

**THE IMPLEMENTATION OF CHARACTER EDUCATION IN ONLINE
ENGLISH LANGUAGE TEACHING AT SMP N 5 KARANGANYAR**

THESIS

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



By:

MURTI SYARIFAH

SRN. 16.32.2.1.203

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

2023

ADVISOR SHEET

Subject : Thesis of Murti Syarifah
SRN : 16.32.2.1.203

To:
Dean
Faculty of Cultures and Languages
UIN Raden Mas Said Surakarta
In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisor, we state that the thesis of:

Name : Murti Syarifah
SRN : 16.32.2.1.203
Title : The Implementation of Character Education in Online
English Language Teaching at SMP N 5 Karanganyar


Has already fulfilled the requirements to be presented before The Board of Examiners (*Munagosyah*) to gain Bachelor Degree in English Language Education Department.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, 12 June 2023

Advisor


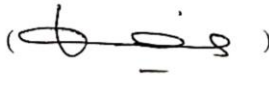



Budiasih, M. Hum

NIP. 19760308 200312 2 003

RATIFICATION

This is to certify the *Sarjana* thesis entitled “The Implementation of Character Education in Online English Language Teaching at SMP N 5 Karanganyar” by Murti Syarifah has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in The State Islamic University Raden Mas Said Surakarta.

Chairman	: Muh. Husin Al Fatah, M.Pd. NIK. 13600489	
Secretary	: Budiasih, M.Hum. NIP. 197603082003122003	
Main Examiner	: Dr. Yusti Arini, M.Pd. NIP. 197508292003122001	

Sukoharjo, 22 June 2023

Approved by

Dean, Faculty of Cultures and Languages



Prof. Dr. Toto Suharto, S.Ag., M.Ag.

NIP. 19710403 199803 1 005

DEDICATION

This thesis is dedicated to:

1. My beloved parents (Marino and Wiji Lestari)
2. All of my beloved family
3. All of my beloved friend
4. My almameter UIN Raden Mas Said Surakarta

MOTTO

“If you are grateful, I will give you more”

[QS. Ibrahim: 7]

“You don’t have to be great to start

But you have to start to be great”

[Zig Ziglar]

“Sufficient for us is Allah, and (He) is the best disposer of affairs”

[QS. Al-Imran: 173]

PRONOUNCEMENT

Name : Murti Syarifah
SRN : 16.32.2.1.203
Study Program : English Language Education
Faculty : Cultures and Language Faculty

I hereby sincerely state that the thesis titled “**The Implementation of Character Education in Online English Language Teaching at SMP N 5 Karanganyar**” 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, June 2023

Stated by,



Murti Syarifah

SRN. 16.32.2.1.203

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “THE IMPLEMENTATION OF CHARACTER EDUCATION IN ONLINE ENGLISH LANGUAGE TEACHING AT SMP N 5 KARANGANYAR”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, support, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested the researcher during the process of writing the thesis. The researcher wishes to express her special gratitude to:

1. Prof. Dr. H. Mudhofir, S.Ag., M.Pd, as the Rector of the State Islamic University Raden Mas Said Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag, as the Dean of Cultures and Languages Faculty of the State Islamic University Raden Mas Said Surakarta.
3. Elen Inderasani, M.Pd, as the Head of Language Education of the State Islamic University Raden Mas Said Surakarta.
4. Wildan Mahir Muttaqin, M.A.TESL, as the Head of English Education Department of the State Islamic University Raden Mas Said Surakarta.
5. Budiasih, M.Hum, as the advisor, who has given guidance, deeply attention, help, advices and correction to revise the mistake during the entire process of writing this thesis.
6. All of lecturers at English Education Department and official employees of Cultures and Languages Faculty.
7. Drs. Wardoyo, M.Pd, as the Headmaster of SMP N 5 Karanganyar, thanks for giving permission to the researcher to conduct the research and collect the data.

8. Kusnul Chotimah, S.Pd, Sri Setyawati, S.Pd, and Suginem, S.Pd, as the English teacher of SMP N 5 Karanganyar for giving complete information in conducting this research.
9. All the students of SMP N 5 Karanganyar, especially for the class 7A, 7E, 8A, and 8G who has kindly helped the writer in finding the data of the research.
10. My beloved family who always pray a lot for me, support me and advise me.
11. My beloved friends of Fantastic Class. Thanks for attention, spirit, joy and understanding.
12. My beloved best friends Septian Umiqoiriyah, Febriani Safitri, Thalia Oryza, Galuh Pramaisheila, Mustika Ayu Novitasari, and Annida Aufarina. Thanks for coloring this life with all your love, laugh, and also accompany me during four years as a good friend.
13. Everyone who loves me that can not be mentioned one by one. Thanks for being my support system and thanks for everything.

The researcher realize 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, 22 June 2023

The Researcher

Murti Syarifah

TABLE OF CONTENTS

TITLE PAGE	i
ADVISOR SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS	ix
ABSTRACT	xii
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Identification of the Problems	5
C. Limitation of the Problems	5
D. Formulation of the Problems	6
E. Objective of the Study	6
F. Benefits of the Study	6
G. Definition of Key Terms	7
CHAPTER II LITERATURE REVIEW	
A. Theoretical Review	8
B. Previous Related Studies	32
CHAPTER III RESEARCH METHODOLOGY	
A. Research Design	36
B. Research Subject and Informant	36

C. Research Setting	37
D. Data Sources	38
E. Techniques of Collecting Data	39
F. Techniques of Data Analysis	42
G. Trustworthiness of the Data	44

CHAPTER IV RESEACRH FINDINGS AND DISCUSSION

A. Research Findings	46
1. Character Education Implemented by the English Teacher in Online English Language Teaching	46
a. Religious	46
b. Discipline	48
c. Hard work	50
d. Independence	51
e. Curiosity	51
f. Social Care	52
g. Responsibility	54
2. Teacher Strategy in the Implementation of Character Education in Online English Language Teaching	57
a. Value Classifictaion Approach	58
b. Action Learning Approach	60
c. The Role of Teacher as an Exemplary	65
d. The Role of Teacher as a Motivator	67
e. The Role of Teacher as a Dynamist	69

B. Discussion	71
1. Character Education Implemented by the English Teacher in Online English Language Teaching	71
a. Religious	72
b. Discipline	72
c. Hard work	72
d. Independence	73
e. Curiosity	73
f. Social Care	74
g. Responsibility	74
2. Teacher Strategy in the Implementation of Character Education in Online English Language Teaching	76
a. Value Classification Approach	76
b. Action Learning Approach	77
c. The Role of Teacher as an Exemplary	77
d. The Role of Teacher as a Motivator	79
e. The Role of Teacher as a Dynamist	80
CHAPTER V CONCLUSIONS AND SUGGESTIONS	
A. Conclusion	84
B. Suggestions	85
BIBLIOGRAPHY	87
APPENDICES	92

ABSTRACT

Murti Syarifah. 2023. *The Implementation of Character Education in Online English Language Teaching at SMP N 5 Karanganyar*. Thesis. English Education Department, Cultures and Languages Faculty. State Islamic University Raden Mas Said Surakarta.

Advisor : Budiasih, M.Hum.

Key Words : *Implementation; Character Education; English Teaching*.

This research is about the implementation of character education in online English language teaching at SMP N 5 Karanganyar. The objective of this research are: (1) To describe the character education which are implemented in online English language teaching at SMP N 5 Karanganyar in the academic year 2021/2022. (2) To describe the teacher strategy in the implementation of character education in online English language teaching at SMP N 5 Karanganyar in the academic year 2021/2022.

The researcher used to descriptive qualitative research. The subject of this research were three English teachers and students at SMP N 5 Karanganyar. The techniques of collecting the data was observation, interview, and document supportive. The observation was given to collect data related to the implementation of character education in online English language teaching at SMP N 5 Karanganyar. The interview was given to collect data related to the teacher strategy in the implementation of character education in online English language teaching at SMP N 5 Karanganyar.

The results of this study shows that; 1) The implementation of character education in online English language teaching at SMP N 5 Karanganyar only implemented some of the values of character education. There were seven character values implemented by the English teacher. They were religious, discipline, hard work, independence, curiosity, social care, and responsibility. 2) The teacher strategy in the implementation of character education used five strategies. They were value classification approach, action learning approach, the role of teacher as an exemplary, the role of teacher as a motivator, and the role of teacher as a dynamist.

LIST OF TABLES

Table 3.1 Time of Research	38
Table 3.2 Interview Guidelines for the English Teachers	40
Table 3.3 Interview Guidelines for the Student	41
Table 4.1 Religious Value Which Implemented by the English Teacher	47
Table 4.2 Discipline Value Which Implemented by the English Teacher	49
Table 4.3 Hard work Value Which Implemented by the English Teacher	50
Table 4.4 Independence Value Which Implemented by the English Teacher	51
Table 4.5 Curiosity Value Which Implemented by the English Teacher	52
Table 4.6 Social Care Value Which Implemented by the English Teacher	52
Table 4.7 Responsibility Value Which Implemented by the English Teacher	54

LIST OF APPENDICES

APPENDIX 1 Observational Checklist	93
APPENDIX 2 Interview Transcript	117
APPENDIX 3 Pictures of Pre-Observation	135
APPENDIX 4 Online Class Observation	137
APPENDIX 5 Lesson Plan	138

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is one of the basic important that people need in their life. It can be one way the people to develop themselves for a better life. Because of it, the emphasize of the character aspect improved so that their students' personalities become better. It is similarity important as a teacher to educate the students to be better. In addition, teacher is an important factor which has a big influence on the success of character education in the school.

Character education is a cultivation system character values for the student that contain components which are knowledge, individual awareness, determination, and the will and actions to implement values, both towards God, oneself, fellow humans, the environment and nation, so that the human beings will be realized (Aunillah, 2013:19). It means that the teacher must be instilled the values of character education based on its components in addition to teaching the subject matter for the student. Moreover, according to Salahudin & Alkrienciehie (2013:42) stated that character education is as educational values, educational attitude, educational moral, educational character, that aims to develop students to choose the right and the wrong way in their daily life. It also aims to keep the goodness and to spread the goodness in their daily life sincerely. It means that the character education is developing good character through student existence in a daily life.

According to Maunah (2015:93) stated that education in Indonesia is a national movement to create the school in fostering an ethnical

young generation, responsible, because character education more emphasizes on the aspect of universal values. It means that education in Indonesia is oriented to development of learners' behavior or character. Meanwhile, in Indonesia, the implementation of character education is currently felt urgent. The description of the community situation and even the world situation of education in Indonesia is the main motivation mainstreaming the implementation of character education in Indonesia (Muchlas Samani & Hariyanto, 2012:2). Furthermore, character education explicitly is the mandate of Law No.20 article 3 of 2003 about National Education System states that the national education aims to develop the potential of learners to become humans who believe and fear God, noble character, healthy, knowledgeable, capable, creative, independent, and become human being democratic and responsible citizens.

Nowadays, all of the countries in the world are experiencing a pandemic. In Indonesia, the increasing spread of pandemic affects in various sectors especially in the education sector. In this relation, the Ministry of Education and Culture established a special policy, one of the related policies to the learning process in educational units. The physical and mental health of students, teachers, school principals and all of school members are a major consideration in implementing education policies. This policy is outlined in the Circular of the Minister of Education and Culture No.4 of 2020 about the Implementing of Educational Policies in Time Emergency Spread of pandemic. The policy made to determine learning activities which previously learning at school become learning from home with online system.

Referring to the circular, the learning from home process is carried out with several provisions. First, learning from home through online learning is carried out to provide meaningful learning experiences for students and without being burdened with demands to complete all curriculum achievements for class promotion and excellence. Second, learning from

home focused on life skills education which is regarding the pandemic. Third, activities and assignments learning in the learning from home varied between student, based on their respective interests and conditions, including the considering gaps in access or learning facilities at home. Fourth, evidence or products activities of learning from home gave qualitative feedback and useful for teachers, without being required to give a score or quantitative score.

From this policy, the implementation of learning from home does not involve direct interaction between teacher and student. Therefore, the teacher become less effective in implementing character education for student. In addition, the teacher not only delivers learning material but also teacher has a role as character educator. So that the cultivation of character education is important to support the students' achievement in the academic and non-academic. It is supported statement by Ryan (in Almerico, 2014:2) found that teaching and learning process emphasizing character development helped improve students' academic achievement and communication skills thus encouraging a tougher sense of independence and self-confidence.

In Indonesia, the levels of school consist of kindergarten (*Taman Kanak-kanak*), elementary school (*Sekolah Dasar*), junior high school (*Sekolah Menengah Pertama*), senior high school (*Sekolah Menengah Atas*). One of the levels of school above that implement character education is SMP Negeri 5 Karanganyar. It located in Jl. Lawu No.368, Cangakan, Karanganyar. SMP Negeri 5 Karanganyar is one of the favorite school in Karanganyar Regency. It can be proofed that the students get academic and non-academic achievement. Similar with the most junior high school in Indonesia, SMP Negeri 5 Karanganyar has 3 grade classes which consist of seventh grade, eighth grade, and ninth grade. It has 24 classes which are divided into class A until H in the each of grades. It provides complete facilities such as a library, computer labs, science laboratory and other to

support their learning activities. Thus, the researcher chose SMP Negeri 5 Karanganyar as the subject of this research.

The researcher conducted the pre-research at February 24th 2020 with the English teacher of seventh grade in SMP Negeri 5 Karanganyar, Mrs. Kusnul Chotimah, S.Pd. Based on the pre-research, the researcher found that the teacher applied some of the character values from the whole of it to teach English learning. Based on Indonesian Government Guidelines of the implementation of character education (2011), there are 18 character values that have to be implemented, namely: 1) religious, 2) honesty, 3) tolerance, 4) discipline, 5) hard work, 6) creativity, 7) independence, 8) democracy, 9) curiosity, 10) spirit of nationality, 11) nationalism, 12) achievement appreciation, 13) communicativeness, 14) love of peace, 15) love reading, 16) environmental care, 17) social care, 18) responsibility.

This can be proven from the 7C class where the teacher taught about the description of the profession as a theme learning. The teacher used scientific method based on 2013 curriculum. The teacher implemented character values of education into teaching and learning such as a religious, tolerance, discipline, curiosity, achievement appreciation, communicativeness, social care, and responsibility. One of the implementation was the teacher taught new vocabularies about kinds of profession that the student had not been known yet. So that it raised students' curiosity by asking to teacher. Beside that based on the various theme of learning, the teacher also implemented differences character values of education in the English teaching.

Based on the result of pre-research above, the teacher had eight character values to implement the character education in the English teaching. It means that the teacher should not only teach students' study skills but also to develop their good personalities. In other words, teacher expected to transmit good character values of education for the student in addition to teach

learning material academically. It is supported by Beyer's statement (Marsh, 2010:273) "teachers are moral agents who transmit values overtly or covertly"

Based on the explanation above, the researcher described the implementation of character education applied the teacher into English teaching. Furthermore, the researcher decided to conduct the research entitled **"The Implementation of Character Education in Online English Language Teaching at SMPN 5 Karanganyar"**.

B. Identification of the Problems

Based on the background study above, some problems in the field were identified. There were:

1. Teacher did not implement all the character education in online English teaching.
2. Teacher had difficulty to choose the appropriate character values that will be instilled for the student.
3. Teacher was not optimally implementing the character education in English teaching so that it affects for the students' behavior.

C. Limitation of the Problems

In conducting the research, the researcher limited the research in the English teacher of SMP Negeri 5 Karanganyar as the subject. The researcher took English teacher in the seventh grade and eighth grade. There were three teachers and students as the subject research. The researcher focused on implementation of character education in online English language teaching that used by English teacher in SMP Negeri 5 Karanganyar.

D. Formulation of the Problems

Based on the research background, the research problems can be formulated as follows:

1. What character education are implemented in online English language teaching at SMPN 5 Karanganyar in Academic Year 2021/2022?
2. How is the teacher strategy in the implementation of character education in online English language teaching at SMPN 5 Karanganyar in Academic Year 2021/2022?

E. Objective of the Study

In accordance that has been stated in the problem statement, the objective of this study are:

1. To describe the character education which are implemented in online English language teaching at SMPN 5 Karanganyar in Academic Year 2021/2022.
2. To describe the teacher strategy in the implementation of character education in online English language teaching at SMPN 5 Karanganyar in Academic Year 2021/2022.

F. Benefits of the Study

The researcher has several benefits, there are:

1. Theoretical Benefit

The finding of the research can enrich useful information to apply the character values of education in online English language teaching.

2. Practical Benefit

- a. For the researcher

This research can help the researcher to improve the researcher's knowledge and experience in the English education.

b. For the readers

The result of this research are expected to provide more information to readers can be related about character education in online English language teaching.

c. For the teachers

The researcher hope that teacher have to enhance the inculcation of character education so the all of character education can be implemented in English teaching.

d. For the school

The research can serve as reference material for the realization of character education in the school and it can increase the school's competence.

G. Definition of Key Terms

Key term related with the research are:

1. Character Education

Character education is education to form one's personality through character education that the results can be seen in one's actual actions namely good behavior, honest responsibility, respecting another people's rights, hard work, and so on (Lickona, 1991)

2. English

English is one of international language used to communicate in international relationship by the most people in the world. An 'international' language is a logical requirement in an era of worldwide information-sharing and commercial exchange (Rossner, 1990).

3. Teaching

Teaching is defined as showing of helping someone to learn how to do something, providing with knowledge, causing to know or understand (Brown, 2000:7).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. English Language Teaching

a. Definition of English Language Teaching

English is one of international language used to communicate in international relationship by the most people in the world. According to Rossner (1990) states that an ‘international’ language is a logical requirement in an era of worldwide information-sharing and commercial exchange. Nevertheless, English has a grade position as a language in the each of countries. It can be formulated by Kachru (1992) that the world of English divided into three circle model. First, the inner circle refers the countries where English is the primary language and is used in daily life, and government situations. Second, the outer circle includes countries that have British colonial ties, and English is widely used in social life or in the government sector. The use of English in these countries is English as a second language. Third, the expanding circle includes countries where English plays the role as an international language and have not given English any special official status.

Based on the three circle model above, the use of English in Indonesia is English as a foreign language. It can be strengthened by Gebhard (1996:2) states that English is categorized as a foreign language where English is not an official language or not as a mother tongue language. In the similarly statement by Brown (2001:3) that English as a foreign language always refers to English taught in

countries where English is not a major language of commerce and education.

Language is a systematic means of communicating ideas or feeling by the use of conventionalized signs, sounds, gestures, or marks, having under understood meanings (Brown, 2000:5). Meanwhile, Brown gives a concise definition of language. He defines a language as follows:

- 1) Language is systematic.
- 2) Language is a set of arbitrary symbols.
- 3) Those symbols are primary vocal, but may also be visual.
- 4) The symbols have conventionalized meanings to which they refer.
- 5) Language is used for communication.
- 6) Language operates in a speech community or culture.
- 7) Language is essentially human, although possible not limited to human.
- 8) Language is acquired by all people in much the same way language and language learning both have universal characteristic.

Teaching is defined as showing of helping someone to learn how to do something, providing with knowledge, causing to know or understand (Brown, 2000:7). Meanwhile, according to Mulyasa (2006:100) teaching is an interaction process done by students and the environment in order that the human or student behavior changes to be better. In other definition of Sutanto Leo (2013:1) states that teaching is encouraging the students to learn. Encouragement is needed to make students brave, confident, and motivated to learn. The use of various learning activities is able to encourage students' greater interest and excitement to learn. From the teaching definition of some experts, the conclusion of teaching is a process of interaction when the teacher

conveys subject matter through directed guidance to student so that they learn indirectly to get new something information.

Teaching has twelve characteristics that can be some guidance to create an effective teaching in the English teaching. According to Blum (in Richard and Renandya, 2002), twelve characteristics of effective teaching is as follows:

- 1) Instruction is guided by a preplanned curriculum.
- 2) There are high expectations for students learning.
- 3) Students are carefully oriented to lessons.
- 4) Instruction is clear and focused.
- 5) Learning progress is monitored closely.
- 6) When students do not understand, they are retaught.
- 7) Class time is used for learning.
- 8) There are smooth and efficient classroom routines.
- 9) Instructional groups formed in the classroom fit instructional needs.
- 10) Standards for classroom behavior are high.
- 11) Personal interactions between teachers and students are positive.
- 12) Incentives and rewards for students are used to promote excellence.

Based on the theories that has been described above, the researcher may infer that English Language Teaching (ELT) is the theory and practice of teaching to help learners how to do something using English that their first language is not English. Similarity that the English as a foreign language in Indonesia.

b. Principles of English Language Teaching

Each educational unit must have principles in the implementation of learning in the school. It is similar condition in the

learning English, Brown (2000:55-68) who notes there are three categories principles that must be considered in the English language teaching. There are three categories principles as follows:

1) Cognitive Principles

a) Automaticity

The efficient of second language learning involves a timely movement the second control of the few language forms in the automatic processing on the relatively unlimited number of language, thinking too much about that its forms, and consciously lingering on rules of language all tend to impede the graduation to automatically.

b) Meaningful Learning

Meaningful learning will lead toward better long-term retention than rote learning.

c) The Anticipation of Reward

Human beings are universally driven to act or behave by anticipation of some sort of reward that will ensues as result of the behavior.

d) Intrinsic Motivation

The most powerful rewards are those that are intrinsically motivated within the learners.

e) Strategic Investment

Successful mastery of second language will be due to large extent to a learner's own personal 'investment' of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language.

2) Affective Principles

a) Language Ego

Human beings learn to use a second language. They also develop a new mode of thinking, feeling, and acting. The new language ego, intertwined with second language can easily create within the learner a sense of fragility a defensiveness a rising of inhibition.

b) Self Confidence

Learner's belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task.

c) Risk-Taking

Successful language learners, in their realistic appraisal of themselves as vulnerable beings yet capable of accomplishing tasks, must be willing to become "gamblers" in the game of language, to attempt to produce and to interpret language that is a bit beyond their absolute certainty.

d) The Language-Culture Connection

Whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling, and acting.

3) Linguistic Principles

a) The Native Language Effect

The native language of learners exerts a strong influence on the acquisition of the target language system. While the native system will exercise both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the salient.

b) Inter Language

Second language learners tend to go through a systematic or quasi-systematic developmental process as they progress to full competence in the target language. Successful interlanguage development is partially a result of utilizing feedback from others.

c) Communicative Competence

Given the communicative competence is the goal of a language classroom, instruction needs to point toward all its components: organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world.

2. Character Education

a. Definition of Character Education

Character education has become a concern in the various countries to prepare the quality of young generation. Character education terminology began to be introduced since the 1900s. Thomas Lickona was regarded as the bearer, especially when he wrote a book called *Educating for Character: How Our School Can Teach Respect and Responsibility* (1991) which was followed by his writings such as *The Return of Character Education* published in the journal *Educational Leadership* (November 1993) as well as an article entitled *Eleven Principles of Effective Character Education*, published in the *Journal of Moral Volume 25* (1996). Through his books and writings, he awakened the West to the importance of character education.

According to him, character education contains three basic elements, namely knowing the good (knowing the good), love the good (desiring the good), and do the good (doing the good) (Lickona, 1991:51).

Character education comes from the two words are character and education. In Indonesian Dictionary the word “character” is defined with character, psychic, traits, morality or character that distinguishes one from another, and character. Character is a pattern of behavior, thoughts and feelings based on universal principles, moral strength and integrity. One’s character is evidenced by one’s life virtues such as self-control, positive attitudes, humanity, and wisdom (John Otewa, 2016). Meanwhile, according to Suyanto (2009) character is the way to think and behave of individuals which is to be a brick each individual to live and cooperate whether in the society, in family and in the country. So that the character is the values of universal human behavior to be identity in their life.

According to Indonesian Dictionary that education is the process of attitude changes and behavior of the person or group of people in the effort to mature humans through teaching and training efforts. In other definition of Ahmad D. Marimba (in Abidin Ibnu Rusn, 1998) education as a guidance or leadership consciously by teacher on the student’s physical and spiritual development to be a main personality configuration. From this definition, there are several education of elements namely; effort, teacher, student, basic and goal. So the conclusion of education is a conscious effort by educators to establish the student’s better personalities who will become fully human.

According to Lee & Atkinson (2006:2) states that character education is an effort to create a nation that has many schools that foster and caring young people by modeling and teaching good

character through an emphasis on universal values that educators all share. Character education is a conscious effort and planned to realize the learning's atmosphere and the learning process so that the students develop their potential actively to have personalities, noble character, and character so these characters are formed to become the student's characteristic (Suyanto, 2010). Moreover, according to Ratna Megawangi (2004:95) states that character education is an effort to educate the children in order to make decisions wisely and practice in daily life so that they can make a positive contribution to society. Thus, character education needs long-term solutions in learning and teaching processes to instill the character value for the student by creating a pleasant learning atmosphere until the student has a good personality.

According to Thomas Lickona (1991) character education is education to form one's personality through character education that the results can be seen in one's actual actions namely good behavior, honest responsibility, respecting another person's rights, hard work, and so on. In other definition by Fakry Gaffar (2010:1) states that character education is the process of transforming life values to be developed in the person's personality so that it becomes one in the behavior of that person's life. In this definition, there are three important ideas related with character education, namely; 1) the process of transforming values, 2) to be developed in the personality, and 3) become one in behavior. Therefore, character education is to foster the development of life values in one's personality so that their behavior can be formed in the real life.

Based on some of the definitions above, the researcher concludes that character education is the process of human to educate or transfer values to the other that can be make positive attitudes in life.

This process can be related that the teacher to educate the values of character education for the student through teaching in the classroom. Beside that the character education as one of the system cultivation of character values which is created by the school to create the students who have great attitudes.

b. The Goal of Character Education

Character education aims to improve the quality and results of education that lead to the students' formation character and noble character as a whole, integrated, and balanced that accordance with the standards competence in the each of education unit. Through character education, students are expected to improve and use their knowledge, study and internalize, and personalize character values and noble character so that manifested in everyday behavior (Mulyasa, 2012:9). Moreover, according to Handayani and Indartono (2016:511) states that the goal of character education is to encourage the birth of good children. Grow with the good character, children will grow with the capacity and commitment to do their best. They do all of the right things, and tend to have goals in life.

From the explanation above, so the goal of character education has a strategic position to instill and develop the values of goodness in everyday life so that it can create noble character for the student.

c. Principles of Character Education

According to Lickona, Schaps, and Lewis (2007), character education should be based on the following eleven principles:

- 1) Character education promotes core ethical values as the basis of good character.

The Character Education Partnership (CEP) believes that the character education's primary focus is on developing the core ethical values needed to be a good human being. But character education also seeks to develop complementary performance character qualities that enable students to perform at their highest potential in the classroom, the workplace, or any other areas of endeavor. These two parts of character work together in mutually supportive ways.

- 2) Character must be comprehensively defined to include thinking, feeling, and behavior.

Good character involves understanding, caring about, and acting upon core ethical values. A holistic approach to character development therefore seeks to develop the cognitive, emotional, and behavioral aspects of moral life.

- 3) Uses a comprehensive, intentional, and proactive approach to character development.

Schools committed to character development look at themselves through a moral lens to assess how virtually everything that goes on in school affects the character of students. A comprehensive approach uses all aspects of schooling as opportunities for character development. This includes the hidden curriculum, the academic curriculum, and extracurricular program.

- 4) Creates a caring school community.

A school committed to character strives to become a microcosm of civil, caring, and just society. It does this by creating community that helps all its members from caring

attachment to one another. This involves developing caring relationship among students (within and across grade level), among staff, between student and staff, and between staff and family.

- 5) Provides students with opportunities for moral action.

In the ethical as in the intellectual domain, students are constructive learners; they learn best by doing. To develop good character, they need many and varied opportunities to apply values such as responsibility and fairness in everyday interactions and discussions. Through repeated moral experiences, students develop and practice the skills and behavioral habits that make up the action side of character.

- 6) Includes a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them succeed.

A meaningful curriculum includes active teaching and learning methods such as cooperative learning, problem solving approach, and experiences based projects. These approaches increase student autonomy by applying to students' interest, providing them with opportunities to think creatively and test their ideas, and fostering a sense of "voice and choice" – having a say in decision and plans that affect them.

- 7) Strives to foster students' self-motivation.

Growing in self-motivation is a developmental process that schools of character are careful not to undermine by excessive emphasis on extrinsic incentives. When such schools give appropriate social recognition for students' prosocial actions or celebrate character through special awards, they keep the focus on character.

- 8) Engages the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students.

All school staff-teachers, administrators, counselors, school psychologist, coaches, secretaries, cafeteria workers, playground aides, bus drivers-need to be involved in learning about discussing, and taking ownership of the character education.

- 9) Fosters shared moral leadership and long-range support of the character education initiative.

In addition, with the school students assume developmentally appropriate roles in leading the character education effort through class meeting, student government, peer mediation, cross-age tutoring, service clubs, task forces, and students-led initiative.

- 10) Engages families and community members as partners in the character building effort.

Schools that reach out to families and include them in character building efforts greatly enhance their chances for success with students. They take parts at every stage to communicate with families -via newsletters, e-mails, family nights, and parent conference- about goal and activities regarding character education.

- 11) Assess the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.

Effective character education must include an effort to assess progress using both qualitative and quantitative methods. Schools can also assess the three domains of character (knowing,

feeling, and behaving) through anonymous questionnaires that measure student moral judgement, moral commitment, and self-reported moral behavior.

Based on these are eleven principles of character education above, it must be understood by all member of educators so that the implementation of character education can be carried out effectively.

d. Values of Character Education

Curriculum Center for Research and Development Agency of the Ministry of National Education in its publication titled Guidelines for the Implementation of Character Education (2011) has identified the 18 values of forming character which are the results of empirical studies of the Curriculum Center sourced from religion, Pancasila, culture, and national education goals. As for the 18 character values that have been formulated are as follows:

1) Religious

An obedient attitude and behavior in applying religious teaching, tolerant towards the practices of other religious and live in harmony with people having different religious.

2) Honesty

Attitudes based on one's efforts to make oneself a person who is trustworthy in speech, action, and work.

3) Tolerance

Attitudes and actions that respect religious, ethnicity, opinions, attitudes, and actions those are different from one's own.

4) Discipline

Orderly and conforms actions to all the rules and regulations.

5) Hard work

A tenacious behavior in overcoming difficulties and in completing learning tasks.

6) Creativity

Thinking before doing something to discover new ways or results from what one has at one's disposal.

7) Independence

Attitudes and behaviors that don't depend on other people in completing tasks.

8) Democracy

A way of thinking, behaving, and acting which views one's rights and obligations as equal to those of others.

9) Curiosity

Attitudes and actions that generally seeks to discover more about what one learns, observes, and listens.

10) Spirit of nationality

A way of thinking, acting, and viewing that places national interest higher than personal or communal interests.

11) Nationalism

A way of thinking and doing that reflects faithfulness, care, and respect for the national language, physical environment, social, cultural, economic, and political aspects of the community.

12) Achievement appreciation

Attitudes and actions of encouraging oneself to produce something useful of the society while also acknowledging what others do.

13) Communicativeness

Actions that demonstrate and eagerness to converse, interact, and cooperate with other people.

14) Love of peace

Attitudes, speech, and actions that cause others people feel happy and secure do to one's presence.

15) Love reading

The habit to provide time for reading various books to learn insights and other virtues for oneself.

16) Environmental care

Attitudes and actions that generally seeks to prevent damage in the natural environment, and to make efforts to repair develop environmental damage that has occurred.

17) Social care

Attitudes and actions that tend to assist other people who need help.

18) Responsibility

Attitudes and behaviors that assume the obligation to finish assignments and task, and to take care of oneself, the society, the environment (natural, social, and cultural), the country and God.

From the explanation above, the values of character education have several indicators. Indicators as a teacher's guideline to provide attitudes that can be applied in the classroom learning. According to Sri Narwanti (2011) that the indicator is explained as follows:

1) Religious

- a) Pray before beginning and after learning
- b) Linking learning materials with the power of God Almighty
- c) Give a chance to all student to carry out worship

- 2) Honesty
 - a) Create a report of the experimental results in accordance with the data obtained
 - b) Never cheat in repetition
 - c) Never lie in talking
 - d) Admit mistake
 - e) Be open in assessing learners
- 3) Tolerance
 - a) Providing the same service to learners regardless of race, religion, ethnic, class, social status, and economic status
 - b) Providing services to children with special needs
 - c) Work in groups with friends of different gender, religious, ethnic, and skill levels
- 4) Discipline
 - a) Be on time
 - b) Follow all learning activities
 - c) Leaving the task on time
- 5) Hard Work
 - a) Participation efforts by to create healthy spirit of competition
 - b) The substance of learning challenges learners to think hard
 - c) Complete all tasks assigned by the teacher
 - d) Attempting to find a way out of the early problems encountered
- 6) Creativity
 - a) Creating learning situations that encourage of the creativity of learners
 - b) Give tasks that challenge the emergence of the creativity of learners (project tasks, scientific papers, etc.)
 - c) It produces a new work, both authentic and new

- 7) Independence
 - a) In replication not expect help to others
 - b) Completion of tasks that must be done independently
 - c) Motivate learners to foster self-esteem
- 8) Democracy
 - a) Dialogue and interactive learning
 - b) The involvement of all learners is active during the lesson
 - c) Respect the opinion of each learner
- 9) Curiosity
 - a) Application of exploration and elaboration in learning
 - b) Utilizing tools of learning (print and electronic) that shaping curiosities
 - c) Growing desire to do research
 - d) Broad-minded
- 10) Spirit of Nationality
 - a) Working with friends of different ethnic, social status, and economic status
 - b) Linking learning materials to events that foster a sense of nationalism and patriotism
- 11) Nationalism
 - a) Discussions about natural wealth, nation's culture, and nature's performances and deviant behavior
 - b) Grow a sense of loving the product in the country in learning
 - c) Using the media and learning tools of the country's product
- 12) Achievement Appreciation
 - a) Provide opportunities for learners to display ideas, talents, and creations
 - b) Praise to learners who have completed the task well, put forward a brilliant idea or produce a work

- 13) Communicativeness
 - a) Classroom settings make it easier for learners to communicate
 - b) Group discussion to solve a problem
 - c) Guidance to learners in need
 - d) Ask and answer question with polite
- 14) Love of peace
 - a) Create a peaceful atmosphere in the school environment
 - b) Not teasing each other and vilifying others
 - c) Familiarize the behavior of non-violent school residents
- 15) Love reading
 - a) Assignment reading textbooks and looking for references
 - b) Learners prefer to buy books on appeal with others
- 16) Environmental care
 - a) Cleanliness of the classroom is maintained
 - b) Provide organic and un-organic waste bins
 - c) Handling the waste of chemical from practice
- 17) Social care
 - a) Respond to friends who have difficulty
 - b) Empathize to fellow classmates
 - c) Building the harmony of class citizens
- 18) Responsibility
 - a) Always perform the task in accordance with the rules or agreements
 - b) Responsible for all actions taken

Based on those character values, character education seeks to improve the students' personalities become human beings who have a good behavior in the school. So that the teacher should integrate all character values in teaching character education especially English teaching for the students.

e. The Main Approaches of Character Education

According to Superka (in Masnur Muslich, 2011) there are fifth approaches of character education that can be regarded appropriate and useful in implementation of character education in Indonesia, namely:

1) Value Inculcation Approach

The value inculcation approach is an approach that gives emphasis on instilling values in the students its self. It aims for learners to receive certain moral values and change their moral values as it is expected. Based on this approach, the methods used in the learning process such as exemplary, role play, simulation, and others.

2) Cognitive Moral Development Approach

This approach has characteristic that gives emphasis on the cognitive and development aspect. Through this approach, students are expected to be able to think critically, both on moral issues and in terms of making moral decisions. Based on this approach, moral development is considered as developmental level of thinking in making moral reasoning of a lower level toward higher level. Besides that, this approach is recognized as an approach that is relatively easy to be implemented in the educational process at school, because it gives emphasis on developmental aspects of thinking skills. It is also shown to improve classroom dynamics.

3) Value Analysis Approach

Value analysis approach which aims to equip learners to have the ability to apply logical thinking and scientific inquiry in dealing with the problems of moral values. This approach

emphasizes on the development of students' ability to think logically by means of analyzing the problems associated with moral values. In contrast to the cognitive moral development approach which emphasizes on individual moral dilemmas but this approach is more emphasis on the discussion of issues that includes social values.

According to this approach, the character education is aimed at achieving two objectives, namely: first, help learners to use the ability with logical thinking and scientific inquiry in analyzing the problems of moral values; and second, help learners to use rational and analytical thought process, the concept of linking and formulate their values. To achieve that goal, the learning method which is considered to be appropriate is to learn individually or group about social moral problem, literature searches, field studies, and class discussions.

4) Value Classification Approach

Value classification approach is the approach to character education that aims, first, to help learners to recognize and identify their own values and the values others; second, to assist learners in order to have the ability to communicate openly and honestly with others; third, to help students to have the ability to use together rational thinking skills and emotional awareness to understand the feelings, values, and behavior patterns of their own. By using the method of learning dialogue, writing, discussion in large or small groups, this approach emphasizes on the effort to build and understand their own feelings and action in increasing their awareness about their own moral values.

5) Action Learning Approach

Action learning approach is an approach that aims, first, to provide opportunities for learners to perform moral deeds, both individually and in groups, based on the moral values of their own; and second, to encourage learners to understand themselves as individual beings and social beings in the context of people who don't have complete freedom. Doing this action learning approach, it can be applied to the learning methods used in the value analysis and value clarification approaches.

3. The Role of Teacher

a. Definition of Teacher Role

In Indonesian Dictionary the word of "role" is defined as a set of behavior or attitude that are expected can be possessed by people domiciled in the community. According to Habel (2015:15) role is a dynamic aspect of position or status. If someone carries out his rights and obligations based on his position, then he has carried out a role. Moreover, Iman Syahid (2015) states that the role is the creation of a behaviors series relating done in a particular situation and related to the progress of behavior change. From the explanation above, it can be concluded that the role is a matter related to the place or position of someone in the community, where the people is carry out their rights and obligations based on their position in the social structure of society.

Teacher is someone experienced in the field of his profession. By his knowledge, teacher can be to make student into intelligent people (Djamarah and Zain, 2015:281). Meanwhile, Khairunnisa (2017) states that teacher as the main actor in the implementation of educational programs at school who have the important role in

achieving education goals that be expected. In the teaching and learning process, teacher has the task to encourage, guide and provide learn facilities for students to achieve goals. It can be supported by the Teacher and Lecturer Law No.14 year 2005 about the teacher states that teachers are educator professionals with the main task of educating, teaching, guiding, directing, train, assess, and evaluate students in early childhood education pathways formal education, basic education, and secondary education. From the explanation above, it can be concluded that the teacher is a professional educator with an obligation to educate and provide knowledge who makes the intelligent student. So that its position is important in the learning process.

Based on the theories by experts above, we concluded that the role of teacher is a set of attitudes possessed by the teacher to carry out rights and obligations in accordance with his position in the social structure of society who as an educator and provide knowledge for students. Beside that the teacher has an important role in teaching and learning activities. Because of the basically student needs the role of a teacher to help him in the process of self-development and optimizing his talents and abilities.

The following descriptions are mentioned the roles of teacher which are proposed by Harmer (2007:25). There is some definition of important roles of teacher as follows:

1) Teacher as Controller

The teacher controls the whole class and all the activities that take place in the classroom. The teacher gives instruction while teaching and learning process taking place. As controller, the teacher can help, repair, and assess critically concern of teaching process.

2) Teacher as Organizer

An organizer means managing a classroom with a variety of activities. A teacher as an organizer plays some duties such as giving proper instructions, information, making proper seating arrangements, creating group activities and sum up the class lecture.

3) Teacher as Assessor

The role as an assessor means assessing the students' level of learning, giving feedback and grading them. Most teachers are seen as assessors in the classroom. teacher offer help if students don't understand something, they give feedback over their activities and also grades them in different ways. As an assessor, the teacher checks the students' exam or test papers and corrects the mistakes.

4) Teacher as Participant

The teacher does not participate rather stay as a prompter, organizer or monitor the class. The teacher just monitoring the activities or offer help to provide information.

5) Teacher as Resource

As a resource, the teacher should always be ready to help but the teacher should not interfere rather the students should ask for him/her. Through this process, students will become independent and increase their capability. So, playing a role as a resource is similar to be a consultant or adviser.

6) Teacher as Tutor

The teacher as a tutor there are pointing them in directions they have not yet thought of taking. So, a tutor is a combination of a prompter and resource.

7) Teacher as Observer

The teacher observes the students individually to assess them. The students are observed to give feedback and grades.

8) Teacher as Performer

The performance varies from teacher to teacher. The teacher as a performer is the mixture of all the roles discussed above. If a teacher performs badly it affects the learning process. So, it is very important for a teacher to be a good performer in the classroom.

b. The Role of Teacher as a Character Educator

In character education, the teacher's role is very important as a role model, a source of inspiration, and a motivation for students. Teacher's attitudes and behaviors such as their speech, character, and personality become a reflection for students. Thus, the reliability of teacher formation is an important requirement for the success of character education. According to Jamal Ma'mur Asmuni (2012) explained that there are 5 the teacher's role as a character educator as follows:

1) Exemplary

Exemplary is an absolute factor that must be owned by the teacher. In character education, the exemplary needed by the teacher in the form of their consistency in carrying out religious orders and avoiding its prohibitions, caring to the fate people who are not able, perseverance in achieving individual and social achievements, resilience in facing challenges, and so on. The teacher's exemplary is very important for the effectiveness of character education. Without it, character education loses its most essential spirit.

2) Inspirer

Someone will be an inspiring figure if he/she is able to awaken enthusiasm to progress by moving all the potential who has to reach achievements for himself and community. Because of it, he/she had fallen and got up in achieving extraordinary achievements and success. Then, automatically someone's success will inspire others to imitate and develop it.

3) Motivator

Motivators can be seen by the ability of teacher to awaken spirit, work ethic, and extraordinary potential in students.

4) Dynamist

The role of teacher can be described as a locomotive that pushes correctly toward the goals with high speed, intelligence, and wisdom.

5) Evaluator

Teacher have to evaluate the learning methods that have been used in the character education. In addition, he/she must be able to evaluate attitude, and behavior that who displayed it.

B. Previous Related Studies

In this study, the researcher conducted a literature review from several previous studies to find out the similarities and differences between this research and pre-research. This literature review consists of two Thesis and two journals that have relevance to research that the author will do. The first previous study of the research was conducted by Fauzi Nurul Fadillah (Walisongo State Islamic University, Semarang) 2016, entitled "Character Education In EFL Class (A Descriptive Study At The Fourth Grade Of SDN Sadeng 02 Gunungpati Semarang In The Academic Year Of 2013/2014)". In this first previous study, the researcher focus on the character education in

English learning and also in this research, the researcher focus on the character education in English learning too. The result of research shows that the character education programs may have a positive effect on student behavior especially on the responsible student. Meanwhile, the differences between the previous study and this research is in the previous study, the researcher is describing the one of character value namely responsibility as the focus on this research and the fourth grade students of Elementary School as the subject research. But in this research, the researcher is describing the 18 character values as the focus in this research, and the English teacher 7th and 8th grade of Junior High School as the subject research.

The second previous study of the research was conducted by Menihati Pramita Hutami (Yogyakarta State University) 2013, entitled “Potraying The Integration Of Character Education In Teaching English As A Foreign Language To Grade XI Students Of SMA Negeri 4 Yogyakarta In The Academic Year Of 2011-2012: A Case Study”. In this second previous study, the researcher focus on the character education in English teaching and also in this research, the researcher focus on the character education in English teaching too. In this research is aimed at describing the integration of character education in teaching English as a foreign language to Grade XI students of SMA Negeri 4 Yogyakarta in the academic year of 2011-2012. The result of this study shows that the English teacher integrated the character education into the planning stage, the teaching and learning stage, and the evaluation stage by developing essential virtues. There are 15 character values from this result such as friendliness, independence, democracy, responsibility, discipline, curiosity, perseverance, creativity, honesty, cooperation, confidence, respect for others, interest in reading, being religious, and being communicative. Meanwhile, the differences between the previous study and this research is in the previous study, the researcher is describing the integration of character education in teaching English and the subject of

research is English teacher of grade XI students of SMA Negeri 4 Yogyakarta. But in this research, the researcher is describing the implementation of character education in online English language teaching, and the subject of research is English teacher in the 7th and 8th grade SMP Negeri 5 Karanganyar.

The third previous study of the research was conducted by Abir Tannir (American University of Kuwait), *International Journal of Special Education* 2013, entitled “Effects Of Character Education On The Self-Esteem Of Intellectually Able And Less Able Elementary Students In Kuwait”. In this previous journal, this research investigates effects of character education activities on the self-esteem of intellectually able and less able students in the 3rd grade of Elementary school in Kuwait. The result of research shows that the intellectually able students who received character education revealed a higher self-esteem rating than the intellectually less able. The similarity of the previous journal and this research is both of them focus on the character education in English language and also in this research focus on the character education in English language too. Meanwhile, the differences between the previous journal and this research is in the previous journal, the researcher analyzed it by using quantitative experimental design with pre- and post-test comparison. It conducted with two condition which the first condition consisted of students who participated in a character education program, and the second condition consisted of students who participated in English language activities that did not include a character education program. But in this research, the researcher uses qualitative descriptive as a method to analyze the implementation of character education by English teacher.

The fourth previous study of the research was conducted by Najah A.R. Ghamrawi (Faculty of Education, Lebanese University, Lebanon), *International Journal of Leadership* 2015, entitled “Perception Of Character Education: The Case Of Lebanese School Leaders”. In this previous journal,

this research focused on the Lebanese public school leaders' perspective of character education who are the major effectors for any school reform including character implementation and development. The result of research that the Lebanese public school principals were generally not fully aware of the character goals outlined in the Lebanese curriculum and the school's educational mission concerning building students' character. The similarity of the previous journal and this research is both of them focus on the character education based on their curriculum policy namely Lebanese curriculum, and also in this research focus on the character education based on their curriculum policy too namely 2013 curriculum. Meanwhile, the differences between the previous journal and this research is in the previous journal, the researcher conducted the research in 153 randomly public school principals as the sample from all the Lebanese districts. But in this research, the researcher conducted the research in the one school of Karanganyar District and three teachers of school as the research subject.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this study was descriptive qualitative. According Denzin and Lincoln in Emzir (2012:1) states that qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. It means that qualitative research study in their natural setting, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.

In other definition of Moleong (2009:6) states that qualitative research does not need a statistic and quantitative procedure. It stresses on building interpretation of the research using words, description, holistic and complicated. In addition, this method tries to understand the phenomena in relation to what the subjects are experienced. It means that qualitative research has main distinction between word and numeric which it uses words to show the result. This method also stresses in a comprehension to the subjects that those are being observed.

In this case, the research focused on observing and analyzing the online learning and teaching process in the implementation of character education. As the result of this research, it gave the understanding about the character values applied in online English teaching by English teachers at SMP N 5 Karanganyar.

B. Research Subject and Informant

The subject of this study were the English teachers and students of SMP Negeri 5 Karanganyar. The researcher chose three English teachers from 7th and 8th grade. The first teacher taught at 7th and 9th grade. The second teacher taught at 7th and 8th grade. The third teacher taught at 8th and 9th grade.

Meanwhile, the researcher also chose three students from 7th and 8th grade. So that there were three teachers and students as the subject research.

C. Research Setting

1. Place of Research

This research was conducted at SMP N 5 Karanganyar. The school located on Jl. Lawu No.368, Cangakan, Karanganyar. The school has 3 grade classes which consist of seventh grade, eighth grade, and ninth grade. It has 24 classes which are divided into class A until H in the each of grades. It provides complete facilities such as a library, computer labs, science laboratory and other to support their learning activities. The researcher collected the data from the online English teaching and learning process in the 7th grade and 8th grade of SMP N 5 Karanganyar. The researcher chose SMP N 5 Karanganyar because this is one of the favorite school in Karanganyar Regency.

2. Time of Research

The researcher was conducted from July-September 2021. This research was held by doing some observation about the implementation of character education in online English language teaching. The researcher was observing all of the English teaching activities by joining the WhatsApp group class. Because the students took lessons online through the WhatsApp group. Below is the schedule of the research:

Table 3.1 Time of Research

No	Activities	2020			2021		2022	2023
		Feb	Apr- June	Sept	July- Sept	Nov- Dec	Jan- Mar	June
1	Pre-Research							
2	Draft Proposal Seminar							
3	Proposal Examination							
4	Conduct the Research							
5	Draft Thesis							
6	Munaqosyah							

D. Data Sources

1. Event

Sutopo (2002:53) states that based on observation in the event or activity, the researcher would know about the process how something happens, because the direct of observation. The event in this research was in the form of English teaching and learning process through online system at the 7th and 8th grade of SMP Negeri 5 Karanganyar.

2. Informant

In this research, the informant were the three English teachers and the students of SMP N 5 Karanganyar. The first English teacher is initialed Mrs. SG who teach as an English teacher for the 7th grade student. The second English teacher is initialed Mrs. SS who teach as an English teacher for the 7th and 8th grade student. The third English teacher

is initialed Mrs. KC who teach as an English teacher for the 8th grade student.

3. Document

Documents are the data source which supply the data in the form of words, pictures, or symbols. According to Sutopo (2002:54) document is written material which related with certain event or activities. Document that was used as the supportive data in this research included lesson plan.

E. Techniques of Collecting Data

There are four basic types of data collections namely; observation, interviews, documents, and questionnaire (Creswell, 2008:120). In this research, the researcher used three kinds of techniques of collecting the data, those were (1) observation, (2) interview and (3) document.

1. Observation

According to Sugiyono (2015:145) states that observation is the activity that happens, makes notes and jot down thoughts without narrow, specific regard for the research problem. In this research, the researcher observed how the teacher implementing character education in the English teaching and learning through online system. Before that the researcher prepared observational checklist to observe it. Then, the researcher followed in the online group class during the teaching and learning process.

2. Interview

According to Sugiyono (2008:231), interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic. Meanwhile, according to Arikunto (1990) classification, there are there kinds of interview, namely (a) unstructured interview, in this type, the interviewer carries out the interview with no systematic plan of

question. (b) structured interview, the interviewer carries out the interview by using a set questions arranged in advance. (c) semi structured interview, the interviewer uses a set of question which are develop to gain the more specific information.

In this research, the researcher used the semi structured interview because the researcher aims to collect data from the subject research. A semi structured consist of open-ended questions and there is a discussion with the interviewee. In this research, there were three English teachers and the students as a subject to interviewed by the researcher. The outlines of the interview guide for the English teacher and the student as one of research instrument related to implementation the character education are illustrated below.

Table 3.2. Interview Guidelines for the English Teachers

Items of Investigation	Interview Questions
Urgensi Pendidikan Karakter	<ol style="list-style-type: none"> 1. Apa yang Saudara ketahui mengenai pendidikan karakter? 2. Apa pentingnya penerapan pendidikan karakter dalam pengajaran Bahasa Inggris?
Penerapan Pendidikan Karakter dalam Pengajaran Bahasa Inggris Melalui Pembelajaran Online	<ol style="list-style-type: none"> 1. Apa saja nilai-nilai karakter pendidikan yang ditargetkan dalam pengajaran Bahasa Inggris melalui pembelajaran online? 2. Bagaimana penerapan pendidikan karakter di dalam setiap proses pengajaran Bahasa Inggris melalui pembelajaran online? 3. Bagaimana strategi guru dalam penerapan pendidikan karakter dalam pengajaran Bahasa Inggris melalui pembelajaran online?

	4. Bagaimana pengaruh pendidikan karakter terhadap siswa dalam pengajaran Bahasa Inggris melalui pembelajaran online?
	5. Apa saja hambatan atau kesulitan yang dihadapi dalam penerapan pendidikan karakter pada pengajaran Bahasa Inggris melalui pembelajaran online?
	6. Apa peran dan tanggung jawab Saudara sebagai guru terhadap penerapan pendidikan karakter dalam pengajaran Bahasa Inggris melalui pembelajaran online?

Table 3.3. Interview Guidelines for the Student

Items of Investigation	Interview Questions
Pemahaman Pendidikan Karakter	1. Apakah kamu pernah mendengar tentang pendidikan karakter? 2. Apa yang kamu ketahui mengenai pendidikan karakter? 3. Apa saja nilai-nilai karakter pendidikan yang kamu ketahui?
Tanggapan Mengenai Penerapan Pendidikan Karakter dalam Pengajaran Bahasa Inggris Melalui Pembelajaran Online	1. Apakah guru Bahasa Inggris sudah menerapkan pendidikan karakter? 2. Apa perilaku positif yang kamu dapatkan selama guru mengajar Bahasa Inggris? 3. Apa manfaat yang kamu dapatkan dalam pelajaran Bahasa Inggris?

3. Document

According to Guba and Lincoln (1981:228) cited in Moloeng (2009:216), document is any form of written or film's data from recording that it is not prepared for investigating officer's request. It can be informed that a document is the files of research that it is independent collected by the researcher. The researcher used character values of education that the English teacher implemented in online English teaching and learning at SMP N 5 Karanganyar to complete the document in which it needs in this research.

a. Lesson Plan

Lesson plan is steps of learning that it will be used by teachers in their teaching activities. In addition, lesson plan is used by teachers to guide them in teaching and learning process (Trianto, 2009:214). This means lesson plan is a planning before teachers conduct the English teaching and learning.

The researcher used lesson plan as the data supportive. In addition, the lesson plan used to help the researcher as the supporting data in the implement character values of education. The researcher used lesson plan which these taken from the three English teachers at SMP Negeri 5 Karanganyar.

F. Techniques of Data Analysis

According to Bodgan as cited by Sugiyono (2012:232) the data analysis is the process of searching and arranging systematically the data obtained from the interview transcripts, field notes, and other materials so that it can be easily understood and the findings can be informed to other people. It means that the technique of data analysis is the process of data collection systematically to facilitate the researcher in getting conclusions.

Meanwhile, Miles & Huberman (1992:16) stated that the data analysis consists of three activities that occur simultaneously, namely: data reduction, data display, and drawing conclusion. The three activities in more detail are as follows:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcription (Miles & Huberman, 1994). Thus, reduced data gives description deeply and make it easier for the researcher to carry out further data and search for it when needed. In this activities, firstly the researcher classified the character education implemented by English teacher based on its indicators. It can be classified by using observational checklist from observation through the group online class. Secondly, the researcher classified the teachers' strategy in implementation character education. It can be classified by using the results of interview transcript. Thirdly, the researcher collected document related to the research focus.

2. Data Display

Data display is the process of showing data simplify in the form of word, sentence, narrative, table, and graphic in order to the researcher mastered in the data collected as the basic of taking appropriate conclusion. In this research, the researcher displayed the data which consists: first, the researcher analyzed the results of observational checklist and interview transcript. Second, the researcher presented the data in the form of narration. It consists of the several character education implemented by the English teacher and the teachers' strategy in implementing character education.

3. Drawing Conclusion

Drawing conclusion is the last step of data collection which should follow data reduction and data display before (Miles & Huberman, 1994).

The conclusion in qualitative research is the answer of the research problem. In this research, the researcher drew conclusions from the descriptions written in the data display. Finally, in this step the researcher got the result and conclusion of the research.

G. Trustworthiness of the Data

In order to get the accuracy of the data, the researcher uses triangulation to check the validity of the data. Triangulation technique was the technique of examining the trustworthiness of the data which used the things outside the data in order to examine the data and to be compared of the data (Moleong, 2002:178). According to Patton in Sutopo (2006:34) there are four kinds of triangulation techniques.

They are (1) source triangulation, (2) investigator triangulation, (3) theory triangulation, (4) method triangulation. The researcher discusses about those as follows:

1. Source Triangulation

According Patton in Moleong (2017:195) states that source triangulation has similar meaning with data triangulation. The triangulation with source means to compare and check the degree of trust in the information obtained through different time and tools in qualitative research. In the source triangulation, the researcher uses many sources or participant to get the accuracy of data.

2. Investigator Triangulation

There is other consultant to recheck the data. It can reduce untrusted data in the process of collecting data. Then, other consultant gives suggestion of the data.

3. Theory Triangulation

Different theory is used to recheck the data. Theory triangulation can be done by using the perspective of more than one theory in discussing the problem of research.

4. Method Triangulation

The researcher collected the data using techniques and the use of different data in directing to the same data source to reliability of the informant.

Based on the kinds of triangulation above, the researcher used method triangulation in this research. The method used to find the answer of this research was not only observation but also interview and document. Because of it, the researcher observed through online group class about the English teaching and learning conducted by the English teacher in implementing the character education. Then the researcher finished it by checking and comparing them to the data of interview and document.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the research findings and discussion related to the answer of the problem statement. In this chapter will discuss two points related to the character education in the English language teaching. The first point is the identification of character education which are implemented by the English teachers in online English language teaching. The second point is the teacher strategy in the implementation of character education in online English language teaching. The data from the field that have been collected will be presented based on the observation in the online group class and interview with the English teachers and students.

A. Research Findings

1. Character Education Implemented by the English Teachers in Online English Language Teaching.

The English teachers taught the English learning through online group class. Therefore, the researcher conducted the observation by joining into whatsapp group as the passive-participant. Then, the researcher used observation checklist to get the data from whatsapp group. The choice of the group class was based on the recommendation from the English teachers. Three English teachers which are implemented seven values of character education as followed:

a. Religious

The English teacher implemented the character values namely religious in each meeting. There were twelve meetings in the different topic that the teacher implemented religious values. It can be seen in the table below:

Table 4.1 Religious Value Which Implemented by the English Teacher

No	The English Teacher	Topics	Implemented Character Education
1.	First English Teacher	Ordinal and Cardinal Numbers	Bismillahirrohmanirrohim. Assalamualaikum Wr.Wb. Before starting our lesson, let's pray to Allah.
		Name of the Days	Assalamualaikum wr.wb. Wassalamualaikum wr.wb.
		Descriptive Text	Bismillahirrohmanirrohim. Assalamualaikum wr.wb. Before starting our lesson, let's pray to Allah.
2.	Second English Teacher	Times	Assalamualaikum Wr.Wb.
		Descriptive Text	Assalamualaikum Anak-anak.
		Descriptive Text (Describe Thing)	Assalamualaikum Wr.Wb.
		Invitation Card	Assalamualaikum Wr.Wb.
		Countable and Uncountable Noun	Assalamualaikum.

		Descriptive Text (Describe Animal)	Assalamualaikum Wr.Wb.
3.	Third English Teacher	Suggestion and Obligation	Assalamualaikum Wr.Wb.
		Preposition of Place	Assalamualaikum.
		Descriptive Text (Describe Animal)	Assalamualaikum.

The table above described that the English teacher started the meeting by Islamic prayer. The English teacher also invited the students to pray to Allah before starting their lesson. It showed that the teacher taught the students implicitly to always start everything by Islamic prayer. In which, this showed religious value in English teaching.

b. Discipline

The English teacher implemented the character values namely discipline in several meetings. There were three meetings in the different topics that the teacher implemented discipline values. It can be seen in the table below:

Table 4.2 Discipline Value Which Implemented by the English Teacher

No	The English Teacher	Topics	Implemented Character Education
1.	First English Teacher	Name of the Days	Test can be opened by UK Line in the setting tugas at 07.30 (a half past seven). Remember you open it only once last for 2 hours. After that the test items can't be opened anymore.
2.	Second English Teacher	Descriptive Text	Untuk tugas Bahasa Inggris hari ini, anak-anak punya waktu sampai jam 10 malam untuk kirim tugas. Lewat jam tersebut anak-anak sudah tidak bisa kirim tugas lagi.
		Descriptive Text (Describe Thing)	Untuk pembelajaran Bahasa Inggris hari ini silahkan cek di UKLine (materi dan tugas). Untuk materi lihat di forum diskusi. Materi describe thing dicatat di buku catatan dan diartikan. Kalau sudah selesai di foto dan dikirim ke UKLine.

The table above described that the English teacher gave instruction to take test be on time. The English teacher also gave limited time to finish the test. Then the students had to complete and sent at UKLine. It showed that the English teacher taught the students implicitly to always be discipline especially in time discipline to take and finish the test or assignment who gave from the English teacher.

c. Hard Work

The English teacher implemented the character values namely hard work in several meetings. There were two meetings in the different topic that the teacher implemented hard work values. It can be seen in the table below:

Table 4.3 Hard Work Value Which Implemented by the English Teacher

No	The English Teacher	Topics	Implemented Character Education
1.	Second English Teacher	Descriptive Text (Describe Thing)	Bagi siswa yang belum mengerjakan tugas 1 minggu yang lalu segera kerjakan dan di kirim.
2.	Third English Teacher	Suggestion and Obligation	Silahkan buka lagi UKLine dan segera mengerjakan bagi yang Minggu lalu belum mengerjakan.

The table above described that the English teacher always reminded students who did assignments yet last week. This assignment was completed immediately. It showed that the teacher taught the students implicitly to complete all tasks assigned by the teacher. In which, this showed students to be hard workers.

d. Independence

The English teacher implemented the character value namely independence in one meeting. The independence values implemented by the third teacher in the first meeting. The teacher gave opportunities to the students who had completed their task should always study independently. It showed that the teacher taught the students implicitly to study harder independently. So the students' abilities could increase. It can be seen in the table below:

Table 4.4 Independence Value Which Implemented by the English Teacher

No	The English Teacher	Topics	Implemented Character Education
1.	Third English Teacher	Suggestion and Obligation	Bagi yang sudah mengerjakan, kalian belajar secara mandiri.

e. Curiosity

The English teacher implemented the character value namely curiosity in one meeting. The curiosity values implemented by the second teacher in the first meeting. The teacher gave video material about invitation card. Then the students wrote material in the video. So, the students got some new vocabularies by the material video. The

students also knew form of invitation card by the material video. It showed that the teacher taught the students implicitly to learn for something new that they had not understood yet. In which, curiosity means people want to know something new. It can be seen in the table below:

Table 4.5 Curiosity Value Which Implemented by the English Teacher

No	The English Teacher	Topics	Implemented Character Education
1.	Second English Teacher	Invitation Card	Untuk penjelasan materi tentang invitation card ada di video. Silahkan buka videonya dan kamu catat materi tersebut di buku catatan.

f. Social Care

The English teacher implemented the character value namely social care in several meetings. There were six meetings in the different topic that the teacher implemented social care values. It can be seen in the table below:

Table 4.6 Social Care Value Which Implemented by the English Teacher

No	The English Teacher	Topics	Implemented Character Education
1.	First English Teacher	Ordinal and Cardinal Numbers	How are you today. Nice to connect with you all UK Line again.

		Descriptive Text	How are you today. Nice to connect with you all UK Line again.
2.	Second English Teacher	Descriptive Text (Describe Thing)	Ingat jaga kesehatan dan selalu belajar dan berdoa!
		Countable and Uncountable Noun	Selamat pagi anak-anak, hari ini kita akan belajar lagi ya dengan demikian meskipun kita di rumah tidak ada alasan untuk tidak menjadi pintar. Semoga anak-anak selalu sehat dan tetap bisa berkarya
3.	Third English Teacher	Suggestion and Obligation	I hope you always in healthy. Virus Covid-19 belum berakhir, stay at home dan tetap patuhi protocol kesehatan ya.
		Descriptive Text (Describe Animal)	I hope you are all in healthy and happiness. Selamat belajar tetap semangat. Good luck.

The table above described that the English teacher didn't forget to ask the student's condition. Teacher reminded students to stay health, to study and also to pray. Then, the teacher also reminded to obey the health protocol and to spirit in the study. It showed that the teacher taught students implicitly to care about people surroundings.

g. Responsibility

The English teacher implemented the character value namely responsibility in several meeting. There were ten meetings in the different topic that the teacher implemented responsibility values. It can be seen in the table below:

Table 4.7 Responsibility Value Which Implemented by the English Teacher

No	The English Teacher	Topics	Implemented Character Education
1.	First English Teacher	Ordinal and Cardinal Numbers	Anak-anak buka UK Line. Materi Bahasa Inggris di catat di buku catatan dan soal dikerjakan di buku tugas. Kirim/upload di UK Line. Ini 10 anak yg sudah kirim tugas Bahasa Inggris. Ayo yg belum segera anak-anak.
		Name of the Days	Therefore, before you do it and open it, prepare yourself well.

			Anak-anak kalo mengerjakan tolong diteliti di baca baik-baik tidak usah terburu-buru waktu 2 jam.
		Descriptive Text	In this meeting on UK Line open on forum guru dan siswa please! Please attention about it!
2.	Second English Teacher	Times	Anak-anak catat di buku catatan dan latihannya anak-anak kerjakan di buku tugas, kemudian dikirim ke UKLine seperti biasanya.
		Descriptive Text (Describe Thing)	Untuk pembelajaran Bahasa Inggris hari ini silahkan cek di UKLine (materi dan tugas). Untuk materi lihat di forum diskusi. Materi describe thing dicatat di buku catatan dan diartikan. Kalau sudah selesai di foto dan dikirim ke UKLine. Kerjakan sesuai perintah dan jangan menunda pekerjaan.

		Invitation Card	Anak-anak catat di buku catatan dan latihannya anak-anak kerjakan di buku tugas, kemudian di kirim ke UKLine seperti biasanya.
		Countable and Uncountable Noun	Berikut file belajar kita hari ini. Dikerjakan sesuai perintah dan dikirim di UKLine.
		Descriptive Text (Describe Animal)	Untuk tugas Bahasa Inggris materi di UKLine dan dicatat. Terus kerjakan buku paket halaman 89. Hasil pekerjaan di kirim ke UKLine.
3.	Third English Teacher	Preposition of Place	Hari ini kita akan bersama mempelajari 4 teks tentang hewan. Silahkan dipelajari dan pilih salah satu untuk diterjemahkan ke dalam Bahasa Indonesia. Ditulis dibuku catatan ya.
		Descriptive Text (Describe Animal)	Today we are going to continue our lesson. Silahkan dibuka bukunya hal 89 dan lengkapilah

			table sesuai contoh (dikerjakan di buku catatan). Bila sudah selesai, silahkan difoto dan dikirim lewat WA Bu guru japri ya.
--	--	--	--

The table above described that the English teacher gave material and assignments to the students. The students had to take the task based on instruction by English teacher. The students had to finish and sent their assignments to UKLine or WhatsApp. It showed that the teacher taught the students implicitly to be responsible for their assignments. Because the teacher would not be monitoring them. So it was their own responsibility.

2. Teacher Strategy in the Implementation of Character Education in Online English Language Teaching.

Based on the interview that had done by the researcher with the English teachers, the implementation of character education in English language teaching was served in various strategies. They carried out the strategy in implementing character education through an appropriate character education approach. Furthermore, they implemented his role as a character educator in English language teaching.

a. Value Classification Approach

The researcher analyzed teacher strategy through character education approach in implementing character education namely value classification approach. This approach used by second teacher as the

teacher strategy to implement character education. Teacher were asking the students to learn independently. Also be students' discipline to collect their task on time. The evidence could be seen from the interview results below:

R : Bagaimana strategi guru dalam penerapan pendidikan karakter pada pengajaran Bahasa Inggris melalui pembelajaran online?

T2 : Strateginya ya memberikan tugas trus mengecek tugas-tugas anak itu tepat waktu tidak. Apakah anak-anak itu bekerja sama dengan teman-temannya atau tidak. Kalo bekerja sama ya dikatakan kerjasama, kalo tidak ya kerja sendiri, kalo dibantu orangtua ya dibantu orangtua. Dan itu juga untuk kemandirian anak. Masalahnya ya, anak-anak itu ada yang msih bingung. Mau mengoperasikan aplikasi UKLine itu karna kan sekarang menggunakan aplikasi UKLine itu. Selain itu, meminta tolong wali kelas untuk membantu anak-anak segera mengumpulkan tugas. Tugas-tugas yang saya berikan untuk segera dikirimkan seperti itu selama pandemic ini. Juga saya tanyakan kepada anak-anak kalao yang tidak bisa mengerjakan coba rumah kamu dekat dengan temen siapa nanti coba tanyakan kepada temenmu. (Interview on Wednesday, 22 September 2021)

Furthermore, the strategies that used by the teacher had impact in the character education to students' learning. Such as there were students who were actively working on assignments. So the students did and sent the assignments directly. It could be seen from the following interview results:

R : Bagaimana pengaruh pendidikan karakter terhadap belajar siswa dalam pengajaran Bahasa Inggris melalui pembelajaran online?

*T2 : Pengaruhnya selama pandemic ini susah gitu ya mbak ya. Pengaruhnya ya siswa aktif atau gaknya. Kalo saya memberikan tugas ya langsung dikerjakan dan dikirimkan lewat UKLine. Tetapi ada juga anak yang mungkin HP nya itu dipake orang tua bekerja, jadi nanti setelah jam orang tuanya pulang bekerja baru bisa mengirimkan tugas.
(Interview on Wednesday, 22 September 2021)*

Based on the interview results above, the teacher strategies in implementing the character education into English teaching with aimed to assist learners in order to have the ability to communicate openly and honestly with others, and to help students to have the ability to use together rational thinking skills and emotional awareness to understand the feelings, values, and behavior patterns of their own. Such as the teacher gave the assignments to students. Then the teacher checked the students' independence in doing assignments. The teacher gave an opportunity for students to ask their friends if they couldn't do the assignments. So the students had ability to communicate with their friends. And also they shared information related with the assignments.

The teacher strategies in implementing character education made students to communicate well with friends related the lesson. It was proven from the interview results with one of the students:

R : Apakah guru Bahasa Inggris sudah menerapkan pendidikan karakter?

S2 : Sudah.

- R : Apa perilaku positif yang kamu dapatkan ketika guru mengajar Bahasa Inggris?*
- S2 : Ada kayaknya mbak. Kayak disiplin untuk ngumpulin tugas. Trus kadang ya, kalo ada tugas yang sulit suruh tanya ke temen. Jadi saling peduli dengan temen juga. (Interview on Friday, 24 September 2021)*

b. Action Learning Approach

The researcher analyzed teacher strategy through character education approach in implementing character education namely action learning approach. This approach used by first and third teacher as the teacher strategy to implement character education.

Teacher strategy used in implementing character education by the first English teacher were having prayer before starting the lesson and be students' responsible their task. It could be seen from the following interview results:

- R : Bagaimana strategi guru dalam penerapan pendidikan karakter pada pengajaran Bahasa Inggris melalui pembelajaran online?*
- T1 : Ya, kalo saya ya pagi sebelum memulai pelajaran lewat WA ya saya suruh berdoa terlebih dahulu walaupun tidak ada orangnya. Setelah itu, semangat mengerjakan tugas di UKLine. Saya ngasih materi trus nanti kasih tugas. Anak-anak suruh nyatet trus difoto dan dikirim trus ditambah ya kalau ada soalnya ya suruh mengerjakan soal trus foto trus kirim. (Interview on Friday, 17 September 2021)*

Furthermore, the strategies that used by the teacher had impact in the character education to students' learning. Such as there were students who were actively working on assignments. There were also

the students who were disciplined to submit assignments on time. It could be seen from the following interview results:

R : Bagaimana pengaruh pendidikan karakter terhadap belajar siswa dalam pengajaran Bahasa Inggris melalui pembelajaran online?

T1 : Begini, kalo disini itu anak yang aktif ya aktif mbak. Misalnya dikasih tugas gitu yang aktif ya aktif terus. Tapi ada juga anak yang blas tidak mengirimkan juga ada. Memang yang disiplin juga ada, tapi ada juga yang lemot. Alasannya ya HP nya gak memadai ada yang gitu. Ada yang gak punya kuota walaupun kemarin dikasih kuota Menpen ya. Tapi kenyataannya kan anak-anak yang tidak mengirimkan tugas itu juga ada. Kalo yang aktif ya aktif, biasanya ada 5 tugas, 6 tugas, 7 tugas dikerjakan terus. (Interview on Friday, 17 September 2021)

From the interview results above, the teacher strategies in implementing the character education into English teaching which aimed to provide opportunities for learners to perform moral deeds, both individually and in groups, based on the moral values of their own. Such as the teacher taught always to start the lesson by praying. So the students expected to start everything by praying. Moreover, the teacher gave assignments to the students. It made students to do something with responsibility. Thus, the students performed deeds based on the character values that had been implemented by the teacher.

The teacher strategies in implementing character education made students behave well. It was proven from the interview results with one of the students:

R : Apakah guru Bahasa Inggris sudah menerapkan pendidikan karakter?

S3 : Kayaknya sudah.

- R : Apa perilaku positif yang kamu dapatkan ketika guru mengajar Bahasa Inggris?*
- S3 : Ya ketakwaan itu mbak. Kayak kalo guru ngingetin untuk sholat. Ya segera mungkin kalo saya belum sholat ya harus sholat gitu, mbak. Trus juga kalo pas ngerjain tugas yang sulit, ya tanya ke temen. Sama disiplin waktu pas ngumpulin tugas gitu mbak. (Interview on Saturday, 25 September 2021)*

Meanwhile, teacher strategy used in implementing character education by the third English teacher. There were giving the students appreciation to collect their task on time and inserting the students' curiosities by searching or reading another source related of their task. It could be seen from the interview results below:

- R : Bagaimana strategi guru dalam penerapan pendidikan karakter pada pengajaran Bahasa Inggris melalui pembelajaran online?*
- T3 : Karna pembelajaran daring itu kita tidak bisa melihat anak secara langsung dan kadang-kadang komunikasi juga satu arah itu kita bisa memantaunya dengan memberikan tugas-tugas dengan mengeceknya kemudian bagaimana memberikan apresiasi pada anak-anak yang mengumpulkan tugas tepat waktu. Kemudian mengerjakan tugas sebaik-baiknya, semaksimal mungkin. Kemudian juga memberikan apresiasi juga kepada anak-anak yang mau menyelesaikan tugas-tugas yang terkait pengembangan. Jadi pengembangan itu ada tugas-tugas tertentu yang hanya bisa diakses apabila anak-anak mau mencari sumber yang lain. Jadi misalkan searching atau membaca buku-buku atau referensi yang lain seperti itu. (Interview on Saturday, 25 September 2021)*

Furthermore, the strategies that used by the teacher had impact in the character education to students' learning. Such as the students could be more independent to work the assignment. And also the students did the assignments creatively by finding other source in internet or asking their friends. It could be seen from the following interview results:

R : Bagaimana pengaruh pendidikan karakter terhadap belajar siswa dalam pengajaran Bahasa Inggris melalui pembelajaran online?

T3 : Pengaruh tetap ada. Tetapi pengaruh-pengaruh karna tidak ketemu secara langsung itu kita anggap ini bukan merupakan suatu halangan tetapi ini kita anggap suatu sebagai media bagaimana kita bisa membelajarkan atau tetap menanamkan karkater baik kepada anak-anak. Jadi utamanya meskipun pandemic kita tetap bisa menanamkan apa yaa...supaya mereka lebih mandiri. Jadi kalua biasanya kan mereka tergantung pada temennya atau guru. Tetapi ini anak malah justru bisa mengerjakan tugas sendiri. Kemudian anak-anak juga lebih kreatif apabila tidak bisa mengerjakan tugas otomatis mereka akan mencari sumber lain atau bertanya kepada teman ataupun bertanya kepada orang tua atau kakak. Nah ini saya kira juga bisa memberikan nilai plus juga. Jadi anak-anak yang mengumpulkan tugas on time jelas nilainya nanti akan mendapatkan nilai plus. Jadi sudah plus dari tingkat kedisiplinan. Jadi nilainya akan berbeda dengan anak yang mengumpulkan tepat waktu dan yang terlambat meskipun itu sama-sama pekerjaannya sama. Dia yang mengumpulkan tepat waktu akan mendapatkan poin plus. (Interview on Saturday, 25 September 2021)

Based on the interview results above, the teacher strategies in implementing the character education into English teaching with aimed to provide opportunities for learners to performs moral deeds, both individually and in groups, based on the moral values of their own. Such as the teacher gave the assignments for the students. Then the teacher checked the students' assignments. If the students collected the assignments be on time, the teacher gave appreciation to them. So it made students be discipline to do something. Thus, the students performed deeds based on the character values that had been implemented by teacher.

The teacher strategies in implementing character education made students behave well. And also the students had curiosity of new material related in English lesson. It was proven from the interview results with one of the students:

R : Menurut Adik, apakah guru Bahasa Inggris sudah menerapkan pendidikan karakter?

SI : Sepertinya sudah mbak.

R : Apa perilaku positif yang Adik dapatkan ketika guru mengajar Bahasa Inggris?

SI : Kan ini pembelajarannya online, mbak. Trus guru ngasih tugas lalu pas ngumpulin itu kadang dibatasi jam kadang ya gak. Jadi ya saya harus disiplin untuk mengerjakan dan ngumpulin tugas tepat waktu gitu mbak. (Interview on Friday, 24 September 2021)

c. The Role of Teacher as an Exemplary

The researcher analyzed teacher strategies based on indicators in each of their roles as a character educator. The role of teacher as an exemplary used by the three teachers in their strategy to implement character education. The role of teacher is very important as a role model, a source of inspiration, and a motivation for students. In character education, the role of teacher must be carried out properly. So that students have character in accordance with the implementation of character education that has been given by the teacher. It can be seen from the interview results by first English teacher:

R : Apa peran dan tanggung jawab Ibu sebagai guru terhadap penerapan pendidikan karakter dalam pengajaran Bahasa Inggris melalui pembelajaran online?

*TI : Ya mestinya saya sebagai guru Bahasa Inggris ya bertanggung jawab bagaimana anak itu bisa belajar dengan baik, bisa menjawab atau mengirimkan tugas-tugas dari guru yang dikirimkan mestinya. Sebenarnya saya juga pernah mengirimkan video pas UKLine atau WA itu pernah. Tapi juga ada ya anak-anak yang responnya bagus tu ya ada. Kalo ditanya perannya tu ya menjembatani mungkin ya atau memotivasi siswa agar siswa itu mau mengerjakan tugas dengan baik, dengan disiplin.
(Interview on Friday, 17 September 2021)*

Based on the results of interview above, the role of teacher as a character educator such as the teacher as an exemplary. The exemplary needed by the teacher in the form of their resilience in facing challenges. It means that when the teacher gave an assignment but only a few of students responded, it was a challenge the teacher had to face in carrying out his role.

Meanwhile, in character education that the teacher had various strategy to implementation it such as the teacher's attitudes and behaviors become a reflection for students. Based on the result of interview by the second English teacher below:

R : Apa peran dan tanggung jawab Ibu sebagai guru terhadap penerapan pendidikan karakter dalam pengajaran Bahasa Inggris melalui pembelajaran online?

T2 : Tanggung jawab saya sebagai guru ya karna harus mengajarkan semua materi yang selama satu semester ini misalnya. Ya saya berusaha untuk menyelesaikan materi itu walaupun anak-anak itu sebenarnya juga dalam mengirimkan tugas itu belum 100% terkumpul. Tapi saya berusaha materi-materi itu saya berikan dan siapa yang belum jelas bisa ditanyakan lagi seperti itu tanggung jawab saya sebagai guru. Selain itu, juga saya share video pembelajaran agar anak lebih paham tentang materi tersebut tetapi hanya satu atau dua kali. (Interview on Wednesday, 22 September 2021)

According to statement above, the role of teacher as a character educator such as the teacher as an exemplary. The teacher's exemplary is very important for the effectiveness of character education. It can be seen that the teacher's exemplary needed to face the completion of the material that must be taught for one semester.

Beside that, the role of teacher as a character educator was able to instill student character both at school and in everyday life. So that the teacher strategy can be successful for the implementation of character education. It can be seen from the following interview results by the third English teacher:

- R : Selanjutnya, apa peran dan tanggung jawab Ibu sebagai guru terhadap penerapan pendidikan karakter dalam pengajaran Bahasa Inggris melalui pembelajaran online?*
- T3 : Sebenarnya untuk peran dan tanggung jawab itu harusnya idealnya memang tidak berbeda jauh ya mbak. Jadi tetap sebagai guru itu harus sebagai fasilitator atau tetap juga sebagai orang tua jadi yang harus tetap menyampaikan atau menanamkan nilai-nilai karakter kepada siswa ini. Tetapi untuk masa pandemic ini otomatis ada keterbatasan-keterbatasan. Jadi karna kita tidak bisa secara langsung mengawasi anak satu per satu. Selain itu juga sebagai pendidik itu jelas ya mbak. Tetap sebagai pendidik, sebagai guru pengajar itu jelas. Kemudian kita tetap sebagai motivator juga mbak. Jadi kita menguasai nilai-nilai karakter tersebut agar tertanam pada kepribadian diri siswa. (Interview on Saturday, 25 September 2021)*

Based on the interview results above, the role of teacher as a character educator such as the teacher as an exemplary. The teacher's exemplary needed when the teacher faced with limitations because she could not directly supervise students one by one. It becomes a challenge that makes teacher had a tough attitude that students should emulate.

d. The Role of Teacher as a Motivator

The researcher analyzed teacher strategies based on indicators in each of their roles as a character educator. The role of teacher as a motivator used by the first and third teachers in their strategy to implement character education. The role of teacher is very important as a role model, a source of inspiration, and a motivation for students. In character education, the role of teacher must be carried out properly.

So that students have character in accordance with the implementation of character education that has been given by the teacher. It can be seen from the interview results by first English teacher:

R : Apa peran dan tanggung jawab Ibu sebagai guru terhadap penerapan pendidikan karakter dalam pengajaran Bahasa Inggris melalui pembelajaran online?

*T1 : Ya mestinya saya sebagai guru Bahasa Inggris ya bertanggung jawab bagaimana anak itu bisa belajar dengan baik, bisa menjawab atau mengirimkan tugas-tugas dari guru yang dikirimkan mestinya. Sebenarnya saya juga pernah mengirimkan video pas UKLine atau WA itu pernah. Tapi juga ada ya anak-anak yang responnya bagus tu ya ada. Kalo ditanya perannya tu ya menjembatani mungkin ya atau memotivasi siswa agar siswa itu mau mengerjakan tugas dengan baik, dengan disiplin.
(Interview on Friday, 17 September 2021)*

Based on the results of interview above, the role of teacher as a character educator such as the teacher as a motivator. It can be seen by the ability of teacher to awaken spirit, work ethic, and extraordinary potential in students. As the teacher did when motivating student to do their assignments well and be disciplined in submitting assignments.

Meanwhile, the role of teacher as a character educator was able to instill student character both at school and in everyday life. So that the teacher strategy can be successful for the implementation of character education. It can be seen from the following interview results by the third English teacher:

R : Selanjutnya, apa peran dan tanggung jawab Ibu sebagai guru terhadap penerapan pendidikan karakter dalam pengajaran Bahasa Inggris melalui pembelajaran online?

T3 : Sebenarnya untuk peran dan tanggung jawab itu harusnya idealnya memang tidak berbeda jauh ya mbak. Jadi tetap

sebagai guru itu harus sebagai fasilitator atau tetap juga sebagai orang tua jadi yang harus tetap menyampaikan atau menanamkan nilai-nilai karakter kepada siswa ini. Tetapi untuk masa pandemic ini otomatis ada keterbatasan-keterbatasan. Jadi karna kita tidak bisa secara langsung mengawasi anak satu per satu. Selain itu juga sebagai pendidik itu jelas ya mbak. Tetap sebagai pendidik, sebagai guru pengajar itu jelas. Kemudian kita tetap sebagai motivator juga mbak. Jadi kita menguasai nilai-nilai karakter tersebut agar tertanam pada kepribadian diri siswa. (Interview on Saturday, 25 September 2021)

Based on the results of interview above, the role of teacher as a character educator such as the teacher as a motivator. As character educator, teacher had to awaken extraordinary potential in students. It means that the teacher motivated students to master the value of character education. So that it was embedded in the student's personality.

e. The Role of Teacher as a Dynamist

The researcher analyzed teacher strategies based on indicators in each of their roles as a character educator. The role of teacher as a dynamist used by the first and second teachers in their strategy to implement character education. The role of teacher is very important as a role model, a source of inspiration, and a motivation for students. In character education, the role of teacher must be carried out properly. So that students have character in accordance with the implementation of character education that has been given by the teacher. It can be seen from the interview results by first English teacher:

R : Apa peran dan tanggung jawab Ibu sebagai guru terhadap penerapan pendidikan karakter dalam pengajaran Bahasa Inggris melalui pembelajaran online?

T1 : Ya mestinya saya sebagai guru Bahasa Inggris ya bertanggung jawab bagaimana anak itu bisa belajar dengan baik, bisa menjawab atau mengirimkan tugas-tugas dari guru yang dikirimkan mestinya. Sebenarnya saya juga pernah mengirimkan video pas UKLine atau WA itu pernah. Tapi juga ada ya anak-anak yang responnya bagus tu ya ada. Kalo ditanya perannya tu ya menjembatani mungkin ya atau memotivasi siswa agar siswa itu mau mengerjakan tugas dengan baik, dengan disiplin. (Interview on Friday, 17 September 2021)

Based on the results of interview above, the role of teacher as a character educator such as the teacher as a dynamist. It means that the teacher pushes correctly toward the goals with high speed, intelligence, and wisdom. It can be seen that teacher encouraged students to have responsibility in doing and submitting assignments on time.

Meanwhile, in character education that the teacher had various strategy to implementation it such as the teacher's attitudes and behaviors become a reflection for students. Based on the result of interview by the second English teacher below:

R : Apa peran dan tanggung jawab Ibu sebagai guru terhadap penerapan pendidikan karakter dalam pengajaran Bahasa Inggris melalui pembelajaran online?

T2 : Tanggung jawab saya sebagai guru ya karna harus mengajarkan semua materi yang selama satu semester ini misalnya. Ya saya berusaha untuk menyelesaikan materi itu walaupun anak-anak itu sebenarnya juga dalam mengirimkan tugas itu belum 100% terkumpul. Tapi saya berusaha materi-materi itu saya berikan dan siapa yang belum jelas bisa ditanyakan lagi seperti itu tanggung jawab

saya sebagai guru. Selain itu, juga saya share video pembelajaran agar anak lebih paham tentang materi tersebut tetapi hanya satu atau dua kali. (Interview on Wednesday, 22 September 2021)

According to statement above, the role of teacher as a character educator such as the teacher as a dynamist. It can be seen the teacher tried to teach the material by giving learning videos to students. So that students who did not understand become more understanding of the material.

B. Discussion

In this part the researcher tells the justification about theories constructed by the researcher based on the research finding and theories proposed by the experts. The researcher will answer the problem statement that have been presented in the research finding based on the analysis of the data. Then, the research finding will be discussed with the relevant reference from the expert to justify the research finding on implementing character education and teacher strategy in implementation character education by English teacher into online English language teaching at SMP N 5 Karanganyar.

1. Character Education Implemented by the English Teachers in Online English Language Teaching.

Based on the observation conducted by researcher on WhatsApp groups from 4 classes, the researcher found that the teacher implemented seven values of character education in online English teaching. Although the teachers feel difficult to implement the character education by distance learning. So that the teacher implemented less than optimal character education for students.

a. Religious

The religious value implemented by three English teachers in each meeting. In the result of research finding, the researcher found that the religious value implemented the teachers easily in online English teaching. From the first until third teacher, religious value implemented in three meetings with different topic. It showed that the teachers always started the meeting and invited the students to pray to Allah. So that the teacher taught the students implicitly to always start everything by Islamic prayer.

b. Discipline

The discipline value implemented by two English teachers in several meetings. In the result of research finding, the researcher found that the discipline value implemented the teachers in online English teaching to students' discipline well. From the first teacher, discipline value implemented in one meeting. Then, the second teacher implemented discipline value implemented in two meetings with different topic. It showed that the English teacher gave limited time doing the assignment. Then the students had to complete and sent at UKLine. So, the English teachers taught the students implicitly to always be discipline especially in time discipline to take and finish the test or assignment who gave from the English teacher.

c. Hard Work

The hard work value implemented by two English teachers in several meetings. In the result of research finding, the researcher found that the hard work value implemented the teachers in online English teaching to students to be hard worker in doing their assignments. From the first and third teacher, hard work value implemented in one

meeting with different topic. It showed that the English teacher reminded students who did assignments yet last week. Then, this assignment was completed immediately. So, the teacher taught the students implicitly to complete all tasks assigned by the teacher.

d. Independence

The independence value implemented by one English teacher in a meeting. In the result of research finding, the researcher found that the independence value implemented the teacher in online English teaching to develop students' independence in doing their assignments. From the third teacher, independence value implemented in one meeting by one topic. It showed that the teacher gave opportunities to the students who had been completed their task should to always study independently. So, the teacher taught the students implicitly to study harder independently.

e. Curiosity

The curiosity value implemented by one English teacher in a meeting. In the result of research finding, the researcher found that the curiosity value implemented the teacher in online English teaching to increase students' curiosity in doing their assignments. From the second teacher, curiosity value implemented in one meeting by one topic. It showed that when the teacher gave video material about invitation card. Then the students got some new vocabularies by the material video. So that the teacher taught the students implicitly to learn for something new that they hadn't understood yet. In which, curiosity means people want to know something new.

f. Social Care

The social care value implemented by three English teachers in several meeting. In the result of research finding, the researcher found that the social care value implemented the teachers easily in online English teaching. From the first until third teacher, social care value implemented in two meetings with different topic. It showed that the teachers reminded students to stay health, to study and also to pray. Then, the teacher also reminded to obey the health protocol and to spirit in the study. So that the teacher taught students implicitly to care about people surroundings.

g. Responsibility

The responsibility value implemented by three English teachers in each meeting. In the result of research finding, the researcher found that the responsibility value implemented the teachers easily in online English teaching. From the first until third teacher, responsibility value implemented in three meetings with different topic. It showed that the English teacher gave material and assignments to the students. The students had to take the task based on instruction by English teacher. Then the students had to finish and sent their assignments to UKLine or WhatsApp. So that the teacher taught the students implicitly to be responsible their assignments. Because the teacher would not be monitored them. The students had responsibility to their task.

The implementation of character education in online English language teaching at SMP N 5 Karanganyar only implemented some of the values of character education. This happened because of limited communication in groups between teacher and student. However, the English teacher gave the implementation of character education values

based on indicators in each lessons. It is line with Sri Narwanti (2011), she explains indicators in each the 18 values of character education. Although the teachers had implemented seven values of character education from the eighteen values of character education.

- 1) Religious
 - a) Pray before beginning and after learning
 - b) Linking learning materials with the power of God Almighty
 - c) Give a chance to all student to carry out worship
- 2) Discipline
 - a) Be on time
 - b) Follow all learning activities
 - c) Leaving the task on time
- 3) Hard Work
 - a) Participation efforts by to create healthy spirit of competition
 - b) The substance of learning challenges learners to think hard
 - c) Complete all tasks assigned by the teacher
 - d) Attempting to find a way out of the early problems encountered
- 4) Independence
 - a) In replication not expect help to others
 - b) Completion of tasks that must be done independently
 - c) Motivate learners to foster self-esteem
- 5) Curiosity
 - a) Application of exploration and elaboration in learning
 - b) Utilizing tools of learning (print and electronic) that shaping curiosities
 - c) Growing desire to do research

- d) Broad-minded
- 6) Social care
 - a) Respond to friends who have difficulty
 - b) Empathize to fellow classmates
 - c) Building the harmony of class citizens
- 7) Responsibility
 - a) Always perform the task in accordance with the rules or agreements
 - b) Responsible for all actions taken

2. Teacher Strategy in the Implementation of Character Education in Online English Language Teaching.

Based on the interview, the researcher got information that the English teacher use almost the same strategy in implementing character education. However, they used different character education approach in its implementation into online English language teaching. Because the teacher had to adjust various strategies for implementing character education based on the approaches they can use. Then, the teachers also used strategy in implementing character education through the role of teacher as a character educator.

a. Value Classification Approach

This approach used by second teacher as the teacher strategy to implement character education. The second English teacher used value classification approach to implement strategies in implementing character education. The teacher gave an assignments and checked the students' independence in doing assignments. Then the teacher gave an opportunity for students to ask their friends if they could not do it. So the students had ability to communicate about information that related with the assignments to their friends. Thus, the students had

ability to use together rational thinking skills and emotional awareness to understand the feelings, values, and behavior patterns of their own.

b. Action Learning Approach

This approach used by first and third teacher as the teacher strategy to implement character education. The first English teacher used action learning approach to implement strategies in implementing character education. The teacher taught always to start the lesson by praying so it made students expected to start everything by praying. Then, the teacher gave assignments so it made the students to do something with responsibility. Thus, the students performed moral deeds based on the character values of their own that had been implemented by teacher.

Beside that the third English teacher used action learning approach to implement strategies in implementing character education. The teacher gave the assignments for the students. Then the teacher checked the students' assignments. If the students collected the assignments be on time, the teacher gave appreciation to them. So it made students be discipline to do something. Thus, the students performed deeds based on the character values that had been implemented by teacher.

c. The Role of Teacher as an Exemplary

The first until third English teacher used teacher role as an exemplary in teacher strategies to implement character education. The exemplary needed by the teacher in the form of their resilience in facing challenges. It means that when the teacher gave an assignment but only a few of students responded, it was a challenge the teacher had to face in carrying out his role. The teacher's exemplary is very

important for the effectiveness of character education. Because it needed to face the completion of the material that must be taught for one semester. Beside that when the teacher faced with limitations so teacher could not directly supervise students one by one. Then it becomes a challenge that makes teacher had a tough attitude that students should emulate.

T1 : Ya mestinya saya sebagai guru Bahasa Inggris ya bertanggung jawab bagaimana anak itu bisa belajar dengan baik, bisa menjawab atau mengirimkan tugas-tugas dari guru yang dikirimkan mestinya. Sebenarnya saya juga pernah mengirimkan video pas UKLine atau WA itu pernah. Tapi juga ada ya anak-anak yang responnya bagus tu ya ada. Kalo ditanya perannya tu ya menjembatani mungkin ya atau memotivasi siswa agar siswa itu mau mengerjakan tugas dengan baik, dengan disiplin. (Interview on Friday, 17 September 2021)

T2 : Tanggung jawab saya sebagai guru ya karna harus mengajarkan semua materi yang selama satu semester ini misalnya. Ya saya berusaha untuk menyelesaikan materi itu walaupun anak-anak itu sebenarnya juga dalam mengirimkan tugas itu belum 100% terkumpul. Tapi saya berusaha materi-materi itu saya berikan dan siapa yang belum jelas bisa ditanyakan lagi seperti itu tanggung jawab saya sebagai guru. Selain itu, juga saya share video pembelajaran agar anak lebih paham tentang materi tersebut tetapi hanya satu atau dua kali. (Interview on Wednesday, 22 September 2021)

T3 : Sebenarnya untuk peran dan tanggung jawab itu harusnya idealnya memang tidak berbeda jauh ya mbak. Jadi tetap sebagai guru itu harus sebagai fasilitator atau tetap juga sebagai orang tua jadi yang harus tetap menyampaikan atau menanamkan nilai-nilai karakter kepada siswa ini. Tetapi untuk masa pandemic ini otomatis ada keterbatasan-

keterbatasan. Jadi karna kita tidak bisa secara langsung mengawasi anak satu per satu. Selain itu juga sebagai pendidik itu jelas ya mbak. Tetap sebagai pendidik, sebagai guru pengajar itu jelas. Kemudian kita tetap sebagai motivator juga mbak. Jadi kita menguasai nilai-nilai karakter tersebut agar tertanam pada kepribadian diri siswa. (Interview on Saturday, 25 September 2021)

d. The Role of Teacher as a Motivator

The first and third English teacher used teacher role as a motivator in teacher strategies to implement character education. Teacher as a motivator that the ability of teacher to awaken spirit, work ethic, and extraordinary potential in students. As the teacher did when motivating student to do their assignments well and be disciplined in submitting assignments. Beside that the teacher motivated students to master the value of character education. So it was embedded in the student's personality.

T1 : Ya mestinya saya sebagai guru Bahasa Inggris ya bertanggung jawab bagaimana anak itu bisa belajar dengan baik, bisa menjawab atau mengirimkan tugas-tugas dari guru yang dikirimkan mestinya. Sebenarnya saya juga pernah mengirimkan video pas UKLine atau WA itu pernah. Tapi juga ada ya anak-anak yang responnya bagus tu ya ada. Kalo ditanya perannya tu ya menjembatani mungkin ya atau memotivasi siswa agar siswa itu mau mengerjakan tugas dengan baik, dengan disiplin. (Interview on Friday, 17 September 2021)

T3 : Sebenarnya untuk peran dan tanggung jawab itu harusnya idealnya memang tidak berbeda jauh ya mbak. Jadi tetap sebagai guru itu harus sebagai fasilitator atau tetap juga sebagai orang tua jadi yang harus tetap menyampaikan atau menanamkan nilai-nilai karakter kepada siswa ini. Tetapi untuk masa pandemic ini otomatis ada keterbatasan-keterbatasan. Jadi karna kita tidak bisa secara langsung

mengawasi anak satu per satu. Selain itu juga sebagai pendidik itu jelas ya mbak. Tetap sebagai pendidik, sebagai guru pengajar itu jelas. Kemudian kita tetap sebagai motivator juga mbak. Jadi kita menguasai nilai-nilai karakter tersebut agar tertanam pada kepribadian diri siswa. (Interview on Saturday, 25 September 2021)

e. The Role of Teacher as a Dynamist

The first and second English teacher used teacher role as a dynamist in teacher strategies to implement character education. The teacher pushes correctly toward the goals with high speed, intelligence, and wisdom. It can be seen that teacher encouraged students to have responsibility in doing and submitting assignments on time. Then, teacher tried to teach the material by giving learning videos to students. So that students who did not understand become more understanding of the material.

T1 : Ya mestinya saya sebagai guru Bahasa Inggris ya bertanggung jawab bagaimana anak itu bisa belajar dengan baik, bisa menjawab atau mengirimkan tugas-tugas dari guru yang dikirimkan mestinya. Sebenarnya saya juga pernah mengirimkan video pas UKLine atau WA itu pernah. Tapi juga ada ya anak-anak yang responnya bagus tu ya ada. Kalo ditanya perannya tu ya menjembatani mungkin ya atau memotivasi siswa agar siswa itu mau mengerjakan tugas dengan baik, dengan disiplin. (Interview on Friday, 17 September 2021)

T2 : Tanggung jawab saya sebagai guru ya karna harus mengajarkan semua materi yang selama satu semester ini misalnya. Ya saya berusaha untuk menyelesaikan materi itu walaupun anak-anak itu sebenarnya juga dalam mengirimkan tugas itu belum 100% terkumpul. Tapi saya berusaha materi-materi itu saya berikan dan siapa yang belum jelas bisa ditanyakan lagi seperti itu tanggung jawab saya sebagai guru. Selain itu, juga saya share video

pembelajaran agar anak lebih paham tentang materi tersebut tetapi hanya satu atau dua kali. (Interview on Wednesday, 22 September 2021)

The teacher strategy in the implementation of character education in online English language teaching at SMP N 5 Karanganyar used two-character education approaches. Because they felt difficult to used appropriate strategy in the online English teaching. However, the English teacher used two-character education approaches based on the appropriate approaches they can use. It is line with Superka (in Masnur Muslich, 2011) there are five approaches of character education that can be regarded appropriate and useful in implementation of character education in Indonesia. Although the teachers used two-character education approaches from the five-character education approaches.

1) Value Classification Approach

Value classification approach is the approach to character education that aims, first, to help learners to recognize and identify their own values and the values others; second, to assist learners in order to have the ability to communicate openly and honestly with others; third, to help students to have the ability to use together rational thinking skills and emotional awareness to understand the feelings, values, and behavior patterns of their own. By using the method of learning dialogue, writing, discussion in large or small groups, this approach emphasizes on the effort to build and understand their own feelings and action in increasing their awareness about their own moral values.

2) Action Learning Approach

Action learning approach is an approach that aims, first, to provide opportunities for learners to perform moral deeds, both

individually and in groups, based on the moral values of their own; and second, to encourage learners to understand themselves as individual beings and social beings in the context of people who don't have complete freedom. Doing this action learning approach, it can be applied to the learning methods used in the value analysis and value clarification approaches.

The teacher strategy in the implementation of character education in online English language teaching at SMP N 5 Karanganyar used the three roles of teacher as a character educator. The teachers felt difficult to implement their role as a character educator because the limited communication directly between teacher and students. So the teachers tried implement the role of teacher as a character educator to develop the students' character well. However, the English teacher used three roles of teacher as a character educator based on the appropriate role of teacher that they can use. It is line with Jamal Ma'mur Asmuni (2012) explained that there are 5 the teacher's role as a character educator. Although the teachers used three roles of teacher as a character educator from the five roles of teachers as a character educator.

- 1) Exemplary

Exemplary is an absolute factor that must be owned by the teacher. In character education, the exemplary needed by the teacher in the form of their consistency in carrying out religious orders and avoiding its prohibitions, caring to the fate people who are not able, perseverance in achieving individual and social achievements, resilience in facing challenges, and so on. The teacher's exemplary is very important for the effectiveness of character education. Without it, character education loses its most essential spirit.

2) Motivator

Motivators can be seen by the ability of teacher to awaken spirit, work ethic, and extraordinary potential in students.

3) Dynamist

The role of teacher can be described as a locomotive that pushes correctly toward the goals with high speed, intelligence, and wisdom.

The researcher got information from the interview result that the English teacher had various obstacle to implement the character education in online English teaching. The English teacher had obstacles that implemented the character education and teacher strategy in online English language teaching. It can be seen from the teacher had difficulties implementing online learning. Because the teacher was not proficient in using online applications into teaching process. Meanwhile, the teacher could not monitor student learning activities directly. So that teacher was not optimal in implementing character education especially independence value. Because the teacher did not know whether the task was done independently or not.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Implementation of character education in online English language teaching by the English teacher at SMP N 5 Karanganyar less than optimal implemented for students. There were seven character educations implemented by the English teacher in online English teaching. They were religious, discipline, hard work, independence, curiosity, social care, and responsibility. In addition, the three values of character education implemented frequently by the English teacher in online English language teaching. They were religious, social care, and responsibility. Meanwhile, the English teachers implemented seven values of character education from eighteen values of character education. It happened limitation communication between teachers and students in online English teaching.

Teacher strategy in the implementation of character education in online English language teaching by the English teacher at SMP N 5 Karanganyar used various strategies. There were five strategies used by English teacher that consists of two-character education approaches and three roles of teacher as a character educator. The two-character education approaches used by the English teacher, namely value classification approach and action learning approach. The value classification approach used by the second English teacher. Then, the action learning approach used by the first and third English teachers. In addition, the English teachers used two-character education approaches from five-character education approaches. Meanwhile, the three roles of teacher as a character educator used by the English teacher, namely the role of teacher as an exemplary, the role of teacher as a motivator, and the role of teacher as a dynamist. The role of teacher as an exemplary used by all

of the English teachers. Then, the role of teacher as a motivator used by the first and third English teachers. The role of teacher as a dynamist used by the first and second English teacher. In addition, the English teacher used three roles of teacher as a character educator from five roles of teacher as a character educator. The English teacher felt difficult used their strategy that appropriate to implement character education in online English language teaching. It happened the limited communication directly between teacher and students. However, the English teachers tried implement the appropriate strategies that they can use.

In conclusion, all research questions are answered. The English teacher implemented seven values of character education in online English teaching at seventh and eighth grade of SMP N 5 Karanganyar. Beside that, the English teacher used five strategies to implement character education in online English language teaching. Thus, the English teacher had obstacles that implemented the character education and teacher strategy in online English language teaching. It such as the teacher was not proficient in using online applications into teaching process. Then the teacher could not monitor student learning activities directly. So that teacher was not optimal in implementing character education especially independence value. Because the teacher did not know whether the task was done independently or not.

B. Suggestions

In the end of the research report, the researcher would like to give some suggestions as follows:

1. For the English teacher

Teaching or transform knowledge is obligated as a teacher but cultivating the value of character education are important to the students. Guiding the students to be a good human being by cultivating the value of character education in their daily life is hoped to be done by the teacher

2. For the learners

Studying is the essential part of our life but the learners should consider in relation to the value of character education to their daily life. In the competitive era, the person who has good values in their personality will be most considered in the competitive era. The learner should more concern to the value of character education in their daily life.

3. For the other researcher

The researcher hopes that this research will guide them as references to conduct the next research or similar problem in the implementation of character education in English language teaching. In addition, the result of this research is expected to be able to encourage other researcher to conduct research dealing with the implementation of character education in online English language teaching.

BIBLIOGRAPHY

- Abidin Ibnu Rusn. 1998. *Pemikiran Al-Ghazali Tentang Pendidikan*. Yogyakarta: Pustaka Pelajar.
- Abir, Tannir. 2013. Effects Of Character Education On The Self-Esteem Of Intellectually Able and Less Able Elementary Students In Kuwait. *International Journal of Special Education*. 28(1):47-59.
- Afriana. 2018. Analysis of Students' Perspective Toward Implementation of Character Education. *Journal of English Education*, 4(2): 76-92.
- Alwi, Hasan. 2002. *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Arikunto. 1990. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Asmuni, Jamal Ma'mur. 2012. *Panduan Internalisasi Pendidikan Karakter di Sekolah*. Yogyakarta: Diva Press.
- Brown, H. D. 2000. *Principles of Language and Teaching*. New York: Addison Wesley Longman, Inc.
- Brown, H. Douglas. 2001. *Teaching By Principle An Interactive Approach To Language Pedagogy*. San Fransisco: Sanfransisco State University.
- Creswell, J. 2008. *Educational Research Planning, Conducting, and Evaluating Qualitative & Quantitative Approaches*. London: Sage Publications.
- Departemen Pendidikan Nasional. 2003. *Undang-Undang Nomor 20 Tahun 2003. Tentang Sistem Pendidikan Nasional*. Jakarta: Depdiknas.

- Departemen Pendidikan Nasional. 2005. *Undang-Undang Nomor 14 Tahun 2005. Tentang Guru dan Dosen*. Jakarta: Depdiknas.
- Emzir. 2012. *Metodologi Penelitian Pendidikan Kuantitatif dan Kualitatif*. Jakarta: Raja Grafindo Persada.
- Fauzi, Nurul Fadillah. 2016. *Character Education In EFL Class (A Descriptive Study at the Fourth Grade of SDN Sadeng 02 Gunungpati Semarang in the Academic Year of 2013/2014)*. Semarang: Walisongo State Islamic University.
- Gaffar, Fakry. 2010. *Pendidikan Karakter Berbasis Islam*. Workshop Pendidikan Karakter Berbasis Agama, 08-10 April. Yogyakarta.
- Gebhard, Jerry. 1996. *Teaching English as a Foreign or Second Language*. Michigan: University of Michigan Press.
- Ghamwari, N. A. R., Ghamwari, N., & Shal, T. 2015. Perception of Character Education: The Case of Lebanese School Leaders. *Open Journal of Leadership*. 4(1): 129-142.
- Gina M. Almerico. 2014. Building Character through Literacy with Children's Literature. *Research in Higher Education Journal*. Vol 26.
- Gunawan, Heri. 2012. *Pendidikan Karakter Konsep dan Implementasi*. Bandung: Alfabeta.
- Habel. 2015. Peran Guru Kelas Membangun Perilaku Sosial Siswa Kelas V SD 005. *Ejournal Sosiologi*. 3(2): 14-27.
- Handayani, N., Indartono, S. 2016. The Implementation of Multicultural Character Education. *International Conference on Ethnics of Business, Economics, and Social Scene*. 508-518.

- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. Essex: Pearson Education Limited.
- Hutami, Menihati Pramita. 2013. *Potraying The Integration Of Character Education In Teaching English As A Foreign Language To Grade XI Students Of SMA Negeri 4 Yogyakarta In The Academic Year Of 2011-2012: A Case Study*. Yogyakarta: Yogyakarta State University.
- John, Otewa. 2016. Using Hidden Curriculum Principles In Teaching Character Education In Kenya. *Barathon Interdisciplinary Research*. 120.
- Kachru, B. 1992. *The Other Tongue: English across cultures*. Urbana: University of Illionis Press.
- Kementerian Pendidikan Nasional Direktorat Jenderal Pendidikan Dasar. (2011). Pendidikan Karakter di Pendidikan Dasar.
- Kohn, A. 1997. How Not To Teach Values: A Critical Look at Character Education. *The Phi Delta Kappan*. 78(6): 428-439.
- Larson, K. 2009. *Understanding the Importance of Character Education*. University of Wisconsin-Stout.
- Leo, Susanto. 2013. *A Challenging Book to Practice Teaching in English*. Yogyakarta: Andi Offset.
- Lickona, Thomas. 1991. *Educating for Character: How Our School Can Teach Respect and Responsibility*. New York: Bantam books.
- Lickona, T., Schaps, E., and Lewis, C. 2007. *CEP's Eleven Principles of Effective Character Education*. Washington, DC: Character Education Partnership.

- Maunah, Binti. 2015. Implementasi Pendidikan Karakter Dalam Pembentukan Kepribadian Holistik Siswa. *Jurnal Pendidikan Karakter*, 5(1): 90-101.
- Megawangi, Ratna. 2004. *Pendidikan Karakter: Solusi yang tepat untuk membangun bangsa*. Bogor: Indonesia Heritage Foundation.
- Miles, M. B. & Huberman, M. 1992. *Analisis Data Kualitatif*. Jakarta: UPI.
- Miles, M. B. & Huberman, M. 1994. *Qualitative Data Analysis*. London: Sage Publisher.
- Moleong, Lexy J. 2009. *Metode Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Mulyasa. 2006. *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Bandung: PT Remaja Rosdakarya.
- Mulyasa. 2012. *Manajemen Pendidikan Karakter*. Jakarta: Bumi Aksara.
- Muslich, Masnur. 2011. *Pendidikan Karakter: Menjawab Tantangan Kritis Multidimensional*. Jakarta: PT Bumi Aksara.
- Narwanti, Sri. 2011. *Pendidikan Karakter*. Yogyakarta: Familia.
- Richards, J. & Renandya, W., A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Rossner, Richard and Rod Bolitho. 1990. *Currents of Change in English Language Teaching*. Oxford University Press.
- Salahudin, Anas & Alkrienciehie, Irwanto, 2013. *Pendidikan Karakter: Pendidikan Berbasis Agama & Budaya*. Bandung: Pustaka Setia.

- Sugiyono. 2008. *Metode Penelitian Administrasi*. Bandung: Alfabeta.
- Sugiyono. 2012. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Sutopo. 2006. *Metodologi Penelitian Kualitatif*. Surakarta: Universitas Sebelas Maret Press.
- Suyanto. 2009. *Hasil Implementasi Pendidikan Karakter di Amerika Serikat: Metaanalisis Study*. Jogjakarta: Balai Pustaka.
- Suyanto. 2010. *Model Pembinaan Pendidikan Karakter di Lingkungan Sekolah*. Bandung: Remaja Rosda Karya.
- Syaiful, Bahri Djamarah & Aswan, Zain. 2015. *Strategi Belajar Mengajar*. Jakarta: PT Rineka Cipta.
- Trianto. 2009. *Mendesain Model Pembelajaran Inovatif Progresif*. Surabaya: Kencana.
- Tim Penyusun Kamus Bahasa Indonesia. 2008. *Kamus Bahasa Indonesia*. Jakarta: Pusat Bahasa Departemen Pendidikan Nasional.

APPENDICES

APPENDIX 1

OBSERVATIONAL CHECKLIST

Teacher : Suginem, S.Pd

Class : 7A

Topic : Ordinal and Cardinal Number

No	Character Education	Implemented Character		Description
		Yes	No	
1.	Religious	√		Greeting the students with Islamic greeting and praying before the lesson begin.
2.	Honesty		√	
3.	Tolerance		√	
4.	Discipline		√	
5.	Hard work		√	
6.	Creativity		√	
7.	Independence		√	
8.	Democracy		√	
9.	Curiosity		√	
10.	Spirit of Nationality		√	
11.	Nationalism		√	
12.	Achievement Appreciation		√	
13.	Communicativeness		√	

14.	Love of Peace		√	
15.	Love Reading		√	
16.	Environmental Care		√	
17.	Social Care	√		Asking students' condition
18.	Responsibility	√		Giving students task in accordance with the rules teacher to develop their responsibility

OBSERVATIONAL CHECKLIST

Teacher : Suginem, S.Pd
Class : 7A
Topic : Name of the Days

No	Character Education	Implemented Character		Description
		Yes	No	
1.	Religious	√		Greeting the students with Islamic greeting before the lesson begin.
2.	Honesty		√	
3.	Tolerance		√	
4.	Discipline	√		Giving students test with deadline
5.	Hard work		√	
6.	Creativity		√	
7.	Independence		√	
8.	Democracy		√	
9.	Curiosity		√	
10.	Spirit of Nationality		√	
11.	Nationalism		√	
12.	Achievement Appreciation		√	
13.	Communicativeness		√	
14.	Love of Peace		√	
15.	Love Reading		√	

16.	Environmental Care		√	
17.	Social Care		√	
18.	Responsibility	√		Guiding the students to take the test carefully

OBSERVATIONAL CHECKLIST

Teacher : Suginem, S.Pd
Class : 7A
Topic : Descriptive Text

No	Character Education	Implemented Character		Description
		Yes	No	
1.	Religious	√		Greeting the students with Islamic greeting and praying before the lesson begin.
2.	Honesty		√	
3.	Tolerance		√	
4.	Discipline		√	
5.	Hard work		√	
6.	Creativity		√	
7.	Independence		√	
8.	Democracy		√	
9.	Curiosity		√	
10.	Spirit of Nationality		√	
11.	Nationalism		√	
12.	Achievement Appreciation		√	
13.	Communicativeness		√	
14.	Love of Peace		√	

15.	Love Reading		√	
16.	Environmental Care		√	
17.	Social Care	√		Asking students' condition
18.	Responsibility	√		Giving students task in accordance with the rules teacher to develop their responsibility

OBSERVATIONAL CHECKLIST

Teacher : Sri Setyawati, S.Pd

Class : 7E

Topic : Times

No	Character Education	Implemented Character		Description
		Yes	No	
1.	Religious	√		Greeting the students with Islamic greeting before the lesson begin.
2.	Honesty		√	
3.	Tolerance		√	
4.	Discipline		√	
5.	Hard work		√	
6.	Creativity		√	
7.	Independence		√	
8.	Democracy		√	
9.	Curiosity		√	
10.	Spirit of Nationality		√	
11.	Nationalism		√	
12.	Achievement Appreciation		√	
13.	Communicativeness		√	
14.	Love of Peace		√	
15.	Love Reading		√	

16.	Environmental Care		√	
17.	Social Care		√	
18.	Responsibility	√		Giving students task in accordance with the rules teacher to develop their responsibility

OBSERVATIONAL CHECKLIST

Teacher : Sri Setyawati, S.Pd

Class : 7E

Topic : Descriptive Text

No	Character Education	Implemented Character		Description
		Yes	No	
1.	Religious	√		Greeting the students with Islamic greeting before the lesson begin.
2.	Honesty		√	
3.	Tolerance		√	
4.	Discipline	√		Giving students task with deadline
5.	Hard work		√	
6.	Creativity		√	
7.	Independence		√	
8.	Democracy		√	
9.	Curiosity		√	
10.	Spirit of Nationality		√	
11.	Nationalism		√	
12.	Achievement Appreciation		√	
13.	Communicativeness		√	
14.	Love of Peace		√	
15.	Love Reading		√	

16.	Environmental Care		√	
17.	Social Care		√	
18.	Responsibility		√	

OBSERVATIONAL CHECKLIST

Teacher : Sri Setyawati, S.Pd
Class : 7E
Topic : Descriptive Text (Describe Thing)

No	Character Education	Implemented Character		Description
		Yes	No	
1.	Religious	√		Greeting the students with Islamic greeting before the lesson begin.
2.	Honesty		√	
3.	Tolerance		√	
4.	Discipline	√		Giving students task with deadline
5.	Hard work	√		Completing all task assigned by the teacher
6.	Creativity		√	
7.	Independence		√	
8.	Democracy		√	
9.	Curiosity		√	
10.	Spirit of Nationality		√	
11.	Nationalism		√	
12.	Achievement Appreciation		√	
13.	Communicativeness		√	
14.	Love of Peace		√	

15.	Love Reading		√	
16.	Environmental Care		√	
17.	Social Care	√		Reminding students to take care their health
18.	Responsibility	√		Giving students task in accordance with the rules teacher to develop their responsibility

OBSERVATIONAL CHECKLIST

Teacher : Sri Setyawati, S.Pd

Class : 8A

Topic : Invitation Card

No	Character Education	Implemented Character		Description
		Yes	No	
1.	Religious	√		Greeting the students with Islamic greeting before the lesson begin.
2.	Honesty		√	
3.	Tolerance		√	
4.	Discipline		√	
5.	Hard work		√	
6.	Creativity		√	
7.	Independence		√	
8.	Democracy		√	
9.	Curiosity	√		Utilizing the video material to interest the students' curiosities
10.	Spirit of Nationality		√	
11.	Nationalism		√	
12.	Achievement Appreciation		√	
13.	Communicativeness		√	
14.	Love of Peace		√	

15.	Love Reading		√	
16.	Environmental Care		√	
17.	Social Care		√	
18.	Responsibility	√		Giving students task in accordance with the rules teacher to develop their responsibility

OBSERVATIONAL CHECKLIST

Teacher : Sri Setyawati, S.Pd
Class : 8A
Topic : Countable and Uncountable Noun

No	Character Education	Implemented Character		Description
		Yes	No	
1.	Religious	√		Greeting the students with Islamic greeting before the lesson begin.
2.	Honesty		√	
3.	Tolerance		√	
4.	Discipline		√	
5.	Hard work		√	
6.	Creativity		√	
7.	Independence		√	
8.	Democracy		√	
9.	Curiosity		√	
10.	Spirit of Nationality		√	
11.	Nationalism		√	
12.	Achievement Appreciation		√	
13.	Communicativeness		√	
14.	Love of Peace		√	
15.	Love Reading		√	

16.	Environmental Care		√	
17.	Social Care	√		Asking the students' condition
18.	Responsibility	√		Giving students task in accordance with the rules teacher to develop their responsibility

OBSERVATIONAL CHECKLIST

Teacher : Sri Setyawati, S.Pd
Class : 8A
Topic : Descriptive Text (Describe Animals)

No	Character Education	Implemented Character		Description
		Yes	No	
1.	Religious	√		Greeting the students with Islamic greeting before the lesson begin.
2.	Honesty		√	
3.	Tolerance		√	
4.	Discipline		√	
5.	Hard work		√	
6.	Creativity		√	
7.	Independence		√	
8.	Democracy		√	
9.	Curiosity		√	
10.	Spirit of Nationality		√	
11.	Nationalism		√	
12.	Achievement Appreciation		√	
13.	Communicativeness		√	
14.	Love of Peace		√	
15.	Love Reading		√	

16.	Environmental Care		√	
17.	Social Care		√	
18.	Responsibility	√		Giving students task in accordance with the rules teacher to develop their responsibility

OBSERVATIONAL CHECKLIST

Teacher : Kusnul Chotimah, S.Pd
Class : 8G
Topic : Suggestion and Obligation

No	Character Education	Implemented Character		Description
		Yes	No	
1.	Religious	√		Greeting the students with Islamic greeting before the lesson begin.
2.	Honesty	√		Guiding the students to be honest on their task completion
3.	Tolerance		√	
4.	Discipline		√	
5.	Hard work		√	
6.	Creativity		√	
7.	Independence	√		Giving students opportunity to prepare for the final semester exams by studying independently
8.	Democracy		√	
9.	Curiosity		√	
10.	Spirit of Nationality		√	
11.	Nationalism		√	
12.	Achievement Appreciation		√	
13.	Communicativeness		√	

14.	Love of Peace		√	
15.	Love Reading		√	
16.	Environmental Care		√	
17.	Social Care	√		Empathizing to students' condition with by encouraging to stay at home and adhere health protocol
18.	Responsibility		√	

OBSERVATIONAL CHECKLIST

Teacher : Kusnul Chotimah, S.Pd

Class : 8G

Topic : Preposition of place

No	Character Education	Implemented Character		Description
		Yes	No	
1.	Religious	√		Greeting the students with Islamic greeting before the lesson begin.
2.	Honesty		√	
3.	Tolerance		√	
4.	Discipline		√	
5.	Hard work		√	
6.	Creativity		√	
7.	Independence		√	
8.	Democracy		√	
9.	Curiosity		√	
10.	Spirit of Nationality		√	
11.	Nationalism		√	
12.	Achievement Appreciation		√	
13.	Communicativeness		√	
14.	Love of Peace		√	
15.	Love Reading		√	

16.	Environmental Care		√	
17.	Social Care		√	
18.	Responsibility	√		Giving students task in accordance with the rules teacher to develop their responsibility

OBSERVATIONAL CHECKLIST

Teacher : Kusnul Chotimah, S.Pd
Class : 8G
Topic : Descriptive Text (Describe Animal)

No	Character Education	Implemented Character		Description
		Yes	No	
1.	Religious	√		Greeting the students with Islamic greeting before the lesson begin.
2.	Honesty		√	
3.	Tolerance		√	
4.	Discipline		√	
5.	Hard work		√	
6.	Creativity		√	
7.	Independence		√	
8.	Democracy		√	
9.	Curiosity		√	
10.	Spirit of Nationality		√	
11.	Nationalism		√	
12.	Achievement Appreciation		√	
13.	Communicativeness		√	
14.	Love of Peace		√	
15.	Love Reading		√	

16.	Environmental Care		√	
17.	Social Care	√		Reminding students to take care their health
18.	Responsibility	√		Giving students task in accordance with the rules teacher to develop their responsibility

APPENDIX 2

INTERVIEW TRANSCRIPTS

Interview 1

Researcher : R
Suginem, S.Pd as the first teacher : T1
Date : 17 September 2021

R : Assalamualaikum Bu.

T1 : Waalaikumsalam warohmatullohi wabarokatuh.

R : Begini Bu, saya ingin melakukan interview kepada Ibu mengenai penerapan pendidikan karakter dalam pengajaran Bahasa Inggris melalui pembelajaran online ini. Untuk pertanyaan pertama, apa yang Ibu ketahui mengenai pendidikan karakter?

T1 : Pendidikan karakter itu ya suatu kegiatan atau pembelajaran yang diperuntukkan siswa yang membentuk anak menjadi yang lebih baik. Berkarakter, lebih berdisiplin segalanya lah gitu.

R : Menurut Ibu, apa pentingnya penerapan pendidikan karakter dalam pengajaran Bahasa Inggris?

T1 : Ya, kalo menurut saya pendidikan karakter untuk Bahasa Inggris itu memang penting. Yak arena anak itu tidak hanya pintar dalam apa ya... pintar dalam pelajaran tapi juga berkarakter supaya anak itu bias memahami e... bagaimana cara anak menjadi disiplin, menjadi kuat, menjadi orang yang bertakwa.

R : Jadi selain Ibu menyampaikan materi juga menanamkan pendidikan karakter?

T1 : Iya, juga menanamkan supaya dia tidak hanya pintar Bahasa Inggris tapi juga harus sopan santunnya ada trus unggah-ungguh itu bias gitu lhu mbak

saya seperti itu. Ya kadang anak-anak angel sih. Dalam arti anak trus kon disiplin kadang-kadang anak suruh mengerjakan ini tidak pas, jamnya molor-molor. Nah itu kan anak-anak harus dikasih motivasi gitu.

R : Selanjutnya Bu, apa saja nilai-nilai karakter pendidikan yang Ibu targetkan?

T1 : Dalam pandemic ini sebenarnya ya dikasih tugas gitu ya anak harus mengerjakannya tepat waktu. Tapi anak itu ada sebagian atau separuhlah anak itu yang melakukan apa yang saya ajarkan gitu lhu. Misale, saya suruh numpuk, suruh mempelajari. Yang ngirim tugas itu belum full. Kan itu 1 kelas kan 32 orang tapi kadang-kadang itu yang ngirim Cuma 26 ada yang 25 ada yang 22 bahkan ada yang 17 anak itu yang baru ngirim. Tapi memang untuk full itu belum pernah dan belum ada selama pandemic ini dikasih tugas-tugas itu anak seperti itu. Tapi ya memang gimana ya suruh ngoyak-ngoyak tapi ya...

R : Karena keterbatasan juga nggih Bu?

T1 : He'em iya... suruh ke sekolah saja yang kalo disuruh luring. Tapi pas sebelum ulangan tengah semester itu semuanya ikut. Untuk kelas saya itu semuanya ikut. Tapi selama pandemic itu gini mbak, antusias anak itu rodok menurun mbak.

R : Bagaimana Ibu menerapkan pendidikan karakter di dalam proses pengajaran Bahasa Inggris melalui pembelajaran online?

T1 : Selama pandemic ini menerapkannya gimana ya. Ada yang gini selama pandemic itu saya suruh untuk kerjasama dengan teman. Kerjasama gitu, kalo gak bias coba tanya sama temen gitu. Ada wali yang usul, bagaimana kalo anak-anak itu ada beberapa anak dikumpulkan nanti dikasih tahu wali begitu. Tapi ada juga, itu kan mau akan saya terapkan begitu, tapi ada orang tua yang begini. Bu, ini kan masih pandemic, nanti kalo ada covid bagaimana? Tapi rencana itu sudah saya gitu tapi karna ada usul wali yang gak bias, ya akhirnya gak setuju. Ya saya hanya minta sama anak-anak

yang gak bias coba Tanya sama temen gitu. Jadi saya tidak menyuruh kamu berkumpul di suatu tempat gitu. Karna ya tadi ada usulan trus nanti kalo ada klaster gitu-gitu selama pandemic ini ya akhirnya gak jadi.

R : Bagaimana strategi guru dalam penerapan pendidikan karakter pada pengajaran Bahasa Inggris melalui pembelajaran online?

T1 : Ya, kalo saya ya pagi sebelum memulai pelajaran lewat WA ya saya suruh berdoa terlebih dahulu walaupun tidak ada orangnya. Setelah itu, semangat mengerjakan tugas di UKLine. Saya ngasih materi trus nanti kasih tugas. Anak-anak suruh nyatet trus difoto dan dikirim trus ditambah ya kalua ada soalnya ya suruh mengerjakan soal trus foto trus kirim.

R : Bagaimana pengaruh pendidikan karakter terhadap belajar siswa dalam pengajaran Bahasa Inggris melalui pembelajaran online?

T1 : Begini, kalo disini itu anak yang aktif ya aktif mbak. Misalnya dikasih tugas gitu yang aktif ya aktif terus. Tapi ada juga anak yang blas tidak mengirimkan juga ada. Memang yang disiplin juga ada, tapi ada juga yang lemot. Alasannya ya HP nya gak memadai ada yang gitu. Ada yang gak punya kuota walaupun kemarin dikasih kuota Menpen ya. Tapi kenyataannya kan anak-anak yang tidak mengirimkan tugas itu juga ada. Kalo yang aktif ya aktif, biasanya ada 5 tugas, 6 tugas, 7 tugas dikerjakan terus.

R : Menurut Ibu, apa saja hambatan atau kesulitan yang Ibu hadapi dalam penerapan pendidikan karakter pada pengajaran Bahasa Inggris melalui pembelajaran online?

T1 : Sebenarnya kesulitannya ki, saya karna sebenarnya IT belum begitu mahir ya. Jadi untuk menerapkan gini-gini kan belum begitu mahir. Iya kadang-kadang kesulitannya ya kita tanya temen yang sudah bisa begitu. Kalo saya ya kayak gitu, tapi saya tetep usaha lah walaupun saya termasuk guru yang sudah tua.

- R : Apa peran dan tanggung jawab Ibu sebagai guru terhadap penerapan pendidikan karakter dalam pengajaran Bahasa Inggris melalui pembelajaran online?
- T1 : Ya mestinya saya sebagai guru Bahasa Inggris ya bertanggung jawab bagaimana anak itu bisa belajar dengan baik, bisa menjawab atau mengirimkan tugas-tugas dari guru yang dikirimkan mestinya. Sebenarnya saya juga pernah mengirimkan video pas UKLine atau WA itu pernah. Tapi juga ada ya anak-anak yang responnya bagus tu ya ada. Kalo ditanya perannya tu ya menjembatani mungkin ya atau memotivasi siswa agar siswa itu mau mengerjakan tugas dengan baik, dengan disiplin.
- R : Sudah selesai Bu interview dari saya. Terimakasih untuk waktu jenengan.
- T1 : Ya mbak sama-sama.

Interview 2

Researcher : R
Sri Setyawati, S.Pd as the second teacher : T2
Date : 22 September 2021

R : Assalamualaikum Bu.

T2 : Waalaikumsalam.

R : Menurut Ibu, apa yang Ibu ketahui mengenai pendidikan karakter?

T2 : Pendidikan karakter itu dapat dikatakan sebagai usaha manusia secara sadar dan terencana dalam mendidik khususnya untuk anak-anak sekolah diharapkan dengan pendidikan karakter itu peserta didik bisa mewujudkan agar nantinya dalam lingkungan secara individu bisa bermanfaat bagi diri sendiri ataupun untuk orang lain atau lingkungannya.

R : Apa pentingnya penerapan pendidikan karakter dalam pengajaran Bahasa Inggris?

T2 : Penerapannya kalo disekolahan ya, khususnya untuk anak-anak disekolahan. Penerapannya itu dengan pendisiplinan, menanamkan nilai-nilai dalam kehidupan seperti kejujuran, kepedulian, tanggung jawab dan keimanan/religious. Karna fenomena anak sekarang itu untuk khususnya untuk religious itu kayaknya kurang. Semuanya saya rasa pada umumnya masih kurang baik itu kejujuran maupun kepedulian, tanggung jawab. Apalagi sekarang anak yang ini ya di media-media itu seperti anak-anak sekolah sudah berani macam-macam seperti itu ya. Karna mungkin religiousnya dalam bidang religiousnya kurang.

R : Kalo dalam pengajaran Bahasa Inggris terutama bagaimana Bu?

T2 : Kalo dalam Bahasa Inggris, biasanya saya menerapkan untuk kejujuran misalnya anak-anaka dalam ulangan tidak boleh menyontek. Trus untk kedisiplinan, ya kalo mengumpulkan tugas ya tepat waktu seperti itu contohnya.

- R : Selanjutnya nggih Bu, apa saja nilai-nilai pendidikan karakter yang ditargetkan dalam pengajaran Bahasa Inggris melalui pembelajaran online?
- T2 : Sebenarnya juga ada ya tetapi eee... bagaimana ya untuk memantau juga kesulitan karena tidak bisa bertemu langsung dengan anak-anak, keterbatasan waktu untuk bertemu tatap muka langsung dengan anak-anak itu mengakibatkan eee... untuk pemantauan nilai-nilai pendidikan karakter tadi saya kira masih kurang. Karna hanya misalnya saya berikan tugas lewat UKLine, saya hanya bisa istilahnya ngoyak-ngoyak atau Bahasa Indonesianya apa yaa.. ya istilah Bahasa Jawanya ngoyak-ngoyak itu lah ya. Itu hanya sebatas lewat pesan-pesan tulisan itu jadi tidak bisa langsung kalo misalnya ketemu dengan anak-anak secara tatap muka. Coba si A, tugas kamu sudah selesai apa belum. Kalo belum saya suruh langsung mengerjakan.
- R : Trus selanjutnya nggih Bu, Bagaimana Ibu menerapkan pendidikan karakter di dalam proses pengajaran Bahasa Inggris melalui pembelajaran online?
- T2 : Misalnya untuk kedisiplinan tadi, dengan catatan saya memberikan batas waktu pengumpulan itu salah satunya. Trus kemudian untuk integritas misalnya untuk kepeduliannya untuk 'oh iya saya itu sebagai seorang siswa SMPN 5 Karanganyar' bagaimana misalnya kalo jam pelajaran yang saya kirimkan di UKLine itu ya cepet-cepet dibuka. Untuk religiusnya ya saya menyelipkan diantara tugas-tugas itu menanyakan apakah anak-anak sudah sholat subuh misalnya. Siapa yang hari ini senin atau kamis puasa Sunnah misalnya seperti itu.
- R : Bagaimana strategi guru dalam penerapan pendidikan karakter pada pengajaran Bahasa Inggris melalui pembelajaran online?
- T2 : Strateginya ya memberikan tugas trus mengecek tugas-tugas anak itu tepat waktu tidak. Apakah anak-anak itu bekerja sama dengan teman-

temannya atau tidak. Kalo bekerja sama ya dikatakan kerjasama, kalo tidak ya kerja sendiri, kalo dibantu orangtua ya dibantu orangtua. Dan itu juga untuk kemandirian anak. Masalahnya ya, anak-anak itu ada yang masih bingung. Mau mengoperasikan aplikasi UKLine itu karna kan sekarang menggunakan aplikasi UKLine itu. Selain itu, meminta tolong wali kelas untuk membantu anak-anak segera mengumpulkan tugas. Tugas-tugas yang saya berikan untuk segera dikirimkan seperti itu selama pandemic ini. Juga saya tanyakan kepada anak-anak kalo yang tidak bisa mengerjakan coba rumah kamu dekat dengan temen siapa nanti coba tanyakan kepada temenmu.

R : Bagaimana pengaruh pendidikan karakter dalam pengajaran Bahasa Inggris terhadap belajar siswa melalui pembelajaran online?

T2 : Pengaruhnya selama pandemic ini susah gitu ya mbak ya. Pengaruhnya ya siswa aktif atau gaknya. Kalo saya memberikan tugas ya langsung dikerjakan dan dikirimkan lewat UKLine. Tetapi ada juga anak yang mungkin HP nya itu dipake orang tua bekerja, jadi nanti setelah jam orang tuanya pulang bekerja baru bisa mengirimkan tugas.

R : Apa saja hambatan atau kesulitan yang dihadapi dalam penerapan pendidikan karakter pada pengajaran Bahasa Inggris melalui pembelajaran online?

T2 : Selama pandemic ini hambatannya banyak banget mbak. Dalam karakter kemandirian, saya tidak bisa memantau apakah yang mengerjakan itu orang tua atau harus dioyak-oyak dulu. Nyatanya dari masing-masing mapel khususnya Bahasa Inggris saya juga sering ngoyak-ngoyak.

R : Apa peran dan tanggung jawab Ibu sebagai guru terhadap penerapan pendidikan karakter dalam pengajaran Bahasa Inggris melalui pembelajaran online?

T2 : Tanggung jawab saya sebagai guru ya karna harus mengajarkan semua materi yang selama satu semester ini misalnya. Ya saya berusaha untuk

menyelesaikan materi itu walaupun anak-anak itu sebenarnya juga dalam mengirimkan tugas itu belum 100% terkumpul. Tapi saya berusaha materi-materi itu saya berikan dan siapa yang belum jelas bisa ditanyakan lagi seperti itu tanggung jawab saya sebagai guru. Selain itu, juga saya share video pembelajaran agar anak lebih paham tentang materi tersebut tetapi hanya satu atau dua kali.

R : Terimakasih Bu untuk waktunya.

T2 : Iya mbak sama-sama.

Interview 3

Researcher : R
Kusnul Chotimah, S.Pd as the third teacher : T3
Date : 25 September 2021

R : Assalamualaikum Bu

T3 : Waalaikumsalam

R : Disini saya mau menginterview tentang penerapan pendidikan karakter dalam pengajaran Bahasa Inggris. Yang pertama ya Bu, menurut Ibu apa yang Ibu ketahui mengenai pendidikan karakter?

T3 : Pendidikan karakter itu adalah suatu penanaman nilai-nilai baik budi pekerti baik kepada siswa yang antara lain itu ada nilai religious, tanggung jawab, kerja keras, disiplin, kreatif, dan lain-lain.

R : Apa pentingnya penerapan pendidikan karakter dalam pengajaran Bahasa Inggris?

T3 : Jadi di dalam pengajaran Bahasa Inggris itu tetap selalu diselipkan atau didalamnya selalu disertakan pendidikan karakter yang sudah disebutkan di atas sampai kepada anak-anak untuk membangun budi pekertinya.

R : Apa saja nilai-nilai karakter pendidikan yang ditargetkan dalam pengajaran Bahasa Inggris melalui pembelajaran online?

T3 : Sebenarnya keseluruhan nilai-nilai pendidikan karakter wajib ditanamkan kepada siswa. Tetapi pada masa pandemic ini tidak semuanya bisa sampai hanya karakter tertentu saja menjadi prioritas anatar lain religious, kemandirian, kerja keras, jujur, disiplin, kreatif. Jadi, yang selanjutnya mandiri. Anak-anak dididik bisa minimal 5 sampai 6 karakter tadi yang tetap sampai kepada anak. Walaupun pandemic ini tetap menanamkan pendidikan karakter kepada anak melalui daring ini.

R : Bagaimana Ibu menerapkan pendidikan karakter di dalam proses pengajaran Bahasa Inggris melalui pembelajaran online?

- T3 : Jadi di dalam pembelajaran Bahasa Inggris ini karna masa pandemi jadi kita lakukan secara daring. Jadi kan pada kegiatan pembelajaran itu kan tetap ada kegiatan awal, kegiatan inti, dan kegiatan penutup. Pada kegiatan awal, selain menanyakan kabar kita juga selalu mengajak anak-anak untuk berdoa nah disitulah tempat kita untuk menanamkan religious. Kemudian pada kegiatan inti, kita didik anak-anak untuk tetap bisa kerja keras, mandiri, bertanggung jawab, dan juga kreatif. Kemudian pada kegiatan penutup, kita apa ya selalu mendorong anak-anak untuk kreatif, meningkatkan rasa ingin tahu dengan cara mencari tambahan informasi dari berbagai sumber terkait penyelesaian-penyelesaian tugas yang diberikan.
- R : Termasuk memberikan motivasi agar semangat dalam belajar begitu, Bu?
- T3 : Iya tetap motivasi selalu disampaikan di awal, selain religi juga motivasi disampaikan selalu di inti dan penutup. Karna motivasi itu menjadi prioritas.
- R : Bagaimana strategi guru dalam penerapan pendidikan karakter pada pengajaran Bahasa Inggris melalui pembelajaran online?
- T3 : Karna pembelajaran daring itu kita tidak bisa melihat anak secara langsung dan kadang-kadang komunikasi juga satu arah itu kita bisa memantaunya dengan memberikan tugas-tugas dengan mengeceknya kemudian bagaimana memberikan apresiasi pada anak-anak yang mengumpulkan tugas tepat waktu. Kemudian mengerjakan tugas sebaik-baiknya, semaksimal mungkin. Kemudian juga memberikan apresiasi juga kepada anak-anak yang mau menyelesaikan tugas-tugas yang terkait pengembangan. Jadi pengembangan itu ada tugas-tugas tertentu yang hanya bisa diakses apabila anak-anak mau mencari sumber yang lain. Jadi misalkan searching atau membaca buku-buku atau referensi yang lain seperti itu.

- R : Bagaimana pengaruh pendidikan karakter pada pengajaran Bahasa Inggris melalui pembelajaran online?
- T3 : Pengaruh tetap ada. Tetapi pengaruh-pengaruh karna tidak ketemu secara langsung itu kita anggap ini bukan merupakan suatu halangan tetapi ini kita anggap suatu sebagai media bagaimana kita bisa membelajarkan atau tetap menanamkan karakter baik kepada anak-anak. Jadi utamanya meskipun pandemic kita tetap bisa menanamkan apa yaa...supaya mereka lebih mandiri. Jadi kalau biasanya kan mereka tergantung pada temennya atau guru. Tetapi ini anak malah justru bisa mengerjakan tugas sendiri. Kemudian anak-anak juga lebih kreatif apabila tidak bisa mengerjakan tugas otomatis mereka akan mencari sumber lain atau bertanya kepada teman ataupun bertanya kepada orang tua atau kakak. Nah ini saya kira juga bisa memberikan nilai plus juga. Jadi anak-anak yang mengumpulkan tugas on time jelas nilainya nanti akan mendapatkan nilai plus. Jadi sudah plus dari tingkat kedisiplinan. Jadi nilainya akan berbeda dengan anak yang mengumpulkan tepat waktu dan yang terlambat meskipun itu sama-sama pekerjaannya sama. Dia yang mengumpulkan tepat waktu akan mendapatkan poin plus.
- R : Apa saja hambatan atau kesulitan yang dihadapi dalam penerapan pendidikan karakter pada pengajaran Bahasa Inggris melalui pembelajaran online?
- T3 : Jadi kadang karena kita tidak bisa bertemu secara langsung dan komunikasi satu arah. Kalau ada masalah-masalah itu tidak bisa diselesaikan secara langsung artinya jika anak-anak mengalami kesulitan kita tidak bisa memantau. Jadi kita hanya berdasarkan tugas yang dikumpulkan anak. Nah, dari situlah kita baru tau. Oh anak itu ternyata belum bisa pada poin-poin tertentu. Jadi tidak bisa langsung diatasi seperti ketika tatap muka.

- R : Selanjutnya, apa peran dan tanggung jawab Ibu sebagai guru terhadap penerapan pendidikan karakter dalam pengajaran Bahasa Inggris melalui pembelajaran online?
- T3 : Sebenarnya untuk peran dan tanggung jawab itu harusnya idealnya memang tidak berbeda jauh ya mbak. Jadi tetap sebagai guru itu harus sebagai fasilitator atau tetap juga sebagai orang tua jadi yang harus tetap menyampaikan atau menanamkan nilai-nilai karakter kepada siswa ini. Tetapi untuk masa pandemic ini otomatis ada keterbatasan-keterbatasan. Jadi karna kita tidak bisa secara langsung mengawasi anak satu per satu. Selain itu juga sebagai pendidik itu jelas ya mbak. Tetap sebagai pendidik, sebagai guru pengajar itu jelas. Kemudian kita tetap sebagai motivator juga mbak. Jadi kita menguasai nilai-nilai karakter tersebut agar tertanam pada kepribadian diri siswa.
- R : Sudah Bu. Terima kasih atas waktunya. Wassalamualaikum warrohmatullohi wabarokatuh.
- T3 : Waalaikumsalam warrohmatullohi wabarokatuh.

Interview 4

Researcher : R
Janis Putri Tirani as the First Student : S1
Class : 8
Date : 24 September 2021

R : Assalamualaikum warohmatullohi wabarokatuh.

S1 : Waalaikumsalam warohmatullohi wabarokatuh.

R : Gini ya dek, pertama-tama saya ingin menginterview adik terkait tanggapan adik terhadap pendidikan karakter melalui pembelajaran online ini. Pertama-tama nama adik namanya siapa?

S1 : Janis Putri Tirani.

R : Kelas berapa dek?

S1 : Kelas 8.

R : Udah siap untuk interview dek.

S1 : Insya Allah siap.

R : Pertanyaan pertama ya dek, apakah adik pernah mendengar tentang pendidikan karakter?

S1 : Pernah mbak.

R : Menurut adik, apa yang kamu ketahui mengenai pendidikan karakter?

S1 : Apa ya, mbak. Pendidikan karakter itu kalo gak salah pendidikan untuk membuat karakter siswa menjadi lebih baik.

R : Menurut adik, apa saja nilai-nilai karakter pendidikan yang Adik ketahui?

S1 : Di sekolah itu ada nilai-nilai pendidikan karakter yang dipajang, mbak. Ada banyak mbak tapi aku lupa. Hehehe....

R : Iya gak apa-apa dek. Seingat kamu aja.

S1 : Emm... apa ya mbak. Jujur, disiplin, mandiri, toleransi, religious. Cuma itu mbak seingetku.

- R : Menurut Adik, apakah guru Bahasa Inggris sudah menerapkan pendidikan karakter?
- S1 : Sepertinya sudah mbak.
- R : Apa perilaku positif yang Adik dapatkan ketika guru mengajar Bahasa Inggris?
- S1 : Kan ini pembelajarannya online, mbak. Terus guru kasih tugas lalu pas ngumpulin itu kadang dibatasi jam kadang ya gak. Jadi ya saya harus disiplin untuk mengerjakan dan ngumpulin tugas tepat waktu gitu mbak.
- R : Apa manfaat yang Adik dapatkan dalam pelajaran Bahasa Inggris melalui pembelajaran online?
- S1 : Lumayan meningkat kemampuan Bahasa Inggrisnya, mbak. Ya kalo pas ngerjain tugas itu kadang cari di google gitu mbak buat nambah pengetahuan juga.
- R : Sudah dek. Terima kasih ya waktunya. Maaf kalo mbak nya ganggu.
- S1 : Ya mbak gak apa-apa.
- R : Assalamualaikum warrohmatullohi wabarokatuh.
- S1 : Waalaikumsalam warohmatullohi wabarokatuh.

Interview 5

Researcher : R
Keyza Noer Riyani Putri as the Second Student : S2
Class : 8
Date : 24 September 2021

R : Assalamualaikum warrohmatullohi wabarokatuh.

S2 : Waalaikumsalam warohmatullohi wabarokatuh.

R : Mbak minta waktunya sebentar ya dek untuk interview dengan adik terkait tanggapan kamu terhadap penerapan pendidikan karakter melalui pembelajaran online ini. Pertama-pertama, adik namanya siapa?

S2 : Kezya Noer Riyanti Putri.

R : Kelas berapa dek?

S2 : Kelas 8.

R : Untuk pertanyaan pertama ya dek. Apakah adik pernah mendengar tentang pendidikan karakter?

S2 : Ya pernah, mbak.

R : Apa yang adik ketahui mengenai pendidikan karakter?

S2 : Pengajaran karakter-karakter baik dari guru untuk siswa mungkin.

R : Apa saja nilai-nilai karakter pendidikan yang kamu ketahui?

S2 : Pernah baca di sekolah mbak. Kalo gak salah ada nilai jujur, religi, kreatif, disiplin, kayaknya itu mbak.

R : Apakah guru Bahasa Inggris sudah menerapkan pendidikan karakter?

S2 : Sudah.

R : Apa perilaku positif yang Adik dapatkan ketika guru mengajar Bahasa Inggris?

S2 : Ada kayaknya mbak. Kayak disiplin untuk ngumpulin tugas. Trus kadang ya, kalo ada tugas yang sulit suruh tanya ke temen. Jadi saling peduli dengan temen juga.

- R : Apa manfaat yang Adik dapatkan dalam pelajaran Bahasa Inggris melalui pembelajaran online?
- S2 : Apa ya mbak. Kemampuan dalam belajar Bahasa Inggris lumayan meningkat karna kan dikasih tugas-tugas trus jadi ya harus belajar terus.
- R : Ini sudah dek interviewnya. Terima kasih ya. Assalamualaikum warohmatullohi wabarokatuh.
- S2 : Ya mbak. Wassalamualaikum warohmatullohi wabarokatuh.

Interview 6

Researcher : R
Nabila Ramadhani as the Third Student : S3
Class : 7
Date : 25 September 2021

R : Assalamualikum warohmatullohi wabarokatuh.

S3 : Waalaikumsalam warohmatullohi wabarokatuh.

R : Maaf ya dek kalo mbak ganggu waktunya. Disini mbak mau interview adik tentang tanggapan adik mengenai pendidikan karakter melalui pembelajaran online ini. Sebelumnya, nama adik namanya siapa?

S3 : Nabila Ramadhani.

R : Kelas berapa dek?

S3 : Kelas 7.

R : Sudah siap untuk interview ya dek?

S3 : Insya Allah siap.

R : Untuk interview pertama ya dek. Menurut adik, apakah adik pernah mendengar tentang pendidikan karakter?

S3 : Pernah.

R : Menurut adik, apa yang adik ketahui mengenai pendidikan karakter?

S3 : Kalo gak salah. Pendidikan tentang membentuk kepribadian siswa yang baik.

R : Apa saja nilai-nilai karakter pendidikan yang Adik ketahui?

S3 : Emm... mungkin ketakwaan, jujur, disiplin. Kayaknya itu mbak.

R : Apakah guru Bahasa Inggris sudah menerapkan pendidikan karakter?

S3 : Kayaknya sudah.

R : Apa perilaku positif yang kamu dapatkan ketika guru mengajar Bahasa Inggris?

- S3 : Ya ketakwaan itu mbak. Kayak kalo guru ngingetin untuk sholat. Ya segera mungkin kalo saya belum sholat ya harus sholat gitu, mbak. Trus juga kalo pas ngerjain tugas yang sulit, ya tanya ke temen. Sama disiplin waktu pas ngumpulin tugas gitu mbak.
- R : Apa manfaat yang adik dapatkan dalam pelajaran Bahasa Inggris?
- S3 : Emmm... itu mbak lebih tau tentang kosa kata Bahasa Inggris yang belum pernah saya tau. Soalnya kan di SD dulu gak ada pelajaran Bahasa Inggris. Jadi pas dikasih tugas tak kerjakan sebisaku.
- R : Yaudah dek. Cukup sekian ya dek. Terima kasih atas waktunya. Wassalamualaikum.
- S3 : Ya mbak. Waalaikumsalam.

APPENDIX 3

PICTURES OF PRE-OBSERVATION



Teacher taught the kinds of profession in the 7C class



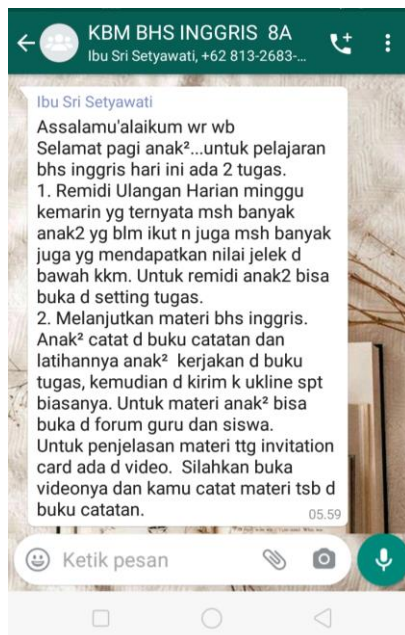
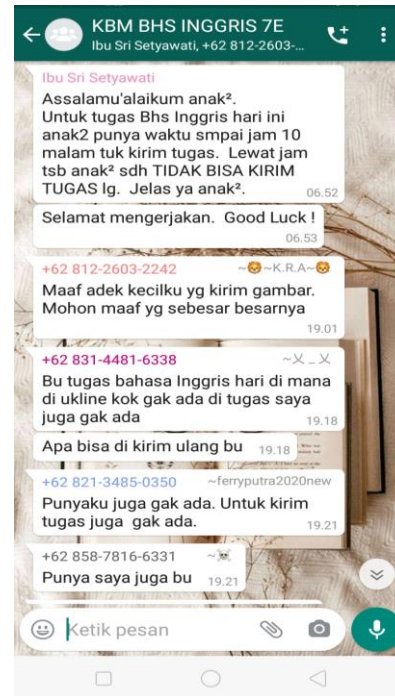
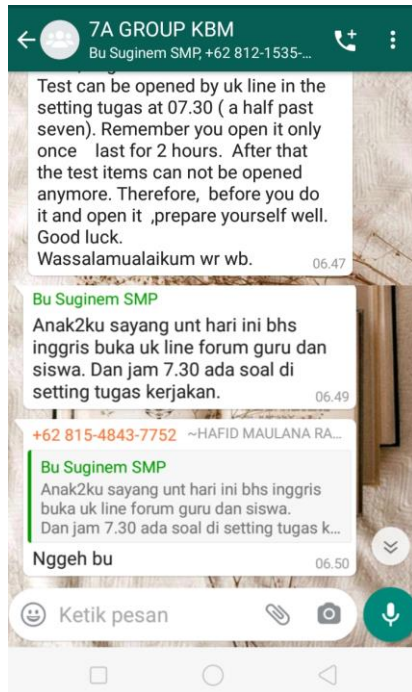
Teacher gave task to student based on the theme learning in the 7C class



Student 7C class followed the English learning by teachers' direction carefully

APPENDIX 4

ONLINE CLASS OBSERVATION



APPENDIX 5

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMP N 5 Karanganyar	Kelas/Semester	: VII/Ganjil
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 2x30 Menit
Materi	: Ordinal and Cardinal Number	Sub Materi	: Memberi dan meminta informasi terkait nama waktu dalam bentuk tanggal

TUJUAN PEMBELAJARAN		
1. Peserta didik dapat menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks interpersonal lisan dan tulis tentang memberi dan meminta informasi terkait nama waktu dalam bentuk tanggal sesuai dengan konteks penggunaannya 2. Peserta didik dapat mengidentifikasi nama waktu dalam bentuk tanggal 3. Peserta didik dapat menyimak, menirukan, dan memperagakan beberapa contoh percakapan dengan ucapan dan tekanan kata yang benar tentang waktu dalam bentuk tanggal		
KEGIATAN PEMBELAJARAN		
PENDAHULUAN	<ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka melalui WA dan berdoa untuk memulai pembelajaran. ❖ Materi yang akan dipelajari oleh siswa adalah: Memberi dan meminta informasi terkait nama waktu dalam bentuk tanggal ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung 	5 Menit
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Guru memberikan materi pembelajaran tentang nama waktu dalam bentuk tanggal seperti: the first, the second, the fifteenth, the twenty sixth ❖ Peserta didik mengamati contoh percakapan berkaitan dengan waktu dalam bentuk tanggal. ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan, yang berkaitan dengan materi/gambar yang terdapat pada buku siswa atau yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang materi nama waktu dalam bentuk tanggal. ❖ Secara individu peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab, cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. ❖ Peserta didik melaporkan hasil kerjanya melalui Whatsapp (WA) ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan terkait nama waktu dalam bentuk tanggal. 	50 Menit
PENUTUP	<ul style="list-style-type: none"> ❖ Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. ❖ Meminta peserta didik untuk selalu bersemangat dalam menuntut ilmu (penumbuhan karakter semangat menuntut ilmu). ❖ Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 	5 Menit
Refleksi dan Konfirmasi	Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.	
PENILAIAN		
SIKAP	PENGETAHUAN	KETERAMPILAN
1. Menggunakan bahasa yang baik dan benar. 2. Tanggung jawab terhadap pekerjaan, disiplin dalam waktu.	1. Mengidentifikasi nama waktu dalam bentuk tanggal sesuai konteksnya Tugas dikumpulkan melalui UKLine.	1. Membuat table dengan menuliskan tanggal lahir dari teman kelasnya

Mengetahui,
 Kepala SMPN 5 Karanganyar
Drs. Wardoyo, M.Pd.
 NIP.19640508 198903 1 006

Karanganyar,
 Guru Mata Pelajaran
Suginem, S.Pd.
 NIP.19660705 199103 2 009

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP N 5 Karanganyar
 Kelas/Semester : VII/Ganjil
 Mata Pelajaran : Bahasa Inggris
 Alokasi Waktu : 2X30 Menit
 Materi : Name of the days
 Sub Materi : Memberi dan meminta informasi terkait nama-nama hari dan bulan

TUJUAN PEMBELAJARAN		
1. Peserta didik dapat menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks interpersonal lisan dan tulis tentang memberi dan meminta informasi terkait nama-nama hari dan bulan sesuai dengan konteks penggunaannya 2. Peserta didik dapat mengidentifikasi nama-nama hari dan bulan 3. Peserta didik dapat menyimak, menirukan, dan memperagakan beberapa contoh percakapan dengan ucapan dan tekanan kata yang benar tentang nama-nama hari dan bulan		
KEGIATAN PEMBELAJARAN		
PENDAHULUAN	<ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka melalui WA dan berdoa untuk memulai pembelajaran ❖ Materi yang akan dipelajari oleh siswa adalah: Melengkapi kalimat tentang nama-nama hari dan bulan dalam Bahasa Inggris dengan baik dan benar. ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung 	5 Menit
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Guru memberikan materi pembelajaran tentang nama-nama hari dan bulan dalam Bahasa Inggris seperti: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. ❖ Peserta didik mengamati bentuk tulisan nama-nama hari yang sudah diberikan guru ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan, yang berkaitan dengan materi/gambar yang terdapat pada buku siswa atau yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang materi nama-nama hari. ❖ Secara individu peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab, cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. ❖ Peserta didik melaporkan hasil kerjanya melalui Whatsapp (WA) ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan terkait nama-nama hari dalam Bahasa Inggris. 	50 Menit
PENUTUP	<ul style="list-style-type: none"> ❖ Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. ❖ Meminta peserta didik untuk selalu bersemangat dalam menuntut ilmu (penumbuhan karakter semangat menuntut ilmu). ❖ Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 	5 Menit
Refleksi dan Konfirmasi	Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.	
PENILAIAN		
SIKAP	PENGETAHUAN	KETERAMPILAN
1. Menggunakan bahasa yang baik dan benar. 2. Tanggung jawab terhadap pekerjaan, disiplin dalam waktu.	1. Mengidentifikasi nama-nama hari sesuai konteksnya Tugas dikumpulkan melalui UKLine.	1. Membuat table dengan menuliskan nama-nama hari dalam Bahasa Inggris

Mengetahui
 Kepala SMPN 5 Karanganyar
Drs. Wardoyo, M.Pd.
 NIP.19640508 198903 1 006

Karanganyar,
 Guru Mata Pelajaran
Suginem, S.Pd.
 NIP.19660705 199103 2 009

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP N 5 Karanganyar Kelas/Pelajaran : VII/Ganjil
 Mata Pelajaran : Bahasa Inggris Alokasi Waktu : 2X30 Menit
 Materi : Descriptive Text Sub Materi : Memberi dan meminta informasi terkait nama dan jumlah benda

TUJUAN PEMBELAJARAN		
1. Peserta didik dapat menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks interpersonal lisan dan tulis tentang memberi dan meminta informasi terkait nama dan jumlah benda yang dekat dengan kehidupan siswa sehari-hari sesuai dengan konteks penggunaannya 2. Peserta didik dapat mengidentifikasi benda-benda di sekitarnya 3. Peserta didik dapat membuat teks sederhana tentang nama dan jumlah benda di rumah dan sekitarnya		
KEGIATAN PEMBELAJARAN		
PENDAHULUAN	<ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka melalui WA dan berdoa untuk memulai pembelajaran. ❖ Materi yang akan dipelajari oleh siswa adalah: Memberi dan meminta informasi terkait nama dan jumlah benda yang dekat dengan kehidupan siswa sehari-hari ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung 	5 Menit
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Peserta didik diberi bahan bacaan dalam bentuk dokumen terkait nama dan jumlah benda di rumah dan sekitarnya. ❖ Peserta didik mengamati dan mencatat terkait materi nama dan jumlah benda dalam bahan bacaan yang terlampir. ❖ Peserta didik membuat teks sederhana dari nama dan jumlah benda sesuai konteks bacaan yang terlampir ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang materi nama dan jumlah benda di rumah dan sekitarnya ❖ Secara individu peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab, cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. ❖ Peserta didik melaporkan hasil kerjanya melalui Whatsapp (WA) ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan terkait nama dan jumlah benda di rumah dan sekitarnya. 	50 Menit
PENUTUP	<ul style="list-style-type: none"> ❖ Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. ❖ Meminta peserta didik untuk selalu bersemangat dalam menuntut ilmu (penumbuhan karakter semangat menuntut ilmu). ❖ Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 	5 Menit
Refleksi dan Konfirmasi	Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.	
PENILAIAN		
SIKAP	PENGETAHUAN	KETERAMPILAN
1. Menggunakan bahasa yang baik dan benar. 2. Tanggung jawab terhadap pekerjaan, disiplin dalam waktu	1. Mengidentifikasi nama dan jumlah benda di sekitarnya 2. Menganalisis benda-benda di sekitar berdasarkan jumlahnya	1. Membuat teks sederhana terkait nama dan jumlah benda di rumah dan sekitarnya Tugas dikumpulkan melalui UKLine.

Mengetahui
 Kepala SMPN 5 Karanganyar
Drs. Wardoyo, M.Pd.
 NIP.19640508 198903 1 006

Karanganyar,
 Guru Mata Pelajaran
Suginem, S.Pd.
 NIP.19660705 199103 2 009

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP N 5 Karanganyar
 Kelas/Semester : VII/Ganjil
 Mata Pelajaran : Bahasa Inggris
 Materi : Times
 Alokasi Waktu : 2x30 Menit
 Sub Materi : Memberi dan meminta informasi terkait nama waktu dalam bentuk angka

TUJUAN PEMBELAJARAN		
<ol style="list-style-type: none"> 1. Peserta didik dapat menyebutkan nama waktu dalam hari sesuai dengan konteks penggunaannya 2. Peserta didik dapat mengidentifikasi nama waktu dalam hari ke dalam bentuk angka 3. Peserta didik dapat menyimak, menirukan, dan memperagakan beberapa contoh percakapan dengan ucapan dan tekanan kata yang benar tentang waktu dalam hari 		
KEGIATAN PEMBELAJARAN		
PENDAHULUAN	<ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka melalui WA dan berdoa untuk memulai pembelajaran. ❖ Materi yang akan dipelajari oleh siswa adalah: Memberi dan meminta informasi terkait nama waktu dalam bentuk angka ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung 	5 Menit
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Guru memberikan materi pembelajaran tentang nama waktu dalam hari seperti Waktu: at one (01.00), at ten to seven (06.50), at a quarter past eight (08.15) ❖ Peserta didik mengamati aktivitas sehari-hari yang berkenaan dengan waktu dalam bentuk angka (hal41) ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan, yang berkaitan dengan materi/gambar yang terdapat pada buku siswa atau yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang materi nama waktu dalam bentuk angka. ❖ Secara individu peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab, cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. ❖ Peserta didik melaporkan hasil kerjanya melalui Whatsapp (WA) ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan terkait nama waktu dalam bentuk angka. 	50 Menit
PENUTUP	<ul style="list-style-type: none"> ❖ Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. ❖ Meminta peserta didik untuk selalu bersemangat dalam menuntut ilmu (penumbuhan karakter semangat menuntut ilmu). ❖ Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 	5 Menit
Refleksi dan Konfirmasi	Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.	
PENILAIAN		
SIKAP	PENGETAHUAN	KETERAMPILAN
<ol style="list-style-type: none"> 1. Menggunakan bahasa yang baik dan benar. 2. Tanggung jawab terhadap pekerjaan, disiplin dalam waktu. 	<ol style="list-style-type: none"> 1. Mengidentifikasi nama waktu dalam bentuk angka sesuai konteks 2. Mengidentifikasi aktivitas sehari-hari yang berkenaan dengan waktu ke dalam bentuk angka 	<ol style="list-style-type: none"> 1. Menjodohkan nama waktu dalam bentuk angka dengan gambar sesuai aktivitas yang dilakukan Tugas dikumpulkan melalui UKLine.

Mengetahui
 Kepala SMPN 5 Karanganyar
Drs. Wardoyo, M.Pd.
 NIP.19640508 198903 1 006

Karanganyar,
 Guru Mata Pelajaran
Sri Setyawati, S.Pd.
 NIP.19660928 200604 2 007

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP N 5 Karanganyar
 Kelas : VII/Ganjil
 Mata Pelajaran : Bahasa Inggris
 Materi : Descriptive Text
 Alokasi Waktu : 2x30 Menit
 Sub Materi : Memberi dan meminta informasi terkait nama dan jumlah benda

TUJUAN PEMBELAJARAN		
<ol style="list-style-type: none"> 1. Peserta didik dapat menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks interpersonal lisan dan tulis tentang memberi dan meminta informasi terkait nama dan jumlah benda yang dekat dengan kehidupan siswa sehari-hari sesuai dengan konteks penggunaannya 2. Peserta didik dapat mengidentifikasi benda-benda di sekitarnya 3. Peserta didik dapat membuat teks sederhana tentang nama dan jumlah benda di rumah dan sekitarnya 		
KEGIATAN PEMBELAJARAN		
PENDAHULUAN	<ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka melalui WA dan berdoa untuk memulai pembelajaran. ❖ Materi yang akan dipelajari oleh siswa adalah: <i>Memberi dan meminta informasi terkait nama dan jumlah benda yang dekat dengan kehidupan siswa sehari-hari</i> ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung 	5 Menit
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Peserta didik diberi bahan bacaan dalam bentuk dokumen terkait nama dan jumlah benda di rumah dan sekitarnya. ❖ Peserta didik mengamati dan mencatat terkait materi nama dan jumlah benda dalam bahan bacaan yang terlampir. ❖ Peserta didik membuat teks sederhana dari nama dan jumlah benda sesuai konteks bacaan yang terlampir ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang materi nama dan jumlah benda di rumah dan sekitarnya ❖ Secara individu peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab , cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. ❖ Peserta didik melaporkan hasil kerjanya melalui Whatsapp (WA) ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan terkait nama dan jumlah benda di rumah dan sekitarnya. 	50 Menit
PENUTUP	<ul style="list-style-type: none"> ❖ Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. ❖ Meminta peserta didik untuk selalu bersemangat dalam menuntut ilmu (penumbuhan karakter semangat menuntut ilmu). ❖ Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 	5 Menit
Refleksi dan Konfirmasi	Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.	
O. PENILAIAN		
SIKAP	PENGETAHUAN	KETERAMPILAN
<ol style="list-style-type: none"> 1. Menggunakan bahasa yang baik dan benar. 2. Tanggung jawab terhadap pekerjaan, disiplin dalam waktu. 	<ol style="list-style-type: none"> 1. Mengidentifikasi nama dan jumlah benda di sekitarnya 2. Menganalisis benda-benda di sekitar berdasarkan jumlahnya 	<ol style="list-style-type: none"> 1. Membuat teks sederhana terkait nama dan jumlah benda di rumah dan sekitarnya Tugas dikumpulkan berupa foto dan dikirim ke Wa guru.

Mengetahui
 Kepala SMPN 5 Karanganyar
Drs. Wardoyo, M.Pd.
 NIP.19640508 198903 1 006

Karanganyar,
 Guru Mata Pelajaran
Sri Setyawati, S.Pd.
 NIP.19660928 200604 2 007

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP N 5 Karanganyar Kelas : VII/Ganjil
 Mata Pelajaran : Bahasa Inggris Alokasi Waktu : 2X30 Menit
 Materi : Descriptive text Sub Materi : Memberi dan meminta informasi terkait nama dan jumlah benda (Describe thing)

TUJUAN PEMBELAJARAN		
1. Peserta didik dapat menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks interpersonal lisan dan tulis tentang memberi dan meminta informasi terkait nama dan jumlah benda yang dekat dengan kehidupan siswa sehari-hari sesuai dengan konteks penggunaannya 2. Peserta didik dapat mengidentifikasi benda-benda di sekitarnya 3. Peserta didik dapat membuat teks sederhana tentang nama dan jumlah benda di rumah dan sekitarnya		
KEGIATAN PEMBELAJARAN		
PENDAHULUAN	<ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka melalui WA dan berdoa untuk memulai pembelajaran. ❖ Materi yang akan dipelajari oleh siswa adalah: <i>Penyebutan benda dengan a, the, bentuk jamak(-s) dan penggunaan kata penunjuk this, that, these, those...</i> ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung 	5 Menit
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Peserta didik diberi bahan bacaan dalam bentuk dokumen terkait nama dan jumlah benda di rumah dan sekitarnya. ❖ Peserta didik mengamati dan mencatat terkait materi nama dan jumlah benda dalam bahan bacaan yang terlampir. ❖ Peserta didik membuat teks sederhana dari nama dan jumlah benda sesuai konteks bacaan yang terlampir ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang materi nama dan jumlah benda di rumah dan sekitarnya ❖ Secara individu peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab, cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. ❖ Peserta didik melaporkan hasil kerjanya melalui Whatsapp (WA) ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan terkait nama dan jumlah benda di rumah dan sekitarnya. 	50 Menit
PENUTUP	<ul style="list-style-type: none"> ❖ Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. ❖ Meminta peserta didik untuk selalu bersemangat dalam menuntut ilmu (penumbuhan karakter semangat menuntut ilmu). ❖ Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 	5 Menit
Refleksi dan Konfirmasi		
Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.		
R. PENILAIAN		
SIKAP	PENGETAHUAN	KETERAMPILAN
1. Menggunakan bahasa yang baik dan benar. 2.. Tanggung jawab terhadap pekerjaan, disiplin dalam waktu.	1. Mengidentifikasi nama dan jumlah benda di sekitarnya 2. Menganalisis benda-benda di sekitar berdasarkan jumlahnya	1. Membuat teks sederhana terkait nama dan jumlah benda di rumah dan sekitarnya Tugas dikumpulkan melalui UKLine.

Mengetahui
 Kepala SMPN 5 Karanganyar

Drs. Wardoyo, M.Pd.
 NIP.19640508 198903 1 006

Karanganyar,
 Guru Mata Pelajaran

Sri Setyawati, S.Pd.
 NIP.19660928 200604 2 007

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP N 5 Karanganyar
 Kelas : VIII/Ganjil
 Mata Pelajaran : Bahasa Inggris
 Materi : Invitation card
 Alokasi Waktu : 2X30 Menit
 Sub Materi : Mempelajari contoh kartu ucapan selamat ulang tahun untuk Lina

TUJUAN PEMBELAJARAN		
1. Siswa terampil dalam membuat teks tulis (a) undangan pribadi dan (b) ucapan selamat (greeting card) sangat pendek dan sederhana untuk menjaga hubungan interpersonal dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan). 2. Peserta didik dapat mempelajari contoh kartu ucapan selamat ulang tahun untuk Lina 3. Peserta didik dapat menyalin salah satu contoh kartu ucapan selamat ulang tahun untuk Lina dengan hiasan yang berbeda		
KEGIATAN PEMBELAJARAN		
PENDAHULUAN	<ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka melalui WA dan berdoa untuk memulai pembelajaran. ❖ Materi yang akan dipelajari oleh siswa adalah: Mempelajari contoh kartu ucapan selamat ulang tahun untuk Lina ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung 	5 Menit
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Guru mengupload slide PPT dan audio tentang greeting card dan peserta didik mengamati contoh kartu ucapan selamat ulang tahun untuk Lina (hal 67) ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan, yang berkaitan dengan materi/gambar yang terdapat pada buku siswa atau yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang Mempelajari contoh kartu ucapan selamat ulang tahun untuk Lina ❖ Secara individu peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab, cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. ❖ Peserta didik diminta untuk mengidentifikasi bagian-bagian dari kartu ucapan ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang Mempelajari contoh kartu ucapan selamat ulang tahun untuk Lina 	50 Menit
PENUTUP	<ul style="list-style-type: none"> ❖ Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. ❖ Meminta peserta didik untuk selalu bersemangat dalam menuntut ilmu (penumbuhan karakter semangat menuntut ilmu). ❖ Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 	5 Menit
Refleksi dan Konfirmasi		
Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.		
PENILAIAN		
SIKAP	PENGETAHUAN	KETERAMPILAN
1. Menggunakan bahasa yang baik dan benar. 2. Tanggung jawab terhadap pekerjaan, disiplin dalam waktu.	1. Mengidentifikasi bagian-bagian dari kartu ucapan 2. Menganalisis kartu ucapan untuk beberapa kondisi yang berbeda	1. Membuat kartu ucapan selamat ulang tahun untuk Lina dengan hiasan yang berbeda 2. Membuat kartu ucapan untuk beberapa kondisi yang berbeda Tugas dikumpulkan melalui UKLine.

Mengetahui
 Kepala SMPN 5 Karanganyar
Drs. Wardoyo, M.Pd.
 NIP.19640508 198903 1 006

Karanganyar,
 Guru Mata Pelajaran
Sri Setyawati, S.Pd.
 NIP.19660928 200604 2 007

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP N 5 Karanganyar Kelas : VIII/Ganjil
 Mata Pelajaran : Bahasa Inggris Alokasi Waktu : 2X30 Menit
 Materi : Countable and uncountable noun Sub Materi : Menyatakan tentang keberadaan orang, benda, dan binatang dalam jumlah yang tertentu dan tidak tertentu

TUJUAN PEMBELAJARAN		
1. Peserta didik dapat menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks interpersonal lisan dan tulis tentang menyatakan keberadaan orang, benda, dan binatang dalam jumlah yang tertentu dan tidak tertentu sesuai dengan konteks penggunaannya 2. Peserta didik dapat mengidentifikasi keberadaan orang, benda, dan binatang dalam jumlah yang tertentu dan tidak tertentu 3. Peserta didik dapat membuat kalimat sederhana terkait keberadaan orang, benda, dan binatang dalam jumlah yang tertentu dan tidak tertentu		
KEGIATAN PEMBELAJARAN		
PENDAHULUAN	<ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka melalui WA dan berdoa untuk memulai pembelajaran. ❖ Materi yang akan dipelajari oleh siswa adalah: <i>Penyebutan perbedaan countable noun, uncountable noun, plural, and singular noun.</i> ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung 	5 Menit
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Peserta didik diberi bahan bacaan dalam bentuk dokumen terkait kata benda yang dapat dihitung dan tidak dapat dihitung beserta jamak dan tunggal. ❖ Peserta didik mengamati dan mencatat terkait materi kata benda yang dapat dihitung dan tidak dapat dihitung beserta jamak dan tunggal dalam bahan bacaan yang terlampir. ❖ Peserta didik membuat kalimat sederhana dari kata benda yang dapat dihitung dan tidak dapat dihitung beserta jamak dan tunggal sesuai konteks bacaan yang terlampir ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang materi kata benda yang dapat dihitung dan tidak dapat dihitung beserta jamak dan tunggal ❖ Secara individu peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab, cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. ❖ Peserta didik melaporkan hasil kerjanya melalui Whatsapp (WA) ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan terkait perbedaan kata benda yang dapat dihitung dan tidak dapat dihitung beserta jamak dan tunggal 	50 Menit
PENUTUP	<ul style="list-style-type: none"> ❖ Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. ❖ Meminta peserta didik untuk selalu bersemangat dalam menuntut ilmu (penumbuhan karakter semangat menuntut ilmu). ❖ Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 	5 Menit
Refleksi dan Konfirmasi		
Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.		
X PENILAIAN		
SIKAP	PENGETAHUAN	KETERAMPILAN
1. Menggunakan bahasa yang baik dan benar. 2.. Tanggung jawab terhadap pekerjaan, disiplin dalam waktu.	1. Mengidentifikasi dan menganalisis benda-benda sekitar berdasarkan jumlahnya	1. Membuat kalimat sederhana terkait benda-benda yang dapat dihitung dan tidak dapat dihitung beserta jamak dan tunggal. Tugas dikumpulkan melalui UKLine.

Mengetahui
 Kepala SMPN 5 Karanganyar
Drs. Wardoyo, M.Pd.
 NIP.19640508 198903 1 006

Karanganyar,
 Guru Mata Pelajaran
Sri Setyawati, S.Pd.
 NIP.19660928 200604 2 007

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP N 5 Karanganyar
 Kelas : VIII/Ganjil
 Mata Pelajaran : Bahasa Inggris
 Materi : Describing animals
 Alokasi Waktu : 2X30 Menit
 Sub Materi : Memberi informasi terkait susunan teks deskripsi tentang hewan

TUJUAN PEMBELAJARAN		
1. Peserta didik dapat menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks interpersonal lisan dan tulis tentang memberi informasi terkait susunan teks deskripsi tentang hewan sesuai dengan konteks penggunaannya 2. Peserta didik dapat mengidentifikasi ciri-ciri umum dan khusus binatang dengan tepat 3. Peserta didik dapat membuat teks sederhana tentang hewan sesuai struktur generiknya		
4. KEGIATAN PEMBELAJARAN		
PENDAHULUAN	<ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka melalui WA dan berdoa untuk memulai pembelajaran. ❖ Materi yang akan dipelajari oleh siswa adalah: Menuliskan susunan generic teks deskripsi tentang hewan ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung 	5 Menit
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Peserta didik diberi bahan bacaan dalam bentuk dokumen terkait susunan teks deskripsi tentang hewan ❖ Peserta didik mengamati dan mencatat terkait materi ciri-ciri umum dan khusus binatang beserta susunan generic teks deskripsi dalam bahan bacaan yang terlampir. ❖ Peserta didik membuat teks sederhana tentang hewan sesuai struktur generiknya sesuai konteks bacaan yang terlampir ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang materi ciri-ciri umum dan khusus binatang beserta susunan generic teks deskripsi ❖ Secara individu peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab, cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. ❖ Peserta didik melaporkan hasil kerjanya melalui Whatsapp (WA) ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan terkait ciri-ciri umum dan khusus binatang beserta susunan generic teks deskripsi 	50 Menit
PENUTUP	<ul style="list-style-type: none"> ❖ Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. ❖ Meminta peserta didik untuk selalu bersemangat dalam menuntut ilmu (penumbuhan karakter semangat menuntut ilmu). ❖ Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 	5 Menit
Refleksi dan Konfirmasi	Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.	
PENILAIAN		
SIKAP	PENGETAHUAN	KETERAMPILAN
1. Menggunakan bahasa yang baik dan benar. 2.. Tanggung jawab terhadap pekerjaan, disiplin dalam waktu.	1. Menganalisis susunan generic teks deskripsi tentang hewan	1. Membuat teks sederhana tentang hewan sesuai struktur generiknya Tugas dikumpulkan melalui UKLine.

Mengetahui
 Kepala SMPN 5 Karanganyar

Drs. Wardoyo, M.Pd.
 NIP.19640508 198903 1 006

Karanganyar,
 Guru Mata Pelajaran

Sri Setyawati, S.Pd.
 NIP.19660928 200604 2 007

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP N 5 Karanganyar
 Kelas/Semester : VIII/Ganjil
 Mata Pelajaran : Bahasa Inggris
 Materi : Suggestion and obligation
 Alokasi waktu : 2X30 Menit
 Sub Materi : (1)memberikan saran dan himbauan dan (2) menyatakan aturan dan keharusan,

TUJUAN PEMBELAJARAN		
1. Peserta didik dapat menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksitransaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya 2. Peserta didik dapat membuat saran agar menjadi manusia dan peserta didik yang lebih baik 3. Peserta didik dapat menjelaskan teks lisan dan tulis untuk (1) memberikan sarandan himbauan dan (2) menyatakan aturan dan keharusan , serta responnya.		
KEGIATAN PEMBELAJARAN		
PENDAHULUAN	<ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka melalui WA dan berdoa untuk memulai pembelajaran. ❖ Materi yang akan dipelajari oleh siswa adalah: We will learn how to make a rule and obligation. ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung 	5 Menit
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Guru memberikan stimulus berupa masalah dengan audio (voice note) dan PPT untuk diamati dan disimak peserta didik melalui kegiatan membaca, mendengarkan, mengamati situasi atau melihat gambar, dan lain-lain. ❖ Peserta didik untuk membaca dan memahami instruksi untuk kegiatan We will read to each other the teacher's advice to use more English with each other. ❖ Peserta didik diminta membuat contoh aturan dalam kehidupan sehari-hari ❖ Peserta didik melaporkan hasil kerjanya melalui Whatsapp (WA). ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang membuat contoh aturan dan kewajiban dalam kehidupan sehari-hari. 	50 Menit
PENUTUP	<ul style="list-style-type: none"> ❖ Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. ❖ Meminta peserta didik untuk selalu bersemangat dalam menuntut ilmu (penumbuhan karakter semangat menuntut ilmu). ❖ Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 	5 Menit
Refleksi dan Konfirmasi		
Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.		
PENILAIAN		
SIKAP	PENGETAHUAN	KETERAMPILAN
1. Menggunakan bahasa yang baik dan benar. 2. Tanggung jawab terhadap pekerjaan, disiplin dalam waktu.	1. Membuat aturan yang harus dilakukan oleh siswa dalam kehidupan sehari-hari untuk menjadi siswa yang lebih baik dan orang yang lebih baik. 2. Membuat aturan agar menjadi manusia dan peserta didik yang lebih baik.	1. Menulis contoh aturan dan kewajiban yang dilakukan dirumah dan mengirimkannya dalam bentuk file foto ke WA

Mengetahui

Kepala SMPN 5 Karanganyar

Drs. Wardoyo, M.Pd.

NIP.19640508 198903 1 006

Karanganyar,

Guru Mata Pelajaran

Kusnul Chotimah, S.Pd.

NIP.19700326 199702 2 002

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP N 5 Karanganyar Kelas : VIII/Ganjil
 Mata Pelajaran : Bahasa Inggris Alokasi Waktu : 2X30 Menit
 Materi : Preposition of place Sub Materi : Memberi dan menerima informasi terkait keberadaan orang, benda, dan binatang menggunakan kata depan yang menunjukkan tempat

TUJUAN PEMBELAJARAN		
1.. Peserta didik dapat menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks interpersonal lisan dan tulis tentang memberi dan menerima informasi terkait keberadaan orang, benda, dan binatang menggunakan kata depan yang menunjukkan tempat sesuai dengan konteks penggunaannya 2. Peserta didik dapat mengidentifikasi penggunaan kata depan yang menunjukkan tempat terkait keberadaan orang,benda, dan binatang dengan tepat 3. Peserta didik dapat membuat kalimat sederhana terkait keberadaan orang, benda, dan binatang menggunakan kata depan yang menunjukkan tempat		
KEGIATAN PEMBELAJARAN		
PENDAHULUAN	<ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka melalui WA dan berdoa untuk memulai pembelajaran. ❖ Materi yang akan dipelajari oleh siswa adalah: Menerapkan penggunaan “there is” dan “there are” terkait keberadaan binatang dengan tepat ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung 	5 Menit
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Peserta didik diberi bahan bacaan dalam bentuk dokumen terkait penggunaan <i>there is</i> dan <i>there are</i> yang menunjukkan keberadaan binatang ❖ Peserta didik mengamati dan mencatat terkait materi penggunaan <i>there is</i> dan <i>there are</i> yang menunjukkan keberadaan binatang dalam bahan bacaan yang terlampir. ❖ Peserta didik membuat kalimat sederhana dalam penggunaan <i>there is</i> dan <i>there are</i> yang menunjukkan keberadaan binatang sesuai konteks bacaan yang terlampir ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang materi penggunaan <i>there is</i> dan <i>there are</i> yang menunjukkan keberadaan binatang ❖ Secara individu peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab , cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. ❖ Peserta didik melaporkan hasil kerjanya melalui Whatsapp (WA) ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan terkait penggunaan <i>there is</i> dan <i>there are</i> yang menunjukkan keberadaan binatang 	50 Menit
PENUTUP	<ul style="list-style-type: none"> ❖ Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. ❖ Meminta peserta didik untuk selalu bersemangat dalam menuntut ilmu (penumbuhan karakter semangat menuntut ilmu). ❖ Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 	5 Menit
Refleksi dan Konfirmasi		
Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.		
PENILAIAN		
SIKAP	PENGETAHUAN	KETERAMPILAN
1. Menggunakan bahasa yang baik dan benar. 2.. Tanggung jawab terhadap pekerjaan, disiplin dalam waktu.	1.. Mengidentifikasi dan menganalisis penggunaan <i>there is</i> dan <i>there are</i> pada bacaan teks tentang hewan	1. Membuat kalimat sederhana penggunaan <i>there is</i> dan <i>there are</i> yang menunjukkan keberadaan binatang Tugas dikumpulkan berupa foto dan dikirim ke Wa guru.

Mengetahui
 Kepala SMPN 5 Karanganyar
Drs. Wardoyo, M.Pd.
 NIP.19640508 198903 1 006

Karanganyar,
 Guru Mata Pelajaran
Kusnul Chotimah, S.Pd.
 NIP.19700326 199702 2 002

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP N 5 Karanganyar
 Kelas : VIII/Ganjil
 Mata Pelajaran : Bahasa Inggris
 Materi : Describing animals
 Alokasi Waktu : 2X30 Menit
 Sub Materi : Memberi informasi terkait susunan teks deskripsi tentang hewan

TUJUAN PEMBELAJARAN		
1.. Peserta didik dapat menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks interpersonal lisan dan tulis tentang memberi informasi terkait susunan teks deskripsi tentang hewan sesuai dengan konteks penggunaannya 2. Peserta didik dapat mengidentifikasi ciri-ciri umum dan khusus binatang dengan tepat 3. Peserta didik dapat membuat teks sederhana tentang hewan sesuai struktur generiknya		
KEGIATAN PEMBELAJARAN		
PENDAHULUAN	<ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka melalui WA dan berdoa untuk memulai pembelajaran. ❖ Materi yang akan dipelajari oleh siswa adalah: Menuliskan susunan generic teks deskripsi tentang hewan ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung 	5 Menit
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Peserta didik diberi bahan bacaan dalam bentuk dokumen terkait susunan teks deskripsi tentang hewan ❖ Peserta didik mengamati dan mencatat terkait materi ciri-ciri umum dan khusus binatang beserta susunan generic teks deskripsi dalam bahan bacaan yang terlampir. ❖ Peserta didik membuat teks sederhana tentang hewan sesuai struktur generiknya sesuai konteks bacaan yang terlampir ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang materi ciri-ciri umum dan khusus binatang beserta susunan generic teks deskripsi ❖ Secara individu peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab , cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. ❖ Peserta didik melaporkan hasil kerjanya melalui Whatsapp (WA) ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan terkait ciri-ciri umum dan khusus binatang beserta susunan generic teks deskripsi 	50 Menit
PENUTUP	<ul style="list-style-type: none"> ❖ Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. ❖ Meminta peserta didik untuk selalu bersemangat dalam menuntut ilmu (penumbuhan karakter semangat menuntut ilmu). ❖ Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 	5 Menit
Refleksi dan Konfirmasi	Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.	
PENILAIAN		
SIKAP	PENGETAHUAN	KETERAMPILAN
1. Menggunakan bahasa yang baik dan benar. 2.. Tanggung jawab terhadap pekerjaan, disiplin dalam waktu.	1. Menganalisis susunan generic teks deskripsi tentang hewan	1. Membuat teks sederhana tentang hewan sesuai struktur generiknya Tugas dikumpulkan berupa foto dan dikirim ke Wa guru.

Mengetahui
 Kepala SMPN 5 Karanganyar

Drs. Wardoyo, M.Pd.
 NIP.19640508 198903 1 006

Karanganyar,
 Guru Mata Pelajaran

Kusnul Chotimah, S.Pd.
 NIP.19700326 199702 2 002