THE IMPLEMENTATION OF CHARACTER BUILDING IN ENGLISH SUBJECT AT JUNIOR HIGH SCHOOL 3 MALANG

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ABSTRACT: This study was aimed to describe how the teachers develop and implement character building in English Subject at Junior High School 3 Malang. The data were obtained by conducting a document study, observations and interviews. The results of this study showed that 12 character values were found in 6 lesson plans studied. The character values were mentioned in a special sub-title and two teachers elaborated the values in the learning activities. From the observations, only teacher A taught the character values by using direct statements. The other two teachers tended to integrate the teaching of the values in the activities.

Keywords: character building, English subject, Junior High School 3 Malang.

Moral degradation in Indonesia has become a greater concern of the society recently. Education plays an important role in addressing the issue with the integration of character building.

Character education is a national movement in creating schools that foster ethical, responsible and caring young people by modeling and teaching good characters through emphasis on universal values that we all share. It is the intentional and proactive effort done by schools, districts and states to instill the students about ethical values such as caring, honesty, fairness, responsibility and respect for self and others. Character education is not a “quick fix” (Character Education Partnership, 2005:151). It means that character education is a long term project that needs support from all parties to reach the goal. In order to teach the character values, character building needs an actor. Here, teachers play an important role to teach those values. Teachers must be able to find ways to implement the character building in teaching and learning process.

Character building in education is a program that has been socialized by the government since 2010. All schools in Indonesia are required to implement this program. In line with the government’s regulation, there are 20 character values to be developed (Kemendiknas, 2010a). They are religiousity (religius),
honesty (jujur), responsibility (bertanggung jawab), healthy lifestyle (bergaya hidup sehat), disciplined (disiplin), hardwork (kerja keras), confidence (percaya diri), entrepreneurship (berjiwa kewirausahaan), logical, critical, creative, and innovative thinking (berpikir logis, kritis, kreatif, dan inovatif), independence (mandiri), curiousity (ingen tahu), joyfulness of reading (gemar membaca), cooperativeness (kerja sama), obedience (patuh), respect (menghargai), courtesy (kesopanan), democratic (demokratis), environmental care (cinta lingkungan), nationalism (nasionalis), and respect for diversity (menghargai keberagaman). The government has also launched the mapping of character values to be developed in each subject. For English, there are six character values, that is, respect for diversity (menghargai keberagaman), courtesy (sopan santun), confidence (percaya diri), independence (mandiri), cooperativeness (kerja sama), and obedience (patuh) (Kemendiknas: 2010a).

Based on Kemendiknas (2010b) the aim of character building is to improve the quality of implementation and outcomes of education in forming students’ character or moral as a whole, integrated, and balanced. Through the implementation of character building, the students are expected to be individuals who live in line with Indonesian ideology, Pancasila.

Character education leads to the establishment of school culture, that underlines the attitudes, traditions, habits, and symbols practiced by all stakeholders of the school and its surrounding communities (Kemendiknas, 2010b:8). Therefore, character education is expected to support the construction of Indonesia’s new generation.

Basically, character values are not taught directly, but they are integrated in the teaching and learning process, self-development activity and school culture (Kemendiknas, 2010b). Therefore, teachers and all school citizens should integrate those values into the existing curriculum, syllabus, and lesson plan. Based on Kemendiknas (2010b), there are three principles employed in implementing character building in school so that the students know and accept the character values as theirs and they become responsible for the values.

The first principle is continuity. It means that the process of implementing character values is a long-term process, starting from the very beginning to the
very end of an education stage. The second principle is that the character values are integrated in all subject matters, self-development activities, and the school cultures. It means that the character values are integrated in every subject, in every intra-curricular and extra-curricular activities. The third principle is that the character values are not concept that should be taught discretely. Those values will also not be asked in the test. They are integrated in the class activities. However, the students need to be aware that they are in the process of developing character values.

English becomes the most-learned foreign language in Indonesia. It is a compulsory subject that is taught from the lower education level to the higher education level. Language is beneficial to teach good character by using good words and expressing the words in a good way. Therefore, character values can be developed through English subject. The character values development through English subject is expected to give a positive impact to the children and nation development.

Before integrating character values in teaching and learning process, the teacher should design lesson plans with character building included. As Jensen (2001) states, a lesson plan is an extremely useful tool that serves as a combination guides, resource, and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, our goals for our students. The goals were not only in cognitive domain, but also in affective domain. Therefore, in order to implement character building in the teaching and learning process the adaptation of lesson lesson plan is needed. The adaptation can be done by adding or modifying learning steps, indicator, and assessment technique so that character values can be implemented in teaching and learning process (Kemendiknas, 2010).

Some studies that have been done in other subjects by Budiastuti (2010), Rosalina (2011), and Yulianti (2011) showed that character building was implemented in teaching and learning process. The first study conducted by Budiastuti (2010) found that in the fashion design class at Vocational High School 6 Jogjakarta, the character building has been implemented. The character values integrated were religiously, honesty, enterpreneurship, creativity, and
responsibility since the students frequently work in studio and directly deal with customers. The next study carried out by Rosalina (2011) shows that the teachers in Gugus 4, Kecamatan Batujajar, Kabupaten Bandung Barat have already designed lesson plans with character values included. However, in the implementation of character building in the classroom, the teachers did not develop activities that accommodate the implementation of character building.

The other study by Yulianthi (2011) shows that the implementation of character building in English subject at Laboratory Junior High School of State University of Malang went well. However, the study shows that the teachers tended not to insert the character values in the lesson plan. The teachers preferred to implement the character values directly than develop character values in the lesson plan.

Concerning this matter, the researcher decided to analyze the implementation of character building in English language teaching at Junior High School 3 Malang. Since this school is considered a good school in Malang, the results of this study are expected to give a model of character building implementation.

**METHOD**

This research was aimed to investigate the implementation of character building in English subject. Thus, this research is qualitative. This study uses descriptive qualitative research since the setting and the data are natural. It means that there is no intervention from the researcher so that the events being observed are in the original condition (Bogdan & Biklen, 1992:92).

As proposed by Bogdan & Biklen there are five characteristics of qualitative research. First, it has the natural setting as the direct source of data and the researcher is the key instrument. In this study, the researcher entered the class and sat on the back row. The presence of the researcher did not affect the natural condition of the class, since the students in this school have been used to being observed by many researchers. Second, qualitative research is descriptive. The data collected is in the form of words or pictures rather than number. Three, it is concerned with process rather than simply with outcomes or products.
Fourth, it tends to analyze the data inductively. Fifth, “Meaning” is essential to qualitative research.

The study was conducted at Junior High School 3 Malang, located at Jalan Dr. Cipto 20, Malang, East Java. The setting was chosen based on some considerations. First, the school has implemented character building immediately after the character building program was launched by the government in 2010. It is shown by the mission and vision of this school that are oriented toward implementing the character building. Second, the school is considered the best junior high school in Malang based on the input and output rank (Diknas Kota Malang: 2012). As the best Junior High School in Malang, this school is required to have high quality in human resources, school facilities, and teaching and learning process. Third, English is taught six hours in a week at this school. In line with the principle of character building released by Kemendiknas (2010), character building is a habituation process. From the explanation above, English teaching and learning process in this school is a perfect medium to implement character values, so it can be a model of character building implementation for other schools.

The subjects of the study were the English teachers of Junior High School 3 Malang. In this research, the teachers were assigned as Teacher A, Teacher B, and Teacher C. Teacher A and Teacher C are females, and Teacher B is a male. Teacher A and Teacher C were certified teachers, while Teacher B is still a junior teacher. Teacher A has attended a seminar dealing with character building, while Teacher B and Teacher C have not. The researcher took the English teachers from grade VII and VIII as the subjects because of several considerations. First, the teachers were chosen by the school authority. The English teachers’ coordinator in the school permitted the researcher to conduct research with two English teachers from grade VII and one English teacher from grade VIII. Second, the researcher could not conduct the research with English teachers from grade IX because they had to prepare the students for National Examination.

In obtaining the data, the researchers did document study, observations and interviews. The document studied was the teachers’ lesson plans. The researcher investigated whether character building was mentioned in the lesson
plans or not. In the document study, the researcher used a checklist made based on Panduan Pendidikan Karakter released by Kemendiknas (2010a). Then the researcher compared the lesson plans to the teaching and learning process in the classrooms.

The observations were conducted from January 17th until 29th, 2013. In order to know the natural condition of the implementation of character building in English subject, the researcher did two observations for each teacher. The participants of this research were 6 classes taught by the three English teachers. The classes consist of four classes of VII graders and two classes of VIII graders. The researcher used non participant observation in this study. The researcher did not actively participate in the teaching and learning process to keep the natural and original condition during the observation. During the observation process, the researcher sat on the back row and made field notes to record the activities in the class. The field notes dealt with the character building in English teaching and learning process. It could be seen through how the teacher taught the character values and what character values that appeared during the teaching and learning process. The field note form is provided in Table 1.

**Table 1 The Field Note Form**

<table>
<thead>
<tr>
<th>Character values in lesson plan</th>
<th>Learning activity</th>
<th>Teacher’s activity</th>
<th>Students’ activity</th>
<th>Possible character values to be implemented</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As seen above, the field note was in the form of table containing five columns. They were character values that appeared in the lesson plan, learning activities, teacher’s activities, students’ activities, and possible character values to be implemented in class, and notes. The second column was divided into three rows: pre activity, main activity, and post activity. In order to know the implementation of character building in the teaching and learning activity, the researcher wrote down the activities in that field note form in details. Basically, the interview was used to obtain the data from the English teachers to support and crosscheck the findings through the observations. In order to conduct an
effective interview, an interview guide was needed to control the questions and answers in discussion. In this study, there were 8 questions given to the subjects.

Question number 1 was made to figure out the teacher’s background knowledge about character building. Question number 2 concerned the teacher’s experience in joining training or workshop about character building. Question number 3 was made to dig up the teacher’s opinion toward the implementation of character building in English subject. Question number 4 to 8 related to the implementation of character building in English subject.

The data of this study were analyzed qualitatively and reported descriptively. The data obtained from the observations and interviews were analyzed by using an analysis procedure suggested by Miles and Huberman in Brymann and Burgess (1994). In the process of data analysis, the data collected were first reduced and categorized into relevant and irrelevant data. Relevant data are data which can be used to support the study, while irrelevant data are the data which did not give meaningful contribution to the study. The relevant data were analyzed and the irrelevant data were eliminated. The next step was data display. It was conducted by identifying, classifying, arranging, and clarifying the data.

Identification was done by recognizing and checking the data. Then, the data were classified and arranged based on the research questions. The data from the lesson plan were obtained by reading the lesson plan thoroughly and selecting the appropriate data. Then the data were clarified with the English teachers. At last, the results of the analysis were reported descriptively.

FINDINGS

Findings from the Document Study

Before doing the observations, the researcher analyzed the lesson plans from the three English teachers. The researcher assigned them as teacher A, teacher B, and teacher C. The researcher took 2 samples of lesson plans from each teacher; therefore, the researcher got 6 lesson plans in total.

The Character Values within Teacher A’s Lesson Plans

From the analysis of the lesson plans given by Teacher A, the researcher found some characters that were planned to be implemented by the teacher. In
the first lesson plan given by teacher A, the researcher found the values of confidence, appreciation, responsibility, and innovative and critical thinking. The second lesson plan given by teacher A contains the values of confidence, creativity, responsibility, open-mindedness, and discipline. However, some of the values were not included in the character values launched by the government. Those values were appreciation and open-mindedness.

Teacher A mentioned the character values in a special point in the lesson plans after the point “Instructional Objectives.” However, the researcher could not find the elaboration of character values in the “Learning Activities” point. Teacher A designed the “Learning Activities” in the form of table containing four columns. The first column was kinds of activities, teacher’s activities, students’ activities, and time. Teacher A did not provide special column for character values.

**The Character Values within Teacher B’s Lesson Plans**

From the analysis of the lesson plans given by Teacher B, the researcher found some characters that were planned to be implemented by the teacher. The first lesson plan contained the values of confidence, logical thinking, criticalness, creativity, and innovativeness, responsibility, and open-mindedness. The second one contained values of confidence, politeness, responsibility, activeness, and cooperativeness.

Teacher B mentioned the character values in a special point in the lesson plan after the point “Indicator”. The researcher could also find the elaboration of character values in the “Learning Activities” point. Teacher B also designed the “Learning Activities” in the form of table. Different from Teacher A, Teacher B provided a special column for character values. The table contained 4 columns, for steps, activities, time allotment, and character values.

**The Character Values within Teacher C’s Lesson Plans**

If the first two teachers inserted plenty of character values for their lesson plans, teacher C only mentioned several dominant character values in her lesson plans. For the first meeting, she designed a lesson plan with two character values. They were “activeness” and “confidence,” while for the second meeting, the
character values in her lesson plan were activeness, confidence, and cooperativeness.

As we can see from the lesson plan above, Teacher C mentioned the character values in a special point after the point “Indicator”. The researcher could also find the elaboration of character values in the “Learning Activities” point. Teacher C also designed the “Learning Activities” in the form of table. Similar to teacher B, Teacher C provided a special column for character values. The table contained 4 columns, each of which for steps, activities, time allotment, and character values.

From the six lesson plans provided by Teacher A, Teacher B, and Teacher C, the researcher found 12 character values. The most frequent was confidence, and the less frequent were logical thinking, politeness, respect, and discipline. Table 2 summarizes the values contained within the lesson plans.

**Table 2 The Character Values Appearing in the Lesson Plans**

<table>
<thead>
<tr>
<th>No.</th>
<th>Character Values Planned in the Lesson Plan</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Confidence</td>
<td>6 x</td>
</tr>
<tr>
<td>2.</td>
<td>Responsibility</td>
<td>4 x</td>
</tr>
<tr>
<td>3.</td>
<td>Activeness</td>
<td>3 x</td>
</tr>
<tr>
<td>4.</td>
<td>Innovativeness</td>
<td>2 x</td>
</tr>
<tr>
<td>5.</td>
<td>Criticalness</td>
<td>2 x</td>
</tr>
<tr>
<td>6.</td>
<td>Creativity</td>
<td>2 x</td>
</tr>
<tr>
<td>7.</td>
<td>Open-mindedness</td>
<td>2 x</td>
</tr>
<tr>
<td>8.</td>
<td>Cooperativeness</td>
<td>2 x</td>
</tr>
<tr>
<td>9.</td>
<td>Logical Thinking</td>
<td>1 x</td>
</tr>
<tr>
<td>10.</td>
<td>Politeness</td>
<td>1 x</td>
</tr>
<tr>
<td>11.</td>
<td>Appreciating (respect)</td>
<td>1 x</td>
</tr>
<tr>
<td>12.</td>
<td>Discipline</td>
<td>1 x</td>
</tr>
</tbody>
</table>

**Findings from the Observations**

After analyzing the lesson plans, the researcher did the observations to see the implementation of character building in English teaching and learning process. All observations were conducted in two meetings for each teacher. Each meeting was 90 minutes. Each observation was conducted in different classes handled by the teachers to make the findings more specific and accurate.

**Character Values Taught in Teacher A’s Classes**

The researcher observed Teacher A’s class twice. The first observation was done on Thursday, January 17th 2013. The class observed was Class 8.2.
The lesson took place in the first and second period. In the first meeting, the topic was the statements of agreement, disagreement, asking for and giving opinion. During this meeting, Teacher A taught the character values of creativity, confidence, courtesy, religiosity, respect, cooperativeness, criticalness, and hard work.

The second observation was done on Monday, January 25th, 2013. The class observed was Class 8.6. This meeting also took place in the first and second period. In this second meeting, the topic was announcement and invitation. During the meeting, she taught the character values of courtesy, discipline, environmental care, cooperativeness, hard work and respect.

*The Way Teacher A Taught the Character Values*

In the first meeting, Teacher A taught the students the expression of agreement, disagreement, asking for, and giving opinion. The class took place in the first and second period. In the beginning of the lesson, the students prayed and greeted the teacher. The character values of religious and courtesy were inherent in the praying and reading activities. Before discussing the topic, the teacher suggested the students to be creative and confident during the lesson. Here, the teacher taught the values of creativity and confidence by using direct statement.

The skill taught at that meeting was listening skill. However, the teacher did not teach in the language laboratory. She taught listening by reading aloud some sentences twice and asking the students to write whether the statements were agreement or disagreement. The values of respect and hard work were inherent in the activity. After that, the students were asked to discuss the answers with a partner. The character values of cooperativeness and criticalness were not directly stated, but inherent in asking the students to do the task. After some minutes, the teacher asked the students to read aloud the answers voluntarily. The students raised their hands enthusiastically. The teacher then pointed some students and the students answered the questions confidently.

In the next activity, the teacher gave a worksheet containing material for the topic of asking for and giving opinion. The teacher asked the students’ opinion about ants. The students raised their hands enthusiastically to get the
opportunity to answer that ant is a diligent and hard working animal. Here, the students inferred the value of hardworking. Afterward, the teacher taught the value of hardworking by using direct statement in encouraging the students to be diligent and work hard too in studying in order to gain success.

The teacher then read aloud a conversation and asked the students to repeat after her. The students worked with their partners and answered some questions related to the conversations. The values of cooperativeness and criticalness were inherent in the activity. After that, the students raised their hands enthusiastically and read aloud the answers confidently. The last learning activity for that day’s lesson was the students’ making summary from the material showed in the power point slides.

In the post activity, the teacher gave homework to the students to make a conversation containing the expressions of agreement, disagreement, asking for, and giving opinion. Before ending the lesson, the teacher asked whether the students found difficulties or not during the lesson. The teacher greeted the students to end the lesson.

In the second observation, the teacher explicitly built the values of discipline and environmental care in the beginning of the lesson as stated before. By the time the students finished the praying, the teacher gave advice to the students to always be ready for the lesson right after the bell rang. After that, the teacher also reminded the students to always keep the classroom clean. At this point, the values of discipline and environmental care were not directly stated but inherent in asking the students to clean the classroom before the lesson started.

The topic for the lesson was announcement and invitation. The teacher introduced the topic by using real objects and asking the students one by one whether they had ever received an invitation card. Subsequently, the teacher showed a slide containing an example of announcement and questions related to the text. One of the students read aloud the text while the others were listening. The teacher asked the students to work in pairs and answer the questions. The character value of cooperativeness was not directly stated, but it was inherent in the pair activity. Then the students raised their hands excitedly to answer the
questions loudly. In the middle of the discussion, the teacher personally gave advice to one student who did not pay attention to the lesson. After that, she gave advice to the whole class to work hard and pay attention to the lesson well. Here, Teacher A used direct statement to teach the character values of hard work and respect. Before ending the lesson for that day, the teacher gave homework to the students. Each student had to make a decorated invitation or announcement text.

**The Character Values Taught in Teacher B’s Classes**

The researcher also had two observations on Teacher B’s classes. The first observation was done in Class 7.3 on January 21st, 2013. The meeting that day took place on the third and fourth period. The topic for the lesson that day was descriptive text. From the first observation, the researcher found some values taught during the teaching learning process. The values that were implemented in the first meeting were courtesy, confidence, hard work, respect, and cooperativeness.

The second observation was done in Class 7.1 on January 29th, 2013. The lesson took place on the third and fourth period. Similar to the first meeting, Teacher B also taught descriptive text. In the second observation, Teacher B taught the values of courtesy, independence, respect, and confidence.

**The Way Teacher B Taught the Character Values**

In the first observation on Teacher B’s class, the text discussed was descriptive text. In the first observation, the topic was expressions of agreement, disagreement, asking for opinion and giving opinion. Before the lesson started, he greeted the students. Here, the character value of courtesy was not directly stated but inherent in the activity of greeting. After greeting and introducing the topic for that day’s lesson, the teacher showed power point slides containing learning material and explained it to the students, while the students jotted down some information on their notebooks. After explaining the material, the teacher gave some questions and the students answered the questions together.

The teacher then showed a video of Vanessa Mae, a violist from Singapore. After that, the teacher showed a slide containing the description of Mae and asked one student to read aloud the text. At this point, the value of confidence was integrated in asking the student to read aloud the text. Then the
teacher asked whether the students found some difficulties or not. The teacher gave a worksheet to the students and asked them to work together with their partners. By asking the students to do the worksheet in pairs, the values of cooperativeness and hard work were inherent. The teacher then asked the students to answer the questions loudly by raising their hands. The value of confidence was inherent in this activity. After that, the teacher asked each student to compose a question related to the text. The character values of hardwork and confidence were not directly stated but they were integrated in asking the students to compose a question and read it aloud. While one student read the question loudly, another student was asked to listen carefully, answer it and read his question to another friend. The values of respect and confidence were inherent in this activity. The teacher ended the lesson after asking the difficulties that the students encountered during the lesson.

The second observation with the teacher was held a week after the first observation. The lesson on that day began with greetings and reviewing the previous lesson. The value of courtesy was inherent in greeting activity. Then, the teacher asked the students some questions about descriptive text. One of the students then answered the questions loudly while the other students listened. In this activity, the values of confidence and respect were inherent. After this activity, the teacher gave a worksheet to each student and asked them to do the worksheet individually until the bell rang. At this point, Teacher A did not directly stated the character value of independence, but the value was inherent in asking the students to individually work on the worksheet. The teacher ended the lesson by collecting the students’ worksheet and greetings.

**The Character Values Taught in Teacher C’s Classes**

The researcher also had two observations in Teacher C’s classes. The first observation was done in Class 7.5 on January 25th, 2013. The meeting that day took place on the third and fourth period. The topic for the lesson that day was descriptive text. From the first observation, the researcher found some values taught during the teaching learning process. The values that were implemented in the first meeting were courtesy, religious, confident, respect for diversity, critical, logical, curiosity, and hard work.
The second observation was done in Class 7.6 on January 29th, 2013. The lesson took place on the first and second period. Similar to the first meeting, Teacher C also taught descriptive text in this meeting. In the second observation, Teacher C taught the values of confidence, cooperativeness, and discipline.

**The Way Teacher C Taught the Character Values**

In the beginning of the first meeting, the values of courtesy and religious were inherent in the pre-activity when the class were praying and greeting. After that, the teacher introduced the topic for the day's lesson, that is, spoken descriptive text about describing someone. Before coming to the speaking activity, the teacher began with some listening exercises to make the students get used to the vocabulary. The teacher played an audio file about body parts while the students do the worksheet. After that, the teacher and the students discussed the answers together. The value of confidence was inherent when the students read aloud the answers. Afterward, the teacher showed a picture of an actress. Together with the students, the teacher described the artist.

Next, the teacher gave the material containing vocabulary in describing people to the students and asked the students whether or not they found difficult words in the material. The teacher asked one student to come to the front and led the class to describe the student together. The value of respect for diversity was inherent during this activity. Afterward, the teacher played a guessing game with the class. She gave some clues about someone working in the school by describing the person’s appearance and asked the students to guess who the person is. The teacher implemented the values of criticalness, logical thinking and curiosity when she played the game with the class. Those values were not directly stated, but they were inherent in the game activity. Afterward, the teacher asked the students to make a description about one of their friends in their exercise book. For speaking assessment, the teacher called the students to the front one by one and asked them to describe one of their friends while the other students tried to guess the name of the person being described. Values of hard work, confidence, and curiosity were inherent through this activity. In the post-activity, the value of religiosity was inherent in reflection and praying.
activities.

In the second observation, the text discussed was still descriptive text. However the language skill developed was different. It was reading descriptive text with the topic *Hobbies*. Before starting the lesson, the teacher greeted the students. To start the lesson, the teacher showed a picture of gardening and the equipment needed in gardening. She taught the value of confidence in asking some students to mention the name of the tools loudly.

For the main activity, the value of cooperativeness was inherent in group activities. In groups, the students should do some reading exercises. In this activity, the values of cooperativeness was inherent. During the group activity, the teacher always mentioned how much time given to the students to do each task and asked the students to finish the task on time. Here, the values of discipline were inferred by the students and confirmed by the teacher. Afterward, the teacher and the students discussed the answers together. Before ending the lesson, the teacher and students made conclusions about the lesson. The lesson ended after greetings.

From the six observations, the researcher found some character values taught by Teacher A, Teacher B, and Teacher C. Table 3 presents the character values taught by the three teachers in six meeting.

**Table 3 Character Values Taught by Three Teachers**

<table>
<thead>
<tr>
<th>No.</th>
<th>Character Values Taught by Three Teachers</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Creativity</td>
<td>1 x</td>
</tr>
<tr>
<td>2.</td>
<td>Confidence</td>
<td>5 x</td>
</tr>
<tr>
<td>3.</td>
<td>Hard work</td>
<td>3 x</td>
</tr>
<tr>
<td>4.</td>
<td>Courtesy</td>
<td>6 x</td>
</tr>
<tr>
<td>5.</td>
<td>Religiosity</td>
<td>2 x</td>
</tr>
<tr>
<td>6.</td>
<td>Respect</td>
<td>4 x</td>
</tr>
<tr>
<td>7.</td>
<td>Cooperativeness</td>
<td>4 x</td>
</tr>
<tr>
<td>8.</td>
<td>Criticalness</td>
<td>3 x</td>
</tr>
<tr>
<td>9.</td>
<td>Discipline</td>
<td>2 x</td>
</tr>
<tr>
<td>10.</td>
<td>Environmental care</td>
<td>1 x</td>
</tr>
<tr>
<td>11.</td>
<td>Independence</td>
<td>1 x</td>
</tr>
<tr>
<td>12.</td>
<td>Respect for diversity</td>
<td>1 x</td>
</tr>
<tr>
<td>13.</td>
<td>Logical thinking</td>
<td>1 x</td>
</tr>
<tr>
<td>14.</td>
<td>Curiosity</td>
<td>1 x</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that during the six observations, the three English teachers taught 15 character values. The value taught most
frequently was courtesy and the least frequently taught values were creativity, environmental care, independence, respect for diversity, logical thinking, and curiosity. Those 15 values were taught in different ways. Some of the values were taught by using direct statements. Some other values were implicitly inherent in activities, not directly stated but inherent in asking the students to do something and inferred by the students then confirmed by the teacher. In teaching the character values, the teachers often did not state the character values directly, but they were inherent in some activities. This technique occurred 14 times in the six observations. The less frequently used technique to teach character values was making the students infer the values and confirm the values. This technique occurred only twice in the six observations.

DISCUSSION

Based on the findings on the document study, all teachers have designed lesson plans with character values. The values were confidence, responsibility, activeness, innovativeness, criticalness, creativity, open-mindedness, cooperativeness, logical thinking, courtesy, respect, and discipline. As Kemendiknas (2010) stated in Panduan Pendidikan Karakter untuk SMP, the Educational Authority has already mapped 6 character values for English subject for junior high school.

They are respect for diversity (menghargai keberagaman), courtesy (sopan santun), confidence (percaya diri), independence (mandiri), cooperativeness (kerja sama), and obedience (patuh) (Kemendiknas: 2010a). the lesson plan from Teacher A, Teacher B, and Teacher C covered 3 of those values. Among the six character values, the teachers planned to implement the character values of confidence, politeness, and cooperativeness.

In order to analyze the data from the observations, the researcher classified the data based on the teacher’s techniques for teaching character values. Some of the values were taught by using direct statements. Some other values were implicitly inherent in activities, not directly stated but inherent in asking students to do something and inferred by the students then confirmed by the teacher.
As stated by Kemendiknas (2010) in Panduan Pendidikan Karakter untuk SMP, it is important for the teacher to make the students realize that they are in the process of building good character. One way to make the students realize that they are in the process of character building is by teaching the character values using direct statements. From the observation result, only teacher A explicitly built the students’ character by using direct statement, while the other teachers did not. The values that were explicitly implemented by teacher A were only 4 values: confidence, creativity, hard work, and respect. Teacher A only explicitly implemented one value from the 6 values mapped for English: confidence.

From the explanation above, it is obvious that the character values implemented were not the same as those planned to be implemented by the three teachers. That was caused by a major factor. The factor was the teacher’s lack of knowledge in implementing the character values. From the interview results only teacher A had joined workshop about character building. The other two teachers had never joined any workshop and seminar dealing with the implementation of character building in English subject.

Teacher plays important roles in the implementation of character building. As stated in Panduan Pendidikan Karakter di SMP (2010: 50), teacher’s roles in implementing character building in the classroom are as facilitator, participant and motivator. Therefore, the teachers must possess enough knowledge and experience in terms of character building, especially for English subject. First, teacher’s lack of knowledge can be seen from the lesson plan designed. According to Panduan Pendidikan Karakter di SMP (Kemendiknas, 2010), before integrating character values in teaching and learning process, the teachers have to design lesson plans which include the character building. In order to implement character building in the teaching and learning process, the teacher should adapt the lesson plan. The adaptation can be done by adding or modifying learning steps, indicator, and assessment technique so that character values can be implemented in teaching and learning process. However, from the six lesson plan provided by three English teachers, the researcher could not find any modification of learning steps, indicator and assessment technique in the lesson plans.
A lesson plan is an extremely useful tool that serves as a combination guide, resource, and historical document reflecting our teaching philosophy, and more importantly our goals for the students (Jensen, 2001). If the teacher did not modify the learning steps, indicator and assessment technique, the goal of building the students’ character would be difficult to achieve.

In the classroom, only teacher A explicitly implemented the character building, while the other two teachers did not. From interview result, Teacher B believes that character building was already integrated in the teaching and learning activities. Similar to Teacher B, Teacher C also believes that the activities in teaching and learning process already involved the character values. Therefore, Teacher B and Teacher C consider that there is no need to use direct statements in teaching character values.

From the findings, it was true that the English teachers of Junior High School 3 Malang have already implemented character building in the classroom even though some of the character values planned and the values implemented in the classroom did not match. Some of the values failed to be implemented in classroom, and some values beyond the values planned were implemented during the teaching and learning process.

The implementation of character building in English subject of Junior High School 3 Malang did not fully meet the three principles of character building launched by the Educational Authority in 2010. First, the principle of continuity can be seen only from one character value mentioned in the lesson plan: confidence. The value of confidence appeared in all lesson plans designed by the three teachers. Yet, from the observation result, only teacher A who explicitly built the value of confidence in the teaching and learning process. The principle of integration of the character values in all subject matter, however, was already seen in the school. In the school every subject should integrate the character building. English is one of the subjects that must integrate the implementation of character building in the teaching and learning process. As seen from the interview result, the three teachers agreed that the implementation of character building in Junior High School 3 Malang was supported by the school’s stakeholders. The principal also regularly reminds
the teacher to always implement the character building in every subject. Concerning the third principle of character building, that is, developing the students’ awareness of the character values, from the findings and interview result, only Teacher A used direct statement to teach the character values, so the principle was not fully implemented by the three teachers.

Building human being’s character is not a simple task, since long process is needed. Therefore, this research did not discuss the assessment used by the teacher to measure the character building of the students. Besides, various approaches are needed to internalize the character values. Making the students realize that they are in the process of character building is also important so that it is possible for the students to assess themselves in the process of building their character. Therefore, teacher plays an important role to support the success of the implementation of character building in Indonesia.

CONCLUSIONS AND SUGGESTIONS

Dealing with the development of lesson plan that contains character building, it can be concluded that all three teachers have inserted character values in their lesson plans. The location of the character values were in a special sub-title below the “Indicator” sub-title. Unfortunately, the values that were mentioned in their lesson plans did not cover the six character values for English subject. Those values were not elaborated much in each learning activity in the learning procedure. Teacher B and C only distributed those values in main activity, while teacher A did not mention the values in the learning procedure. The three teachers also did not do any modification of learning steps, indicator and assessment technique in the lesson plan that indicated the implementation of character building.

Related to the implementation of character building in English subject, the teachers tended not to explicitly build students’ character by using direct statement. Only teacher A explicitly implemented the character values during teaching and learning process, whereas teacher B and teacher C did not implement the character values explicitly. Concerning the three principles of the implementation of character building launched by Educational Authority in
2010, the implementation of character building at Junior High School 3 Malang has not fully met the three principles since only one teacher who planned and explicitly implemented the character values while the other two teachers did not.

Based on the results of this study, the suggestions are primarily addressed to the Educational Authority, English teachers and future researchers who are interested in conducting similar topic of the study.

It is suggested that the Educational Authority give more guidance for the teachers to implement the character building well. The guidance can be given by holding more workshops and seminars regarding the implementation of character building. The workshops and seminars should cover how to design lesson plans and how to implement the character building in English subject well. The Educational Authority should also distribute the guidance books of the implementation of character building more widely, so that the teacher can access the book easier. The workshops, seminar and guidance books are important media for the teacher to gain more knowledge to build students character.

Next, it is suggested that the school help the teachers to gain more knowledge in terms of character building. The school should also evaluate the implementation of character building in the school. It is also suggested that the school continue supporting the implementation of character building.

English teachers are advised to gain more knowledge regarding how to develop lesson plans that contain character building. In gaining the knowledge, they can join seminars or at least read guidance books of the implementation of character building published by the Educational Authority. The knowledge they obtained can be a good reference to develop lesson plans containing character building and implement the values they have planned. It is also suggested for the teacher that they make the students realize that they are in the process of building characters, by using more direct statements in teaching character values, so that the students can sense the character building directly.

Further researchers are suggested to investigate other elements about the character building. They can possibly observe the material, techniques and
assessment used by the teacher in implementing character building in the classroom.

REFERENCES


