Student Teachers' Ways To Integrate Character Values In EFL Classroom

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Abstract: This article intends not to judge professional competence in delivering materials, but rather to explore the pedagogic competence in integrating character education in the process of teaching and learning English. The data source was from 3 students of English Study Program of Teacher Training Faculty of NHU who were in teaching practice program in the same school location. To collect the data, the researcher used documents of lesson plan and observation on teaching practices. The finding shows that there are 12 character values integrated in the teaching practices, namely: polite, confident, respectful, cooperative, critical, discipline, independent, communicative, curious, environmentalist, creative, and logical. Those 12 values were taught in different ways. Some of the values were taught explicitly, while some other values were implicitly inherent in activities. In conclusion the character values implemented are not the same as those planned to be implemented by the three student teachers.

I. INTRODUCTION

Character education fosters the development of ethical and responsible individuals by teaching them about the good values that people should have. It teaches the students the values of caring about other people, honesty, responsibility, and other important traits that make for an upstanding citizen.

The parents are not the only ones that need to be concerned in developing a student's character, the school and community should also have a role in this. These days, with most families, the children are often left alone with no one to guide them. This is why schools need to implement character education so that the students know the correct path they should walk on.

Good character consists of knowing the good, desiring the good, and doing the good – habits of the mind, habits of the heart, and habits of the action (Lickona, 1991: 51). The need for character education lies in the fact that a sustained process of teaching, being shown examples of good character, and constant by practicing what they learned is the things needed to instill good character traits in students. And since students spend most of their time at school, it is the perfect place to instill moral values in them.

The reason for teaching good character is to help prepare the students to face the many opportunities and unknown dangers that are in today's society. Character education gives the students the knowledge they need to know what these dangers in society are and deal with them properly.

Lickona (1991), an expert from Cortland University known as the Father of American Character Education, stated that future of a nation is heading to collapse if 10 troubling trends can be found among youth, as follows; rising youth violence; increasing dishonesty (lying, cheating, and stealing); growing disrespect for authority; peer cruelty; a resurgence of bigotry on school campuses, from preschool through higher education; a decline in the work ethic; sexual precocity; a growing self-centeredness and declining civic responsibility; an increase in self-destructive behavior; and ethical illiteracy.

The report by Samani & Hariyanto (2011) provided a surprising fact through national data of inappropriate behavior performed by students in 2010-2011. 180,000 students were truant every day for fear of bullies, more than one third of students reported if they were not safe at school; 54% of junior high school students and 70% of senior high school students admitted they did cheating during exams; and 47% of senior high school students also admitted they ever did shoplifting in department stores in recent 12 months. This fact has led the internalization of character education into all learning subjects is a must.

Given the importance of character education as abovementioned, the Government of the Republic of Indonesia also sees the essence of character education to be rebirthed and re-implemented in education system within the country. The Ministry of Education and Culture of the Republic of Indonesia is implementing its new

curriculum named 2013 Curriculum. Ginanto (2013), in Indonesia Focus Conference at the University of Pittsburgh, presented that one or the ultimate goal of this new curriculum is to improve the moral and character of the students. The spirit of the new curriculum obviously has a positive aims, however with the immature planning and socialization of its implementation; the new curriculum has led to some controversy. Meanwhile, the demands of the character reforms of the education system in Indonesia, and even in this world are pretty high; the dilemma of new curriculum implementation and the character education mandate is raised. In addition to the immature planning of the new curriculum, the readiness of the teachers as the front-liners of the curriculum implementer is believed as the most problem in implementing the new curriculum.

Character education is a program that has been socialized by the government of Indonesia since 2010. All school learning subjects in Indonesia are required to integrate this program, including English. Based on the Ministry of National Education (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, i.e. *Pancasila*.

As one of teacher training institutions existed in Indonesia, the English Study Program of Teacher Training and Education Faculty of Nommensen HKBP University (NHU) has regularly assigned the students of semester 7 and 8 to get experiences in real classroom as their teaching practices. They should have passed the prerequisite courses such as, TEFL, microteaching, lesson planning, and curriculum design before contracting teaching practice program (PPL). This research intends not to judge those students' professional competence in delivering materials, but rather to explore their pedagogic competence in integrating character education to their lesson plan, teaching scenario (i.e. pre, while, and post teaching), and content of learning material.

In line with the background stated above, the writers formulated some research questions as follow:
a) What character values are integrated by the student teachers of English in their teaching practices?
b) How do they integrate those character values in their teaching practices?

II. LITERATURE REVIEW

The Notion of Character Education

Character Education Partnership (CEP), also known as Character.org – a national advocate and leader for the character education movement based in Washington, DC, defined character education as a national movement creating schools that foster ethical, responsible and caring young people by modeling and teaching good character through emphasis on universal values that we all share. It is the intentional, proactive effort by schools, districts and states to instill their students' important core ethical values such as caring, honesty, fairness, responsibility and respect for self and others. Character education is not a "quick fix". It provides long-term solutions that address moral, ethical and academic issues of growing concern to our society and key to safety of our schools. CEP really stressed on the long-term process as we invested on education; which is really true, because there are a lot of people who want to see quick changes without considering that a change need a process.

Berkowitz and Bier (2005) put some definition of character education on their paper as follows:
1. Character education is teaching children about basic human values, including honesty, kindness, generosity, courage, freedom, equality, and respect. The goal is to raise children to become morally responsible, self-disciplined citizens. (Association for Supervision and Curriculum Development, in Berkowitz and Bier, 2005)
2. Character education is the deliberate effort to develop good character based on core virtues that are good for individual and good for society. (Thomas Lickona in Berkowitz and Bier, 2005)
3. Character education is any deliberate approach by which school personnel, often in conjunction with parents and community members, help children and youth become caring, principled, and responsible. (National Commission on Character Education, in Berkowitz and Bier, 2005)

Meanwhile, The Education Ministry of Indonesia defines character education as a conscious effort to make students understand, care about, and internalize the values and norms of the social life, in order to create a better personality (Basic Education Directorate, 2011). Given the abovementioned definition of character education, we can conclude that character education is a deliberate and conscious approach to develop children character through core (and/or local) ethical values, with the ultimate goal of the formation of students' integrity.

Therefore, the concepts of character education are: 1) character is not taught but it is a habitual formation for example internalizing values, choosing good choice, doing them as habits, and providing examples; 2) educating character to youth has to involve the youth situation and condition; 3) in Education some issues should be considered are; learning situation, learning process, learning materials, and learning evaluation and 4) character education is never ending process (Rokhman, et.al, 2014)

Character Education in 2013 Curriculum

The presence of curriculum 2013 covering character education dominantly brings a hope for the betterment of students, particularly their morality. However, several significant problems in the curriculum 2013 still occurred (Kemendikbud, 2013). Those include socialization which are less massive, textbooks which are not ready, instructors or trainers of teachers whose inadequate competence, insufficient quantity and quality of training for teachers, and evaluation tools for character which are not yet clear. Some of these constraints indicate that the curriculum 2013 has not been ready to be implemented. These constraints will impact students negatively and reduce the value of nobility of the curriculum to build a generation with noble character. Instead of being a solution, the curriculum is even to be a new problem.

As also mentioned previously in the background, however, many have pointed out the phenomenon of social demoralization and social unrest in almost all sectors of life in Indonesia. It is for these reasons that the Ministry of Indonesia decided to renew Curriculum 2006, as the revised version of Curriculum 2004, into Curriculum 2013, which focuses not only on students' academic achievement but also character building. The Ministry of National Education (2013) mentioned four basis of the development of Curriculum 2013: (1) future challenges in globalization, the advancement of technology, environmental problems, the convergence of science and technology, and knowledge-based economic development, (2) skills required to face futures involving the ability to communicate, think critically and wisely, include morality perspective in a social problem, become an effective citizen, and be tolerant and respectful to different opinion, and (3) emerging social phenomenon in the society, e.g. teenager delinquency, drugs use, corruption, plagiarism, cheating on tests, and other social unrests, and (4) public assumption that Indonesian education has primarily concerned more on cognitive aspect, but not on character building.

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. Therefore, character education is expected to support the construction of Indonesia's new generation.

Based on The Ministry of National Education (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.

There are 5 core character values which are crystallized from 18 character values (Ministry of Education and Culture, 2017). These values are generated from *Pancasila* (Indonesia Ideology), culture and national education goals.

Figure 1. The Crystallization of 18 Character Values into 5 Core Values
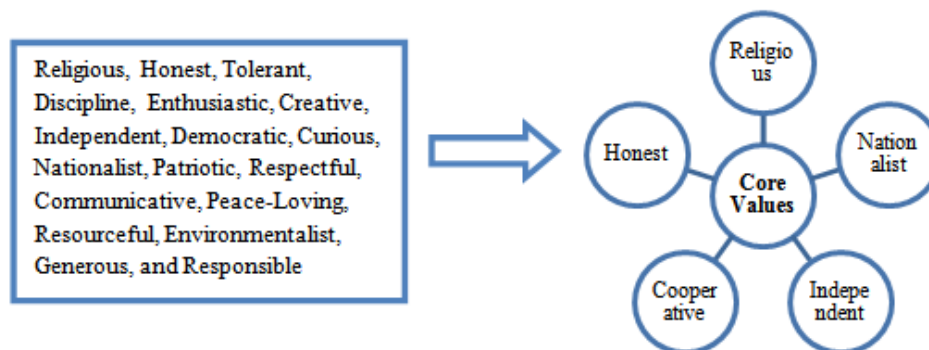
III. RESEARCH METHODOLOGY

This study used descriptive qualitative research since the setting and the data were natural. There was no intervention from the researcher so that the events being observed were in the original condition. The subjects were 3 students of English Study Program of Teacher Training Faculty of NHU who were in teaching practice program in the same school location.

To collect the data, the researcher used document and observation. The document, which was the student teachers' lesson plans, was investigated whether character values are included or not. Then the researcher compared the lesson plans to the teaching and learning process in the classrooms. The observations were conducted by occupying non participant observation. During the observation process, the researcher did not enter the classroom. A handycam is placed in the classroom to record the activities. This was done in order to keep the data natural.

The data was analyzed by following procedure suggested by Miles and Huberman (1994: 10). In the process of data analysis, the data was 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 do not give meaningful contribution to the study. The relevant data were analyzed and the irrelevant data were eliminated. The next step was data display (i.e. identifying, classifying, arranging, and clarifying the data). Identification was done by recognizing and checking the data. Then, the data was classified and arranged based on the research questions. At last, the results of the analysis were reported descriptively.

IV. RESULTS

Characters integrated in Lesson Plan

Before analyzing the implementation of character education, the researcher analyzed the lesson plans from the three English student teachers. The researcher assigned them as teacher A, teacher B, and teacher C. From 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 1. Summary of the character values contained within the lesson plans.

No	Characters Planned	Frequency
1	Confident	6
2	Responsible	4
3	Active	3
4	Cooperative	3
5	Critical	2
6	Creative	2
7	Open-minded	2
8	Polite	2
9	Discipline	1
10	Innovative	1
11	Respectful	1
12	Logial thinking	1

Characters integrated in Teaching Practices

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.

From the six observations, the researcher found some character values taught by Teacher A, Teacher B, and Teacher C. Table 2 presents the character values taught by the three teachers in six meeting.

Table 2. Summary of Character Values Integrated in Teaching Practices

No	Characters Integrated in Teaching Process	Frequency
1	Polite	6
2	Confident	4
3	Respectful	3
4	Cooperative	3
5	Critical	2
6	Discipline	2
7	Independent	2
8	Communicative	2
9	Curious	1

10	Environmentalist	1
11	Creative	1
12	Logical	1

From table above, it can be seen that during the six observations, the three English student teachers taught 12 character values. The value taught most frequently was polite and the least frequently taught values were curious, environmental care, creative, and logical.

Those 12 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.

Interpretation

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. Teacher plays important roles in the implementation of character building. Therefore, the teachers must possess enough knowledge and experience in terms of character building, especially for English subject.

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. 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.

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.

V. CONCLUSION

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. Related to the implementation of character building in English subject, only teacher A explicitly implemented the character values during teaching and learning process, whereas teacher B and teacher C implemented the character values implicitly. It is important for teacher to make the students realize that they are in the process of building good character. One way to make the students realize it is by teaching the character values using direct statements.

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