THE IMPLEMENTATION OF CHARACTER EDUCATION IN ENGLISH

SUBJECT IN EMERGENCY CURRICULUM AT ELEVENTH GRADE OF

SMA N 1 JOGONALAN KLATEN IN ACADEMIC YEAR OF 2021/2022

THESIS

Submitted as A Partial Requirements
for the degree of *Sarjana*

By:

<u>**RISTIA WAHYUNINGSIH**</u>
SRN. 183221005

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF CULTURES AND LANGUAGES
RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA
2022

ADVISOR'S SHEET

Subject : Thesis of Ristia Wahyuningsih

SRN : 18.32.2.1.005

To:

Dean

Faculty of Cultures and languages

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advises, herewith, as the advisors, we state that the thesis of

Name : Ristia Wahyuningsih

SRN : 18.32.2.1.005

Title : The Implementation of Character Education in English Subject in Emergency Curriculum at Eleventh Grade of SMA N 1 Jogonalan in Academic Year 2021/2022

has already fulfilled the requirements to be presented before The Board of Examiners *(Munaqosyah)* to gain Undergraduate Degree in English Language Education.

Thank you for the attention.

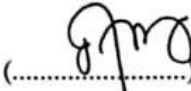*Wassalamu'alaikum Wr. Wb.*
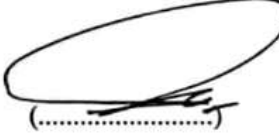
Sukoharjo, 14 November 2022

Advisor,

Zainal 'Arifin, S.Pd., M.Pd

NIP.19730820 200312 1 003

RATIFICATION

This is to certify the *Sarjana* thesis entitled "The Implementation of Character Education in English Subject in Emergency Curriculum at Eleventh Grade of SMA N 1 Jogonalan in Academic Year of 2021/2022" by Ristia Wahyuningsih has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Language Education Study Program.

Chairman : <u>Fitri Ana Ika Dewi, M. Hum.</u>
NIK. 19900225 201701 2 126

(..................)

Secretary : <u>Zainal 'Arifin, S.Pd., M.Pd.</u>
NIP. 19730820 200312 1 003

(..................)

Main Examiner : <u>Dr. Imroatus Solikhah, M.Pd.</u>
NIP. 19770316 200912 2 002

(..................)

Sukoharjo, 23 November 2022

Approved by

Dean Faculty of Cultures and Languages

<u>Prof. Dr. Toto Suharto, S. Ag., M.Ag.</u>
NIP. 19710403 199803 1 005

iii

DEDICATION

This thesis is dedicated to:

1. My parents Mr. Kirdi and Mrs. Wisuryani, my sister Retno Dewi, and my brother in law Rulli Nur Choiri who always pray, support, and motivate in accomplishing the thesis.

2. My Almamater UIN Raden Mas Said

MOTTO

"Tuhan tidak menuntut kita untuk sukses, yang dituntut oleh Tuhan adalah kita berjuang tanpa henti sampai titik darah penghabisan. Kita tidak disuruh panen. Kita disuruh menanam. Karena itu, jangan berhenti menanam."

Emha Ainun Nadjib

PRONOUNCEMENT

Name   : Ristia Wahyuningsih

SRN   : 183221005

Study Program   : English Language Education Study Program

Faculty   : Faculty of Cultures and Languages

I hereby sincerely state that the thesis titled "The Implementation of Character Education in English Subject in Emergency Curriculum at Eleventh Grade of SMA N 1 Jogonalan in Academic Year of 2021/2022" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 23 November 2022

Stated by,

Ristia Wahyuningsih
SRN. 183221005

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 23 November 2022

The researcher

Ristia Wahyuningsih

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

ABSTRACT

Ristia Wahyuingsih. 2022. *The Implementation of Character Education in English Subject in Emergency Curriculum at Eleventh Grade of SMA N 1 Jogonalan in Academic Year of 2021/2022*. Thesis. English Languange Education Study Program, Faculty of Cultures and Languages.

Advisor: Zainal 'Arifin, S.Pd., M.Pd.

Character education is expected to foster student character that is good, correct, and in accordance with the norms and culture of the nation. This study has two objectives; (1) to find out the values of character education taught by English teacher, and (2) to describe how the English teacher implements character education in English subject in emergency curriculum at the eleventh grade of SMA N 1 Jogonalan in academic year of 2021/2022. The informant of this study was an English teacher and the participants were students of XI IPA 1, XI IPS 3, and XI IPS 4 of SMA N 1 Jogonalan.

The theory that was used to analyze is the theory by Kementerian Pendidikan dan Kebudayaan (2018) about *Penguatan Pendidikan Karakter*. This study used a qualitative approach with ethnography design. The researcher used three techniques of collecting data namely observation, interview, and documentation. The trustworthiness of the data that was used by the researcher was triangulation of techniques. The researcher used the technique of analyzing the data by Spradley (1980).

The first results of this study show that in the XI IPA 1 the character values that are implemented are faithful, creative, discipline, learner, brave, helping each other, cooperation and exemplary value. The character values in XI IPS 3 are faithful, tolerance, creative, discipline, learner, brave, hard work, cooperation and exemplary value. The character values in XI IPS 4 are faithful creative, discipline, learner, brave, cooperation and exemplary value. The character values that are implemented in IPA and IPS classes are mostly the same but the difference is in the frequency of giving some values. **The second results** of this study show that the way to implement character education in XI IPA 1 is done by giving a motivation. The way to implement in XI IPS 3 is done by giving some motivations while the way in XI IPS 3 is done by giving few motivations. Thus, the way to implement character education in the English subject in IPS class should be more motivate than IPA class. The conclusion of this study is the implementation of character education is based on the students' condition.

Keywords: *Character education; English subject; Emergency curriculum*

CHAPTER I

INTRODUCTION

A. Background of the Study

Intellectual and moral are equally important to improve the quality of self. In addition, both are also pillars to develop the nation. In Indonesia, the government has set 12 years of compulsory education as the way to improve the quality of future generations. However, the general view of the purpose of education is more directed at its function to educate someone in the intellectual aspect. Another view in the research of Saidek, Islami, & Abdoludin, (2016) is that people prioritize their child will go to the institution where output can directly work but they do not prioritize related to the characters.

The aim of education in Indonesia is not only focused on the intellectual aspect of the students, but also the moral aspect. This was stated in Law Number 20 of 2003 concerning the National Education System in chapter two, verse three. The law stated that the purpose of national education is to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Japan is one of the countries in the world that is famous for its superior character of its human resources. Japanese education curriculum does not specialize in moral teaching in a subject. Moral education is delivered in the form of a hidden curriculum. The guidance on the behavior is delivered by the homeroom teacher in the form of discussion or direction. Although not used as a special subject, moral education is very prominent. Children in Japan learn ordinances and behave with other people (Mulyadi, 2020).

A person's character is not formed by itself but it is grown, developed, and influenced by various environments. The environments are family, educational unit, community, and friendship environment. Family is the first environment that helps the formation of someone's character. Then the education unit or school is usually placed in the second position as a character-building environment. Schools can influence a child's self-concept (including self-esteem), social skills (especially peer social skills), maturity of moral reasoning, prosaically behavior and tendencies, moral knowledge, values, etc (Sarbaini, 2015).

The government has sought to develop the character of the nation's generation by including character education in the education curriculum in Indonesia. Character education has begun to exist in the KTSP (*Kurikulum Tingkat Satuan Pendidikan*), but character education is less emphasized in the KTSP. Then, the Indonesian Ministry of Education and Culture put more emphasis on character education and it became a concern in the 2013 curriculum. Thus, education is expected to balance the intellectual and

character of students. Character education is expected to be the way to guide students so they are able to filter out unfavorable influences.

Students who have good intellect but have not been geared up with the right attitudes/characters haven't any guarantee that they will succeed. The learning process that seems to be centered on cognitive aspects tends to form students apathetic and have difficulty interacting with their social environment. Therefore, the improvement of a good attitude/character is highly needed in the learning process (Zurqoni et al., 2018). Besides aiming for students to be able to distinguish between right and wrong, character education also aims to make students' attitudes in accordance with the norms and culture of the nation.

Character education has been part of human life for centuries, so it's not a new program. Indeed, education itself is a medium to achieve knowledge and intelligence to live life and make a prime life for humans. Related to character education, the term education is referred to as the process of developing good knowledge, attitudes, and actions. Education begins with building mindfulness, caring, emotion, belief, intention, acquaintance, and habit formation (Rokhman et al., 2014). Character education is not limited to childhood but character education is also needed in adolescence or adulthood. Character education in high school can play a role in strengthening students' character.

In the course of history since 1945, the national education curriculum has changed. These curricula are Curriculum 1947, Curriculum 1952,

Curriculum 1964, Curriculum 1968, Curriculum 1975, Curriculum 1984, Curriculum 1994, Curriculum 2004, Curriculum 2006, and Curriculum 2013 (Hidayat et al., 2017). Then due to the COVID-19 pandemic, the Ministry of Education and Culture issued the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719/P/2020 concerning Guidelines for Implementing Curriculum in Education Units in Special Conditions. The emergency curriculum (in special conditions) is a simplification of the 2013 curriculum. Schools are given the freedom to continue to use the full 2013 curriculum or the emergency curriculum.

Moreover, the results of an evaluation conducted by the Educational Standards, Curriculum and Assessment Agency (BSKAP) of the Ministry of Education, Culture, Research, and Technology show that schools that use the Emergency Curriculum are four to five months more advanced in learning than those that use the full 2013 Curriculum. . Therefore, the Ministry of Education and Culture plans to provide curriculum policy options for learning recovery, one of which is through the Prototype Curriculum which is a continuation of the Covid-19 Pandemic Special Period Curriculum or the Emergency Curriculum.

The head of BSKAP explained that there are three main characteristics of the Prototype Curriculum. First, the development of non-technical abilities (soft skills) and the character gets a special portion through project-based learning. Second, the Prototype Curriculum focuses on essential materials so that there is sufficient time for in-depth study of basic competencies such as

literacy and numeracy. Then, on February 11, 2022, the official prototype curriculum was ratified under the name Merdeka Curriculum. However, each school has given the freedom to determine the curriculum to be used, namely (1) the full 2013 curriculum (2) an emergency curriculum which is a simplification of the 2013 curriculum (3) Merdeka curriculum.

The realization of character education in schools is carried out in the teaching and learning process and also on the attributes in schools that can indirectly form a moral value system for students. Based on Pemerintah Republik Indonesia (2010) education units can carry out character development through (a) an integrated approach in all subjects, (b) cultural development of educational units, (c) implementation of co-curricular and extracurricular activities, and (d) habituation of behavior in life in the education unit environment.

Character education in schools is not a subject but each subject is expected to be able to internalize the values of character education. Teachers do not need to change the existing subject material, but they can use the material as a medium to develop the values of the nation's character. It is because the learning activity can be used to develop abilities in the cognitive, affective, and psychomotor domains (Kementrian Pendidikan Nasional, 2010).

However, in reality, cases of students' moral degradation are still frequent in Indonesia. The problem of moral decline is indicated by cases of drug abuse, promiscuity, crime, jokes, fake diplomas, and various acts of

violence. In addition, many young people fail to display commendable morals such as politeness, friendliness, tolerance, humility, helpfulness, and social solidarity (Chairiyah, 2014). This problem cannot be separated from the character of students.

Especially during the pandemic, learning is done online using technology as a supporting medium. However, sometimes the reality in its application is that participants often ignore morals. An important aspect that is missing during distance learning is the urgency of interactive communication between teachers and students. Students feel there is very little control from the teacher when learning online, so they take this as a chance for them to do what they want. Students become less responsive in participating in learning. Finally, the applications of morals (manners) become less (Saifuddin, 2020).

Online learning causes an increase in the use of social media by all groups including students. As is well known, social media can be a medium for communication and socializing internationally. The culture and character of foreign nations can enter so easily through social media. In fact, some cultures and characters are not in accordance with the culture and character of the Indonesian nation. If it is not accompanied by filtering, negative foreign culture and character can affect students' morale.

However, there are also many cultures and characters of foreign nations that can serve as role models for Indonesia, such as punctuality, discipline, creativity, hard work, and others. The proper cultures and characters of other

nations can improve the quality of students if it is taught properly. Therefore, it is necessary to strengthen the good character among students. Strengthening character is often associated and handed over to religious subjects. Whereas as previously explained that character education must be internalized in all subjects.

In junior and senior high schools (several elementary schools), there are compulsory foreign language subjects, namely English. English subjects can be a bridge to introduce the culture and character of other nations that are beneficial for students. This is because the language has a close relationship with culture. Usually, directly or indirectly, when learning a language, they also study the culture of that language. Therefore, the researcher took the topic of the application of character education in learning English.

There are several studies related to this research. The previous studies were conducted by Ratih (2017), Abdi (2018), Thoyyibah, Hartono, & Bharati (2019), Ristanti, Banowati, & Subagyo (2020), and Aghni, Vianty, & Petrus (2020). Those previous studies have the same topic as this study which is about character education. In general, this study has similarity with those previous studies in terms of research approaches, namely a qualitative approach. Besides, the difference is in the research focus. This study focuses on the ways to implement the value of character education.

Based on the interview (pre-research on 21/10/2021) that the researcher has done in SMA N 1 Jogonalan, the school not only prioritizes students' intellect but also students' characters or attitudes. Knowledge is not the only

main goal in learning especially given the situation that is still a pandemic so face-to-face learning is carried out limited. Besides, based on the observation (pre-research on 10/11/2021) conducted by researcher, the school orientation also focuses on character or attitudes of students, but there are still some characters that have not been formed in several students. For example, there are students those not collect assignments by the deadline given. However, some other students collect tasks on time. This difference is in different classes. There are classes with the majority of students who do not compensate the task and there are classes with the majority of students collect assignments.

There are eight classes of eleventh grade at SMA N 1 Jogonalan, four classes of IPA and four classes of IPS. However, the researcher investigates three classes which are XI IPA 1, XI IPS 4, and XI IPS 3. The researcher chose the XI IPA 1 randomly because the four classes of XI IPA on average have the same class atmosphere. Then, the researcher chose XI IPS 4 because this class has a quite calm atmosphere than other IPS classes. The researcher also chose XI IPS 3 because this class is quite difficult to manage.

Therefore, the researcher decides to do the research entitled "The Implementation of Character Education in English Subject in Emergency Curriculum at Eleventh Grade of SMA N 1 Jogonalan in Academic Year of 2021/2022". The researcher observes and analyzes the way English teacher implemented character education in the teaching and learning process that will be conducted in the eleventh grade at SMA N 1 Jogonalan.

B. Identification of Problems

Based on the background, character education contained in the curriculum is expected to be a concern for stakeholders in schools. However, in reality, the application of character education in the teaching and learning process is less emphasized. In addition, character education is expected to foster student character that is good, correct, and in accordance with the norms and culture of the nation. In fact, there are still some students of SMA N 1 Jogonalan who still do not have some of the expected characters.

C. Limitation of the Problems

The scope of this research is the implementation of character education in teaching English subjects at SMA N 1 Jogonalan. There are eight classes of eleventh grade at SMA N 1 Jogonalan, four classes of IPA and four classes of IPS. However, the researcher investigates three classes which are XI IPA 1, XI IPS 4, and XI IPS 3. The researcher chose the XI IPA 1 randomly because the four classes of XI IPA on average have the same class atmosphere. Then, the researcher chose XI IPS 4 because this class has a quite calm atmosphere than other IPS classes. The researcher also chose XI IPS 3 because this class is quite difficult to manage.

The condition or atmosphere at XI IPA 1 is mostly calm, very active, and obey the teacher. The condition at XI IPS 4 is a bit noisy, not very active and there are some students who are less obedient to the teacher. Then, the atmosphere in class XI IPS 3 is quite noisy, active but in things that are not related to learning and some students are disobedient to the teacher. The focus

of the researcher is how to implement character education and the character values that are implemented. The limitation of this research is that this research uses the theory about character education by Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2018).

D. **Formulation of the Problems**

The problems of the research are formulated in the following research questions:

1. What are the character education values taught by the English teacher in English subject in emergency curriculum at the eleventh grade of SMA N 1 Jogonalan in academic year of 2021/2022?

2. How does the English teacher implement character education in English subject in emergency curriculum at the eleventh grade of SMA N 1 Jogonalan in academic year of 2021/2022?

E. **Objectives of the Study**

Based on formulation of the problems above, the objectives of the research are as follows:

1. To find out the values of character education taught by English teacher in English subject in emergency curriculum at the eleventh grade of SMA N 1 Jogonalan in academic year of 2021/2022.

2. To describe how the English teacher implements character education in English subject in emergency curriculum at the eleventh grade of SMA N 1 Jogonalan in academic year of 2021/2022.

F. Benefits of the Study

The benefits of this research can be explained into theoretical and practical benefits.

1. Theoretically

This research is expected to contribute as well as benefit the development of character education theory, especially in its application in the teaching and learning process.

2. Practically

a. For the researcher

For researcher, the results of this study are expected to add insight and experience so the researcher can develop researcher's knowledge related to character education in the school environment, especially in the teaching and learning process that will be used in the future.

b. For the school and teachers

The results of this study are expected to be used as material for information and corrections to improve the quality of education in implementing programs for teachers and schools. In addition, the results of this study are also expected to be a reference for schools and teachers to make policies in presenting effective and efficient learning strategies in schools related to character education.

c. For another researcher

The results of this study are expected to be a comparison and reference material for other researchers so this research does not stop here.

G. Definition of Key Terms

1. Character Education

According to Pemerintah Republik Indonesia (2010), character education is an aware and planned effort to create an environment and process of empowering the capability and cultivating students to construct unique and excellent personal and/or group characters as citizens. Character education in teaching and learning activities in the classroom is performed using an integrated method in all subjects.

2. English subject

English is one of the compulsory subjects in junior high school and senior high school and/or equivalent. However, some elementary schools have implemented English as one of their subjects. The purpose of English subjects in secondary schools is to expand the ability of students to have communicative competence in interpersonal, transactional, and purposeful discourse. Moreover, English subject also aims to instill the noble values of the nation's character, in the context of life at home,

school, and community environment (Pusat Kurikulum Dan Perbukuan, 2014).

3. Emergency Curriculum

   The emergency curriculum is a curriculum that is used in special conditions. In this case, the emergency curriculum is used because of the pandemic covid-19. Emergency curriculum is a simplification of the 2013 curriculum.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Definition of Character Education

Character is an individual's personality or moral that is shaped by the internalization of numerous virtues. These virtues are used and believed as a basis for thinking, viewing, behaving, and acting. These virtues consist of values, morals, and norms (Kementrian Pendidikan Nasional, 2010). Hasanah (2013) considered that character is a suite of behaviors that originate from a will. The will is familiar and often carried out continuously so it becomes a spontaneous habit. Character includes two aspects, namely personal and social aspects. These aspects describe integrity as a person and as a member of society.

Character includes moral values, attitudes, and behaviors related to the entire performance of a person and their interactions around them. A person is assumed to have proper character if the attitudes and actions taken reflect good behavior. Thus, a person's character can be seen in his daily habits (Rokhman et al., 2014). In addition, a character can be built and strengthened through education units, namely through character education.

According to Singh (2019) character education is a way of promoting moral virtues and performance virtues. Moral virtues include

integrity, affection, empathy, and trustworthiness, while performance virtues include attempt and persistence. Character education is also about doing the right thing and doing the best job possible. Character education in the school must be a concern for all stakeholders in the school. Character education aims to develop students' intellectual, emotional, social, and ethical abilities. In addition, character education enables students to increase human qualities from diverse sides such as justice, perseverance, compassion, respect, courage, and to understand why it is necessary to live with them.

Character education is not just teaching between right and wrong. Character education is a way to instill suitable habits so the students behave and act based on the values that have turned out to be their personalities. According to Pusat Kurikulum dan Perbukuan (2011), proper character education has to contain the right insight (moral knowing), proper feelings or loving (moral feeling) and suitable behavior (moral action). Thus, the embodiment of the unity of students' behavior and attitudes can be formed.

Character education can also be seen from an Islamic perspective. Character education is the spirit or core of Islamic education which was originally called moral education. Islamic education has existed since Islam by the Prophet Muhammad SAW. Character education is also a concern in Islamic education because Islam that was spread by the Prophet Muhammad SAW is Islam in a complete sense, namely integrity in faith,

good deeds, and noble character. In general, the purpose of Islamic education is to foster people to be able to understand, appreciate, believe, and practice Islamic teachings on a daily basis so they become *Insan Kamil*. *Insan Kamil* is a Muslim who believes and fears Allah SWT, and also has a noble character (Marzuki, 2015).

Islamic education does not only emphasize the mastery of cognitive competencies but the more important thing is the achievement of affective (attitude) and psychomotor (behavior) aspects. The result of Islamic education is the attitude and behavior (character) of everyday students that are in line with Islamic teachings. Moral education is carried out not on the demands of the times, but on religious obligations that must be taught to future generations. However, its implementation is adjusted to the place and time.

Based on the explanation above, it can be concluded that character education is one of the efforts to instill proper character values in order to become the students' personality so they are able to behave wisely.

2. **Values in Character Education**

To develop character education, Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2018) establish a program for *Penguatan Pendidikan Karakter* (PPK). It is an educational movement in schools to strengthen the character of students through harmonization of heart (ethics), taste (aesthetics), thought (literacy) and sports (kinesthetic) with the support of public involvement and collaboration between schools,

families and communities. There are five priorities values in PPK, as follows:

Figure 2.1. Character Values in PPK

1) Religiousness

Religious values have three relationship dimensions, namely the individual's relationship with God, the individual's relationship with others, and the individual's relationship with the universe (environment). In the perspective of Islam, individual relations with God are a behavior that is built from the framework of human relations with God through His Shari'a. This is related to obligations, commands, and prohibitions from God, and God's rights (Maryani, 2018).

The behavior of individual relations with others is a human relationship that is carried out through the obligation to fulfill the rights of fellow human beings or not (Maryani, 2018). Meanwhile, the relationship of individuals with the environment is an

individual's obligation in caring for and protecting the environment wherever they are.

In this value there are four sub-values, namely faithful, cleanliness, tolerance, and love for the environment. In addition, examples of attitudes from religious values and their sub-values are peace-loving, tolerance, respect for differences in religions and beliefs, firm stance, self-confidence, cooperation between adherents of religions and beliefs, anti-bullying and violence, friendship, sincerity, not forcing one's will, protect the environment, do not damage the environment.

2) Nationalist

According to the KBBI, nationalists mean lovers of their own homeland and nation; people who fight for the interests of their nation; patriots. In addition, nationalism can also be interpreted as a way of thinking, acting, having insight and awareness which prioritizes the interests of the nation and state rather than the interests of them and their groups. This value has three sub-values, namely love for the homeland, the spirit of nationalism, and respect for diversity. Examples of attitudes from this value are appreciation of the nation's own culture, willing to sacrifice, love the homeland, and obey the law, and respect for existing diversity such as cultural, ethnic, and religious diversity.

3) Independent

It refers to the demeanors that do not easily depend on other people in completing tasks or other things. The sub-values of independent are hard work, discipline, creativity, brave, and learner. Examples of attitudes from these values include work ethic (hard work), resilient, high fighting power, professionalism, thinking creatively, courage, and becoming lifelong learners.

4) Mutual help

The value of the mutual help character reflects the act of helping each other and working together in solving common problems, giving help to people in need. The sub-values of mutual cooperation are cooperation, solidarity, mutual help, and kinship. Examples of attitudes from these values include cooperation, commitment to joint decisions, consensus deliberation, help, solidarity, empathy, anti-discrimination, anti-violence, and volunteerism.

5) Integrity

Integrity character values are values that underlie individual behavior as people who can always be trusted in words, actions, and work. Integrity can be interpreted as the quality of the person's actions that are appropriate and in line with the relevant values,

norms, and moral rules (Huberts, 2018). There are 4 sub-values of integrity, namely honesty, exemplary, politeness, and love of truth. Examples of attitudes from these values include honesty, love for the truth, loyalty, moral commitment, anti-corruption, justice, and responsibility.

3. **The Implementation of Character Education**

Based on Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2018) the implementation of character education is done in four steps as bellows:

a. Conduct an analysis of the study of character values in the Basic Competency or Core Competencies of the subject

At this stage, the teacher analyzes the basic competencies and learning materials to be taught. The analysis aims to find the character values that exist in the basic competencies and material and integrating character values in learning planning. Examples of character values analysis in the basic competencies of grade fourth primary schools are as follows:

Tabel 2.1 Example of Analysis the Basic Competency

Basic Competence 3.1: Comparing the life cycle of several types of living things and associating with its preservation efforts	Basic Competencies 4.1: Make Silkus Schemes of Living Things Some types of living things in the surrounding environment and the slogan of their preservation efforts.
Learning materials: 1. Butterfly metamorphosis 2. Grasshopper metamorphosis	
Character values that can be taught: 1. Religious: Loves God's Creatures 2. Nationalism: Love and protect the environment 3. Independence: Working hard to understand the metamorphosis	

b. Integrate character values in learning planning

In this stage, the teacher chooses learning methods and models. Then, the teacher describes the learning steps to be carried out. There are steps to choose learning methods and models:

1) See the characteristics and dimensions of knowledge/skills contained in basic competencies or core competencies

2) See the character of students and the environment

3) Choosing relevant learning activities

4) Varying the learning method

5) Determine the learning method

Moreover, the methods and models are carried out in the lesson plan. Lesson plan is used by the teacher as a guideline to teach the students. Lesson plans must include student learning objectives in a teaching and learning process. In addition, the lesson plan must also contain the content of the material, and how to carry out the assessment (Bulan & Suryaman, 2018). Thus, learning planning is an activity to formulate:

a. Learning outcomes which are the learning objectives of a learning unit;

b. Ways to achieve learning goals; and

c. How to assess the achievement of learning objectives.

Lesson plan is not only in written form, but lesson plans can also be interpreted as everything a teacher does to carry out learning. Lesson plans are guidelines for teachers to use as references in the course of learning and assessment. Some changes may also be made by the teacher to adapt to the situation and conditions occurring in the classroom. Even so, the lesson plan remains a guideline for teachers to use as a guide (Sesiorina, 2014).

In the planning steps, the teacher prepared lesson plan that will be used as a guide to teach the students. Before implementing the character value is carried out, the character value can be written in the lesson plan to facilitate the teacher in applying it. However, the application of character education does not have to be exactly the same as what was written at the Lesson Plan. Its application can be adjusted to the situation and condition of students in each class.

c. Implementing Learning

Implementation of learning is the realization of the lesson plan that has been made. The implementation of learning is also an activity to apply the things that are the objectives of the learning. Implementation of learning can be different from what has been planned in the lesson plan. Modifications to planned activities are sometimes made to maintain the level of student involvement and interest (Septiana et al., 2020).

In implementing learning, the teacher is expected to be able to manage the class and carry out learning in accordance with the lesson plan. Then, the teacher can also enrich and balance learning. In addition, teachers are also expected to reflect the implementation of learning through feedback, questionnaires, anecdote, and celebration.

The implementation of learning according to Peraturan Pemerintah Nomor 57 (2021) is held in a learning atmosphere that is interactive, inspirational, pleasant, and challenging. Moreover, the atmosphere should be motivating the students to be able to actively participate in learning, provide sufficient space for the initiative. The learning atmosphere is also expected to student creativity and independence in accordance with the talents of students, student interests, and physical and psychological development of students.

d. Conduct assessment and evaluation of learning

Assessment of the learning process is an assessment of the planning and implementation of learning. The assessment of the learning process is carried out by educators and the students. Besides, evaluation is the process of describing and perfecting information on learning that is carried out. Evaluation can also include tests and measurements (Zubaedi, 2011).

According to Zubaedi (2011) evaluation is a process not a result in the form of a product. The result of the evaluation is a description of the quality of something, either in terms of its value or meaning.

Evaluation can also be said as an activity to achieve at giving grades to students. In evaluation, there must be consideration regarding the value or meaning of something being evaluated.

Based on Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2018), there are steps to conduct learning assessment and evaluation. The first is developing character assessment instruments based on competency analysis. The second is carrying out authentic assessments. There are several ways to carry out authentic assessments:

1) The teacher observes the behavior of students and records it in a daily or weekly journal.

2) Students conduct self -assessment and provide positive feedback between friends.

3) The teacher makes a student's character notes in individual

Moreover, the third step is processing the results of the assessment objectively. Then, the teacher reports the results of the assessment through effective communication to parents (student guardians) and teachers at the next level. The last is following up on the results of the assessment.

4. **The Importance of Character Education**

According to Heriansyah (2018), character is something that needs to be considered, especially in the context of education. Heriansyah (2018) explained there are three reasons. First, the assumption about

educational institutions, that they prioritize learning achievement on product orientation. Second, the moral degradation that still occurs in numerous scopes, including in the scope of education. Third, the development of technology and digital information can also have a negative impact on the growth of student character. Therefore, good character is needed to prevent these bad influences.

The good character of students can be their provision to break the back of numerous challenges and problems in their lives. By having proper character, students are expected to be capable to apply, improve, and realize these moral values in everyday life. In addition, students are capable to make right decisions responsibly and become good citizens. In addition, good character will not only contribute to developing social-emotional aspects but also affect students' cognitive (Zurqoni et al., 2018).

B. Previous Related Studies

1. The first previous study was done by Ratih (2017).

   This previous study is entitled "The Analysis of Classroom Character Education in English Lessons Based on the 2013 Curriculum". This research used qualitative and the subject was an English teacher of eight grades at SMPN 1 Banjar. The results of this study showed that teachers include character values in indicators, learning materials, learning steps, and assessment instruments in the lesson plans. Character values are also applied in teaching and learning activities. However,

character values that are internalized in learning activities adjust and depend on the topics and indicators to be achieved. In the evaluation, the strategy used by the teacher is in the form of a rubric of suggestions and assessments to assess character education in the teaching and learning process.

This previous study has the same topic with this study, namely character education in English subject. In addition, the second similarity is in the approach used, namely qualitative approach. However, these two studies have different focus. The focus of previous study is on implementing character education based on pre-activity, whilst-activity, and post-activity, while the focus of this study is on implementing character education based on the theory of Hasanah (2013) namely teaching, role model, habituation, motivation, and rule enforcement.

2. The second previous study was conducted by Abdi (2018).

The study is entitled "The Implementation of Character Education in Kalimantan, Indonesia: Multi Site Studies". This study was field work research of qualitative approach that focuses on multi-site study. The informants of the study were teachers and students in some schools. The research locations were in several areas, namely: Tarakan, Bulungan, East Kutai, and Bontang. The result of this study was that the character values implemented include: religious values, creative, independent and responsible, the spirit of nationality and love for the motherland, communication and love the environment.

This second previous study has the same approach as this research, namely a qualitative approach. However, there is also difference in the research design. This second previous study used multi-sites study, while this research uses case study. In addition, both of the research has difference on the focus of study. The focus of this previous study is the application of character values carried out in schools as a whole, while this study focuses on the application of character education values carried out in English subjects.

3. The second previous study was conducted by Thoyyibah et al., (2019)

The research is entitled "The Implementation of Character Education in the English Teaching Learning Using 2013 Curriculum". This research used a case study method with qualitative approach. The subjects of this research were two English teachers in SMP N 1 Kebonagung. The result of this research showed that the researcher found 13 character values in learning activities. The most frequent was religiousness, confidence, discipline, hard work, responsibility, honesty, curiosity, cooperation and environmental care.

This second previous study has similarities and differences with this research. The similarity is the research design, namely the case study with a qualitative approach. The differences are the subject and focus of research. The subjects of this previous study were two English teachers in SMP N 1 Kebonagung, while the subjects of this study were an English teacher and students in eleventh grade of SMA N 1 Jogonalan.

The focus of this previous study is character values that were integrate in the lesson plans and teaching learning process, while this study focuses on the values that are applied and how they are applied in learning English.

4. The fourth previous study is research that was conducted by Ristanti et al., (2020)

The title of this study is "Strategies and Implementation of Character Education Empowerment Management through Islamic Cultural Schools in Dempet District". This research used a qualitative approach. The subjects of this research were three Islamic schools in Dempet district, namely MTs Miftahu Huda Brakas, MTs Nurul Huda Dempet, and MTs Nurul Huda Kramat. The findings consisted of 1) Islamic habituations were strategies of the Islamic school character-building in Dempet; 2) the application of character educational was done through Islamic cultures in Dempet district. 3) the obstacles faced in its implementation were lacks of parents' controls.

This fourth previous study has similarity approach with this study, namely qualitative approach. The differences are the subject and the focus of study. The subjects of this fourth previous study are three Islamic schools, while this study took English teacher and students in SMA N 1 Jogonalan. The focus of this fourth previous study is the strategies and implementation character education through Islamic

culture school, while this study focuses on the implementation character education in English subject.

5. The fifth previous study was conducted by Aghni et al., (2020).

This study was entitled "Character education in English subject: Teachers' perceptions and strategies". This study was a qualitative study. The informants of this study were two English teachers at one of public senior high school in Palembang and the students from two classes that taught by the two teachers. The results of this study indicated the teachers concurred that character education is necessary to apply in teaching and learning process through some strategies such as individual assignments or group discussions. The problems with the application of character education were the students; character and behavior which were overcome by communicating with students and monitoring them during the teaching and learning process.

This fifth previous study has the same topic with this study, namely character education in English subject in senior high school. In addition, the second similarity is in the approach used, namely qualitative approach. However, the two studies have different focus. The previous study focuses on teachers' perceptions and strategies, while this study focuses on the values that are applied and how they are applied in English subject.

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

This study used a qualitative approach with ethnography design. According to Sugiyono (2020) qualitative research is used to examine the situation of natural objects to obtain in-depth and meaningful data. Research using a qualitative approach, according to Yusuf (2017), wants to describe critically, or describe an event of social interaction in society to seek and find meaning in a natural setting.

This study can categorize as qualitative because the data analysis does not use statistical analysis, but rather narratively. In addition, this study emphasizes the search for meaning, understanding, concepts, and characteristics regarding the implementation of character education. This research also used ethnography design. Ethnography is a design of inquiry originating in anthropology and sociology in which the researcher studies the behavioral patterns, language, and collective actions of intact cultural groups in natural settings over long periods of time. Data collection often involves observation and interviews (Creswell & Creswell, 2018).

B. Research Setting

1. Place of Research

This research was conducted at SMA N 1 Jogonalan which is located on Jalan Raya Jogja-Klaten KM 7/23, Prawatan, Kec. Jogonalan,

Klaten Regency, Central Java 57452. SMA Negeri 1 Jogonalan was established and began implementing learning activities in 1990, starting with the 1990/1991 Academic Year with 3 parallel classes of class 1 (now class X). The existence of Jogonalan 1 Public High School was strengthened by the Decree of the Minister of Education and Culture No. 0363/0/1991 concerning the Opening and Legalization of Schools for the 1990/1991 Academic Year dated 20 June 1991.

2. Time of Research

The research schedule carried out by the researcher was as follows:

Table 3.1 Time of Research

Activities	2021 Aug-Oct		2021 Nov-Jan		2022 Feb-Apr		2022 May-Jul		2022 Aug-Oct		2022 Nov-Jan	
Title Submission	■											
Pre-Research			■	■								
Chapter 1-3				■	■	■						
Examinition of Proposal							■					
Collect the data								■				
Chapter 4-5								■	■	■	■	
Thesis Examinition											■	

C. Research Subject

The first subject of this research was Mr. E, an English teacher on the eleventh grade at SMA N 1 Jogonalan. This English teacher of SMA N 1 Jogonalan is responsible for all classes in the eleventh grade. It is giving the

teacher better understanding on how to implement character education into learning process for eleventh grade.

The second subjects were eleventh grade students who are selected by purposive sampling. The purposive sampling in this research is done by selecting informants, in this case the eleventh grade students, with certain considerations that are considered to provide the necessary data. The researcher took the students of XI IPA 1, XI IPS 4, and XI IPS 3. The first student that interviewed in each class is the chairman of the class. The researcher took the chairman because the possibility of the chairman's view regarding their class. Then, the researcher asked the chairman to choose a student that would be interviewed.

D. Data and Source of the Data

According to Nugrahani (2014) the data in qualitative research are usually in the form of words, utterance, sentences, and actions. The words and actions of the person or subject being studied or interviewed are the main data in qualitative research. While the data sources that can be used in finding information in qualitative research include: (1) documents or archives, (2) informants, (3) events or activities, (4) places or locations, (5) objects, images and recordings.

The data in this study were the words and actions of the English teacher and also the eleventh grade students of SMA N 1 Jogonalan when learning English. Moreover, the data were the words of the English teacher and students when interviewed. In addition, the sources of data in this study were

informants and events/activities. The informants were the eleventh grade students and English teacher of SMA N 1 Jogonalan while the activities were English learning activities in the eleventh grade of SMA N 1 Jogonalan.

E. Research Instrument

The main instrument of this research was the researcher herself. The researcher as a human instrument functions to decide the focus of research, choose informants as data sources, accumulate data, assess data quality, analyze data, interpret data and draw conclusions from their findings. The secondary instruments were observation guidelines, interview guidelines, and documentation.

F. Techniques of Collecting the Data

This study used observation, interview, and documentation data collection techniques. The explanation of each technique is as follows:

1. Observation

An observation carried out by the researcher was non-participatory observations. In carrying out this observation, the researcher was not involved with the subject being observed but only acted as an independent observer. The researcher observed the teacher and learning process in the classroom by making field note in the observation guideline. The aim of observation is to observe the values and ways of implementing character education executed by English teacher in the teaching and learning process.

2. Interview

This study will use semi-structured interviews. Researcher will interview the informants use interview guides but will not use standard formats and sequences. The purpose of semi-structured interviews is to find problems more openly and the informants are asked for their opinions and ideas. In this study, interviews will be conducted directly or face-to-face with the English teacher and students in the eleventh grades of SMA N 1 Jogonalan.

Interview that will be conducted with English teacher intend to obtain information about the methods and values of character education applied in English subject. Interviews that will be conducted with students intend to obtain information about how character education applied by English teacher that could be identified by students. Interviews with students also aimed to find out more information about the character values taught by the English teacher.

3. Documentation

The documents analyzed in this study are the lesson plans made by the English teacher. Lesson plans are an important part that must be analyzed because in learning there is a planning process that is written into lesson plans. These lesson plans will be analyzed to find out the input of character education in the learning planning process.

G. Trustworthiness of the Data

The trustworthiness of the data in this study will be carried out using triangulation. Triangulation can be done by checking data from various sources (source triangulation), various ways (technical triangulation) and various times (time triangulation). The triangulation that was used by the researcher is triangulation of techniques. It is called technical triangulation because researcher does not only use one data collection technique, but the researcher uses three techniques, namely observation, interview, and documentation.

H. Techniques of Analyzing the Data

The researcher used technique of analyzing the data by Spradley (1980). There are four main steps to analyze the data namely domain analysis, taxonomic analysis, componential analysis, and discovering cultural themes.

1. Domain analysis

Domain analysis is carried out to obtain a general and comprehensive picture of the social situation. Domain is a cultural category consisting of three elements, namely cover terms, included terms, and semantic relationships. Cover term is the name of a cultural domain; included terms are more detailed names in a category. Meanwhile, the semantic relationship is the relationship between categories.

In this study, the researcher observed the situation in the eleventh grade of SMA N 1 Jogonalan. The researcher also conducted interviews

with the teachers in order to know more about the situation each class in eleventh grade. The researcher found the domain analysis below:

Table 3.2 Domain Analysis

Included terms	Semantic relationship	Cover term
Conduct an analysis of the study of character values in the Basic Competency or Core Competencies of the subject	way to	The implementation of character education
Integrate character values in learning planning		
Implementing Learning		
Conduct assessment and evaluation of learning		

2. Taxonomic analysis

   Taxonomic analysis is an analysis of the entire data collected based on the specified domain. In this stage, the domain defined as the cover term can be described in more detail and depth. In the taxonomic analysis, researchers found the following data:

Table 3.3 Taxonomic Analysis

The Implementation of Character Education	Conduct an analysis of the study of character values in the Basic Competency or Core Competencies of the subject	Teacher's analysis
	Integrate character values in learning planning	Lesson Plan
	Implementing Learning	Realization
	Conduct assessment and evaluation of learning	Teacher Assessment
		Peer Assessment

3. Componential analysis

   In the componential analysis, the domains that have been defined are
broken down to be more focused. Each domain is searched for similar
elements that include the domain. Then from the similar elements look
for the differences. The componential analysis found by the researcher is
as follows:

Table 3.3 Componential Analysis

Domain Analysis		Taxonomic Analysis	Componential Analysis					
			Character values that are implemented			The ways to implement the character values		
			XI IPA 1	XI IPS 4	XI IPS 3	XI IPA 1	XI IPS 4	XI IPS 3
Character Education	Conduct an analysis of the study of character values in the Basic Competency or Core Competencies of the subject	Teacher's Analysis						
	Integrate character values in learning planning	Lesson Plan						
	Implementing Learning	Realization						
	Conduct assessment and evaluation of learning	Teacher Assessment						
		Peer Assessment						

4. Discovering cultural themes

This stage is an attempt to find something that connects several of these components. By finding something that connects the components, then a construction or structure can be arranged that becomes a theme.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research Findings

1. The Character Education Values Taught by the English Teacher

a. XI IPA 1

The character education values taught by the English teacher in English subject in the eleventh grade of SMA N 1 Jogonalan in academic year of 2021/2022 are based on the Penguatan Pendidikan Karakter (PPK) (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2018). The researcher chose the XI IPA 1 randomly because the four classes of XI IPA on average have the same class atmosphere. Based on interviews with teacher, the teacher prioritized a character value.

"………yang sopan gitu aja, yang saya mau itu anaknya yang punya akhlak baik dan sopan santun. Kalau hanya berani, preman-preman itu juga orang yang berani semua." (ET, I-PR)

The teacher said that he want the students to have good manners and politeness. It is because if the students only have courage, it does not enough.

"Jadi pertama awal dulu ketika masuk, saya sering memberikan saran seperti kalau kita Islam itu sebelum belajar ilmu belajar adab dulu. Jadi belajar di dalam kelas itu adabnya kamu mencari ilmu apa. Semisal di kelas saya, kamu sedang belajar bahasa Inggris, saya ga menuntut kamu pinter bahasa Inggris, kamu kurang dalam bahasa Inggris saya tidak masalah, saya tidak menuntut kamu harus pinter

bahasa Inggris tapi yang saya tuntut pertama adalah akhlak kamu." (ET, II-WY)

According to the teacher, politeness is more important than knowledge. He also conveyed to each class at the beginning of the first meeting that the most important thing for him is politeness and the next priority is the English material. The teacher does not demand students to be good at English, but what he demands is student morals.

The delivery of that advice and motivation by the teacher was also justified by the two students in class XI IPA 1.

"Iya, beliau dari awal memang sudah mengatakan kalau beliau menjunjung tinggi sopan santunnya." (A1S1, I-PR)

Based on the student, the English teacher from the beginning has said that he upholds or prioritizes student manners.

"Yang penting etikanya baik. Sikapnya yang baik, tidak pintar bahasa Inggris tidak apa-apa." (A1S2, I-PR)

Then the second student said that the English teacher was not too concerned if the students were not good at English, but the most important thing was that the ethics were good.

In addition based on the observation in XI IPA 1, there were some character values taught by the teacher. The first observation in XI IPA 1 was conducted on March 25th, 2022 at 9.45 – 10.45 a.m. In this observation, the material was about the theory of explanation text.

Table 4.1 First Observation in XI IPA 1

Activities	Observation Description	
	The Implementation of Character Education	**The Students' Respond**
Pre-activity	**Religious** 1. Faithful: the teacher greeted the students by saying *Assalamu'alaikum warahmatullahi wabarakatuh.* **Independent** 1. Learner: the teacher reviewed and reminded the previous material about cause and effect. 2. Discipline: the teacher checked the student's attendance.	**Religious** 1. Faithful: the students mostly answered the greeting. **Independent** 1. Learner: most of the students answered and paid attention the teacher's review. 2. Discipline: all of the students attended the class
Main activity	**Independent** 1. Learner: • The teacher asked for text types except explanation and asked the examples of nature and social phenomena, generic structure and the language earmark in explanation text. • The teacher asked the students to listen and repeat some difficult vocabularies based on the text in the book. 2. Brave: • The students answered the teacher question about the text types, examples of nature and social phenomena, and the meaning of difficult vocabularies in *Bahasa Indonesia.* • The students should write a theme about explanation text in the whiteboard one by one and might not write the same theme. • The students should read a text one by one. **Mutual help** 1. Helping each other: the teacher asked for help to clean the whiteboard.	**Independent** 1. Learner: • Some of the students answered the teacher's question and some students looked at their books. • The students mostly repeat the vocabularies 2. Brave: • The students answered the teacher's question correctly • The students were eager to write the theme on the whiteboard and the students jostled to write it. • The students started reading the text with the first direction of the teacher. **Mutual help** 1. Helping each other: one of the students directly went forward to clean the whiteboard.
Post activity	**Mutual help** 1. Helping each other: the teacher asked the students to clean the classroom because the classroom will be used for the 12th grade exam. **Religious** 1. Faithful: the teacher ended the lesson by saying *Wassalamu'alaikum warahmatullahi wabarakatuh.*	**Mutual help** 1. Helping each other: the students clean the classroom together. **Religious** 1. Faithful: the students mostly answered the teacher's greeting.

Based on the table, there were three activities in teaching English. The first is pre-activity. In this activity the teacher greeted the students by *Assalamu'alaikum warahmatullahi wabarakatuh* because all of the students in this class are Muslim. Then, the students also mostly answered the teacher's greeting. It indicated that the teacher implementing religious value especially faithful.

Then, the teacher checked the students' attendance that indicates the implementing of discipline. Because of checking the attendance, the teacher knew about the students' discipline in the learning process and all of the students at that time attended the class. In addition, the teacher also implemented independent value especially learner value. In this pre-activity the teacher implemented learner value by reviewing and reminding the students about the previous meeting which was about cause and effect. Because the meeting on that day had changed the material, the reminder of the previous material was intended so that students did not forget the cause and effect material. In this case, the students answered and paid attention the teacher's review.

The second activity is main-activity. In this activity the researcher found two kinds of character education values namely independent and mutual help. In the independent value there were three sub-values namely learner and brave value. Learner was indicated by the ways of the teacher in delivering the material. In

delivering the material the teacher mostly asked students first then he explained. In addition, some students answered the teacher's question correctly and some students looked at their book to check out.

The teacher asked student about text types, example of nature and social phenomena, generic structure and the language earmark in explanation text. In addition, the teacher asked the students to listen and repeat some difficult vocabularies. The students of XI IPA 1 mostly repeat the vocabularies in properly. Those included learner value because the students think and learn things that are not yet known or become more understanding of those.

Then, the brave value was implemented when the students were asked to answer the questions about the text types, examples of nature and social phenomena, and the meaning of difficult vocabularies in *Bahasa Indonesia*. The students also should write a theme about explanation text in the whiteboard one by one and read a text one by one. The ways that teacher used was one by one because it could train students' courage to express their opinions and trained students' courage to read with the attention of all students. The students were eager to write the theme on the whiteboard and the students jostled to write it.

Furthermore, there was mutual help value especially helping each other. The teacher implemented helping each other value by

asking for help the students to clean the whiteboard. This trained students' sensitivity to others who need help when the teacher asked for help without appointing a specific student. In that case, one of the students directly went forward to clean the whiteboard.

The last activity is post activity. In this activity all of students in SMA N 1 Jogonalan were asked for help to clean their classroom because the classrooms would be used the twelfth grade final school exam. The teacher was asked to condition and oversee the students. Thus, this activity included helping each other value because the tenth and eleventh grade students help to clean the classroom even though they do not used the classroom. In addition, the teacher ended the lesson by saying *Wassalamu'alaikum warahmatullahi wabarakatuh* and the students mostly answered the greeting. It indicated that the teacher implemented religious value namely faithful.

The second observation in XI IPA 1 was conducted on April 22th, 2022 at 9.45 – 10.45 a.m. In this observation the activity was about writing explanation text.

Table 4.2 Second Observation in XI IPA 1

Activities	Observation Description	
	The Implementation of Character Education	**The Students' Respond**
Pre-activity	**Religious** 1. Faithful: the teacher greeted the students by saying *Assalamu'alaikum warahmatullahi wabarakatuh*. **Independent** 1. Learner: the teacher reviewed and reminded the previous material about explanation text 2. Discipline: the teacher checked the student's attendance. 3. Brave: The teacher asked the students to fill the seats in the front bench.	**Religious** 1. Faithful: the studemts mostly answered the greeting. **Independent** 1. Learner: most of the students answered and paid attention the teacher's review. 2. Discipline: all of the students attended the class. 3. Brave: the students that were pointed by the teacher took a second to fill the front bench.
Main activity	**Independent** 1. Creative: the teacher played some cartoon videos about explanation text. 2. Learner: • The teacher asked students about the meaning of some vocabularies. • The teacher asked the students to write the important points from the video. • The teacher asked the students group to explain and write explanation text based on the points that they have noted based on the video in their own words. **Mutual help** 1. Cooperation: the students were asked to make eight groups that were containing of four or five students in each group. The group formation was done by counting. **Integrity** 1. Exemplary: The teacher approached each group to ask about the progress of writing the explanation text and re-explained if the students were still having difficulty doing their assignments.	**Independent** 1. Creative: the students looked enthusiastic when the teacher played the video. 2. Learner: • Some of students answered the teacher's question. • Some of the students wrote the points and the others only watched the video. • The students discussed with their group mates seriously. **Mutual help** 1. Cooperation: The students directly do the teacher's instruction and are a bit disorganized when they come to group mates. **Integrity** 1. Exemplary: students did not hesitate to ask the teacher about the material.
Post activity	**Religious** 1. Faithful: the teacher ended the lesson by saying *Wassalamu'alaikum warahmatullahi wabarakatuh*.	**Religious** 1. Faithful: the students mostly answer the greeting.

Based on the table 4.2, there were three activities in teaching English. The first is pre- activity. In this activity the teacher greeted the students by *Assalamu'alaikum warahmatullahi wabarakatuh* because all of the students in this class are Muslim. The students mostly answered that greeting. It indicated that the teacher implementing religious value especially faithful. This can be categorized as faithful because by doing that the students get used to say greetings in Islam.

In addition, the researcher found independent value that was implemented by the teacher namely learner, discipline, and brave value. Then, the teacher checked the students' attendance that indicates the implementing of discipline. Because by checking the attendance, the teacher knew about the students' discipline in the learning process. In that time, all of the students in XI IPA 1 attended the learning.

Moreover, before the learning process was begun, the teacher asked the students to fill the seats in the front bench. It showed that the teacher tried to explain brave value. Sitting in the front seat would train students' focus and courage because they directly saw the teacher and were not hindered by other students. The students that were pointed by the teacher to seat at the front bench took a second to fill the seat. In pre-activity the teacher also implemented learner value by reviewing and reminding the students about the previous meeting

which is about the material of explanation text. Thus, it triggered students to recall the material and the students also answered and paid attention when the teacher reviewed the material.

The second activity is main-activity. In this activity the researcher found three kinds of character education values namely independent, mutual help, and integrity. In the independent value there were three sub-values namely creative and learner value. Creative was implemented by the teacher by giving cartoon videos to explain in more detail about example of explanation text. There were three cartoon videos that explained the process of the occurrence of floods, earthquakes, and rain. The students also looked enthusiastic with the cartoon videos.

The students were asked to write the important points and sentences from the video that will later be used as a guide or main idea for writing explanation texts. In this case, some students wrote the point and some of the students only watching the video. The students were also asked about the meaning in *Bahasa Indonesia* about some vocabularies. In this part, it was indicated that the teacher implemented the learner value.

The next value that was found in main activity is mutual help namely cooperation. Then, cooperation value was seen when the students were asked to make eight groups that were containing of four

or five students in each group. The group formation was done by counting. The formation of groups by counting would train students to work together with other students without being able to choose friends or other students they want. The students directly do the teacher's instruction and are a bit disorganized when they come to group mates.

In addition, in the main activity the teacher also showed an exemplary value. When the students group was discussing, the teacher approached each group to ask about the progress of writing the explanation text and re-explained if the students were still having difficulty doing their assignments. The students also did not hesitate to ask the teacher about the material. It can be categorized as exemplary because the teacher showed an attitude of responsibility towards the material presented. Students were not only allowed to work in groups without the intervention of the teacher but the teacher also checked their progress and even re-explained the material.

The last activity is post activity. In this activity, the teacher implemented faithful value. The teacher ended the lesson by saying *Wassalamu'alaikum warahmatullahi wabarakatuh*. The students mostly answer the greeting. This can be categorized as faithful because by doing that the students get used to say greetings in Islam.

b. **XI IPS 3**

The teacher adviced each class that he prioritized the students' manner and attitude.

"Jadi pertama awal dulu ketika masuk, saya sering memberikan saran seperti kalau kita Islam itu sebelum belajar ilmu belajar adab dulu. Jadi belajar di dalam kelas itu adabnya kamu mencari ilmu apa. Semisal di kelas saya, kamu sedang belajar bahasa Inggris, saya ga menuntut kamu pinter bahasa Inggris, kamu kurang dalam bahasa Inggris saya tidak masalah, saya tidak menuntut kamu harus pinter bahasa Inggris tapi yang saya tuntut pertama adalah akhlak kamu."
(ET, I-PR)

According to the teacher, politeness is more important than knowledge. He also conveyed to each class at the beginning of the first meeting that the most important thing for him is politeness and the next prioritize is the English material. The teacher does not demand students to be good at English, but what he demands is student morals.

The teacher advice about prioritizing politeness and manner is justified by the two students that have been interviewed.

"Ya itu tiap pelajaran (guru memberikan nasihat atau masukan mengenai pentinnya sopan santun)." (S3S1, I-PR)

The first student of XI IPS 3 confirmed that this English teacher prioritizes student manners. Even, at this class the teacher give advice almost every meeting in teaching learning process. Then, the second student also confirmed about the advice.

"Iya pernah, setiap pertemuan (guru memberikan masukan bahwa tidak pandai bahasa Inggris tidak masalah, yang terpenting ialah sopan santun siswa)." (S3S2, I-PR)

The second student also confirmed that the teacher gave advice that students are not smart English is not a problem, but the most important thing is the attitude of students. The second student said that it is given in every meeting of teaching learning process.

Moreover, based on the observation in XI IPS 3, there were some character values that are implemented. The first observation in XI IPS 3 was conducted on April 14th, 2022 at 8.30 – 9.30 a.m. In this observation the activity was about writing explanation text.

Table 4.5 First Observation in XI IPS 3

Activities	Observation Description	
	The Implementation of Character Education	**The Students' Respond**
Pre-activity	**Religious** 1. Faithful: the teacher greeted the students by saying *Assalamu'alaikum warahmatullahi wabarakatuh*. **Independent** 1. Discipline: • The teacher checked the student's attendance. • The teacher gave advice that student should attend class first, for matters of understanding or not about the material was later. • The teacher reprimanded students whose clothes were not neat and ordered them to tidy up. 2. Learner: the teacher reminded about the previous meeting material which was about explanation text. 3. Brave: students were asked to fill the front seat with several persuasions.	**Religious** 1. Faithful: the students mostly answered the greeting. **Independent** 1. Discipline • There are around four students that did not attend the class. • The students pay attention to the teacher's advice. • The student immediately tidied the uniform. 2. Learner: Some of the students answered and paid attention but some students did not pay attention. 3. Brave: The students pointed to each other.

Activities	Observation Description	
	The Implementation of Character Education	**The Students' Respond**

Main Activity	**Independent**
	1. Creative: the teacher used video to give an example about explanation text.
	2. Learner:
	  • The teacher re-explained the material about explanation text.
	
	  • The teacher asked the examples of nature and social phenomena and asked the students about the generic structure of explanation text.
	  • The teacher asked the students to write the important points from the videos that are played by the teacher.
	  • The teacher asked the students group to explain and write explanation text based on the points that they have noted based on the video in their own words.
	Mutual help
	1. Cooperation: the students were asked to make eight groups that were containing of four or five students in each group. The group formation was done by counting.
	Integrity
	1. Exemplary: The teacher approached each group to ask about the progress of writing the explanation text and re-explained if the students are still having difficulty doing their assignments.
		Independent
		1. Creative: the students were very enthusiastic and paid attention to the videos.
		2. Learner:
		  • Several students paid attention but the others were looked less attention.
		  • Few students answered the teacher's question.
		
		  • Few students wrote the points but the other students only focused on the videos.
		
		  • The students discussed with their group
		
		Mutual help
		1. Cooperation: the students immediately do the counting but are a bit disorganized when they looked for the group mates.
		
		Integrity
		1. Exemplary: the students did not hesitate to ask the teacher about the material and the task.

Post Activity	**Religious** 1. Faithful: the teacher ended the lesson by saying *Wassalamu'alaikum warahmatullahi wabarakatuh*.	**Religious** 1. Faithful: the students mostly answered the greeting.

There were three activities in teaching English. The first is pre-activity. In this activity the teacher greeted the students by *Assalamu'alaikum warahmatullahi wabarakatuh* because all of the students in this class are Muslim. Mostly, the students answered the

teacher;s greeting. It can be categorized as faithful because by doing that the students get used to say greetings in Islam.

The next character value that was implemented by the teacher was independent which consist of discipline, learner, and brave value. The discipline value could be seen when the teacher checked the student's attendance. By checking the students' attendance, the teacher could find out the discipline of students in participating his learning. Because there were four students that did not attend the class, the teacher gave advice that student should attend class first, for matters of understanding or not about the material is later.

Then, the teacher reprimanded students whose clothes were not neat and ordered them to tidy up. The students also immediately tidied the uniform. It can also be categorized as implementing of discipline value. The next value that was implemented by the teacher was learner. In this case, the teacher reminded about the previous meeting material which was about explanation text. It would trigger the students to recall the material. Some of the students answered and paid attention but few students did not pay attention.

Furthermore, teacher also implemented brave value by asking the students to fill the front seat. At first there were no students doing it, and then the teacher appointed students to fill the front seats. The student initially refused and pointed to each other, but the teacher still

persuaded to sit in the front seat. Even though it has to be with several persuasions, finally the students want to sit in the front bench.

The next activity was main activity. The teacher implemented three character values in this activity namely independent, mutual help, and integrity. Independent value consists of creative, learner, and brave value. In creative value, the teacher showed an example with the way of himself in delivering the material that was using a cartoon video about explanation text so that students did not get bored. The students were very enthusiastic and paid attention to the videos.

In the implement learner value, the teacher re-explained the material, asked the students about examples of nature and social phenomena and asked about generic structure of explanation text. Several students paid attention but the others were looked less attention. In addition, the teacher asked the students to write the important points from the videos that were played by the teacher. Few students wrote the points but the other students only focused on the videos. Then, they made an explanation text based on the points that they have noted based on the video in their own words in students group.

The next value was cooperation. This value was built by asking the students to make groups that were containing of four or five students in each group. The group formation was done by counting.

The students immediately do the counting but are a bit disorganized when they looked for the group mates. It can be categorized as cooperation value because by working in a group, the students learn to work and discuss to solve their problem together.

Moreover, the teacher showed an exemplary value. It can be seen when the teacher approached each group to ask about the progress of writing the explanation text and re-explained if the students were still having difficulty doing their assignments. The students also did not hesitate to ask the teacher about the material and the task. In this case, the teacher not only gave assignments but also accompanied students. So, this can be an example for students that someone must be responsible for his obligations.

The last activity was post activity. In this activity, the teacher implemented faithful value. Faithful value could be seen when the teacher ended the lesson by saying *Wassalamu'alaikum warahmatullahi wabarakatuh*. The students mostly answered the greeting.

The second observation in XI IPS 3 was conducted on April 21th, 2022 at 8.30 – 9.30 a.m. In this observation the activity was about telling explanation text.

Table 4.6 Second Observation in XI IPS 3

Activities	Observation Description	
	The Implementation of Character Education	**The Students' Respond**
Pre-activity	**Religious** 1. Faithful: the teacher greeted the students by saying *Assalamu'alaikum warahmatullahi wabarakatuh*. **Independent** 1. Learner: the teacher reminded about the previous meeting material about explanation text. 2. Discipline: The teacher checked the student's attendance.	**Religious** 1. Faithful: the students mostly answered the greeting. **Independent** 1. Learner: Some of the students answered and paid attention but few students did not pay attention. 2. Discipline: There was a student that did not attend the class.
Main activity	**Independent** 1. Creative: the teacher asked students to stand beside the seat and face to face with their friends to practice speaking before going forward one by one. 2. Learner: The teacher gave students time for speaking practice in class. 3. Brave: • The teacher gave students the opportunity to speak in front of the class without pointing at them. • The teacher appointed students to speak about explanation text in front of the class. **Religious** 1. Tolerance: The teacher required at least the first paragraph of the explanation text they have made but if they could speak all the paragraphs that's better. Then, when students spoke in front of the class and were stuck, the teacher gave the opportunity to return to their seats and would be called again later.	**Independent** 1.Creative: The students do the teacher's instruction but are a bit disorganized and noisy. 2.Learner: The students practiced for speaking 3.Brave: • There were no students that wanted to speak in front of the class willingly • The student that was appointed by the teacher does the teacher's instruction. **Religious** 1.Tolerance: The students fell a bit calm because they shoudn't speak all of the text and they had a second chance to that speaking test.
Post activity	**Independent:** 1. Hard work: The teacher advised that students should keep practicing this speaking at home, not just in class. **Religious** 1. Faithful: the teacher ended the lesson by saying *Wassalamu'alaikum warahmatullahi wabarakatuh*.	**Independent:** 1. Hard work: Some of the students paid attention but the others focused on theirselves' avtivities. **Religious** 1. Faithful: the students mostly answered the greeting.

There were three activities in teaching English. The first was pre-activity. In this activity the teacher greeted the students by *Assalamu'alaikum warahmatullahi wabarakatuh*. The students mostly answered the greeting. It can be categorized as faithful because by doing that the students get used to saying greetings in Islam.

The next value in pre activity was discipline. It was implemented by checking the students' attendance. It could be categorized as discipline value because the teacher could know the discipline of students in following English learning. There was a student that did not attend the class. It is better than the previous meeting that there were four students that did not attend the class.

In pre activity, the teacher also implemented independent value namely learner value. The teacher implemented this value by reminding the students about the previous meeting with few questions. It was begun by triggering the students' memory.In the previous meeting, they learned about explanation text and in that meeting they would tell explanation text. Some of the students answered and paid attention but few students did not pay attention.

The next activity was main activity. There were some character values that were implemented namely independent and religious. The independent value, there were creative, learner, and brave value that

were implemented. Creative values could be seen from the way the teacher gave students the opportunity to practice their speaking.

The teacher asked students to stand beside the seat and face to face with their friends to practice speaking before going forward one by one. After students finished practicing speaking with friends in front of him, they had to move to the side of one step. Students who stand on the right moved one step to the right, while the students who stand on left moved to the left. Thus, there was a turnover of students to practice speaking. The students do the teacher's instruction but a bit disorganized and noisy.

Meanwhile, the learner value could be seen when the teacher still gave students the opportunity to practice speaking even though the previous meeting the teacher had said that the day students would advance for the speaking about explanation text they had made. It showed that the teacher wanted the students learned to speak with their friend first before they presented in front of the class. Moreover, brave value was indicated when the teacher gave students the opportunity to speak in front of the class without pointing at them. After no one wanted speaking without being appointed, the teacher appointed students to speak about explanation text in front of the class to train their courage.

In addition, there was religious value that consists of tolerance value. It could be seen when the teacher made it easy for students by requiring students to be speaking at least the first paragraph of the explanation text they have made. However, if they could speak all the paragraphs, that is better. Then, when students spoke in front of the class and they were stuck, the teacher gave the opportunity to return to their seats and would be called again later. In this case, the students fell a bit calm because they shoudn't speak all of the text and they had a second chance to that speaking test

The last activity was post activity. There were two values namely independent and religious. The independent value shown in the post activity was hard work. It was implemented by giving advice to the students that they should keep practicing this speaking at home, not just in class. Some of the students paid attention tho the teacher's advice but the others focused on theirselves' activities. Besides, faithful value is also implemented in the post activity. It could be indicated when the teacher ended the lesson by saying *Wassalamu'alaikum warahmatullahi wabarakatuh*. The students mostly answered the greeting.

c. **XI IPS 4**

The English teacher gave advise to the students about his prioritize in teaching learning process.

"Jadi pertama awal dulu ketika masuk, saya sering memberikan saran seperti kalau kita Islam itu sebelum belajar ilmu belajar adab dulu. Jadi belajar di dalam kelas itu adabnya kamu mencari ilmu apa. Semisal di kelas saya, kamu sedang belajar bahasa Inggris, saya ga menuntut kamu pinter bahasa Inggris, kamu kurang dalam bahasa Inggris saya tidak masalah, saya tidak menuntut kamu harus pinter bahasa Inggris tapi yang saya tuntut pertama adalah akhlak kamu." (ET, I-PR)

According to the teacher, the main thing to do before learning is to learn the manner and courtesy. He also conveyed to the class at the beginning of the first meeting that the most important thing for him is politeness and the next prioritize is the English material. The teacher does not demand students to be good at English, but what he demands is student morals.

"……. Bapak Ibu guru kalau memberi nilai, selagi siswa itu sikapnya baik, tidak sombong, tidak sulit diatur, tidak suka bolos, pasti nilainya bagus. Pertama yang bapak ibu guru nilai itu bukan kepandaiannya. Pertama yang dilihat itu sikapnya dulu…………." (ET, I-PR)

Based on the teacher, the first thing that is assessed by the teacher is the students' attitude. As long as students have a good attitude, not arrogant, not difficult to manage, obey to the teacher, the teacher can give students good score. However, if the students' attitude is not good and in the material is also lacking, it is difficult for

the teacher to give score even at the KKM (*Kiteria Ketuntasan Minimal*) limit.

Based on the students' interview, the first student of XI IPS 4 said that he forgot about the teacher's advice that related to the prioritized character value.

"Engga kayaknya. Tidak tahu atau saya yang lupa. Lupa saya mbak." (S4S1, I-PR)

However, giving advice by the teacher about what is important in teaching learning process is justified by the second student.

"Pernah (mengatakan bahwa siswa tidak pandai bahasa Inggris tidak masalah, yang penting sopan santunnya), dan kalau pak Erfak lebih ke yang penting tugasnya dikerjakan."(S4S2, I-PR)

Based on the second students, the teacher ever gave motivation about the prioritized students' moral. Students who are not good at English are not a problem for the teacher as long as the students try to learn it. The important thing is their manners or attitude. In the subject matter, the teacher asks students to at least do the assignment given. In the case of right or wrong in doing the assignment is a later matter.

Based on the observation in XI IPS 4, there were some character values that implemented. The first observation in XI IPS 4 was conducted on March 24th, 2022 at 9.35 – 10.45 a.m. In this observation the activity was about delivering the material of explanation text.

Table 4.3 First Observation in XI IPS 4

Activities	Observation Description	
	The Implementation of Character Education	**The Students' Respond**
Pre-activity	**Religious** 1. Faithful: the teacher greeted the students by saying *Assalamu'alaikum warahmatullahi wabarakatuh*. **Independent** 1. Learner: the teacher reminded about the previous meeting material which was about conjunction. 2. Discipline: • The teacher checked the student's attendance. • The teacher reprimanded student whose clothes was not neat and ordered them to tidy up.	**Religious** 1. Faithful: the studemts mostly answered the greeting. **Independent** 1. Learner: most of the students answered and paid attention the teacher's review. 2. Discipline: • All of the students attended the class. • The student directly tidied up the uniform.
Main activity	**Independent** 1. Learner: • The teacher asked the meaning of explanation and the other text types except explanation and asked the examples of nature and social phenomena and related them to phenomena that have recently occurred • The teacher asked students to listen and repeat some difficult vocabularies based on the text in the book. 2. Brave: • The students should write a theme about explanation text in the whiteboard one by one and might not write the same theme. • The students should read an explanation text one by one. **Mutual help** 1. Cooperation: • Students were divided into groups with 3 students in each group to answer the questions based on the text on the book. • The teacher asked the time to work on the questions.	**Independent** 1. Learner: • Some of the students answered the teacher's question. • The students repeat the vocabularies in a loud voice but some students repeat in a low voice. 2. Brave: • Some students wrote in the whiteboard enthusiastically but some students still tried to find a theme. • Few students read in a loud voice and the others read in a low voice. **Mutual help** 1. Cooperation: • The students directly made the groups but a bit disorganized when they come to group mates. • The students a bit noisy when they answer about the time to work on.
Post activity	**Religious** 1. Faithful: the teacher ended the lesson by saying *Wassalamu'alaikum warahmatullahi wabarakatuh*.	**Religious** 1. Faithful: the students mostly answer the greeting.

There are three activities in teaching English. The first is pre-activity. In this activity the teacher greeted the students by *Assalamu'alaikum warahmatullahi wabarakatuh* because all of the students in this class are Muslim. The students mostly answer the teacher's greeting. It indicated that the teacher implemented religious value especially faithful. This can be categorized as faithful because by doing that the students get used to say greetings in Islam.

Then, the teacher checked the students' attendance that indicated the implementing of discipline. Because by checking the attendance, the teacher knew about the students' discipline in the learning process. All of the students attended the class. Then, there was student whose clothe was not neat so the teacher reprimanded him to tidy up and the student directly does the teacher's instruction. It showed that the teacher implemented discipline value in wearing uniforms based on applicable rules.

In addition, there was independent value that was implemented by the teacher especially learner value. In this pre-activity the teacher implemented learner value by reviewing and reminding the students about the previous meeting which was about conjunctions. Some of the students answered and paid attention to the reviewing. Thus, it triggered students to recall the material and did not forget the conjunctions material.

In the main activity, there were two main values that were implemented by the teacher namely independent and mutual help. The first sub value in independent value is learner. Learner value was implemented by asking the students about the meaning of explanation and the other text types except explanation. Moreover, the teacher also asked the examples of nature and social phenomena and related them to phenomena that have recently occurred. The teacher related the social phenomenon that was happening at that time, namely the scarcity of cooking oil in Indonesia. In this case, several students answered the teacher's question correctly.

Then, the teacher asked students to listen and repeat some difficult vocabularies based on the text in the book. Some students read in a loud voice and the other in a low voice. This activity would trigger students to concentrate on listening to the teacher pronounce a vocabulary because they also had to repeat the word. Furthermore, the next sub value is brave. It could be seen when the teacher gave students the opportunity to answer various questions given by the teacher.

The students also should write a theme about explanation text in the whiteboard one by one. Some students wrote in the whiteboard enthusiastically but some students still tried to find a theme. Moreover, the students should read an explanation text one by one. Some students read in a loud voice and the other in a low voice.

Activities carried out by students one by one can be categorized as implementing brave values. This is because students will learn to present their own answers. In addition, by reading the English text one by one, it is possible that if there are errors, the teacher and other students will hear clearly. Thus, it can be said to train students' courage.

Furthermore, there was mutual help value in main activity especially cooperation. The first activity that showed cooperation value was when the students should answer some questions, the teacher asked the time to work on the questions. The students ask more time than the teacher's first offer. Although the students a bit noisy when they answer about the time to work on, the students and the teacher have a deal time. These showed that teacher and students built cooperation in facilitating learning activities.

Moreover, the students were divided into groups consist of three students in each group to answer the questions based on the explanation text on the book. The students directly made the groups by counting but a bit disorganized when they come to group mates. In this case, the teacher tried to build cooperation among the students. The students would discuss with each other to work on the questions and they helped each other complete the task by expressing their opinion or knowledge. The students also do the discussing with their goups to answer the questions.

The last activity is post activity. In this activity, the teacher implemented faithful value. The faithful value was indicated when the teacher ended the lesson by saying *Wassalamu'alaikum warahmatullahi wabarakatuh*. In addition, the students mostly answer the greeting. This can be categorized as faithful because by doing that the students get used to saying greetings in Islam.

The second observation in XI IPS 4 was conducted on April 14th, 2022 at 9.45 – 10.45 a.m. In this observation the activity was writing explanation text.

Table 4.4 Second Observation in XI IPS 4

Activities	Observation Description	
	The Implementation of Character Education	**The Students' Respond**
Pre-activity	**Religious** 1. Faithful: the teacher greeted the students by saying *Assalamu'alaikum warahmatullahi wabarakatuh*. **Independent** 1. Learner: the teacher reviewed and reminded the previous material about explanation text. 2. Brave: The teacher asked the students to fill the seats in the front bench. 3. Discipline: the teacher checked the student's attendance.	**Religious** 1. Faithful: the students mostly answered the greeting. Independent 1. Learner: some of the students answered and paid attention but few students did not pay attention. 2. Brave: the students that were pointed directly do the teacher's instruction. 3. Discipline: all of the students attended the class.

Activities	Observation Description	
	The Implementation of Character Education	**The Students' Respond**
Main Activity	**Independent** 1. Creative: the teacher played some cartoon videos about explanation text. 2. Learner: • The teacher asked students about the meaning of some vocabularies that related to the text on the book. • The teacher asked the students to write the important points from the videos that are played by the teacher. • The teacher asked the students group to explain and write explanation text based on the points that they have noted based on the video in their own words. **Mutual help** 1. Cooperation: the students were asked to make eight groups that is containing of four or five students in each group. The group formation is done by counting. **Integrity** 1. Exemplary: The teacher approached each group to ask about the progress of writing the explanation text and re-explained if the students are still having difficulty doing their assignments.	**Independent** 1. Creative: the students were very enthusiastic and paid attention to the videos. 2. Learner: • Several students answered the teacher's question but the several students only pay attention. • Some students wrote the points but the other students only focused on the videos. • The students discussed with their group **Mutual help** 1. Cooperation: the students direcly do the counting but a bit disorganized when they looked for the group mates. **Integrity** 1. Exemplary: the students did not hesitate to ask the teacher about the material and the task.
Post Activity	**Religious** 1. Faithful: the teacher ended the lesson by saying *Wassalamu'alaikum warahmatullahi wabarakatuh*.	**Religious** 1. Faithful: the students mostly answered the greeting.

There were three activities in teaching learning. The first is pre-activity. In this activity the teacher greeted the students by *Assalamu'alaikum warahmatullahi wabarakatuh* because all of the students in this class are Muslim. The students mostly answered the greeting. It showed that the teacher implementing religious value especially faithful. This can be categorized as faithful because by doing that the students get used to say greetings in Islam.

Moreover, the teacher checked the students' attendance that shows the implementing of discipline. All of the students of XI IPS 4 attended the class. The teacher could know the students' discipline in the learning process by checking the attendance. In addition, the researcher found independent value that implemented by the teacher namely learner value and brave. Learner value was shown when the teacher triggered students to recall the previous material by reviewing and reminding the students about the material of explanation text. Some of the students answered and paid attention but few students did not pay attention.

Moreover, before the learning process was begun, the teacher asked the students to fill the seats in the front bench. It showed that the teacher tried to implement brave value. Sitting in the front seat would train students' focus and courage because they directly saw the teacher and were not hindered by other students. In this case, the students that were pointed by the teacher directly do the teacher's instruction.

The second activity was main activity. In this activity, the researcher found that the teacher implemented three character education values namely independent, mutual help, and integrity. In the independent value there were three sub-values namely creative, learner, and brave. Creative value was implemented by giving cartoon videos to explain in more detail about example of explanation text.

There were three cartoon video that explained the process of the occurrence of floods, earthquakes, and rain. Videos were used in learning so that students did not get bored easily. The students were very enthusiastic and paid attention to the videos.

Then, the students were asked to write some important points or sentences from the video. Some students wrote the points but the other students only focused on the videos. The important points would be used as a guide or main idea for writing explanation texts. The students were also asked about the meaning in *Bahasa Indonesia* about the meaning of some vocabularies. Several students answered the teacher's question but the several students only pay attention. For example, the teacher asked the meaning of lightning. There was a student answered that lightning was *cahaya*. The teacher did not blame the students but tried to give other students a chance to answer. In this part, it was indicated that the teacher implemented the learner value.

The next value that was found in main activity was mutual help namely cooperation value. Cooperation value was seen when the students were asked to make eight groups that is containing of four or five students in each group. The group formation was done by counting. The students immediately do the counting but a bit disorganized when they looked for the group mates. The formation of groups by counting would train students to work together with other

students without being able to choose friends or other students they want. Working on assignments in groups would also train students to discuss and solve problems together.

Furthermore, in the main activity the teacher also showed an exemplary value. When the students group was discussing, the teacher approached each group to ask about the progress of writing the explanation text. The teacher would re-explain what if a student asked a question and still confused about the material. The students did not hesitate to ask the teacher about the material and the task. It can be categorized as exemplary because the teacher shows an attitude of responsibility towards the material presented. Students were not only allowed to work in groups without the intervention of the teacher but the teacher also checked their progress and re-explained the material.

The last activity was post activity. In this activity, the teacher implemented faithful value. The teacher ended the lesson by saying *Wassalamu'alaikum warahmatullahi wabarakatuh*. The students mostly answered the greeting. This can be categorized as faithful because by doing that the students get used to say greetings in Islam.

2. **The Ways of Implementing Character Education in English subject**

This research focuses on the implementing character education at English subject especially at the material of explanation text. Based on Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2018) the ways of implementing character education is done in four steps. Then, the implementation of character education in English subject in the eleventh grade of SMA N 1 Jogonalan in academic year of 2021/2022 is below:

a. Conduct an analysis of the study of character values in the Basic Competency or Core Competencies of the subject

The teacher analyzed the character value in each basic competency.

"Sebetulnya iya (berdasarkan materi). Hampir sama sbenarnya, tapi beda, misal KD ini menekankan karakternya di apa. Misalkan tentang deskriptif, deskriptif itu menggmbarkan, misal materinya speaking, ditekankannya pada keberanian, kepercayadirian, tapi kalo ketemu direct indirect speech misal, structure itu nanti sudah beda lagi, karakternya ada tapi beda. Mungkin bukan menuntut keberanian, mungkin kekompakan atau ketelitian atau apa gitu." (ET, II-CC)

Based on the interview the teacher said that the implementation of character education depends on the material that would be tough. For example in basic competency about descriptive in speaking aspect, the character education values that are implemented are brave and confident. However, if the material is about direct and indirect speech about the structure, the character values that would be tough maybe about cooperation.

In the observation that was done by the researcher, the material that was taught by the teacher is about explanation text in XI IPA 1, XI IPS 3, and also XI IPS 4. The material divided into three steps. The first is about delivering the explanation text material. In delivering the material of explanation text, the teacher analyzes that the prioritized character value is learner. It is because the students should be learn and hard work to understand the material. Then, in the second is about writing explanation text. The teacher prioritized cooperation value because the writing of explanation text is done in students' group. The last is speaking about explanation text. In this case, the teacher prioritized brave value because the students should be brave to speak in front of the class.

b. Integrate character values in learning planning

Based on the lesson plan that the teacher gave to the researcher, there were some character values that were planned to be implemented in teaching learning process. The lesson plan that was used by the teacher in XI IPA 1, XI IPS 3, and XI IPS 4 is the same lesson plan. There were religious, independent, and mutual help. The religious value that was planned was about faithful. Then, the independent values consist of learner, brave, discipline, and creative. Moreover, the mutual help values that were planned were kinship and cooperation.

The faithful and discipline could be seen in the lesson plan section of the preliminary activities point a. In the preliminary activities point a, it was written; "orientation: opening with greetings and praying to start learning, checking student attendance, preparing students physically and psychologically in starting learning activities". The faithful value was detected on the sentence "opening with greetings and praying to start learning".

Besides, the discipline value was indicated on the sentence "checking student attendance". Then, the learner value could be seen in the objectives of learning and in the implementation activity at the preliminary activity point b. In the objectives of the study, the students are expected to be able to analyze, present, conclude, capture meaning and compose explanation texts. It can be categorized as the plan of implementing learner value because with the written objectives, it makes students think and explore information and learn.

Whereas, point b in preliminary activity reads; "apperception: linking the learning material to be carried out with the previous material, asking questions related to the learning to be delivered". Moreover, the learner and brave value could also be found in the lesson plan of the main activity section point b. Point b in core activity reads; "critical thinking: the teacher provides opportunities for students to identify, ask questions, give opinions, and conclude on the material discussed".

In that point, the students would learn about the material not only get material from the teacher. They also had the opportunity to develop their knowledge by identifying, asking, and answering questions from the teacher. This also included implementing brave values because students would practice expressing their opinions.

Then, creative value was seen on the lesson plan at main activity point e. It reads; "creativity: students ask about things that have not been understood or the teacher submits some questions to students related to explanation texts". Moreover, kinship could be seen in the lesson plan at preliminary activity point a in the sentence "…..preparing students physically and psychologically in starting learning activities". It meant that the teacher should care about the students; condition so it could become the way to implement kinship.

In addition, cooperation value could be found on the lesson plan at main activity point C. It reads; "collaboration: students are divided into several groups to discuss, gather information, present, and exchange information about explanation texts". This point showed cooperation value because the students would share information and knowledge about explanation texts with students in their groups so that cooperation was formed.

c. Implementing Learning

1) XI IPA 1

Based on the interview that was conducted with an English teacher and the students, there are character value that is prioritized by the teacher namely about the integrity.

"Kalau saya itu lebih mementingkan karakternya daripada intelegensinya. Jadi pertama awal dulu, saya sering memberikan saran kayak kita islam itu kan sebelum belajar ilmu itu kan belajar adab dulu. Itu sudah tak sampaikan setiap yang ketika awal masuk dulu…………." (ET, II-WY).

The teacher gave advice that students's character is more important than their intelligence. The courtesy or politeness value is the prioritized value that include in the integrity value. It was implemented by motivation way. It can be categorized as motivation way because the teacher gave advice and motivation to the student that the most importance is their moral or integrity.

Furthermore, based on the students' perception, the teacher also gave that motivation.

"Iya, pak guru dari awal memang sudah mengatakan kalau beliau itu menjunjung tinggi sopan santunnya. Iya, pas masuk masih beberapa jam itu." (A1S1, II-WY)

The first students said that the teacher from the beginning of the meeting the teacher gave advice about the motivation in prioritizing students' politeness.

"Ya (waktu pertama kali masuk beliau mengatakan), kalau setiap pertemuan kadang iya kadang tidak." (A1S2, II-WY)

The second students also said that the teacher gave otivation at the beginning of the meeting. Then, for daily meeting the teacher sometimes give that motivation. However, the teacher also have the character value that become his prioritize in teaching.

"Kalau dari pak guru sendiri ada banyak, terutama yang tadi sopan santun, itu yang paling dijunjung dari awal. Terus yang kedua itu tata krama kita di kelas. Tapi kalau ngomong beliau tidak terlalu banyak, tapi lebih ke cara beliau membuktikan gitu. Soalnya beliau itu jarang negur. (Kalau dalam pembelajarannya yang di dapat ialah) berani tampil. Walaupun salah tetep tampil gitu" (A1S1, II-RM, I-CL)

The student saw the teacher as role model in the politeness character. The teacher is rarely to reprimand and he doesn't talk too much. However, the teacher proves the character that is his priority in himself. In the other hand, in the teaching learning process the student gets brave value to show her opinion.

"Bisa (menjadi panutan). Orangnya penyabar tidak suka marah. (Kalau dari segi pembelajarannya) tidak ada bu." (A1S2, II-RM, I-CL)

The second students also said that the teacher can be a role model. The students saw that the teacher as patient person and

doesn't like to get angry. Besides, the student said that he doesn't get any character value from the learning process.

Furthermore, the teacher's way to implement the character value is internalized in the classroom activities in teaching learning process. The teacher also internalized faithfull value by greeting in Muslim's greeting every starts and ends the learning process. The students mostly answer the teacher's greeting. The teacher implemented the learner value by reviewing and reminding the previous material; the teacher asked students about the generic structure of explanation text; the students should write a theme of explanation text about nature phenomenon but might not write the same theme. In this case, the students mostly answered and paid attention to the teacher.

In addition, the teacher implemented brave value by asking the students to read an explanation text one by one. The students of XI IPA 1 mostly read the text in a loud voice and few students read in a low voice. The students also should write a theme about explanation text in the whiteboard one by one and might not write the same theme. The students were eager to write the theme on the whiteboard and the students jostled to write it. It shows that the students of XI IPA 1 are very active in the learning process and focused to the material.

The teacher implement brave value also by asking the students to fill the front bench and the students that were pointed by the teacher took a second to fill the front bench. Then, the teacher implemented cooperation value in teaching learning process by making groups to write explanation text. In this case, the students directly do the teacher's instruction and just a bit disorganized when they looked for the group mates.

2) XI IPS 3

Based on the interview that was conducted with an English teacher and the students, there are character value that is prioritized by the teacher namely about the integrity. The teacher implemented that value by giving motivation and advice to the students on XI IPS 3.

"Kalau saya itu lebih mementingkan karakternya daripada intelegensinya. Jadi pertama awal dulu, saya sering memberikan saran kayak kita islam itu kan sebelum belajar ilmu itu kan belajar adab dulu. Itu sudah tak sampaikan setiap yang ketika awal masuk dulu…………..." (ET, II-WY).

The teacher gave advice that students's character is more important than their intelligence. The courtesy or politeness value is the prioritized value that include in the integrity value. It was implemented by motivation way. It can be categorized as motivation way because the teacher gave advice and motivation to the student that the most importance is their moral or integrity.

Furthermore, based on the students of XI IPS 3, they also get that advice and motivation.

"Ya, itu tiap pelajaran." (S3S1, II-WY)

The first student confirm that the teacher gave motivation about the teacher's prioritized character value that is integrity namely politeness. The student even said that the teacher advises XI IPS 3 every teaching learning process. The second student also said in line with the first student.

"Iya pernah, setiap pertemuan. (Beliau mengatakan) lebih mengutamakan karakter dari pada nilai." (S3S1, II-WY)

The second student also confirm that the teacher gave advice about the prioritized the students' character. The student also said that the teacher advises every meeting of teaching learning process. On the other hand, the teacher implemented the integrity value by role model.

"Bisa, tapi menurut saya kurang tegas dalam ngasih tahu tapi lemah lembutnya enak buat dicontoh. Dan beliau sabar banget buat ngajar IPS 3. Setiap pelajaran itu beda pembelajarannya. Contoh kemarin itu muter waktu mbaknya masuk, terus kadang buat kelompok, trus tadi pembelajaran pakai lagu. Jadi kayak kreatif aja gitu." (S3S1, II-RM, I-CL)

The student said that the teacher can be a role model because the teacher is graceful and very patient. However, according to the student, the teacher is less adamant. Besides, based on teaching learning process, the student gets creative value from the ways the teacher delivered the material.

"Bisa. Beliau itu ngajarin kayak kita harus jujur, sopan santun, kedisiplinan. Iya, kalau disiplin itu ketika ada yang salah ditegur,

kalau ada yang ramai juga ditegur, seperti baju keluar itu juga."
(S3S2, II-RM, I-CL)

The second student also said that the teacher can be role model in the attitude of honest and politeness. Besides, in the teaching learning process, the student gets a discipline value when the teacher reprimands the students about their uniform or their mistake.

In addition, the character values are also implemented by internalized and integrated in the teaching learning activities. The teacher internalized brave value by asking the students to fill the front seat but the students pointed to each other. Teacher has to ask with several motivation then the students fill the seats. Brave value is also internalized by giving students the opportunity to speak in front of the class without pointing at them. However, there were no students that wanted to speak in front of the class willingly. Then, the teacher appointed a student.

Furthermore, the teacher implemented discipline value by reprimanding students whose clothes were not neat and ordering them to tidy up and the students immediately tidied the uniform. The teacher also checked the students' attendance. Because in the first observation there were four students that did not attend the class, the teacher gave advice that student should attend class

first, for matters of understanding or not about the material is later.

The teacher internalized creative value in the first observation by playing cartoon videos about explanation text. The students were very enthusiastic and paid attention to the videos. In the second observation, the teacher implemented creative value in the activity of speaking practice by asking students to stand beside the seat and face to face with their friends to practice speaking before going forward one by one. The students do the teacher's instruction but a bit disorganized and noisy.

The teacher also implemented tolerance value by giving the students opportunity to return to their seats and would be called again later when students fell stuck to speak in front of the class. The students fell a bit calm because they shoudn't speak all of the text and they had a second chance to that speaking test.

3) XI IPS 4

Based on the interview that was conducted with an English teacher and the students, there are character value that is prioritized by the teacher namely about the integrity. The teacher also gave the motivation to students in XI IPS 4 at the beginning of the meeting.

"............Kalau saya itu lebih mementingkan karakternya daripada intelegensinya. Jadi pertama awal dulu, saya sering

memberikan saran kayak kita islam itu kan sebelum belajar ilmu itu kan belajar adab dulu. Itu sudah tak sampaikan setiap yang ketika awal masuk dulu…………..” (ET, II-WY).

The teacher gave advice that students' character is more important than their intelligence. The courtesy or politeness value is the prioritized value that include in the integrity value. It was implemented by motivation way. It can be categorized as motivation way because the teacher gave advice and motivation to the student that the most importance is their moral or integrity.

“Lupa aku mb (tentang nasihat yang diberikan guru ketika pertama kali pertemuan).” (S4S1, II-WY)

The first student forgot about the advice and motivation that teacher gave at the first meeting.

“Pernah, pernah pas pandemi juga pernah pas pembelajaran online.” (S4S2, II-WY)

However, the second student said that the teacher ever gave the motivation and advice about the important of their moral or integrity. Then, that advice is not only done by motivate the students. The teacher also has politeness that include in the integrity value in himself.

“(Kalau dari diri beliau) kalem, tidak pernah marah-marah. (Kalau dari segi pembelajarannya) tidak ada.” (S4S1, II-RM, I-CL)

The students said that he saw the teacher as a calm person and never get angry. However, the student doesn't get any character value from the teaching learning process.

"Bisa (dijadikan panutan), sabar terus optimis. (kalau dari segi pembelajarannya nilai karakter yang didapat adalah) lebih berani." (S4S2, II-RM, I-CL)

The second student said that the teacher can be a role model. The character that the student saw in the teacher is patient and optimis. In addition, in the teaching learning process, the student get character value that is brave value.

The character values that the teacher implemented in teaching learning process in XI IPS 4 is also internalized and integrated in the learning activity. The discipline value is implemented by reprimanding students whose clothes were not neat and ordered them to tidy up. The students immediately tidied thir uniform.

Then, the learner value is internalized in learning activity such as the teacher asked students to listen and repeat some difficult vocabularies based on the text; the teacher asked students about the meaning of some vocabularies that related to the text. Several students answered the questions but the others only focused on their book. The teacher also implemented brave value by asking the students to write a theme about explanation text on the whiteboard. In that activity, some students wrote in the whiteboard enthusiastically but some students still tried to find a theme.

Furthermore, creative value is integrated when the teacher played some cartoon videos about explanation text. The students were very enthusiastic and paid attention to the videos. Besides, the teacher implement cooperation value by asking the students to make eight groups by counting to discuss about writing explanation text based on the videos. The students immediately do the counting but a bit disorganized when they looked for the group mates

d. Conduct assessment and evaluation of learning

There is two type of assessment to assess students character namely peer assessment and teacher assessment.

"Secara administratif itu saya kurang tertib, tapi sebenarnya ada, jadi penilaian itu dengan penilaian antar teman dan observasi dari guru. Pengamatan bapak ibu guru sewaktu di dalam kelas, yang kedua observasinya antar teman antar sebaya, jadi teman menilai teman ini. Jadi bapak ibu guru itu membuat quesione diserahkan ke anak anak gitu, jadi menilai sesama teman." (ET, II-EV)

The teacher said that actually there are two assessments namely peer's assessment and teacher's assessment. The teacher's assessment is done when the teacher teaching in class and observe the students in IPA and IPS classes. Meanwhile, the peer's assessment is done by students assess the other students. However, this English teacher used teacher's assessment.

"Kalau kalau observasi itu setiap pembelajaran saya, kalau yang antar teman mungkin tidak setiap pertemuan, Cuma beberapa kali, satu semester mungkin bisa satu kali. Tapi kalo saya tidak memakai

itu, yang penting observasi setiap harinya apa, sikapnya saya sudah hafal." (ET, II-EV)

The teacher observes the students character in every meeting. Although there is peer assessment, the teacher only used teacher assessment which is observation in daily meeting. The teacher did not use peer assessment because according to him the observations every day carried out are sufficient.

In addition, evaluation of student character will be conveyed to students' parents when taking report cards. The teacher will convey the character of students based on his observations and observations of other teacher. Character assessment by other teacher will be delivered to the homeroom teacher. Submission was done directly by saying what happened in the classroom. Then the teacher will receive the assessment which will be used as material for student character reports in report cards and parents.

"Kalau saya, kalau orang tua tidak nanya, saya yang memberitahu, ini putranya bapak, sikapnya seperti ini. Kalau yang saya sampaikan ke orang tua itu sikapnya, anaknya bapak begini, kurang fokus semisal, anaknya bapak bagus, sudah fokus pokoknya sikapnya bagus, ada perkembangan, sama temen-temennya bagus, seperti itu." (ET, II-EV)

The teacher conveyed the students' character to students' parents. The teacher described the students' character in the class. For example, the student less focuses while learning process; the student has good development. Furthermore, character evaluation in written

form will be delivered in the middle and end of the semester in student report cards.

B. Discussion

1. The Character Education Values Taught by the English Teacher

The character value that is prioritized by the teacher is politeness. Politeness include in integrity value. The politeness value is implemented by the teacher in each class of eleventh grade. However, there are several character values that are implemented by the teacher at XI IPA 1 namely religious, independent, mutual help, and integrity. Religious consists of faithful value. Independent consists of creative, discipline, learner, and brave value. Mutual help consists of helping each other and cooperation value. Then, integrity consists of exemplary value.

The character values that the teacher implemented at XI IPS 3 are religious, independent, mutual help, and integrity. Religious consists of faithful and tolerance value. Independent consists of creative, discipline, learner, brave and hard work value. Mutual help consists of cooperation value. Then, integrity consists of exemplary value. Furthermore, the character values that the teacher implemented at XI IPS 4 are religious, independent, mutual help, and integrity. Religious consists of faithful value. Independent consists of creative, discipline, learner, and brave value. Mutual help consists of cooperation value. Then, integrity consists of exemplary value.

1) Religious

Religious value that was implemented by the teacher in XI IPA 1 is faithful, in XI IPS 4 is faithful, and XI IPA 3 are faithful and tolerance. The faithful value is given by the teacher in all of the class but the tolerance value is implemented by the teacher according to the activity in the classroom. In those three classes, the students mostly accept the faithful value.

The tolerance value that implemented by the teacher is the teacher appreciates students' efforts and make it easier for students. This is because tolerance can be interpreted as an attitude or human behavior that follows rules where a person can appreciate other people or something else, respect the behavior of others, and not impose his will. Thus, appreciating something is included in a tolerant attitude (Bakar, 2015).

The implementation of religious value in eleventh grade of SMA N 1 Jogonalan is in line with Aghni et al (2020). In this study, religious especially faithful is implemented by giving Muslim greeting. However, in Aghni et al (2020) there is also religious value that is implemented by praising God almighty. In addition, the implementation of religiousity is also in line with the research conducted by Abdi (2018). In the research that conducted by Abdi, the five schools in several regencies in East Kalimantan that he studied, in each school implement the religious value. However, in the Abdi's

(2018) research, the implement religious value is done in class and out class namely extracurricular or special school program. In this research, the researcher found the religious value in class because the focus of the researcher is the implementation in classroom when teaching learning process.

2) Nationalist

This value did not implement by the teacher at the material of explanation text. There is no activity that indicates a way of thinking, acting, having insight and awareness which prioritizes the interests of the nation and state rather than the interests of them and their groups. Thus, there is also no the three sub value of the nationalist value namely love for the homeland, the spirit of nationalism, respect for diversity.

3) Integrity

The integrity value that is implemented by the teacher in all of the classes is politeness. Then, the teacher also implemented adding character value in XI IPA 1 namely exemplary. Then, in XI IPS 4 and XI IPS 3, the teacher also implements the exemplary value. According to Huberts (2018), integrity can be interpreted as the quality of the person's actions that are appropriate and in line with the relevant values, norms, and moral rules.

In this case, the teacher showed an attitude of responsibility towards the material presented in XI IPA 1, XI IPS 4, and XI IPS 3.

This is suitable with the definition of responsible. The definition of responsible is the attitude or actions to carry out his duties and obligation that are supposed to be done towards himself, society, environment, the state, and God (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2018). In this case, the teacher responsible on his obligation to deliver and teach the students about explanation text by always willing to re-explain what the difficulties that faced by the students. The students of IPA and IPS also do not hesitate to ask the teacher about the material.

4) Independent

Independent values that were implemented by the teacher in XI IPA 1 are creative, discipline, learner, and brave value. The teacher also implemented creative, discipline, learner, and brave value in XI IPS 4 while in XI IPS 3 the teacher add hard work value in the teaching learning process. The difference in XI IPS 3 is because in the second observation in XI IPS 3 is about speaking explanation text. Thus, the teacher gave advice to practice in the home not only in the classroom.

The implementation of independent and creative value is in line with the research by Abdi (2018) that is shown the existing of independent and creative value in teaching learning process. However, in this research there are also discipline, learner, brave, and hard work value that is implemented by the teacher. The differences of some

values that implemented are influenced by the material that is delivered.

5) Mutual help

The mutual help that implemented by the teacher in XI IPA 1 is cooperation and helping each other. However, the mutual help that teacher implemented in XI IPS 4 and XI IPS 3 is cooperation. The helping each other value that implemented by the teacher in XI IPA 1 is because the condition that the classroom has to be cleaned for the exam of twelfth grade next week. Then, cooperation value that is implemented in those three classes is the same namely writing explanation text in students' group. Cooperation is a value with the aim that students in solving problems together to achieve a certain goal (Puspitasaro et al., 2019). Based on the definition the activity, in students' group, they should work together in a group to complete the task.

2. **The Ways of Implementing Character Education in English subject**

a. Conduct an analysis of the study of character values in the Basic Competency or Core Competencies of the subject

The analysis of the character values in the basic competency or core competencies aim to make it easier for the teacher to apply character education in learning process. The English teacher also analyzes the explanation text material. Both IPA and IPS class the material is the same, so the teacher done this step in a way. In the

delivering the explanation, the teacher analyzes that the prioritized character value is learner. Then, in writing explanation text, the teacher prioritized cooperation value. The last, in speaking explanation text, the teacher prioritized brave value because the students should be brave to speak in front of the class.

b. Integrate character values in learning planning

The planning of implementation character education is implied in lesson plan. Based on Peraturan Pemerintah Nomor 57 (2021) learning planning is an activity to formulate three things. First is learning outcomes which are the learning objectives of a learning unit. Second is ways to achieve learning goals. In this lesson plan the ways to achieve the learning goals is written in the implementation that has three activities namely preliminary activity, main activity, and post activity.

The third is how to assess the achievement of learning objectives. In this lesson plan, there are also rubrics to assess the students' character. Integrate character value in lesson plan that is done by the English teacher is accordance with the previous study that was conducted by Ratih (2017). The results of this previous study showed that teachers include character values in indicators, learning materials, learning steps, and assessment instruments in the lesson plans. The integrating of character values in learning planning or lesson plan in

IPA and IPS classes are the same because the English material that would be taught is also the same.

c. Implementing Learning

The character values are internalized in XI IPA 1 done in one teacher instruction. The teacher only gives a motivation and an instruction to the students, so the students do that motivation and instruction. In XI IPS 3, the teacher should internalize the character education by giving several motivations and instructions. Whereas the internalized character values in XI IPS 4 was done in few instructions and motivations.

That is accordance with the way of the teacher giving motivation about his prioritized character value. In XI IPA 1, the teacher motivates the students about politeness is once at the beginning of the meeting after online learning. In XI IPS 3, the teacher motivates the students about politeness almost every meeting. In XI IPS 4, the teacher motivates the students in some times, not only once. The difference in frequency motivational giving is based on the class condition.

Besides, the five of six students also see the teacher as role model of a polite and patient person. It is in line with the teacher's prioritized character value. The teacher prioritizes politeness value and the students can see the politeness in their English teacher. The role model way can be categorized as a quite effective way to

implement character education. It is because two students in XI IPA 1 said that the teacher can be role model and they see a polite and patient person in the English teacher. However, when they are asked about the character values that they are got in the teaching learning process, the first student said brave value and the second student said nothing character value.

In the XI IPS 4, the first student sees the teacher as e calm person and the second student said that the teacher can be a role model because the student sees the teacher as patient and optimist person. In the teaching learning process, the first student said that he doesn't get anything character value while the second student said that she gets brave value in leaning process. In the XI IPS 3, the two students that are interviewed also said that the teacher can be a role model because the students see that the teacher is patient and polite person. In teaching learning process, the students said that they get creative and discipline value. Mostly interviewed students respond more readily to the teacher as a role model than to the character values that comes from learning.

d. Conduct assessment and evaluation of learning

Evaluation is the process of describing and perfecting information on a learning that is carried out. In XI IPA and XI IPS classes the assessment and evaluation of character education in learning process are the same way. Evaluation can also include tests

and measurements (Zubaedi, 2011). In this case, the teacher describing the students' character to their parents when submitting report cards to the students' parents. The teacher will tell to the students' parents about the students' attitude at school.

In addition because the teacher does not use peer assessment in any classes, to perfecting the information of the students character, the other teachers tells to the homeroom teacher about the character of his students. It is used as the consideration in assess the students' character. It is in line with the statement that evaluation can also be said as an activity to achieve at giving grades to students (Zubaedi, 2011).

CHAPTER V
CONCLUSIONS AND SUGGESSTIONS

A. Conclusions

1. The character values that are implemented by English teacher

   The character values that are implemented by English teacher in IPA and IPS are mostly the same. The difference depends on the condition of the class and the material that would be delivering. There are eleven character values that are implemented by the teacher in English subject in the eleventh grade of SMA N 1 Jogonalan in academic year of 2021/2022 namely faithful, tolerance, politeness, exemplary, learner, brave, discipline, creative, hard work, helping each other, and cooperation. Character values that are implemented in those three classes mostly are the same. However, the different is in the frequency of giving some values.

2. The ways to implement the character education

   The ways that the English teacher used to implement the character education in the eleventh grade of SMA N 1 Jogonalan in academic year of 2021/2022 are done in four steps. They are planning to conduct an analysis of the study of character values in the core competencies of the subject; integrating character values in learning planning; implementing learning; and conducting assessment and evaluation of learning. The step number one, two and four is done in the same way in XI IPA and XI IPS. The difference is in the third step. In implementing character values in XI IPS have to more motivate than in XI IPA. In addition, most influential

way to instill character values in students is role models because students understand more about the character in the teacher than in learning.

B. Suggestions

Based on the study about the implementation of character education in English subject at eleventh grade of SMAN 1 Jogonalan Klaten in academic year of 2021/2022, there are several suggestions for:

1. Teacher

   a. The teacher should also use peer assessment in assessing student character to make it more valid because peers or classmates spend more time with other friends.

   b. To internalize the character education in IPA class, the teacher can be more add the frequency so the students more get the character values.

   c. To internalize the character education in IPS class, the teacher should have more approaches. For example, the teacher can be a role as the students' friend.

2. Other researchers

   The researcher hopes that other researcher will be develop a research about character education. The other research can be done with different curriculum, techniques, subject, and theory. It is because the reseach can be an additional reference and knowledge in the application of character education in the school and wherever it is.

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APPENDICES

APPENDIX 1

Teacher Interview Guideline

Topic	Questions
The use of curriculum and regulation	1. Apa jenis kurikulum yang digunakan sekolah ini? Mengapa?
	2. Untuk penerapan pendidikan karakternya mengacu pada PPK atau Profil Pelajar Pancasila?
	3. Apakah di SMA masih diperlukan adanya pendidikan karakter?
The implementation of character education (panning, process)	4. Apakah dalam RPP juga dicantumkan nilai karakter yang ingin dicapai dan langkah untuk menerapkannya?
	5. Apakah penerapan pendidikan karakter disesuaikan dengan materi yang akan disampaikan atau sebaliknya?
	6. Apakah penerapan pendidikan karakter disesuaikan dengan keadaan siswa setiap kelasnya atau disamaratakan?
	7. Adakah nilai karakter yang menjadi prioritas utama untuk disampaikan?
	8. Bagaimana tidak lanjut Bapak ketika ada siswa yang tidak mematuhi peraturan dalam kelas? Adakah sanksi atau peneguran pak?
The evaluation/ reflection	9. Bagaimana cara untuk evaluasi atau penilaian karakter siswa?
	10. Apakah terdapat indikator-indikator khusus dalam penilaian tersebut?
	11. Hasil akhir dari karakter siswa disajikan dalam bentuk apa?

APPENDIX 2

Students Interview Guideline

1. Apa yang anda ketahui tentang pendidikan karakter?
2. Menurut anda, pendidikan karakter di usia SMA itu penting atau tidak?
3. Apakah pendidikan karakter di ajarkan di semua mata pelajaran?
4. Kalau dalam pembelajaran bahasa Inggris, nilai karakter apa yang kamu dapat?
5. Apakah kamu melihat guru bahasa Inggris dapat dijadikan sebagai panutan dalam bersikap?
6. Sikap apa saja yang dapat kamu jadikan sebagai panutan?
7. Awal pertama kali masuk setelah pandemi, apakah bapak guru bahasa Inggris menyampaikan tentang karakter atau sikap yang sekiranya beliau harapkan?

APPENDIX 3

Observation Guideline

Date   :   Class   :
Time   :   Lesson Title   :

PRE ACTIVITY	
VALUES	**THE IMPLEMENTATION**
Religious Faithful Clean Tolerance Love the environment	
Nationalist Appreciating Diversity Spirit of nationality Love the homeland	
Integrity Love for Truth politeness Exemplary Honesty	
Independent Learner Brave Discipline Creative Hard work	
Mutual Help Kinship Helping each other Solidarity Cooperation	

MAIN ACTIVITY	
VALUES	**THE IMPLEMENTATION**
Religious Faithful Clean Tolerance Love the environment	
Nationalist Appreciating Diversity Spirit of nationality Love the homeland	
Integrity Love for Truth politeness Exemplary Honesty	
Independent Learner Brave Discipline Creative Hard work	
Mutual Help Kinship Helping each other Solidarity Cooperation	

POST ACTIVITY	
VALUES	**THE IMPLEMENTATION**
Religious Faithful Clean Tolerance Love the environment	
Nationalist Appreciating Diversity Spirit of nationality Love the homeland	
Integrity Love for Truth politeness Exemplary Honesty	
Independent Learner Brave Discipline Creative Hard work	
Mutual Help Kinship Helping each other Solidarity Cooperation	

The Result of Teacher Interview (ET)

I-PR   : Prioritized character value

I-CL   : Character values in learning process

II-CC : Analyze core competencies

II-WY : The way to implement character value

II-RM : The teacher as role model

II-EV : The way of evaluation character value

Line Number	The Result of the Interview
1.	Q: "Kalau penerapan pendidikan karakternya itu kan kalau sekarang ada profil pelajar pancasila. Kalau disini masih mengacu yang PPK atau gimana pak?" A: "Kita belum pake yang merdeka lah."
2.	Q: "Menurut bapak di SMA perlu tidak pak pendidikan karekter?" A: "Perlu, sangat perlu kalau saya. Kalau saya itu lebih mementingkan karakternya daripada intelegensinya [I-PR]. Jadi pertama awal dulu ketika masuk itu saya sering memberikan saran jadi kayak kita Islam itu kan sebelum belajar ilmu itu kan belajar adab dulu. Itu sudah tak sampaikan setiap yang ketika awal masuk dulu [II-WY]. Jadi seperti contoh, kita mau makan itu harus tahu adabnya dulu, adabnya makan tu gimana, kita berdoa, dengan duduk, pakai tangan kanan, gitu kan. Sama, contohnya ada dua, yang satu dia tahu adabnya, yang satu dia kurang tahu, ini dua-duanya ini sama pinternya, sama pinternya masalah intelegensinya. Tapi masalah adabnya beda, yang satu dia adabnya tahu, yang satu dia ndak tahu adabnya. Yang tahu adabnya ya dia melakukan adabnya itu ketika makan dia dengan duduk dengan berdoa dengan tangan kanan, dengan mengunyah yang sesuai, yang satunya dia ga berdoa, dia dengan berdiri. Berkah nggak ini makanan? Sama-sama kenyang ngga? Iya sama. Tapi berkah ngga ini? nah itu kan ya. Sama ketika kita belajar ilmu gitu ya. Kita berilmu gitu kan ya. Yang satu nggak tahu adabnya mau belajar seperti apa. Kita cari ilmu itu harus tahu adabnya terlebih dahulu, perilakunya seperti apa. Yang satu tidak tahu yang satu tahu. Saya yakin besok berkahnya ilmu kamu itu nanti akan kamu lihat ketika kamu lulus. Jadi kenapa orang, kayaknya pinter kae , tapi nyambut gawe kok angel, -tak kei contoh sperti itu-. Mungkin dia ga berkah ilmunya. Dulu dia sombong, dia pinter emang, tapi mungkin dia ga tahu adabnya, sikapnya ga baik,dia merasa, merasa ada sedikit kesombongan yang ada di dirinya, rumongso dee paling pinter, itu yang membuat orangnya tidak berubah ketika dia lulus , dia kuliah, dia cari kerja sulit. Mungkin salah satunya

	itu, efeknya seperti itu. Nah maka pak guru itu sebenernya menanamkan itu. Jadi belajar di dalam kelas itu adabnya kamu mencari ilmu apa di dalam kelas itu. Semisal dikelas saya, kamu sedang belajar bahasa Inggris, saya ga menuntut kamu pinter bahasa Inggris, koe bodo o bahasa Inggris saya ga masalah, saga ga masalah, saya tidak menuntut kamu harus pinter bahasa Inggris tapi yang saya tuntut pertama adalah akhlak kamu. Ketika kamu, pak guru masuk dalam kelas sikap kamu gimana, ketika pak guru nanya, ketika ngajar itu sikap kamu gimana. Itu yang dituntut.ya itu, itu sangat perlu sekali."
3.	Q: "Meskipun sudah SMA gitu ya pak. Maksudnya kan sudah besar gitu." A: "Justru to, justru anak SMA itu kan yang sekarang itu labil, sedang mencari jati diri to, kalo nggak, lah itu kurtilas itu kan menanamkan karakter juga kan. Malah yang pertama itu karakternya. Anak saya itu sekolah disini itu ketika saya ngambil rapot itu yang pertama kali saya tanyakan bukan berapa nilai anak saya. tidak. Tapi bagaimana sikap anak saya, seperti itulah. Masalah nilai itu gampang. Pak guru bu guru i opo nak nilai koe biyen opo yo tak kei elek, nak koe sikapmu apik, koe ki ora gleleng, ora ndablek, ora bolosan, mestikan bijine apik. Pertama kan pak guru bu guru nilai itu kan bukan karena kamu kepandaiannya. Pertama yang dilihat itu sikapnya dulu. O si A itu orangnya rajin tapi dia bodoh tapi dia rajin, dia hormat sama bapak ibu guru, ra mungkin pak guru bu guru ngekei nilaine elek. Mesti diatas kkm lah. Tapi nek wong e bodoh tapi ngeyel, ndablek, wah iki arep nilai pas kkm we abut bgt. Yakin. Itu kyo ra rilo. Bismillah iki aku, iya kan merasa dosa kan. Karena sikapnya bukan nilainya, karena sikapnya ga baik. Kalau dia bodoh tapi sikapnya apik, aku nilai pas kkm ga masalah, karena yang saya didik itu sikapnya dia.sya menilai ini nilai sikapnya dia. Karena saya tidak mendidik hanya pinter bodohnya tok, tapi sikapnya yang pertama kali. Yo nak masalah dee kui wes sikap e apik tapi Inggris e apik la kui ada kelebihan, lagi tak tambahi, ora mung batas KKM."
4.	Q: "Soalnya saya tu baca di buku pedoman kayak panduan pendidikan parakter itu yang dibahas SD SMP." A: "Oo itu perlu, gini ya, kalau saya bilang itu yang namanya adab sikap itu pembelajaran seumur hidup kok. Ora mung sd smp. Sampai kamu sebelum meninggal itu yang namanya sikap it uterus, pak guru ini juga masih belajar, belajar sikap itu terus. Ketika saya ketemu dengan kamu, gimana sikap saya, mungkin kamu bisa menilai saya. pak guru itu sombong nggak, gitu. Ya yang namamnya manusia itu kan ada lalai nya kan ya. Kadang ya saat lagi ra mood gitu kan, kamu nilai pak guru ternyata sombong. Padahal di lain hari dia tidak. Ya seperti itu lo saling mengingatkan gitu. Kadang orang itu lalai, itu yang sebenarnya saya pelajari sampai saat ini pun saya juga. Aku due anak cilik, aku ngajari anakku ning aku dewe kok ora pener. Sikap itu tetep sampai sepanjang hayat bukan hanya pembelajan disekolah tok,

	enggak. Di luar sana juga. Tak beri contoh kepada anak anak, kamu belajar sikap itu tidak hanya disekolah diluar sekolah sana kamu juga belajar sijkap. Nak belajar Bahasa Inggris mungkin koe mung neng sekolah tok, ya to.tapi kalau sikap kamu sekolah iain, dikeluarga apalagi, dilingkungan sekitarpun kamu haus belajar sikap, bagaimana kamu bertemu dengan teman kamu, dengan tetangga kamu, bagaimana kamu bersikap, sperti itu. Sikapa itu teruslah gitu, opo enek wong tuo ra sombong? Okeh wong tuo ra sombong, sombong yo akeh wong ra apik yo okeh. Makane kan itu yang dipelajari."
5.	Q: "Kalau kan tadi njenengan bilang pas ambil rapot njenengan tanyanya kan sikap nakanya njenengan. Kalo disini ada pak yang gitu?" A: "Ada, ada orang tua yang gitu, saya pernah jadi wali kan, dulu lo, sekarang kan udah file bukan ngambil sendiri."
6.	Q: "Sekarang dikirim gitu pak maksudnya?" A: "Hooh no, jadi lewat file nggak di sekolah. Selama covid ini kan nggak ada tatap muka nggak ada. Jadi rapotnya lewat file."
7.	Q: "Itu njenegan yang ngasih tahu dulu atau wali murid yang biasanya tanya dulu pak?" A: "Ee kalo saya, kalau saya kalau orang tua tidak nanya, saya yang memberitahu, ini putanya bapak, sikapnya sperti ini, bukan nilainya. Ini nilainya putra bapak, nilai ngko isoh niliki nang rapot dewe. Tapi sikapnyaa. Kalo saya yang saya sampaikan ke orang tua itu sikapnya, putane bapak ngeten ngeten, kurang fokus semisal, putrane bapak bagus, sudah fokus pokoknya sikapnya bagus, ada perkembangan, sama temen-temennya bagus, seperti itu, kalo mereka tanya, ya baru saya jawab, kan ada orang tua seprti itu, nanya tentang sikapnya. [II-EV]"
8.	Q: "Yang tanya nilai doang ada pak?" A: "Nilai doang ada, nilai doing ini tak bukake rapot wae no, la opo fungsine rapot, rapot kan nilai, kalo sikap kan ya ada, pasti sikapnya baik. Kalau yang dia tanya itu prosesnya ketika pembelajaran, tapi ketika melihat nilai sikapnya itu kan hanya di hasil akhirnya. [II-EV]"
9.	Q: "Ada nilai sikap A B itu pak? A: "Ada, jadi dirapot itu kan a da nilai kognitif, nilai kognitif tu nilai akademisnya itu, ada nilai psikomotorik, psikomotorik itu ya prakteknya itu, ketrampilan, kan ada tiga nilai. Nilai pengetahuan ketrampilan sama sikap, nah sikap itu afektifnya gitu. Yang paling penting afektif mesti, ra enek sek afektif nilaine C, kan ada dua C gitu lah, dia ga naik. [II-EV]"
10.	Q: "Brati nggak cuma disampaikan nilai sikapnya a b tapi juga dijelasin gitu pak?" A: "Iya, kalau mereka tanya, yang saya jawab itu prosesnya ketika dalam kelas, cerita dari bapak ibu guru, kalau diluar kelas kan pak guru ga tahu, itu tanggungjawab orang tua. [II-EV]"
11.	Q: "Itu lebih ke wali kelasnya ya pak? kalau pas sampean disini kan

	bukan wali kelas ya pak," A: "Saya laporan biasanya. [II-EV]"
12.	Q: "Laporan ke wali kelasnya?" A: "Hooh, ni anakmu ngene ngene ki, jadi wali kelas itu punya catatan si A gini gini nanti kan buat untuk pertimbangan menilai sikapnya juga. [II-EV]"
13.	Q: "Tapi karena ini file rapotnya" A: "Yang diprint juga ada, pengasihannya lewat file, tapi rapot bukti fisiknya ada."
14.	Q: "Kalau cara evaluasinya gimana pak, evaluasi karakter anaknya itu pak, dari pengamatan doang atau ada indicator khusus gitu pak?" A: "Secara administrative itu saya kurang tertib ya, tapi sebenarnya ada, jadi penilaian itudengan penilaian antar teman, kalo guru observasi. Pengamatan bapak ibu guru sewaktu didalam kelas, yang kedua observasinya antar teman antar sebaya, jadi teman menailai teman ini.sebenarnya ada sebenarnya. Jadi bapak ibu guru itu membuat quesione diserahkan ke anak anak gitu, jadi menilai sesama teman. [II-EV]"
15.	Q: "Itu biasanya diakhir semester atau gimaana pak?" A: "Kalau proses setiap pembelajaran saya, kalo observasi itu setiap pembelajaram saya, kalo yg antar teman mungkin tidak setiap pertemuan, Cuma beberapa kali, datu semester mungkin bisa satu kali. Tapi kalo saya kan ga pakai itu, yang penting observasi setiap harinya apa, sikapnya saya sudah hafal. [II-EV]"
16.	Q: "Tapi kalo pendidikan karakternya ngga ditulis di RPP atau ditulis juga pak?" A: "Ada biasanya kan. Ada no. jadi seperti di, apa namanya tujuan pembelajaran tu bisa, tetep ada di RPP, seperti sikap saling menghormati sopan santun itu kan ada. Kalau kurtilas kan sudah menanamkan karakter, sebenarnya kalo diterapkan betul itu anak itu dituntut untuk bersikap baik sebenarnya, punya karakter yang baik, bagaimana keberaniannya, kekompakannya, contoh dulu waktu pertama kali PTM kan satu tahun kan dia PPJ, pertama kali PTM isin-isinan, wo isin kae,.. trus dijak kelompok iseh kosek kosek, ngomong e angel angel, itu lo padahal kan pembelajaran yang dalam di rpp kurtilas itu kan menekan kan itu supaya anak jadi berani, kon maju wani, masalah bener kan urusan keri, dia berani dia aktif trus dia kompak, ora membully dalam satu kelas membuly ngono, itu sebenarnya ada. [II-WY]"
17.	Q: "Kalau penerapan pendidikan karakternya disesuaikan materi pak?" A: "Sebetulnya iya, tapi hampir sama sbenarnya, tapi e beda tapi hampir sama, misal KD ini menekankan karakternya di apa, misal kan ttg deskriptif, deskriptif itu kan menggmbarkan, misal materinya speaking, nah ditekankannya pada keberanian, kepercayadirian, tapi kalo ketemu direct indirect speech misal, structure itu nanti sudah beda lagi, anu karakternya ada tapi beda mungkin bukan menuntut

	keberanian, mungkin kekompakan atau ketelitian atau apa gitu. [II-CC]"
18.	Q: "Kalau IPA IPS itu kan beda ya pak, itu berarti jenengan juga menyesuaikan kelasnya gitu pak pas menerapkan" A: "Sebenarnya nggak gitu, jadi misal saya ngajar, sebelum kamu tadi ngajar itu kan saya sudah lihat-lihat. Oo saya beda dengan tekniknya, tadi saya ngajar dikelas 11 IPS 2 itu terlalu lama, jadi saya menekan kan banyak kosa-kata ternyata waktunya kurang, anak kurang aktif karena hanya saya suruh mencari kata sukar mengartikan gitu kan, la itu tadi hanya 20 tak tambahi lagi 16 gitu kan, malah neng IPS 3 tak terapke dengan beda. Untuk artinya kita kerjakan bareng-bareng gitu biar ya maksudnya saya cuma menuntut anak itu biar aktif tidak bosen, tapi entek mung nggo ngono kui doan. Padahal sebenarnya anak itu apal, ngerti ngono kan. Wong aku juga membolehkan anak bawa hp gitu kan ya wong yo podo wae ngopo ndadak tak kon maju ngene ngene, intinya pembelajaran setiap kelas beda,g itu kan ya. Opo meneh IPA IPS, kalo tadi ini IPS 4 kebetulan anaknya tidak terlalu beda banget dengan anak IPA.
19.	Q: "Kalo yang beda bgt yang apa pak?" A: "IPS 3 ya, saya itu nakal-nakal anak saya. Ya mung nyelelek. Ya ini tadi lo, ini tadi kan kayak fani dll. Nyelelek. Cuma nyelelek. Tak kon kelompokan ngono kui wegah, enggak pak ssama cewek bukan mukhrimnya pak, atau mungkin karena saya walinya, saya terlalu akrab dengan mereka, sering tak seneni mereka karena kau merasa aku ki bapakne kui ng kelas, enek opo wae aku kan ngerti, mesti laporan ng aku, kae lo si iki kae lo ngene-ngene. Aku nyeneni ngono kui malah dee kyo rumongso cerak dadi nyelelek."
20.	Q: "Kalau nilai karakter yang menjadi pirotitas utama njenengan ada nggak pak?" A: "Ya sikapnya itu, ya akhlaknya. Kui nek dijabarkan yo ngko malah okeh, dia menjadi anak yang baik gitu, sopan santun, berani ya iya. Nak masalah berani iku ora mung wong sek sopan santun, wong sek ora sopan santun berani ya nek, nah gitu lo, yo Fani kui wonge nyelelek. Kon maju ya iya pak yo salah tapi kan dee wani, cuek, giu lah, tapi kan ngga hanya satu itu aja. Ya sopan santunnya ya beraninya. [I-PR]"
21.	Q: "Brati nggak ada yang satu menjadi prioritas utama pak?" A: "Ee yang baik lah, Fani itu berani tapi itu bukan prioritas utama saya ya soalnya dia ngga sopan. Yang sopan gitu aja, yang saya mau itu anaknya yang punya akhlak baik, sopan santun gitu. Kalau hanya berani itu wong dlan preman-preman kae ya wong wani-wani kabeh. [I-PR]"
22.	Q: "Kalo misal kayak anak tadi misal dia celelekan dikelas itu jenengan teguran atau apa gitu pak?" A: "Saya tegur, ya manut, tapi ya ngko dibaleni meneh. Dia sebenernya anaknya baik ya cuma celelekan itu"

APPENDIX 5

The Result of Students Interview

I-PR : Prioritized character value

I-CL : Character values in learning process

II-CC : Analyze core competencies

II-WY : The way to implement character value

II-RM : The teacher as role model

II-EV : The way of evaluation character value

Gilang Putra Pamungkas (S3S1) IPS 3/ 19-05-2022

Line Number	The Result of the Interview
1.	Q: "Kamu tahu ngga tentang pendidikan karakter?" A: "Cuma sekedar tahu"
2.	Q: "Cuma sekedar tahu, menurut kamu pendidikan karakter itu apa?" A: "Ya itu pendidikan, jaman sekarang tu bisa dibilang anak muda banyak yang urakan gitu, mungkin pendidikan karakter itu buat nyelamatin masa depan bangsa."
3.	Q: "Iya, contohnya tu apa?" A: "Ya kaya disiplin waktu upacara kayak gitu, trus yang sama guru kaya (kurang sopan) soalnya tu banyak temen kelas yang sama guru tu kaya gitu."
4.	Q: "Terus menurut kamu pendidikan karakter diusia kalian SMA itu penting ngga?" A: "Penting banget tapi lebih ke terlambat."
5.	Q: "Kenapa?" A: "Ya itu karena bisa membenahi walaupun terlambat kan bisa membenahi karakter kita yang dari smp udah urakan, mungkin eee bisa gimana yaa.. mengurangi lah kalau tidak bisa banyak."
6.	Q: "Terus kalau menurut kamu pendidikan karakter itu cuma di pelajaran tertentu atau semua mata pelajaran?" A: "Dari segi gurunya gitu mb?"
7.	Q: "Ya selama inilah kamu di SMA ini tu semua mata pelajaran atau mata pelajaran tertentu?" A: "Cuma beberapa sih mb, soalnya banyak guru yang kayak ya udah masuk belajar gitu."
8.	Q: "Tapi seharusnya menurut kamu gimana?" A: "Ya mungkin kaya. Ya gimana yo, mungkin kan kita di BK itu jarang masuk kelas gitu mb."
9.	Q: "Oh ada mata pelajarannya?"

	A: "Ga ada, ehh kalo di smp dulu ada mata pelajaran BK buat ya pendidikan karakter lah minimal, kalo di sini tu ga ada gitu lo mb, seharusnya da kyk waktu buat bener bener ee itu buat pendidikan karakter. Kalau pelajran lain trus memasukkan pendidikan karakter tu kaya menganggu."
10.	Q: "Jadi menurut kamu lebih efektif ada satu mata pelajaran gitu ya?" A: "Iya."
11.	Q: "Tapi kalau dipelajaran bahasa Inggris kalau ngga salah pertama kali kalian masuk setelah pandemic itu, Pak Erfak ee apa ya ngasih tahu sesuatu nggak ke kalian?" A: "Iya, e kan Pak Erfak kan sebagain wali kelas IPS 3 kan mb, jadi setiap masuk itu ngasih tahu. Soalnya tu IPS 3 itu serinya."
12.	Q: "Apanya? Maksudnya?" A: "Jadi kayak tiap hari tu minimal 7 atau 8 orang yang ngga masuk. Dan itu baru aja dapet teguran dari kepala sekolah langsung."
13.	Q: "Ke kelas gitu?" A: "Engga, dipanggil langsung yang ndableg ndableg itu. Ada temen kelas tu yang dari awal sampai sekarang pelajaran matematika ngga pernah berangkat. Mungkin ya agak terlambat, soalnya udah mau tes baru dipanggil."
14.	Q: "Kalo pak Erfak biasanya bilang apa?" A: "Lebih ke kan ips 3 itu ee pasti jadi bahan omongan di ruang guru mb. Jadi pak Erfak itu ya cuma kadang sambat trus ngasih tahu gitu kalo ya sekolah itu ya mbok masuk walaupun ngga masuk ilmunya yang penting masuk dulu lah, absenmu dibenahi dulu lah."
15.	Q: "Kalau pas awal masuk, katanya beliau ngasih tahu kyk gini, kalian tu ngga pinter Bahasa Inggris nggak papa, yang penting sopan santunnya. Bener ngga?" A: "Ya itu tiap pelajaran. [I-PR; II-WY]"
16.	Q: "Itu malah tiap pelajaran?" A: "Iya"
17.	Q: "Kalau di awal dulu juga iya, pas pertama kali masuk?" A: "Kalau pertama kali masuk lupa, tapi kalau akhir-akhir ini tiap masuk itu pasti bilang. [II-WY]"
18.	Q: "Terus kalau mnurutmu pak Erfak itu bisa dijadikan panutan dalam bersikap ga? Kan kalau pendidikan karakter itu kan banyak ya, ga cuma sopan santun tapi ya keberanian, disiplin, religious, dan banyak lagi. Menurut kamu pak Erfak bisa ngga?" A: "Bisa, tapi menurut saya kurang tegas. [II-RM]"
19.	Q: "Kurang tegas dalam?" A: "Dalam ngasih tahu.. yaa, lemah lembutnya enak buat dicontoh itu enak. Tapi menurutku kurang tegas aja sama murid-muridnya. [II-RM]"
20.	Q: "Oo kurang tegas ya. Tapi bisa dijadikan panutan ya contohnya tadi apa lemah lembut?" A: "Iya lemah lembut, trus kayak sabar banget, sabar banget buat

	ngajar IPS 3, padahal ada guru yang udah males ngajar. [II-RM]"
21.	Q: Emmm kalau pendidikan karakter di bahasa Inggris itu menurut kamu baiknya disampaikan dengan cara apa? Karena kamu tadi bilang pak Erfak kurang tegas, apakah harus tegas atau gimana?" A: "Mungkin awal-awal itu lemah lembut boleh tapi kalau udah kayak tiap hari trus…kaya.. gimana yo mb, kelasku kan tiap hari minimal ada 7 lah yang ga masuk dan itu.. ee tapi akhir-akhir ini ada peningkatan paling 4 atau 5 gitu.. ya sebenernya awal-awal lemah lembut boleh tapi ya akhir-akhir kalau udah keterlaluan ya di tegasin lah mb."
22.	Q: "Nah tegasnya itu menurut kamu cuma sekedar peneguran kah atau ada hukuman gitu?" A: "lebih ke teguran sih, soalnya pak Erfak ga pernah negur langsung ke orangnya. Contoh aku ga berangkat terus, ga berani nyebut nama gitu lo mb. Kayak menyeluruh gitu lo mb."
23.	Q: "Nah kalau dalam pembelajaran bahasa Inggris selama ini, ee nilai karakter apa sih yang kamu dapet? Ya mungkin dari pak guru atau…" A: "Dari pak gurunya sih mb yang sabar itu, kayak sesabar itu jadi wali IPS 3. Ya contohnya itu."
24.	Q: "Ooo.. kalau pas pelajaran bahasa Inggris itu sering di suruh maju gitu?" A: "Sering, soalnya Pak Erfak itu orangnya itu menurutku kreatif sih mb.. kayak tiap pelajaran itu beda pembelajarannya. Contoh kayak kemarin itu muter waktu mbaknya masuk, trus kadang buat kelompok, trus tadi pembelajaran pakai lagu. Jadi kayak kreatif aja gitu mb. [I-CL]"
25.	Q: "Kalau kelasmu itu kan luamayan rame ya, nah itu sama pak Erfak doing atau sama guru lain juga?" A: "Maksudnya mb?"
26.	Q: Kan misal kalau pak Erfak lagi ngajak ada yang ngomong gitu kan , nah itu sama guru lain juga gitu ngga?" A: "Iya emang kelasnya ndableg mb."

Elok Rosiana Dera Pramuti (S3S2) IPS 3 / 27-05-2022

Line Number	The Result of the Interview
1.	Q: "Ini kan sudah tatap muka dan jamnya sudah full juga ya, kalau kamu sendiri lebih suka pembelajaran online atau offline?" A: "Offline, kaya materinya lebih mudah dimengerti timbang yang online gitu."
2.	Q: "Lebih mudah dimengerti, tapi kalau online suka ngga?" A: "Engga, bosen."
3.	Q: "Kalau bahasa Inggris lebih suka offline juga?" A: "Iya."
4.	Q: "Menurut kamu pendidikan karakter di usia SMA itu penting

	ngga?" A: "Penting."
5.	Q: "Kenapa?" A: "Karena kayak ya biar kita taat gitu lo mb."
6.	Q: "Ee kalau udah gede tetep butuh brati? Mungkin kan kalian udah bisa bedain mana yang bener mana yang salah. Tapi tetep butuh?" A: "Kayanya tetep butuh soalnya biar tambah mengerti gitu.
7.	Q: "Kalau menurut kamu, pendidikan karakter itu diajarkan di semua mata pelajaran atau cuma kayak agama, PKN doang gitu?" A: "Semua semua mata pelajaran."
8.	Q: "Kalau di pembelajaran Bahasa Inggris ini mnurutmu apa sih yang kamu dapet dari Pak Erfak itu? Atau gini kamu lihat pak Erfak itu bisa jadi panutan dalam bersikap ngga?" A: "Bisa. [II-RM]"
9.	Q: "Nah apa yang kamu lihat dari pak Erfak yang bisa dijadikan contoh?" A: "Pak Erfak itu ngajarin kayak kita harus jujur, sopan santun, kedisiplinan. [II-RM]"
10.	Q: "Kalau disiplin itu biasanya pak Erfak gimana? Maksudnya kalau ada yang salah ditegur atau gimana?" A: "Iya kalau ada yang salah ditegur, kalau ada yang rame juga ditegur, kayak baju keluar itu juga. [I-CL]"
11.	Q: "Kalau sopan santun ittu pas pertama kali masuk beliau ada ini ngga, e kayak pak Erfak pernah ngomong ini ngga? Kalian ngga pinter bahasa Inggris gapapa deh yang penting sopan santunnya." A: "Ah iya pernah. [II-WY]"
12.	Q: "Itu diawal doang atau pas pelajaran biasa juga?" A: "Setiap pertemuan. [II-WY]"
13.	Q: "Ooo setiap pertemuan bilang gitu?" A: "Ee iya, kayak lebih mengutamakan karakter dari pada nilai tes. [I-PR]"

Linda Nurwahyuni (A1S1) IPA 1/ 27-05-2022

Line Number	The Result of the Interview
1.	Q: "Sekarang aku mau tanya nih, tentang pendidikan karakter yang kamu ketahui itu apa?" A: "Ee karakter itu lebih ke sikap, kebiasaan kita gitu di rumah, di sekolah atau di manapun dan itu dengan siapapun sama orang tua kita, temen kita, guru kita."
2.	Q: "Kalau pendidikan krakter yang disekolah itu menurut kamu gimana? Mengajarkan apa?" A: "Ee seperti yang sering kemarin yang banyak banget booming itu

	5s, senyum salam sapa sopan santun. Itu yang kemarin ee sempet apa ya, sempet digalakkan banget karena banyak siswa siswi sma jogonalan yang melupakan 5S itu."
3.	Q: "Itu yang negasin itu dari kepala sekolah atau siapa?" A: "Dari bapak ibu guru juga."
4.	Q: "Termasuk pak Erfak?" A: "Iya, kalau pak Erfak kan dari awal emang udah mengatakan ya pak Erfak itu menjunjung tinggi sopan santunnya. [I-PR; II-WY]"
5.	Q: "Itu pas awal awal kalian masuk itu ya?" A: "Iya pas masuk masih beberapa jam itu. [II-WY]"
6.	Q: "Nah menurut kamu pendidikan karakter di usia sma itu penting ngga? A: "Penting banget, karena kan sma kan sama aja jenjang akhir ya dalam ee sekolah pendidikan yang wajib gitu ya, penting banget."
7.	Q: "Karena? Maksudnya biar apa sih usia SMA kan udah gede ya?" A: "Karena ee setelah kita lulus dari sma kita bakal menghadapi kehidupan yang nyata. Dalam artian kita bakal ketemu sama orang-orang yang asing, bakal menjalani kehidupan yang bener-bener kita itu memperjuangkan sesuatu hal."
8.	Q: "Kalau di bahasa Inggris sendiri menurut kamu gimana? Ada ngga sih nilai karakter yang diselipin sama pak Erfak gitu?" A: "Kalau di bahasa Inggris itu, adanya kayak pendidikan karakter itu juga kaya di teks teks gitu sih, soalnya kalau bahasa Inggris itu kan kita terfokus dalam dasar-dasar bahasa Inggris itu sendiri. [I-CL]"
9.	Q: "Kalau dalam pembelajaran bahasa Inggris, nilai karakter apa yang kamu dapat? Ngga Cuma materinya ya tapi juga dari cara pak Erfak ngajar, disuruh maju atau disuruh angkat tangan atau ngapain gitu, itu apa aja sih yang kamu dapet dari pembelajaran bahasa Inggris?" A: "Kalau dari pak Erfaknya sendiri ada banyak, terutama yang tadi sopan santun, itu yang paling pak Erfak junjung dari awal. Terus yang kedua itu ee apa ya namanya itu, tata krama kita di kelas, misal baru ada pelajaran ya jangan mainan hp, ee mendengarkan guru, seperti itu. [II-RM]"
10.	Q: "Kalau pak Erfak sering tanya-tanya gitu ngga? Misal artinya ini apa ada yang tahu artinya ngga?" A: "Ee pak Erfak lebih sering ngasi kaya kosa kata gitu, jadi pak Erfak itu kaya disuatu bacaan trus dipilihin sama pak Erfak kata gitu trus kita disuruh cari artinya."
11.	Q: "Itu langsung ditanya atau kalian cari dulu deh?" A: "Maju satu-satu cari dulu."
12.	Q: "Oh maju satu-satu, nah menurut kamu itu ngajarin apa?" A: "Eee berani tampil. Walaupun salah tetep tampil gitu. [I-CL]"
13.	Q: "Oo gitu? Pak Erfak juga bilang gitu, gppa salah gitu?" A: "Iya pak Erfak sering bilang gitu. Terus kita juga disuruh meminimalisir penggunaan HP translate."
14.	Q: "Terus kalau kaya sopan santun gitu brati dari teguran pak Erfak

	langsung ya, nasihat gitu? Atau secara ngga langsung?” A: “Iya, tapi kalau ngomong beliau ngga terlalu banyak, tapi lebih ke cara pak Erfak membuktikan gitu lo. Dari sikpanya pak Erfak itu udah kaya menunjukkan hal yang berbeda dari guru-guru yang lain. Soalnya pak Erfak itu jarang negur.”
15.	Q: “Eee lebih ke apa sih yang kamu lihat dari pak Erfak yang bisa dijadikan panutan?” A: “Dalam tutur kata yang ee apa ya, lembut baik. [II-RM]”
16.	Q: “Brati kalau tadi yang apa itu misal kamu ga bisa bahas Inggris gppa yang penting sopan santunnya. Nah itu disampaikan beliau cuma pas awal itu atau pas pembelajaran juga kadang diulang.” A: “Cuma awal. [II-WY]”

Reza Pamungkas (A1S2) IPA 1/ 27-05-2022

Line Number	The Result of the Interview
1.	Q: “Kalau memurutmu pendidikan karakter itu apa?” A: “Itu tentang sikap kita gitu.”
2.	Q: “Nah menurut kamu itu di SMA penting ngga? A: “Penting bu.”
3.	Q: “Kenapa pentingnya?” A: “Karena untuk menunjang masa depan bu.”
4.	Q: “Menunjang apanya?” A: “Menununjang ya sikapnya kan biasanya tertanam dari diri sendiri bu.”
5.	Q: “Nah kalo pendidikan karakter diajarkan di semua mata pelajaran atau engga? A: “Seharusnya iya.”
6.	Q: “Kalau di bahasa Inggris sendiri dari kamu lihat pak Erfak itu bisa dijadikan panutan sebagai dalam bersikap gitu ngga?” A: “Bisa. [II-RM]”
7.	Q: “Apa yang bisa dijadikan panutan dari diri pak Erfak.” A: “Orangnya penyabar ngga suka marah. [II-RM]”
8.	Q: “Itu kan kalau dari diri pak Erfak, tapi misal kalau di pembelajaran bahasa Inggrisnya?” A: “Ga ada sih bu. [I-CL]”
9.	Q: “Kalau pas awal masuk kalian setelah pandemi itu pak Erfak bicara kaya gini ngga? Kalian tu ngga pinter bahasa Inggris gapapa yang penting.” A: “Yang penting etikanya baik. [I0PR]”
10.	Q: “Udah gitu pak Erfak nyampaiin itu atau ada yang lain?” A: “Sikapnya yang baik, ngga pinter bahasa Inggris gppa.”
11.	Q: “Itu pak Erfak menyampaikan pas pertama kali masuk atau setiap

| | harinya iya?" |
| | A: "Ya kadang iya kadang engga. [II-WY]" |

Estu Setyoadi Galih Ramadani (S4S1) IPS 4/ 19-05-2022

Line Number	The Result of the Interview
1.	Q: "Aku mau tanya nih tentang pendidikan karakter. Kamu tahu ngga pendidikan karakter?" A: "Engga."
2.	Q: "Itu maksudnya tu kaya menerapkan beberapa karakter misal tu sopan santun, disiplin, religious dan lain-lain gitu. Nah kalau kaya gitu penting ngga di SMA?" A: "Penting sih mb, kalau pendidikan karakter itu penting terus sih mb."
3.	Q: "Penting terus ya?" A: "Iya."
4.	Q: "Kenapa nih?" A: "Ya tata krama gitu."
5.	Q: "Penting karena? Kalau di kamu lah seumuran kamu gitu buat apa?" A: "Buat komunikasi sama orang yang lebih tua gitu."
6.	Q: "Kalau menurut kamu di sekolah sini gimana penerapan pendidikan karakternya? Kurang atau gimana?" A: "Biasa aja sih mb."
7.	Q: "Kalau di pembelajaran bahasa Inggris sendiri? Pendidikan karakter yang disampaikan pak Erfak atau melalui kegiatan di kelasnya itu gimana? Ada ngga pendidikan karakternya?" A: "Ya mungkin biar berani ngomong di depan gitu mb. [I-CL]"
8.	Q: "Trus kadang ditanya-tanya gitu ngga sama pak Erfak soal pelajaran?" A: "Iya"
9.	Q: "Kalau dulu pas awal masuk pak erfa ngasih tahu ngga? Kayak yang paling penting buat beliau itu karakter apa sih gitu?" A: "Engga kayaknya. Eh ga tahu apa saya yang lupa sih mb. [II-WY]"
10.	Q: "Kalau setahuku kurang lebih gini, kalian itu yang penting sopan santunnya, kalau masalah bahasa Inggris itu masalah gampang, ngga pinter bahasa Inggris gppa yang penting sopan santunnya?" A: "Lupa aku mb. [II-WY]"
11.	Q: "Kalau dari pembelajaran bahasa Inggris sendiri yang kamu dapet apa pendidikan karakternya?" A: "Ga ada mb. [I-CL]"
12.	Q: "Ngga ada? Kalau dari pak Erfak deh, dari gurunya. Kamu bisa lihat pak Erfak jadi panutan ngga dalam karakter apa gitu?" A: "Bingung mb."

13.	Q: "Kalau kamu lihat Pak Erfak aja deh gimana orangnya?" A: "Kalem, ngga pernah marah-marah gitu. [II-RM]"
14.	Q: "Kalau negur gitu?" A: "Negur pernah."
15.	Q: "Negurnya menurut kamu gimana? Kurang tegas kah atau gimana?" A: "Mungkin kurang dikit lah soalnya masih banyak yang ramai."

Aulia Yasmina Roselly Viastri (S4S2) IPS 4/ 24-05-2022

Line Number	The Result of the Interview
1.	Q: "Kalau tentang pendidikan karakter? Kamu tahu ngga apa itu? Setahumu aja deh apa itu?" A: "Pendidikan karakter mungkin dari sifat. Maksudnya sifat yang disekolah gitu kaya karakter diri sendiri."
2.	Q: "Kalau menurtmu sendiri pendidikan karakter itu penting ngga di SMA? Meskipun udah gede ya?" A: "Ee tapi masih banyak orang yang ngelakuin hal yang salah, jadi menurutku pendidikan karakter itu penting meskipun udah gede, meskipun umurnya 20 atau 30 gitu tetep penting buat belajar tentang pendidikan karakter itu biar bisa lebih baik gitu."
3.	Q: "Menurut kamu pendidikan karakter itu diajarkan di semua mata pelajaran atau cuma kaya Agama, PKN gitu sih?" A: "Ee kayaknya cuma beberapa deh mb, maksudnya kan kadang ada pelajaran yang ngga ada pendidikan karakter tapi gurunya yang ngajarin."
4.	Q: "Kalau di bahasa Inggris sendiri Pak Erfak dulu pernah itu ngga? Katanya awal kalian masuk setelah pandemi ngasih tahu lah di kelas-kelas gitu, apa yang diharapkan pak Erfak. Kalian itu ngga pinter bahasa Inggris nggpa yang penting sopan santunhya. Pak Erfak pernah bilang gitu ngga?" A: "Pernah, kalau pak Erfak lebih ke yang penting tugasnya dikerjain gitu."
5.	Q: "Tapi kalau yang aku bilang tentang sopan santun tadi di awal pernah juga tapi?" A: "Pernah iya pernah pas pandemi juga pernah pas pembelajaran online. [II-WY]"
6.	Q: "Trus kalau di bahasa Inggris sendiri yang kamu dapet itu apa nilai karakternya dari pak Erfak? Ngga harus secara langsung juga." A: "Ee lebih ke saya pribadi sih mungkin jadi lebih rajin, terus lebih sabar, sabar masuk ngga sih mb?"
7.	Q: "Gapapa, sabar." A: "Iya soalnya Pak Erfak ngajarnya sabar banget. [II-RM]"
8.	Q: "Oo berarti kamu lihat dari Pak Erfaknya gitu ya?'

	A: "Iyaa. Terus ee lebih berani juga."
9.	Q: "Kalau berani itu karena biasanya di suruh maju sama pak Erfak atau ditanya gitu?" A: "Iya soalnya pak Erfak lebih sering nyuruh saya buat maju sama nyuruh ikt lomba gitu. [I-CL]"
10.	Q: "Kalau dari sosok pak Erfak sendiri kamu tadi lihatnya gimana?" A: "Sabar terus optimis. [II-RM]"
11.	Q: "Optimis, berarti beliau itu kira-kira bisa dijadikan panutan ngga sih dalam bersikap?" A: "Bisa. [II-RM]"
12.	Q: "Kalau e misal di kelasmu ada yang mungkin melanggar aturan ya, entah bajunya dikeluarin atau apa. Itu Pak Erfak ngapain?" A: "Pak Erfak jarang (negur) sih. Soalnya pak Erfak kan lembut banget orangnya. Jadi jarang negur anak-anak yang lain."
13.	Q: "Jarang brati ya? Tapi kalau menurut kamu sendiri ee pendidikan karakter itu lebih baik disampaikan gimana sih? Kan kalau pak Erfak orangnya jarang negur, berarti harus ditegurkan atau gimana kalau gitu?" A; "Harus. Soalnya kan kalau orang ngelakuin kesalahan harus ditegur biar dia bisa tahu kesalahannya dia apa. Biar dia bisa nyoba berubah juga."

APPENDIX 6

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 03)

Satuan Pendidikan : SMA Negeri 1 Jogonalan
Mata Pelajaran : Bahasa Inggris Wajib
Kelas/ Semester : XI/ Genap
Materi Pokok : KD 3.8 : Explanation text
Alokasi Waktu : 4 x 45' (2 x pertemuan)

A. TUJUAN PEMBELAJARAN

1. Menganalisis struktur, fungsi sosial, dan ciri kebahasaan teks explanation.
2. Mempresentasikan dan menyimpulkan hasil analisis teks explanation.
3. Menangkap makna secara kontekstual terkait fungsi sosial (makna tersirat, tersurat, dan rinci), struktur teks, dan unsur kebahasaan teks explanation.
4. Menyusun teks explanation dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

B. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan

a) Orientasi: Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik, menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

b) Apersepsi: Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik terhadap materi sebelumnya, mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan disampaikan.

c) Motivasi: Memberikan gambaran tentang manfaat mempelajari materi teks explanation dalam kehidupan sehari-hari, serta menyampaikan tujuan pembelajaran dan metode/model pembelajarannya.

2. Kegiatan Inti

a) Literasi: Secara kelompok, peserta didik mencari (searching) dan membaca teks explanation sehingga terjadi proses pendekatan saintifik (mengamati, menanya, mengumpulkan informasi/ eksperimen, mengasosiasikan mengolah informasi, mengomunikasikan)

b) *Critical Thinking* (berpikir kritis): Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi, bertanya, memberikan pendapat, dan menyimpulkan terhadap materi yang didiskusikan.

c) *Collaboration* (kerja sama): Peserta didik dibagi dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan, dan saling bertukar informasi mengenai teks explanation.

d) *Communication* (komunikasi): Peserta didik berdiskusi untuk menyimpulkan dan menyampaikan hasil diskusi atau mempresentasikan hasil diskusi kelompok.

e) *Creativity* (kreativitas): Peserta didik bertanya tentang hal yang belum dipahami atau guru menyampaikan beberapa pertanyaan kepada siswa berkaitan dengan teks explanation.

3. Kegiatan Penutup

a) Peserta didik: membuat ringkasan dengan bimbingan guru terkait teks explanation.

b) Guru: memeriksa pekerjaan peserta didik yang sudah selesai/kelompok yang kinerjanya baik dan diberi paraf serta diberi apresiasi/nilai.

C. PENILAIAN PEMBELAJARAN

1. Tes Tertulis: Menganalisis struktur, kaidah penulisan, dan ciri kebahasaan teks explanation.
   : Menangkap makna tersurat, tersirat dan rinci teks explanation
2. Tes Praktik : Menyusun teks explanation dengan memperhatikan struktur, kaidah penulisan, dan ciri kebahasaan.

Mengetahui   Jogonalan, Januari 2021
Kepala Sekolah,   Guru Mapel,

Arif Mahmudi, S.Pd.,M.Pd   Erfak Udin,S.Pd.
NIP. 19750515 200212 1 008   NIP.

APPENDIX 7

Documentations

The teacher is playing cartoon videos as a supporting learning media.	The teacher is playing cartoon videos as a supporting learning media.
The teacher is checking students group about the progress of writing explanation text.	The students are writing their theme of explanation text on whiteboard.
The teacher is asking the students to practice speaking with turnover system.	The student is speaking about explanation text in front of the class one by one.