



**THE APPLICATION OF CHARACTER EDUCATION IN TEACHING
ENGLISH CARRIED OUT BY STUDENTS PRACTICE FIELD
EXPERIENCE OF IKIP SARASWATI TOWARD THE EIGHTH
GRADE STUDENTS OF SMP N 2 TABANAN**

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Article Info:

Masuk: 10 Agustus 2022

Diterima: 20 Agustus 2022

Terbit: 1 Oktober 2022

Kata Kunci: Penerapan,
Pendidikan Karakter,
Pengajaran Bahasa Inggris

Abstrak

Tujuan pendidikan nasional mengandung nilai-nilai kemanusiaan yang dijadikan sebagai sumber dalam pembangunan pendidikan karakter yang dikembangkan pada setiap jenjang pendidikan. Penelitian ini bertujuan untuk mendeskripsikan pendidikan karakter dalam pengajaran Bahasa Inggris yang dilakukan oleh mahasiswa jurusan Bahasa Inggris IKIP Saraswati terhadap siswa kelas VIII SMP N 2 Tabanan. Subyek penelitian ini adalah dua mahasiswa Praktik Pengalaman Lapangan jurusan Pendidikan Bahasa Inggris IKIP Saraswati sebagai guru praktik dan tujuh puluh siswa. Penelitian ini merupakan penelitian deskriptif kualitatif dimana data dikumpulkan dengan menggunakan teknik observasi, wawancara, dan dokumentasi. Data dianalisis secara kualitatif meliputi reduksi data, penyajian data, penarikan kesimpulan, dan verifikasi. Hasil penelitian ini menunjukkan bahwa (1) pendidikan karakter dilaksanakan dalam proses pembelajaran yang meliputi kegiatan awal, kegiatan inti, dan kegiatan akhir dengan menggunakan democratic method pada kegiatan awal, dan share search method dan active student method pada kegiatan inti dan kegiatan akhir; (2) Nilai-nilai karakter yang diterapkan adalah disiplin, kreatif, demokratis, bertanggung jawab, gemar membaca, rasa ingin tahu, dan komunikatif; (3) Beberapa siswa tidak kreatif, tidak gemar membaca, kurang memiliki rasa ingin tahu, dan tidak komunikatif. Hal ini disebabkan kurangnya kebiasaan membaca siswa dan kurangnya perhatian yang dilakukan oleh guru praktik dalam memberikan apersepsi, membangkitkan motivasi siswa.



Keywords: *Application, Character Education, English Teaching*

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10.46444/wacanasaraswati.
v22i2.495

Kesimpulan dari penelitian ini adalah pendidikan karakter diterapkan dengan cukup baik mengingat beberapa siswa masih belum mampu mengimplementasikan nilai-nilai karakter dengan baik. Oleh karena itu, disarankan agar guru pelaksana melaksanakan apersepsi dengan baik, meningkatkan motivasi siswa, dan mendorong siswa untuk membangun dan mengembangkan kebiasaan membaca yang baik.

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 purposed to describe character education in English learning practiced by English department student of IKIP Saraswati toward the eighth grade students of SMP N 2 Tabanan. The subject of this research were two English Education Department students of IKIP Saraswati as practicing teachers and seventy students. This research was descriptive qualitative research in which the data were collected by using the techniques of observation, interview, and documentation. The data were analyzed qualitatively including data reduction, data display, conclusion, and verification. The result of this research showed that (1) Character education were implemented in the learning process including pre-activity, main activity, and post- activity by utilizing democratic method in pre activity and share search method and active student method in main and post activity; (2) The values of character applied were discipline, creative, democratic, responsibility, having good reading habit, curiosity, and communicative; (3) Several students were not creative, having good reading habit, curious, and communicative. It was caused by lack of students' good reading habit and less attention carried out by the practicing teacher in giving apperception and raising students' motivation. The conclusion of this research is character education is applicated quite well considering that some students were still not able to implement the character values well. Therefore, it is recommended that the practicing teacher have to carry out apperception well, increase students' motivation, and encourage students to build and develop their good reading



habit.

INTRODUCTION

The aim of national education is the basic of Indonesian citizens developed at every level of education. One of the government's efforts to provide training in increasing the professionalism of teaching staff is to establish a Field Experience Practice (PPL) program. PPL is a course as well as intra curricular activities carried out by students as a form of application of theory obtained in college (Permenristek Dikti No. 55 year 2019). Activities carried out include orientation and adaptation, discussion and revision of learning tools, learning practices, conducting classroom action research, and carrying out professional assignments. To implement the program, the English Education Study Program, Faculty of Language and Arts Education, IKIP Saraswati, collaborated with partner schools, one of which was SMP N 2 Tabanan.

This research focused on describing character education in English learning practiced by English department student of IKIP Saraswati toward the eighth grade students of SMP N 2 Tabanan. Character Education contains human values utilized as the sources in the development of national character education. Indonesian national education purposes to develop the potential students believing in God, having a noble

character, healthy, knowledgeable, capable, creative, independent, democratic, and responsible citizens (UU No. 20 Year 2003).

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

Educational values are the foundation of character education in Indonesia. It can be stated that character education is an education that is based on the development of Indonesian values of ideology, religious values, cultural values, and the values formulated in the national education goals (UU No.20 Year 2003) on the national education system. The values of character education identified above can be noticed as follows:

1. Religious : Obedient Attitudes and behaviors to implement the roles of



- Religion, and
tolerant to the other religions, and obligations
live in harmony with between
other ownself and
religions. others.
2. Honesty : Behavior 9. Coriousity : Attitudes
based on an effort to be a honest and actions always trying to obtain
person in words, the things that can
actions, be learned,
and work. seen, and heard more deeply.
3. Tolerance : Respect 10. The spirit of nationality : The way
attitudes and actions toward the to think, act, and behave establishing
differences of religion, the interests of
race, nation and
ethnicity, opinions, attitudes, and the state over the own interest.
4. Discipline : Obedient 11. Loving country : Way to
behavior on various rules and think, act and show loyalty, care, and
regulations high appreciation to
the nation,
5. Working hard : Behaviors 12. Rewarding Achievement : Attitudes
indicating effort to overcome various and actions encouraging ownself to
obstacles of create useful things
Learning, for society
tasks, and do the duties well. and respect to success of others.
6. Creative : Thinking 13. Communicative : Actions
and doing efforts to create new showing communication and
method or result of cooperating with others.
7. Independent : Attitudes 14. Loving peace : Attitudes,
and behaviors which do not depend feelings, and actions creating safe for
on others in the presence of
carrying others.
out tasks or
duties.
8. Democratic : Way of 15. Doing good reading habit: Habits to
thinking, behaving, and acting read a variety of literary devices
valuing the same rights giving virtue.



16. Environmental Care : Attitudes and actions trying to prevent damage to the natural

environment and develop efforts to improve the environmental damage.

17. Social care : Attitudes and actions always desiring to help others and society.

18. Responsibility : Attitudes and behavior of a person to be responsible society,

toward environment (natural, social, and cultural), state, and God Almighty

Zubaedi (2011: 246) states that there are several methods suggested to develop character education including:

- a. Democratic Method emphasizes on searching freely and appreciating the values of life by involving the students directly in teacher's mentoring and direction.
- b. Share Search Method This method emphasizes on searching together involving teachers and students. Searching together is focused 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 prior of learning. The teacher gives material and students search and develop the following process through observing, discussing, analysing, concluding in group.

d. Exemplary Method

This method is carried out by showing 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.

Now days, the government runs learning and innovation skills as main skills that must be held in the context of the 21st century including critical thinking, communications, collaboration, and creativity and innovation. Ability to think creatively is the goals of modern learning skills which equip students with the systematic thinking to consider and decide something. Skills to communicate and collaborate intended to equip



students to be able to communicate for a variety of purposes clearly and effectively and collaborate with others. As the result, the students will be able to work, negotiate and appreciate the message to others effectively in the groups. In addition, students are expected to think and work creatively with others, and produce a wide range of innovation through creativity and ability to innovate. In the implementation of learning, character values were integrated in learning process. In this context, the teacher is able to choose the material of character education in relation to the subject matter of study. Through an integrated application, each teacher is a character education teacher who is also responsible for instilling character values in students. The learning process in the context of the 21st century refers to the process of scientific thinking consisting of observing, asking, collecting data, associating, communicating, and creating.

METHOD

The method used in this research was descriptive qualitative. It was utilized to obtain accurate data on the implementation of character education in English teaching practiced by the English department students of IKIP Saraswati toward the eighth grade students of SMP N 2 Tabanan. The subjects of this research were two English practicing teachers and seventy students. Technique of data collection were run by using observation, interview, and documentation. The data were analyzed qualitatively by noticing data reduction, the data display, and conclusion.

RESEARCH FINDINGS

This research conducted at SMP N 2 Tabanan focused on the implementation of character education in English teaching practiced by the English department students of IKIP Saraswati toward the eighth grade students of SMP N 2 Tabanan. The learning process was run including pre activity, main activity, and post activity. Meanwhile, methods used to develop character education were democratic method, share search method, and active student method.

Democratic method was mostly shown in pre activity. Pre activity included creating an interesting class atmosphere, taking student attendance, creating student learning readiness, and creating democratic learning atmosphere carried out by conducting apperception, asking questions about previous material, and providing comments on student answers. The character values applied were discipline, creative, democratic, responsibility, having good reading habit, curiosity, and communicative. The teacher carried out less attention in giving apperception and raising students' motivation. It was indicated that some students were not creative, curious, and communicative. They were not creative in asking and answering questions about previous material.

Main activity was implemented based on critical thinking, collaboration, communication, and creativity. The skills associated with learning and innovation



skills to increase the students' capability and skills. Critical thinking ability purposed the students to think creatively and systematically. Skills to communicate intended to equip the students to be able to communicate for a variety of purposes clearly and effectively and collaborate with others. The learning process was conducted in accordance with the process of scientific thinking consisting of observing, asking, collecting data, associating, communicating, and creating. The students were demanded be able to work, negotiate and appreciate the message to others effectively in the groups. In addition, students are expected to think and work creatively with others.

The method used to measure character values in main activity were share search method and active students' method. The teacher facilitated and motivated the students during learning process. Based on the interview to the teacher, the students were facilitated to obtain the real and authentic learning experience. The teacher interacted by giving questions and solution to prove their problems. The teacher motivated the students by giving encouragement, using appropriate learning method and technique, and using good learning media. Based on the observation towards learning process, the character values implemented were discipline, creative, democratic, responsibility, having good reading habit, curiosity, and communicative. However, some of the students were not creative, independent,

having good reading habit, curious, and communicative. They didn't pay attention and have lack motivation in observing, questioning, collecting data, associating, communicating, and creating. It was hard for them in posing and answering questions, collecting data, associating, communicating and creating due to lack of reading habit.

The role of the teacher in this activity was as facilitator and motivator. The students were facilitated and motivated by the teacher by noticing students' uniqueness and providing opportunities for the students to discuss learning difficulties. The teacher motivated the students by encouraging, comprehending students' ability, and providing assessment through students learning. The activities of students and practicing teacher's activities in facilitating and motivating the students can be shown in the following pictures:



Picture 1: The Activity of Practicing teacher in Facilitating the Students.





Picture 2: The Activities Practicing Teacher in Motivating the Students.

Final learning activities are carried out through assessing the results of learning process and providing assignments done inside or outside of lesson hours. In assessing students' competency, the teacher run authentic assessment on attitude, knowledge, and skills competency. In the attitude competency, the teacher valued the students' character based on the values of character including discipline, creative, democratic, responsibility, having good reading habit, curiosity, and communicative. The method used to measure character values in attitude assessment were democratic method. Based on the observation and interview toward the teacher, some students were not creative, democratic, having good reading habit, curious, and communicative. The assessment of knowledge was carried out by utilizing the techniques of written test, oral test, and assignment. The students were given written test in the form of essay but occasionally in multiple choice. The assignments provided to students carried out individually or in groups inside school or outside school. Skill competency assessment was done by utilizing the technique of performance and project assessment. The technique of performance assessment was done through discussion, presentation, and role play. Project assessment was purposed to measure the skills competence of the students to comprehend, implement, and

present information or task in the allotted time.

DISCUSSION

Based on the research finding, icharacter education were applicated in the learning process including pre-activity, mean- activity, and post- activity by utilizing democratic method, share search method, and active student method. Democratic method was mostly implemented in pre-activity whereas share search method and active student method were used in mean- activity, and post- activity.

Democratic method was mostly shown in pre-activity. The character values applied were discipline, creative, democratic, responsibility, having good reading habit, curiosity, and communicative. The teacher carried out less attention in creating learning atmosphere and giving apperception. It was indicated that some students were not creative, curious, and communicative. The method used to measure character values in main activity were share search method and active students' method. Based on the observation towards learning process, the character values implemented were discipline, creative, democratic, responsibility, having good reading habit, curiosity, and communicative. However, some of the students were not creative, having good reading habit, curious, and communicative. They didn't pay attention and have lack motivation in



observing, questioning, collecting data, associating, communicating, and creating. In assessing the students' competency, the teacher run authentic assessment on attitude, knowledge, and skills competency. In the attitude competency, the teacher valued the students' character in accordance with the values of character including discipline, creative, democratic, responsibility, having good reading habit, curiosity, and communicative. In accordance with the implementation of character values, some students were not creative, having good reading habit, curious, and communicative. Based on the observation and interview to the practicing teacher and the students, it was caused by lack of students' good reading habit and less attention carried out by the practicing teacher in giving apperception and raising students' motivation.

CONCLUSION

Concerning with the findings and the discussion presented, it can be said that character education were implemented in the learning process including pre-activity, main activity, and post activity by utilizing democratic method, share search method, and active student method. Democratic method was mostly shown in pre-activity whereas the method used to measure character values in main and post activity were share search method and active students' method. The character values applied in learning process were discipline, creative,

democratic, responsibility, having good reading habit, having good reading habit, curiosity, and communicative. However, some students were not creative, curious, and communicative. Based on the observation and interview to the practicing teacher and the students, it was caused by lack of students' good reading habit and less attention carried out by the practicing teacher in giving apperception and increasing students' motivation.

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ISSN 2615-4714

EISSN 2685-0745

WACANA SARASWATI

**MAJALAH ILMIAH TENTANG BAHASA, SASTRA
DAN PEMBELAJARANNYA**

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