

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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**CHAPTER I**  
**INTRODUCTION**

**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 addition,<sup>5</sup> 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.<sup>6</sup> 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.<sup>86</sup> Through the Merdeka Curriculum, every English learning activity is designed to consider the character values intended to be instilled in students.<sup>36</sup> Thus, English learning not only aims to develop language skills but also serves as a crucial vehicle for shaping students' character.<sup>24</sup>

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





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.
- 2) 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.

## 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.









- 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.





- 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 problem-solve.
  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.
  - 1** 13. Interest in Reading
    - The teacher motivates students to engage in reading, writing, and critical thinking activities.
  - 1** 14. Friendliness
    - The teacher provides positive feedback and assists in resolving issues.
- c. **1** 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.
  4. Respect for Others
    - The teacher offers constructive feedback on the learning process.































### 3.6 Data Collecting Technique

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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.





































#### 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











## 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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