

THE DESCRIPTION OF CHARACTER VALUES IN ENGLISH LEARNING TOWARDS THE ELEVENTH GRADE STUDENTS OF SMA SARASWATI 1 TABANAN

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ABSTRACT

This research purposed to describe character values in English learning to the eleventh-grade students at SMA Saraswati 1 Tabanan. The subjects of this research were an English teacher and 24 students. The techniques used to collect the data were observation, interview, and documentation. The data obtained were analysed by using qualitative data analysis. The result of this research showed that: (1) Character education was implemented in learning process, (2) Character education in this research was inserted by strategy of micro character development including teaching and learning in the classroom.

Key words: Character Education, Implementation, English Learning

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan nilai-nilai karakter dalam pembelajaran Bahasa Inggris kepada siswa kelas XI di SMA Saraswati 1 Tabanan. Subjek penelitian ini adalah guru Bahasa Inggris dan 24 siswa. Teknik yang digunakan untuk mengumpulkan data adalah observasi, wawancara, dan dokumentasi. Data yang diperoleh dianalisis dengan menggunakan analisis data kualitatif. Hasil penelitian ini menunjukkan bahwa: (1) Pendidikan karakter diterapkan di dalam proses pembelajaran, (2) Pendidikan karakter dalam penelitian ini disisipkan dengan strategi pengembangan karakter mikro termasuk pengajaran dan pembelajaran di kelas.

Kata kunci: Deskripsi, Nilai Karakter, Pembelajaran Bahasa Inggris

INTRODUCTION

Education faced with a number of increasing challenges due to the development of education. In line with this, the education is expected to create human resources with intact competence. They are currently expected to master competency in thinking and communication. Link to thinking competencies, they are hoped to have extensive knowledge, critical thinking ability, and the ability to think creatively. Meanwhile, in relation with the communication competence, they are demanded to have communication skills to work together and to be able to state creative ideas.

According to Thrilling & Fadel (2009:28), there are three useful categories of skills in 21st century including: (a) learning and innovation skills, (b) digital literacy skills, and (c) career and life skill. Various challenges of life viewed from the economic, social, politic and education can be overcome with the three main skills. Therefore, they are oriented to equip students besides the specific scientific knowledge in the learning process.

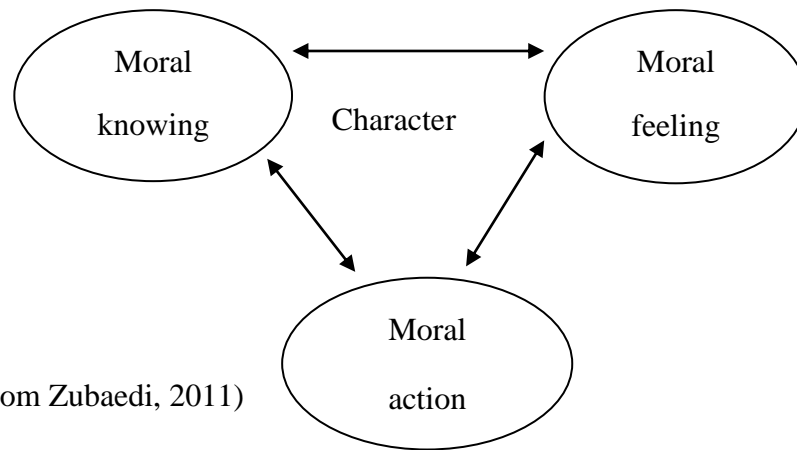
Through indirect learning, the role of character education can not be separated with learning activities. Character education is realized as an effort to create intelligence in thinking, appreciation in the form of attitudes, and practice in the form of behavior in accordance with the exalted values of the identity realized in interaction with God, oneself, among others, and the environment (Zubaedi, 2011:17).

The development of 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. Adolescence is a period as the basis for individuals to enter adulthood (Hulukati, 2014). The development of good character in their adolescence will give a good influence on the lives of individuals in adulthood.

SMA Saraswati 1 Tabanan is the oldest unstate senior high school in Tabanan regency. This school still exists in the competition of education in Tabanan regency. This school runs the government project through department of education and culture which implement curriculum 2013. Based on the fact, this research is focused in attention on how the character values are implemented in SMA Saraswati 1 Tabanan.

Lickona (in Zubaedi, 2011:29) identifies three categories of moral: (1) moral knowing / moral knowledge consisting of: moral awareness, knowing moral value, perspective taking, moral reasoning, decision making, and self knowledge; (2) moral feeling necessary comprehended by the students consist of: 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.

The relation of these moral's categories can be seen through this picture.



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 realized in interaction with God, oneself, among others, and the environment.

Based on the definitions above it can be said that character education is the deliberate 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 supported by moral knowing, moral feeling, and good moral behavior.

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 1.1: 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 himself/herself and others.
9	Curiosity	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	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 encouraging himself/herself to produce useful things for society, and acknowledge and respect to success of others.
13	Communicative	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	Has good reading habit	Habits to read a variety of literary devices giving virtue.
16	Environmental 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	Responsibility	Attitudes and behavior of a person to carry out the duties and obligations done to himself/herself, society, environment (natural, social, and cultural), state, and God Almighty

(Adapted from Kemendiknas, 2011)

Strategy of the macrocharacter development means education development strategy which involves all stakeholders in the overall context of national planning and development implementation of character value. Strategy of macro character development includes planning, implementation, and evaluation of results.

METHODS

The research design used in this research was a descriptive qualitative. It was utilized to obtain the comprehensive data occurred in line with the implementation of character education in learning process.

The process of data collection last until all of the data has been collected. During that time, the activities was done by the researcher consistng of pre-observation and informal interview, interview, and classroom observation. The subjects of the research were 24 students and an English teacher who taught in the eleventh grade of SMA Saraswati 1 Tabanan. The instruments used to collect data were designed including observation, interview, and documentation.

Based on the research questions, the data instruments used can be seen in the following table:

Table 2.1: Matrix of Data Collection

No	Data	Instruments	Respondent
1	Implementation of character education towards teacher's activities.	Observation and unstructured interview	Teacher
2	Implementation of character education towards students' activities.	Observation and interview	Students
	The teacher's interview towards <i>The Implementation of Character Education in English Learning Activities</i>	Interview	Teacher

The data analysis in this research utilized qualitative data analysis suggested Miles & Huberman (1992) consisting of data reduction, the data display, and conclusion/verification.

FINDINGS AND DISCUSSION

Findings

The present study was conducted at SMA Saraswati 1 Tabanan focusing on English learning to twenty four students in the eleventh grade as the sample of the study. Each of which will be presented as follows:

The data towards activities in learning process were obtained through observation, unstructured interview, and documentation.

The Implementation of Character Education in Learning Process

The observation was held in the process of learning on the topics: "Creating Poem, Like and Dislike, Giving Advice, and Creating Short Story". The values of character were implemented in phases of learning which can be stated as follows:

Table 3.1: The Implementation of Character Education in Observation

Phases of Scientific Approach	Character Values	How to Insert
Observing	Practicing sincerity, diligence and gain information.	Giving common activity
Questioning	Developing creativity, and curiosity	Giving the chance the students to practice their ability in questioning.
Collecting Data	Developing a thorough attitude, polite, respect the opinions of others, and develop learning habits	Encouraging and giving the chance to students to collect the data through books and internet, respect others' opinion, and try enhance learning habit.
Associating	Developing discipline and law-abiding.	Asking students to do the task quietly and carefully
Communicating	Developing the attitude of honest, tolerance, and language skill.	Valuing students' learning result and encouraging them to develop their language skill.

The students' activities in learning English can be seen in the following picture:



Picture 1: Students' Learning Activity in Doing the Task Guided by the Teacher

Discussion

Character education's values in every phase of learning activities were observed. The values of character education based on four sources, namely: (a) the Indonesian values of ideology, (b) religious values, (c) cultural values, and (d) the values formulated in the national education goals (UU No.20 Year 2003) on the national education system.

The strategy used to develop character education was the strategy of micro character development.

Based on the finding, it can be said that:

- a. Character education was implemented in learning process.
- b. Character education in this research was inserted by strategy of micro character development including teaching and learning in the classroom. The development of character value is carried out by utilizing strategies in the subjects in teaching and learning activities in the classroom.

CONCLUSION

The implementation of character education in learning process was inserted by using character education learning strategy. The strategy of micro character development including integrated approach in all subjects in the teaching and learning activities in the classroom and curricular activities consisting of related learning activities with material on the subject implemented through practical activities both inside or outside the classroom.

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