

# ANALYSIS OF STUDENTS' CHARACTERS OF THE NATION IN LEARNING ENGLISH PROCESS AT SMP NEGERI 2 GUNUNGSITOLI BARAT

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## CHAPTER I INTRODUCTION

### 1.1 Background of the Problem

Character's of the nation refers to the values, attitudes, and behaviors that characterize a nation. In terminology, character is defined as human nature in general that depends on the factors of his own life. The character of the nation consists of 18 characters. They are: 1) Religious, 2) Honest, 3) Tolerance, 4) Discipline, 5) Hard work, 6) Creative, 7) Independent, 8) Democratic, 9) Curiosity, 10) National spirit, 11) Love for the country, 12) Respect for achievement, 13) Friendly/communicative, 14) Peace-loving, 15) Love to read, 16) Care for the environment, 17) Social care, 18) Responsibility (Ministry of Education, 2011).

Character of the nation is a moral or character forming students who characterize educated people. In addition, it gives learners the ability to gain access to the outside world and understand different ways of thinking. So that students know the socio-cultural and intercultural knowledge to improve students' critical thinking skills in learning. According to Cohen (2007), students' character can influence the way they learn and interact in the learning environment. Therefore, learning and teaching will be created if students have creative and communicative learner characters that encourage them to find intelligent solutions of problems in completing their tasks independently, and create a learning environment that is conducive to the development of students performance.

From the explanation above indicate that each student should have character of the nation. But in this millennial era, there are many students who do not show good character as we see on social media, students fighting, do not doing assignments, being lazy, fighting with teachers and so on. In addition, the news of students committing acts of violence at school and outside of school such as being involved in motorbike gangs/ brawls (Litbang Kompas, 2021). Those actions are example of the decline in national student character.

Based on observations in the field, researchers found similar things done by students at SMP Negeri 2 Gunungsitoli Barat during the learning process. Not all students showed good character of the nation. They are not discipline in doing assignments and there are still students who bully or abuse their friends, making noise in the classroom, damaging classroom facilities such as tables, chairs, blackboards, cheat on tests, plagiarise other students' assignments/homework, and many more activities that do not show character of the nation.

Regarding on the explanation above, the researcher is interested in conducting the research by proposing a research proposal **title Analysis of Students' Characters of the Nation in Learning English Process at SMP Negeri 2 Gunungsitoli Barat.**

### **1.2 Focus of the Research**

1. To describe the characters the nation applied by student class 8-A at SMP Negeri 2 Gunungsitoli Barat .
2. To find out the factors of character of the nation applied by students class 8-A at SMP Negeri 2 Gunungsitoli Barat.

### **1.3 The Formulation of the Problem**

1. How do students of class 8-A at SMP Negeri 2 Gunungsitoli apply the character of the nation ?
2. Why do students of class 8-A at SMP Negeri 2 Gunungsitoli Barat applied those characters of the nation ?

### **1.4 Purpose of the Researcher**

The purpose of this research are to find out the character of the nation applied by students Grade 8-A SMP Negeri 2 Gunungsitoli Barat and determine the factors character of the nation applied by students class 8-A SMP Negeri 2 Gunungsitoli Barat.

### **1.5 Significance of the research**

### 1.5.1 Theoretically

The results of this study provide an overview of the national character of students in the learning process in the classroom at SMP Negeri 2 Gunungsitoli Barat.

### 1.5.2 In practically

The researcher conducted this research in order to make a good contribution as follows :

- 1) For teachers, this research can be used as a guideline to carry out the teacher's role in strengthening character education.
- 2) For the students, it improve the a character of the nation in learning proccess.
- 3) For researcher, this research can be used as a direct experience when observing the character of each student.
- 4) For University of Nias, the results of this research can improve campus ratings in the field of research.

## CHAPTER II LITERATURE REVIEW

### 2.1 Theoretical Framework

#### 2.1.1 Character

##### a. Definition of Character

Etymologically, the word of "character" comes from the Greek "charasein" which stands for "karasso" or a tool for scratching, which is then referred to as a stamp which has a meaning of blueprint, basic format, a mark similar to a fingerprint (Doni Koesuma 2010: 90). Thus, the simple meaning is that character represents the identity of a human being which shows a moral rule or standard and is realised in the form of action.

Therefore, a person who is behaving dishonestly, greedily or cruelly is said to be a person of bad character, and for a person whose behaviour is honest, fair, and likes to provide other help is said to be someone who has good character, so the term character is closely related to a person's personality. A person can be called a person of character if his behaviour is in accordance with moral rules (Zubaedi 2012: 12).

And according to Ramadhani et al., 2020: 22 states that students can learn character values through character education, which helps them internalise or embed these values so that students can grow into individuals who are morally aware and can act morally both towards God, others, the environment, and their country. So the explanation above can be concluded that character is inherent in us and can also be formed due to factors of his own life.

##### b. Component of Characters

There are three components of good character (components of good character) proposed by Lickona (2012:85-100), as follows :

1. Moral Knowledge

<sup>1</sup> Moral knowledge is an important thing to teach. The following six aspects are prominent aspects as the desired goal of character education.

a. Moral of Consciousness

The first aspect of moral awareness is to use their thinking to see a situation that requires moral judgment and then to think carefully about what constitutes the right direction of action. Furthermore, the second aspect of moral awareness is understanding the information from the problem in question.

b. Knowledge of Moral Values

Moral values such as respect for life and independence, responsibility towards others, honesty, justice, tolerance, respect, self-discipline, integrity, kindness, compassion, and encouragement or support define the whole way about being a good person. When combined, all of these values become a moral legacy that is passed down from one generation to the next. Knowing a value also means understanding how to apply that value in a variety of situations.

c. Determination of Perspective

Perspective-taking is the ability to take another person's point of view, see the situation as it is, imagine how they will think, react, and feel about the problem. This is a prerequisite for moral judgment.

d. Moral Thinking

Moral thinking involves understanding what is meant by moral and why it should be a moral aspect. As children develop their moral thinking and research suggests that growth is gradual, so are they.

e. Decision Making

Being able to think about the way a person acts through moral issues in this way is a reflective decision-making skill. Whether there are consequences to moral decision-making has been taught even to pre-school-age children.

#### <sup>1</sup> f. Personal Knowledge

Knowing oneself is the most difficult type of moral knowledge to acquire, but it is necessary for the development of character. Developing personal moral knowledge involves becoming aware of the strengths and weaknesses of our individual characters and how to compensate for our weaknesses, among those characters.

#### 2. Moral Feelings

The emotional nature of character has been neglected in the discussion of moral education, but on this side it is very important. Just knowing what is right is not a guarantee of doing good. There are six aspects that are emotional aspects that must be able to be felt by someone to become a human character.

##### a. Conscience

Conscience has four sides: the cognitive side of knowing what is right and the emotional side of feeling obligated to do what is right.

##### <sup>1</sup> b. Self-Esteem

High self-esteem by itself does not guarantee good character. The challenge as an educator is to help young people develop self-esteem based on values such as responsibility, honesty, and kindness and based on a belief in their own abilities for good.

##### c. Empathy

Empathy is an identification with or experience that ostensibly occurs in the circumstances of another person. Empathy allows a person to get out of himself and into another person. It is the emotional side of perspective determination.

##### d. Love the Good Things

The highest form of character includes a nature that is genuinely interested in the good. When people love a good thing, they love to do a good thing. They have a morality of desire, not just a moral of Duty.

##### e. Self-Control

Emotions can be an excessive excuse. That is why self-control is a necessary moral virtue. Self-control is also necessary in order to refrain from indulging yourself.

f. Humility

Humility is a moral virtue that is ignored but is an essential part of good character. Humility is the affective side of personal knowledge. Humility also helps a person overcome pride and is the best protector against evil deeds.

3. Moral Action

Moral action is the result or outcome of the other two parts of the character. If people have the moral qualities of intelligence and emotion then they may do what they know and feel is right. Moral action consists of several aspects as follows.

a. Competence

Moral competence has the ability to transform moral judgments and feelings into effective moral actions. Competence also comes into play in other moral situations. To help others in distress, a person must be able to feel and implement a plan of action.

b. Desire

The right choice in a moral situation is usually a difficult one. Being a good person often requires an act of Good Will, a mobilization of moral energy to do what one thinks one should do. Desire is at the core of moral impulse.

c. Habits

In large situations, the execution of moral actions derives the benefit of habit. A person often does a good thing out of habitual impulses. As part of moral education, children need many opportunities to develop good habits, many practices when it comes to being a good person. This means a repeated experience of doing what is helpful, what is friendly, and what is fair. A person of good character has moral knowledge, moral feelings, and moral actions that work together synergistically. Character education should be



able to make learners to behave properly so that it will become a habit in everyday life.

#### 2.1.2 Character of the nation

##### a. Defenition

Character of the Nation is the identity of the character of the nation that becomes a collection of character citizens of a nation. Endang Ekowarni argues that character is a fundamental value in the value system of human interaction Indonesian character Indonesian citizen character based on behavior that is considered a virtue based on principles and based on religious norms, Pancasila, culture, law, Customs, and the purpose of National Education. These values are: (1) religion, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) Democratic, (9) curiosity, (10) national spirit, (11) love of Homeland, (12) appreciate achievement, (13) friendly/communicative, (14) love of peace, (15) Love to read, (16) environmental care, (17) social care, and (18) responsibility (Suwardani, 2020 : 43).

The Ministry of education and culture also explained that there are 18 values in character education that come from religion, pancasila, culture, and the purpose of national education, namely religion, honesty, tolerance, discipline, hard work, Creative, Independent, Democratic, curiosity, national spirit, love for the homeland, respect for achievements, friendly / communicative, peace-loving, love to read, environmental care, social care, and responsibility(Zulfida,2020: 20).Character education in children can start from Family, School, and society.

Character is the identity that a nation must have. The character of the Indonesian nation itself applies to the Indonesian nation. To make Indonesia a developed country, with the character of the country that must be owned by the state of Indonesia to make Indonesia a developed country. National character that must be owned by the

Indonesian nation, among others, in the form of national character values.

So based on the explanation above, it can be seen that the values in character education include 18 values as a whole, namely forming a good and positive personality.

Each of the character values is developed in the culture of nationality and character education.

b. Indicators

There are indicator of each character satatement based on Yetti Latifah (2020).

1. Religious

Religious is the value of character in relation to God. It shows that the thoughts, words and actions of a person who is pursued are always based on the divine values and/or teachings of his religion.

Examples :

- a. Say Shalom.
- b. Pray before and after studying.

2. Honest

Honest refers to a moral character that has positive and noble qualities such as integrity, truthfulness, and uprightness as well as the absence of lies, cheating, or stealing. Honest means harmony between the news with the existing reality. So, if a news in accordance with existing circumstances. Examples :

- a. Say something **in accordance with the actual situation**.
- b. Willing to admit mistakes, shortcomings and limitations.

3. Tolerance

Attitudes and behaviors that respect differences in religion, ethnicity, ethnicity, and the opinions, attitudes and actions of others who are different from themselves. Examples :

- a. Treat others in the same way and do not discriminate between religion, ethnicity, race, and class.

- b. Appreciate the differences that exist without harassing the other group.

4. Discipline

Actions that demonstrate orderly behavior and compliance with various rules and regulations. Examples :

- a. Do the task, the sooner the better, so it does not interfere with constant thought.
- b. Running the school order.

5. Hard work

Behavior that shows earnest effort in overcoming various learning obstacles and tasks, and completing tasks with the best of them. Examples :

- a. Demonstrate commitment to the task at hand.
- b. Trying to find a solution to the problem.

6. Creative

Think and do something to produce new ways or results from something that has been owned. Examples:

- a. Appreciate ideas, values and ideas.
- b. Appreciate each unique and different work.

7. Mandiri

Attitudes and behaviors that do not easily depend on others in completing tasks. Examples :

- a. Build the independence of learners through individual tasks.
- b. Train learners to be able to work independently.

8. Democratic

A way of thinking, behaving, and acting, which values the same rights and obligations as others. Examples :

- a. No vigilante.
- b. Does not impose will on others.

9. Curiosity

Attitudes and actions that always seek to know more depth and breadth of something learned seen or heard. Examples :

- a. Curiosity makes the minds of learners become active.
  - b. Curiosity will open new horizons
10. The national spirit<sup>3</sup>
- A way of thinking, acting and insightful, which puts the interests of the nation and state above the interests of themselves and their groups. Examples :
- a. Commemorating National Holidays.
  - b. Perform routine school ceremonies.
11. Love Homeland
- Attitude that shows a sense of love and pride towards everything that belongs to his people, including the history and culture owned. Examples :
- a. Displaying the Indonesian flag, Pancasila, pictures of the president and other state symbols.
  - b. Proud of the nation's work.
  - c. Preserving the nation's art and culture.
12. Appreciate Achievements
- Attitudes and actions that encourage him to produce something useful for society and recognize and respect the success of others. Examples :
- a. Devoting and displaying the work of students at school.
  - b. Give praise of the achievements that get
13. Fluent In English Both Oral And Written
- Attitudes and actions that demonstrate a sense of pleasure in talking, associating, and collaborating with others. Examples :
- a. Accustom learners to smile, greet and greet fellow friends when meeting/passing by.
  - b. Appreciate and respect each other both friends and teachers.
14. Love peace
- Attitudes, words, and actions that cause others to feel happy and secure in our presence. Examples :
- a. Create a peaceful classroom atmosphere.

- b. We do not tolerate any form of violence.
- c. Encourage the creation of harmonization of classes and schools.

15. Love to read

The habit of making time to read various readings that provide policy for him. Examples :

- a. Each lesson is supported by reading resources.
- b. Read the book of subjects and summarize it in the book.

16. Care For The Environment

Attitudes and actions that always try to prevent damage to the surrounding natural environment, and describe efforts to repair natural damage that has occurred. Examples :

- a. Maintain the classroom and school environment.
- b. Maintain plants well without trampling or damaging them

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17. Social Care

Attitudes and actions that always want to give help to others and communities in need. Examples :

- a. Conduct social service activities.
- b. Help a garden in distress.

18. Responsibilities

The attitude and behavior of a person to carry out his duties, and obligations, which he should do, towards himself, society and the environment (natural, social, and cultural), the state and God Almighty. Examples :

- a. Do homework and homework well.
- b. Responsible for every action.
- c. Picket in accordance with the schedule that has been implemented.

Meanwhile, according to the Ministry of National Education as stated in the book Development of National Culture and Character Education prepared by the Ministry of National Education through

the Curriculum Centre Assessment and Development Agency (Ministry of National Education, 2010).

- a. Religious, namely obedience and compliance in understanding and implementing the teachings of the religion (sect of belief) adopted, including in this case is an attitude of tolerance towards the implementation of worship of other religions (sects of belief), as well as living in harmony and side by side.
- b. Honest, which is an attitude and behaviour that reflects the unity between knowledge, words and actions (knowing the right thing, saying the right thing and doing the right thing), thus making the person concerned a trustworthy person.
- c. Tolerance, namely attitudes and behaviours that reflect appreciation for differences in religion, sect, ethnicity, customs, language, race, ethics, opinions, and other things that are different from themselves consciously and openly, and can live calmly in the midst of these differences.
- d. Discipline, namely habits and actions that are consistent with all forms of rules or regulations that apply.
- e. Hard work, which is a behaviour that shows a serious effort (to the end) in completing tasks, problems, work and others as well as possible.
- f. Creative, namely attitudes and behaviours that reflect innovation in various aspects of solving problems, so that they always find new ways, even new results that are better than before.
- g. Independent, which is an attitude and behaviour that does not depend on other people in solving various tasks and problems. However, this does not mean that collaborative cooperation is not allowed, but it is not allowed to throw tasks and responsibilities to others.

- h. Democracy, which is an attitude and way of thinking that reflects equal rights and obligations fairly and equally between themselves and others.
- i. Curiosity, which is a way of thinking, attitude and behaviour that reflects feelings and curiosity about everything seen, heard and learned in more depth.
- j. National spirit and nationalism, which are attitudes and actions that place the interests of the nation and state above personal or individual and group interests.
- k. Love for the country, namely attitudes and behaviours that reflect a sense of pride, loyalty, care and high appreciation for language, culture, economy, politics and so on, so that it is not easy to accept the offers of other nations that can harm the nation itself.
- l. Respect for achievement, which is an open attitude towards the achievements of others and recognises one's own shortcomings without reducing the spirit of higher achievement.
- m. Communicative, friendly or proactive, namely attitudes and actions open to others through polite communication so as to create good collaborative work.
- n. Peace-loving, namely attitudes and behaviours that reflect an atmosphere of peace, security, calm and comfort or his presence in a particular community or society.
- o. Love to read, which is a habit without coercion to provide special time to read various information, both books, journals, magazines, news papers and so on, so as to create policies for himself.
- p. Care for the environment, namely attitudes and actions that always strive to maintain and preserve the surrounding environment.
- q. Social care, namely attitudes and actions that reflect concern for other people and communities in need.

- r. Responsibility, which is the attitude and behaviour of a person in carrying out their duties and obligations, both related to themselves, social, community, nation, state and religion.

Then according to Kurniawan, S (2021: 42),

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1. Religious attitudes and behaviours that are obedient in carrying out the teachings of the religion they adhere to, tolerant of the implementation of other religious worship, and living in harmony with followers of other religions.
2. Honest Behaviour based on efforts to make himself a person who can always be trusted in words, actions, and work.
3. Tolerance Attitudes and behaviours that respect differences in religion, tribe, ethnicity, and the opinions, attitudes and actions of others who are different from themselves.
4. Discipline Actions that show orderly behaviour and obedience to various rules and regulations.
5. Hard Work Behaviour that shows earnest efforts in overcoming various learning obstacles and tasks, and completing tasks to the best of its ability.
6. Creative Thinking and doing something to produce new ways or results from something that is already owned.
7. Independent Attitude and behaviour that does not easily depend on others in completing tasks.
8. Democratic A way of thinking, behaving and acting, which values equally the rights and obligations of others.
9. Curiosity Attitudes and actions that always strive to know more deeply and widely from something they have learned, seen or heard.
10. National Spirit A way of thinking, acting and having insight, which places the interests of the nation and state above the interests of self and group.



11. Love for the Country An attitude that shows love and pride in everything that belongs to the nation, including its history and culture.

12. Respect for Achievement Attitudes and actions that encourage themselves to produce something useful for society and recognise and respect the success of others.

13. Friendly/Communicative Attitudes and actions that show pleasure in talking, getting along, and cooperating with others.

14. Love Peace Attitudes, words, and actions that cause others to feel happy and safe in our presence.

15. Love to Read The habit of providing time to read various readings that provide wisdom for him.

16. Environmental Care Attitudes and actions that always try to prevent damage to the natural environment around them, and describe efforts to repair natural damage that has occurred.

17. Social Care Attitudes and actions that always want to provide assistance to other people and communities in need.

18. Responsibility The attitude and behaviour of a person to carry out his duties, and obligations, which he should do, towards himself, society and the environment (natural, social, and cultural), the state and God Almighty.

So, it is seen that each character value has its description to be a form of manifestation of actions that must be carried out by students so that they have good character. Furthermore, based on all the character values and its description, the researcher will use the above aspects as a guideline in observing the character of students in the research school later when conducted observations.

### 2.1.3 Factor of Character Building

There are two factors that affect human character, menurut Maulina (2019) namely internal and external factors.

#### a. Internal factors

Internal factors there are many internal factors that affect the character, including :

1. Instinct and instinctual instinct is a trait that can foster actions that convey to the goal, by thinking first towards that goal, and not preceded by actions that are trained. Instinct is a natural trait that comes from birth. The influence of one's own instincts depends on its distribution. Instinct can lead a person to disgrace, but it can also elevate a person to a higher level, if the instinct is channeled to better things with the guidance of truth.
2. Customs or habits one important factor in human behavior is habit, because the attitude and behavior of the character is very close to the habit. It is easy for them to repeat what they have done.
3. The will or the Will of the Will is the act of doing all the ideas and all that is meant, even though it is accompanied by various obstacles and difficulties, but it does not want to be subject to these obstacles.
4. Inner voice or inner voice, the heart is the manager who will determine whether the whole body is directed or ordered to be good and bad. Thus the heart is central to determining human behavior, including his character.
5. Descendants, the reason for this question is that the Quran is the word of God. In our lives we often look like parents and even grandmothers or grandfathers who are far away. Derived properties that in outline there are two :
  - a. Physical properties, namely the strength and weakness of the muscles danurat junk parents who inherited to his son.

b. External Factors

b. Formal Education

Pattern of formal education. The growth and development of a child's character is strongly influenced by the attitude, manner, and personality of the teacher who educates him. In the formation

of the child's character, there is a process of imitation and identification of the child with the people he sees. So in this case, the teacher must provide examples of positive behavior, attention, affection, and good attitude habits such as; openness, self - control, and trust in people. When the process of educating children goes well, the development of children's character will develop to the fullest.

c. Environment

The environment (milie) is something that surrounds a living body, such as plants, soil conditions, air, and association. Human life is always in contact with other humans or also with nature around. That is why human beings must associate and in this way influence their thoughts, nature and behavior. There's also the environment divided into two parts, namely :

1. The material environment that surrounds humans is a factor that influences and determines human behavior.
2. Social environment that is harmonious good environment will affect a person to form a good personality, either directly or indirectly. Vice versa, a person living in the environment is less supportive in the formation of his morals, then at least he will be affected by the environment (Gunawan, 2012:21-22).

According to Rizky (2020), it is grouped into 2 factors, namely internal factors and external factors.

1. Internal Factors

Internal factors are factors that come from within the person himself. These internal factors are usually genetic or innate factors. Genetic factors mean factors that are innate from birth and are the influence of heredity from one of the traits possessed by one of the parents. Therefore, we often hear the term "The fruit doesn't fall far from the tree". For example, the irritability of a father is not impossible to be passed on to his children.

2. External Factors

External factors are factors that come from outside the person. These external factors are usually influences that come from a person's environment, starting from the smallest environment, namely family, friends, neighbours, to the influence of various audiovisual media.

Fitri (2012:58) explains that in shaping character in learners requires a stage that is designed systematically and continuously. As developing individuals, learners have the nature to imitate without considering good or bad. This is driven by curiosity and a sense of wanting to try something that is observed. In addition, honesty and innocence are also characteristics of learners. In this activity, children (learners) tend to show their selfishness. Finally, the unique nature shows that children are complex individuals who have differences with other individuals. Children will see and imitate what is around them, even if it is very attached to the child, it will be stored in long-term memory (Long Term Momori). If what is stored in memory is something good, further reproduction will produce something constructive. However, if what is stored in memory is something negative (bad), further reproduction will produce destructive things.

From the explanation above, the researcher can conclude the factors in character building so that it is good, character building will be more implemented. This can encourage students to do good because internal and external encouragement from within themselves or from outside can lead to good character tendencies as well.

#### 2.1.4 Student

##### a. Defenition of Student

Students according to the Indonesian dictionary (KBBI) students are students or students who are at the level of primary and Secondary School Education. The student learns to gain knowledge and to achieve an understanding of the science that has been obtained by the world of Education.

Sarwono (2007) student is any person who is officially registered to take lessons in the world of Education. From this opinion, it can be explained that asiswa is a status that is carried by someone because of its relationship with the world of Education who is expected to be intellectual candidates to become the next generation of the nation. According to Nata (2008) The Word student is defined as a person who wants to get knowledge, skills, experience and a good personality as a provision of his life in order to be happy in this world and the hereafter by learning in earnest.

According to Ali (2010) states that students are those who are specifically submitted by parents to follow the learning organized in schools with the aim to Become a person who has knowledge, skills, experience personality, morality and independence. It can be concluded, the understanding of students as people who need knowledge that requires guidance and direction to develop their potential consistently through <sup>4</sup> the process of education and learning, so that optimal goals are achieved as responsible and moral adults who are able to perform their functions as virtuous humans.

b. Responsibility

The definition of responsibility in the Great General Dictionary of the Indonesian language is a state where it is obliged to bear everything, so it is obliged to bear, bear responsibility, bear everything or give responsibility and bear the consequences. The definition of responsibility is human awareness of behavior or good deeds that are intentional or unintentional. Responsibility is the attitude or behavior of a person to carry out his duties and obligations that he should do, towards himself and others and the surrounding environment.

And responsibility is not only fulfilling an attitude or obligation to ourselves but also fulfilling obligations to nature, social, culture, country, and God Almighty. As for the examples of the attitude of responsibility, that is, always carry out duties and obligations in accordance with the rules and agreements, be responsible for all

actions taken. The development of this responsibility is based on the belief that each individual is a creature that can determine itself from which they are free to make choices. Because we are able to think, consider, and reflect on our experiences, we have choices.

This is the basic assumption of every character education. If people have the ability to think and have freedom of choice, when they experience the "good "and" bad" consequences of their actions, individuals will learn from their experiences. The teacher must have the belief that students have the ability to choose good decisions for their lives and this becomes through continuous Praxis. For this reason, supervision and control must be reduced and allow students to have motivation that can develop confidence when dealing with new challenges. Teachers should encourage students to take personal responsibility as a result of a decision-making process that has been based on correct and appropriate information.

The characteristics of responsibility according to Mustari (2011: 25) the characteristics of responsibility are :

1. Choosing the Straight Path
2. Always advance yourself
3. Guard of Honor
4. Always be alert
5. Willing to be placed in Cikarang
6. Perform tasks to a good standard
7. Confess all his deeds
8. Keeping promises
9. Dare to take risks for his actions and words.

Based on the characteristics of the above responsibilities, it is expected that the students can increase the responsibility of the students in performing their duties and have a good character.

#### 2.1.5 Character in Learning Process

Character development in the learning process in schools can be done through the steps of character development by <sup>4</sup> developing the

concept of character in the learning process, making slogans that are able to meet the needs of good and sustainable learning and through the implementation of leadership development programs, spiritual development, Personality Development, Leadership Development, physical development, development of Science Technology and art (Anton Suwito, 2012: 1).

Character separately in learning character education separately in learning is the understanding of values, the facilities provided to students will understand them values, and the understanding of values into the level of behavior of everyday learners through the learning process, both moving inside but outside the classroom on all subjects. Basically, learning activities, in addition to preparing students to face competition (material) targeted, are also designed to prepare students to face, face/care, and internalize values and make them happen. According to Lickona (1992) there are three stages. In the process of character learning, there are at least three stages of strategy that must be passed, namely :

a. Moral Knowing/Learning to Know

This stage is the first step in character education. In this stage, the objectives are oriented to the mastery of knowledge about values. Students must be able to distinguish the values of noble and despicable morals and universal values; understand logically and rationally (not dogmatically and doctrinaire) the importance of noble morals and the dangers of despicable morals in life.

b. Moral Loving/Moral Feeling

This stage is intended to foster a sense of love and a sense of need for noble moral values. In this stage, the target of the teacher is the emotional dimension of the student, the heart, or soul, no longer reason, ratio and logic. The teacher touches the students' emotions so that they grow awareness, desire, and need for noble moral values in themselves. To reach this stage the teacher can enter it

with stories that touch the heart, modeling, or contemplation. It is also expected that students will be able to assess themselves (muhasabah) for their shortcomings.

c. Moral Doing/Learning to do

This stage is expected that students have practiced the noble moral values in their lives. As long as the moral change has not been seen in the child's behavior even a little, as long as we also have a pile of questions that must always be answered. Example is the best teacher in instilling value. The next step is habituation and motivation.

## 2.2 The Latest Related of Research

In conducting this study, the researchers were inspired by several previous studies related to this study. The researcher is described below :

The first study was previously written by Yetti Latifah (2020) character values, physics learning, Pesantren-based schools this study aims to determine the character values that are more dominant appear by teachers in learners. This study is a quantitative descriptive research, where the data collected through questionnaires and interviews conducted for learners through teachers. The researcher explained how the character of students in learning at a boarding school in Banda Aceh. In this case the researchers have got the unexpected results recorded by the results of observations made in researching at the boarding school that precipitate the persistence of the character of students who still do not have a good character.

Previous research was subsequently published by Gede Sutrisna (2021), implementation of character education in English learning. This study aims to examine how character education is integrated in the language learning process. This research is a type of library research or literature review (literature review) which is a method of collecting library data, or research which is research conducted through various Library Information (books, encyclopedias, scientific journals, newspapers, magazines, and documents). The results of this study provide a variety of theories that are relevant to the problems being faced/discussed as a discussion in the



preparation of research results. The results showed that English learning during diimplemen in teaching about learning English or other subjects.

Further research was conducted by Amaliyatul Azizah (2022) with the aim of implementing strengthening character education through a religious culture for students at madrasah aliyah negeri 1 situbondo east Java. The purpose of this study was to describe the strengthening of character education through a religious culture among students at Madrasah Aliyah Negeri 1 Situbondo, focusing on three aspects: religious character, disciplinary character, and social care character within the school. However, the results of observations show that there are still student activities that show a poor attitude when learning which is not implemented in the culture within the school.

The difference between this research and later research is they do not research 18 characters while this research will focus on 18 characters and only focus on one class not the whole school.

## CHAPTER III RESEARCH METHODS

### 3.1 Approach and type of the research

The approach will be used in this <sup>5</sup> research is Qualitative research which is using inductive approach with the aim to find the meaning that originates the fact with an approach to make observation, recording all fact holistically scientific with the observe problem. Furthermore there are three types of instrument will divide into three kinds in this research. The first is observation as to take primary data, the second is interview its means the researcher will do oral question and answer activity to get information, the last instrument is questionnaire that is collection of written question used to get the respondents information about what he knows.

### 3.2 Variables of the research

In this research, researchers used qualitative methods. According to Sugiyono (2020:9), qualitative research methods can be interpreted as research methods that are based on the philosophy of positivism, used to research the natural conditions of objects, (as opposed to experiments) where the researcher is the key instrument, data collection is carried out in a systematic manner, triangulation (combination), inductive/qualitative data analysis, and qualitative research results emphasize meaning rather than generalization.

According to Sugiyono (2020:7) Descriptive research is carried out to systematically and accurately present facts and populations in certain fields. Researchers do not provide certain treatments to variables or design something that is expected to happen to variables, but all activities, circumstances, events, aspects, components or variables proceed as they are.

In conclusion, the researcher used qualitative research because the data will collect by research is in form explanations and descriptions character of the nation applied by student at class 8-A in SMP Negeri 2 Gunungsitoli Barat.

### **3.3. Setting and schedule of the research**

#### 3.3.1 The setting of the research

The research will be conducted at SMP Negeri 2 located in village Orahili Tumori, Gunungsito Barat, Kota Gunungsitoli, Provinsi Sumatera Utara at 8-A

#### 3.3.2 The schedule of the research

The research will be conducted from Oct 1st 2024 until November 1st 2024.

### **3.4 Source of data**

This research data will be obtained from the result of observation and interview conducted by researcher.

### **3.5 Instrument of the research**

Instruments are tools used by researchers to collect information. According to Muslihin et al. (2022) in Islamuddin et al. (2023) instrument of the research is a tool used to measure observed natural and social phenomena. The instrument of research is very important in collecting the data. Haryoko, 2022 : 132 states that research instruments are tools needed or used to collect data in qualitative research. This means that by using the tool (instrument) in question, data can be collected.

Therefore, the research instrument used by the researcher in this research is an interview guideline that helps the researcher to find out what are the roles, obstacles, and how the English teachers in strengthening character education, as well as using observation sheets to find out whether students have implemented character values in character education.

#### 3.5.1 Observation sheet

An observation sheet is a process of systematically observing and recording the symptoms being studied. This observation is one of them. This observation is one of the data collection techniques if it is in accordance with the research objectives, planned and recorded

periodically, and can meet the requirements (reliability) and validity (validity). When using observation techniques, the most important thing to pay attention to is relying on observation and remembering the researcher. In this research the researcher will use an observation sheet which is a data collection tool based on 18 character indicators that researcher included in the observation sheet to obtain data. In this research, researcher will hold three meetings in each class of English language learning in class 8-A to collect data for the research being conducted. So researcher designed an observation sheet like the following picture.

#### 3.5.2. Interview sheet

The Interview Sheet is a form of verbal communication, so it is a kind of conversation. Collecting data by asking questions directly Data collection by asking questions directly through the interviewer to the respondent, and the respondent's answers are recorded or recorded with a recording device. The interview focuses on the content in accordance with the expected objectives. This interview was conducted. This interview was conducted with researchers to ask about the character values found in students. An interview sheet is a form of interview that has been prepared in advance by the questioner on sheets of paper. The interview was carried out after observation, so researcher had prepared every question for the students in class.

### **3.6 Data Collecting Technique**

Techniques are procedures for how to get data. In this research, the techniques used by the researcher in the data collection process include interviews and observation. Fiantika 2022 : 13, explains about the technique in collecting the data, namely :

#### 3.6.1 ObservationSheet

Observation is essentially an observation activity using the five senses to obtain information. Observations and recording are carried out on the research object systematically, on the symptoms that appear on

the research object, on natural behavior, dynamics that emerge, descriptions of behavior in accordance with existing conditions, and so on. The tool used to make observations in this research is a check list sheet which contains a list of observations which will be marked with a check list (√) according to the aspect observed.

So based on the explanation above, the researcher uses an observation sheet containing the name of the school, class, name of the teacher, researcher, meeting, day/date, and a table containing the names of students and indicators of 18 character of the nation . As a technique for collecting data, the researcher will enter the class and then observe each student in the class. After that the researcher gives a checklist (√) to students who fulfill the 18 characters, but if the research subject does not carry out one of the 18 character indicators then the researcher will fill in information about what the student did on the sheet. these observations so that the researcher provides information on the results of his observations as a researcher on the research subject.

#### 3.6.2 Interview Sheet

Interviews are a way of collecting information by asking a number of questions that show the role of the researcher as an interviewer who asks a number of questions to participants as interview subjects.

So in this research the researcher will conduct interviews with students using an interview sheet containing the name of the school, student's name, class, researcher's name, day/date and questions. In this interview technique the researcher will interview each student in the class and record the student's answers in a table respondents, in this way the researcher will find the factors that students carry out these actions in the classroom.

#### 3.7 Data Analysis Technique

According to Sugiyono (2020: 131) data analysis is the process of finding and compiling systematically the data obtained from interviews, field notes, and documentation by organising data into field notes, and documentation by organising data into categories, breaking them down into

units, synthesising them, organising them into patterns, selecting which ones are important and which ones will be learnt, and analysing them into patterns, selecting what is important and what will be studied, and making conclusions so that it is easily understood by oneself. making conclusions so that it is easily understood by oneself and others.

In this research, the researcher analyzed data based on the results of interviews with English teachers as well as the results of observations from eighth grade students. According to Miles et al. (2014) in Islamuddin et al. (2023) there are three technique in analyze the data, namely :

a. Data Condensation

The process of selecting, reducing, organizing, eliminating, and/or expanding the data found in the entire collection of written field notes, interview transcripts, documents, and other evidence is referred to as data condensation. Data condensation increases the power of the data. The type of analysis known as "data condensation" involves refining, focusing, eliminating, and organizing data so that "final" conclusions can be made and confirmed.

b. Data Display

A display is an arrangement of data that has been organized to make it easier and to make choices then take action. Seeing the data display allows us to understand the situation and take appropriate action, such as conducting additional analysis or acting on our understanding. Strong qualitative analysis relies heavily on effective data visualization.

c. Drawing conclusion and verifying

Drawing conclusion and verifying is the process of elaborating conclusions that are based on previous descriptions or previously obtained decisions. The conclusions made must be relevant to the research focus, research objectives and research findings that have been interpreted and discussed.

**CHAPTER IV**  
**RESULT AND DISCUSSION**

**4.1. RESULT**

The research location was SMP Negeri 2 Gunungsitoli Barat, Kecamatan Gunungsitoli barat, Kota Gunungsitoli. The subjects of this research were students of class 8-A, totalling 14 persons. Based on the research focus, this study aims to find out the national character applied by students of class 8-A of SMP Negeri 2 Gunungsitoli Barat and to find out the factors of national character applied by students of class 8-A of SMP Negeri 2 Gunungsitoli Barat. On 21, 23, 25 and 28 October 2024, researchers conducted classroom observations together with the English teacher. After collecting the data, the researcher analysed the data based on the interview transcripts and field notes during the observation.

**4.1.1. Implementation character of nation class 8-A SMP Negeri 2 Gunungsitoli barat**

From the results of the observation analysis on the application of national character carried out by class 8-A students at SMP Negeri 2 Gunungsitoli barat, the following are.

4.1 The result collecting the data, the researcher analysed the data based on the in notes during the observation.

No.	Name (a.k.a)	Character of The Nation																	
		R	H	T	D	Hw	C	I	Dm	Ct	N	Lc	Ra	F	P	Lr	Ce	S	Rp
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
		Percentage (%)																	
1	AKYZ																		
2	BPW																		
3	CVRZ																		
4	EAZ																		
5	FALZ																		
6	FAWZ																		
7	JAZ																		
8	LZ	100	100	100	100	100	100	100	0	85	100	0	98	100	100	100	33	100	100
9	NZ																		
10	NSZ																		
11	OZZ																		
12	VKZ																		
13	VZ																		
14	ZKZ																		

R	: Religions	Dm	: Democratic	F	: Friendly
H	: Honest	Ct	: Curiosity	P	: Peaching-Loving
T	: Tolerance	N	: National Spirit	Lr	: Love to read
D	: Discipline	Lc	: Love for the Country	Ce	: Care for the Environment
Hw	: Hard Work	Ra	: Respect for Achievement	S	: Social Care
C	: Creative			Rp	: Responsibility
I	: Independent				

Based on the table above, the characters that are always implemented are religious, honest, tolerance, discipline, hard work, creative, and independent. While the characters that have not been achieved are respect for achievement 98%, curiosity 85%, care for the environment 33%. And the characters that are not implemented at all are democratic 0% and love for the country 0%. The democratic character explains democracy about respecting other people's opinions but in reality students respect their friends' opinions and instead mock each other. This second character is not achieved because in love for the country in the classroom must have a national symbol and flag but in the classroom there is no national symbol and flag.

#### 4.1.1.2 Result of Interview

Further data collection was carried out through interviews. The purpose of this interview was to determine the factors of national character applied by class 8-A students of SMP Negeri 2 Gunungsitoli Barat by interviewing students in the class on October 28, 2024. The results of the interviews conducted by the researcher are as follows.

##### a. students' interview

No.	Character of The Nation	Jawaban siswa yang sama	Jawaban siswa yang sama
1	R	Yes, because we must commit ourselves to God	Yes, because what the teacher gives us so that we can answer and so that God gives us intelligence
2	H	Yes, because we have to be honest	Yes, because it's good



3	T	- No, because my classmates are my best friends	No, because everyone in the class is my friend
4	D	Yes, the homework assignment given by the teacher is to work at home, because it is an obligation	Yes but sometimes I often distinguish because it happens when there is a sense of caution or looking for weaknesses my friend
5	Hw	Yes, so that I am not punished by the teacher	Yes, the homework assignment given by the teacher is to work at home, because it is an obligation
6	C	No, because I'm sometimes Active	Yes, so that our teacher is not angry with us
7	I	Yes, because it makes me understand what I am doing	No, because I also sometimes don't understand what teacher says
8	Dm	No, since we created our group leader Group	No, because teachers often give independent assignments only
9	C	Yes, because I want to motivate friends to be more active in expressing their opinions	No, because sometimes I'm lazy
10	N	Yes, because it's my obligation as a student	Yes, because it's important
11	Lc	Yes, every Monday because it's the independence day song	-
12	Ra	Yes, because his achievement is his own cleverness	Yes, because he is smart
13	F	Yes, because it's good manners towards others	-
14	P	Yes, because it makes me comfortable studying	-
15	Lr	No, because the book is not fun	No, because sometimes there are interesting and also not
16	Ce	Yes, because it makes us comfortable in class	No, because I often throw garbage outside the room carelessly
17	S	Yes, because we as humans must help each other	-

18	Rp	Yes, because it is a task given by the teacher and I have to be responsible so as not to punish the teacher.	-
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## 4.2 Discussion

### 4.2.1 The Description and Intepretation of the Research Result

Based on the research results that the researcher has presented above, the researcher will then provide a discussion of the research results to answer the formulation of the problem about knowing the national character applied by class 8-A students of SMP Negeri 2 Gunungsitoli Barat and knowing the factors of national character applied by class 8-A students of SMP Negeri 2 Gunungsitoli Barat.

#### 4.2.1.1 Observation Result

The initial step taken by the researcher was to conduct observations to answer the first problem formulation, namely conducting observations to determine the national character applied by class 8-A students of SMP Negeri 2 Gunungsitoli Barat. The observation sheet contains 18 national characters along with their discussions:

Based on the results of observations from three times, some of the 18 aspects of character have almost all been rigidified, but there are also some aspects that were not carried out in the observations that researchers conducted during 3 meetings, researchers found aspects of character that were not carried out. On the first day of the meeting I found that in the democratic aspect almost all 14 students did not do it according to the results of table 4.1.

The first aspect is the democratic aspect which discusses democracy in students, which consists of 2 sub-indicators, namely students do not force the will of others and respect the opinions of

others, where there are still students who do not respect and consider their friends' opinions to be wrong so that they do not influence other friends not to respect their friends.

The second aspect is love for the country which consists of 3 sub-indicators which display the Indonesian flag, Pancasila, and the presidential symbol, but in the observations I did not find this during these 3 meetings, the school was renovated because in the classroom, there were also no pictures of other countries' flags and works of art. This happened because there was a lack of funds in the school.

The third aspect is appreciating achievement consisting of 2 sub-indicators, namely exhibiting students' artwork during observation, students make student work even though 1 to 5 people do not work on student work to be donated or exhibited for school activities. Students do not give praise for the achievements obtained from the results of my observations there are still students who do not give or praise the achievements of friends in the class.

The fourth aspect is caring for the environment which consists of 2 sub-indicators, namely maintaining the classroom and school environment, but in my observations the classroom environment is still dirty plus the smell of the toilet which makes the classroom environment very uncomfortable for learning. Students are taught to take good care of plants without stepping on or damaging them, the results are still students who do not water the flowers and let the plants dry out and get damaged.

#### **4.2.1.2 Interview Result**

The next step taken by the researcher was to conduct interviews with students in English subjects. The results of this interview were used to answer the second problem formulation, namely determining the factors of national character applied by students of class 8-A of SMP Negeri 2 Gunungsitoli Barat. And based on the results of interviews with students of class 8-A, there are several character factors, namely.

From the results of interviews with 14 informants, researchers obtained

1. RELIGIOUS

Factors: Spiritual awareness to pray before studying, Motivation to avoid sin in the context of honesty, Use of prayer as a means of asking for intelligence, Understanding of religious values in behavior

2. HONESTY

Factors: Awareness of the consequences of lying (sin), Desire to maintain classroom security, Openness to admit one's limitations, Honesty in admitting learning/understanding difficulties, Honest admission of laziness or cheating

3. TOLERANCE

Factors: The view that all friends are brothers, Ability to accept differences in ability, Appreciation of friends' achievements, Understanding of equality in the classroom

4. DISCIPLINE

Factors: Obedience to school rules, Attendance at flag ceremonies  
Consistency in completing assignments, Motivation to avoid punishment

5. HARD WORK

Factors: The need to divide time between school and work, Efforts to overcome difficulties lessons, perseverance in facing learning challenges, efforts to achieve understanding of the material

6. CREATIVE

Factors: Level of self-confidence in being creative  
Courage to express ideas, Ability to find solutions to problems, Limitations due to shame

7. INDEPENDENT

Factors: Ability to do assignments alone, Initiative in learning, Dependence on initial understanding, Independence in solving problems

8. DEMOCRATIC

Factors: Participation in class activities, Involvement in decision making, Willingness to listen to friends' opinions, Activeness in providing suggestions/ideas

#### 9. CURIOSITY

Factors: Activeness in asking questions when not understanding, Interest in learning materials, Desire to understand lessons, Motivation to be smart

#### 10. NATIONAL SPIRIT

Factors: Participation in flag ceremonies, Awareness of patriotic values, Understanding the importance of nationalism, Involvement in national activities

#### 11. LOVE FOR THE COUNTRY

Factors: Participation in flag ceremonies. Respect for national symbols, Awareness of national values, Participation in patriotic activities

#### 12. APPRECIATION OF ACHIEVEMENTS

Factors: Positive attitude towards friends' achievements, Recognition of other people's abilities, Appreciation of friends' success, Motivation to achieve

#### 13. FRIENDLY/COMMUNICATING

Factors: Implementation of smiles, greetings, salutations, Ability to interact with friends, Open attitude in communication, Friendliness in socializing

#### 14. LOVE OF PEACE

Factors: Desire for a peaceful classroom atmosphere, Emotional control, Conflict prevention, Attitude of appreciating harmony

#### 15. LOVE OF READING

Factors: Awareness of the benefits of reading, Interest in reading material, Understanding the importance of literacy, Reading habits for intelligence

#### 16. ENVIRONMENTAL CARE

Factors: Awareness of classroom cleanliness, Environmental responsibility Understanding the importance of comfort Trash throwing behavior

#### 17. SOCIAL CARE

Factors: Concern for friends in need, Willingness to help others Empathy for friends, Mutual assistance attitude

#### 18. RESPONSIBILITY

Factors: Completion of academic tasks, Implementation of school obligations, Consistency in roles Awareness of tasks

The conclusion from the results of interviews between researchers and students shows several important patterns: Character Implementation Motivation: Internal: spiritual awareness, desire to develop, External: fear of punishment, social acceptance, and Pragmatic: academic needs, situational demands

Implementation Challenges: Limited time and resources, Academic pressure, Conflicting priorities (such as work and school).

### **4.2.2 The Research Result Versus the Latest Related Research**

Further research was conducted by Amaliyatul Azizah (2022) with the aim of implementing the strengthening of character education through religious culture for students at Madrasah Aliyah Negeri 1 Situbondo, East Java. The purpose of this study was to describe the strengthening of character education through religious culture for students at Madrasah Aliyah Negeri 1 Situbondo with a focus on three aspects, namely religious character, disciplined character, and socially caring character in the school environment. However, the results of the observation showed that there were still student activities that showed less than good attitudes during learning that were not implemented in the culture. The type of research used for this study was qualitative to understand in depth the factors of national character in students. The data collection techniques used were observation, interviews and

documentation. The results of this study indicate that there are still students who still have good national character.

The comparison of similarities and differences is as follows. The purpose of this study is to find out the national character applied by students and to find out the factors of national character applied by students, while the difference lies in the discussion of the title which only discusses part of the character, not comprehensively, and the focus of the research focuses on cultural and religious matters.

#### **4.2.3 The Research Result Versus the Theoris**

Based on the results of the research conducted by the researcher with the title "Analysis of Students' National Character in the English Learning Process at SMP Negeri 2 Gunungsitoli Barat" there is conformity and inconsistency with the existing theory about To find out the factors of national character applied by class 8-A students. After obtaining the research results, the researcher will describe the conformity and inconsistency of the research results with the existing theory

With the theory presented by Fitri (2012) regarding character formation in students that is in accordance with the theory of systematic and continuous stages, Fitri's theory emphasizes the need for stages that are designed systematically and continuously in character formation. The results of the study also show that there are systematic efforts by schools to develop student character through various activities. The nature of imitation in students in Fitri's theory states that students have the nature of imitation without considering good or bad. It can be seen from the results of the study indicating the existence of imitation behavior, especially in terms of applying values such as smiles, greetings, greetings. Curiosity and the desire to try in Fitri's theory emphasize curiosity and the desire to try in students, and the results of the study indicate the existence of curiosity and the desire to achieve. The inconsistency of the balance of character development, Fitri's theory states that character formation requires regular

stages. However, the results of the interview indicate variations and imbalances in character development among students. Individual differences in Fitri's theory emphasize the unique and complex nature of students as individuals. And the results of the study show significant differences among students in terms of motivation, behavior, and abilities. The Role of the Environment Fitri's theory emphasizes the role of the environment in character formation. And the research results revealed differences in environmental influences, especially socio-economic factors and family conditions.

The conclusion in this case, there is a match between Fitri's theory and the interview results related to the need for systematic stages, imitative nature, and students' curiosity. However, there are also some discrepancies, especially related to the balance of character development, individual differences, and the role of a more complex environment.

This shows the need for a more holistic and adaptive approach in the formation of student character, which takes into account the uniqueness of the situation and characteristics of each individual. In addition, more comprehensive efforts are needed to create an environment conducive to balanced character development.

#### **4.2.4 The Research Result Implication**

With the theory presented by Fitri (2012) regarding character formation in students that is in accordance with the theory of systematic and continuous stages, Fitri's theory emphasizes the need for stages that are designed systematically and continuously in character formation. The results of the study also show that there are systematic efforts by schools to develop student character through various activities. The nature of imitation in students in Fitri's theory states that students have the nature of imitation without considering good or bad. It can be seen from the results of the study indicating the existence of imitation behavior, especially in



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This shows the need for a more holistic and adaptive approach in the formation of student character, which takes into account the uniqueness of the situation and characteristics of each individual. In addition, more comprehensive efforts are needed to create an environment conducive to balanced character development

#### **4.2.5 The Limitation**

In the results of this study, the researcher realized that there were several limitations that influenced the results of the study entitled "Analysis of Students' National Character in the English Learning Process at SMP Negeri 2 Gunungsitoli Barat". The results of this study provide

applications in English learning, but are not free from several limitations that can be explained as follows.

Based on the results of the research that has been done, here are some limitations faced:

1. Limitations of Research Objects: This study only focuses on class 8-A students at SMP Negeri 2 Gunungsitoli Barat and the number of samples studied is relatively small, so it cannot represent the entire student population at the school.

2. Limitations of Research Scope: This study was only conducted on the English learning process and the aspects of national character observed were also limited to what was applied in English learning.

3. Limitations of Research Time: The study was conducted in a relatively short period of time and did not allow for observing the development of student character in the long term.

So, these limitations need to be considered in conducting further research or replication in the future. It is hoped that further research can broaden the scope, use more diverse methods, and produce more comprehensive findings related to the development of national character in students.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusion

The research aims to understand the national character applied by class 8-A students of SMP Negeri 2 Gunungsitoli Barat and the factors of national character applied by these students. Character is a fundamental value in human interaction, based on principles such as religion, Pancasila, culture, law, customs, and the purpose of National Education. These values include religion, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of homeland, appreciation for achievement, friendly/communicative, love of peace, love to read, environmental care, social care, and responsibility.

The Ministry of Education and Culture outlines 18 values in character education that come from religion, Pancasila, culture, and the purpose of national education. These values include religion, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievements, friendly/communicative, peace-loving, love to read, environmental care, social care, and responsibility.

Character education in children can start from family, school, and society. Each character value is developed in the culture of nationality and character education.

Indicators of each character statement are provided by Yetti Latifah (2020). Religious values involve a person's thoughts, words, and actions based on divine values and/or teachings of their religion. Honesty refers to a moral character with positive qualities such as integrity, truthfulness, uprightness, and the absence of lies, cheating, or stealing. Tolerance respects differences in religion, ethnicity, and opinions, attitudes, and actions of others who are different from themselves. Discipline involves actions that demonstrate orderly behavior and

compliance with various rules and regulations. Hard work involves earnest effort and dedication to achieve goals.

In conclusion, the research results provide valuable insights into the national character applied by class 8-A students of SMP Negeri 2 Gunungsitoli Barat and the factors of national character applied by these students.

## **5.2. RECOMMENDATION**

1. systems, Character Education Enhancement Strengthen democratic value For School Management: Infrastructure Development Allocate funds for national symbols and patriotic displays Improve classroom facilities and cleanliness Create better environmental care implementation through structured activities, develop achievement recognition programs, and implement regular character assessment and monitoring

2. For Teachers: Classroom Management Foster more democratic classroom environments, encourage peer appreciation and recognition, integrate character values into daily learning activities. Student Development, provide more opportunities for creative expression, Strengthen environmental awareness programs, and develop leadership and responsibility programs

3. For Students: Personal Development take more initiative in maintaining classroom cleanliness, show greater appreciation for peers' achievements, and participate more actively in democratic processes. Character Building maintain consistent implementation of positive character values, develop better environmental awareness and strengthen peer relationships and mutual respect.

4 For Future Research: Methodology Enhancement conduct longer observation periods, include more diverse data collection methods, and expand research to other grade levels. Focus Areas investigate the impact of family background on character development, study the effectiveness of

different character-building approaches, and examine the relationship between academic achievement and character implementation.

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