of men or women cannot honestly convey knowledge or teach certain abilities. The development of male or female schools requires methods, models of location, inflection, or nurturing in the school environment, in the family environment, in the network environment, and in the student environment in the mass media environment.

Albertus (2012) defined character education as human's aware effort to increase the general dynamics of interpersonal relations with diverse dimensions, each from inside and from outdoor himself, so that the character is increasing more capable of live his freedom in order that he can be increasing responsible for his personal boom as someone and the development of others in their lives based on ethical values that appreciate human dignity. Suyitno (2012) argued that character can be described as an innate soul, personality, , behavior, nature, temperament. He also gives an explanation of the intrinsic nature of these signs of knowledge, and specializes in the usefulness of paying for good in the form of gestures or action. People who now do not adhere to the values of kindness, such as unreliable, cruel, greedy and other terrible people say that they have a terrible character, however, people who behave in accordance with the moral policy claimed to use a noble character.

According to Karo-Karo et al. (2018) character is the perfection or energy of the mental-ethical, character or individual, reflecting the character of a person mainly, which makes them different from others. As stated by Agboola & Tsai (2012) who quoted O'Sullivan's statement that said the ancient Greek hieroglyph for "cut", emphasizing engraved tendencies, will influence us to act in a certain way. They also cited Katilmis's assertion that right character is a concept that includes the understanding of the appropriate, encompassing the accurate and the prosperous. They went on to also cite Cooley's statement that the conventional perception of character building comes from a psychological and philosophical attitude that virtues can be taught and brought to light through proper pedagogy.

Furthermore, it can be concluded that character education is an efforts to develop, grow and maintain ethical values, responsibility and willingness to care for and respect each other in each individual, and character development in student education should become a national event. The curriculum does not have to create the character and culture of the nation

to be acceptable in the curriculum. Values that need to be developed by students are in the form of fundamental values that are agreed upon nationally.

There are 18 values of character education according to the National Education Office. 1) Religious : an attitude in which the thoughts, words, and actions of students always try to be right and based on divine values and/or religious teachings. Religious can also be interpreted as obedient behavior and behavior in carrying out their religious teachings, tolerance for followers of other religions, and living in harmony with followers of other religions. 2) Honest : is the act of making oneself a trustworthy person in word, deed and work based on hard work. Honesty is the attitude and behavior of students based on efforts to become a person who can always be trusted in words, actions and work, both towards themselves and others. 3) Tolerance : behavior and actions that respect differences in religion (beliefs), ethnicity, opinions, behaviors and actions respecting differences in religion (beliefs), ethnicity, opinions, behaviors and actions of others. and behavior. Tolerance is also an attitude of respect/respect for different things, whether physical, natural, customary, cultural, ethnic or religious. 4) Discipline : actions that demonstrate discipline and compliance with various laws and regulations. Disciplined people often exhibit good behavior and follow many rules and regulations. 5) Work Hard : morality, which denotes the struggle to overcome the challenges and obligations of various religions, and perform their duties. It is important to complete the work given by the teacher. 6) Creative: an attitude in which students think and do something to create new ways or results from what they already have. 7) Independent : attitudes and behaviors not relying on other people to get things done is a difficult attitude and behavior. 8) Democratic : a way of think, act in a way that you value and feel that you have the same rights and responsibilities as everyone else. 9) Curiosity : the attitude and action of students always seeking to find something deeper and broader than what they have learned, seen and heard. 10) National Spirit : an idea and a movement that takes the interests of the nation and the state above the interests of its own and its groups. 11) Love of the Motherland : attitudes and mentalities that show loyalty, interest and high respect for the country. 12) Appreciating Achievement : attitudes and actions that encourage someone to produce something useful for others and respect the success of others. 13) Friendly/Communicative : attitudes and behaviors that show feelings of happiness and like when socializing with others. 14) Peace-loving : attitudes, words, and actions that cause others to feel safe in their presence. 15) Likes to read : always try to devote time to research that is useful to them. 16) Care for the environment : attitudes and sustainable behavior in order to prevent and reduce damage to the surrounding natural environment. 17) Social care : behaviors and actions that always try to help others in need. 18) Responsibility : human behavior and the performance of their duties and responsibilities, for themselves, for others, for the environment in which they find themselves and for the country and Almighty God.

Kurniawan (2013) quoted Ministry of National Education that state goals character education, among others: a) Developing the capacity of the coronary heart/sense of right and wrong or affective newcomers as people and citizens who have values character price. b) Broaden conduct and conduct commendable and steady college students with standard values and traditions religious culture. c) Instilling the spirit of management and responsibility of college students as the next technology. d) Expand participants' abilities to discover ways to be independent humans, creative, national-minded. e) Developing dwelling surroundings faculty as a gaining knowledge of environment safe, honest, full of creativity and friendship, and with a feel of nationality tall and effective.

In Article 1 of the 2003 National Education System Law, all education personnel who are qualified as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators, and other designations according to their specificity, and participate in providing education have task of educating character. From this we can know that educators are

figures who are expected to be able to educate the nation's children with character, morality, and culture. Teachers are example for their students, and has a very big role in the process of forming students' character.

Currently English in Indonesia has many enthusiasts, especially among young people and become a lesson that must be learned but can it be used to integrate character education. By thinking about it, researcher interested in finding out about how to integrate character education in teaching English. By integrating character education in teaching English researcher hopes that students nowadays can have good character education. Student's lack of character of education and how to make students has a good character education, are the reasons why researchers choose to research "Integrating Character Education in Teaching English".

The objectives of this research are to find out and describe about (1) What characters education can be integrate in teaching English to grade VIII students, (2) What teaching materials can be used to integrate character education in teaching English to grade VIII students (3) How do the teachers integrate character education in teaching English to grade VIII students.

METHOD

This research used descriptive qualitative method. Research that studies attitudes, activities, situations, or substances is often referred to as qualitative research. In this research, the researcher used a descriptive qualitative approach which use to describe the characteristics of the data, the process of teaching English (Fraenkel et al., 2012).

This research was conducted at Junior High School 4 of Tungkal Jaya Musi Banyuasin, at the odd semester 2021/2022. This research was conducted in April 2022. Subject and informant of this research are students at grade VIII and the 2 English teachers at Junior High School 4 of Tungkal Jaya Musi Banyuasin to find out character education that can be integrated in teaching English to grade VIII students, teaching materials that can be used to integrated character education in teaching English at grade VIII students and how the teachers integrated character education in teaching English to grade VIII students.

To collect the data in this research, the researcher used observation, interviews, and documentation. The researcher conducted non-participatory observation, observed the class while English teacher is teaching. After that the researcher conducted interview, provided questions that are in accordance with the research problem. Last, the researcher conducted documentation, collected the data such as syllabus and lesson plan

To analyze the data in this research, the researcher use three steps. Sugiyono (2019) quoted Miles and Huberman statements that argues that activities in qualitative data analysis are carried out interactively and continue until complete. Activities in data analysis, namely data reduction, data display and conclusion drawing/verification. This data analysis aims to answer the problem of this research/ research questions.

FINDINGS AND DISCUSSION

In this section the researcher discuss about 3 findings in accordance with the research problem and objectives of this research obtained through observation, interviews and documentation. The findings of this research are 1) there are 8 characters education that can be integrated in teaching English to grade VIII students 2) "One Direction song, History which tells about togetherness and friendship" can be used to integrated character education in teaching English to grade VIII students 3) to integrate character education in teaching English to grade VIII students, the teacher carry out teaching accordance with the existing syllabus and lesson plans. These findings are supported by several previous related study that have the similar findings.

"The Implementation of Character Education in Teaching English at SMP Muhammadiyah 4 Pekanbaru" by Ulkhairi (2021), "Teaching English Based on Character Education in Senior High School Metro" by Thresia (2014) and "Integrating Character Education in English Teaching at Islamic Junior High School in Indonesia" by Milal et al.

(2020). These previous related study has similarity result with this research that support the result of this research. The findings of these previous related study also stated that character education can be integrated in teaching English.

Character education that can be integrated in teaching English to grade VIII students

After got data from the field, by observe while the teacher was teaching English, conducting interviews with English teachers Mrs. VL and YDA and collected documentation data in the form of a syllabus, the researchers then analyzed the data by reduce the data, display the data and finally draw conclusions.

After doing all of those steps, the researchers found that a lot of character education can be integrated in teaching English but not all of character education can be integrated. At Junior High School 4 of Tungkal Jaya Musi Banyuasin, from 18 characters education there are 8 characters education that can be integrated in teaching English at grade to students. There are honesty, tolerance, work hard, creative, curiosity, friendly/communicative, social care and responsibility.

From the 8 characters education that mention above, tolerance is the most prominent character in students. Grade VIII students at Junior High School 4 of Tungkal Jaya Musi Banyuasin are very respectful of each other, both with fellow students and with the teachers.

Teaching material used to integrate character education in teaching English to grade VIII students

After know that there are 8 characters education that can be integrated in teaching English next, the researcher try to finds out about what material can be used to integrated character education in teaching English to grade VIII students. To get the answer, the researcher conducted interview with the research informants namely English teacher at Junior High School 4 of Tungkal Jaya Musi Banyuasin, do observation in class while their teach the students and collected data documentation the researcher found that to integrated character education in teaching English, material "One Direction song, History which tells about togetherness and friendship" can be used.

As previously explained about the basic competencies and indicators of competency achievement of this material that supports the integration of educational characters in learning activities, the learning materials of this material also support the integration of educational characters. The learning materials of the main material are :

Social function; develop positive life values and character.

Linguistic elements; vocabulary and grammar in song lyrics

Topic; things that can provide examples and foster behavior contained in Core Competencies.

Based on this, character education, namely honesty, tolerance, work hard, creative, curiosity, friendly/communicative, social care and responsibility can be integrated in teaching English.

The integrating of character education in teaching English to grade VIII students

After get the answers to the first and second questions, researcher looked for how do the teachers integrated character education in teaching English to grade VIII students. In order to get the answer, the researcher conducted observation, interview and documentation. From the data collected by conducted observation, interview, documentation and have checked the validity of the data by used investigator triangulation the researcher found that to integrate character education in teaching English to grade VIII students, English teacher at Junior High School 4 of Tungkal Jaya Musi Banyuasin always carry out teaching activities accordance with the existing syllabus and lesson plans. In integrating the character of education in teaching English there are three stages, namely 1) planning 2) implementation and 3) evaluation.

A. Planning

At the planning stage, the English teacher makes lesson plans according to the existing syllabus. When planning, the teacher pays attention to every detail that must be conveyed, achieved and carried out in the classroom.

B. Implementation

In implementing the integration of character education in teaching English, English teachers carry out learning activities according to the syllabus and lesson plan. Based on the syllabus and lesson plan, there are three stages of learning carried out by the teacher.

1. Introduction

This stage lasts approximately 15 minutes. At this stage, the teacher carries out several activities :

- a. Opening with greetings and praying to start learning, checking the attendance of students.
- b. Linking the material/theme/learning activities to be carried out with the experience of students with the previous material/theme/activity and asking questions to remember and connect with the next material.
- c. Conveying motivation about what can be obtained (objectives & benefits) by studying the material: Social Function One Direction's song, History, which tells about togetherness and friendship.
- d. Explain the things to be learned, the competencies to be achieved, and the learning methods to be taken,

2. Core Activity

This stage lasts approximately 130 minutes. At this stage, there are 5 stages, namely literature activities, critical thinking, collaboration, communication and creativity. At every stages, the teacher carries out activities that are in accordance with the material to be taught, asking students to do something so that the core activities can be carried out properly.

a. Literature Activities

- 1) Students are given motivation and guidance to see, observe, read and rewrite it. They were given shows and reading material related to the One Direction Song Social Function, History, which tells about togetherness and friendship.
- 2) Students explore social functions and linguistic elements in song lyrics related to the lives of Junior High School teenagers.

b. Critical Thinking

- 1) The teacher provides the opportunity to identify as many things as possible that are not understood, starting from factual questions to hypothetical questions. This question must remain related to the material for the Social Function of One Direction's song, History, which tells about togetherness and friendship.
- 2) Mentioning the moral message in the song and appreciating the song as a work of art in context.

c. Collaboration

Students try to respond to the song and understand the moral message of the song and appreciate the song as a work of art according to the context.

d. Communication

Reading, listening, and imitating song lyrics orally.

e. Creativity

Students write contextually meaning related to social functions and linguistic elements of song lyrics related to the lives of Junior High School teenagers.

3. Closing

This stage lasts approximately 15 minutes. At this stage, the teacher carries out several activities to close learning activities and ensure that students pay attention when the teacher teaches and check that the character education is integrated in learning and teaching activity. Students mention messages related to certain parts, and reflect on the process and learning outcomes. The teacher makes a summary/conclusion of the lesson about the important points that emerged in the new learning activity.

C. Evaluation

At the evaluation stage there are two types of assessment that be evaluated, namely the assessment of knowledge and skills.

- 1) Knowledge Assessment; in the form of multiple-choice written tests & written descriptions, oral tests / observations on question and answer discussions and conversations as well as assignments
- 2) Skills Assessment; in the form of oral, written, assignment, performance assessment, product portfolio. The English teacher also evaluates whether the thing to be achieved is the improvement of character education through the integration of character education in teaching English through a skill assessment.

English teachers should carry out teaching activities as accordance with the existing syllabus and lesson plans to integrating character education in teaching English to grade VIII. By doing this, character students such as honesty, tolerance, work hard, creative, curiosity, friendly/communicative, social care and responsibility can be integrated in teaching and learning activity.

After this research was conducted, it was also known that all the data obtained by the researchers were valid. The data obtained from observations, interviews and documentation are related to each other and support each other. This shows that the English teachers at Junior High School 4 of Tungkai Jaya Musi Banyuasin have carried out teaching activities in accordance with the provisions and has succeeded in integrating character education in teaching English to grade VIII students

CONCLUSIONS

There are only eight characters of education that can be integrated in teaching English at grade VIII students, there are honesty, tolerance, work hard, creative, curiosity, friendly/communicative, social care and responsibility. In integrating character education in teaching English to grade VIII students material "One Direction song, History which tells about togetherness and friendship" can be used and to integrate character education in teaching English to grade VIII students, English teacher at Junior High School 4 of Tungkai Jaya Musi Banyuasin always carry out teaching activities accordance with the existing syllabus and lesson plans. In integrating the character of education in teaching English there are three stages, namely 1) planning 2) implementation and 3) evaluation. This research also reveals that English teacher at Junior High School 4 of Tungkai Jaya Musi Banyuasin has succeeded in integrating character education in teaching English to grade VIII students. Grade VIII students at Junior High School 4 of Tungkai Jaya Musi Banyuasin have fairly good educational character. All of character education and everything described above are well integrated.

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