

Analysis of Character Education in Students' Learning Process in National Junior High School

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Abstract: This study focuses on character education that is aimed at helping learners to become people who have better behaviour. The study used a qualitative descriptive method to briefly examine character education in English learning process in 9th grade classes of National Junior High School (SMPN) which are in SMPN 1, SMPN 3, and SMPN 5 Batam. The results of this study indicate that the character education planning in the learning process undertaken by the teacher included preparing the syllabus, RPP (Lesson Plan) which had already been integrated with the values of character education and reading references about the material to be taught that had been previously written in RPP. The teachers were free to apply kinds of learning method because every teacher had different tricks and strategies. The learning process involved not only active teachers but also active students. The role of teachers in learning was not only as a speaker but also as a facilitator and motivator for students. Most teachers of SMPN in Batam implemented lecture and question and answer method. The lecture method that is often used in every meeting made the students felt bored because there was no variation in the learning process. Then, the question and answer method were also used by the teacher to measure the level of students' understanding on the presented material. The evaluation system was based on the value of semester test results, midterm exam, daily test, and daily observation of each student. The values included in the report were three aspects: cognitive, affective, and psychomotor.

1 INTRODUCTION

The character values that can be integrated in English subject consist of some principal or main character values. Provisions relating to the principal or main character values do not necessarily limit the introduction, development, and internalization of other character values. That is, the other character values that are possible to be integrated in learning, are also recommended to be introduced, developed, and internalized in the real life of learners. The main character values, in this case, are the character values used as the starting point for the development of another character values. Through the introduction, development, and internalization of these basic character values, it is expected that other character values can be developed as well. The main character values are the priority character values to be integrated, developed, and internalized for and by the learners.

Education is an effort of society and nation to prepare its young generation for the sustainability of better life of society and nation in the future. Sustainability is characterized by the society and

national cultural and character inheritance. In the process of cultural and character education of the society or nation, the students actively develop their potentials, internalize the process, and appreciate the values into their personalities in socializing, developing a more prosperous society, and the life of a dignified nation. In line with the rate of development of society, education becomes very dynamic and adaptive to the existing development. The educational curriculum is not a static standard, but it is dynamic and has to adapt to the situation and conditions.

Character education in English learning can be applied through strategies because strategies can establish better relationship between student and teacher. With this argument, therefore, researchers want to further observe the application of character education in the learning process of junior high school students in Batam. The purpose of this study is to describe the planning process of character education application in class IX's English learning process of some junior high schools in Batam and to evaluate the process of character education

application in class IX's English learning process of Junior High School in Batam.

The word character is derived from Greek *charassein* which means *to engrave* and translated as carving, painting, or scratching (Echols and Shadily, 1995). In Indonesian Dictionary the word "character" is defined as psychological traits, morals or behaviors that distinguish a person. Characters can also mean letters, numbers, spaces, and special symbols which can appear on the screen through a keyboard. A character person is a person who has personalities and behavior. Thus, character is the behavior and nature of a person which becomes the basis to distinguish someone from others.

In the process of its development and formation, one's character is influenced by two factors, namely environmental factors (nurture) and innate factors (nature). Psychologically characteristic behavior is a manifestation of a person's potential of Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ), and Adverse Quotient (AQ). Configuration of characters in the context of the totality of psychological and socio-cultural processes can ultimately be grouped into four categories, namely 1) spiritual and emotional development, 2) intellectual development, 3) physical and kinesthetics development, and 4) affective and creativity development. These four psycho-social processes are holistically and coherently interrelated and complementary in the context of character formation and the internalization of noble values in a person (Kemendikbud, 2010).

2 METHODS

This research is about the analysis of the application of character education in the learning process of national junior high school students in Batam. Therefore, this research is descriptive qualitative research which is reported in the form of description and pictures and do not use statistical figures. According Moleong (2007), qualitative research is a study that is intended to understand the holistic phenomenon experienced by the subject of research such as behavior, perception, motivation, action, etc. through description of words and language, in a special natural context by utilizing various scientific methods. Population of this research is all students of class IX SMPN 1 Batam (St.1), all students of class IX SMPN 3 Batam (St.3), and all student of class IX SMPN 5 (St.5). Sample of this research is taken by random sampling technique that is

researcher take one class in each of Junior High School (SMP) in Batam.

3 FINDINGS AND DISCUSSION

The implementation of this research includes pre-research phase, research phase and data analysis phase. In the pre-research phase the research permit at selected locations, namely SMPN I Batam (Sc.1), SMPN 3 Batam (Sc.3), and SMPN 5 Batam (Sc.5) was arranged. In this early phase of research, researchers conducted observations and documentation and then continued with interviews. In the observation researchers conducted character education observation on learning process at Sc.1, Sc.3, and Sc.5. Here the researchers directly observed the learning steps. While in the interview stage, researchers conducted interviews with the principal (informant 1), curriculum vice principal (informant 2), English teachers (informant 3), as well as students (informant 4). The purpose of this interview was explained to the informant so that openness, comfort, and trust can be established. Students' interview is focused on building same perceptions on students' responses to their learning atmosphere and how students feel in English learning. To strengthen the observation and interview data, researchers recorded the observations in the forms of photographs and recorded data relating to character education in the learning process.

The obtained data is the data obtained through interview and observation. In this case the result of interview is primary data which is very important because it is the main component in data analysis activity while field research note result is supporting data. Interview guide was further developed in research or in the process of collecting data from interviewee.

Based on informant 1 interview data, strengthened by informant 2 interview data, and observation result data it is found that character education should not only implemented at home but it also must be developed in school educational institution. At school, it is integrated in all subjects, self-improvement and school culture. In this study character education integrated in all subjects is limited to the English subjects. In the learning process the values of character building are integrated. Character education is not a separate subject and there is no separate curriculum that must be taught.

3.1 Character Education in Learning Process

Learning has a broad meaning. Learning is an activity consisting learning and teaching. Learning is the activity that causes behavior to change in the individual self, while teaching is the activity of giving things to learn.

Learning as a system is a complete learning which consists of several inter-related subsystems. The process involves various components. Those components are objectives, subject of learning, subject matter, strategy, media, evaluation, and support. The objective component is the learning objects, while the subjects of learning are the teacher and the student. According to the information of the informant 1 about character education in the learning process it is found that:

“Teacher should have integrated it (the character education into other subjects) because there is no curriculum of its own (character education), even though some teacher has not yet applied in the curriculum.”

In the above statement the informant 1 states the importance of character education integration in other subjects. He further orders the teacher to integrate the character values in the explanation of the teaching materials and in the examples given during the learning process. In making lesson plan (RPP) the informant 1 emphasize the importance of integrating it. The statement is further strengthening by observation data and the statement of informant 2:

“Character education is already integrated implicitly. It integrated within each subject and in the practice of the common prayer.”

The observation data and the existing documentation show that the character education values have been implicitly integrated in the lesson plan (RPP). For some other teachers who have not yet included these values in the lesson plan, they integrated it in the implementation of the learning process. Explicitly the applications of character education are manifested in the form of weekly Monday ceremonies, National day celebration ceremonies, Dhuha prayer at first break and Dzuhur prayer on the second break and so on. In the process of learning in the classroom teachers add the values of the characters in the material delivered. As when

researchers followed the English learning process, when the teachers delivered the material the teacher gave examples in accordance with the circumstances of the environment as well as the values of character education such as being honest, disciplined, generous, helpful and active doing positive things.

In the three research sites the facilities and infrastructures used are not enough and need to be adjusted to the condition of the school environment and the characteristics of students. Teaching media are also limited because teachers only used whiteboards and markers. The methods used by teachers are lecture and discussion. However, this method makes the students feel bored, bored of the monotonous of learning process.

From the findings, the researcher concludes that character education is applied in learning to guide the students to have character values such as discipline, honesty, obedience, religious respect, mutual respect, and cooperation. For this the teachers need to give example to the students. Since existing curriculum gives full freedom to teachers regarding the methods used, teachers then should use methods that are considered appropriate to the circumstances, environment and students and the available infrastructure facilities of the school. By this, teachers will not be forced to use inappropriate methods in teaching.

3.2 Character Education Planning in Learning

Planning learning process includes syllabus and lesson plan (RPP) which contains subject identity, competence standard (SK), basic competence (KD), competency achievement indicators, learning objectives, teaching materials, time allocation, learning method, learning activity, assessment of learning result, and learning resources (Permendiknas No.41, 2007). According to Usman (2000) activities included in learning planning are:

- 1) The management of learning activities planning
- 2) The organization of lesson materials planning
- 3) The classroom management planning
- 4) The use of teaching methods and tools planning

From the findings of research conducted in Sc.1, Sc. 3 and Sc. 5, it is found that the learning planning made by teachers are in the form of prota (yearly program), promes (semester program), syllabus, and RPP (Lesson Plan). These things are made at the beginning of the academic year. Every subject teacher makes prota, promes, syllabus, and RPP. Teachers also include character education values into RPP and define the methods and media to be

used for conveying the material. This is consistent with what is said by informant 3 and informant 2:

“The RPP has been made for new academic year. The RPP was made at the beginning of the new academic year along with prota, promos and syllabus.”

“Method considered suitable to be applied is certainly adapted to the characteristics of the subject, then the situation of environmental conditions, learners’ condition, infrastructure facilities availability and so forth. By doing so, learning process does not focus on one medium only but supported by using various media.”

Preparation of subject matter for the application of character education in the process of learning is left to each teacher. This is in accordance with what is said by informant 3 and informant 2:

“I told the students to use the internet but for me, I use the laptop, flash disk, power point to teach the material.”

“What our teachers prepare, because teachers have different ways and strategies, in general in accordance with the rule are character education values integration in every subject they teach. Because the character education is implicitly integrated in the process of learning in each subject then the administration is generally the same as the administration of learning process of each subject starting from the preparation of syllabus, RPP, analysis, assessment and so forth.”

From the data the researchers conclude that the implementation of character education planning in the learning process undertaken by the teacher include the preparation of syllabus, RPP (Lesson Plan) which has been integrated with the characters education values. School does not require teachers to use certain methods. Teachers are free to use methods that they think are appropriate with their teaching material. Teachers preparation also need to be adjusted to the condition of the school environment and students condition, especially in planning lessons using media that improvise according to conditions of infrastructure facilities. In the observations it is also found that the implementation of learning that implements

character education is already good enough. Teachers are very active in the learning process. The teacher is not only a speaker and facilitator but also a motivator.

3.3 Character Education Evaluation in Learning

Evaluation is a process to determine the outcomes that have been achieved (Arikunto, 2010). Activities in the evaluation of learning are as follows:

- 1) Evaluating achievement of learning outcomes of Learners
- 2) Evaluating the achievement of educational objectives, whether student achievement can demonstrate the expected learning achievement or not
- 3) Evaluating the use of learning outcomes to improve the way learners learn and to improve learning programs (Usman, 2000)

The results of research show that the assessment system in Sc. 1, Sc. 3, and Sc. 5 in evaluating the application of character education in the learning processes are the same as other learning process. Since character education is integrated in each subject so the evaluation system is still the same i.e. there is semester exam, midterm exam, and daily test on the basis of three aspects namely cognitive, psychomotor, and affective. As told by informant 3:

“There are two, the cognitive is daily test, and the regular test is daily test. In addition, I also consider the students’ behaviour.”

In addition to the evaluation conducted for the students, the teacher also gets his/her own evaluation. Usually schools conduct monitoring for every teacher. Monitoring is done every semester or every six months, as explained by informant 2:

“To monitor this learning process every semester the principal evaluates it based on syllabus, RPP, including the integration of the character education materials”

With the monitoring, the school can find out how the teachers teach students. The monitoring also evaluates the constraints experienced by each teacher, so that these constraints later can be discussed in the meeting involving all parties. From the interview data and observations in Sc.1, Sc.3, and Sc. 5 showed the evaluation in these school are not conducted based on semester test result and daily test result only, but also based on students’

behaviour in class. The final grades in student report cards are from students' cognitive, affective, and psychomotor aspects. From these findings researchers conclude that the evaluation system in Sc. 1, Sc. 3, and Sc.5 is good. By having this scoring system that considers the three aspects of cognitive, affective, and psychomotor the learning objectives can be achieved equally.

Standar Nasional Pendidikan.
Usman, M.U., 2000. *Menjadi Guru Profesional*.
Surabaya: Remaja Rosdakarya.

4 CONCLUSIONS

Based on above results and discussion, it can be concluded that character education planning in the learning process undertaken by teachers includes preparing syllabus, RPP (Lesson Plan) which integrates the values of character education. Learning planning is conducted in accordance with the circumstances and characteristics of the students. The method used in learning process is left to the teacher by considering the condition of the students and school environment. Also, the learning process involves not only active teachers but also active students. To stimulate students' activeness teachers, ask questions that stimulate students to think. The role of teachers in learning is not only as a speaker but also as a facilitator and motivator for students. Most teachers such as English teacher in Sc. 1, Sc. 3, and Sc. 5 use the methods of lecture and questioning. Facilities and infrastructure are used in accordance with the needs of learning activities. Furthermore, evaluation system in Sc. 1, Sc. 3, and Sc. 5 are based on the results of semester test, semester mid-test, daily test, and daily observation of every student. The report cards score based on three aspects of cognitive aspect, affective aspects, and psychomotor aspects. In addition to this evaluation system, teacher monitoring is also conducted to evaluate the activities undertaken by teachers and students and to evaluate the constraints in the course experienced by the teacher.

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