

**THE IMPLEMENTATION OF CHARACTER EDUCATION  
IN ENGLISH CLASSROOM ACTIVITIES BASED ON 2013 CURRICULUM**

***Implementasi dari Pendidikan Karakter dalam aktivitas belajar bahasa Inggris  
berdasarkan Kurikulum 2013***

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**ABSTRAK**

Penelitian ini bertujuan untuk untuk menginvestigasi implementasi dari pendidikan karakter dalam aktivitas belajar bahasa Inggris berdasarkan kurikulum 2013. Subjek dari penelitian ini adalah siswa kelas VIII dan guru bahasa Inggris di SMPN 1 Tabanan. Instrumen – instrumen yang digunakan dalam penelitian ini adalah lembar observasi, catatan lapangan dan pedoman wawancara. Hasil penelitian menunjukkan bahwa ada 7 jenis nilai – nilai karakter yang diimplementasikan oleh guru di pertemuan pertama, yaitu: kereligiusan, kedisiplinan, kejujuran, keingintahuan, kemandirian, menghargai prestasi orang lain, and bersahabat/komunikatif. Sementara itu, ada 9 jenis nilai –nilai karakter yang diimplementasikan oleh guru pada pertemuan kedua, yaitu: kereligiusan, kedisiplinan, kejujuran, keingintahuan, kemandirian, kerja keras, kreatif, menghargai prestasi orang lain, and bersahabat/komunikatif. Berdasarkan observasi dan wawancara kepada guru bahasa Inggris, nilai –nilai karakter tersebut disisipkan ke dalam rencana pelaksanaan pembelajaran, khususnya pada indikator dan aktivitas pembelajaran. Namun ada beberapa perbedaan antara nilai – nilai karakter yang disisipkan dalam rencana pelaksanaan pembelajaran. Hal tersebut bergantung pada topik dan indikator yang akan dicapai pada proses pembelajaran. Mengimplementasikan nilai – nilai pendidikan karakter dalam aktivitas pembelajaran sangat penting khususnya dalam kelas bahasa Inggris sebagai bahasa asing, karena tujuan pendidikan tidak hanya mengedukasi pelajar untuk menjadi sukses tetapi juga memberikan kesempatan kepada mereka untuk membangun karakternya masing – masing dengan meningkatkan nilai – nilai moral.

*Kata kunci: Pendidikan karakter, Aktivitas belajar bahasa Inggris, Kurikulum 2013.*

## ABSTRACT

The aim of this study is to investigate the implementation of character education in English classroom activities based on 2013 curriculum. The subject of this study were the eight grade students and the English teacher of SMPN 1 Tabanan. The instruments used in this study were observation sheet, field note, and interview guide. The result of this study showed that there were 7 character values implemented by the teacher in the first meeting, namely: religiousness, discipline, honesty, curiosity, independence, achievement appreciation, and friendliness/communicativeness. Meanwhile, there were 9 character values that implemented by the teacher in the second meeting, namely: religiousness, discipline, honesty, curiosity, independence, hardwork, creativity, achievement appreciation, and friendliness/communicativeness. Moreover, based on the observation and interview the English teacher, the character values were inserted into lesson plan, especially in the indicators and learning activities. However, there were some differences of the character values which are inserted in the lesson plan. It depends on the topic and indicators that will be achieved in teaching and learning process. Implementing character education in learning activities is really needed especially in EFL class, since the goal of education is not only educate learners become a success person, but it also gives the opportunity for them to build their own characters by improving their moral values.

*Keywords: Character education, English classroom activities, 2013 Curriculum.*

### 1. INTRODUCTION

Education has an important role in human life. Through education people could develop themselves for a better life. As stated in Law number 20 year 2003 about National Education System, Education is one of the conscious and planned efforts to create learning atmosphere and learning process, in order to develop learners' potentials to have spiritual power, self-control, personality, intelligence, noble, and skilled for himself, society, nation, and state actively. It means that, the Education goal in Indonesia is not only focus on the learners' knowledge, but also it focuses on the learners' attitude. It is hoped that the learners should have a high quality of a noble person, beside they have a good knowledge or skills. It could be said that intelligence is not enough, therefore intelligence which is

combined by character values that is the goal of the true education.

Nowadays, most educator are facing many problems of morality. Based on the researcher observation, it could be seen when the students have low interest and motivation in learning process. Some students look busy talking about something that has no relation with the topic being taught. Besides that, some of them draw something when the teacher explains about the certain topic, sometimes they disturb the other friends. Furthermore, decreasing the students' moral values caused by character education in that school is not effectively yet.

Looking at the phenomenon above, it is important for the teachers to implement and integrate character values into their subjects. All school subjects, including English since it becomes the most-learned foreign

language in Indonesia. It is a compulsory subject that is taught from the lower to the higher education level. English Language is beneficial to teach good character by using good words and expressing the words in a good way. Therefore, character values can be developed through English subject. The character values development through English subject is expected to give a positive impact to the children and nation development.

Moreover, studying English at school is not only concern with mastering the four languages skills (listening, speaking, writing and reading), but it also concerns with the characters education to make the learners become prestige learners. Mastering the four language skills of English is not enough to produce better learners. Therefore, it needs character education values in transferring knowledge to the learners, it is hoped that the learners could effectively use spoken and written English in a good way in their real life.

Furthermore, character education is important in human life in order to educate the students to be better. According to Berkowitz, et al (2005), character education is teaching children about basic human values, including honesty, kindness, generosity, courage, freedom, equality, and respect. The goal is to raise children become morally responsible, self-disciplined citizens.

In addition, Lombardi (2010) stated that Character education obviously centers on each student. This type of education strives on making every student a rational and ethical human being. Rather than only focusing on the textural information and core subjects. Character education will make sure students contemplate on their personal ethics and how their

actions affect people around them. By teaching children core values in character education, the students will learn how to respect themselves which will hopefully decrease negative school related trends such as cheating and bullying.

In relation with this, based on Indonesian Government Guidelines of Implementation of Character Education (2011), there are 18 character values that have to be implemented, namely: 1) religiousness, 2) honesty, 3) tolerance, 4) discipline, 5) hard work, 6) creativity, 7) independence, 8) democracy, 9) curiosity, 10) spirit of nationality, 11) nationalism, 12) achievement appreciation, 13) friendliness/communicativeness, 14) love of peace, 15) love reading, 16) environmental care, 17) social care, and 18) responsibility. In adding character education into the lesson plan should be based on the syllabus. In the lesson plan, there are learning objectives which are made by describing the process of learning process in brief . Then, the character education is added in it. In this case the teacher chose the character values that appropriate with the lesson plan. Besides that, in the lesson plan, there is learning activity that consist of three steps, namely pre-activity, whilst-activity and post-activity. Character education values could be added in each learning activity. From those learning activities, it is hoped that the learners could practice character values in each step.

Furthermore, according to Directorate General of the Ministry of National Education Basic Education (2011) states that character education values are integrated into planning such as syllabus design, lesson plan, teaching material, application in teaching and learning process, and

also the evaluation. Furthermore, English as a foreign language which based on the character education explicitly help the educators and learners at school to enrich their knowledge become the decent of bilingual citizens.

In relation with this, the researcher conducted the research in SMPN 1 Tabanan in order to analyze the implementation of character education in English classroom activities based on the 2013 curriculum. SMPN 1 Tabanan was chosen as a place of taking the data because this school as the pilot project in implementing the 2013 curriculum. SMPN 1 Tabanan is located in the centre of Tabanan City. Based on interview with the Eight grade English teacher, the 2013 curriculum in SMPN 1 Tabanan has been implemented since 2013. Meanwhile, in the eight grade it started since 2014 until now.

## **2. RESEARCH METHOD**

This research was qualitative research with descriptive case study. Case study research involves in depth study of an individuals or group of individuals. Case study research is a study that investigates a contemporary phenomenon in depth in its real world context (Yin, 2014).

The research was conducted at SMPN 1 Tabanan in which to describe the implementation of character education in classroom activities based on Indonesian Government Guidelines of Implementation of Character Education (2011). Meanwhile, the subjects of this study were an English teacher and the eight grade students of SMPN 1 Tabanan.

In collecting the data, the researcher used some instruments, namely:

- a. Researcher as the main instrument  
The researcher as the instrument in collecting the data analyzed. In this

case, the researcher was the key person in getting the data from the respondents.

- b. Observation sheet  
The observation sheet is used to check the character values that happened in teaching and learning process.
- c. Field note  
It is used in order to anticipate the occurrence of non-verbal activities which may give benefit for data interpretation. The field note is used for taking a note of the real situation during teaching and learning process.
- d. Interview Guide  
Interview is a soft instrument for data gather, allowing multi-sensory transmits become utilized verbal, non-verbal, talk and heard (Cohen, 2007). In this case, the researcher uses semi-structured interview to support the data that is gathered from data transcription. Semi-structured interview is a type of interview in which the researcher has prepared the guiding questions in order to conduct the interview.

## **3. FINDING AND DISCUSSION**

As stated previously, the aim of this study is to investigate the implementation of character values based on 2013 curriculum in English subject. The research was conducted at SMPN 1 Tabanan especially for the eight grade teacher and his students. In collecting the data, the researcher observes the English teacher and students' activities in teaching and learning process. After that, the researcher analyze types of character values occurred in classroom activities.

Moreover, based on the classroom observation towards the implementation of character values

in teaching and learning process, the researcher categorized character values based on three parts in learning activities, namely: pre – activity, whilst – activity, and post – activity. The character values from each activity is different based on the topic and classroom activities. The researcher observe the classroom activities for two times. In this case, the researcher used an observation sheet in order to check types of character values implemented, besides that the researcher also used field note in order to take a note something happened in the classroom.

The researcher did the observation in 8A class on Tuesday, March 20th 2018. In the first meeting, the topic was about expressing short functional text in the form of announcement and invitation orally. In classroom activities the teacher implement the character values of religiousness, discipline, honesty, independence, curiosity, friendliness/communicativeness, and achievement appreciation. The table below will show the character values implemented by the teacher.

*Table 1: The Implemtation of Character in the First Observation*

Character Values		
Pre - Activity	Whilst - Activity	Post - Activity
Religiousness Discipline	Honesty Curiosity Independence Achievement appreciation Friendliness/ communicativeness	Friendliness/ communicativeness

Furthermore, the second observation was done in the same class on Tuesday, March 27th 2018. In the second meeting, the topic was about short monolog in the form of recount text. Based on observation, during teaching and

learning process the teacher implements the character values of religiousness, discipline, honesty, hardwork, creativity, independence, curiosity, achievement appreciation, and friendliness/ communicativeness.

*Table 2: The Implementation of Character Values in the Second Observation*

Character Values		
Pre - Activity	Whilst - Activity	Post - Activity
Religiousness, Discipline	Honesty Curiosity Independence Hard Work Creativity Achievement appreciation	Friendliness/ communicativeness

The table above showed that there were some differences between the character values of each meeting. It happened based on the topic being taught. In the first meeting there were 7 types of character values implemented by the English teacher. Meanwhile, there were 9 character values in the second meeting.

In the first and the second meeting, teacher implemented religiousness value in the beginning of the classroom activity. In each meeting, after the teacher entered the classroom he persuaded the students to pray in the beginning of classroom activity. Teachers applied this values in order to give students benefit of gaining easiness in teaching and learning process. Therefore, it could run well.

The second character values implemented by teacher in beginning of classroom was discipline. This aspect also implemented by the teacher both in the first and the second meeting. Before the teacher starts the lesson, he always checked the students attendance list by saying "*who is absence today?*", after that the teacher mention the name of the students one by one based on the attendance list. By doing this activity, it indicated that teacher had implemented discipline in classroom. Checking students' attendance had a function to know the existence of the students in the classroom. Beside that teacher also implementing of regulation in classroom. For example, if there was the student coming late, he should asked permission to the school officer.

Besides that, during teaching and learning process the students did not allow to disturb the other friends and pay attention to the teacher's explanation.

The third character values was honesty. In the whilst-activity both first and the second meeting implemented this value. Before teacher explained the materials, he asked the students about something will be discussed. For example "*have you seen the announcement before? Where did you see it?*" or "*have you ever got the invitation card before?*" and "*do you have unforgettable experience?*" those questions related to the topic in the first meeting in which the teacher will teach about short functional text of announcement and invitation. In this case, the teacher gave questions for the students to be answered based on their ideas or experience. It indicates the honesty aspect was implemented in classroom.

The fourth was curiosity. In learning process, the students always took an effort to know more depth about material being discussed in classroom. In this case the teacher should help the students to understand the material deeply by giving some related example and more exercises or practices. For example in the first meeting the teacher gave the students opportunity to discuss with the other friends how to invite someone in written or orally. Meanwhile, in the second meeting, the teacher gave the students some clues about recount text and they will collect many information about recount text until they

understand the topic given by the teacher. In this case, the students would discuss it with their friends. This activity could increase students curiosity in learning activity.

The fifth was Independence. In learning activity, students are expected to do something without involvement of others. It means that students should rely on their ability in doing something. Therefore, teachers could apply the condition of classroom which given student for independently working in classroom. Viewing on the table above, both first and second meeting implemented this value. Based on the observation during teaching and learning process, in the first meeting the teacher gave each students task for example, finding some expression how to invite someone, accepting and declining invitation. Beside that, he gave instruction to the students to find out the parts of invitation card and make an invitation card based on its parts. Each students will make an invitation card based on the teacher's instruction. The same way also happened in the second meeting. The teacher gave task to the students about writing their personal unforgettable experience. After they finished they would tell it in front of the class. This activity was done individually. Therefore, the students could do something based on their own abilities.

Furthermore, the next character value in the second meeting was hard work. Giving the students task or exercise in teaching and

learning process is important. Based on observation, the goal in this meeting was every students should tell their past experience in front of the class. To achieve that goal the teacher told the students to remember unforgettable experience and arrange it step by step in the chronological order. In this case, the students had to work hard in arranging their experience, wrote and told it to the others in front of the class. The teachers gave this task in order to make the students active, never give up and become durability learning.

Creativity was one of character value that implemented by the teacher in the second meeting. In the learning process, teacher created situation which could growing of mind creative. In relation with the topic in the second meeting, the teacher gave the students assignment that could express their own ideas and there was no specific rule in this assignment. The students told their experience in the form of recount text. In this case the students could improve their creativity in developing their ideas into writing and speaking skills.

The next character value implemented both in the first and the second meeting was achievement appreciation. It was important for the teacher to appreciate the students to build their motivation in the classroom. In the first meeting, after the students perform conversation to invite someone in front of the class, he gave feedback and asked the other students gave applause. The teacher also did the same meeting in the

second meeting. After the students presented their own story in front of the class, he gave comment about the students performances and appreciate them. For example “*Ok, please give applause for your friend.*” By doing this action, it could increase students’ motivation for the next activity.

Friendliness/communicativeness was the character value that implemented in the first and second meeting. In classroom activities, teachers are friendly in interaction with students. The good interaction happened when there was a communication effectively between students and teacher in teaching and learning process (Kementrian Pendidikan Nasional, 2010). In the teaching and learning process, the teachers gave a case in material and student tried to respond the statement of other friend. In this case the role of teacher was facilitating interaction among the students. This character value was really important in the teaching and learning process in order to maintain good communication to the students.

From interviewing the English teacher and based on the observation in teaching and learning process, the teacher said that the character education were inserted in the lesson plan, indicators and in the learning activities. The character values that inserted in the lesson plan were religiousness, confidence, responsibility, creativity, politeness, creativity, independence, friendliness/communicativeness, curiosity, honesty, hard work, respect, responsibility and discipline. Those characters were planned in the lesson plans. However, there were some

differences of the character values which are inserted in the lesson plan with the real activities. It depends on the topic and indicators that will be achieved in teaching and learning process. Moreover, in the lesson plan, there was an indicator. The indicators were used to describe the learning goals. Therefore, it was important to inserted the character values into indicators in the lesson plan. Besides that, the character values also inserted in the learning activities. The teacher planned the character values which will be taught in teaching and learning activities.

As stated before, in teaching and learning process there were three activities that should be done. Those activities were pre-activity, whilst-activity, and post-activity. The character values were implemented in each activity. In order to analyze the data from the observations, the researcher classified the data based on the teacher’s techniques in teaching character values. As stated by *Kemendiknas (2010) in Panduan Pendidikan Karakter untuk SMP*, it was important for the teacher to make the students realized the importance of character values in building their good characters.

#### **4. CONCLUSION**

From the research findings and discussions, the researcher could concluded that character education was implemented in classroom learning process. The way the teacher taught character education were still commonly used by teachers in teaching and learning process. Some of values were taught by using direct



statement. It means that, there was no special technique that could be used by the teacher to implement the character education in SMPN 1 Tabanan. Therefore, they were able to behave and act based on the values that became their characters.

In implementing the character education, there were 7 character values implemented by the teacher in the first meeting, namely: religiousness, discipline, honesty, curiosity, independence, hard work, creativity, achievement appreciation, and friendliness/ communicativeness. Meanwhile, there were 9 character values that implemented by the teacher in the second meeting, namely: religiousness, discipline, honesty, curiosity, independence, hardwork, creativity, achievement appreciation, and friendliness/ communicativeness.

Furthermore, before teach the students, teacher prepared the lesson plan and inserted the character values in it. Besides that, the character values also inserted in the indicators and learning activities. In indicators, the character values can be seen from the use of the words which contained character values. Meanwhile, in the learning activities, the teacher planned the character values which will be taught in teaching and learning activities.

## 5. SUGGESTION

English as a foreign language at school is necessary for learners to learn in order to produce the learners who are able to compete and challenge in this globalization era. Besides, the character education is also important for the learners when they learn about English. Because the goal of learning is not only focus on educating the learners, but it also gives opportunity for the learners to build their own

characters. Moreover, in implementing character education based on 2013 curriculum, the teacher needs the curriculum as the medium of teaching and learning process, know the development of the syllabus, the design of lesson plan, teaching materials, and learning activities in order to produce the bilingual learners with prestige education.

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