AN ANALYSIS OF THE CHARACTER EDUCATION IMPLEMENTATION IN TEACHING ENGLISH AT THE SEVENTH GRADE OF SMP NEGERI 1 GUNUNGSITOLI IN 2024/2025

By Seniati Gulo

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RESEARCH PROPOSAL



Proposed in Research Proposal Seminar Forum

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1.1 The Background of the Problem

Teaching English plays a crucial role in shaping individuals with global communication skills. As noted by Firth (1996: 240) in Rao (2019:71), English serves a significant role as a global language in international interactions. These interactions include various aspects such as economic relations between countries, international business, global trade, and other elements. Therefore, in today's era of globalization, English is essential not only as a tool for communication between countries but also as a vital means for acquiring information, opportunities, and collaboration worldwide. Moreover, Octavita (2017) in Saidah et al. (2021:142) argues that effective English teaching should not only develop cognitive abilities but also instill character values in students. This implies that by integrating character education in teaching English, students not only become academically intelligent but also grow into individuals with strong morals and ethics.

Character education, as an integral part of education, plays a significant role in helping students develop moral and ethical principles. Supported by Albertus (2017) in Maskun et al. (2019:487) undelined that character education is a conscious and serious effort by educators to teach values to students. It involves developing noble morals by practicing and teaching civilized values and guiding students in making decisions regarding their relationships with others and with God. Indartono (2011) in Adriyanti (2021:17) add character education is a fundamental process for students to develop and enhance attitudes, morals, and actions accepted in society. This means that character education helps students develop behaviors that align with prevailing social and moral values, enabling them to contribute positively and effectively within their social environment. Therefore, character education aims not just to impart

information but also to encourage students to behave well and make moral decisions in their relationships with others, God, and themselves.

In eddition, National Education System Law, Number 20 of 2003, as stated in Sutrisna (2021:120), noted that "National education functions to develop abilities and build the character and civilization of the nation's dignity to educate the life of the nation with the aim of developing students' potential to become individuals who have faith and devotion to God Almighty, possess noble character, are capable, creative, independent, and become democratic and responsible citizens." It mean that in education is not only focused on academic aspects but also on character development and the social roles of students.

Furthermore, Susilowati (2022) in Putri (2023: 198) explained the Merdeka Curriculum complements the formation of student character education with the Pancasila Student Profile. This means that in the Merdeka Curriculum, the implementation of character education is one of the objectives that must be achieved in every subject, including English. Character education is integrated into the curriculum as part of efforts to develop students who not only have academic skills but also possess strong moral and ethical values. Through the Merdeka Curriculum, every English learning activity is designed to consider the character values intended to be instilled in students. Thus, English learning not only aims to develop language skills but also serves as a crucial vehicle for shaping students' character.

Therefore, the role of the teacher in implementing character education in English language teaching is vital. Sutrisna & Dwijendra (2021) in Aditama et al. (2022:369) state that in implementing character education, teachers need to design the implementation of character learning through academic planning. This means that teachers should integrate character education into the English teaching process through planning, implementation, and evaluation of lessons. In planning, teachers

must create lesson plans that focus not only on academic objectives but also on character education goals. This includes setting learning objectives, determining competencies and indicators, planning the material, media, and sources, selecting teaching methods and strategies, and designing activities in three stages: introduction, core, and closing. Additionally, assessment should evaluate both academic and character achievements; During implementation, teachers are responsible for actively instilling character values through various activities and interactions that encourage students to understand and apply these values in their daily lives according to the lesson plans; In evaluation, teachers must assess not only academic progress but also the extent to which students have understood and applied the character values taught.

Based on preliminary observations, the researcher found that the application of character education in English language learning is still not optimal. One character value that has not been implemented effectively is discipline. This is indicated by students frequently arriving late to class, failing to submit assignments on time, or not submitting assignments at all Therefore, it is crucial for teachers to enhance their efforts in implementing character education in English language learning to shape students into individuals who are not only academically capable but also possess strong and positive character.

Considering the importance of character education in English language learning, the researcher aims to analyze the character education implementation in teaching English, analyze the obstacles in character education implementation in teaching English, and analyze the efforts character education implementation in teaching English. The method used for this research is qualitative. As Anggito & Setiawan (2018) in Pohan and Sirait (2021:244) describe, qualitative research involves natural data collection with the intention of interpreting phenomena where the researcher is the key, using purposive and snowball sampling, employing triangulation for data collection, and analyzing data inductively. Data

collection techniques for this research include observation, interviews, and documentation.

In light of the above explanation, the researcher has titled the study
"An Analysis of the Character Education Implementation in Teaching
English at the Seventh Grade of SMP Negeri 1 Gunungsitoli in
2024/2025."

1.2 The Focuses of the Research

The focuses of the research are:

- 1. Analyzing the character education implementation in teaching English
- Analyzing the obstacles in character education implementation in teaching English
- Analyzing the efforts in character education implementation in teaching English

1.3 The Formulation of the Problem

Based on the focuses, the research questions were formulated in the following questions:

- How are character education implemented in teaching English at the Seventh Grade of SMP Negeri 1 Gunungsitoli in 2024/2025?
- 2. What are the obstacles in character education implementation in teaching English at the Seventh Grade of SMP Negeri 1 Gunungsitoli in 2024/2025?
- 3. What are the efforts in character education implementation in teaching English at the Seventh Grade of SMP Negeri 1 Gunungsitoli in 2024/2025?

1.4 The Objectives of the Research

The objectives of the research are to analyze the character education implementation in teaching English, to analyze the obstacles in character education implementation in teaching English, and to analyze the

efforts in character education implementation in teaching English at the Seventh Grade of SMP Negeri 1 Gunungsitoli in 2024/2025.

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The Significances of the Research

The significance of this research is divided into two, namely:

a. Theoretically

This research can be useful as a source of information or reference for further research related to the implementation of character education in teaching English.

b. Practically:

- 1) For researcher, this research is expected to be a source and additional reference to enrich the knowledge and experience of researcher in analyzing the implementation of character education in teaching English in the classroom.
- For English teachers, this research is expected to show teachers how important it is to implement character education in teaching English to build student character.
- 3) For students, the results of this study are expected to encourage students to be more disciplined, responsible, and motivated to have a good personality.
- 4) For future researchers, this research is expected to be used as a reference to conduct research related to the issue.

CHAPTER II LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Character Education

a. Definition of Character Education

Character education is a systematic effort to shape students' character, which schools are required to implement. Zuhriyah (2008) in Ramadhani et al. (2020: 22) states that character education is synonymous with moral education, aiming to develop students' character by internalizing societal values as the moral foundation of their lives. This includes fostering honesty, trustworthiness, and cooperation, focusing on the affective domain (emotions and attitudes), while also considering the cognitive domain (rational thinking) and the psychomotor domain (skills, data processing, expression, and teamwork). In essence, character education is a process designed to cultivate positive attitudes, values, and personality traits, enabling students to become moral, responsible, and empathetic individuals. It addresses not only academic aspects but also the development of social and moral dimensions.

The Ministry of Education (2010: 4) in Sutrisna (2021: 120) defines character education as education that develops students' national character, instilling values and traits they can apply as religious, nationalistic, productive, and creative members of society. Ramadhani et al. (2020) explain that character education serves as a medium for instilling these values in students, which are then internalized, transforming them into "insan kamil" (complete human beings) who understand what is good, desire to do good, and behave ethically toward God, themselves, others, the environment, and the nation.

Wahyuni (2021: 8) views character education as a system that instills values in students so they can apply these values in their family, school, community, and national life, contributing positively to their environment. Similarly, Sutrisna (2021: 121) sees character education as an effort to help individuals understand, care about, and act based on moral values. This implies that character education not only imparts knowledge but also instills positive attitudes and behaviors, ensuring that individuals are not only intellectually capable but also morally sensitive, empathetic, and honest in their social interactions.

In conclusion, the researcher argues that character education is an effort to instill moral values and positive traits in students, shaping their national character and encouraging them to become religious, nationalistic, productive, and creative individuals who can apply these values in their everyday lives. It encompasses affective, cognitive, and psychomotor aspects, focusing not only on knowledge but also on the formation of positive attitudes and behaviors, creating individuals who are intellectually and morally grounded and contribute positively to their surroundings.

b. Character Education Objectives

The Ministry of Education (2010), as cited in Ramadhani et al. (2020: 25), outlines the objectives of character education as follows:

- Enhancing the moral, emotional, and ethical potential of students as individuals and citizens who embody cultural values and national character.
- Promoting the development of students' habits and behaviors that reflect commendable values aligned with universal principles and the nation's religious cultural heritage.
- Instilling a sense of leadership and responsibility in students, preparing them to be future leaders of the nation.
- Fostering students' abilities to become independent, creative, and nationalistic individuals.

Transforming the school environment into a safe, honest, and creative learning space, filled with friendship, strong national pride, and resilience.

Tsauri (2015: 49) suggests that the aims of character education include:

- Encouraging positive behaviors that align with universal values, cultural traditions, social norms, and religious teachings.
- Instilling a sense of responsibility and leadership in students as future leaders of the nation.
- Building students' mental resilience and sensitivity to their surroundings, helping them avoid deviant behaviors both on an individual and social level.
- 4. Enhancing the ability to refrain from negative traits that could harm themselves, others, or the environment.
- 5. Helping students understand and internalize values that foster respect for human dignity and personal growth.

c. Character Education Values

There are 18 (eighteen) values in character education according to Kemendikbud (2024), namely:

1. Religious

This value reflects a commitment to religious teachings and tolerance toward those of different faiths. It includes respecting religious rituals and the ability to live harmoniously with others who have different beliefs.

Indicators:

- Praying before and after lessons.
- Demonstrating respect for various religious beliefs.

2. Honest

Honesty is shown through integrity in both words and actions, with students being open and truthful without attempting to deceive. Indicators:

- Avoiding cheating during exams or assignments.
- Admitting to mistakes and taking responsibility.

3. Tolerant

Tolerance involves respecting differences in ethnicity, religion, and culture, promoting understanding and acceptance without discrimination.

Indicators:

- Treating all classmates equally, regardless of background.
- Working in diverse groups.

4. Disciplined

Discipline means following rules and taking responsibility in everyday activities, providing structure and order in students' lives. Indicators:

- Adhering to school regulations on behavior, uniforms, and schedules.
- · Submitting assignments on time and with quality.

5. Hardworking

Hard work reflects dedication to achieving goals and success, showing perseverance and not giving up in the face of challenges. Indicators:

- Studying diligently for good academic results.
- · Encouraging healthy competition.

6. Creative

Creativity is the ability to think innovatively and solve problems in new ways, applying imagination in various tasks. Indicators:

- Producing original ideas and innovative solutions in projects.
- · Demonstrating creativity in arts, music, or writing.

7. Independent

Independence shows confidence in managing responsibilities and overcoming challenges without excessive reliance on others. Indicators:

· Completing assignments without constantly asking for help.

8. Democratic

This value reflects respect for equality and fairness, fostering participation in decision-making and societal development. Indicators:

· Making decisions through discussion and consensus.

9. Curious

Curiosity reflects a desire to explore and understand new things, encouraging deeper learning and innovation.

Indicators:

- Actively seeking knowledge on topics being studied.
- Creating a classroom atmosphere that fosters curiosity.

10. Nationalistic

Nationalism embodies love for the country and a commitment to contributing to national unity, justice, and progress. Indicators:

- · Participating in national events at school.
- Collaborating across diverse backgrounds.

11. Patriotic

Patriotism reflects loyalty and devotion to the nation's heritage, culture, and environment, contributing to national identity. Indicators:

- Displaying national symbols like the flag or map of Indonesia.
- Using locally made products.

12. Appreciative of Achievements

Recognizing achievements fosters pride and encourages continued development and success.

Indicators:

- Acknowledging students' accomplishments.
- Creating a motivating environment for achievement.

13. Communicative

Effective communication involves clear expression, active listening, and adapting communication methods to various contexts.

Indicators:

- · Clearly expressing opinions.
- · Listening attentively and communicating politely.

14. Peace-Loving

Promoting peace involves creating a harmonious environment, respecting diversity, and resolving conflicts peacefully. Indicators:

- · Resolving conflicts without violence.
- Acting as a mediator in disagreements.

15. Reading Enthusiast

A love for reading highlights the importance of literacy as the foundation for learning and personal development. Indicators:

Regularly reading books.

16. Environmentally Concerned

This value emphasizes awareness of environmental preservation, supporting eco-friendly practices, and protecting biodiversity. Indicators:

- · Keeping the classroom clean.
- · Promoting waste reduction.

17. Socially Concerned

Social concern reflects sensitivity to the needs of others, participation in charity, and support for those in difficulty. Indicators:

- Showing empathy toward classmates.
- Engaging in social and charitable actions.

18. Responsible

Responsibility emphasizes being accountable for one's actions, fulfilling commitments, and maintaining integrity in all situations. Indicators:

- · Submitting assignments on time without reminders.
- · Taking responsibility for personal mistakes.

2.1.2 The Process of Character Education Implementation In Teaching English

The Directorate of Junior High School Development, as cited by Yulianafeza et al. (2022), outlines that character education can be integrated into teaching and learning through three phases: the planning stage, the teaching and learning stage, and the evaluation stage.

1. Planning Stage

In traditional offline learning, teachers are expected to prepare lesson plans and materials that incorporate character education into their teaching activities. Offline lesson plans should include additional components compared to online plans. These components consist of competency standards, basic competencies, indicators, learning objectives, materials, methods, learning resources, media, steps, and assessment tools. Teachers must be proficient in understanding and utilizing these lesson plans, including mastery of teaching materials, methods, and tools, ensuring the curriculum is taught effectively. They are also responsible for time management and delivering the lessons as planned.

2. Teaching and Learning Stage

During the teaching phase, the Contextual Teaching and Learning (CTL) approach is employed to promote character education by encouraging students to apply positive values in real-life contexts. According to Utami (2013) in Yulianafeza et al. (2022), this approach is

divided into preliminary, core, and closing activities, each contributing to the implementation of character education in English language instruction.

- a. Integration of Character Education in Preliminary Activities
 - 1. Discipline
 - ▲ The teacher arrives on time and ensures students do the same.
 - 2. Friendliness
 - The teacher greets the students warmly.
 - 3. Religiousness
 - The teacher leads the class in prayer before starting.
 - 4. Respect for Others
 - Students and teachers greet each other, pray for absent students, and engage in tasks that promote language learning and confidence.
- b. Integration of Character Education in Core Activities
 - 1. Communication
 - The teacher promotes positive interactions and facilitates group collaboration.
 - 2. Independence
 - Students are encouraged to engage actively in tasks and discussions.
 - 3. Perseverance
 - Teachers guide students through competitive learning experiences.
 - 4. Respect for Others
 - Teachers help resolve conflicts and encourage participation.
 - 5. Democracy
 - Students are given the freedom to express their ideas and problem-solve without fear.
 - 6. Cooperation
 - Teachers promote group work and assist in project presentations.
 - 7. Curiosity

 Teachers engage students in meaningful language tasks and encourage analytical thinking.

8. Confidence

 Students are guided in discussions to express their ideas confidently.

9. Creativity

 Teachers encourage students to think creatively and problemsolve.

10. Honesty

• Fair competition and task completion are emphasized.

11. Responsibility

 Teachers guide students in completing group and individual tasks.

12. Discipline

 Students are expected to follow class rules and participate actively.

13. Interest in Reading

 The teacher motivates students to engage in reading, writing, and critical thinking activities.

14. Friendliness

The teacher provides positive feedback and assists in resolving issues.

c. Integration of Character Education in Closing Activities

1. Cooperation

• Teacher and students collaboratively summarize the lesson.

2. Communication

• The teacher provides feedback and reflections on the lesson.

3. Honesty

• Students share their reflections and feedback on the lesson.

Respect for Others

 The teacher offers constructive feedback on the learning process.

Discipline

- Homework is assigned to challenge and engage students.
- 6. Religiousness
 - The class ends with a prayer.

3. Evaluation Stage

In this final phase, the teacher assesses not only students' academic performance but also their character development. Various assessment tools and techniques are used to evaluate students' achievements and character. Data analysis is employed to evaluate the effectiveness of these tools, focusing on three components: the teacher's ability to observe student behavior, the learning outcomes, and the students' responses. According to Andersen (1980) cited by Mardapi (2011), character can be evaluated through two methods: observation and self-report. Observation assesses students' behavior and emotional reactions, while self-report relies on students' honest reflection of their emotional state. Teachers can utilize these methods to assess character development during the evaluation stage.

2.1.3 Current State of Character Education in Indonesia

Currently, character education is increasingly prioritized in learning environments. It is an integral part of the education system in Indonesia, aimed at shaping students with integrity, responsibility, and noble morals. As times change and global challenges evolve character education undergoes continuous updates and adjustments. The Ministry of Education and Culture has developed various programs to strengthen character education, including through

Character Education

Strengthening Movement. This program emphasizes the importance of religious, nationalist, independence, mutual cooperation, and integrity values in education (Kemendikbud, 2019).

In schools, character education is implemented through integration across all subjects, extracurricular activities, and school culture. Teachers are provided with guidelines and specific modules to teach character values to students. However, the effectiveness of this implementation remains a challenge as not all teachers have a deep understanding of character education and how to integrate it into daily teaching practices (Hasibuan, 2020).

Additionally, Kemendikbud (2019) states that various national programs such as the School Movement Program and Merdeka Belajar also emphasize the importance of character education as part of forming competent and principled generations. These programs aim to grant schools the flexibility to develop curricula that meet local needs, including aspects of character education.

Character education in Indonesia faces several formidable challenges that impact its effective implementation across schools. Firstly, resource limitations in remote and under-equipped schools hinder the provision of essential support for character education initiatives, including insufficient numbers of trained teachers, inadequate teaching materials, and lacking infrastructure (Muhaimin, 2019). Secondly, the pervasive influence of the social environment, particularly through social media and the internet, introduces values that often contradict the goals of character education, potentially undermining efforts to cultivate positive character traits among students (Wibowo, 2022).

Additionally, the synergy between schools, families, and communities remains an area needing improvement. Active participation from parents and the broader community is crucial to bolstering character education efforts within schools (Yulianti, 2020). Furthermore, a significant proportion of teachers lack adequate training in character education, which diminishes the efficacy of integrating character-building practices into daily teaching routines (Sari, 2021). Lastly, inconsistent enforcement of character values within school cultures poses challenges, as sporadic disciplinary measures may lead to ambiguous understanding

and inconsistent application of these values among students (Hasibuan, 2020).

To address these challenges, various strategic initiatives are underway. These include comprehensive teacher training programs led by Kemendikbud and NGOs, aimed at enhancing educators' skills in imparting character values effectively (Sari, 2021). The development and distribution of specialized modules and teaching materials by the government facilitate the seamless integration of character education across different subjects (Kemendikbud, 2019). Moreover, innovative local programs such as the "Child-Friendly School" and "Literacy Village" initiatives engage entire communities in promoting positive character traits through collaborative activities (Muhaimin, 2019).

Kemendikbud (2019) stated that government policies like the National Mental Revolution Movement underscore Indonesia's commitment to fostering national character through education, reflecting a broader national effort to cultivate morally responsible and civic-minded citizens. Then, efforts to enhance parental and community involvement in character education are being prioritized, encouraging schools to forge partnerships that support holistic student development (Yulianti, 2020). By addressing these challenges through concerted efforts in training, resource allocation, community engagement, and policy implementation, Indonesia aims to build a future generation equipped with strong character and ethical values essential for national development and global citizenship.

In conclusion, character education in Indonesia currently faces various challenges, but efforts to improve and strengthen these programs are ongoing. With greater support from the government, enhanced teacher competency, and synergy among schools, families, and communities, character education is expected to have a significant impact in shaping a morally upright younger generation in Indonesia.

2.2 Latest Related Research

The lastest related research is a study conducted by Ferdy Oktavian and Washlurachim Safitri (2022) entitled "Analysis of the Implementation of Character Education in English Teaching Learning at SMAN 3 Bengkulu Utara". This study was conducted to describe how Character Education is implemented by English teachers at SMAN 3 Bengkulu Utara and to find out how teachers solve problems during its implementation. The researcher used observation checklist to obtain the data. From the results of this study, there are five aspects of character education that are applied by English teachers in teaching English at SMAN 3 Bengkulu Utara namely; religion, nationalism, integrity, independence, and mutual cooperation. However, there are two aspects that have not been applied by all teachers, pamely the aspects of religion and gotong royong with a percentage of less than one hundred percent. There are also three ways to solve problems during implementation; trying to apply character education not only in the classroom but also outside the classroom, asking parents to participate in character education while students are at home, and encouraging students to always be good people.

The second related research is a study by Syarnubi, et al. (2021) entitled "Implementing Character Education in Madrasah". The purpose of this research is to find out how character education is implemented in schools. It covers the planning, implementation and evaluation of character education in madrasah. In planning, the madrasah has included character education in the vision and mission, goals, strategic planning, curriculum, facilities or infrastructure, classroom environment, and daily, weekly, monthly and annual programs. Lesson plans are also included in character education planning. Character education is implemented in teaching and learning activities in the madrasah, which include the introduction, core and closing stages. To assess character education in the madrasah, several methods are used, including direct observation in teaching and learning activities, point book recording and monitoring.

And the last research, a study conducted by Hidayat (2021) entitled "Menjelajahi Implementasi Pendidikan Karakter Di Kelas EFL (Deskriptif Kualitatif Kurikulum Tersembunyi Kurikulum 2013 di Kelas EFL Kelas 11 SMAN 4 Mukomuko)". The results showed that teachers at SMAN 4 Mukomuko had implemented five main values to build character. Those values are religion, nationalism, integrity, independence, and mutual cooperation. They have done it quite well during the learning process. Despite the obstacles faced by teachers at SMAN 4 Mukomuko, the school still tries to solve them by improving teachers' cooperation and creating a good relationship between parents and students.

From the related research above, the researcher felt confident to conduct this research. The results of the study explained that there were several character values that were applied in teaching English. However, in the application of character education in English teaching, there are several obstacles faced by teachers. Nevertheless, teachers always try to apply character education by trying to apply character education not only in the classroom but also outside the classroom, asking parents to participate in character education while students are at home, and encouraging students to always be good people. Therefore, the results of this study can be a reference and theoretical and practical guidelines for researchers in conducting research.

2.3 Conceptual Framework

This study was raised from the problems found by the researcher in the application of character education in English language teaching. Therefore, to analyze the implementation of character education in English teaching, the researcher conducted a qualitative method. In this study, researchers collected data by conducting observations, interviews, and documentation, with the aim to find out how teachers apply diaracter education in English teaching, to find out what character values teachers apply to English teaching in class, to find out the obstacles faced in the application of character education in English teaching, and also what

efforts are made in the application of character education in English teaching.

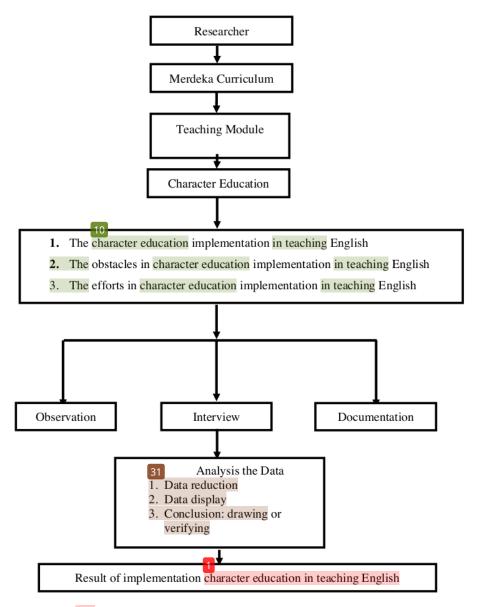


Figure 2.1: The Research Conceptual Framework of An Analysis of the Character Education Implementation in Teaching English at the Seventh Grade of SMP

Negeri 1 Gunungsitoli

CHAPTER III RESEARCH METHOD

3.1 Approach and Type of the Research

The approach used by the researchers to conduct this study is a qualitative research method. As Moleong in Mamik, (2015; 3) stated, qualitative research is designed to understand phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, and so on, in a holistic manner. This is achieved through descriptions in the form of words and language, within a specific natural context, and by utilizing various natural methods. This study employs a descriptive qualitative method because it aims to analyze the implementation of character education in English language teaching, identify the constraints in implementing character education, and explore the efforts made to implement character education in English language teaching.

Additionally, three types of instruments will be used in this study. First, the researcher will conduct an observation checklist to gather data regarding the implementation of character education. Second, interviews with English teachers will be conducted to obtain information about the constraints in implementing character education in the classroom and to complement the data on its implementation. Third, the researcher will use documentation, such as the seventh-grade Teaching Module, to further support the study.

3.2 Variables of the Research

Variables are essential components that researchers must identify when conducting a study. According to Mamik (2015;263), a variable is a construct defined by researchers, encompassing the attributes, traits, or values of people, objects, or activities that vary, allowing for conclusions to be drawn. In this research, two types of variables are utilized:

independent and dependent variables. Ulfa (2021; 346-347) explains that an independent variable is one that causes or theoretically has the potential to affect other variables, whereas a dependent variable is influenced by or is the result of the independent variable.

Therefore, in this research, the independent variable is the implementation of character education, and the dependent variable is the English teacher's role in implementing character education in teaching English.

3.3 Setting and Schedule of the Research

The place of this research is SMP Negeri 1 Gunungsitoli which is located in jln. Karet, No. 34, Gunungsitoli, North Sumatera. The researcher chose this location because the researcher wanted to analyze the implementation of character education in English language teaching, the constraints of the implementation of character education in English language teaching, and the efforts in the implementation of character education in English language teaching. This research was conducted in July 2024.

3.4 Source of Data

Arikunto (2002:96) in Sih (2019;41) explained the data is the result of researchers' notes, both facts and values. In this research, the data source used is information obtained from English teachers.

3.5 Instruments of the Research

As Mamik (2015;71) stated, research instruments are tools utilized in research to gather various types of information, which are then processed and organized systematically. Therefore, the research instruments employed by the researcher are as follows:

1) Observation Checklist

An observation checklist is a structured tool used in research and educational settings to systematically record and analyze specific behaviors or practices. Johnson and Christensen (2019) describe that an observation checklist enables researchers to focus on predetermined criteria, thus enhancing the objectivity of the collected data. This method allows researchers to document specific instances of what is being observed, ensuring that all relevant aspects are examined during the observation process.

In this research, the observation criteria cover specific aspects of the phenomenon being observed. Leavy (2019) explains that these criteria are designed to ensure that all significant dimensions of the phenomenon under investigation are systematically recorded. These criteria are typically developed based on the research objectives and function as a guide for researchers during the observation process. In this study, several observation criteria were created by the researcher in the form of a table, including character values and indicators, as well as criteria that demonstrate whether the observed aspects are being implemented. This approach was developed to analyze the implementation of character education in English teaching.

Table 3.1
Observation Checklist of the Character Education
Implementation in Teaching English

No	Character Indicators		Yes	No
	Values			
1	Religious	Praying before and after lessons.		
		Showing respect and tolerance for differences in religious		
		beliefs.		
2	Honest	Not cheating during exams or school assignments.		
		Admitting mistakes and taking responsibility for one's		
		actions.		
3	Tolerance	Providing equal treatment to all class members regardless		
		of ethnicity, religion, race, group, social status, and		
		economic status.		
		Working in diverse groups.		
4	Discipline	Adhering to school rules related to discipline, such as		
	•	order in class, wearing uniforms, or following the lesson		
		schedule.		
		Completing school assignments on time and with good		

		1'4	
-	Hard Work	quality. Studying diligently and eamestly to achieve optimal	
5	results in lessons or exams.		
-	Constinue	Creating a healthy competitive environment.	
6	Creative	Generating new ideas and innovative solutions in	
		completing assignments or school projects.	
		Demonstrating creativity in arts, music, or writing that	
7	Tu don ou dont	results in original and engaging works.	
7	Independent	When given school assignments, students can complete	
		them independently without relying too much on their	
8	Democratic	Supporting ideas and opinions from all group members in	
0	Democratic	class.	
		Treating classmates fairly and without discrimination	
		based on background or social status.	
		Making class decisions together through discussion and	
0	Curiocitu	Always sacking more knowledge shout the tonic or	
9	Curiosity	Always seeking more knowledge about the topic or	
		subject being studied. Creating a classroom atmosphere that fosters curiosity.	
10	National Spirit	Actively participating in the celebration of national	
10	National Spirit	holidays at school.	
		,	
		Collaborating with classmates from different ethnic,	
1.1	Patriotism	socio-economic backgrounds.	
11	Patriousin	Displaying: photos of the president and vice president, the	
		national flag, the national emblem, the map of Indonesia,	
		and images of Indonesian society's life.	
12	Ammonistins	Using domestically made products.	
12	Appreciating Achievement	Giving recognition for students' work.	
	1 teme vement	Creating a learning environment that motivates students	
		to achieve.	
13	Communicative	Ability to express opinions clearly and effectively.	
10	Communicative	Skillfully listening with full attention.	
		Able to communicate politely and efficiently.	
14	Love of Peace	Avoiding conflict by resolving differences of opinion	
14	Love of Feace	peacefully.	
		Respecting the culture and beliefs of others without	
		judgment.	
		Being a mediator in conflicts to achieve fair and peaceful	
		solutions.	
15	Love of	Allocating time to read books every day.	
13	Reading	o	
16	Environmental	Maintaining the cleanliness of the classroom	
10	Care	environment.	
	Care	Providing trash bins in the classroom.	
17	Social Care	Showing empathy towards classmates.	
1/	Social Care		
		Participating in social actions. Building harmony among class members.	
18	Daenoneihilit-	Submitting school assignments on time without reminders	
19	Responsibility	20m the teacher.	
		Maintaining the cleanliness and neatness of the school	
		environment by picking up trash and tidying items.	
		Admitting mistakes and taking responsibility for actions that cause harm to others.	
	L	unat cause marin to outers.	

Source: Kemendikbud (2024)

2) Questionnaire

A questionnaire is a research instrument used to systematically collect data from respondents. It consists of a series of questions or statements designed to gather information about respondents' knowledge, attitudes, or perceptions regarding a specific topic. As Creswell (2020), questionnaires allow researchers to collect both quantitative and qualitative data, depending on the format of the questions or statements used. In this study, the questionnaire is used to measure students' perceptions of the implementation of character education in English teaching. The questionnaire includes a series of statements that assess various aspects of character education implementation, such as moral values, responsibility, cooperation, and other character values within the English learning process. Based on Leavy's (2019) theory, the criteria for each question or statement are designed to ensure that all significant dimensions of the observed phenomenon are covered. The questions or statements in the questionnaire are arranged in a Likert scale format, allowing respondents to rate the extent of their agreement or perception regarding the presented statements.

Table 3.2

Questionnaire Sheet of the Character Education
Implementation in Teaching English

No	Character	Indicators	Always	Often	Sometimes	Rarely	Never
	Values						
1	Religious	Praying before and					
		after lessons.					
		Showing respect and					
		tolerance for					
		differences in					
		religious beliefs.					
2	Honest	Not cheating during					
		exams or school					
		assignments.					
		Admitting mistakes					
		and taking					
		responsibility for					
		one's actions.					
3	Tolerance	Providing equal					
		treatment to all class					
		members regardless					

		of other oit	1	I	
		of ethnicity,			
		religion, race, group, social status, and			
		economic status.			
		Working in diverse			
		groups.			
4	Discipline	Adhering to school			
		rules related to			
		discipline, such as			
		order in class,			
		wearing uniforms,			
		or following the			
		lesson schedule.			
		Completing school			
		assignments on time			
		and with good			
		quality.			
5	Hard Work	Studying diligently			
		and earnestly to			
		achieve optimal			
		results in lessons or			
		exams.			
		Creating a healthy			
		competitive			
		environment.			
6	Creative	Generating new			
	Crounte	ideas and innovative			
		solutions in			
		completing			
		assignments or			
		school projects.			
		Demonstrating			
		creativity in arts,			
		music, or writing			
		that results in			
		original and			
		engaging works.			
7	Independent	When given school			
′	macpendent	assignments,			
		students can			
		complete them			
		independently			
		without relying too			
		much on their peers.			
8	Democratic	Supporting ideas			
0	Democratic	1 1			
		and opinions from all group members			
		in class.			
\vdash		Treating classmates			
		fairly and without			
		discrimination based			
		on background or social status.			
\vdash					
		Making class			
		decisions together			
		through discussion and consensus.			
		and consensus.			

	G 1 1:			1	ı	
9	Curiosity	Always seeking				
		more knowledge				
		about the topic or				
		subject being				
		studied.				
		Creating a				
		classroom				
		atmosphere that				
		fosters curiosity.				
10	National Spirit	Actively				
10	Transfer opin	participating in the				
		celebration of				
		national holidays at				
		school.				
		Collaborating with				
		classmates from				
		different ethnic,				
		I '				
		socio-economic				
1.	Destart of	backgrounds.				
11	Patriotism	Displaying: photos				
		of the president and				
		vice president, the				
		national flag, the				
		national emblem,				
		the map of				
		Indonesia, and				
		images of				
		Indonesian society's				
		life.				
		Using domestically				
		made products.				
12	Appreciating	Giving recognition				
	Achievement	for students' work.				
		Creating a learning				
		environment that				
		motivates students				
		to achieve.				
13	Communicative	Ability to express				
10		opinions clearly and				
		effectively.				
		Skillfully listening				
		with full attention.				
		Able to				
		communicate				
		politely and				
		efficiently.				
14	Love of Peace	Avoiding conflict by				
14	Love of reace	receiving conflict by				
		resolving				
		differences of				
		opinion peacefully.				
		Respecting the				
		culture and beliefs				
		of others without				
		judgment.				
		Being a mediator in				
		conflicts to achieve				
		fair and peaceful				
		•	-	•		

		solutions.			
15	Love of	Allocating time to			
	Reading	read books every			
		9 y.			
16	Environmental	Maintaining the			
	Care	cleanliness of the			
		classroom			
		environment.			
		Providing trash bins			
		in the classroom.			
17	Social Care	Showing empathy			
		towards classmates.			
		Participating in			
		social actions.			
		Building harmony			
		among class			
		members.			
18	Responsibility	Submitting school			
		assignments on time			
		without reminders			
		20m the teacher.			
		Maintaining the			
		cleanliness and			
		neatness of the			
		school environment			
		by picking up trash			
		and tidying items.			
		Admitting mistakes			
		and taking			
		responsibility for			
		actions that cause			
		harm to others.			

Source: Kemendikbud (2024)

3) Interview Sheets

After conducting observations and administering the questionnaire, the researcher proceeded to interview the English teacher. The interview sheet is a crucial tool in qualitative research used to gather in-depth information from respondents through direct interaction. According to Kvale and Brinkmann (2019), interviews are an effective method for obtaining deep qualitative data by allowing researchers to explore respondents' perspectives and experiences directly. In this study, the researcher conducted structured interviews. Structured interviews are a data collection method where the researcher uses a pre-designed list of questions and asks these questions in the same order to all respondents. Berg (2021) states that

structured interviews allow for effective control of variables, ensuring that the data collected remains relevant to the research topic and minimizes the influence of external factors. This facilitates systematic comparison of responses. In this study, the researcher conducted face-to-face interviews to obtain information about the implementation of character education, the challenges faced by teachers in implementing character education.

Table 13
Interview Sheets of the Character Education
Implementation in Teaching English

No.	List of Questions	Teacher's Responses
1.	How do you apply character education in the English teaching process?	
2.	What obstacles do you find in implementing character education in English language teaching?	
3.	What efforts do you make so that the implementation of character education in English language teaching can be carried out optimally?	

4) Documentation

Documentation is an important qualitative method used to collect data by analyzing documents created by research subjects or others related to the topic under study. According to Bowen (2020), documentation provides a reliable source of data to confirm or supplement information obtained through other methods such as interviews and observations. By examining documents, researchers can gain a deeper and contextual understanding of the phenomenon being studied. In this study, the researcher used documentation to obtain data as well as to complement observations and interviews. The researcher collected documents, such as Teaching Modules.

3.6 Data Collecting Technique

The data collection techniques used in this study are:

1) Observation

As Ekka (2021: 17) stated, observation is a commonly used method in qualitative research for collecting data by watching behavior, events, or recording physical characteristics in natural settings. Additionally, Gorman & Clayton (2005) in Kumar (2022: 2) explained that observation involves systematically recording phenomena or behaviors that can be seen in natural settings. Observation is very useful for obtaining data on the process of implementing character education in the learning process. In this study, the researcher obtained data from two English teachers in the Seventh Grade of SMP Negeri 1 Gunungsitoli.

The procedure for data collection through observation involves the following steps. First, the researcher identifies the English teachers who will serve as informants for this study. The researcher then seeks permission from these teachers to conduct observations during their lessons and schedules the observation times. The researcher and the teachers then visit the class that is the focus of the study. During the observation, the researcher checks the observation checklist prepared in advance and also takes photographs for documentation. Finally, the researcher analyzes the results from the completed observation checklist.

2) Questionnaire

As Creswell (2020), a questionnaire is a tool used in research to collect data from respondents through a series of questions or statements designed to obtain specific information. In this study, the questionnaire was used to gather data on the implementation of character education from the perspective of teachers.

For data collection via the questionnaire, the researcher first designed the questionnaire with predetermined statements covering aspects relevant to the study. The questionnaire was then distributed to the students of Class VII B during their English lessons, who were the respondents in this study. The researcher asked the respondents to fill out the questionnaire honestly and promptly. After the completion of the questionnaire collection, the researcher gathered all the completed questionnaires and performed data analysis to evaluate the responses and identify significant patterns or findings. Finally, the results of the data analysis from the questionnaire were used to draw conclusions regarding the implementation of character education in English teaching.

3) Interview

An interview is a dialogue conducted by an interviewer to gather information from the interviewer. Monday (2019: 16) stated that an interview is a systematic method of talking and listening to individuals, serving as a way to collect data through conversation. In interviews, researcher engage in face-to-face discussions with participants. The questions asked are typically open-ended, allowing respondents to express their personal viewpoints.

The researcher followed these procedures for conducting interviews: first, researcher prepared interview questions that had been approved by a validator. Next, the researcher scheduled interview with two teachers at different times. During the interview, the researcher recorded the teachers' responses to the questions. After the interview, the researcher listened to the voice recordings and transcribed the results into an interview sheet. Finally, the researcher analyzed the interview results, drew conclusions, and made interpretations based on the research findings.

4) Documentation

Nana (2004) in Sih (2019;44) states that documentation is a data collection technique involving the gathering and analysis of documents, both written and visual. This technique is used to obtain written data such as notes, transcripts, newspapers, magazines, and so forth. In this research, the researcher used this method to acquire documents related to the study, specifically Teaching Modules.

33 **3.7**

Data Analysis Technique

Data analysis techniques, researchers use qualitative methods. Qualitative research has descriptive characteristics. Descriptive qualitative tries to describe and interpret the results of the data. In this study, data analysis consists of three main components according to Miles and Huberman (1994:21-23) in Sih (2019;44), namely:

1) Data Reduction

Data reduction refers to the process of selecting, simplifying, abstracting, and transforming data that appears in written transcripts. For example, in data obtained from interviews, researchers reduce unimportant data by grouping into important data and unimportant data. In this stage the researcher explains, selects the main things, focuses on something important to the content of the data sourced from the field. In research, researchers reduce information during research activities if the data is not important or does not support the data that researchers need. After the data was collected through observations and interviews with English teachers, then the researcher selected or organized the data by making a summary.

Data Display

Data display is the process of presenting simple data in the form of words, sentences, narratives, and tables. The data collected as a basis for making appropriate conclusions. In this study, after selecting important data from the results of observations and interviews, then the research combines the information that has been obtained from data

reduction into a simple form. For example, researchers present the data that has been obtained from English teachers through observations, interviews, and documentation into tables and in narrative form, making it easier for researchers to draw conclusions later.

3) Conclusions: drawing or verifying

Drawing conclusions is the process of drawing content from the collected data in the form of good statements and having clear data. The data obtained is then further analyzed and verified for validity. Finally, a more significant and clear final conclusion can be reached at this stage.

52 CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Research Result

The research was conducted at SMP Negeri 1 Gunungsitoli, specifically in the seventh grade, located at Jln. Karet, No. 34, Gunungsitoli, North Sumatra. In data collection, the researcher conducted observation checklists, interviews, and documentation in class VII B as the research sample. The observation checklist was used to directly observe the activities and learning dynamics of English in class VII B. Then, an interview was conducted with an English teacher who teaches in class VII B to gather deeper information regarding the implementation of character education in English learning. Finally, documentation was carried out to obtain additional supporting data. After collecting the data, the researcher analyzed it using data analysis techniques, namely: data reduction, data display, conclusions: drawing or verifying.

4.1.1 The Results of Observation

The observation was carried out in the classroom when the English teacher was teaching the English subject. The researcher had prepared an observation checklist used during the observation of the English teacher in teaching English. The purpose of this observation was to understand the teacher's process in implementing character education in English learning. The results of the observation on the implementation of character education in English learning are as follows:

Observation Checklist of Character Education Implementation in Teaching English

Teacher Name: Yulianus Harefa, S.Pd.

Time : 6 JP Class : VII B

No	Character	Indicators					Yes No							
	Values		1	2	3	4	5	6	1	2	3	4	5	6
1	Religious	Praying before and after lessons.	/	/	1	1	1	1						
		Showing respect and tolerance for differences in religious beliefs.	/	/	/	/	/	/						
2	Honest	Not cheating during exams or school assignments.							/	/	/	1	1	1
		Admitting mistakes and taking responsibility for one's actions.	/	/	/	/	/	/						
3	Tolerance	Providing equal treatment to all class members regardless of ethnicity, religion, race, group, social status, and economic status.	/	/	/	/	/	/						
		Working in diverse groups.	/	1	1	1	_ ✓	1						
4	Discipline	Adhering to school rules related to discipline, such as order in class, wearing uniforms, or following the lesson schedule.	/	/	/	1	/	/						
		Completing school assignments on time and with good quality.							/	/	/	/	/	/
5	Hard Work	Studying diligently and earnestly to achieve optimal results in lessons or exams.	/	,	/	/	/	/						
		Creating a healthy competitive environment.	/	/	1	1	_	1						
6	Creative	Generating new ideas and innovative solutions in completing assignments or school projects.	/	,	/	/	/	/						
		Demonstrating creativity in arts, music, or writing that results in original and engaging works.	/	/	/	/	/	/						
7	Independent	When given school assignments, students can complete them independently without relying too much on their peers.							/	/	/	/	/	/
8	Democratic	Supporting ideas and opinions from all group members in class.	/	/	/	/	/	/						

		Tuesting alassumates fainly and	Т										\neg	\neg
		Treating classmates fairly and												
		without discrimination based	/	1	1	1	1	1						
		on background or social												
		status.	+	Ш			Ш						_	_
		Making class decisions	١.											
		together through discussion	/	1	1	1	1	1						
		and consensus.												
9	Curiosity	Always seeking more												
		knowledge about the topic or	/	1	1	1	1	1						
		subject being studied.												
		Creating a classroom		П										\neg
		atmosphere that fosters		1	/	/	/	/						
		curiosity.			-			-						
10	National Spirit	Actively participating in the	+	Н			Н					\neg	\dashv	\dashv
10	Ivational Spirit	celebration of national	/	IJ	,			,						
		I .	•	1	•	•		•						
		holidays at school.	+	Н		_	Н			H		\rightarrow	\dashv	-
		Collaborating with												
		classmates from different		1	/	/	/	/						
		ethnic, socio-economic			-			-						
		backgrounds.	╙	Ш			Ш						_	_
11	Patriotism	Displaying: photos of the												
		president and vice president,												
		the national flag, the national							,	Ι,				
		emblem, the map of							•	١,	'	-	•	1
		Indonesia, and images of												
		Indonesian society's life.												
		Using domestically made	Τ.	П									\neg	\neg
		products.	/	1	1	~	1	/						
12	Appreciating	Giving recognition for	+	Н		Н	Н					\dashv	\dashv	\dashv
12	Achievement	students' work.	/	1	1	1	1	1						
	Acinevement	Creating a learning	+	Н			Н						\dashv	\dashv
		environment that motivates	/	IJ	,			,						
			Y	1	•	•	1	•						
- 12	a tot	students to achieve.	+	Н			Н			H		\rightarrow	\dashv	-
13	Communicative	Ability to express opinions		1	/	/		/						
		clearly and effectively.	Ļ	Ľ	_	_	Ľ	_					_	_
		Skillfully listening with full	/	IJ	_			_						
		attention.	•	•	•	•	•	•						
		Able to communicate politely	1,		_									
		and efficiently.	_	1	~	~	'	~						
14	Love of Peace	Avoiding conflict by	T	П			П						\neg	\neg
-		resolving differences of		l J	1	/		1						
		opinion peacefully.	ſ		•	•		•						
\vdash		Respecting the culture and	+	Н		\vdash	Н				\vdash		\dashv	\dashv
		beliefs of others without	/	لا	,			,						
			1		•	·	'	•						
		judgment.	+	Н		\vdash	\vdash			\vdash	\vdash	\vdash	\dashv	_
		Being a mediator in conflicts	,											
		to achieve fair and peaceful	Y	1	-	′	1	-						
		solutions.	+	Ш			Щ			<u> </u>			_	_
15	Love of	Allocating time to read books		1	/	/		/						
igsquare	Reading	every day.	L	╚	•		╙	•		$oxed{}$	Ш	Ш		
16	Environmental	Maintaining the cleanliness												
	Care	of the classroom	1	1	1	1	1	1						
		environment.												
		Providing trash bins in the	1,					_,					\neg	\neg
		classroom.	Y	1	~	'	1	/						
17	Social Care	Showing empathy towards	+	Н			\vdash						\dashv	\dashv
*	Social Cure	classmates.	/											
ш		i crassinates.		ш			ш				ш			

		Participating in social actions.	/	/	/	/	/	/						
		Building harmony among class members.	/	/	/	/	/	1						
18	Responsibility	Submitting school assignments on time without minders from the teacher.							/	/	/	/	/	1
		Maintaining the cleanliness and neatness of the school environment by picking up trash and tidying items.	/	,	/	/	/	/						
		Admitting mistakes and taking responsibility for actions that cause harm to others.	/	,	/	/	/	/						

Source: Kemendikbud (2024)

Based on the table above, it is shown that the English teacher has generally succeeded in implementing most of the character values in the classroom, although some character values still require more attention. From the observation results, the teacher has applied the 18 character values during the learning process, as listed in the table above. However, out of these 18 character values, 13 have been successfully implemented optimally, namely Religious, Tolerance, Hard Work, Creativity, Democracy, Curiosity, National Spirit, Patriotism, Appreciation of Achievement, Communication, Love of Peace, Love of Reading, and Environmental Awareness.

Meanwhile, there are 5 character values that have not been fully achieved. First, honesty. This has not been fully implemented, as evidenced by the fact that some students still cheat on their school assignments due to peer pressure or environmental influence. To address this, it is necessary to educate students about ethics and the importance of honesty. Second, discipline. School assignments are often not completed on time due to procrastination or workload, so efforts are needed to establish an effective schedule and provide guidance to students. Third, independence. Students are not yet fully able to complete assignments independently without assistance from their peers. This is due to students' limited skills or knowledge, so the teacher needs to enhance students' independent learning skills and provide guidance. Fourth, patriotism.

Displaying national symbols (photos of the president and vice president, the flag, the national emblem, maps, and images of society) has not been fully done, especially in terms of regular maintenance. Therefore, the teacher needs to ensure the display of national symbols in the classroom and their regular maintenance. Fifth, responsibility. Students often submit school assignments late due to procrastination or poor time management. Thus, the teacher needs to encourage students to set task schedules and provide reminders.

4.1.2 The Results of Questionnaire

The questionnaire was distributed in the classroom to the students during the English lesson. The researcher had prepared a set of questionnaires used to collect data on students' perceptions of the implementation of character education in English learning. The purpose of this questionnaire was to assess how well character education values were integrated into the English teaching process from the students' perspective. The results of the questionnaire on the implementation of character education in English learning are as follows:

Questionnaire Sheet of Character Education Implementation in Teaching English

Subject : Bahasa Inggris

Class : VII B

No	Character Values	Indicators	Always	Often	Sometimes	Rarely	Never
1		Duarina hafana and	/				
1	Religious	Praying before and after lessons.	*				
		Showing respect and	✓				
		tolerance for					
		differences in					
		religious beliefs.					
2	Honest	Not cheating during				✓	
		exams or school					
		assignments.					
		Admitting mistakes	✓				
		and taking					
		responsibility for					

		one's actions.				
3	Tolerance	Providing equal	✓			
		treatment to all class				
		members regardless				
		of ethnicity,				
		religion, race, group,				
		social status, and				
		economic status.				
		Working in diverse	✓			
		groups.				
4	Discipline	Adhering to school	✓			
		rules related to				
		discipline, such as				
		order in class,				
		wearing uniforms,				
		or following the				
		lesson schedule.		√		
		Completing school		*		
		assignments on time and with good				
		quality.				
5	Hard Work	Studying diligently	✓			
	That work	and earnestly to				
		achieve optimal				
		results in lessons or				
		exams.				
		Creating a healthy	✓			
		competitive				
		environment.				
6	Creative	Generating new	✓			
		ideas and innovative				
		solutions in				
		completing				
		assignments or				
		school projects.				
		Demonstrating	✓			
		creativity in arts,				
		music, or writing that results in				
		original and				
		engaging works.				
7	Independent	When given school			/	
	тисрением	assignments,			'	
		students can				
		complete them				
		independently				
		without relying too				
		much on their peers.				
8	Democratic	Supporting ideas	✓			
		and opinions from				
		all group members				
		in class.				
		Treating classmates	✓			
		fairly and without				
		discrimination based				
		on background or				
		social status.		L		

		Making class	✓			
		decisions together				
		through discussion				
	G	and consensus.				
9	Curiosity	Always seeking	✓			
		more knowledge				
		about the topic or				
		subject being				
		studied.	✓			
		Creating a classroom	V			
		atmosphere that				
		fosters curiosity.				
10	National Spirit	Actively	✓			
10	National Spirit	participating in the	*			
		celebration of				
		national holidays at				
		school.				
		Collaborating with	✓			
		classmates from				
		different ethnic,				
		socio-economic				
		backgrounds.				
11	Patriotism	Displaying: photos			✓	
		of the president and				
		vice president, the				
		national flag, the				
		national emblem,				
		the map of				
		Indonesia, and				
		images of				
		Indonesian society's				
\vdash		life.				
		Using domestically	✓			
12		made products.	/			
12	Appreciating	Giving recognition	✓			
\vdash	Achievement	for students' work.				
		Creating a learning environment that	✓			
		motivates students				
		to achieve.				
13	Communicative	Ability to express	√	-		
13	Communicative	opinions clearly and	'			
		effectively.				
\Box		Skillfully listening	✓			
		with full attention.				
		Able to	✓			
		communicate				
		politely and				
		efficiently.				
14	Love of Peace	Avoiding conflict by	✓			
		resolving				
		differences of				
		opinion peacefully.				
		Respecting the	✓			
		culture and beliefs				
		of others without				

		judgment.			
		Being a mediator in conflicts to achieve	~		
		fair and peaceful			
		solutions.			
15	Love of	Allocating time to	✓		
	Reading	read books every			
1.6	-	9 y.	✓		
16	Environmental	Maintaining the cleanliness of the	'		
	Care	classroom			
		environment.			
		Providing trash bins	✓		
		in the classroom.	,		
17	Social Care	Showing empathy	√		
		towards classmates.			
		Participating in	✓		
		social actions.			
		Building harmony	✓		
		among class			
- 10		members.			
18	Responsibility	Submitting school		✓	
		assignments on time without reminders			
		20m the teacher.			
		Maintaining the	✓		
		cleanliness and	, ·		
		neatness of the			
		school environment			
		by picking up trash			
		and tidying items.			
		Admitting mistakes	✓		
		and taking			
		responsibility for			
		actions that cause			
		harm to others.			

Based on the table presented, it can be seen that the English teacher has generally succeeded in implementing most of the character values in the classroom, although some character values still require further attention. The observation results indicate that the teacher has applied all eighteen character values during the learning process, as listed in the table. Out of these eighteen character values, thirteen have been effectively implemented, including Religious, Tolerance, Hard Work, Creativity, Democracy, Curiosity, National Spirit, Patriotism, Appreciation of Achievement, Communicative, Love of Peace, Love of Reading, and Environmental Care.

However, there are five character values that have not been fully achieved. First, Honesty, which needs more attention due to the presence of students still involved in cheating on school assignments. Second, Discipline, as there is frequent lateness in completing assignments. Third, Independence, since students are not yet able to complete tasks independently without peer assistance. Fourth, Patriotism, which has not been fully implemented, particularly in maintaining national symbols such as photos of the president and the flag. Fifth, Responsibility, where students often submit assignments late.

4.1.3 The Results of Interview

The interview was conducted on July 31, 2024. The interview was carried out face-to-face with the English teacher to gather information about the implementation of character education in English teaching, the challenges in implementing character education in English teaching, and the efforts to implement character education in English teaching. The researcher prepared a list of questions to be asked to the teacher, which was included in the interview sheet. To assist the researcher in processing data or information during the interview, the researcher also used an instrument, namely documentation using a voice recorder. The researcher asked three questions to the English teacher, and the teacher's responses were recorded by the researcher on the interview sheet. After writing down the teacher's responses, the researcher then analyzed the data to extract important information using the data analysis techniques described in the previous chapter.

Table 4.3
Interview Sheets of Character Education Implementation in Teaching English

No.	List of Questions	Teacher Responses
	11 ow do you apply	In teaching English, character education is applied in several ways.
	character education in	For example, starting each activity with a prayer is one way to
1	the English teaching	instill 74 tude and spiritual awareness in students. Additionally,
1	process?	during the learning process, we must also pay attention to students'
		behavior, even though it may not always be recorded in detail as in
		the previous curriculum. Through daily observation and attitude
		assessment, we can evaluate students' character based on their

Г			cooperation, discipline, responsibility, and other character values.
			This assessment is then recorded in a journal, which will be used to assign attitude 3 ades at the end of the semester. For instance, if a student shows a lack of responsibility in completing assignments, this will be noted and considered in the final evaluation. The implementation of character education requires planning, execution, and evaluation. Planning is done by incorporating character aspects into the Lesson Plan (Modul Ajar). In the Lesson Plan, the teacher includes character values that need to 17 emphasized, such as responsibility and discipline. The implementation of character education occurs during daily teaching processes, with the teacher observing and guiding students according to the planned values. Evaluation is done by recording students' behavior in a journal and assigning attitude grades at the end of the semester based on these observations. The journal serves as evidence that the teacher has systematically
\vdash		What obstacles do	observed and evaluated students' character development. Yes, we must admit that obstacles still exist. One of the main
	2	what obstacles do you find in implementing character education in English language teaching?	Yes, we must admit that obstacles still exist. One of the main challenges is the differences in students' family backgrounds and environments. Not all students come from families that support discipline and good character education. For example, students from less harmonious families or those with issues at home may struggle to change their behavior at school. Additionally, changing students' attitudes does not happen instantly; it takes time and process to guide them. In some cases, if a student's behavior is very problematic and shows no improvement despite guidance, we may need to recommend transferring to another school as a solution. This is because sometimes a student who is difficult to change in one school might do better in a new environment at another school.
	3	What efforts do you make so that the implementation of character education in English 191 uage teaching can be carried out optimally?	To implement character education optimally, teachers strive to be good role models for students. This includes showing discipline, speaking politely, and maintaining appearance. Teachers must set an example in all aspects so that students can imitate good behavior. Additionally, even though the Merdeka curriculum focuses more on student awareness without physical punishment, I still ensure that there are consequences for bad behavior, such as reminding late students and contacting parents if necessary. The Merdeka curriculum also encourages the use of class agreements instead of strict rules. In this way, students are encouraged to acknowledge their mistakes and work with the teacher to improve without harsh punishment. Cooperation with parents is also very important so that they are aware of their child's condition and behavior at school and can help improve the child's behavior at home.

From the interview conducted on July 31, 2024, with an English teacher, the researcher obtained relevant information. The teacher shared their views and practices regarding the implementation of character education in the classroom. The teacher explained that character education aims to shape and develop students' traits by integrating them into every subject, including English. The teacher implements character education by

starting activities with prayers, observing students' behavior, and recording their attitudes for end-of-semester evaluations. Despite its importance, the implementation of character education faces challenges such as the varying family backgrounds of students and the time needed to change attitudes. To address these challenges, the teacher strives to be a role model in discipline and politeness and ensures that there are consequences for bad behavior while working with parents to support students' character development. Evaluation is carried out by recording behaviors in a journal and assigning attitude grades based on observations.

4.2 Discussion

4.2.1 The Analysis and Interpretation of the Research Findings

a. The Character Education Implementation in Teaching English

Based on the results of observation, questionnaire, and interviews, it is evident that character education has been integrated into English language teaching at SMP Negeri 1 Gunungsitoli, particularly in class VII B. This aligns with the Indonesian government's mandate that character education should be integrated into all subjects to shape individuals with strong character (Kemendikbud, 2019). The observation and interview data show that the English teacher has successfully integrated several character values into classroom activities.

Observations revealed that the teacher effectively implemented 13 character values, including religiosity, tolerance, hard work, creativity, democracy, curiosity, nationalism, patriotism, appreciation of achievement, communicativeness, love of peace, reading habits, and environmental awareness. As Lickona (2019) emphasized, these values are crucial in fostering students' holistic development, underscoring that character education promotes moral growth and ethical behavior.

However, this study also revealed that five character values have not been fully achieved. These values include honesty, discipline, independence, patriotism, and responsibility. This finding partially aligns with previous research by Maunah (2020), which suggests that certain character values can be challenging to instill due to external influences such as peer pressure and family background. The teacher's efforts to address these challenges through ethics education, effective time management, and encouraging independent learning are commendable, although continuous improvement and support are still needed.

In the implementation of character education in English language teaching by the English teacher in class VII B, the teacher must engage in planning, execution, and evaluation, consistent with the statement by The Directorate of Junior High School Development, as cited in Yulianafeza et al. (2022), which states that the implementation of character education can be conducted in teaching and learning steps, namely the planning stage, teaching and learning stage, and evaluation stage.

In the planning stage, the teacher designs learning activities that explicitly integrate character values according to the expected indicators. In this context, the teacher plans how character values will be applied from the beginning to the end of the lesson and selects the character values relevant to the material to be taught, such as hard work, religiosity, and tolerance, and designs learning activities that support the implementation of these values.

In the implementation stage, the teacher executes the planned activities by ensuring that character values are internalized through various active, contextual, and interactive learning activities. At the beginning of the Lesson, the teacher starts with a prayer and ensures that all students understand classroom rules, including discipline rules such as proper uniform use and punctuality in submitting assignments. This helps students begin the class with a structured and focused attitude. In the middle of the Lesson, the teacher leads group discussions that encourage students to work together in groups with diverse backgrounds so that values like tolerance, hard work, and

democracy can be developed. In this context, the teacher assigns group projects where students must collaborate to find solutions to problems relevant to the topic being studied. At the end of the Lesson, the teacher gives recognition or appreciation to students who have demonstrated positive behaviors such as honesty or creativity. This can be in the form of verbal praise or awarding tokens of recognition as a form of motivation.

Evaluation in the Merdeka Curriculum assesses not only academic achievement but also students' character development. The teacher uses various evaluation methods to assess the extent to which character values have been internalized by students. In this context, the teacher observes students' behavior during the learning process, such as whether students show honesty in completing assignments or discipline in following classroom rules. Evaluation is carried out by recording students' behavior in a journal and assigning attitude grades at the end of the semester based on these observations. The journal serves as evidence that the teacher has systematically observed and evaluated students' character development.

Obstacles in Character Education Implementation in Teaching English

Based on the findings from interview with the English teacher of class VII B at SMP Negeri 1 Gunungsitoli, the researcher identified several challenges in implementing character education in English language teaching. The primary challenge is related to the value of honesty, where some students still engage in cheating during assignments due to peer pressure. This issue reflects a common challenge in maintaining academic integrity in educational settings, as highlighted by Hamidah (2021), who emphasizes that academic integrity is often compromised by external influences such as peer pressure.

Furthermore, challenges in discipline are evident in the form of procrastination and workload issues that hinder students from completing assignments on time. Santrock (2020), explains that effective time management skills are crucial in helping students overcome these obstacles. Additionally, issues of independence arise when students lack the necessary skills or knowledge to complete tasks independently. This finding aligns with Suyanto's (2019) perspective, which states that fostering independence requires ongoing guidance and skill development.

Another challenge relates to patriotism, where the regular maintenance and display of national symbols in the classroom are often neglected. As Nugroho (2022), suggests that a lack of awareness or emphasis on national pride could be the cause. Lastly, student responsibility also poses a challenge, particularly in terms of delays in submitting assignments due to poor time management. Haryanto (2019) argues that responsibility is a learned behavior and requires consistent reinforcement to ensure students can fulfill their responsibilities effectively.

c. Efforts in Character Education Implementation in Teaching English

Based on the interview conducted by the researcher, it was found that teachers at SMP Negeri 1 Gunungsitoli have adopted various strategies to enhance the implementation of character education in English language teaching. One of the primary strategies is being a good role model for students by demonstrating discipline, politeness, and neatness. Lickona (2019) emphasizes that the role of the teacher as a role model is crucial in shaping students' character. By consistently displaying positive behavior, teachers can effectively instill character values in their students.

Additionally, the teacher employs classroom management that involves class agreements rather than strict rules to create a conducive

learning environment. This approach encourages student cooperation and increases their self-awareness, aligning with the principles of the Merdeka Curriculum, which emphasizes flexibility and active student participation (Kemendikbud, 2020). By involving students in the process of making agreements, they feel more responsible and engaged in their learning.

Parental involvement is also a key focus in these efforts. Teachers actively engage parents in the character development of their children, reinforcing positive behavior both at school and at home. Hargreaves and Fullan (2020) assert that collaboration between school and family is essential for strengthening character education. They explain that parental involvement helps create a consistent and supportive environment at home, contributing to the holistic development of students' character. By holding regular meetings and discussions with parents, teachers can strengthen support and collaboration in shaping students' character, making character education more effective and sustainable.

Periodic evaluations are also implemented to ensure that the development of students' character is systematically monitored and assessed. Teachers use journals to document students' behavior and provide timely feedback, which is a critical approach in effective character education, as suggested by Berkowitz and Bier (2020). With regular evaluations, teachers can track students' progress and offer constructive feedback for improvement.

Finally, teachers address specific challenges related to values such as honesty and responsibility with targeted approaches, educating students about ethics and the importance of these values. Narvaez (2019) recommends education that focuses on ethics and the importance of these values to help students and apply character principles in their daily lives. With these strategies, teachers at SMP Negeri 1 Gunungsitoli strive to create a learning environment that supports the holistic development of students' character.

4.2.2 The Research Findings versus the Latest Related Researches

This study aimed to analyze the implementation of character education in English language teaching, the obstacles in its implementation, and the efforts made to enhance it in the VII B class of SMP Negeri 1 Gunungsitoli. The findings indicate that the implementation of character education in English language teaching has been conducted in accordance with the guidelines set by the Ministry of Education and Culture (2024) regarding character education integration into the learning process. The study shows that 13 character values, including religiosity, tolerance, hard work, creativity, democracy, curiosity, nationalism, love of the homeland, appreciation of achievement, communicativeness, peacefulness, reading habits, and environmental awareness, have been successfully implemented. However, certain character values such as honesty, discipline, independence, love of the homeland, and responsibility have not been fully optimized.

The researcher also identified several obstacles in the implementation of character education, including issues with honesty, which are hindered by peer pressure, a lack of discipline caused by procrastination and workload, independence hampered by limited skills, and an incomplete implementation of love of the homeland due to the neglect of national symbols. These challenges reflect common difficulties encountered in character education. In response to these challenges, the efforts made by teachers at SMP Negeri 1 Gunungsitoli include being role models, creating conducive classroom management, involving parents, and conducting regular evaluations. These efforts aim to strengthen the implementation of character education and address the existing challenges.

However, when comparing the findings of this study with recent related research discussed in previous chapters, there are some noteworthy similarities and differences. A recent study by Ferdy Oktavian and Washlurachim Safitri (2022), titled "Analysis of the Implementation of Character Education in English Teaching Learning at SMAN 3 Bengkulu Utara," provides relevant insights into the implementation of character

education in English language teaching. Their research indicates that the implementation of character education at SMAN 3 Bengkulu Utara has been conducted effectively, though some character values have not been fully optimized. Values such as honesty, discipline, responsibility, and creativity have been effectively implemented, while values like independence, love of the homeland, and appreciation of achievement still require more attention. The challenges identified include resource limitations, variations in student abilities, and limited time to focus on character education. To overcome these challenges, efforts include teacher training to enhance their skills, the use of creative teaching methods, and providing regular feedback to students.

Similarly, a study by Syarnubi et al. (2021) titled "Implementing" Character Education in Madrasah" found that the implementation of character education in English language teaching at madrasahs has shown progress but is not yet fully optimal. Character values such as honesty, discipline, and responsibility have been optimally implemented, reflected in teaching practices that emphasize integrity, time management, and students' responsibility towards their tasks. However, values like independence, love of the homeland, and appreciation of achievement have not been fully implemented. Student independence still requires additional guidance, and love of the homeland and appreciation of achievement have not received enough emphasis in English language teaching. The challenges in implementing character education include the limited time allocated to focus on each character value in depth and the difficulty in consistently integrating these values into the English curriculum. Efforts to overcome these challenges include increased teacher training for character education integration and the development of more effective strategies for teaching under-implemented values. This research highlights progress in character education implementation but also underscores the need for ongoing efforts to ensure that all character values are optimally applied.

Lastly, a study by Hidayat (2021) titled "Exploring the Implementation of Character Education in EFL Classes (Descriptive Qualitative Study of Hidden Curriculum in EFL Class 11 at SMAN 4 Mukomuko)" found that the implementation of character education at SMAN 4 Mukomuko encompasses five core values: religiosity, nationalism, integrity, independence, and mutual cooperation. This research shows that these character values have been fairly well implemented during the learning process. Teachers at SMAN 4 Mukomuko have successfully integrated these values into English language teaching quite effectively, although there are some challenges. Values like religiosity, nationalism, and integrity have been optimally implemented, reflected in teaching practices that promote discipline, responsibility, and love of the homeland. However, values like independence and mutual cooperation have not been fully optimized. Student independence in completing tasks independently still requires more guidance, and mutual cooperation has not received adequate emphasis in the context of English language teaching. The main challenges in implementing character education include insufficient time allocated to focus on each character value and difficulties in maintaining consistency in applying these values. Additionally, limitations in resources and support from the school and parents are also hindering factors. To address these challenges, SMAN 4 Mukomuko strives to enhance cooperation among teachers and build strong relationships between parents and students. These efforts aim to create a more supportive and consistent environment for character education, ensuring that character values are more optimally applied in English language teaching.

4.2.3 Research Findings Versus Theory

After obtaining the research findings, they were compared with several theories. This study focuses on the implementation of character education in English language teaching, the obstacles in its

implementation, and the efforts made in character education in the VII B class of SMP Negeri 1 Gunungsitoli.

The research findings indicate that character education has been integrated into English language teaching at SMP Negeri 1 Gunungsitoli, particularly in class VII B. This aligns with Lickona's (2019), which emphasizes the importance of integrating character education into every subject to foster positive behavior and ethics. Lickona's theory asserts that effective character education includes a variety of values and must be consistently applied in daily classroom activities, which is consistent with the study's findings.

The research also identifies several obstacles in implementing character education in English language teaching, such as honesty being affected by peer pressure, discipline hindered by procrastination and workload, independence obstructed by skill limitations, and love of the homeland lacking emphasis due to insufficient maintenance of national symbols. Brown et al. (2020) explain that obstacles in character education are often related to contextual factors such as family environment and social pressure. This suggests that challenges in character education can be influenced by external contexts such as peer pressure and family background.

In response to these challenges, the efforts made by the teacher include being a role model, creating a conducive classroom management involving parents, and conducting regular evaluations. These efforts aim to strengthen the implementation of character education and address existing challenges. Bandura (2020) emphasizes that students learn through observation and imitation of those around them. This highlights that teachers serving as role models with positive behavior significantly impacts the development of students' character.

By aligning these findings with relevant theories, the research underscores the importance of integrating character education effectively and addressing contextual challenges while reinforcing the role of educators in modeling desired behaviors.

4.2.4 Implications of Research Findings

The research findings highlight the significance of integrating character education into English language teaching.

- a. For students, the findings emphasize the importance of applying character values such as honesty, discipline, independence, love of the homeland, and responsibility in daily life. Students are expected to become more aware of and apply these values through direct practice in classroom activities and beyond. Furthermore, students should actively participate in classroom management by following rules and being open to feedback from teachers, as well as collaborating with parents to support the character values taught at school.
- b. For English teachers, the findings suggest the need for developing more effective teaching strategies to integrate character values that have not been fully applied. Teachers need to provide concrete examples, conduct hands-on practice sessions, and reflect on the application of these values in English lessons. Additionally, teachers should implement classroom management techniques that support positive discipline and create a conducive learning environment. Parental involvement should also be encouraged through effective communication programs regarding character education.
- c. For future researchers, this study opens opportunities for more in-depth exploration of factors influencing the implementation of specific character values and innovative methods for integration into teaching. Further research could focus on the effectiveness of various classroom management strategies in supporting character education and their impact on student motivation and engagement. Evaluating parental involvement programs is also crucial to assess their effectiveness and identify the best approaches to enhance collaboration between schools and parents. These findings provide a solid foundation for improving and developing educational policies and future research.

4.2.5 Analysis of Research Limitations

During the research process, the researcher encountered several limitations as follows:

- a. As a novice researcher, the researcher acknowledges the presence of many weaknesses in conducting the study.
- b. Due to the researcher's limited experience with character education implementation, the process could not be analyzed thoroughly.
- c. The research participants were limited, consisting of only one English teacher.
- d. Due to the researcher's limited experience in qualitative descriptive research, the study could not be conducted perfectly, and there was limited time for data collection.



CONCLUSION AND RECOMENDATION

5.1 Conclusion

This research examines the implementation of character education in English teaching at SMP Negeri 1 Gunungsitoli, specifically in class VII B. Based on observations and interviews, it can be concluded that character education has been well-integrated into English teaching at the school, in line with the government's mandate to incorporate character education across all subjects. The teacher has successfully implemented 13 character values such as religiosity, tolerance, hard work, and creativity in learning activities. However, five character values—honesty, discipline, independence, love of the homeland, and responsibility—have not been fully achieved.

The implementation of character education involves planning that integrates character values into learning activities, execution with an active and contextual approach, and evaluation that includes assessing students' character development. Nevertheless, some challenges have been identified, such as issues with honesty, discipline, independence, love of the homeland, and responsibility, which need to be addressed further.

5.2 Recommendation

Based on the results of this study, several recommendations can be made to improve the implementation of character education in schools:

a. For English teachers: It is recommended that teachers further explore and detail the integration of character values that have not been fully applied, such as honesty and discipline, in their lesson plans. Emphasizing hands-on practice and using concrete examples in the teaching process can strengthen the internalization of character values among students. Additionally, teachers should receive further training on effective strategies for teaching character values and classroom management, incorporating the latest techniques in character education.

- b. For students: Students are encouraged to be more active in applying character values such as honesty, discipline, independence, love of the homeland, and responsibility in their daily lives. Participation in class management, following rules, being open to feedback from teachers, and collaborating with parents are crucial to supporting the character values taught at school. Students should also be encouraged to reflect on their behavior and performance regularly to understand how the application of character values affects their actions and interactions.
- c. For future researchers: The researcher hopes that the results of this study can serve as a reference for future researchers conducting studies on similar issues.

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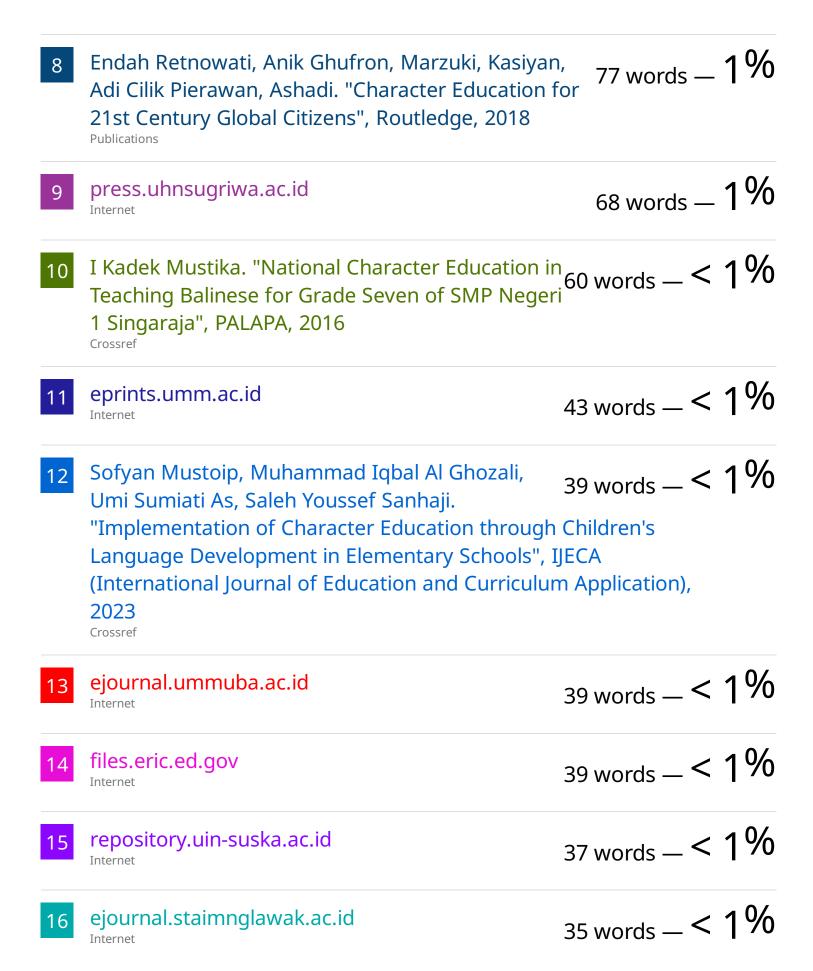
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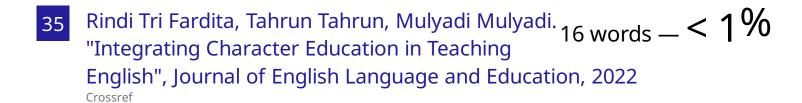
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