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CHARACTER EDUCATION PRACTICE IN ENGLISH LEARNING TO THE STUDENTS OF SMA NEGERI 4 DENPASAR

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ABSTRACT

Character is a very basic element in human life. The increasing number of moral crises in human life indicates the reflection of moral values declining. Considering the importance of the character role, the government through Kemendikbud implements character education through the learning process. This research aimed at finding out the character education practice in English learning to the students of SMA Negeri 4 Denpasar. The method used in this research was descriptive qualitative research method. The data were collected by using the techniques of observation, deep interview, and document study. The data analysis were conducted with qualitative data analysis which consist of data reduction, data display, conclusion, and verification. Based on the analysis, it was found that (1) There were five components in emotional intelligence including self-awareness, self-regulation, self-motivation, empathy, and developing relationship; (2) Spiritual Quotient (SQ) was the intelligent which were able to function Intelligent Quotient (IQ) and Emotional Quotient (EQ) effectively; and (3) approaches used by the teacher towards character education in English learning were providing the opportunity and flexibility to the attitude of students to express the attitudes freely based on the stimulus received, encouraging learner readiness on the stimulus received, leading the students to a higher intellectual in solving problems, encouraging and directing learners to search the meaning of moral values, and directing students to implement moral values in life manner. The conclusion of this research is the balance among the practice of Spiritual Quotient (SQ) and Emotional Quotient (EQ) in the process of English learning to the students of SMA Negeri 4 Denpasar.

Key words: character education, practice, learning process

PENERAPAN PENDIDIKAN KARAKTER DALAM PEMBELAJARAN BAHASA INGGRIS PADA SISWA SMA NEGERI 4 DENPASAR

ABSTRAK

Karakter adalah elemen yang sangat mendasar dalam kehidupan manusia. Meningkatnya jumlah krisis moral dalam kehidupan manusia menunjukkan cerminan menurunnya nilai-nilai moral. Mengingat pentingnya peranan karakter, pemerintah melalui Kemendikbud menerapkan pendidikan karakter melalui proses pembelajaran. Penelitian ini bertujuan untuk mengetahui penerapan pendidikan karakter dalam pembelajaran Bahasa Inggris pada siswa SMA Negeri 4 Denpasar. Metode yang digunakan dalam penelitian ini adalah metode penelitian deskriptif kualitatif. Data dikumpulkan dengan menggunakan teknik observasi, wawancara mendalam, dan studi dokumen. Analisis data dilakukan dengan analisis data kualitatif yang terdiri dari reduksi data, penyajian data, penarikan kesimpulan, dan verifikasi. Berdasarkan analisis, ditemukan bahwa: (1) Ada lima komponen dalam kecerdasan emosional yang meliputi: kesadaran diri, pengaturan diri, motivasi diri, empati, dan mengembangkan hubungan; (2) Kecerdasan spiritual adalah kecerdasan yang mampu memfungsikan kecerdasan intelektual dan

kecerdasan emosional secara efektif; dan (3) pendekatan yang digunakan oleh guru pada penerapan pendidikan karakter dalam pembelajaran bahasa Inggris adalah memberikan kesempatan dan fleksibilitas pada sikap siswa untuk mengekspresikan sikap secara bebas berdasarkan stimulus yang diterima, mendorong kesiapan siswa pada stimulus yang diterima, mengarahkan siswa ke intelektual yang lebih tinggi dalam memecahkan masalah, mendorong dan mengarahkan siswa untuk mencari makna nilai-nilai moral, dan mengarahkan siswa untuk menerapkan nilai-nilai moral dalam cara hidup. Kesimpulan dari penelitian ini adalah keseimbangan antara penerapan kecerdasan spiritual dan kecerdasan emosional dalam proses pembelajaran bahasa Inggris kepada siswa SMA Negeri 4 Denpasar.

Kata kunci: pendidikan karakter, penerapan, proses pembelajaran

I. INTRODUCTION

Character is a very basic thing in human life. The increasing number of moral crises in human life is a reflection of the decline of moral values. Considering the importance of the character role in human life, the government through Kemendikbud implements character education through the learning process. It can be said that all teaching and learning activities in Indonesia should refer to the implementation of character education. This is consistent with the National Character Education Action Plan which states that character education is a key element in achieving the vision and mission of the National Development which is included in the Long-Term Development Plan 2005-2025.

Education that generally focus on cognitive or intellectual development causes problems in character development. It can be proven through the existence of priority of academic targets of educational outcomes that cause the character education process is still not optimally done.

The development of adolescent's characters is one thing which needs serious attention. Due to a lot of delinquencies and

violence are committed by adolescents, for example: playing truant, smoking, drinking alcohol, fighting, stealing, using drug, etc. The development of good character in their adolescence will give a good influence on the lives of individuals in adulthood.

Character education is realized as an effort to create intelligence in thinking, appreciation in the form of attitudes, and practice in the form of behavior in accordance with the exalted values of the identity realized in interaction with God, oneself, among others, and the environment.

Lickona (2007) defines character education as:

the deliberate, proactive effort to develop good character in kids or more simply to teach children from right from wrong. It assumes that right or wrong do exist, that there are objective moral standards that transcend individual choice standards like respect, responsibility, honesty, and fairness that we should teach these directly to young people.

Lickona identifies three categories of moral which consist of (1) moral knowing /moral knowledge including moral aware-

ness, knowing moral value, perspective taking, moral reasoning, decision making, and self knowledge; (2) moral feeling necessary comprehended by the students comprising conscience, self-esteem, empathy, loving the good, self control, and humility; (3) moral action is moral in real action as a result of moral knowledge and moral feeling consisting of competence, will, and habit.

According to David Elkind & Freddy Sweet Ph.D. (2004), character education is the deliberate effort to help people understand, care about, and act upon core ethical value. They believe that when we think about the kind of character for our children, it is clear that we want them to be able to judge what is right, care deeply what is right, and then to do what they believe to be right, even in the face of pressure from without and temptation from within.

Williams & Schnaps (in Zubaedi, 2011) define that character education is any deliberate approach by which school personnel, often in conjunction with parents and community members, help children and youth become caring, principled, and responsible. It can be said that the establishment of the character of caring, principled, and responsible is carried out by the school personnel which often cooperate with parents and community members through any deliberate efforts.

Educational values are the foundation of character education in Indonesia. In other words, character education is an education that is based on the development of: (1) the Indonesian values of ideology,

(2) religious values, (3) cultural values, and (4) the values formulated in the national education goals (UU No.20 Year 2003) on the national education system. A number of values for character education based on four sources identified above can be seen in the following table.

Table 2.1 The Values and the Description of Character Education

No	Value	Description
1	Religious	Attitudes and behaviors which are obedient in carrying out the roles of religion, tolerant to the other religions, and live in harmony with other religions.
2	Honesty	Behavior based on an effort to be a person who is always believed in words, actions, and work.
3	Tolerance	Attitudes and actions that respect to the differences of religion, race, ethnicity, opinions, attitudes, and actions of others.
4	Discipline	Action showing an obedient behavior on various rules and regulations.
5	Working hard	Behaviors indicating an effort to overcome various obstacles of learning and tasks and do the duties as well as possible.
6	Creative	Thinking and doing something to produce new method or result of something that has been owned.
7	Independent	Attitudes and behaviors which do not depend on others in completing tasks.
8	Democratic	Way of thinking, behaving, and acting valuing the same rights and obligations between oneself and others.

9	Coriousity	Attitudes and actions always trying to find the things that can be learned, seen, and heard more deeply.
10	The spirit of nationality	The way to think, act, and behave establishing the interests of nation and the state over the own interest.
11	L o v i n g country	Way to think, act and show loyalty, care, and high appreciation to the nation, the physical environment, social, cultural, economic, and politic.
12	Rewarding achievement	Attitudes and actions encouraging ownself to produce useful things for society, and acknowledge and respect to success of others.
13	C o m m u n i - cative	Actions showing a sense of pleasure to talk, gather, and cooperate with others.
14	Loving peace	Attitudes, feelings, and actions making other people feel happy and safe for the presence of others.
15	Having good reading habit	Habits to read a variety of literary devices giving virtue.
16	E n v i r o n - mental care	Attitudes and actions trying to prevent damage to the natural environment and develop efforts to improve the environmental damage occurring.
17	Social care	Attitudes and actions always desiring to help others and society.
18	R e s p o n s i - bility	Attitudes and behavior of a person to carry out the duties and obligations done to the ownself, society, environment (natural, social, and cultural), state, and God Almighty

(Adapted from Kemendiknas, 2011)

The effectiveness of character education process is supported by the accuracy of the approach used by the teacher. There are

eight approaches utilized to teach character education (Maman Rahman in Zubaedi, 2011). The approaches are evocation, inculcation, moral reasoning, value clarification, value analysis, moral awareness, commitment approach, and the union approach. First, evocation is an approach providing the opportunity and flexibility to the attitude of learners to express the attitudes freely according to the stimulus received. Second, inculcation means direct approach to learner readiness on the stimulus received. Third, moral reasoning is an approach leading to a higher intellectual taxonomy to solve a problem. In this case, there are three stages of moral reasoning including moral knowledge, moral sense, and moral action. Fourth, values clarification is defined as an approach directing learners to search the contents of the message of moral values through a directional stimulus. Fifth, value analysis is an approach that purposes to encourage learners to perform analysis of moral values. Sixth, moral awareness is an approach intended to receive a stimulus and raise awareness of the value of certain learners. Seventh, commitment approach is an approach directing learners to agree on away of thinking in the educational process value. The last, the union approach is an approach essentially directing learners to implement moral values in life manner

Zubaedi (2011: 246) states that there are several methods suggested to character education, such as:

- a. Democratic Method emphasizing on searching on freely and appreciating the values of life by

involving the children directly in teacher mentoring and direction.

- b. Share Search Method
This method emphasizes on searching together involving teachers and students. Searching together is oriented on the discussion of actual problems in society in which the process is expected to grow logical, analytical, systematic, and argumentative thinking.
- c. Active student method
Active Student Method prioritizes on the process involving the students in the beginning of learning. The teacher gives material and students in group search and develop the following process through observing, discussing, analysing, concluding.
- d. Exemplary Method
This method is carried out by putting the teacher as idol or model for the students.
- e. Live in Method
This method purposed to involve the students to recognize different life environment, for example, visiting and helping children in orphanage, extraordinary school, etc.
- f. Value Purification Method
This method is done through interactive dialogue in the forms of sharing and discussing deeply and intensively in relation to the values of life in community.

According to Dameria (in Zubaedi, 2011), the person holding good emotional intelligence can be recognized through

five basic components including of self-awareness, self-regulation, self-motivation, empathy, and effective relationship. In line with this, Daniel Goleman states that emotional intelligence has five domains, specifically knowing your emotion, managing your own emotion, motivating yourself, recognizing and understanding other people's emotions, and managing relationship. In addition, Salovey divides emotional intelligence into five areas including recognizing self-emotion, managing emotion, self-motivated, recognizing the emotion of others, developing relationship. Therefore, the domains of emotional intelligent which are possessed by someone consist five basic elements including self-awareness, self-regulation, self-motivation, empathy, and developing relationship.

Goleman also states that emotional intelligence is influenced by three factors which consist of:

- a. Brain factor part of human brain called the limbic system is the center of emotion. Amgdala in limbic system is the important part in regulating life related to emotional issues. The separation of amigdala from the other parts of brain causes the person will be unable to catch the emotional meaning from the phenomenon. It means that
- b. amygdala in the structure of brain functionates as a place of emotional memory and meaning of emotion.
- c. Parenting factor, family environment is the first school for the person to learn emotion. The way

of the parents in parenting a child is the beginning received or learned the child in recognizing life

- d. School environment factor, teacher plays the important part in developing a child through teaching methods and techniques and leadership style with the result that emotional intelligence can be developed maximally.

RESEARCH METHODOLOGY

The research design used in this research was descriptive qualitative. It was utilized to obtain the comprehensive data occurred in line with the implementation of character education in English learning to the students of SMA Negeri 4 Denpasar. The process of data collection lasted until all of the data has been collected. During that time, the activities was done by the researcher which included pre-observation, informal interview, formal interview, and classroom observation. The samples used in this study was based on the tendency of qualitative sample expressed by Miles and Huberman (in Satori & Komariah, 2013: 51). The instruments used in this research were observation and interview. The obtained data were done by triangulation techniques. In this case, the test of data's credibility was carried out by checking the data in the same source with different techniques. Those were checked by observation, interviews, and supported by documentation. The data were analyzed by utilizing qualitative data analysis consisting of data reduction, the data display, and verification.

Research Finding

The domains of emotional intelligent

1. Self-Awareness

Based on the interview to the students, most of the students argued that self-awareness can be carried out by recognizing emotion and the cause of the emotion. Self-emotions included guilt, shame, embarrassment, pride, sadness, anger, joy, and fear. The feeling were often recognized by asking the ownself about the things felt and the way to know the things felt. In addition, the self-awareness towards strength and weaknesses were realized by the students in order to understand more to the ownself. The cause of emotion can be known by reflecting to an event or experience, remembering of past emotional experience memory, imaging good emotional experience, and having empathy.

2. Self-Regulation

According to observations and interviews, the students were able to control the emotions in interaction to each other. Many of the students admitted that the ability to control emotions were influenced by the process in getting knowledge, parental caring, and school environment. The process of getting knowledge were carried out through reading, noticing person's experience, and finding cause and effect of the action. Parental caring was stated giving great influence to manage emotion which can be indicated by how much love, care, and affection

got. The role of school environment encouraging self-regulation included hospitality, sincerely, caring, honesty, respecting each others, tolerance, and communicative.

3. Self-Motivation

The students developed self-motivation were based on intrinsic and extrinsic motivation. Intrinsic motivations were feeling responsibility, curiosity, achievement of learning purposes, desiring to master the material, enjoyment, and satisfaction. Extrinsic motivation were parental expectation, grades, and rewards.



Picture 1: The Implementation of Students' Self Motivation

In addition, the role of teacher played the important part as extrinsic motivation. The efforts done by the teacher included encouraging students' actions, providing learning purposes, creating student-centered classroom, having good and great expectations for students, and stating the advantages of mastery goal.



Picture 2: Role of the Teacher in Creating Student-Centered Classroom



Picture 3: The Role of Teacher in Encouraging Students' Motivation

4. Empathy

The students were trained to recognize the emotion of others. Based on the interview and observation, empathy among students and others relation was indicated by guessing emotion, listening and showing empathy, feeling collage, identifying emotion, realizing strength and weaknesses of others, understanding feeling of others, helping others, and forgiving.

5. Developing Relationship

In SMA Negeri 4 Denpasar, the relation of students, teachers, and other school members was very good. Good relationship was also developed among

the researcher to students, teachers, and other school members. Almost all of the students behaved politely and humbly. In accordance with the observation, relationship to each others was able to be developed by realizing self-awareness, self-regulation, self-motivation, and empathy. It was proven that the relation among students, teachers, and other school members in SMA Negeri 4 Denpasar was created in the form of respecting each others, maintaining humble character, and controlling emotion.

Viewed from spiritual intelligent, the students and the teachers argued that spiritual intelligent was the highest intelligent due to the function to run intelligent quotient (IQ) and emotional quotient (EQ) effectively. Based on the observation, praying known as the term “Tri Sandya” was done three times in a day during learning process at school. Tri Sandya means praying three times a day carried out in the morning, afternoon, and evening by the Hinduism. At 07:15, the school members carried out “Tri Sandya” together in the class. The Hinduism carried out their own prayers in school temple before doing “Tri Sandya” in the class. During the break which lasted for thirty minutes, several students prayed for the second time altonetelly. Some or many students who still had lunch at the canteen would pray after the lunch finished. The third time for praying was after the lesson finished, around 03:50 P.M. Meanwhile, the Moslems, the Christians, and the Buddhists prayed based on the own religion and belief. The students regarded

that praying activity was the routine duty done regularly and sincerely. Based on the observation and interview, the characters formed by spiritual quotient were having good conscience, self esteem, to be able to recognize and understand the emotion of others, loving the good, having good self control, and humility.



Picture 4: Morning Praying Done by the Students in School Temple



Picture 5: Praying Activity at Noon



Picture 6: Praying Activity after the Lesson Finished

The Practice of Approaches, Methods, and Techniques in Character Education Done by the Teacher

The implementation of approaches used by the teacher towards character education in English teaching were providing the opportunity and flexibility to the attitude of students to express the attitudes freely based on the stimulus received, encouraging learner readiness on the stimulus received, leading to a higher intellectual in solving problems, encouraging and directing students to search the meaning of moral values, raising awareness of the value of certain students, and directing students to implement moral values in life manner.

In relation to the method, the teacher implement the methods as follows:

- g. Democratic Method emphasizing on searching on freely and appreciating the values of life by involving the children directly in teacher mentoring and direction.
- h. Active student method

Active Student Method prioritizes on the process involving the students in the beginning of learning. The teacher gives material and students in group search and develop the following process through observing, discussing, analysing, concluding.

- i. Exemplary Method

This method is carried out by put the teacher as idol or model for the students.

- j. Value Purification Method

This method is done through interactive dialogue in the forms of sharing and discussing deeply and intensively in relation to the values of life in community.



Picture 7: The Role of the Teacher in Encouraging and Leading Students Readiness to Higher Intellectual in Solving Problems



Picture 8: To Implement Higher Intellectual in Solving Problems

CONCLUSION

Concerning with the findings and the discussion presented, it can be said that the students holded good emotional intelligent based on five components which consist of self-awareness, self-regulation, self-motivation, empathy, and developing relationship.

Viewed from spiritual intelligent, the students and the teachers argued that spiritual intelligent was the highest intelligent due to the function to run

intelligent quotient (IQ) and emotional quotient (EQ) effectively. Spiritual intelligent was implemented during the learning process mostly by praying activity. It was believed that praying activity was able to leads towards good life manner.

The implementation of approaches used by the teacher towards character education in English learning were providing the opportunity and flexibility to the attitude of students to express the attitudes freely based on the stimulus received, encouraging learner readiness on the stimulus received, leading to a higher intellectual in solving problems, encouraging and directing students to search the meaning of moral values, raising awareness of the value of certain students, and directing students to implement moral values in life manner. The methods used by the teacher were democratic method, active student method, exemplary method, and value purification method.

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