

THE DESCRIPTION OF CHARACTER EDUCATION ON SCIENTIFIC APPROACH IN ENGLISH LEARNING TO THE STUDENTS OF SMP NEGERI 1 KERAMBITAN

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ABSTRACT

The purpose of national education contains human values utilized as the source in the development of character education which is developed at every level of education. This research is aimed at describing character education in English learning to the students of SMP Negeri 1 Kerambitan. This research used descriptive qualitative research method. The data were collected by utilizing the techniques of observation, interview, and documentation. The data analysis were conducted with qualitative data analysis including data reduction, data display, conclusion, and verification. The result of this research showed that: (1) Character education was implemented in learning process in the phases of observing, questioning, collecting data, associating, and communicating (2). The values of character appeared in scientific approach were developing diligence, discipline, curiosity, creativity, having good reading habit, independence, responsibility, and communication. In the implementation, some students were still not able to run the character values well. The conclusion of this research is character education on scientific approach in English learning is implemented quite well considering that some students were still not able to adjust the values of character well. Therefore, it is recommended that the learning activities need to be carried out more interactively, inspiring, challenging, and motivating learners to be actively participated in learning process.

Key words: description, character education, scientific approach

ABSTRAK

Tujuan pendidikan nasional mengandung nilai-nilai kemanusiaan yang dijadikan sebagai sumber dalam pendidikan karakter yang dikembangkan pada setiap jenjang pendidikan. Penelitian ini bertujuan untuk mendeskripsikan pendidikan karakter dalam pembelajaran bahasa Inggris pada siswa SMP Negeri 1 Kerambitan. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Pengumpulan data dilakukan dengan teknik observasi, wawancara, dan dokumentasi. Analisis data dilakukan dengan analisis data kualitatif meliputi reduksi data, penyajian data, penarikan kesimpulan, dan verifikasi. Hasil penelitian menunjukkan bahwa: (1) Pendidikan karakter dilaksanakan dalam proses pembelajaran melalui tahapan mengamati, menanya, mengumpulkan data, mengasosiasikan, dan mengkomunikasi (2). Nilai-nilai karakter yang diterapkan dalam pendekatan saintifik adalah ketekunan, kedisiplinan, rasa ingin tahu, kreativitas, kebiasaan membaca yang baik, tanggung jawab, kemandirian, dan

komunikatif. Kesimpulan dari penelitian ini adalah pendidikan karakter terhadap pendekatan saintifik diterapkan dengan cukup baik, mengingat beberapa orang siswa belum bisa menerapkan nilai-nilai karakter dengan baik. Oleh karena itu disarankan bahwa kegiatan pembelajaran perlu dilaksanakan dengan lebih interaktif, menginspirasi, menantang, dan memotivasi peserta didik untuk berpartisipasi aktif dalam proses pembelajaran.

Kata kunci: deskripsi, pendidikan karakter, pendekatan saintifik

INTRODUCTION

Indonesian national education purposes to develop the potential of students to become human being who believe in God, having a noble character, healthy, knowledgeable, capable, creative, independent, democratic, and responsible citizens (UU No. 20 Year 2003). The purpose of national education is the basis for Indonesian citizens which is developed at every level of education. It contains human values utilized as the sources in the development of national character education.

Character education is the basis of attitude competence in learning process. 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 (Zubaedi, 2011: 17).

The development of character values in education require serious attention. It is due to a lot of problems carried out by adolescents in learning processs involving the lack of diligence, discipline, coriousity, creativity, reading habit, habit, independence responsibility, communication, etc. Adolescence is a period as the basis for individuals to enter adulthood (Hulukati, 2014). Therefore, the development of good character in adolescence will give a good influence on the lives of individuals in adulthood

SMP Negeri 1 kerambitan is located in Kukuh Village, Kerambitan district, Tabanan regency. This school is a favorite Junior High School in Kerambitan district. SMP Negeri 1 Kerambitan has some academic and non-academic achievement on English competition in regency level, such as the third winner of student language achievement contest, the third winner of quiz competition in

commemoration of the word anti-corruption day in the level of Junior High School, the second winner of storytelling competition, and the first winner of speech contest competition.

In accordance with achievements obtained by the students of SMP Negeri 1 Kerambitan, the purpose of learning focused on character education in learning process plays an important role due to the relation of attitude competence to knowledge and skills competence. Character education emphasizes on character building which is able to affect students' cognitive and psychomotor competences.

Zubaedi (2011: 17) defines that character education is 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 which are realized in interaction with God, oneself, among others, and the environment. Character education is as a holistic educational process connecting the moral dimension with the social realm in students' lives as a pondation of a quality generation that is able to live independently and has the principle of accountable truth (Raharjo, 2010)

Character education developed in Indonesia is based on the the values of religious, Indonesian ideology, cultural, and national education purpose (UU No.20 Year 2003) on the national education system. The values and the description of character education based on four sources identified above can be seen in the following table.

Table 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 which are different.
4	Discipline	Action which shows an obedient behavior on various rules and regulations.

5	Working hard	Behaviors which indicate 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 which values the same rights and obligations between himself/herself and others.
9	Curiosity	Attitudes and actions which are always try to find the things which are learned, seen, and heard more deeply.
10	The spirit of nationality	The way to think, act, and behave that establish the interests of nation and the state over the own interest.
11	Loving 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 which are encouraged himself/herself to produce useful things for society, and acknowledge and respect to success of others.
13	Communicative	Actions which show a sense of pleasure to talk, gather, and cooperate with others.
14	Loving peace	Attitudes, feelings, and actions which make other people feel happy and safe for the presence of others.
15	Has good reading habit	Habits to read a variety of literary devices which give virtue.
16	Environmental Care	Attitudes and actions which try to prevent damage to the natural environment and develop efforts to improve the environmental damage which occurs.
17	Social care	Attitudes and actions which always desire to help others and society.
18	Responsibility	Attitudes and behavior of a person to carry out the duties and obligations, which should be done to himself/herself, society, environment (natural, social, and cultural), state, and God Almighty

(Adapted from Kemendiknas, 2011)

The implementation of character education in learning process relates to knowledge and skills competence. One of the approach suggested by the government to run the process of learning is scientific approach. The learning process utilizing scientific approach is a learning process that guides students to solve problems through planning activities, data collection, and data analysis that is researched to produce a conclusion (Abidin, 2014) . In the implementation, students are expected to possess their capability in observing, posing questions, practicing accuracy in collecting data, developing accuracy in processing data to answer questions, and making conclusions.

Permendikbud No.103 Year 2014 states that scientific approach are organizing learning experience with a logical sequence which include the learning process in observing, questioning, collecting data/ experimenting, associating, and communicating implemented by using directly or indirectly learning models as the basic in implementing various strategies and learning models in accordance with the basic competence to be achieved. Scientific Approach implemented in whilst activity requires the learners to think systematically and logically in order to be able to construct the concept, opinion or principal including the phases of observing, questioning, collecting data, associating, and communicating.

RESEARCH METHOD

The method used in this research was a descriptive qualitative. It was used to obtain accurate data concerning the description of character education on scientific approach in English learning to the students of SMP Negeri 1 Kerambitan. The subjects of the research were 32 students and an English teacher. The data were collected by using observation, interview, and documentation. The techniques used to collect the data were triangulation techniques involving observation, interviews, and documentation. The data were analysed by using qualitative data analysis which consist of data reduction, the data display, and conclusion.

RESEARCH FINDINGS AND DISCUSSIONS

Research Finding

This research carried out at SMP Negeri 1 Kerambitan focused on the description of character education on scientific approach in English learning including the phases of observing, questioning, collecting data, associating, and communicating. The learning process was conducted online by using google classroom and whatsApp applications due to COVID-19 pandemic.

The implementation of Saintific Approach in Class.

a. Observing

Students were facilitated to observe the task by reading, watching, and listening. The teacher presented video concerning to the material to increase students' motivation and interest. Occasionally, the students were demanded to observe interesting texts or conversations. In accordance with these activities, some explanation and several examples toward the materials were also presented by the teacher.

b. Questioning

In this activity, students were given oppotunity to pose question in connection with the fact or information obtained in observing. Some questions respecting to the material were asked by students. Based on researcher's observation and interview, the common questions were concerning to unclear information, additional information, and clarification. Many students were active in posing questions. However, only several students were active in answering questions.

c. Collecting Data

In this phase, students collected the data to obtain completeness information. Some information observed and questioned in the previous activites were collected by students as the guidance to collect the accurate

data. The students collected the data by searching several sources in internet and reading explanation in student work sheet or text books.

d. Associating

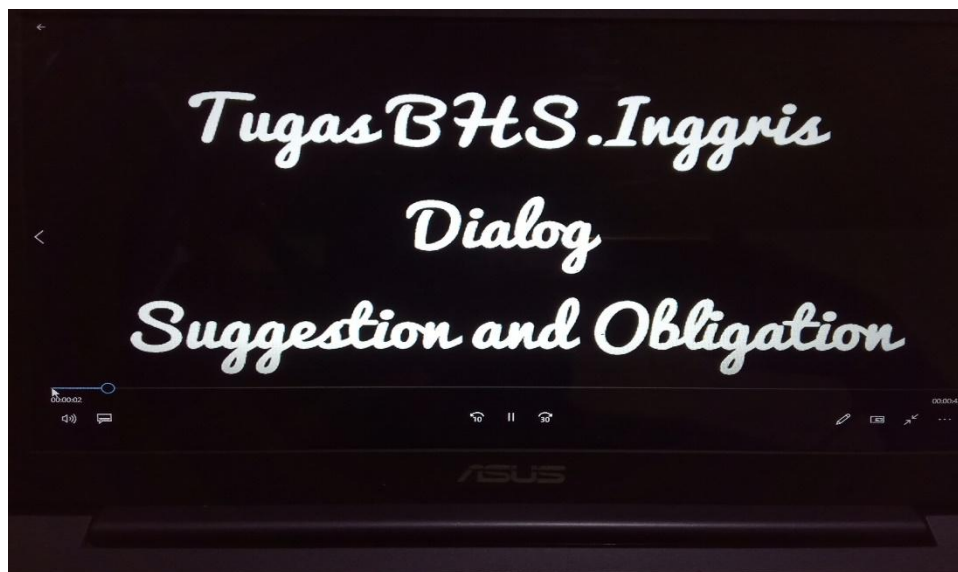
In this activity, the students processed the information collected by developing arguments and connecting related information in order to get conclusion.

e. Communicating

In communicating, the results of the task were presented in the form of written and oral presentations . Written presentations were presented through google classroom or WhatsApp. Meanwhile, oral presentations in the form of voice notes and videos were sent through WhatsApp . The oral presentations in the form of voice note and video can be notice in the following pictures.



Picture 1: Oral Presentation in the Form of Voice Note



Picture 2: Oral Presentation in the Form of Video

The Values of Character Education on Scientific Approach

a. Observing

In this activity, the students were facilitated by material in the form of video and interesting text or conversation presented through WhatsApp or Google Classroom. Through this activity, students were provided opportunity to practice diligence, discipline, and curiosity in obtaining information. However, some students were still not able to implement the character values expected. It was indicated by the lateness in following this activity.

b. Questioning

Developing creativity and curiosity were the values of character were implemented in this phase. In the implementation, the values of character were inserted by giving chance to students to practice their ability in posing and answering some questions in relation to the topic observed. Through the activities, the students were expected to be able to develop their creativity and curiosity in posing and answering questions toward additional information, unknown information, and clarification. Based on the interview to the teacher, strong encouragement was given to the students who had lack motivation

c. Collecting Data

The values of character expected were developing creativity and good reading habit. The ways to insert the character values were by encouraging and giving the chance to students in collecting the data well, increasing reading habit, and respecting their opinion

d. Associating

In this phase, the information or data were processed to obtain conclusion. The students were demanded to indicate their independence and responsibility.

e. Communicating

The character values developed in this phase were developing students' communication, creativity, and responsibility. The ways to insert the character values were reflected by some activities carried out by teacher including valuing the students tasks and encouraging them to develop their language skills. More than half of the students were able to indicate their communication, creativity, and responsibility. However, some students were still not able to implement the character values.

The Discussions

Based on the research finding, it can be said that character education were implemented in the phases of observing, questioning, collecting data, associating, and communicating. The learning activities were carried out interactively, inspiring, and motivating learners to be actively participated and provide enough space for developing diligence, discipline, coriousity, creativity, having good reading habit, independence, responsibility, and communication.

In observing, the teacher presented motivating and interesting activities in the form of video and interesting texts or conversation to increase students' motivation and interest which were expexted to impart positive impact to the next phases. In questioning, the students were expected to be able to develop creativity and curiosity.

The teacher developed students motivation in posing and answering questions. Many students were active in posing questions. However, only several of them were active in answering questions. After questioning activity, the students were demanded to be able to collect the accuracy data. Through this activity, the students were expected to be creative and having good reading habit. In associating, the students were required to carry out the task independently in order to practice their independence and responsibility. Several tasks were carried out in group with due observance of health protocols. The students were also demanded to develop communication, creativity, and responsibility in the phase of communicating. More than half of the students were able to indicate their communication, creativity, and responsibility. It meant that there were some students were still not able to carry out character values expected.

CONCLUSION

Concerning with the findings and the discussion presented, it can be said that the scientific approach based on the phases of observing, questioning, collecting data, associating, and communicating were implemented quite well in learning process. The learning activities were carried out interactively, inspiring, and motivating learners to be actively participated and provide enough space for developing diligence, discipline, curiosity, creativity, having good reading habit, independence responsibility, and communication. Nevertheless, some students were still not able to implement the value expected well. It means that learning activities need to be carried out more interactively, inspiring, challenging, and motivating learners to be actively participated in learning process

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