

THE ROLE OF THE ENGLISH TEACHERS  
IN STRENGTHENING CHARACTER  
EDUCATION AT THE EIGHTH GRADE OF  
SMP NEGERI 1 LAHEWA TIMUR IN  
2023/2024

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**RESEARCH PROPOSAL**

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## CHAPTER I INTRODUCTION

### 1.1 Background of The Problem

Education is important for human life because it is a learning process carried out both formally and non-formally which aims to educate, provide knowledge, and develop the potential that exists in every human being, then realize a better learning process. Concurring to the National Instruction Framework Law No. 20 of 2003, instruction could be a cognizant and arranged exertion to make a learning air and learning prepare so that understudies effectively create their potential to have devout otherworldly quality, self-control, identity, insights, respectable character, and aptitudes required by themselves and society. Based on this, education is not only a process of transferring knowledge, but also a process to become a better human being, qualified, intelligent, has self-control, and noble character. Therefore, not only knowledge is expected from students as the next generation of the nation. Learners need to be equipped with good and commendable attitudes, recognize their own character and culture that has become a good habit in the eyes of society and even the world. Therefore, character education is considered very important because it is a place to instill character values for students to become human beings who behave well, honestly, responsibly, self-control, religiously, respectfully and politely.

Character education is one of the components of education that has an important role in developing the quality of education in Indonesia. One of the important roles of character education is to create students with personality and noble character. Supported by Susanti (2021), says that character education is interpreted as instruction of values, morals, character, which has the point of creating the capacity of understudies to create good-bad choices, keep up what is good, and realize that goodness in lifestyle wholeheartedly. Character education is also an effort that is systematically designed and implemented in helping learners to understand the values of human behavior related to God Almighty, self, fellow human beings, the environment, and

nationality which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, customs, culture, and culture that involve cognitive aspects, feelings, and actions (Andayani et al., 2019). The other experts also state that character education can be defined as the formation of a person's character, habits, attitude, and personality by instilling good values so that these values are integrated and embedded in the mind, heart, and actions and are manifested in everyday life (Utomo & Alawiyah, 2022). So, based on the opinions of the experts above, it is concluded that character education is considered very essential because it refers to efforts to instill good habits so that students are able to behave and act based on values that have become their personalities, thus providing boundaries on which ones are good to do and which ones are not good to avoid.

The implementation of character education is essentially inseparable from the role of the teachers as the spearhead in the teaching and learning process. The role of teachers is very important in the implementation of character education for students, because teachers interact directly and continuously in the learning process. Teachers must prepare various options and strategies to embed every value, norm, and habit into every subject they teach especially in English education. A teacher is a direct model for students in the scope of formal education, therefore the teacher must have attitude as an educator with character. In this case, the teacher becomes an important figure to implement character education and is tasked with preparing capable human beings who can be expected to build themselves, the nation, and the state (Rahmawati & Harmanto, 2020). Thus, in carrying out the duties of the teaching profession, teacher provides knowledge and builds the personality of students to achieve their goals. Therefore, the role of teachers as educators are related to providing assistance and encouragement (supporter), supervision and coaching tasks (supervisor), and tasks related to disciplining children so that children become obedient to school rules and the norms of life in family and society (Veronika & Dafit, 2022). So, in this case, teachers are expected to be able to implement and integrate character education values at school. These



values can be conveyed intellectually when starting or ending the learning process.

The government has stated how important character education to be implemented in every school and has become a national policy outlined in the law. In article 3 of Law No. 20 of 2003 states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Based on this, it is very clear that character education aims to make the nation's generation better, so the implementation of character education is very necessary to be implemented, especially in the schools environment. Character education is more focused on the schools environment because schools are strategic places to improve the nation's next generation.

Schools are one of the educational units targeted by the government in the implementation of government policies on character education. In addition, schools institutions are in the spotlight regarding the poor character of students. Schools that are expected to be one of the vehicles for the change of values and standards as part of the arrangement of students' identities have not yet become a reality. Whereas schools are required as agents of change in shaping the whole Indonesian human being, namely humans who are not only academically smart, but also have good moral integrity. Therefore, the role of schools in character education is considered very important in achieving national education goals.

Character education has been integrated into core competencies (KI) found in syllabus and becomes a learning outcome in national education units. In this case, character education is not taught as a separate subject, but is implemented and carried out through various activities in the classroom, such as learning activities in all subjects or fields of study, and this is considered important because each subject has its own characteristics (Nurafiati et al.,2021). Therefore, it becomes very important to identify English teachers in

carrying out their roles according to the syllabus to integrate and strengthen character education which so necessary to be implemented because it affects the character of students. Supported by Presidential Regulation No. 87 of 2017 on strengthening character education is an urgent need, where one of the goals of character education is to build and equip students as the next golden generation of the nation. In strengthening character education, the roles needed include principals, teachers and the community. Supported by Presidential Regulation No. 87 of 2017 on strengthening character education is an urgent need, which one of the goal of character education is to build and equip students as the golden generation of Indonesia's generation. In strengthening character education, the roles needed includes principal, teachers, and also society.

But in reality, currently not all students can practice character values well. Most students still reflect an increasingly low level of decency, cheating on assignments, lying, lack of discipline, and other attitudes that do not show the behavior of an academic. Such examples, in some secondary schools in Nias, first there is a student of SMP Negeri 1 Gunungsitoli was returned to his parents because repeatedly violating school rules by drinking alcohol and smoking in class (Zonamerdekanews, 2023). Second, there was a brawl by students from Bintang Laut private junior and senior high school, and also Mitra Kasih Foundation in South Nias. In this clash, it is estimated that there were as many as 200 students who resulted in persecution (Srikaninews, 2021). Then, there was a case of a student at junior high school in Gunungsitoli who was willing to steal for his girlfriend. The student is known to have stolen a Honda Beat motorcycle to resell it to get money to meet and fulfill some needs for his girlfriend (Wartanias, 2019). Based on these events, it is seen that character possessed by students of some secondary schools are still very low and bad.

This is also evidenced by some previous researches which say that some students still lack discipline in attending morning roll call, especially in lower grades. There are still many students who do not do homework, come to school late and enter class when the break time is over, cheat, dishonest in

doing assignments, bully fellow friends, and there is a commotion that occurs between students. This shows that character education in schools is still not well implemented (Veronika & Dafit, 2022). The occurrence of various violent phenomena in society such as drug abuse, acts of corruption, rape, student brawls, prostitution practices among students, motorcycle gangs, cheating on exams and many more are indications of moral degradation (Utami, 2019). This condition is very troubling and alarming, it is not an exaggeration if experts say that this nation is in trouble and must be handled or repaired through character education as expressed.

Furthermore, there are some theories states that character education is very influential in shaping one's personality to be better and more positive. Character education is very important because character will be the main assessment that will be seen by the outside community and through character education learners are expected to understand, realize, and practice values and apply them integrally in life. Good character includes understanding, caring, and acting based on ethical values (Hidayat & Ahmad, 2022). Character education is a conscious effort to help people understand, care about, and share ethical or moral values, with the hope that they can judge what is right, care deeply about what is right, and then do what they believe to be the right thing, even when facing external pressure and when facing temptation, they can make the right decision in accordance with character values (Gunawan, 2022 : 26). Therefore, the position of character education determines the quality of a person's personality so that it becomes very important because the quality of good character can certainly improve the quality of human resources which can automatically affect the life of the Indonesian nation in the future. Thus, it is also supported by several theories that character education has a great influence on the realization of a moral nation's life, so it is a great hope for the government and schools as well as parents.

But in fact, the researcher also states that there are many cases are created because of moral imbalances towards individuals, especially in Indonesia and not infrequently also carried out by students who are still underage. Currently, there are many problems found among students related to

various forms of juvenile delinquency, such as brawls between students, bullying, getting drunk, and having sex with the free sex. So, it can be concluded that in this case there is a gap between expectations and reality, namely the expectation that character education should be able to make students have a good moral, have good ethics, and apply all the values that are in character education. However, it is not in accordance with the reality that there are still students who still do everything that is not good and do not heed the rules imposed by the government and schools in realizing the values of character education.

Based on the above phenomena, previous studies, and existing theories, as well as the results of interviews that have been conducted with English teachers there, it appears that in the current era character education is still very low so it is very necessary to strengthen character education in every school, with the aim of preventing a crisis in student character. This of course cannot be separated from the role of teachers in schools. Therefore, the researcher is interested in analyzing the role of English teachers in strengthening character education at the eighth grade at SMP Negeri 1 Lahewa Timur in 2023/2024.

## **1.2 Focus of the Research**

This research focuses on analyzing the role of the English teachers in strengthening character education and about the obstacles faced by English teachers in strengthening character education at SMP Negeri 1 Lahewa Timur.

## **1.3 Formulation of the Problem**

Based on the focus of the research, the research questions are formulated as follows :

- a) What are the role of English teachers in strengthening character education at SMP Negeri 1 Lahewa Timur ?
- b) What are the obstacles faced by English teachers in strengthening character education at SMP Negeri 1 Lahewa Timur ?

#### **1.4 Objective of the Research**

The objectives of this research are :

- a) To find out and describe the roles of English teachers in strengthening character education at SMP Negeri 1 Lahewa Timur.
- b) To find out and describe the obstacles faced by English teachers in strengthening character education at SMP Negeri 1 Lahewa Timur.

#### **1.5 Significances of the Research**

The significances of this research are :

- a) Theoretically, this research is useful as a source for further research related to the role of English teachers in strengthening character education.
- b) Practically:
  - 1) For teachers, this research can be used as a guideline to carry out the teacher's role in strengthening character education.
  - 2) For researcher, this research can be used as a direct experience when observing the character of each student.
  - 3) For University of Nias, the results of this research can improve campus ratings in the field of research.

## 8 CHAPTER II LITERATURE REVIEW

### 2.1 Theoretical Framework

#### 2.1.1 Definition of Teacher

The term of teacher is a person who teach something to students. Teacher is one of the human components in the teaching and learning process that play a role in efforts to form potential human resources. Teacher also is a profession that basically has the duty to educate. A teacher is required to be able to carry out the role and function in the world of education. Teacher has academic qualifications and competencies as a learning agent, is physically and mentally healthy, and has the ability to realise national education goals. Therefore, teacher is very important element and cannot be ignored in the teaching and learning process, because teacher can determine the success or failure of a teaching and learning process. Naway, 2019 : 3 states that teachers are the "second parents" for a human child, from whom students can not only open their eyes, see the outside world, can read, write, and master all knowledge. But also attitudes, traits, behaviors, and other aspects that can direct the development of a child and influence the character of a student that sometimes continues to reside in the mind and soul of a child. So, teachers as educators have a very important position in determining the future of a nation's civilization. Teachers play a very strategic and fundamental role, therefore the professional ability of teachers cannot be ignored.

According to Chasani, 2022 teachers are central figures in the world of education who are role models for students in particular and society in general. As role models, teachers cannot avoid the professional ethics attached to them. So, teachers are not only required to have cognitive aspects, but also aspects such as character and morality. Aspects of character and morality must be present in the teacher's personality which includes awareness of actions that are in accordance with the norms, presenting themselves as honest, noble, and role models for students and

the community, presenting themselves as steady, stable, mature, wise, and authoritative, displaying work ethic, high responsibility, pride in being a teacher, and self-confidence, and upholding the teacher's professional code of ethics. These aspect of character and morality is very important in the teacher's personality because teachers have a major role in building students' personalities and shaping their students' characters. Teachers who have a good personality will make students feel happy, comfortable, interested in the lessons delivered, and the expected learning outcomes will be maximized.

Teachers are people who have positive insights and ideas for us to realize the needs of students, in supporting good relationships so that they can uphold, develop, and practice noble values regarding religion, culture, and science (Yuliyanto, 2019). In this case, teachers needs to develop ideas creatively and have broad intellectual insight. Teachers are expected to be able to master the material, be creative, innovative, have positive character, and be roles models for students. In addition, teachers are able to teach subject matter that is their field, talent and specialization, and have a passion for teaching. All of these characteristics show how important the role of teachers is in bringing a positive impact on students through their insights and positive ideas.

Teachers are all people who have the authority and responsibility to guide and nurture students, both individually and classically, in schools and outside schools, and have professional duties in education and learning. This is reinforced by Government Regulation No. 74/2008 on Teachers which includes teachers themselves, both classroom teachers, subject teachers, as well as guidance and counseling teachers or career guidance teachers, as well as teachers with additional duties as principals, and teachers in supervisory positions. This means that teachers are educators who have professional duties in education and learning (Ananda, 2019 : 3).

Based on the explanation above, it can be seen that teachers are people who have a profession to provide education to others, and are able



to instruct and guide students in acquiring knowledge, skills, and life values so that they can become better human beings and have the potential.

### 2.1.2 Teacher's Role

Teachers have a very important role in determining the success and quality of education. There are many duties and roles of teachers both formally and informally. The duties and roles of teachers are grouped into 3 parts, namely professional duties, humanitarian duties, and community duties.

- 1) The duties of a teacher as a profession include educating, teaching and training. A teacher who educates means that the teacher is able to continue and develop the values of life, while teaching is to continue and develop science along with technological developments, while training means that the teacher is able to develop skills in students.
- 2) The duties of a teacher in the humanitarian field, it is refers to how teachers contribute to fellow humans, regardless of their status and identity, teachers are expected to provide good benefits to others through their role models, morals, advice, and personality.
- 3) The duties of teacher in society, here teachers are required to be able to position themselves in an honorable place as the hope of society as well as a strategic component that has an important role in determining the progress of a nation (Chasani, 2022).

So, in this case the role of teachers is not only at school, but also in society and humanity. This shows that the role of teachers is so important in determining the progress and development of the nation and good education for students as the next generation of the nation.

Ananda 2019 : 4 states that the role of the teacher is actually very broad which includes four main things, namely :

- 1) Teacher as instructor

Teachers are tasked with providing teaching in schools (classes), namely delivering lessons so that students understand well all the knowledge that has been conveyed. In addition, teachers also try to



make changes in **students in** the aspects of attitudes, skills, habits, social relationships, appreciation and so on through the teaching they provide in a systematic and planned manner.

#### 2) Teacher as counselor

Teachers are obliged to provide assistance to students so that they are able to find **their own problems, solve their own problems,** recognize their identity **and make adjustments to their environment.** In this case, every teacher needs to have a good understanding of group guidance techniques, individual counseling, information gathering techniques, evaluation techniques and learning psychology.

#### 3) Teacher as scientist

Teachers are seen as the most knowledgeable people, even able to develop knowledge continuously along with the rapid development of technology. Teachers conduct a lot of research, take part in training, write books, write scientific papers so that their role as scientists is carried out properly. Teachers are expected to write scientific papers so that their role as scientists is well implemented and increasingly developed.

#### 4) Teacher as person

**As a person, every teacher should have good and positive traits that are liked by students, parents and society. These traits are necessary** for effective teaching. Therefore, it is mandatory for teachers to try to cultivate their personal traits and develop good and positive traits for the comfort of others.

It can be concluded that teachers are very important in the world of education, because teachers are the dominant factor as a distributor of knowledge, directing students, providing solutions and overcoming difficulties faced by students, being a role model, and realizing the achievement of the goals of what is expected in learning.

In Law No. 14/2005 on Teachers and Lecturers, teachers are proficient **educators with the most errands of teaching,** instructing, **directing,** coordinating, preparing, surveying **and assessing under studies in**

early childhood instruction in formal instruction, essential instruction and auxiliary instruction. This law emphasizes that teachers have a position as professionals at the levels of primary education, secondary education, and early childhood education in formal education channels who are appointed in accordance with statutory regulations (Sunarti, 2022).

There are nine roles of teachers in the 21st century according to Prastiwiyanto, 2022 namely :

1) Informator

As a planner of educational field trips, laboratories, and lectures as well as a data repository for general and academic activities.

2) Organizer

Preparation of curriculum, workshops, lesson plans and other academic activities to ensure effectiveness and efficiency in learning for both teachers and students, the components of learning activities must be developed by teachers.

3) Motivator

Teachers are key players in motivating students to become more engaged in their learning activities and to feel more excited about them. Teachers need to be able to inspire, encourage, and support their pupils in order to help them reach their full potential and promote helpful (activity) and creativity (inventiveness). This will bring dynamics to the process of learning.

4) Director

To achieve the desired results, teachers must be able to direct and guide their students' learning activities.

5) Initiator

In the learning process, the teacher is the source of ideas and also the source of creative concepts that can be emulated by students.

6) Transmitter

Teachers will also act as conveyors of educational wisdom and knowledge during teaching and learning activities.

7) Facilitator

In order for teaching and learning interactions to take place as effectively and optimally as possible, teachers have an obligation to provide facilities or facilities in the learning process. One way is to foster an environment conducive to learning activities and pay attention to student development.

8) Mediator

This mediator can be thought of as an intermediary for educational activities with students. For example, offering to mediate or offering solutions when the discussion is not going well when there are problems in the discussion. The mediator can also be considered as a supplier of educational materials, the teacher chooses which materials are suitable for use in the classroom.

9) Evaluator

It is the responsibility of educators to monitor and evaluate the progress of their students' learning achievements. Although they have full control over student assessment, teachers must still conduct evaluations in an impartial manner. Before learning activities begin, specific methods and procedures should be planned and implemented for teacher evaluation.

From all the explanation above, it is seen that teachers play an important role in the education process. They serve as teachers, managers of the teaching-learning process, facilitators who create a productive learning environment, and mentors for students. Teachers are also responsible for helping students develop their character, become more engaged in their education, and advance their knowledge and abilities. While teachers are expected to be good role models for their students, their ability to teach has a significant impact on students' engagement in learning. As such, education plays an important role in producing a talented next generation.

### **2.1.3 Teachers' Role in Strengthening Character Education**

One of the teacher's role in strengthening character education is to develop lesson plans and implement learning and assessment that integrate the main values of strengthening character education. Teachers apply the integrity of character education values by educating and guiding students in developing themselves during the learning process. The attitude of integrity is seen in the daily activities and activities of students that are instilled at school (Veronika & Dafit, 2022). The main character values are intended to form a network of values that need to be developed as important and interrelated, namely religiosity, nationalism, independence, mutual cooperation, and integrity, which are integrated in the curriculum. It is also stated by Maulani et al., 2021 that in strengthening character education in formal education units there are main character values that are integrated.

Teachers must integrate several characters values in their teaching learning, such as religious character, honesty, discipline, diligence/hard work, independence, democracy, curiosity, and also a sense of responsibility. For example, students are trained to remain disciplined, enter class on time, students are trained to keep themselves clean and tidy, and keep the classroom clean.

Meanwhile, Thoyyibah et al., 2019 state that the teacher's role in strengthening character education is as a model who demonstrates and applies character to students based on the nation's values and culture. Character education should be implement through English learning process at school. Then, teachers must implement character education in their lesson plans and in the teaching learning process.

Furthermore, Husen et al., 2022 also state that the role of teachers in character education is to set a positive example for students, teachers also act as students' parents in the classroom so they must always act appropriately and be careful in everything they say and do. Teachers are often remembered for their personal qualities such as firmness and patience. In this situation, a teacher should be able to instill the values of

perseverance, genuine hard work, and never giving up in the face of a task or problem. As a result, students will develop into adults who are ready to face life's challenges, think positively at all times, and strive to solve problems just like their teachers do.

Supported by Nisa, 2019 that the teachers' role in strengthening character education is teachers are expected to be able to provide good examples to students so that they can be emulated and imitated. Teachers give examples to students to be disciplined in any case, throwing garbage in its place, eating and drinking in its place, speaking according to manners, always say and do honestly, and various other good things. So, it is seen that English teachers in strengthening character education need to become **good role models in behavior and** action, besides that teachers also play a role in implementing character education through learning activities in the classroom based on learning tools that contain character values to be integrated to students in learning activities.

In addition Siregar, 2021 states that the role of teachers in character education is exemplary, which is good behavior that is positive and useful so that students can imitate it, and as an inspirer who is able to share useful stories that are useful to help shape student character.

Furhermore, Baehaqi & Murdiono, 2020 state that in strengthening character education teachers have a direct impact on issues related to student character, particularly discipline. Teachers play an important role in helping students develop and strengthen their character as educators, especially when it comes to character traits such as discipline in the classroom. Teachers should positively influence students during learning activities by acting, speaking, and maintaining external control through behavior.

So, based on the explanation above it is seen that teachers play an important role in strengthening character education as they are not only tasked with imparting academic knowledge to students, but also shaping positive attitudes, values and behaviors that help students develop into well-rounded individuals with strong moral principles in everyday life.

Teachers' role in strengthening character education including design and implement learning activities that integrate character values, being a good role model or become an example, being an inspirator, being a person who have a positive impacts.

#### **2.1.4 Character Education**

Character education is anything that school might try to provide outside of academics, especially when the purpose is to help children grow into good people (Thoyyibah et al., 2019). It means that character education is the teaching of values and moral standards with the goal of assisting students in becoming good citizens. It is a crucial part of a child's upbringing, encompassing the home, school, and community. So, character education can help adults and students in the school community comprehend, care about, and act upon moral principles like justice, citizenship, respect, and accountability for oneself and others.

Ramadhani et al., 2020 : 22 state that students can learn character values through character education, which helps them internalize or embed these values so that students can grow into individuals who are morally aware and can act morally towards God, others, the environment, and their country. This shows that character education focuses more on developing children's potential through habituation of positive traits than on the cognitive side. In particular, character education focuses on teaching positive values. Character education also helps students reach their full potential and become individuals of noble character in all their current and future roles.

Character education is caught on as education to instill values in human behavior related to God Almighty, self, individual human creatures, the environment, and nationality. These values are based on religious norms, laws, manners, culture, and customs, which are manifested in words, actions, attitudes, and thoughts Suwardani, 2020 : 41. In realizing these attitudes and actions, there are several factors that need to be considered especially in schools, including the development of a

supportive school community, increasing student motivation, evaluating the moral character of students and the teaching profession, and realizing good character from the students themselves.

Concurring to Kurniasih & Sani, 2017:21 state that character education isn't fair an important word, but completely must be done by each country in case it needs to ended up a civilized country and have prevalent characters such as trustworthiness, difficult work, and responsibility, as well as other positive demeanors. Therefore, character education requires serious and precise teaching through habituation, it cannot be formed suddenly or instantly. If character education is based on a clear vision and mission, an integrated approach, the formulation of a comprehensive basic character, strong principles, the use of appropriate methods, involving the roles and responsibilities of all components of education at school and the participation of parents at home, then character education will be implemented effectively and efficiently.

Furthermore by Susanti & Sukaesih, 2021 characterize seven reasons why character education should be given to citizens, specifically :

- a) Character education is the best way to ensure students have a good personality and character in their lives.
- b) Character education can help improve students' academic performance.
- c) Some children cannot form a strong character for themselves elsewhere.
- d) Character education can shape individuals who appreciate and respect others and can live in a pluralistic society.
- e) To address the root of moral-social problems, such as dishonesty, incivility, violence, low work ethic, and others.
- f) It is the best way to shape individual behavior before entering the world of work/business.
- g) As a way to teach cultural values that are part of the work of a civilization. the work of a civilization.

Based on the results of research conducted by Hidayat and Ahmad, it is evident that character education is able to improve the quality of education as evidenced by the quality of human resources, because various



problems in a country will be overcome if its human resources have good quality. To create good character, it takes consistency in instilling character as early as possible, requiring patience to go through the introduction process. So, character education is important because able to improve the quality of the implementation and results of education in schools that lead to the achievement of the formation of character and noble character of students as a whole. and noble character of students as a whole.

So, based all the explanation it is seen how important of character education to be implement. Character education plays a big role in determining how the quality of a person's personality, the way of behavior, and morals that exist in a person.

#### **2.1.5 Objective of Character Education**

Ramadhani et al., 2020 : 23 state that character education aims to improve the quality of education implementation and results, learning ethical values and noble morals, as well as personalizing and internalizing them so that they are manifested in daily behavior and realizing the comprehensive, intact, and balanced character of students. This is related to the statement from Hidayat and Ahmad, 2022 which states that the objectives of character education are is to improve the quality of educational processes and outcomes that lead to the education of character and noble character of students in a whole, integrated, and balanced manner, in accordance with the competency standards of graduates in each school. Through character education, students are expected to be able to independently improve and use their knowledge, study and internalize and personalize character or moral values so that they are manifested in daily behavior.

Character education aims to improve the quality and outcomes of guidance so that students develop noble character and a sense of self as a whole, in a balanced and integrated manner, in compliance with the graduation requirements for each course. Through character education,



students should be able to study, internalize, and personalize noble morals and character values so that they show up in their daily behavior. They should also be able to independently apply their knowledge and improve it (Wahyuni, 2021: 14). The purpose of character education is designed to restore learners' moral culture to a better direction and behave in a more humane society. The more humanized they are, the more able they are to relate healthily with the environment and become responsible human beings. <sup>1</sup> According to the Ministry of National Education in Ramadhani et al., 2020 : 25 the objectives of character education include:

- 1) Developing the heart/conscience/affective potential of learners as humans and citizens who have cultural values and national character.
- 2) Developing learners' habits and behaviors that are commendable and in line with universal values and the nation's religious cultural traditions.
- 3) Instilling leadership and responsibility in learners as the next generation of the nation.
- 4) Develop learners' abilities to become independent, creative, and nationalistic-minded human beings.
- 5) Developing the school life environment into a learning environment that is safe, honest, creative, friendly, and has a high sense of nationality and strength.

Meanwhile according to Kurniasih and Sani, 2017:26 the objectives of character education is to strengthen and develop a person's character, which will ultimately determine their identity or nature. In addition, character education seeks <sup>2</sup> to help students reach their full potential so that they can grow into people who can thrive in the modern world and handle its challenges while acting honorably. To achieve this, families, schools and communities must play a role in helping children develop the character that will lead them to a better life in the future.

The other experts said that the objectives of character education <sup>2</sup> to help students achieve their full potential as human beings and citizens by helping them form commendable habits and behaviors that are consistent with cultural norms and universal values. Character education

also aims to instill a sense of leadership and responsibility in students as future leaders of the nation and help them become independent and creative individuals (Kurnanto et al., 2023).

Thus, it can be concluded that the objectives of character education is to help individuals become better individuals who can apply moral principles, make informed choices, and grow into responsible citizens who are equipped to face challenges head-on by adapting to circumstances.

### 2.1.6 Principles of Character Education

For the sake of character education programs to function effectively and efficiently, they must be implemented in compliance with the guiding principles.

The following are the character education principles according Gunawan, (2014) in Hidayat & Ahmad, (2022), namely:

- a) Character education in schools must be conducted in a sustainable manner (continuity), meaning that the process of developing character values is a long process from the beginning of students entering school until they graduate from school in an educational unit.
- b) Character education is implemented by incorporating it into each subject as it needs to be integrated through self-development and the culture of the education unit.
- c) Character values in fact, are instilled through a process that involves the acquisition of knowledge, action, and ultimately the formation of habits.
- d) There is activity and fun involved in the educational process. The principle of "tut wuri handayani" needs to be implemented by the teacher in every behavior displayed.

Furthermore, Singh (2019) explains that there are 11 principles of character education, namely :

- a) The basic principle of good character is promoted by the school community as being fundamental ethical and performance values.
- b) According to the school, "character" encompasses all aspects of thinking, feeling and acting.

- c) The school approaches character development in a thorough, deliberate, and proactive manner.
- d) The school fosters a compassionate community.
- e) Students are given opportunities at school to engage in moral action.
- f) The school provides a purposeful and demanding academic program that values each student, encourages character development, and supports their success.
- g) The school encourages students to be self-motivated.
- h) The faculty and staff of the school form an ethical learning community that upholds the same fundamental principles that guide the education of students and is responsible for character education.
- i) The school supports the character education initiative over the long term and encourages shared leadership.
- j) Families and community members are involved in the school's efforts to develop character as partners.
- k) The extent to which students demonstrate good character, the performance of staff as character educators, and the overall culture and climate of the school are routinely evaluated.

Based on the explanation above, it can be concluded that the principles in character education are very necessary and important to follow because all of these principles become fundamental in the application of character education so as to help realize the implementation of these character values.

### **2.1.7 The Concept of Character Education in 2013 curriculum**

There have been many curriculum changes in Indonesia. Currently, <sup>1</sup> the Ministry of National Education has changed the previous curriculum, namely the Education Unit Level Curriculum (*KTSP*) to 2013 Curriculum. Given the importance of character education, the government of the Republic of Indonesia sees the essence that character education needs to be reborn and re-implemented in the education system in Indonesia. The Ministry of National Education of the Republic of Indonesia has

implemented a curriculum called Curriculum 2013. One of the main objectives of this new curriculum is to improve students' morals and character and of course also aims to achieve a better education system (Thoyyibah et al., 2019).

2013 curriculum in Indonesia places a strong emphasis on the value of students character development as an important component of education. Character education is incorporated into national education units as a learning outcome and is part of the core competencies (*KI*) as a substitute for competency standards in the previous curriculum. Sulyati, 2020 states that core competencies consist of core competency 1 (*KI 1*), which is about spiritual attitudes, core competency 2 (*KI 2*), which is about social attitudes, core competency 3 (*KI 3*), which is about knowledge, and core competency 4 (*KI 4*), which is about skills. All educators, regardless of subject or location, should refer or direct students towards the core competencies. In other words, character education is incorporated into all subject matter at all levels of education or is present in all subject matter. The implementation of 2013 curriculum is expected to run well if all components of education provide support and contribution.

The significance of incorporating <sup>5</sup> character values into educational activities across all subjects or fields stems from the unique characteristics of each subject. In the meantime, in order to grasp this, one must consider the role of teachers as the vanguard of education because teachers serve as role models for students in formal education, it is important to consider the role of the teacher as the leader of character development.

Nurafiati et al., 2021 states that <sup>5</sup> the integration of character values is the government's effort to address the moral dilemma plaguing Indonesia and improve educational standards and outcomes that help students develop commendable morals or character. Character education programs have been planned by the government for a long time, but the results have not always been the best. Character education initiatives seem to have no effect on students. The implementation of character education

in the curriculum is deficient. This is indicated by learning that produces more intellectual education than the implementation of character education.

It is show that the implementation of character education in schools has various weaknesses and obstacles. In addition, with various considerations, the need to optimize and strengthen character education refers to various considerations. Strengthening character education refers to various issues related to the weak character of students today.

Therefore, strengthening character education is very important. This is supported by government regulations to run the character education strengthening program well. Presidential Regulation No. 87 on Strengthening Character Education (*PPK*) regulates character education in public schools in Indonesia. Subsequently, the Minister of Education and Culture of the Republic of Indonesia issued Regulation No. 20/2018 on Strengthening Character Education in Formal Education Units, which updates this Presidential Regulation. As part of the National Movement for Mental Revolution, character education is an educational movement that is under the scope of the education unit and aims to strengthen the character of learners through the harmonization of heart, taste, mind, and physical exercise. Education units, families and communities are encouraged to get involved and work together (Susilo et al., 2022).

In the implementation of strengthening character education, schools play an important role. Furthermore, there is explanation by Kurniasih & Sani, 2017:52, there are 3 essential reasons why schools are responsible for implementing character education, to be specific:

- a) Factually, whether we realize it or not, whether it is intentional or not, schools or universities have an influence on student character.
- b) Politically, every country expects its citizens to have a positive character.
- c) Recent developments have shown that effective character education can promote and enhance the achievement of school academic goals. In other words, character education can improve learning.

So, it is seen that character education in schools must be implemented properly in accordance with government regulations, where the expected character values have been included in 2013 curriculum and are expected to be implemented in each subject in teaching and learning activities and extracurricular activities so that the expected goals of integrating character education can be realized optimally.

### 2.1.8 Character Education Values

Thoyyibah et al., 2019 state that here are 18 character values that must be developed (Ministry of National Education, 2010). These values are religion, honesty, discipline, tolerance, hard work/effort, creativity, independence, democracy, curiosity, national spirit, respect for achievement, friendly/communicative achievement, friendly/communicative competence, love peace, love to read, care for the environment, social care, and responsibility.

Meanwhile, character education was re-echoed and strengthened as the national character education movement. The National Character Education Movement through the Strengthening Character Education program in 2016. The National Character Education Movement through the Strengthening Character Education program in 2016. The Ministry of National Education has too created a grand plan for character education at each pathway, level, and sort of education unit. The follow-up of the arrangement is detailing of five primary character values that are interrelated to make a esteem organize and got to be created as a need for the Reinforcing Character Instruction (PPK) development. The five main values are religious, nationalist, independent, mutual cooperation, and integrity (Utami, 2019).

Suherman et al., 2019 state that the government through the Ministry of National Education rolled out a program to strengthen character education in schools that develops five core characters: religion, mutual cooperation, nationalism, integrity and independence. This shows that character is the axis of education.

Furthermore, there are fifteen dimensions of character education, namely religious values, honesty, tolerance, discipline, hard work, creative, independence, democracy, respect for others and for achievement, communicative, peace-loving, joy of reading, environmental care, social care, and responsibility (Kurnanto et al., 2023).

Character is the values that underlie human behavior based on religious norms, Pancasila, culture, law, customs, and national education goals. These values are: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) spirit of nationality, (11) love for the country, (12) respect for achievement, (13) friendly/communicative, (14) love peace, (15) love reading, (16) care for the environment, (17) social care, and (18) responsibility (Suwardani, 2020 : 43).

The Ministry of National Education explains that there are 18 values in character education sourced from religion, Pancasila, culture, and national education goals, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly/communicative, peace-loving, fond of reading, environmental care, social care, and responsibility (Zulfida, 2020 : 20).

Additionally, Purnamasari & Nuraeni (2021) state that the characters in the character education strengthening program are divided into main characters and sub-characters in accordance with Presidential Regulation No. 87/2017. The main character includes the following five values: integrity, independence, nationalism, cooperation, and religion. The eighteen character values included in the sub-characters of the character education strengthening program are as follows: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly/communicative, peace-loving, love to read, care for the environment, social care, and responsibility.



So based on the explanation above, it is seen that the values in character education include 18 values as a whole, but specifically there are 5 character values. However, all of these character values lead to one goal, which is to form a good and positive personality.

Each of character values developed in national culture and character education, and the following its description.

**Table 2.1** Description of Character Values

NO	VALUES	DESCRIPTION
1.	Religious	Attitudes and actions that follow the rules of the religion they follow with obedience, are accepting of the practice of other religions, and coexist peacefully with followers of other faiths.
2.	Honesty	Behavior that is centered on his efforts to become a person who can be relied upon in all aspects of life in words, deeds, and work.
3.	Tolerance	Attitudes and actions that respect differences in religion, race, ethnicity, opinions, attitudes and actions of others who are different from themselves.
4.	Discipline	Behaviors that exhibit good manners and compliance with different laws and regulations
5.	Hard work	Behavior that shows a serious effort in overcoming various learning obstacles and tasks and completing tasks as well as possible.
6.	Creative	Thinking and doing something to produce a new way or result from something you already have.
7.	Independence	An attitude that does not easily depend on others in completing tasks
8.	Democracy	A way of behaving and acting that equally assesses the rights and obligations of himself and others.
9.	Curiosity	Attitudes and actions that always strive to know more deeply and widely from something he learns, sees and hears.
10.	National spirit	A way of thinking, acting and having an insight that puts the interests of the nation and state above the interests of self and group.
11.	Love the country	A way of thinking, behaving and doing that shows loyalty, care and high appreciation for the language, environment, social, cultural, economic and political of the nation.
12.	Respect for achievement	Attitudes and actions that encourage themselves to produce something useful for society and recognize and respect the success of others.
13.	Friendly/ Communicative	Actions that show pleasure in talking, getting along and cooperating with others
14.	Peace-Loving	Attitudes, words and actions that cause others to feel happy and safe in their presence.
15.	Love to read	The habit of making time to read a variety of readings that provide good for themselves
16.	Care for the environment	Attitudes and actions that always try to prevent damage to the surrounding natural environment and develop efforts to repair natural damage that has occurred
17.	Social care	Attitudes and actions that always want to provide assistance to others and communities in need
18.	Responsibility	The attitude and behavior of a person to carry out their duties and obligations, which should be carried out towards



	themselves, society, the environment, the state, and God Almighty.
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Ministry of National Education ( 2010 : 9 - 10) in Kurniasih and Sani (2017)

Furthermore, below is a table of indicators of each character value above according to the Regulation of the Minister of National Education of the Republic of Indonesia Number 87 of 2017 concerning strengthening character education.

**Table 2.2** Indicators Value

No	Character Values	Indicator
1	Religious	Praying before and after class. Providing opportunities for all students to carry out worship.
2	Honest	Providing facilities where lost items are found. Transparency of financial statements and class assessments periodically. Ban on cheating.
3	Tolerance	Providing equal services to all class citizens regardless of ethnicity, religion, race, class, social status, and economic Providing services to students with special needs.
4	Discipline	Getting used to being on time. Getting used to obeying the rules.
5	Hard work	Creating a healthy competitive atmosphere. Having a display of slogans or mottos about working and researching hard.
6	Creative	Creating learning situations that can foster creative thinking and acting. Assignment of tasks that challenge the emergence of new works both authentic and modified.
7	Independent	Creating a classroom atmosphere that provides opportunities for students to work independently.
8	Democratic	Making class decisions together through deliberation and consensus Opening selection of class stewardship.
9	Curiosity	Creating a classroom atmosphere that invites curiosity. Communication or information media (print media or electronic media) are available.
10	The Spirit of Nationality	Cooperating with classmates of different ethnicities, ethnicities, socio-economic status. Discuss national holidays.
11	Love homeland	Displaying photos of the president and vice president, state

		flag, national emblem, map of Indonesia, pictures of Indonesian people's lives.
12	Rewarding achievement	Giving appreciation gifts for students work Displaying achievement awards signs
13	Friendly/ Communicative	The teacher listens to the complaints of students. In communicating, teachers do not keep a distance from students.
14	Love peace	Creating a peaceful classroom atmosphere. Gender-unbiased learning. Kinship in an affectionate class.
15	Joy of reading	Frequency of library visits Reading exchange
16	Environmental concern	Maintaining the classroom environment Trash cans are available in the classroom
17	Social concern	Empathize with fellow classmate Conducting social actions.
18	Responsibility	Regular implementation of picket duties.

So, based on the Table 2.1 above 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 the Table 2.2 above it is seen that each character value has its indicators that should be done by teachers in strengthening character education at the school. The researcher used above indicators as a guideline in observing English teachers in carried out roles in strengthening character education and the eighteen of character values used to observed students' character at the school.

### 2.1.9 Obstacles in Strengthening Character Education

In implementing character education, teachers cannot avoid some obstacles. It is supported by Purnamasari & Nuraeni, 2021 state that despite incorporating character education into the teaching and learning process, teachers cannot avoid the obstacles that accompany its implementation. There are three main factors that make teachers face obstacles in implementing strengthening of character education, namely students, learning environment, and learning resources.

The third fundamental variables to be specific to begin with, the deterrents from understudies that have not realized the most reason of fortifying character instruction is so that understudies can feel and internalize great values and create the propensity of practicing these values in daily life for their possess great, in expansion to being able to recognize what is right and what is off-base. The moment obstacles is the learning environment, which is the huge number of understudies within the classroom, so with a huge lesson measure, instructors cannot allow person consideration to each understudy as they require, particularly when executing character instruction. The third is around learning assets where as the deterrents in this respect is that not all instructors are inventive and imaginative sufficient in creating materials, particularly those related to character values (Purnamasari & Nuraeni, 2021).

Additionally, Jhon et al. (2021) state that there are three obstacles faced by teachers in strengthening character education including from the government, schools and parents. From the government such as lack of facilities, training and socialization. When compared to the number of students, the available infrastructure and facilities are inadequate making it difficult for students to use them. Then from schools, it is including the teacher mostly focus on the difficulty and incompetence in assessing students' character. Furthermore is from parents, including lack of support from parents such as attention, participation and supervision of students' character education.

Furthermore, according to Madyan and Baidawi (2021), social media can have a negative impact on students in addition to the positive impact. These impacts include making children lazy and undisciplined, forgetting time and neglecting assignments, and instilling the habit of cheating on other people's work. Siregar (2021) also emphasized that environmental influences have a significant impact on student character development. Basically, the environment serves as a child's first socialization place, and students will imitate those who are in a bad environment. Then, according to Aryawan et al. (2022), time limitation is

one of the challenges faced by teachers in strengthening character education.

So based on the explanation above, it is seen that there are several obstacles faced by teachers in implementing character education such as those caused by students' low understanding of the benefits of character education, learning environment factors, and learning resources and furthermore due to the lack of support and cooperation from the government, schools and parents, social media, environmental factors, and time constraints.

#### **2.1.10 Strengthening Character Education**

Based on Presidential Regulation of the Republic of Indonesia Number 87 of 2017 and Minister of Education and Culture Regulation Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units, it is stated that Strengthening Character Education (PPK) is an educational movement that is the obligation of education units to strengthen the character of students through harmonization of heart, mind, body, and taste and spirit which is carried out synergistically by education units, families, and communities as part of the National Movement for Mental Revolution (Suratinem, 2023).

The following are the ways to strengthening character education according to Nurafiati et al. (2021).

##### **a) Integrating into Intracurricular Activities**

One tactic for enhancing students' character education is through intracurricular activities namely enhancing the character education of students by using teaching and learning activities to incorporate character values into every topic or theme and local content. Every subject's curriculum incorporates the development of cultural and national character education values. The learning implementation of lesson plan (*RPP*) and syllabus both mention these values. Active learning strategies including cooperative learning, contextual learning, and active learning can be used in learning activities that fall under the

umbrella of student character development. Work-based learning, problem-based learning, project-based learning, contextual learning, and cooperative learning. In the meantime, educational regions or units are used to develop or decide on local content.

5  
b) Integrating into Extracurricular Activities

Strengthening character education is implemented through extracurricular activities determined by the education unit. There are a few extracurricular exercises that students can take part in, specifically scouts, small specialists, and drumband, as well as other exercises. Extracurricular exercises can be actualized through participation with the community and other significant parties.

c) Habituation in Schools.

Character education requires habituation. Habituation to do good, habituation to be honest, not cheating, not being lazy, not letting the environment become dirty. Character education is not formed instantly but must be trained seriously and proportionally. Habituation carried out at school can be in the form of :

- 5  
1) students are familiarized to say greetings and shake hands with the teacher; students are familiarized to picket before learning begins according to the predetermined picket schedule;
- 2) students are familiarized to take off their shoes and put them on the shoe rack before entering the classroom;
- 5  
3) students are familiarized to pray before and after learning;
- 4) students are familiarized with literacy 15 minutes before learning begins; and other positive habits.

Then, according to Akbar and Situmorang, 2019 state that in strengthening character education the habituation of positive values should be applied in schools. The teacher makes a habit of praying before studying, reading the scriptures, teaching about interfaith tolerance. In addition, the values of the application of character education are integrated into the teaching and learning process. Applying the concept of character based all encompassing education. Making a plan arrange, and execution

and evaluation of learning that nuanced character. So it is seen that in fortifying character instruction, it must be executed in day by day learning exercises as well as in a few school exercises such as extracurricular, and other exercises so that it gets to be a great and positive propensity. Based on the explanation of Kurniasih & Sani, 2017:88, which state that in reinforcing character instruction in schools, it can be done through:

a. Instructing and learning activities within the classroom

In teaching activities in the classroom coaching and development of values or character is carried out using an integrated approach in all subjects educational learning is conceptualized as learning that contains a double helix effect, namely giving birth to instructional and nurturing impacts in strengthening the character of the educational process will involve various aspects of learner development both cognitive, cognitive, affective and psychomotor as a whole in the context of cultural life.

b. School Culture

In the education unit environment is conditioned so that the physical and sociocultural environment of the education unit allows students together with other education unit residents to build daily activities in the education unit that reflect the realization of character.

c. Extracurricular activities

Extracurricular activities can be organized through sports and arts activities in the form of competition training learning or festivals the various sports and arts activities are oriented primarily towards instilling and shaping the behavioral attitudes and personalities of sports or arts players in order to become Indonesian humans with character extracurricular activities organized by the scout movement are intended to prepare the younger generation as prospective national leaders who have personality traits and noble morals as well as prima life skills.

## 2.2 Conceptual Framework

The conceptual framework in this research aims as a direction in conducting research. Guidelines for understanding the flow of thought so that the analysis is more systematic. In this research, the researcher chooses SMP Negeri 1 Lahewa Timur, particularly two English teachers and the students at the eighth grade as research informants.

This research is initiated by the gap between expectations and reality. Based on government regulations that state the importance of strengthening character education at schools. The government has an expectation that every student has good character. This is integrated into the curriculum in each school that each subject has character values to be implemented by teachers when teaching in the classroom.

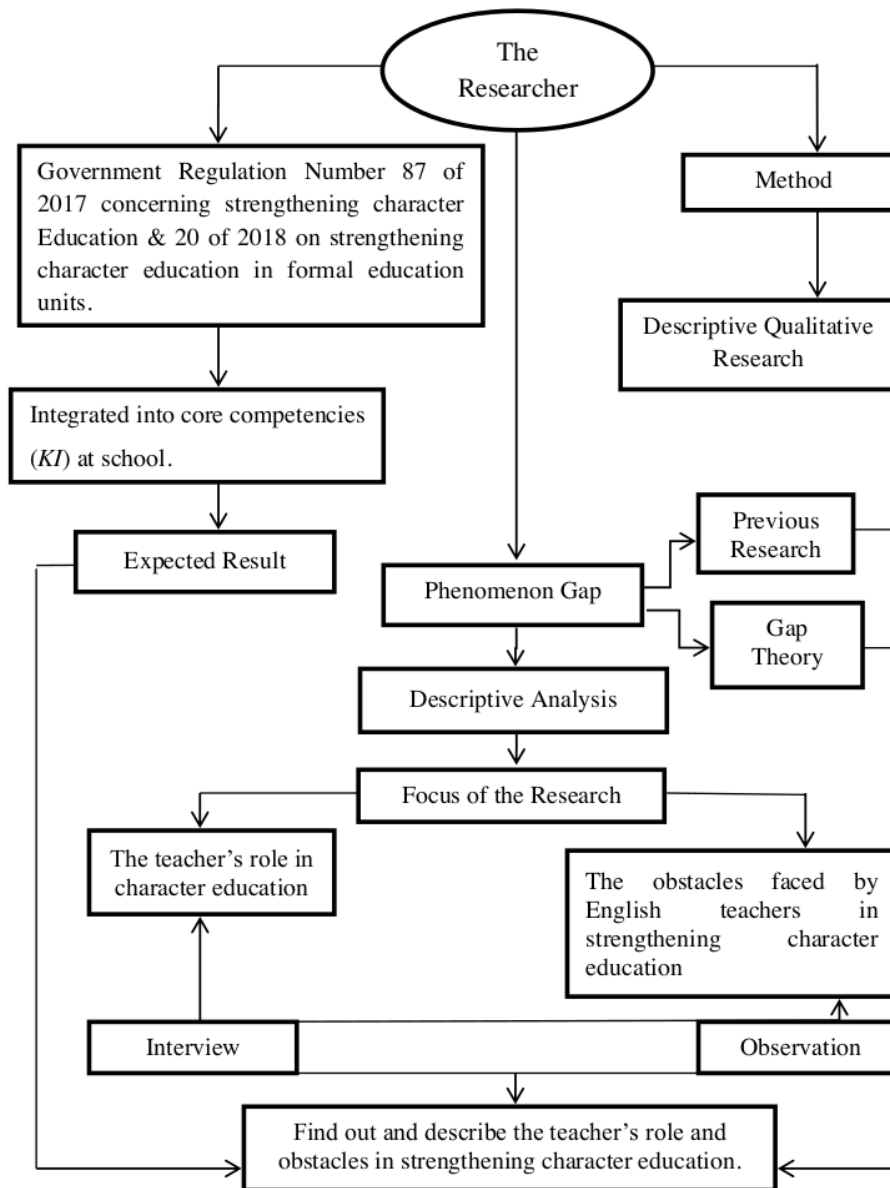
However, in reality based on the phenomenon gap found by researcher and also supported by previous researchers and also some get theory, researcher know that at this time there are many students who still have bad characters, there are still students who do things that are less positive such as cheating on exams against teachers drunk smoking drinks not attending on time and several other things, so this causes researcher to be interested in conducting research.

The focus of this research conducted by the researcher in this case there are two scopes, namely about the roles of English teachers in strengthening character education, and also about the obstacles faced by English teachers in strengthening character education. So, the researcher would like to conduct the research by using design of descriptive qualitative particularly inductive approach.

Then, to collect the data, the researcher will use instruments in the form of interview guidelines with English teachers and checklist observation sheets to make direct observations of teachers and students. After collecting the data, the researcher will report the results of the research in accordance with the actual situation in the field based on existing data without making changes or adjustments to the circumstances and results of the data.



For the next, the researcher will analyze the data suggested by Miles & Huberman's theory, namely data condensation, data display, and drawing conclusion. Furthermore, the conceptual framework about this research described in the schematic as follows :



**Figure 2.1** The conceptual Framework

## CHAPTER III RESEARCH METHODS

### 3.1 Approach and Type of the Research

This research will be carried out by the researcher utilizing a descriptive qualitative research design with an inductive approach. Inductive approach refers to specific events or matters to ascertain general theories, laws, and concepts (Lase et al., 2023). According to Harefa et al. (2022) in Zega et al. (2023), qualitative research is a type of research that focuses on understanding and interpreting data about natural circumstances.

Telaumbanua et al. (2022) in Zega et al. (2023) also add that researcher who conduct qualitative research gather and present data using appropriate explanation and description. Furthermore, qualitative research aims to understand certain phenomena which can be described and explained thoroughly using language that describes the situation as it is (Fiantika et al., 2022: 5).

According to Sugiyono, (2021) in Fiantika et al. (2022: 6) there are at least three main stages in qualitative research, namely: description or orientation stage, reduction stage, and selection stage. The description or orientation stage is the initial stage to describe what information is obtained at a glance, namely what is seen, heard, and felt. Then, at the reduction stage, the researcher carries out the process of reducing the information obtained to focus on a particular problem, and at the selection stage the researcher describes the problem as the focus that has been determined to be more detailed, then conducts an in-depth analysis of the focus of the problem. The results obtained are themes that are constructed based on data obtained from the field into knowledge or even new theories.

In conclusion, the researcher used qualitative research because the data is in the form of explanation, description, and interpretation about the role of the English teachers in strengthening character education at the eighth grade of SMP Negeri 1 Lahewa Timur in 2023/2024.

### 3.2 Variables of the Research

Research variables are characteristics that can be observed, measured, or manipulated in a research. In a research context, these variables are used to understand or explain the relationships between various elements. According to Puspitasari (2020), variables of the research are all forms of objects that become the focus of research and are observed during research to collect information about these objects from which conclusions can be drawn. It is supported by Maspupah, 2021 states that research variable is an object chosen by researchers to study in order to collect data and make conclusions.

Based on the explanation above, it can be seen that the research variables refers to the characteristics observed to the informants. In this research, the characteristics of the informants are about the roles of English teachers in strengthening character education.

### 3.3 Setting and Schedule of the Research

<sup>1</sup> This research was conducted at SMP Negeri 1 Lahewa Timur located at Jl. Muzoi – Idanondrawa, Tugala Luru village, Lahewa Timur district, Nias Utara regency, Sumatera utara. This research was conducted from March 28 to April 24, 2024.

### 3.4 Source of Data

<sup>1</sup> There are two types of data that used in this research, namely primary data and secondary data. Ibrahim in Haryoko, 2020 : 122 states that all information, facts, and realities related to research and have a very clear link, even direct connection are considered primary data, because this data is the main factor <sup>8</sup> in determining the success or failure of a research process, it is referred to as primary data. This means that a research cannot be said to be successful if it does not get this data.

Meanwhile, secondary data refers to information, realities and facts related to the research but not directly related to the research, as well as supporting documentation related to the primary data. This secondary data is more superficial and cannot capture the depth of information, facts and

realities that have been thoroughly examined or investigated, and as supporting data, this information is not very conclusive (not very proven), but it can illustrate some of the research findings.

To obtain data that will use as a research object, the researcher used several types of sources. The researcher used some of the previous research theories as preliminary data that can explain about the phenomenon of character education. Then, the researcher used English teachers and students at the eighth grade at SMP Negeri 1 Lahewa Timur as the informants or respondents who were the main source of information in this research because the success of the research is based on the responses given by them. The researcher interview English teachers based on interview guidelines and also made direct observations using a checklist observation sheet to obtain data about what are the roles of English teachers in strengthening character education and the obstacles faced in strengthening character education.

So, in this research, the primary data that must be obtained by the researcher are the results of interviews with English teachers as informants which are then loaded in the form of interview transcripts, and also data from the results of checklist observations of English teachers and students in the classroom.

### **3.5 Instrument of the Research**

Instruments are tools used by the researcher 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 of English teachers and obstacles faced in strengthening character education, observation sheets checklist to help the researcher to

find out more about the indicators of character values that have been done by both English teachers through roles of English teachers in strengthening character education, and then used field notes for students at the eighth grade to find out students' character so the researcher find out the obstacles faced by English teachers in strengthening character education.

### **3.6 Data Collecting Technique**

Techniques are procedures for how to get the data. In qualitative research, Creswell explains the flexibility in qualitative data collection. Data collection can be done through various means, including interviews and observations. The order of data collection can be adjusted according to research needs and field situations. Creswell (2014) states that the research process for qualitative researchers is emergent, some or all stages of the method may change or shift. For illustration, questions may change, the shape of data collection may move, instrument of the research may shift, and the people considered and areas visited may be adjusted. The most thought behind qualitative research is to memorize approximately the issue or issue from the members and to address the investigate to get that information.

Therefore, in this research the techniques used by the researcher in the data collection process included interview first using interview sheet and then observation using observation sheet checklist and fieldnotes. This was done to gain a deeper understanding of the participants' subjective experiences before making further observations. Furthermore, Fiantika (2022 :13) explains about interview and observation as the techniques in collecting the data, namely :

#### **1) Interview**

Interview is an oral discussion about specific information between an interviewer and an interviewee. Interview is also defined as a way of gathering 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. Conducting interview useful to apply in this research, because through interview the researcher obtained

information about the roles and obstacles of English teachers in strengthening character education.

In qualitative interviews, the researcher may conduct face-to-face interviews with participants or telephone interviews conducted over the phone, or engage in focus group interviews with six to eight interviews in each group (Creswell & Creswell, 2018). Interview is a data collection method that are done face to face that called in-person interviews, or conducted over the telephone that called telephone interview (Johnson & Christensen, 2014).

In this research, the researcher conducted face to face interviews with two English teachers at SMP Negeri 1 Lahewa Timur using an interview sheet. Furthermore, because during the guidance and validation process there were data that needed to be completed again, the researcher conducted telephone interviews with English teachers that were conducted by used telephone. Furthermore, the results of the interview were made in the form of interview transcripts.

According to Fiantika, 2022 : 53 there are three types of interview in qualitative research, namely:

a) Structured interview

Structured interviews are used when the researcher has known for sure what will be obtained. In this method, the researcher asks the same questions to each respondent, then records them. Tools that can be used include recording devices, voice recorders on cellphones, pictures, and brochures that can help in the smooth process of data collection.

b) Semistructure interview

This type of interview includes in-depth interviews, where the implementation is freer than the first type of interview, namely structured. In this interview, it can find problems openly, where the interviewee is asked for his opinions and ideas.

c) Unstructure interview

This type is a free interview where the researcher do not use interview guidelines that have been arranged systematically and completely for



data collection. In this case the researcher does not yet know exactly what data will be obtained so that the researcher listens to what the respondent tells.

Therefore in this research, the researcher conducted structured interview, because it can help the researcher in determining the direction of the interview in accordance with the objectives and focus of the research.

The following procedures was used to conduct the interview with English teachers.

- a) The researcher made a list of interview questions based on the data to be obtained.
- b) The researcher made a schedule with the eighth grade English teachers at SMP Negeri 1 Lahewa Timur to conduct interview.
- c) The researcher came to the school based on the determined schedule by preparing interview guideline.
- d) The researcher conducted face to face interview with the English teachers.
- e) The researcher recorded the interview process conducted with the English teachers and wrote down several things that were considered important during the interview.
- f) The researcher made interview transcripts based on the interview results from the voice recording.
- g) The researcher analyzed the data obtained through interview.
- h) The researcher continued conducting telephone interviews with English teachers, because during the guidance and validation process there were data that needed to be completed again, and furthermore the researcher made interview transcripts and analyzed the data.
- i) The researcher made interpretations of the research results and then drew conclusions.

## 2) Observation

Observation is essentially 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.

George (2023) states that qualitative observations are conducted without the use of quantitative measurements or data, but are able to describe the characteristics or attributes of a phenomenon based on the observer's subjective interpretation of what is heard, tasted, smelled, felt, or seen.

The tool used to make observations in this research is a check list sheet that contains a list of observations that will be marked with a check list (√) according to the aspects observed.

Johnson and Christensen in Haryoko (2020 : 156), suggest that there are four types of observation techniques in qualitative research that are commonly used in research, namely: complete participant observe, participant as observer, observer as participant, and complete observer.

### a) Complete participant observe

Complete participant observe is observation where the researcher keeps the presence a secret from the purpose of his visit. The presence of researchers using this technique is undoubtedly less relevant to qualitative research ethics when it comes to the ethical aspects of research. On the other hand, if it is related to the validity of qualitative research findings to the research problem, then this kind of observation will have a fairly high level of validity because researchers live in the midst of the research community or target group without revealing their intentions, thus allowing them to produce, collect, the desired data without being made up from them.

b) Participant as observer

When conducting participant observation, the researcher notifies the target group that he is there to conduct research. Thus, research ethics are relevant to this kind of observation.

c) Observer as participant

During this restricted type of observation, the researcher or observer identifies himself as a person conducting research on members of the group or community of the research target group he is researching, because of the relatively short observation period, there are also limitations on the validity of the findings regarding the disclosure or extraction (generation) of research participants' subjective meanings about a social phenomenon.

d) Complete observer

In this technique, a researcher or observer does not live with the target group, nor does he/she disclose that he/she is a researcher studying members of the target group or group/community. Instead, the researcher observes people in the capacity of an outsider.

So, based on the explanation above, the researcher choose to use the participant as observer as the technique in this research to collect the data, because this type of observation technique has met the research ethics requirements, namely the researcher has provided information about the presence of the observer as a researcher to the research subject and also because the researcher as an observer is directly involved in the area where the research takes place or the target group of the research. Therefore, the sequence of procedures that will be carrying out by the researcher in collecting the data through observation is as follows:

- a. The researcher made a schedule with the eighth grade English teachers at SMP Negeri 1 Lahewa Timur to conduct observations during the learning activities.
- b. The researcher came to the school based on the determine schedule by preparing a check list sheet that contains a list of observations that

have been marked with a check list (√) according to the aspects observed.

- c. The researcher and English teachers came to the class which was as the subject of the research.
- d. During the learning process in the classroom, the researcher made observations during four meetings of two English teachers according to the list of aspects observed on the observation sheet and observed students used field notes without interrupting the learning process itself.
- e. The researcher started to analyze the data based on the results of observation.
- f. The researcher made interpretations of the research results and then drew conclusions.

### 3) Field Notes

Field notes are notes made by the analyst when conducted inquire about within the field to keep in mind and type in down behaviors, exercises, occasions, and other characteristics of an perception. Field notes are intended to be read as evidence by the researcher in order to develop meaning and knowledge of the phenomenon under investigation.

Supported by Islamuddin et al. (2023), field notes are detailed observational field notes of qualitative research that contain of notes on activities, how people behave and react, what is said in conversations, where people position themselves with others, their comings and goings, physical movements, subjective responses to what is observed, and all the details and observations that are important to make a thorough informant observation report.

In this research, the researcher used field notes to find out how the character of students at SMP Negeri 1 Lahewa Timur so that the researcher knew what obstacles faced by English teachers in strengthening character education for students.

### 3.7 Data Analysis Technique

After obtained the required data through several techniques and instruments, the researcher analyzed the data based on the results of interviews with English teachers and also the results of observations in the classroom of the English teachers and students. According to Miles et al. (2014) in Islamuddin et al. (2023) there are three techniques in analyzing data of qualitative research consists of three steps namely data condensation, data display, drawing conclusion and verifying.

#### 1) Data Condensation

The process of selecting, reducing, organizing, eliminating, and/or expanding 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.

After obtained the data, the researcher made a transcript of the interview results with the English teacher which was completed with the teacher's identity and interview time information. Everything was written in detail on the transcript sheet (See appendix of the result of English teacher's interview).

After made the transcript, the researcher condenses the data with organizing and grouped the similarities and differences of the results of interview of both English teachers to find out views of both English teachers related to strengthening character education at school. Then, the researcher focused on analyzing and grouping the roles of the first English teacher and the roles of the second English teacher based on the interview results. The next step, the researcher analyzed the results of observation namely the frequency of the number of indicators implemented by both English teachers during 4 meetings based on indicators of 18 character values according to the Ministry of Education (2010: 9-10) in Kurniasih

and Sani (2017). The following are the guidelines used by the researcher to categorize them based on character values:

**Table 3.1** Indicators of Character Values

No	Character Values	Indicator
1	Religious	Praying before and after class. Providing opportunities for all students to carry out worship.
2	Honest	Providing facilities where lost items are found. Transparency of financial statements and class assessments periodically. Ban on cheating.
3	Tolerance	Providing equal services to all class citizens regardless of ethnicity, religion, race, class, social status, and economic Providing services to students with special needs.
4	Discipline	Getting used to being on time. Getting used to obeying the rules.
5	Hard work	Creating a healthy competitive atmosphere. Having a display of slogans or mottos about working and researching hard.
6	Creative	Creating learning situations that can foster creative thinking and acting. Assignment of tasks that challenge the emergence of new works both authentic and modified.
7	Independent	Creating a classroom atmosphere that provides opportunities for students to work independently.
8	Democratic	Making class decisions together through deliberation and consensus Opening selection of class stewardship.
9	Curiosity	Creating a classroom atmosphere that invites curiosity. Communication or information media (print media or electronic media) are available.
10	The Spirit of Nationality	Cooperating with classmates of different ethnicities, ethnicities, socio-economic status. Discuss national holidays.
11	Love homeland	Displaying photos of the president and vice president, state flag, national emblem, map of Indonesia, pictures of Indonesian people's lives.
12	Rewarding achievement	Giving appreciation gifts for students work Displaying achievement awards signs
13	Friendly/ Communicative	The teacher listens to the complaints of students. In communicating, teachers do not keep a distance from students.
14	Love peace	Creating a peaceful classroom atmosphere. Gender-unbiased learning. Kinship in an affectionate class.

15	Joy of reading	Frequency of library visits
		Reading exchange
16	Environmental concern	Maintaining the classroom environment
		Trash cans are available in the classroom
17	Social concern	Empathize with fellow classmate Conducting social actions.
18	Responsibility	Regular implementation of picket duties.

## 2) Data Display

A display is an arrangement of data that has been organized to facilitate and make choices and then take action. Seeing a view of the data 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.

In this research, after the researcher categorized the interview results based on the similarities and differences in the views of both of English teachers and analyzed more deeply the role of English teachers in strengthening character education in accordance with 18 character values through the table above, the next step is that the researchers will present the data in several forms of charts and tables according to the data obtained from the research results. In this case, the researcher describe and elaborate more deeply on each character value and the role of the teacher. The purpose of this step is to present the analyzed data regarding the role of English teachers in strengthening character education and the obstacles faced by English teachers in strengthening character education at school.

## 3) Drawing conclusion and verifying

Drawing conclusions and verification is the process of elaborating conclusions 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.

At this stage, the researcher made conclusions based on the data results that have been analyzed and interpreted, so that the research objectives can be achieved and the problem formulation can be answered.



## CHAPTER IV

### RESULTS AND DISCUSSION

#### 4.1 Results

This research was conducted at SMP Negeri 1 Lahewa Timur. There were two English teachers in the school who taught in class VIII-A and class VIII-B. Based on the research focus, namely describing the role of English teachers in strengthening character education and the obstacles faced by English teachers, the researcher had collected data through interviews and observations. The researcher conducted interviews with two English teachers to answer the first and second problem formulations. Then the researcher made observations in the classroom to obtain more accurate data in answering the second problem formulation. After collecting the data, the researcher analyzed the data based on the interview transcripts and the results of the observation sheet checklist through data analysis techniques namely, data condensation, data display, and drawing conclusions.

##### 4.1.1 The Result of Interview

Based on the focus of the research namely to describe the role of English teachers in strengthening character education, the researcher collected accurate data by conducting interview to English teachers at SMP Negeri 1 Lahewa Timur. There were two English teachers there. To be better understood, the researcher decided to make Mr. Peman Iswanto Zebua, S.Pd as the first English teacher while Mr. Utterman Gulo S.Pd as the second English teacher.

The researcher conducted an interview to the first English teacher, namely, Mr. Peman Iswanto Zebua, S.Pd on April 03, 2024. After conducting an interview with the first English teacher, the researcher then conducted an interview with the second English teacher, namely Mr. Utterman Gulo, S.Pd on April 04, 2024.

#### **4.1.1.1 The Result of the First English Teachers' Interview and the Second English Teachers' Interview**

##### **1) The Results of Face to Face Interview**

Based on the research design, the researcher conducted face to face interviews using structured interviews with English teachers to answer the first and second problem formulations. Before conducting the interview, the researcher first asked the English teachers for time and opportunity to be interviewed. Upon the willingness of the English teachers, the interview was conducted.

For the first question both of English teachers have responded and it still similar and different answers. The first English teacher and the second English teacher stated that the implementation of character education at the school is based on the importance of shaping students' character to become a better person, so that students are not only academically smart but also have good character. The implementation of character education at the school is also based on the syllabus and lesson plans that have contained of character values that will be integrated to students at the school (See in the appendix 6 results of English teachers' face to face interview).

Meanwhile for the second question, both English teachers stated that character education has been implemented at SMP Negeri 1 Lahewa Timur since the school was established because shaping students' character is one of the important focuses in the education system as an effort to form positive attitudes, values and behaviors in students. The first English teacher also added that students began to be introduced the importance of having good character since the introduction of the school environment to students.

For the third question, both English teachers had the same response that character values have been included in the learning tools, namely the syllabus and lesson plan. The next question already answered, where the first English teacher revealed that the goal to be achieved from the implementation of character education is **that students are able to understand** cultural values, while the second English teacher revealed that

with the implementation of character education, students can implement character values in their daily lives. Although there are differences in answers, both still agree that in addition, another goal to be achieved is students become individuals with good personalities so that one day they can become a generation that has good morals.

The fifth question was answered by both English teachers with different response but similar meaning, namely character education at SMP Negeri 1 Lahewa Timur is implemented through intracurricular and extracurricular activities. For the sixth question, both agree that factors that can affect student character include the family environment and the social environment. However, the first English teacher added that the school environment is also one of the factors that affect students character. Likewise, the second English teacher added that technological developments are another factor that can affect students character.

Furthermore for the seventh question, both English teachers agreed that the role of English teachers in strengthening character education is no less important than the role of other teachers. English teachers have a role to design and implement learning activities in the classroom by integrating character values that have been included in learning tools such as syllabus. These character values include religion, honesty, discipline and other character values. In addition, both of English teachers also stated that English teachers have a role to be a good model for students so that they can be imitated and emulated. In addition, the second English teacher also said that teachers also have a role as inspirator to support the formation of good character for students.

Based on the next question, both English teachers stated that there are several obstacles faced in strengthening character education including environmental factors and family factors. In addition, the second English teacher added that one of the other obstacles is the bad influence of social media on student character. The next question was already answered that there is no specific strategy used by English teachers in strengthening character education, but both agreed that teachers strengthen character

education through acculturation activities of character values both in classroom learning activities and in school organizations, as well as the coaching of student attitudes and behavior at school by teachers.

For the last question, both English teachers have the same response but with different answers that the form of the implementation of character education in the school is by making and setting rules that must be followed by students such as arriving on time, dressing neatly and politely, maintaining cleanliness, and several other rules to form good character for students at school.

Based on the results of the interviews, it is seen that there are some similarities and differences in the responses of the two English teachers. The data were analyzed and classified by the researcher with the results as in Table 4.1 below.

**Table 4.1** Similarities and Differences of English Teachers Responses

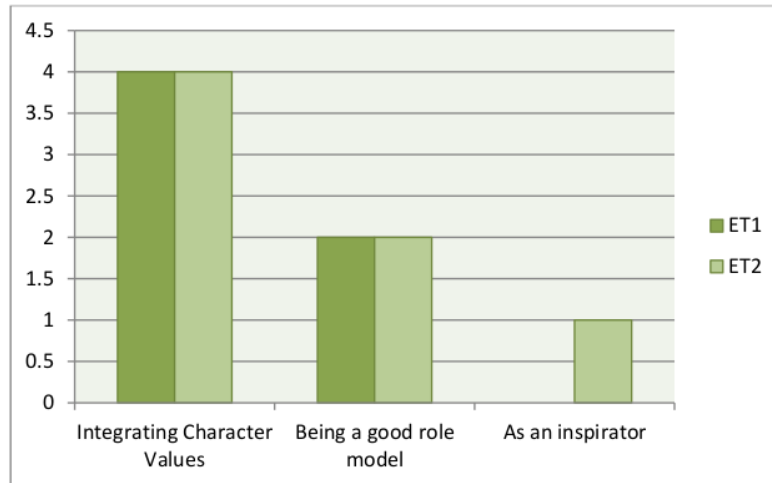
No	Question	Similarities	Differences
1.	1	2	0
2.	2	1	1
3.	3	2	0
4.	4	2	2
5.	5	2	0
6.	6	2	2
7.	7	6	1
8.	8	2	1
9.	9	2	0
10.	10	4	0
Total		25	7

Based on the table above about the categorization of similarities and differences, it is seen that both of English teachers have more similar responses than different responses. It means that both of English teachers have quite a lot of similar views on the background and implementation of character education at SMP Negeri 1 Lahewa Timur.

Furthermore, two answers were selected to be focused on in accordance with the research objectives regarding the roles of English teachers in strengthening character education and the obstacles faced in its implementation. According to the results of the interviews conducted, it is

known that there are several roles of English teachers in strengthening character education which can be described in the chart below.

**Chart 4.1** Roles of English Teachers in Strengthening Character Education



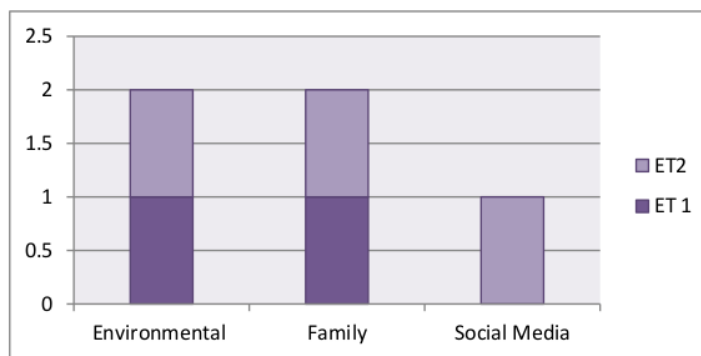
Through the chart above, it is seen that there was consistency in some answers by the first English teacher and the second English teacher, although one point was added by the second English teacher. However, both of English teachers agreed that teachers need to design and implement learning activities in the classroom by integrating character values that have been included in the learning tools, both syllabus and lesson plans. Through learning activities in the classroom, English teachers indirectly educated and guided students and instill character values with the aim of forming a good personality for students. In this case, both English teachers have 4 total points in common as a response regarding roles in integrating character values.

Furthermore, both of English teachers also stated that the role of English teachers in strengthening character education is to be a good role model. In carrying out this role, both English teachers agreed that teachers need to show good attitudes and behavior in accordance with character values, because this will be emulated by students. In this case, both English teachers have 2 equal number of points as a response regarding roles being a good role model.

The third role in strengthening character education was added by the second English teacher, that the English teachers also need to acts as an inspirer for students. This can be done by the English teacher by conveying illustrations or stories that are useful to support the formation of students' characters.

Furthermore, there are several obstacles faced by English teachers in strengthening character education based on the results of English teachers interviews which can be seen in the chart below.

**Chart 4.2** Obstacles by English Teachers in Strengthening Character Education



From Chart 4.2 above, it is seen that both of English teachers faced the same obstacles in strengthening character education, although there is other obstacles conveyed by the second English teacher.

The first obstacle faced by both English teachers is environmental factors. Environmental factors are very influential on student character. If students live in a bad environment, then students will tend to follow to behave badly. So this will hinder teachers in shaping and strengthening student character for the better. In this case, both English teachers have 1 point of similarity in their answers that one of the obstacles for English teachers in strengthening character education is environmental.

The second obstacle is family, this clearly affects how the character of students because character building is not only at school but the family is also very influential. Therefore, the lack of assistance and supervision from parents will also hinder the process of forming student character. In this case, both English teachers also have 1 point of similarity in their

answers that other obstacles faced by English teachers in strengthening character education are family.

The next obstacle was also conveyed by the second English teacher, that another obstacle in strengthening character education is social media. Behind the benefits and convenience offered, social media can also have a bad influence on students' characters.

So based all of the explanation above, it is concluded that roles of English teachers in strengthening character education including designing and implementing learning activities in the classroom by integrating character values that have been included in the syllabus, being a good model for students to imitate and emulate, and English teachers need to be an inspirator for students.

Meanwhile, some of the obstacles faced by English teachers that can hinder the process of strengthening character education to students including environmental, family, and the bad influence of social media.

## 2) The Results of Telephone Interview

The researcher conducted telephone interviews with two English teachers at SMP Negeri 1 Lahewa Timur as informants, because during the guidance and validation process there was data that needed to be completed again. In addition, this was done to get a more complete data of the topic of the research and to double-check the information. This relates to the concept of data triangulation as expressed by (Creswell & Creswell, 2018; Gay et al., 2012) about triangulating different data sources to check the evidence from those sources so that qualitative researchers use it to ensure trustworthiness or add validity to the research. With the permission and willingness of the two English teachers, the telephone interview process could be carried out well. Furthermore, through the telephone interview, the researcher asked the same 5 questions to both English teachers. For the first question, both English teachers know and realize that they have a very crucial role in strengthening character education at school.



Meanwhile for the second question, both English teachers said that their role in strengthening character education at school is to be a good role model for students in daily behavior according to character values, besides that both English teachers also play a role in integrating character values in learning activities in the classroom by designing and preparing lesson plan used. Furthermore, the second English teacher added that English teachers also play a role as inspirators, namely to deliver inspirational stories and contain character values so as to support the formation of student character. Both English teachers emphasized that the character values focused on are religion, honesty, discipline, hard work, environmental care, and responsibility.

Then for the third question, both English teachers said that all character values are important and interrelated. There is no value that is considered more important, but all values complement each other in shaping the character of good and whole students. However, if you have to choose, the first English teacher considers that religious values and responsibility are the main character values or foundations. Because religious values provide moral guidance and teach the concept of good and bad based on religious teachings, while responsibility ensures that these morals and concepts of good and bad are applied in daily actions. So both of character values form a strong foundation for the development of other character values. Meanwhile, the second English teacher considers that honesty is the main value or foundation because with honesty, other character values will be easier to grow (See appendix 9 result of teachers' telephone interview).

Based on the next question, both English teachers state that there are some obstacles faced in strengthening character education include social environment, family, social media, and also time limited. Meanwhile for the last question, both English teachers delivered their efforts that should be made to overcome these obstacles namely improving communication and cooperation with student's parents, creating school environment that supports character development, optimizing the

integration of character values, and then looking for new methods that are effective in instilling character values in students.

Based on the results of the interviews, it is seen that there are some similarities and differences in the responses of the two English teachers. The data were analyzed and classified by the researcher with the results as in Table 4.2 below.

**Table 4.2** Similarities and Differences of English Teachers Responses

No	Question	Similarities	Differences
1.	1	2	0
2.	2	3	1
3.	3	0	3
4.	4	2	2
5.	5	2	2
Total		9	8

Based on the table above about the categorization of similarities and differences, it is seen that both of English teachers have more similar responses than different responses. It means that both of English teachers have quite a lot of similar views on the strengthening of character education at SMP Negeri 1 Lahewa Timur. Through the results of the telephone interview, it is concluded that both English teachers have almost the same views regarding the importance of the role of teachers in strengthening character education, along with what roles are carried out, obstacles faced, character values that are focused on, and efforts that can be made.

Therefore, it is seen that there is consistency in the responses of both English teachers during the face to face interview and telephone interview, although there is some additional information related to new questions that arise to complete the required data.

#### **4.1.2 The Result of Observation Checklist**

##### **4.1.2.1 The Results of the First English Teachers' and the Second English Teachers' Observation**

This observation was conducted to two English teachers when carrying out teaching and learning activities in the classroom. The researcher used observation sheet checklist accordance with the indicators of character values. The researcher has done observation in four meetings

for the first English teacher on April 5, 6, 19 and 20, 2024 and also four meetings for the second English teacher was conducted on April 2, 16, 17, and 23, 2024.

This aimed to find out and ascertain whether both English teachers have integrated character values well based indicators in strengthening character education. So, this observation was carried out based on indicators of 18 character values in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education.

Following are the data as the results of both English teachers' observation during 4 meetings based on the indicators that have been done and have not been done.

**Table 4.2** The Result of the First & Second English Teachers' Observation

No	Character Values	Indicator	Frequency (ET1)	Frequency (ET2)	Amount	
					ET 1	ET 2
1	Religious	Praying before and after class.	4	4	8	8
		Providing opportunities for all students to carry out worsip.	4	4		
2	Honest	Providing facilities where lost items are found.	4	4	12	12
		Transparency of financial statements and class assessments periodically.	4	4		
		Ban on cheating.	4	4		
3	Tolerance	Providing equal services to all class citizens regardless of ethnicity, religion, race, class, social status, and economic	4	4	4	4
		Providing services to students with special needs.	0	0		
4	Discipline	Getting used to being on time.	4	4	8	8
		Getting used to obeying the rules.	4	4		
5	Hard work	Creating a healthy competitive atmospher	4	4	8	8
		Having a display of slogans or mottos about working and researching hard.	4	4		

6	Creative	2 Creating learning situations that can foster creative thinking and acting.	4	4	8	8
		6 Assignment of tasks that challenge the emergence of new works both authentic and modified.	4	4		
7	Independent	Creating a classroom atmosphere that provides opportunities for students to work independently.	4	4	4	4
8	Democratic	Making class decisions together through deliberation and consensus	0	0	0	0
		9 Opening selection of class stewardship.	0	0		
9	Curiosity	Creating a classroom atmosphere that invites curiosity.	4	4	8	8
		Communication or information media (print media or electronic media) are available.	4	4		
10	The Spirit of Nationality	Cooperating with classmates of different ethnicities, ethnicities, socio-economic status.	4	4	4	4
		Discuss national holidays.	0	0		
11	Love homeland	Displaying photos of the president and vice president, state flag, national emblem, map of Indonesia, pictures of Indonesian people's lives.	4	0	4	0
12	Rewarding achievement	Giving appreciation gifts for students work	4	4	4	4
		Displaying achievement awards signs	0	0		
13	Friendly/Communicative	The teacher listens to the complaints of students.	4	4	8	8
		9 communicating, teachers do not keep a distance from students.	4	4		
14	Love peace	Creating a peaceful classroom atmosphere.	4	4	12	12
		Gender-unbiased learning.	4	4		
		Kinship in an affectionate class.	4	4		
15	Joy of reading	Frequency of library visits	4	4	4	4
		Reading exchange	0	0		
16	Environmental concern	Maintaining the classroom environment	4	4	8	8
		Trash cans are available in the classroom	4	4		
17	Social concern	Empathize with fellow classmate	4	4	4	4

		Conducting social actions.				
18	Responsibility	Regular implementation of picket duties.	4	4	4	4
<b>Total</b>					<b>112</b>	<b>108</b>

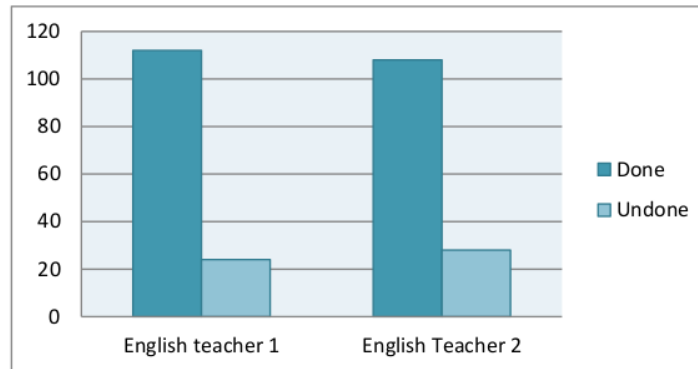
From Table 4.2 above, it is seen that there are 34 indicators of teacher success in strengthening character education which include 18 character values. Thus, there are 136 frequency indicators for 4 meetings.

However, based on the data above, it is known that for the first English teacher there are 112 frequencies of character education strengthening indicators that have been carried out for 4 meetings. This means that there were 6 indicators that none of which were carried out during 4 meetings, namely 24 frequencies that have not been done, including indicators of providing services to students with special needs as one of the indicators to integrate tolerance, making class decisions together through deliberation and consensus and opening selection of class stewardship as the indicators to integrate democratic, discuss national holidays as one of the indicators to integrate the spirit of nationality, displaying achievement awards signs as one of the indicators in integrating rewarding and reading exchanges to integrate the joy of reading.

Meanwhile, for the second English teacher, it is seen that only 108 frequencies of indicators have been carried out out of 136 frequencies of indicators of strengthening character education during 4 meetings. Thus, it is seen that the second English teacher still has 7 indicators that none of which were carried out during 4 meetings, namely 28 indicator frequencies that have not been carried out, including indicators of providing services to students with special needs as one of the indicators for integrating tolerance, making class decisions together through deliberation and consensus and opening selection of class stewardship as the indicators to integrate democratic, discuss national holidays as one of the indicators to integrate the spirit of nationality, displaying photos of the president and vice president, state flag, national emblem, map of Indonesia, pictures of

Indonesian people's lives to integrate the character of love homeland, displaying achievement awards signs as one of the indicators in integrating rewarding, and reading exchanges to integrate the joy of reading. Furthermore, the data in Table 4.2 were analyzed and classified by the researcher with the results as in chart below:

**Chart 4.3** Comparison Data on the Number of Indicators of Both English Teachers



Based on the data that has been analyzed through indicators of 18 character values in Table 4.2, a comparison of both English teachers can be obtained as in Chart 4.3 above. It is seen that during four meetings, the first English teacher has 112 frequencies of indicators that have been done and there are 24 indicators that are still not done out of 136 indicators that should be done. Meanwhile, the second English teacher has 108 frequencies of indicators that have been done with 28 indicators that are still not done out of 136 indicators that should be done.

Therefore, Chart 4.3 above shows that the data obtained during the 4 meetings stated that both English teachers had more frequencies of indicators that had been done than the number of frequencies of indicators that had not been done. Furthermore, based on the chart it is concluded that the first English teacher did more indicators in strengthening character education than the second English teacher.

#### **4.1.3 The Result of Field Notes**

The researcher has observed students at SMP Negeri 1 Lahewa Timur, especially at the eighth grade during 4 meetings. This was done to

find out how the character of students at the school. For class VIII-A on April 05, 06, 19, and 20, 2024, while for class VIII-B on April 02, 06, 17, 23, 2024.

Based on the observations that have been conducted, the researcher obtained data that at the first meeting until fourth meeting, the students of class VIII-A and VIII-B have not fully demonstrated attitudes and behaviors that are in accordance with the 18 character values. Some character values were still not implemented by students including discipline, creativity, curiosity, national spirit, and social care.

The researcher found that <sup>8</sup> in teaching and learning activities there were still students who showed attitudes and behaviors that were not in accordance with proper character values. During learning activities, none of the students asked innovative questions or new ideas, and did not actively participate in discussions. In addition, the researcher found that sometimes there were some students who showed an undisciplined attitude when the teacher was not in the classroom, namely the existence of several students who became uneasy. So it is concluded that students at SMP Negeri 1 Lahewa Timur especially at the eighth grade, are still lacking in showing attitudes and behaviors that are in accordance with the 18 character values based on the Presidential Regulation of the Indonesian Minister of National Education Number 87 of 2017 on strengthening character education.

The low character of students is influenced by several things that become obstacles in shaping student character. This clearly hinders and become obstacles for teachers in the process of strengthening character education at school. As stated by both of English teachers, some of these obstacles are student's environment, the family environment, the influence of social media, and the time constraints.



## **4.2 Discussion**

### **4.2.1 The Descriptions and Interpretation of the Research Results**

#### **4.2.1.1 The Roles of the English Teachers in Strengthening Character Education**

To find out the role of English teachers in strengthening character education, the researcher has taken information through interviews with <sup>4</sup> English teachers at SMP Negeri 1 Lahewa Timur. Based on the results of interviews with both English teachers, it is known that the role of English teachers in strengthening character education is very important.

The first role is to design and implement learning activities in the classroom by integrating character values that have been included in the lesson plan. This is in line with the opinion of Veronica & Dafit, 2022 that one of the roles of teachers in strengthening character education is to develop lesson plans and implement learning and assessment that integrates the main values of strengthening character education. Teachers implement the integrity of character education values by educating and guiding students in developing themselves during the learning process.

Based on the observation that has been made, the researcher saw that the English teacher has compiled and included the main character values as well as the focused character values in the learning tools he used, including religion, honesty, discipline, hard work, responsibility and environmental care. The loading of these character values are based on core competencies 1 namely appreciating and practicing the teachings of the religion he/she adheres to and 2 namely demonstrate honest, disciplined, responsible, caring (shared participation, participation, peace), polite, responsive and proactive behavior, attitude as part of the solution to different problems in interacting effectively with the social and natural environment and in putting oneself as a reflection of the nation in world relations. Besides, this is also backed by Maulani et al., 2021 that in strengthening character education in formal education units there are fundamental character values that form a arrange of values that got to be developed as important and interrelated, to be specific religiosity, nationalism, independence, mutual cooperation, and integrity which are

integrated in the curriculum. Although there are only main character values in the learning tools, English teachers have integrated 18 character values as a whole in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 87 of 2017 concerning strengthening character education. Thus, English teachers have developed and implemented learning by integrating 18 values of strengthening character education including the main values. English teachers applied character education values with integrity by educating and guiding students in developing themselves during the learning process.

Furthermore, the second role is being a good role model for students. Both of English teachers stated that what the teacher does will be imitated by students, both in attitude and behavior, in dress, time discipline, cleanliness and various other positive attitudes. As also revealed by Nisa, 2019 that the teachers' role in strengthening character education is teachers are expected to be able to provide good examples to students so that they can be emulated and imitated. English teachers give examples to students to be disciplined in any case, throwing garbage in its place, eating and drinking in its place, eating and drinking using the right hand, speaking according to manners, always saying and doing honestly, and various other good things. English teachers in strengthening character education need to become <sup>1</sup> good role models in behavior and action, besides that teachers also play a role in implementing character education through learning activities in the classroom based on learning tools that contain character values to be integrated to students in learning activities.

Based on the results of observations that have been made, the researcher has seen directly that English teachers have shown their role as role models for students as evidenced by the attitude of English teachers who always come to class to teach before the lesson starts, which means that English teachers always do not come late to class. Furthermore in dressing, English teachers always wear neat and polite uniforms when they are at school, English teachers also have good habits in speaking.

In addition, the third role in strengthening character education based on the results of the interview is the role of an inspirer for students, namely by conveying illustrations or stories that are useful to support student character building. This is also in accordance with the opinion of Siregar (2021) which states that the role of the teacher in character education is exemplary, namely good behavior that is positive and useful so that students can imitate it, and as an inspirer who is able to share useful stories that are useful to help student character building.

However, during the observation period the researcher did not find any concrete evidence that the second English teacher carried out his role as an inspirer in the classroom. This shows that there is a significant difference between the informants' statements and their actions. Furthermore, this is in line with the Theory of Planned Behavior, which acknowledges that sometimes there is a gap between intentions (statements) and actual behavior. A person's intention to behave in a certain way is influenced by three main factors, namely attitude towards behavior, subjective norms, and perceived behavioral control (Kupers et al., 2023; Yang et al., 2024), which attitudes towards behavior can be distinguished cognitive attitudes and affective attitudes (e.g. beliefs about differentiated instruction and feelings of competence), while subjective norms refers to a person's perception of how others will perceive the behavior as well as individuals' perceptions of the social pressures that influence their behavior, while perceived behavioral control (a concept very similar to self-efficacy) involves beliefs about internal and external factors that can facilitate or inhibit behavior so that this shapes perceived behavioral control (Yang et al., 2024; Liu and Wang, 2024).

So, it is concluded that the second English teacher did not carry out this role because it was caused by the perception of behavioral control, namely the perception of obstacles or challenges in implementing the role of inspirer as stated by the second English teacher himself in the results of the telephone interview, namely because of limited time. This is supported by Saputra and Budimansyah (2021) that one of the obstacles in

integrating character education is limited time in the classroom. Therefore, in this case the second English teacher has a theoretical understanding of his role, but time constraints or time limitations become an obstacle in its implementation in the classroom.

The role of English teachers in strengthening character education is not only seen during the learning process in the classroom, but when outside the hours of the learning process English teachers also always carried out their role towards the character education of students. From the research results, overall English teachers have carried out these roles to strengthen character education at the eighth grade at SMP Negeri 1 Lahewa Timur, except role as inspirer because the obstacles faced by the second English teacher.

Furthermore, character values that should be integrated by both of English teachers are 18 character values according to the Regulation of the Minister of National Education of the Republic of Indonesia Number 87 of 2017 concerning strengthening character education. The first is religious, which is one of the character values that shows attitudes and behaviors that are obedient in carrying out the teachings of the religion they follow, tolerance for the implementation of other religious worship, and living in harmony with followers of other religions. As stated by Purwanti, 2021 religious value is a value that reflects faith in God Almighty which is manifested in the behavior of carrying out religious teachings and beliefs that are embraced, respecting religious differences, and upholding a tolerant attitude towards the implementation of religious worship. Therefore, to realize the achievement of strengthening the character value, English teachers have several indicators that must be done to achieve the strengthening of religious values based on the Presidential Regulation of the Indonesian Minister of National Education Number 87 of 2017 on strengthening character education. Among them, praying before and after lessons, and providing opportunities for all students to worship. Based on the results of observations that have been made, the researcher saw directly that the implementation of the role of the English teacher has been

carried out well by both <sup>4</sup> English teachers at SMP Negeri 1 Lahewa Timur. This is proven by the English teachers' actions when they asked the students to pray first before starting their lesson. Likewise, the students have realized the implementation of the character value. This is also evidenced by the habit of students at the eighth grade who always pray before learning activities begin and after the lesson is over when going home from school. This character value is one of the values that English teachers emphasize to focus on integrating with students as this value has been included in the syllabus and lesson plan used by English teachers in class.

Next is the value of honesty, which is behavior based on efforts to make himself a person who can always be trusted in words, actions, and work. Supported by Rismiati & Wakhudin, 2023 honesty is the main capital in association and education which honesty is an attitude or behavior that can be trusted by others as a form of responsibility for what we do. Furthermore, indicators that must be implemented by teachers in realizing this character value are providing facilities for finding <sup>6</sup> lost items, transparency of financial reports and periodic class assessments, and a ban on cheating. The observation results show that the two English teachers at the school still do not provide special facilities for finding lost items in their classrooms, but students <sup>6</sup> can still report to the picket in the office if there are lost items, but the <sup>6</sup> transparency of financial reports and periodic class assessments and the prohibition of cheating have been well implemented by the two English teachers.

This is evidenced by the actions of the English teacher as well as the homeroom teacher who always asked the class treasurer to inform about the class financial report and the attitude of the English teacher who always criticized the condition of the class so that it was arranged to be better and there was a rule or prohibition not to cheat in doing the assignments that the English teacher had given. This is in accordance with the opinion of Bharati et al., 2019 that shows that honesty has been integrated in teaching and learning activities, teachers need to instruct

students to do their assignments based on their own abilities and teachers prohibit all students from cheating and ask them to be honest. Furthermore, this character value is one of the values that English teachers emphasize to focus on integrating with students as this value has been included in the syllabus and lesson plan used by English teachers in class.

The next character value is tolerance, where the indicator of strengthening this character value is by providing the same service to all class members without discriminating against ethnicity, religion, race, ethnicity, and economic status, as well as providing services to children with special needs. Data from observations show that in the aspect of tolerance, English teachers provide opportunities for students who want to try to answer questions even though the answers are still not correct. English teachers also do not differentiate between able and less able students. This is in line with the opinion of Thooyibah et al., 2019 that in classroom activities there are indicators that show teachers do not differentiate for the special needs of students in the classroom. The teachers also do not differentiate between smart students and low-ability students. It shows that the tolerance aspect has been internalized by the English teachers in the English teaching and learning process.

Next is discipline, which is an attitude and behavior that is orderly and obedient to various rules and regulations. Indicators of strengthening this character value are getting used to being present on time, and getting used to obeying the rules. Observation data shows that in the aspect of discipline, English teachers have required students to be in the classroom before the lesson starts, for students who are late will get a warning and punishment. In addition, English teachers have also set a good example by always coming on time to the class when teaching. So, to strengthen this character value, English teachers have internalized it first in themselves by getting used to coming on time and following the rules that are applied at school, because the teacher is a figure that will be imitated and emulated by students. This is also in line with the opinion of Priastuti et al, 2023 that teachers have an important role in instilling disciplinary character values



for students implemented in habituation activities at school, namely teachers need to model discipline to students, if students are told to be disciplined then the teacher must be disciplined first. Furthermore, this character value is one of the values that English teachers emphasize to focus on integrating with students as this value has been included in the syllabus and lesson plan used by English teachers in class.

Meanwhile, the character value of hard work shows a serious effort in overcoming various learning obstacles and completing tasks as well as possible. Indicators in strengthening this character value are creating an atmosphere of healthy competition in the classroom and the <sup>2</sup>display of slogans or mottos about working hard and learning. The observation data shows that in this aspect of character value, English teachers have provided opportunities for students to answer questions quickly so that they get special daily scores. Through this, English teachers can train students' seriousness and encourage them to be serious and more active in learning. This is in line with Syapal & Amin (2022) state that this character value shows a serious attitude and effort in overcoming various challenges, because this will determine the quality of students. Furthermore, this character value is one of the values that English teachers emphasize to focus on integrating with students as this value has been included in the syllabus and lesson plan used by English teachers in class.

Next is creative, as one of the character values with indicators of creating learning situations that can foster creative thinking and action, as well as giving assignments that challenge the emergence of new works both authentic and modified. Observation data shows that in this aspect of character value, English teachers have asked students to find and create new sentences/new ideas about suggestion according to the pattern or formula. Then, the English teacher has given a task that should be quite challenging for students at the school there, namely the task of making a conversation in English and practicing it in front of the class with a partner. This is in line with Wijayanti (2022) states that this character value shows attitudes and behaviors that try to think and do something to

produce new ways or results from something that is already owned.

Furthermore, independence as a character value with the indicator of <sup>2</sup> creating a classroom atmosphere that provides opportunities for students to work independently. Based on the observations that have been made, the researchers saw directly when the English teacher asked each student to find the meaning of several words that were not understood using a dictionary, then write it in his book. This shows that English teachers provide opportunities for students to work independently so as to create conditions that integrate the character value of independence in the teaching and learning process in the classroom through the role of the teacher. So, it is concluded that the role of the teacher is very necessary in shaping one of the important aspects of personality for students including the character of independence (Destiyantari et al., 2022).

Meanwhile, democracy has indicators of making <sup>2</sup> class decisions together through deliberation and consensus, and the implementation of open class management elections. However, during the observations that have been made, the researcher did not directly see the making of class decisions together or the election of class administrators together or deliberation or consensus. This is not in accordance with the role of the teacher, which should be that according to Catyaningsih et al. (2022) democratic attitudes can be obtained through the educational process obtained from schools, because education in schools has a role in producing good citizens so that they can be actively and effectively involved in the life of a democratic society. Thus, it can be seen that English teachers still have not fulfilled their role as they should in strengthening democratic character in schools.

On the other hand, curiosity as one of the character values also has indicators to create a classroom atmosphere that invites curiosity, and provides <sup>2</sup> communication or information media such as print or electronic media. To integrate this character, both English teachers tried <sup>1</sup> to create a supportive classroom atmosphere so that students can tried to find out more about the material being studied. Based on the observation, the



researcher saw that the English teacher asked students to better understand the pictures in the textbook/picture slides, so that students tried to find out more and think what the picture means and what it has to do with the material to be learned. <sup>1</sup> This is in line with the statement of Fardita et al., 2022 that curiosity shows the attitudes and actions of students who always strive to know more deeply and broadly from what they learn, see, and hear.

The spirit of nationality has indicators to foster an attitude of working together with classmates who are different in ethnicity, social status, economy and discussing national holidays. To achieve the implementation of this character education, English teachers always advised students in class not to discriminate against friends and want to cooperate with friends who have different social status or different skin colors or different religions. Although as far as the observation of the researcher, the English teachers still have not carried out discussions about national holidays, but every time the flag ceremony is held, students are invited to sing the national compulsory song together as the spirit of nationality. In line with this description, Yati et al., 2020 state that the formation of students' nationalism spirit can be done in various ways, one of which is by getting used to singing national songs to students. So that they will apply the spirit of nationalism in everyday life.

The next character value is love for the country/love for the homeland whose indicators are by displaying pictures <sup>2</sup> of the president and vice president, the country's flag, the country's coat of arms, a map of Indonesia, and pictures of the lives of Indonesian people. Based on the results of the observation, the researcher saw that one of the classes had displayed a picture of the president and vice president and a picture of the state symbol. However, the researcher has not seen any discussion between the English teacher and students regarding the picture. This is not in accordance with the role of the teacher, that according to Nursamsi & Jumardi, 2022 the role of teachers in fostering a sense of love for the country is that during classroom learning students are given an

understanding of mental patriotism so that students can become nationalist individuals who love the country.

Then the character value of appreciation for achievement, which has indicators of giving appreciation for student work, and displaying signs of appreciation for achievement. This has been integrated well by English teachers, one of which is when English teachers asked students to give applause and give thumbs up as appreciation to students who have answered questions correctly. This is in line with the statement of Yulianti and Nainupu, 2023 that in the character of useful achievements, teachers give appreciation in the form of praise, gifts and applause and thumbs up for students who excel.

Next is communicative/friendly, with indicators that the teacher listens to students' complaints, and in communicating the teacher does not keep a distance from students. During the observation period, the researcher saw that there was no any students who complained, on the contrary, the English teachers always gave students the opportunity to asked if there was something they wanted to ask or if there was material that was not understood. In addition, the English teachers also communicate with students without discriminating against students' backgrounds. This is shown in the teaching and learning process in the classroom through interactions with students, English teachers greeted and asked how students are doing as a whole without discriminating and giving equal attention. Through this, English teachers internalize and instill friendly or communicative character in students. This is supported by Jamaludin et al., 2021 that communication is important, especially in learning activities because teachers are also an important part of channeling and conveying information or learning materials so that students can capture it well and respond to it.

The next character value is love of peace, with indicators of creating a peaceful classroom atmosphere, learning that is not gender-biased, and loving classroom relationships. Similar to the previous character values, from the results of observations, the researcher saw that

English teachers had also internalized the indicators of this character value as evidenced by the efforts of English teachers to advise students to always care about others, not to cause commotion or chaos, so as to create a serene and peaceful situation. This is in line with the statement of Halim et al., 2020 that one of the efforts made by teachers to instill the character of peace-loving is by teachers to accommodate students not to commit violence and care for others, so as to create a school environment that is environmentally friendly and likes peace.

Then is the joy of reading, with indicators of frequency of library visits and reading exchange activities. Based on the observation, English teachers have advised students and suggested students to visit the library and read books to increase their insight and knowledge. In addition, English teachers also give assignments at home to students so as to trigger students to read materials related to the assignments given. This is supported by Kurniasih and Sani, 2017 that this joy of reading refers to the habit of providing time to read various readings that provide virtues for him.

Meanwhile, the character value of caring for the environment has indicators of maintaining the classroom environment and the availability of trash bins in the classroom. Based on the observation, it is known that English teachers always remind students to always maintain the cleanliness and beauty of the class, both inside and outside the classroom so as not to interfere with learning comfort. This is in line with Ismail's (2021) statement in Marlina et al. (2023) that overall the formation of environmental care character can be started from the school environment by maintaining school cleanliness which is an effective strategy to increase public awareness of the environment so that damage does not occur. This character value is one of the values that English teachers emphasize to focus on integrating with students as this value has been included in the syllabus and lesson plan used by English teachers in class.

Furthermore, social care as a character value has indicators of empathizing with fellow classmates, and performing social actions. In

internalizing this character value, English teachers always advise students to help each other when asking for help. This is supported by Khaerunnisa and Muqowim, 2020 that the purpose of instilling the value of social care in children is so that children want to share and help, want to queue, want to apologize, and so on which shows a sense of concern for others.

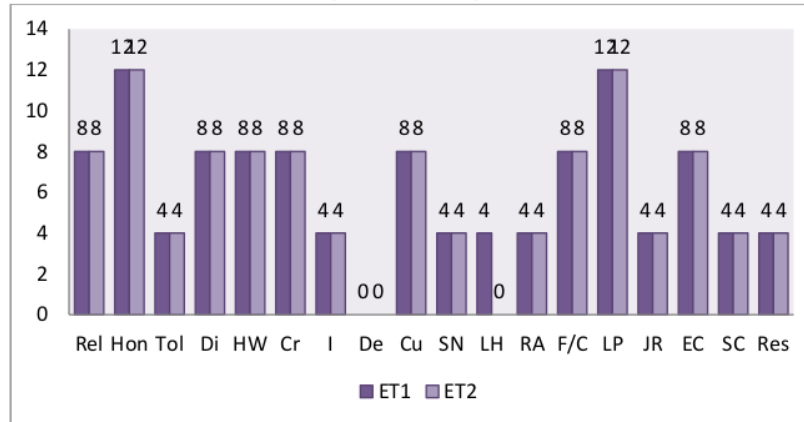
The last character value is responsibility, with indicators of routine picket duty, and active participation in school activities. Through observation, it is known that English teachers have internalized this character value by being an example in carrying out their responsibilities in educating students, as well as giving assignments at home to students so that students learn to be responsible for completing their assignments personally. English teachers also always remind students to carry out their obligations at school. This is in line with statement by Setiyono & Fawzia (2021) that the character value of responsibility must be instilled in students by teachers to produce ethical humans and position themselves as part of a responsible society. Furthermore, this character value is one of the values that English teachers emphasize to focus on integrating with students as this value has been included in the syllabus and lesson plan used by English teachers in class.

Therefore, based on the explanation above, it is concluded that in carrying out indicators of strengthening character education according to 18 character values, both English teachers have carried out their roles in strengthening character education at SMP Negeri 1 Lahewa Timur, including through designing and implementing learning activities by integrating character values, along with being a good role model, except for the role of being an inspiration for students which has not been implemented due to time constraints.

Furthermore, based on the data that has been analyzed through the indicators of 18 character values in Table 4.2, it is seen that during the four meetings, the first English teacher and the second English teacher have a slight difference in the number of frequency of indicators that have been carried out. The following is the data on the frequency of indicators carried

out by both English teachers from the observation results during 4 meetings.

**Chart 4.3** Frequency of Both English Teachers in Strenthening Character Education during Four Meetings



Based on the chart above, it is seen that in the character values of religious, honest, tolerance, discipline, hard work, creative, independence, curiosity, the spirit of national, rewarding achievement, friendship/communicative, love peace, joy of reading, environmental concern, social care and responsibility, both English teachers have the same number of frequencies, but different numbers of indicator frequencies on the character value of love homeland/love of the country, meanwhile for democratic there is no frequencis that have been done by both English teachers. The indicators with the total frequency that have been done and have not been done can be seen in the previous Table 4.2.

So, from Chart 4.3 above, it is seen that the character values that were most integrated by both English teachers at the eight grade of SMP Negeri 1 Lahewa Timur were religious, honest, disciplined, hard work, creative, independent, curiosity, communicative, friendly, peace love, environmental concern, and responsibility, because these character values fulfilled the number of indicator frequencies carried out during 4 meetings. However, other character values have been carried out by both English

teachers only with a lower frequency and there is democratic as a character value that has not been integrated based on results of observation.

#### **4.2.1.2 The Obstacles Faced by the English Teachers in Strengthening Character Education**

Based on the result of data through interview with English teachers and observation for students at the eighth grade and have been analyzed using the indicators of character values, there are some obstacles faced by the English teachers in strengthening character education at the eighth grade of SMP Negeri 1 Lahewa Timur.

For the first obstacles faced by the English teachers is environmental factors. Interviews with the first English teacher said that environmental factors are very influential on student character. If students live in a bad environment, then students will follow to behave badly. This will hinder and affect students in forming good character. Likewise with the second English teacher, who stated that a bad environment certainly also has a bad influence on oneself. This is in line with Siregar's statement (2021) that environmental factors are very influential in shaping student character, basically the environment is the child's first socialization place, if students live in a bad environment, students will imitate.

Supported by the results of observations in the field notes, the researcher has seen that during school dismissal time there were some students who scrambled to go home and ran from the classroom, showing a disorderly and undisciplined attitude. Even on the way home, the researcher has heard students whistling (see appendix 8 students' field notes of the research). This kind of behavior is not taught in the school environment, but it is the surrounding environment that influences these students' bad habits. In addition, students have also shown disrespectful behavior, namely when the English teacher is still in the classroom, there are several students who run out of the classroom because the break bell has been rung (see appendix 8 students' field notes of the research). Although the teacher has ended the material and invited them to leave, it is

unethical for students to leave without saying goodbye to the teacher in the classroom.

So, it is seen that environmental factors can be an obstacle for English teachers in strengthening character education because the environment can have values that are not in accordance with the objectives of character education, so students who come from such background can have tendencies that are not in line with the values in character education at school. This needs to be considered by teachers and parents so as to produce solutions and the right way to handle it in order to improve student character so that it does not get worse.

The next obstacle is the family, as stated by the first English teacher that the family factor clearly affects how the character of students because character building is not only at school but the family is also a place where children are cared for, nurtured and raised as well as the first and main place for children in learning and developing character. In line with the statement from the second English teacher through the results of the interview said that the lack of assistance and supervision of parents as a family in educating and shaping the character of students can be an obstacle in strengthening character education at school, because families have a very important role in helping shape children's character at home, if the values taught at home are not in line with those taught at school, then children will certainly find it difficult to shape their character at school so that this becomes an obstacle for teachers at school. This is in line with the statement from Jhon et al. 2021 which states that one of the obstacles in strengthening character education is from parents as the family of students. In this case, it is the lack of support from parents such as attention, participation and supervision of students' character education.

As in the observation results, the researcher saw that there were several students in the class who did not bring pens during learning, wearing uniforms in a crumpled and untidy state (see appendix the result of field notes for students meeting 4). This should be considered by parents, whether their children's stationery is complete, and remind

students to wear neat uniforms. The tendency of students to arrive late should also be a concern for parents, because parents have an obligation to supervise their children at home, what time to sleep and what time to wake up to get ready for school (see appendix 8 student' field notes of the research).

The third obstacle is the bad influence of social media. As stated by the second English teacher that social media can be an obstacle for teachers in strengthening student character, because social media can have a bad influence on student personality. This is supported by Madyan and Baidawi, 2021, who say that apart from having a positive impact, social media can also have a bad impact and have a negative impact on students, such as making children undisciplined and lazy, forgetting time, so that their assignments become neglected, and making children have the character of cheating on other people's work.

This is also evidenced by the results of observations of class VIII students, the researcher saw that there were still students who show attitudes and behaviors that are not in accordance with character values, such as students who often yawn in class when learning is taking place (see appendix 8 students' field notes of the research), where this can be caused by excessive use of gadgets so that they lack sleep. Even students' tardiness in coming to school can also be caused by this. During recess after the English teacher leaves the classroom, there are also students who mimic the language styles of social media that are disrespectful and non-academic such as the sentences '*emang gue pikirin*', and '*bodo amat gue*' (see appendix 8 students' field notes of the reseach). So, the influence of social media and technology also sometimes conflicts with the values taught at school. Therefore, this shows that the development of social media and technology can clearly be an obstacle for English teachers in strengthening character education because English teachers cannot fully control students in using social media because students are not at school all day.



Furthermore, based on the results of telephone interviews with the second English teacher, it appears that another obstacle faced in strengthening character education is time constraints, where time constraints become a challenge in balancing academic achievement and character development. In line with the results of the observations that have been made, the researcher saw that students have become unfocused on the teacher in class when it is approaching recess time (see appendix 8 students' field notes of the research). This is certainly an obstacle for the English teacher in carrying out his role as an inspirator to conveyed stories that should contain character values to be integrated to students in the classroom. Supported by Aryawan et al., (2022) that one of the obstacles for teachers in character education is time constraints.

So from the analysis above, it is concluded that strengthening character education requires good cooperation from families and schools and a good environment to help strengthen students' character education, such as support and supervision from parents, to control their children while at home in the use of social media and to mingle with others in a positive environment, as well as strong control and supervision from teachers while students are in the school environment, and optimizing the use of time in integrating character values.

#### **4.2.2 The Research Results versus to the Latest Related Research**

This research about centers on depicting the part of English instructors in fortifying character instruction and the impediments confronted. Based on the comes about of the investigate, it is seen that parts of English instructors in fortifying character instruction counting planning and actualizing learning apparatuses that coordinated character values, acting as part models, and acting as inspirers. Furthermore, both English teachers have carried out these three roles through the indicators that have been done in strengthening character education in the school as the obstacles faced by both English teachers included environmental factors, family, and social media. However, the researcher mentioned three

previous research related to this research and there are some comparisons with the results of the research that has been conducted, the detailed explanation is as follows.

For the primary past inquire about, entitled *The Role of Instructors within the Reinforcing Character Instruction Program for Review V Basic School*, was distributed in 2022 by Veronica & Dafit. The reason of this research was to analyze the part of instructors within the usage of the character instruction fortifying program for review V basic school understudies. The comes about appeared that there are numerous character instruction reinforcing programs that have been actualized in rudimentary schools accordance with the five character values of understudies. The teacher's part within the program is planning lesson plans, actualizing learning and assessment that coordinating the most values of reinforcing character instruction. Moreover, agreeing to this investigate there's obstacles confronted by English instructors in fortifying character instruction program includes limited offices and framework as a means of supporting usage, and after that is classroom confinements where little classrooms cause instructors to play down the gear and supplies set within the classroom.

The second past investigate entitled *Analyzing the Teacher's Central Part in Exertion to Realize Quality Character Instruction* by Kapoh et al., 2023. This inquire about pointed to decide the part of the central part in endeavors to realize quality character instruction. The strategy utilized in this inquire about is qualitative. The information collection strategies utilized were writing study and documentation. The comes about of this inquire about appeared that the central part of instructors in realizing quality character instruction is done through learning. In learning exercises, instructors act as models and role models for their understudies. The central part of instructors as models and part models can be seen from learning in which they internalize and embed character values in understudies, such as: genuineness, lowliness, openness, eagerness to memorize, discipline, responsibility, and decency.

Besides, the final past inquire about entitled *The Part of Teachers in Reinforcing Character Instruction to Get ready Understudies to Enter the Age of Disturbance and Wealth Innovation* by Yuliyanto, 2019. This investigate pointed to discover out how the part of instructors in fortifying the character of students to confront the period of disturbance and mechanical abundance. Data collection utilizing perception, meet and documentation techniques. The inquire about subjects comprised of principals and instructors. The comes about appeared that instructors are able to fortify understudy character by utilizing innovation successfully. The learning exertion shows up to extend when instructors control students' learning exercises by utilizing IT. Understudy collaboration too looks more profitable when instructors dole out homework based on IT.

Based on a few past investigate, the researcher found similitudes and contrasts within the comes about found by the researcher within the field. The primary past research has small in common with the comes about of inquire about conducted by the analyst with respect to one of the part of instructors in fortifying character instruction, to be specific planning lesson plans and joining primary values in learning exercises, whereas the obstacles faced have diverse comes about. Besides, the comes about of the moment past investigate appeared that instructors have a part as models appeared through learning exercises, in this case instructors internalize and instill character values in understudies, such as trustworthiness, lowliness, openness, readiness to memorize, teach, duty, and fairness. This appears that there's a part closeness with the comes about of investigate conducted by the analyst, that one of the parts of instructors in reinforcing character instruction is as a part show for understudies, whereas for the deterrents confronted, the moment past investigate did not examine it. In the mean time, for the results of the final past inquire about, there's no comparable comes about that showd the particular part of instructors in fortifying character instruction and the deterrents confronted. The comes about as it were appear that instructors are able to fortify understudy character by utilizing innovation viably.

#### 4.2.3 The Research Results versus the Theories

Based on the research results obtained, the researcher then compared them with several existing theories. First by Susanti & Sukaesih, 2021 said that in strengthening character education, the 18 of character values that need to be applied are now simplified into 5 main character values. The five main characteristics of the nation are Religious, Nationalist, Independence, Mutual cooperation, and Integrity. These five main values interact and develop dynamically. The selection of character values can be adjusted to the situation and conditions of the school. This aim to enable students to compete not only with hard skills but also soft skills that will help them adapt to the work environment and society. Whereas in the research data that the researcher found, both English teachers at SMP Negeri 1 Lahewa Timur have integrated 18 character values in accordance to the Regulation of the Minister of National Education of the Republic of Indonesia Number 87 of 2017 concerning strengthening character education, where the 5 main character values mentioned earlier are also included.

Furthermore, according to Sulistyarini et al. 2019 who said that learning with the Project Citizen model is effective as a strengthening of character education. Character values that can be seen in this model are religion, independence, cooperation, integrity, and nationalist values. Meanwhile, English teachers at SMP Negeri 1 Lahewa Timur only carry out strengthening character education based on existing indicators of each of the 18 character values, both in classroom activities and outside the classroom.

In addition, according to (Khamalah in Amirudin et al., 2020) said that in the implementation of strengthening character education in Madrasah there are several factors that hinder the implementation of strengthening education such as character values developed in madrasahs have not been described in representative indicators; Madrasahs have not been able to choose character values in accordance with their vision;

teachers' understanding of character education is still not comprehensive; teachers have not been able to choose character values in accordance with the subjects they teach; teachers do not have sufficient competence in integrating character values in the subjects they teach, teachers have not been able to act as a model for the character values they choose. Meanwhile, the inhibiting factors as the obstacles faced by both English teachers at SMP Negeri 1 Lahewa Timur consist of 4 factors, namely environmental factors, family, the influence of social media and time constraints.

#### 4.2.4 <sup>1</sup> The Research Results Implication

The results of this research show that there are several roles of English teachers in strengthening character education and several indicators in strengthening character education in accordance with 18 character values that have mostly carried out by English teachers, although there are still some aspects that have not been done. This research also shows that in carrying out their roles, English teachers encounter several obstacles that hinder strengthening character to students. Furthermore, the results also show that students in the school, especially the eighth grade, have not fully implemented the 18 character values in their daily lives. This is due to several factors such as family factors, social environment, and the influence of social media that can hinder students' character building.

Therefore, the results of this research are able to make English teachers realize that the character of students at the eighth grade needs to be paid more attention to and guided better. This certainly evaluates English teachers to make maximum efforts in carrying out indicators of strengthening character education through their role so that the goals to be achieved in shaping student character to be better can be achieved.

Furthermore, through the results of this research, it is hoped that it will be able to make students especially at the eighth grade aware of the low character they have, so that students can realize the importance of

character education for themselves and want to instill and internalize character values in their daily lives.

#### 4.2.5 The Research Results Limitation

There are some research results limitation in this research, they are:

- a) There are still many shortcomings in conducting this research because the researcher is still a beginner and this is the first research for the researcher so that the researcher has not been able to carry out this research perfectly because sh doesn't previous experience. Therefore many things are challenges for the researcher in conducting this research. So that, the results of this research still have weaknesses.
- b) The researcher has limited knowledge in handling qualitative analysis, and has limited experience in understanding all of the roles of teachers, especially English teachers. This lack of knowledge made the researcher sometimes a little difficult and confused in carrying out this research. Therefore, the researcher could not conduct this research perfectly.
- c) In addition, the researcher experienced limitations in conducting research due to limited teaching and learning time in class, as well as school holidays due to Eid holidays. At the time the researcher conducted the research at school, the English teacher was quite busy with school interests, so the researcher conducted the research in a very urgent, short and limited time because the semester 2 period at school was coming to an end. Therefore, the researcher realizes that the results of this research are far from perfect.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Conclusion**

Based on the research data and discussion on the role of English teachers and the obstacles faced in strengthening character education, it is concluded that the role of English teachers in strengthening character education is to design and implement learning activities by integrating character values, as role models and as inspirers for students. However, based on the Theory of Planned Behavior, it was found that second English teacher only limited to conveying his role as inspiratory verbally without practical implementation in the classroom. The role of English teachers is not only seen during the learning process in the classroom, but outside the learning process hours English teachers also always carried out their role in strengthening character education. The character values instilled in the role of the English teacher are character values in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education, including religious, honest, tolerance, discipline, hard work, creative, independent, curiosity, national spirit, love for the country, respect for achievement, friendly/communicative, peace-loving, fond of reading, environmental care, social care, and responsibility., except the character value of democratic.

Furthermore, the results also show that there are some obstacles faced by English teachers in strengthening character education, especially in this school including environmental factors, family, social media, and time constraints.

#### **5.2 Recommendation**

After conducted this research, there are several recommendations from the researcher. First, for English teachers, it would be better if they continue to be consistent in integrating character values through their roles

in strengthening character education, as well as collaborating with fellow teachers and other related parties to develop more effective strategies in building student character in both intracurricular and extracurricular activities. The researcher also recommends that English teachers pay more attention to <sup>8</sup> the character of students at school so that they are more responsive in responding to how to overcome bad students' character.

Second is for students, what is expected from strengthening character education is to form a generation that is not only academically intelligent but also has a good personality and character. Therefore, it is highly recommended that students can instill and internalize character values so that they are manifested in their daily behavior so that they become moral individuals.

Finally, <sup>8</sup> it is hoped that future researchers can develop this research to be even better and follow up on all the shortcomings that exist. Therefore, the researcher recommends that future researchers explore strategies to transform the obstacles faced by English language teachers in strengthening character education into an encouragement to increase teacher involvement in strengthening character education.





# THE ROLE OF THE ENGLISH TEACHERS IN STRENGTHENING CHARACTER EDUCATION AT THE EIGHTH GRADE OF SMP NEGERI 1 LAHEWA TIMUR IN 2023/2024

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