

**EXPLORING THE IMPLEMENTATION
OF CHARACTER EDUCATION IN EFL CLASS**

(A Descriptive Qualitative of the Hidden Curriculum of 2013 Curriculum in EFL
Class at the 11th Grade of SMAN 4 Mukomuko)

THESIS

Submitted as a Partial Requirements for the degree *Sarjana Pendidikan* (S.Pd) in
English Education Study Program Tarbiyah and Tadris Faculty IAIN Bengkulu



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MOTTOS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا
يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا
مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

You who have believed, when you are told “Space yourselves” in assemblies, then make space; Allah will make space for you. And when you are told, “Arise,” then Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.

(Qs. Al-Mujadalah : 11)

Do your best as long as you live, because life is art drawing without an eraser. All actions in your life will not be forgotten and will become memories. For that let us create great history.

“Sandra Hidayat”

DEDICATION

With gratitude and all my love, this thesis is dedicated to:

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PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“EXPLORING THE IMPLEMENTATION OF CHARACTER EDUCATION IN EFL CLASS (A Descriptive Qualitative of the Hidden Curriculum of 2013 Curriculum in EFL Class at the 11th Grade of SMAN 4 Mukomuko)”** 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 sections in the form of repealing my thesis and academic degree.

Bengkulu,

2021

Stated by,



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3. Dr. Kasmantoni, M.Si, the head of Tadris Department.
4. Feny Martina, M.Pd. as Chief of English Education Study Program of IAIN Bengkulu.
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8. All of my best friends, especially in English Program of IAIN Bengkulu 2016.

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

Bengkulu, 2021

The Researcher,



Sandra Hidayat

ABSTRACT

Sandra Hidayat, 2020, Exploring The Implementation of Character Education in EFL Class (A Descriptive Qualitative of the Hidden Curriculum of 2013 Curriculum in EFL Class at the 11th Grade of SMAN 4 Mukomuko).Thesis. English Education Study Program, Department of Tadris, Faculty of Tarbiyah And Tadris, State Institute of Islamic Studies (IAIN) Bengkulu.

Advisor: 1. Dr. H. Ali Akbarjono, M.Pd.

2. Feny Martina, M.Pd

This study aims to explore the implementation of character education values based on the five main values of strengthening character education. The method employed in this study was descriptive qualitative. The sample consisted of two English teachers in SMA N 4 Mukomuko. The technique of data collection were observation, interview, and documentation. The result of this study showed that teachers in SMAN 4 Mukomuko have implemented the 5 main values in strengthening character education, such as religion, nationalism, integrity, independence, and mutual cooperation value. They have been carried out quite well in the teaching and learning process. Although there were obstacles faced by teachers at SMAN 4 Mukomuko, the school were also constantly looking for solution to overcome the problems by strengthening teachers cooperation and building good relationship between parents of student and SMAN 4 Mukomuko.

Keywords: Exploring, Implementation, Character Education

ABSTRAK

Sandra Hidayat, 2020, Mengeksplorasi Implementasi Pendidikan Karakter di Kelas EFL (A Deskriptif Kualitatif Kurikulum Tersembunyi Kurikulum 2013 kelas EFL pada Kelas 11 SMAN 4 Mukomuko). Skripsi. Program Studi Tadris Bahasa Inggris, Jurusan Tadris, Fakultas Tarbiyah dan Tadris, Institut Agama Negeri Islam Negeri (IAIN) Bengkulu.

Pembimbing: 1. Dr. H. Ali Akbarjono, M.Pd. 2. Feny Martina, M.Pd

Penelitian ini bertujuan untuk mengeksplorasi implementasi nilai-nilai pendidikan karakter berdasarkan lima nilai pokok penguatan pendidikan karakter. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Sampel penelitian ini terdiri dari dua guru bahasa Inggris di SMAN 4 Mukomuko. Teknik pengumpulan data adalah observasi, wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa guru di SMAN 4 Mukomuko telah menerapkan 5 nilai utama dalam penguatan pendidikan karakter, yaitu nilai agama, nasionalisme, integritas, kemandirian, dan gotong royong. Nilai-nilai tersebut telah dilaksanakan dengan cukup baik dalam proses belajar mengajar. Meski ada kendala yang dihadapi para guru di SMAN 4 Mukomuko, pihak sekolah juga terus mencari solusi untuk mengatasi masalah tersebut dengan cara memperkuat kerjasama guru dan membina hubungan baik antara orang tua siswa dengan SMAN 4 Mukomuko. .

Kata Kunci: Eksplorasi, Implementasi, Pendidikan Karakter

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CHAPTER I

INTRODUCTION

A. Background of Study

Character education is a conscious effort to instill and develop good values in the framework of humanizing humans, to improve character and train students' intellectuals, so as to create a generation of knowledge and character that can benefit the surrounding environment. Strengthening moral education or character education in the current context is very relevant to overcome the moral crisis that is happening in our country. It is also reinforced by the statement of Lickona that quoted in the book "*Implementasi Pendidikan Karakter*", Lickona stated "Character education is the priority effort to develop virtues that are good for the individual and good for society"¹. Thus, it is clear that dedicating character is an effort deliberately systematically to develop virtues that have a positive impact on both the individual and the social environment, and the process is not instinctive, but through continuous effort (habituation).

Character education is also actually an education that is emphasized in education in Indonesia today. According to Presidential Regulation Number 87, 2017 about Strengthening Character Education, "*PPK dilaksanakan dengan menerapkan nilai-nilai Pancasila dalam pendidikan karakter terutama meliputi*

¹ Sofian M, Muhammad J, & Zulella MS. 2018. *Implementasi Pendidikan Karakter*. Jakad Publishing : Surabaya. Page 53

nilai-nilai religius, jujur, toleran, disiplin, bekerja keras, kreatif, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, komunikatif, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, dan bertanggung jawab.”² “PPK is implemented by applying Pancasila values in character education, especially covering the values of religious, honesty, tolerant, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, communicative, peace-loving, fond of reading, care for the environment, social care, and to be responsible”. The Presidential Regulation on Strengthening Character Education above stated that character education must apply values of Religion, honesty, tolerance, discipline, hard work, creative, Independence, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, peace-loving, fond of reading, caring for the environment, caring socially, responsible, and applying the values contained in Pancasila.

Based on the regulation above, it could be concluded that the regulation is the initial basis for re-placing character education as the main soul in the administration of education in Indonesia. So that students not only mastering the scientific skill, but also having good values and characters as the nation's generation.

² Lembaran Negara Republik Indonesia. Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017. *Penguatan Pendidikan Karakter*. Jakarta :2017. Accessed On November 22nd 2019

In Strengthening Character Education (*Penguatan Pendidikan Karakter*), which has been launched since 2016, there are 5 aspects that become the main assessment of character education. The Ministry of Education and Culture of the Republic of Indonesia stated “*Terdapat lima nilai karakter utama yang bersumber dari Pancasila, yang menjadi prioritas pengembangan gerakan PPK; yaitu religius, nasionalisme, integritas, kemandirian dan kegotongroyongan.*”³. “There are five main character values derived from Pancasila, which are the priority for strengthening character education (PPK); namely religion, nationalism, integrity, independence and mutual cooperation”. The text above shows that there are five main character values that are prioritized in strengthening character education (PPK) namely religion, nationalism, integrity, independence and mutual cooperation sourced from the values of Pancasila. The five main values above will be divided again into more detailed points. The five main values of the characters above are also not values that stand and develop individually but rather values that interact with each other that dynamically develop to form personal wholeness.

The phenomena in the field today, there are still students who do not show good character and less moral. As reported by detik.com that the incident that spread in social media some time ago where a high school student in Gresik

³ Kementerian Pendidikan dan Kebudayaan. *Penguatan Pendidikan Karakter Jadi Pintu Masuk Pembentukan Pendidikan Nasional* 2017. Retrieved from <https://www.kemdikbud.go.id/main/blog/2017/07/penguatan-pendidikan-karakter-jadi-pintu-masuk-pembentukan-pendidikan-nasional>. Accessed on Jan 25th 2020.

challenged the teacher because the teacher reprimanded and advised the student was smoking⁴. This shows that the student has less moral. Seeing this incident, we need to pay attention to how character education is in the education curriculum in Indonesia today. The most recent case of other high school students showing students who have no character and no morals is the brawl between high school students in Depok city, in January 2020. The incident disturbed the public, because the brawl also came into the mall⁵. Of course this does not reflect a good character value and it also showed that the students did not have and applied the value of character education.

The similar phenomena were also founded and observed by the researcher in SMAN 4 Mukomuko in pre observation. The researcher found students who did not show good attitude at school such as students talk to his friend when the teacher explained the lesson in the class room and students cheat their friends' assignments. When teachers carry out for meetings, teachers are forced to give assignments to students before leaving the classroom for the meeting room, so student in the class was noisy. However, the researcher also got data that the teacher has implemented the values of character education, such as coming on time, prohibiting students to cheat their friend, giving same

⁴ Suki. DetikNews. 2019. *Kisah Bocah SMP di Gresik Tantang Guru Hingga Bersujud Minta Maaf*. Retrieved from <https://news.detik.com/berita-jawa-timur/d-4422329/kisah-bocah-smp-di-gresik-tantang-guru-hingga-bersujud-minta-maaf>. Accessed Mei 4th 2020

⁵ Samsudhuha WILDansyah. DetikNews. 2020. *Viral Sekelompok Pelajar SMA di Depok Tawuran hingga Masuk Mal*. Retrieved from <https://news.detik.com/berita/d-4857325/viral-sekelompok-pelajar-sma-di-depok-tawuran-hingga-masuk-mal>. Accessed Mei 4th 2020.

opportunity for all student, and reminding the student to do worship⁶. The data above was gotten by the researcher when the researcher conducted observation for one week.

In this case, the researcher conducted a research about Character Education in EFL class. English as an international language is used by people in the world that have different native language to communicate among them. English has become a lingua franca, although it is not the language with the largest number of native speakers. Harmer states “a great deal of academic discourse around the world take place in English. It is often a lingua franca of conference, for example, and many journal articles in fields as diverse as astrophysics and zoology have English as a kind of default language”⁷. The harmer statement above proves that English is very important in the world of education today, and students will be better able to seek knowledge directly with sources that speak English. The point is what stands as an educational character highly variable and infrequently meets the standards for quality. To create a true science of character education, we need to back up and explore what we mean by character, how it develops, and what we now about how schools can effectively foster its development.⁸

⁶ Pre Observation of Exploring The Implementation of Character Education in EFL Class at 11th Grade SMAN 04 Mukomuko on July 13th 2020, at 09.00 a.m

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education, 2001). pdf P.1 accessed on November 21st 2019

⁸ Marvin W. Berkowitz, *The Science of Character Education*, (Damon: Hoover Press, 2011), P.47, accessed on November 2019

SMAN 4 Mukomuko is a government school located in Mukomuko district, province of Bengkulu. Based on the latest data on the profile of SMAN 4 Mukomuko, this school was built in 2005. Currently, SMAN 4 Mukomuko has 45 teachers and educators and 347 students consisting of 128 male students and 219 female students. This school has 15 classrooms, 4 laboratory rooms, and 1 library. SMAN 4 Mukomuko accredited A. Since 2016, 2013 curriculum has implemented in this school until at the present⁹. Based on data, the researcher still found that there were students who did not show the value of character education, but when conducted observation, the researcher saw that the teachers at this school had implemented the value of character education.

Due to those facts, the researcher want to describe how is the implementation character education in teaching and learning process in EFL Class at 11th Grade SMAN 04 Mukomuko.

B. Identification of Problem

Based on the background of the study, the researcher found some information about the problem related to the student character education as follows; a) Student fight each other, b) Students use local language when asking and answering teacher questions in class room, c) Students talk to his friend when the teacher explains the lesson in the class room, d) Students cheat their friends'

⁹ Data Pokok Sekolah SMAN 4 Mukomuko. 2 November 2020

assignments, e) Students do not come to school on time, f) Student annoys other student, g) Students cheat when taking exams.

C. Limitation of the Problem

Based on the background and identification of the problem above, this research was limited on exploring the implementation of character education in EFL class based on 5 values of education character, they were Religion, Nationalism, Integrity, Independence, and Mutual Cooperation. It was conducted at EFL Class at 11th Grade SMAN 04 Mukomuko in academic year 2020/2021.

D. Research Questions

Research question of this study are:

1. How are the Religion, Nationalism, Integrity, Independence, and Mutual Cooperation values of character education implemented in SMAN 4 Mukomuko in academic year 2020/2021?
2. What are the obstacles that faced by English teacher in implementing and teaching of five main values of character education in EFL Class at 11th grade SMAN 4 Mukomuko?

E. Objectives of the Study

The objective of the study are:

1. To know the Religion, Nationalism, Integrity, Independence, and Mutual Cooperation values of character education implemented in SMAN 4 Mukomuko in academic year 2020/2021.
2. To know the obstacles that faced by English teacher in implementing and teaching of five main values of character education in EFL Class at 11th Grade SMAN Mukomuko.

F. The Significance of the Research

The significance of this study will be useful for:

1. English teachers in SMAN 4 Mukomuko; this research can be beneficial for English teacher to deliver character values appropriately and effectively in the school. The finding of this study also hopefully can be a valuable source of information to improve the quality of character education in English teaching and learning process.
2. Students; this research hopefully can be used to be material for students to learn more about character education and valuable source of information to get another experience in character education.
3. Future researcher; this research can be used by further researcher in writing their thesis or to improve their knowledge about character education.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Literature Review

1. Character Education

Education is a planned effort to humanize humans in the process of socialization to improve character and train students' intellectual abilities in order to reach maturity. This is proved with Kadir's opinion, he stated that education is a planned effort to humanize humans through socialization to improve character and train students' intellectual abilities"¹⁰.

Character in general is associated with thought, morals or character possessed by someone as their identity or personality characteristics that distinguish someone from others. In other words, character is a person's good habits as a reflection of his true identity. This is same as Hill's opinion that character determines someone's private thoughts and someone's action done. Good character is the inward motivation to what is right, according to the highest standard of behavior in every situation¹¹.

Thus, character education is a conscious effort to instill and develop good values in the framework of humanizing humans, to improve character and train students' intellectuals, so as to create a generation of knowledge and character that can benefit the surrounding environment. This in line with

¹⁰ Abdul Kadir, *Dasar-dasar Pendidikan*. Jakarta: Kencana, 2014. Page. 59

¹¹ Zubaedi, *Desain Pendidikan Karakter: Konsepsi dan Aplikasinya dalam Lembaga Pendidikan*. Jakarta: Kencana, 2015. Page 9

Zubaedi that “Character education is the deliberate effort to cultivate virtue that is objectively good human qualities that are good for the individual person and good for the whole society”¹².

Character Education is also a large school based method to raise the moral development of pupils¹³. Character education is short increased than rehabilitative student attention maturation based on a mixed composite of student maturation, cognitive maturation action and meaning explanation procedure¹⁴. The purpose of character education is advantage memory between prudential and educators. Character education is much sufficient when schools and parents activity in society. Based on many definition of character education above, we can get the point that student not only learn about science in school even more than that. Student have to have moral development in the process of teaching and learning.

a. The Importance of Character Education

Character education is education that must be taught from a young age. With character education values will emerge in accordance with the six pillars of character education that have good values in society, and character education is certainly very important to apply. Character

¹² Zubaedi, *Desain Pendidikan Karakter: Konsepsi dan Aplikasinya dalam Lembaga Pendidikan*. Jakarta: Kencana, 2015. Page 14-15

¹³ Marvin, W, Berkowitz,. And Melinda. C., Bier., *Character Education: A Study at Effective Character Education ...*, Pdf. P.65

¹⁴ James Arthur, *Education with Character, The moral economy of schooling*, (London and New York: RoutledgeFalmer Taylor&Francis Group, 2003), pdf. P.146

education is not only the responsibility of the government or the school. It is also the business of the family and of the individual. Truly, it is also the work of the soul. The person is usually considered responsible for an action if he or she knowingly chooses to perform that action. Teachers have the responsibility to help students understand the material. Students have the responsibility to be peaceful and respectful to do good academically.

b. Values of Character Education

Based on the Ministry of Education here are eighteen values in character education are 1) Religion, Attitudes and behavior that dutifully in carrying out the teachings of their religion, tolerant implementation of the practice of other religions, and live in harmony with other faiths. 2) Honest, Behavior based on an attempt to make himself as a person who always trustworthy in word, action, and jobs. 3) Tolerance, Attitudes and actions that respects differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves. 4) Discipline, Actions showed orderly behavior and comply with various rules and regulations. 5) Work Hard, Actions showed orderly behavior and comply with various rules and regulations. 6) Creative, Think and do something to generate new ways or the result of something that has been owned. 7) Independence, Attitudes and behavior that is not easy to depend

on others to complete tasks. 8) Democratic, Ways of thinking, being, and acting the same rights and obligations judging himself and others. 9) Curiosity, Attitudes and actions which seeks to determine the depth and spread of something learned, seen, and heard. 10) The spirit of Nationality, How to think, act, and sound that puts the interests of the nation above self-interest and group. 11) Love Homeland, How to think, act, and sound that puts the interests of the nation above self-interest and group. 12) Rewarding Achievement, Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success. 13) Friendly/Communicative, Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success. 14) Love Peace, Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success. 15) Joy of Reading, Habits take time to read a variety of literature that gives virtue for him. 16) Environmental Care, Attitudes and actions which seeks to prevent damage to the surrounding natural environment, and develop efforts to repair the environmental damage that has occurred. 17) Social Care, Attitudes and actions have always wanted to help other people and communities in need. 18) Responsibility, Attitudes and behavior of people to carry out his

duties, he should do, to ourselves, community, environment (natural, social and cultural), country and God Almighty¹⁵.

2. 2013 Curriculum

The term of curriculum was first used in the world of sports. Etymologically the curriculum is derived from Greek, namely *curir* which means "runner" and *curere* which means "place to race". So the term curriculum in Roman times implies as a distance that must be traveled by runners from the start line to the finish line¹⁶.

Curriculum 2013 (K-13) is a curriculum that applies in the Indonesian Education System. This curriculum is a curriculum that is still being implemented by the government to replace Curriculum-2006 (which is often referred to as the Education Unit Level Curriculum) which has been in effect for approximately 6 years. The 2013 curriculum was included in its trial period in 2013 by turning several schools into pilot schools¹⁷

K-13 is a curriculum that prioritizes understanding, skills and character education, students are required to understand the material, be active in discussions and presentations and have high discipline manners. This

¹⁵ Asriana Harahap. 2018. Implementasi Nilai-Nilai Karakter Dalam Pembelajaran Tematik Kelas III SDIT Darul Hasan Padangsidempuan. *Jurnal Pendidikan Madrasah Ibtidaiyah*, Vol. 1 No. 1 : Universitas Muhammadiyah Tapanuli Selatan. accessed on June 9th 2020

¹⁶ Sholeh Hidayat, (2013), *Pengembangan Kurikulum Baru, Bandung*: PT Remaja Rosdakarya, retrieved from <http://repository.uinsu.ac.id/4650/4/BAB%20II.pdf>

¹⁷ Wikipedia.com. Kurikulum 2013. 2020. Retrieved from https://id.wikipedia.org/wiki/Kurikulum_2013. Accessed on Feb 8th 2020.

curriculum replaces the Education Unit Level Curriculum which was implemented since 2006. In the 2013 Curriculum subjects must be followed by all students in one education unit at each unit or level of education

The Character Education that we examined is the Implementation of Character Education in the 2013 Curriculum. Why does the 2013 curriculum be observed in its hidden curriculum in the form of character education? In the Indonesian education curriculum, 2013 curriculum, there are a number of domains formulated, namely the Cognition Domain, Affective Domain, and Psychomotor Domain¹⁸.

a) Cognition

Cognition is the ability to think about specific facts, procedural patterns, and concepts in developing intellectual knowledge and skills. The cognitive dimension is the realm of learning outcomes relating to the ability to think, the ability to acquire knowledge, knowledge relating to the acquisition of knowledge, recognition, understanding, conceptualization, determination and reasoning

b) Affective

Krathwohl states “Affective domain includes everything related to things that are emotional, such as feelings, values, appreciation,

¹⁸ Kementerian Pendidikan dan Kebudayaan. Penguatan Pendidikan Karakter Jadi Pintu Masuk Pembinaan Pendidikan Nasional 2017. Retrieved from <https://www.kemdikbud.go.id/>. Accessed on Feb 8th 2020

enthusiasm, motivation and attitude”¹⁹. The affective domain is an ability that deals with feelings, emotions, attitudes / degrees of acceptance or judgment of an object.

In the 2013 curriculum, affective domain refers to attitude competencies. Attitude competence is divided into two, namely the spiritual attitude (K-1) and social attitude (K-2)²⁰. *Spiritual attitude* associated with the formation of students who believe and pious. Spiritual attitude is also evidence that there is a good relationship and interaction between students and their gods. *Social attitudes* related to student behavior such as noble character, Independence, democratic and responsible, and social attitudes as well as an embodiment that students have awareness and concern for fellow humans and the environment.

c) Psychomotor

The cognitive domain involves knowledge and intellectual skill development. Student competencies include attitude competencies, both spiritual attitude competencies and social attitude competencies, knowledge competencies, and skills competencies. Ideally, in the

¹⁹ Enamul Hoque. 2016. *Three Domains of Learning: Cognitive, Affective and Psychomotor*. The Journal of EFL Education and Research (JEFLER) : Dhaka, Bangladesh. Page 48. Accessed on June 9th 2020

²⁰ H. Hasanah, I G Nurjaya, & M Astika. 2017. Pengintegrasian Sikap Spiritual dan Sikap Sosial dalam Pembelajaran Teks Ulasan Fil/Drama di Kelas XIMIPA SMA Negeri 3 Singaraja. e-Jurnal Jurusan Pendidikan Bahasa dan Sastra Indonesia. Undiksha : Singaraja. Page 3. Accessed on June 9th 2020.

implementation of the learning process the three competencies can be implemented with a balanced Psychomotor Domain can be achieved.

Kind of Curriculum, as we know that the curriculum covers a very broad understanding covering what is called the potential curriculum, the actual curriculum, and the hidden curriculum²¹.

Potential curriculum or ideal curriculum is a written plan or program, which is a guide for teachers in carrying out teaching and learning activities in schools. Therefore every teacher should be able to carry out activities in accordance with curriculum demands. Because the ideal curriculum is a guide for teachers, this curriculum is also called the formal curriculum or the written curriculum

Actual curriculum is the curriculum that can actually be implemented by the teacher in accordance with the existing conditions and conditions. Because the ideal curriculum cannot be fully implemented by the teacher, every school may not be able to implement it perfectly, for various reasons. *First*, it can be determined from the completeness of the facilities and infrastructure available at the school. *Second*, whether or not an ideal curriculum can be implemented will be determined by the teacher's ability.

²¹ Sholeh Hidayat, 2013. Pengembangan Kurikulum Baru. Bandung: PT Remaja Rosdakarya. Accessed on February 4th 2020.

Third, whether or not an ideal curriculum is implemented by every teacher, it also depends on the school policy in question.

Hidden curriculum is a thing or activity that happens at school and influences the development of students, but is not programmed or written in the potential / ideal curriculum. In this research, researchers want to know and analyze how the implementation of the 2013 curriculum in the process of teaching and learning of character education at the tenth graders in EFL classes in SMA N 04 Mukomuko. In analyzing and exploring the hidden curriculum, researchers used several indicators, namely five character values that become five main character values in character education based on development of character education program, they are Religion, nationalism, integrity, Independence, and mutual cooperation.

In accordance with the explanation above, in this research, the researcher focuses on discussing and exploring the Hidden Curriculum in the EFL Class which is not taught directly in the classroom based on five character values that become five main character values in character education based on development of character education program.

3. The Hidden Curriculum of 2013 Curriculum

The term of *hidden curriculum* was first used by Philip W Jackson in his book "Life In Classroom". Philip states "*Kurikulum tersembunyi memiliki dua karakteristik. Pertama, tidak tertulis dalam peraturan sekolah dan yang kedua,*

selalu dipakai setiap hari di sekolah dan diterapkan dalam pendidikan".²²

Philip explained that there are two characteristics in hidden curriculum, namely hidden curriculum not written in school regulations and secondly it is always done every day in school and applied in education. Kohelberg identifies "hidden curriculum as a matter of moral education and the role of the teacher in transforming moral standards".²³

Like the curriculum, experts also disagree about the notion of a hidden curriculum. Elizabeth Vallce quoted Kehelberg's opinion, she tends to be of the view that the hidden curriculum is a moral education that is sought by educators to instill morals in students²⁴. Vallace also said that the hidden curriculum functions as a social control in the administration of education. While Albina Rosalina Saragih cited the opinion of Louis Weis namely hidden curriculum is all lessons and learning experiences provided and intended to help the activities of students and educators.²⁵.

Students do get a lot of knowledge and experience during the learning process in the classroom. But students also find unintentional or unplanned experiences. That experience for example mimics the way the teacher speaks

²²Hafid Hardoyo, *Kurikulum Tersembunyi Pondok Modern Darussalam Gontor*, At-Ta'dib, Vol. 4 No. 2 Sya'ban 1429/2009, Page. 196

²³ Khuzaimah, *Implementasi Nilai-Nilai Pendidikan Multikultural Dalam Pembelajaran PAI*, (Salatiga: IAIN, 2018) hal 15

²⁴ Sigit Wahyono, *Inovasi Hidden Curriculum Pada Pesantren Berbasis Entrepreneurship*. 2010. (Semarang : IAIN Walisongo). Page. 198

²⁵ Idib.

and the teacher's appearance. It needs to get more attention from all parties both government, schools, and society.

Based on the expert statement above, the researcher concludes that the hidden curriculum is more inclined to the transformation of values, behavior and morals both from teacher to student, school to students, and students to students. In the 2013 curriculum, the researcher argue that the affective domain, (*social and Religion*) is part of the hidden curriculum, therefore the researcher will explore the hidden curriculum, especially in character education which refers to attitude competencies, namely, **social and Religion**. The researcher will use the five main values of the priority character development of character education as an indicator or aspect in exploring character education, especially the hidden curriculum, namely Religion, nationalism, integrity, independence and mutual cooperation. Each values does not stand up and develop individually, but rather interact with each other, develop dynamically and form personal wholeness.

Based on the values above, in exploring the hidden curriculum SMA N 04 Mukomuko, the researcher will use five character values that become five main character values in character education based on development of character education program.

1. Religion

The value of religion character reflects the faith in God Almighty which is manifested in the behavior of implementing Religion teachings

and beliefs that are embraced, respecting religion differences, upholding a tolerant attitude towards the implementation of religion worship and other beliefs, living in harmony and peace with followers of other religions. The implementation of religion character values is shown in the attitude of peace, tolerance, respect for differences in religion and belief, firmness, self-confidence, cooperation between adherents of faith and faith, anti-harassment and violence, friendship, sincerity, not forcing the will, loving the environment, protecting small and outcasts.

2. Nationalism

The value of nationalism character is a way of thinking, behaving, and doing that shows loyalty, care, and high respect for the language, physical environment, social, cultural, economic, and political of the nation, placing the interests of the nation and state above self and group interests. The nationalist value is shown through the appreciation of the nation's own culture, maintaining the nation's cultural wealth, willing to sacrifice, excel and excel, love the motherland, protect the environment, obey the law, discipline, respect cultural diversity, ethnicity and religion.

3. Integrity

The value of integrity character is a value that underlies behavior based on efforts to make himself a person who can always be trusted in

words, actions, and work, has a commitment and loyalty to human values and morals. The character of integrity includes an attitude of responsibility as a citizen, actively involved in social life, through consistency of actions and words based on truth. Someone who has integrity also respects the dignity of individuals (especially people with disabilities), and is able to show examples.

4. Independence

Independence character values are attitudes and behaviors that do not depend on others and use all energy, thought, time to realize hopes, dreams and ideals. Independence students have a good work ethic, strong, fighting, professional, creative, courage, and become lifelong learners.

5. Mutual Cooperation

The character value of mutual cooperation reflects the act of appreciating the spirit of cooperation and working together to solve common problems, establish communication and friendship, provide assistance/help to people in need. It is expected that students can show respect for others, can work together, be inclusive, be able to commit to joint decisions, deliberation and consensus, please help, have empathy and a sense of solidarity, anti-discrimination, anti-violence, and voluntary attitudes.

4. The Goal of Character Education

The purpose of character education is to create a strong, noble, moral, tolerant, cooperative or collaborative nation. Besides character education also forms a nation that has a patriotic spirit or likes to help others, develops dynamically, is oriented to science and technology, has faith and is devoted to God Almighty. This is supported by statements according to Handayani and Indartono, “the purpose of character education is to encourage the birth of good children. Growing up with good character, children will grow with the capacity and commitment to do their best. They do many things right, and tend to have goals in life”²⁶. Nucci and Darcia also said that the ambitions that most parents have for their children naturally include the development of important moral dispositions. Most parents want to raise children to become persons of a certain kind, persons who possess traits that are desirable and praiseworthy, whose personalities are imbued with a strong ethical compass²⁷. Therefore the aim of character education is more focused on instilling values and reforming life, so that it can fully create the characters, and noble character of students, integrated and balanced, and can be done continuously in everyday life. This becomes very important because character education has a strategic position in creating humans with noble character.

²⁶ Hengki Wijaya, Helaludin. 2018. *Hakikat Pendidikan Karakter*. Universitas Islam Negeri (UIN) Hasanuddin Banten. Accessed on January 5th 2020

²⁷ Nucci, Larry & Narvaez Darcia. 2008. *Handbook Moral and Character Education*. Routledge: UK. Pdf. Accessed on 20th January 2020. Page 30.

5. Learning Management of Character Education

In education, of course management is needed to achieve these educational goals. According to George J Terry “Management is a process or framework, which involves guiding or directing a group of people towards organizational goals or real purposes.”²⁸

According to Liang Gie “Management is the entire process of organizing every group of people cooperating to achieve certain goals.” Management is an administrative activity in a narrow scope. Management is an activity and an effort to control existing resources in order to produce effective and efficient output by a leader.

Learning can be defined as a process by which an organism change his behavior as a result of the experience. Learning in essence is an activity that expects a change in behavior in oneself individuals who are studying. From the concept of learning comes the term learning which can be interpreted as learning as an effort to teach students.²⁹

According to Komalasari quoted by DosenPendidikan.com learning is a system or process of learning learners that is planned, implemented and

²⁸ Awaludin & Hendra, 2018. Fungsi Manajemen Dalam Pengadaan Infrastruktur Pertanian Masyarakat Di Desa Watatu Kecamatan Banawa Selatankabupaten Donggala. Fakultas Ilmu Sosial dan Ilmu Politik Universitas Tadulako Indonesia. Volume 2, No. 1, 2018. Accessed 5 December 2020.

²⁹ Made Pidarta, Manajemen Pendidikan Indonesia (Jakarta : Rineka Cipta, 2004) h.74

evaluated systematically so that learners can achieve learning goals effectively and efficiently.³⁰

Based on some of the definitions that have been stated above, it can be understood that management when viewed from the field of education is a systematic activity to plan, organize, direct, control all available resources in order to produce effective and efficient output and can achieve the desired goals by an organization.

Based on the concept of management and learning, then the concept of learning management can be defined as the process of managing which includes activities planning, organizing, controlling (directing) and evaluating activities related to the learning process learners by including various factors in it in order to achieve goals.³¹

Mulyani A. Nurhadi stated “*Manajemen pendidikan adalah suatu kegiatan yang berupa proses pengelolaan usaha kerjasama sekelompok manusia yang tergabung dalam organisasi pendidikan, untuk mencapai tujuan pendidikan yang telah ditetapkan sebelumnya, agar efektif dan efisien.*”³² Nurhadi explained that educational management is an activity in the form of a process of managing the cooperation of a group of people who

³⁰ Dosenpendidikan.co.id. 2020. pengertian pembelajaran. retrieved from www.dosenpendidikan.co.id/pengertian-pembelajaran-menurut-para-ahli/. accessed on 8th Dec 2020

³¹ 4 Oemar Hamalik, Kurikulum dan Pembelajaran, (Jakarta: Bumi Aksara,1995), h. 68

³² Mohamad Mustari. Manajemen Pendidikan (Konteks di Indonesia). 2013. Arsad Press: Bandung. Hal.4

are members of educational organizations, to achieve predetermined educational goals, to be effective and efficient.

Learning management is defined as the efforts and actions of the principal and the efforts and actions of the teacher as learning leader in the classroom carried out in such a way as to achieve the goals of school programs and learning programs.³³ The effectiveness of learning management that the researcher wants to achieve includes planning, organizing, actuating and controlling functions³⁴. Thus, indicators of learning management include planning, organizing, actuating, and controlling which are carried out jointly between the principal and the teacher in carrying out the learning process at school.

Management function is essentially a main task that must be carried out by leaders in any organization, and regarding the kinds of management functions themselves, there are similarities and differences of opinion, but in fact these opinions complement each other.

The management function that is most often used is the management function according to George Terry's opinion. George Terry expressed the opinion that the fundamental functions of management consist of planning,

³³ Syaiful sagala, Konsep dan Makna Pembelajaran (Edition 8 ; Bandung: Alfabeta, 2010), Page. 140.

³⁴ Ibid

organizing, actuating, and controlling or more popularly abbreviated as POAC.³⁵

a. Planning (Planning)

Planning is a function of educational management that is the earliest of all functions as suggested by experts, one of which is by George Terry in the Hasibuan book entitled *Management: Basics, Understanding, and Problems*. George stated that Planning is the selecting and relating of facts and the making and using of assumptions regarding the future in the visualization and formulation of proposed activities believed necessary to achieve desired results.³⁶

Kurniadin and Machali in Lukman Hakim's book *The Basics of Education Management* also explain that planning is an activity of making decisions about goals or objectives to be achieved, actions to be taken to achieve that goal or objective, and who will carry out the activity or action.³⁷

Based on the elaboration of the first management function, namely planning, it can be concluded that planning is the first step in managing something. It also can be used in learning management. In implementation

³⁵ Awaludin & Hendra, 2018. *Fungsi Manajemen Dalam Pengadaan Infrastruktur Pertanian Masyarakat Di Desa Watatu Kecamatan Banawa Selatankabupaten Donggala*. Fakultas Ilmu Sosial dan Ilmu Politik Universitas Tadulako Indonesia. Volume 2, No. 1, 2018. Accessed 5 December 2020.

³⁶ Awaludin & Hendra, 2018. *Fungsi Manajemen Dalam Pengadaan Infrastruktur Pertanian Masyarakat Di Desa Watatu Kecamatan Banawa Selatankabupaten Donggala*. Fakultas Ilmu Sosial dan Ilmu Politik Universitas Tadulako Indonesia. Volume 2, No. 1, 2018. Accessed 5 December 2020.

³⁷ Lukman, Mukhtar. 2018. *Dasar-Dasar Manajemen Pendidikan*. Timur Laut Aksara : Jambi. Pdf.

character education also must be planned to achieve goals such as the vision and mission of school, and lesson plan to see what the character that would be implemented in the process teaching and learning. The formulation of goals in accordance with agreed objectives is an important part of planning. Scheme planning in the process of implementing activities is designed by considering the future with a certain time period

b. Organizing

According to George Terry “Organizing is the establishing of effective behavioral relationships among people so that they may work together efficiently and gain personal satisfaction in doing selected tasks under given environmental conditions for the purpose of achieving some goal or objective³⁸.”

Organizing can be said as the "heart" in a management system in an organization. Organizing has a huge influence on the sustainability of the organization, including in educational organizations. Kurniadin and Machali explain that organizing is the activity of dividing or allocating work, authority, and responsibility to a group of people in an organization so that organizational goals can be achieved effectively and efficiently.³⁹

³⁸ *ibid*

³⁹ Mohamad Mustari. *Manajemen Pendidikan (Konteks di Indonesia)*. 2013. Arsad Press: Bandung. Hal. 5

Based on the management function elaboration above, it can be concluded that organizing is the arrangement and adjustment of resources according to the program to be executed. For example, in learning English, schools must prepare English teachers. The teacher certainly need to organize time and schedule, organize classes, and organize learning sections. In the implementation of character education, educational institutions, school and teachers must organize teaching and learning activities, so that planning can be carried out during actuating. For example, in learning English, school must prepare English teachers. The teacher certainly need to prepare examples in learning material which have character values. Organizing has a role in the distribution of responsibilities and authorities. Distribution of obligations and authorities according to expertise and position.

c. Actuating

The implementation or actuating is the third function in the overall education management function. George Terry stated "... actuating is setting all members of the group to want to achieve and to strike to achieve the objective willingly and keeping with the managerial planning and

organizing efforts."⁴⁰ This implementation is an important activity in realizing activities to achieve organizational goals. Realization of the results of planning and organizing, it is necessary to carry out action activities or implementation (actuating).

Based on the third management function above, namely actuating, it can be concluded that actuating is the action taken to implement the process of learning. All plans that have been prepared will be actualized at this step. In character education, actuating is the step of the process of instilling the value of character education toward students. Utilization of facilities is also required in the management function as an actuating.

d. Controlling

Controlling or controlling is the fourth function in the overall education management function. According to George Terry "Controlling can be defined as the process of determining what is to be accomplished, that is the standard; what is being accomplished, that is the performance, evaluating the performance and if necessary applying corrective measure so that performance takes place according to plans, that is, in conformity with the standard."⁴¹

⁴⁰ Awaludin & Hendra, 2018. Fungsi Manajemen Dalam Pengadaan Infrastruktur Pertanian Masyarakat Di Desa Watatu Kecamatan Banawa Selatankabupaten Donggala. Fakultas Ilmu Sosial dan Ilmu Politik Universitas Tadulako Indonesia. Volume 2, No. 1, 2018. Accessed 5 December 2020.

⁴¹ ibid

Based on the explanation regarding the fourth management function, namely control, controlling according to the researcher is a step or an effort to see how far the program has been implemented. Control activities conducted to improve and maintain the quality of the implementation in accordance with the objectives. Checking the condition of human resources and facilities is an activity under control.

Based on the definition and function of learning management above, it can be concluded that character education also requires good management in order to be implemented properly. Management is important for an educational institution so that it can plan what values need to be instilled, then how to organize, implement or actuate the values of character education, and control the character education process in the school.

6. EFL Subject and Its Relation to Character Education for Secondary Level in Indonesia

As international language, English has to be one of the major famous languages in many countries in the world including Indonesia. According to Gregory Philips, English has to be one of the major famous languages in the country. Do not put off learning English because of the big kinds of word orders available. Have a go and keep spirit to try and doing

exercise⁴². In the national curriculum, there are 2 mandatory subjects to be taught, Indonesian language and English. In Indonesia, based on the 2013 curriculum, English is a compulsory subject, which is a subject that must be taken by students. In the 2013 curriculum for class XI Senior High School, it was stated that the basic competencies students must have are students are able to be grateful for the opportunity to learn English as the language of communication for international communication⁴³. We know that being grateful is a form of character education that must be fostered to students.

Language is also the most important aspect in the life of all beings. We use language everyday to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture. Language also can be defined as verbal, physical, biologically innate, and a basic form of communication. Behaviorist often define language as a learned behavior involving a stimulus and a response. Often times they will refer to language as verbal behavior, which is language that includes gestures and body movements as well as spoken word.⁴⁴

⁴² Gregory Philips, *Learn English*, (Delhi: Global Media Education, 2007). Pdf. Accessed on 19th Jan 2021

⁴³ Kementerian Pendidikan dan Kebudayaan. Kurikulum 2013 Kompetensi Dasar. 2013. Accessed on January 4th 2020

⁴⁴ Brown H. Douglas .2004. Principles of Language and Teaching 4th Ed. England: Pearson Education. Page 5. Accessed on Desember 21st 2019

From the explanation above, the teaching of English is the practice and theory of learning and teaching English for the benefit of people whose first language is not English, and language is very important, with language we can provide good examples of character. As explained above that language can be a representation of one's personality in expressing behavior, emotions and others.

B. Previous Studies

There are some related previous study conducted some research about character education, and the the researcher chooses some literature, they are:

The previous research from student of Walisongo State Islamic University, Fauzi Nurul Fadlilah (Student number: 093411027), “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)”⁴⁵

The researcher explores and analyzes about how is the teaching learning process of character education in an EFL class at SDN Sadeng 02 Gunungpati Semarang. The purpose of this study was to determine how character education affected the behavior of students. The study involved : observing student behavior; interviewing teachers, students, and

⁴⁵ Fauzi Nurul Fadlilah, 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)”, thesis (Walisongo State Islamic University). Accessed Desember 9th 2019.

headmaster to determine their perceptions of the effects of the character education program on student behavior.

This research was designed as a qualitative research and the nature of the study is descriptive which was conducted in fourth grade of SDN Sadeng 02 Gunungpati Semarang in academic years of 2013/2014. Qualitative research presents the data and research in the form of qualitative description. The data of this research was collected by observation, documentation and interview.

The findings from this study suggested that character education programs may have a positive effect on student behavior. Character education should be an integral part of the curriculum, not taught as a separate subject. This includes not only academic subjects but also specially areas such as art, music, and physical education. Classroom rules school be based on the principles of good character, and teachers should model good character for the students to observe. Quality character education helps schools create a safe, caring and inclusive development. It fosters qualities that will help students be successful as citizens, in the workplace, and with the academic curriculum.

The second previous research is from Patricia Zahirah Salahuddin (Student number: 3436946), thesis of Florida International University, 2011

Miami, Florida. The title is “Character Education in a Muslim School: A Case Study at a Comprehensive Muslim School’s Curricula.”⁴⁶”

The researcher analyzes deteriorating social behavior, negative media influence and violence among adolescents have given cause to pause and assess character development for the youth of this country. The purpose of this case study was to examine how a Muslim School’s Curricula implemented character education as it was experienced by the participants in a private Muslim Schools

Data were collected from participant interviews, document analysis, and observations of classrooms, daily activities and special events. Data were analyzed to determine how character education was defined by the school, the method of delivery for the character education initiatives and the implementation of character education in this Muslim School. Analysis was based on Character Education Partnership’s (CEP) Eleven Principles of Effective Character Education (2007). The results of the study revealed : (a) Participants defined character education using varied traits, processes, and expected behaviors. (b) The school delivers its character education curriculum delivery method. Still, there was evidence of partial and integration of character education in the core courses and (c) based on CEP’s Eleven Principles four were present and five were partially present in

⁴⁶ Patricia Zahirah Salahuddin, “Character Education in a Muslim School : A Case Study at a Comprehensive Muslim School’s Curricula”, Thesis(Miami, Florida: Florida International University, 2011)

the school's character education initiatives. Finding also revealed that the school's emphasis on values, morality and spirituality was instrumental in their teaching character. The research of Character Education in a Muslim School is qualitative, case study that was undertaken in order to describe how character education is implemented in a muslim school's curricula.

Finding shows the point that if participants in the school community work together they might formulate a definition of character education based on common process and expected behavior and create a collaborative working relationship to implement a character education program.

The third previous research is "*Implementasi Pendidikan Karakter Dalam Pembentukan Kepribadian Holistik Siswa*"⁴⁷. It is a thesis from Binti Maunah IAIN Tulungagung. The purpose of this study was to describe the implementation of character education in the formation of students' holistic personality. The research was a qualitative study conducted at MTsN Jabung and SMPN 1 Blitar Talun.

Data were obtained from in-depth interviews with key informants: principals, vice-principals, guardians, teachers, and students. Data were

⁴⁷ Binti Maunah. 2015. *Implementasi Pendidikan Karakter Dalam Pembentukan Kepribadian Holistik Siswa*. Jurnal Pendidikan Karakter, Tahun V, Nomor 1, Tahun 2015. <https://journal.uny.ac.id>

analyzed by using the steps of data reduction, data display, and conclusion/verification. Based on the results of the data analysis, the research showed that: (1) the management of character education could be divided into two strategies, namely internal and external; (2) the internal strategy of the school could be accomplished through the four pillars, namely teaching and learning activities in the classroom, daily activities in the form of school culture, habit formation activities, curricular and extra-curricular activities; and (3) external strategy could be done by cooperating with parents and the community

The fourth previous study is from Yulia Citra. It is a journal with title “*Pelaksanaan Pendidikan Karakter Dalam Pembelajaran*”⁴⁸. This research on the background of the background of the implementation of character education lessons in SLB Negeri 2 Padang. The purpose of this study to obtain a picture of the implementation of character education at School 2 Padang Sarai SLB relating to the policies and administration of the school to provide support for the teaching and learning process that contains values such as character, school environment, teachers are able to apply knowledge of PBM which have values of character, competence of teachers in character education, curriculum used, assessment and community support for the implementation of character education.

⁴⁸ Yulia Citra. 2012. Pelaksanaan Pendidikan Karakter Dalam Pembelajaran. E-JUPEKhu (Jurnal Ilmiah Pendidikan Khusus). Volume 1 Nomor 1 Januari 2012. <http://ejournal.unp.ac.id/index.php/jupekhu>

The methodology of this research is descriptive quantitative approach. From the results of the study indicated that the majority of school personnel have not run in the teaching of character education in the State SLB 2 Padang.

The result of this study obtained a description that most schools do not have policies and administration regarding character education, most schools have an environment that supports the implementation of character education, most teachers do not have good knowledge and attitude in character education, most teachers do not have competence good, most schools have used the curriculum and most teachers have not used assessments that are suitable for character education and most people have not supported the course of character education.

The next previous study is about the feasibility of character education through disciplinary activities in students. The title is "*Penerapan Pendidikan Karakter Melalui Kegiatan Kedisiplinan Siswa*" by Septi Wahyu Utami. This study aims to describe the feasibility of character education through disciplinary activities in students at Gayamsari 01 Elementary School Semarang⁴⁹.

The research method used is qualitative research, in which the main qualitative instrument research is the researcher itself. In this study the data

⁴⁹ Septi Wahyu Utami. 2019. *Penerapan Pendidikan Karakter Melalui Kegiatan Kedisiplinan Siswa*. Jurnal Pendidikan. Universitas PGRI Semarang Volume 04 Nomor 01 Tahun 2019. e-ISSN: 2527-6891.DOI : 10.26740/jp.v1n1.

technique used was interviews, documentation and questionnaires. This research was conducted at Gayamsari 01 Elementary School in Semarang from December 2018 - January 2019.

In this study the validity data of triangulation data were used. The results showed that the implementation of character education through disciplinary activities at Gayamsari 01 Public Elementary School was quite well underway, this activity was carried out with disciplinary announcement activities every Monday and morning apples in addition to Monday, then there were also activities marching in the classroom before entering the class for start learning and there are activities through Religion maps, namely charity boxes for charity and dhuhur prayers in congregation at the school mosque, all activities carried out by the school through habituation methods.

The sixth previous study is research from Sani Insan Muhamad and Aan Hasanah about the strengthening character education with title *"Penguatan Pendidikan Karakter Peduli Sesama Melalui Kegiatan Ekstrakurikuler Relawan"*⁵⁰. The purpose of this study is to reveal the results of character building process in caring for others through volunteer extracurricular activities. The method which is used is descriptive analytical with a qualitative approach. Data collection techniques are observation,

⁵⁰ Sani Insan Muhamad & Aan Hasanah . 2019. *Penguatan Pendidikan Karakter Peduli Sesama Melalui Kegiatan Ekstrakurikuler Relawan*. DOI : 10.14421/jpai.2019.161-06 <http://ejournal.uin-suka.ac.id/>

interview and documentation studies. Findings of this study: The process of strengthening character is carried out with routine training every week, monthly scheduled is cleaning river, mosques and the surrounding environment, and incidental activities to provide assistance to areas affected by natural and humanitarian disasters. The result is students show a stronger caring character. Supporting factors in strengthening the character are the vision and mission and also goals of the madrasa, exemplary teachers and staff, activities carried out in schools, and involvement in community activities. While the obstruct factors are the lack of funds to carry out activities, and the factor of parental permission in disaster area.

From various previous studies on character education above, that previous studies have discussed many aspects of character education. Research conducted by researcher will certainly be different from others. This research focused on exploring the 5 main values of strengthening character education as conveyed by the ministry of education and culture. Then, this research also focused on the process of implant (teaching and learning) character education in the classroom that is focused on English classes. And of course this research is conducted to explore whether the school has had good character education or not, so that it can help teachers and students to

improve character education, and it can be a reference for parents to choose schools for their children.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology of the study. It contains approach of research, research method, location and subject of research, source of data, data collection technique, data analysis, trustworthiness of data, research procedures and time table.

A. Approach of Research

. The approach of this research was qualitative. The qualitative approach chosen in this study was based on the problems that would be studied and explored by the researcher, namely the implementation of character education as a hidden curriculum in the 2013 curriculum. In accordance with the understanding of qualitative research according to Sukmadinata “Qualitative research is inductive, researchers allow problems to arise from data or left open for interpretation⁵¹”. Data were collected by careful observation, including descriptions in detailed contexts accompanied

⁵¹ Bachtiar S. Bachri. *Meyakinkan Validitas Data Melalui Triangulasi Pada Penelitian Kualitatif*. Kurikulum dan Teknologi Pendidikan, Fakultas Ilmu Pendidikan Universitas Negeri Surabaya. Jurnal Teknologi Pendidikan, Vol. 10 No.1, April 2010. Page. 50.

by notes from the results of in-depth interviews, as well as the results of analysis of documents and records. As the purpose of this study, qualitative research has two main objectives, namely: 1) describe and express (to describe and explore) and 2) describe and explain (to describe and explain). Based on the objectives to be achieved, qualitative research uses data collection instruments that suit their objectives.

Qualitative is also chosen because qualitative is a research approach that produces descriptive data in the form of words written or spoken from people and behavior that could be observed, therefore, the researcher intended to find out process of teaching and learning character education as hidden curriculum in 2013 curriculum in EFL class at 11th grade students of SMAN 4 Mukomuko the academic year of 2020/2021

B. Research Method

In this research, the researcher used design of descriptive method which is a method of research that attempt to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively. The statement above is in accordance with the opinion of Bogdan and Taylor in Moleong “*Metode descriptive merupakan prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang*

dapat diamati.”⁵². The statement above shows that the descriptive method is a research procedure that produces descriptive data in the form of written or oral from people and observable behavior. Descriptive method was chosen because the researcher will collect descriptive data which is mostly written in the form of reports and descriptions and it does not prioritize statistical figures even though it does not reject quantitative data. Based on the explanation above, this study was attempted to explore the hidden curriculum in the process of teaching and learning character education in 2013 curriculum.

C. Location and Subject of Research

The location of this research was SMAN 04 Mukomuko. This school was chosen by the researcher because of the accessibility and availability of time. The subject of this research were the English teachers and 11th grade students SMAN 4 Mukomuko in academic year 2020/2021

D. Source of Data

To get the data in this research, the researcher was going to take data through some sources, the subject of research were student and teacher interactions, process of teaching and learning, materials, the notes taken by the interview, and documentation. In other words the data sources of this study were all elements of teaching learning process committed by

⁵² Lexy J Moleong. Metodologi Penelitian Kualitatif. Bandung : PT Remaja Rosdakarya.

teacher, the students, the assistant of principal, SMAN 04 Mukomuko, and counseling and guidance teacher.

E. Data Collection Technique and Instrument

1) Observation

Observation is a technique for collecting data or information by observing directly or indirectly, both at school and outside of school. Nasution stated “data collection tools are used to obtain a clearer picture of social life and are attempted to observe natural and actual circumstances without deliberate efforts to influence, regulate, or manipulate them”⁵³. In addition, the observation also uses field notes to collect data. This technique is used in order to anticipate the occurrence of non-verbal activities which may give benefit for data interpretation. Hopkins argues that field-notes can “reflect general impression of the classroom and its climate.”⁵⁴

The instrument needed in the observation activity was observation check-list, which was the list that contains observational indicators to explore character values in accordance with the five main values of

⁵³ Hilmi Qoriah, 2012. *Peranan Pendidikan Kewarganegaraan Dalam Membangun Moral Anak Tunarungu Di Sekolah Luar Biasa Negeri Cileunyi*. Universitas Pendidikan Indonesia. pdf. page 48

⁵⁴ Bachtiar S. Bachri. *Meyakinkan Validitas Data Melalui Triangulasi Pada Penelitian Kualitatif*. Kurikulum dan Teknologi Pendidikan, Fakultas Ilmu Pendidikan Universitas Negeri Surabaya. *Jurnal Teknologi Pendidikan*, Vol. 10 No.1, April 2010. Page. 50.

character education. Observation conducted at 11th grade in SMAN 04 Mukomuko. Observation was conducted to get data about how is the process teaching and learning in the classroom and interaction between teacher and students to see how the process of implementing and teaching the value of character education in teaching and learning process in that schools. Observation also required video recording. As we know that the classroom interaction flowed quickly, video-recording was needed to help capturing teacher and students' interaction. Richard and Lockhart state that the advantages of audio or video recording are that the data recorded can be repeated, analyzed several times and can portray many lesson details that cannot be captured by another instruments⁵⁵.

Table 1: Observation Guidelines for Exploring the Implementation of Character Education in EFL Class

No	Aspects of Character Value	Sub Aspect	Indicator (Examples of Learning)	Item Number	Total
1.	Religion	Love the Qur'an	Read the holy Qur'an	1,2,3,4,5,6	6
		Tolerance	The teacher respects each student's opinion and answers each student's question		
		Sincere	Teacher explains the material that is not well understood by students		
		Fond of Worship	Teacher asks students if the students carry out prayer. The teacher invites and gives examples to students carrying out sunnah worship such as the		

⁵⁵ Fauzi Nurul Fadhilah.2016. Character Education In Efl Class. Walisongo State Islamic University. pdf. P. 38

			<i>Duha</i> prayer		
		Unselfish	Teacher prioritizes student understanding rather than speed in teaching		
2.	Nationalism	Mutual respect	Teacher appreciates each student who has different tribes and regions	7,8,9	3
		Maintaining the Nation's Culture	Teacher uses Bengkulu and Indonesian culture an example in the learning material		
		Protecting the environment	Teacher throws trash on the trash can that available in the class.		
3	Integrity	Trustful	Teacher comes to class on time	10, 11, 12	3
		Commitment	Teacher gives an explanation until students are able to understand the material		
		Fair	Teacher gives an opportunity to every student who wants to ask and answer		
4.	Independence	Brave	Teacher conveys the wrong and truth according to the facts	13,14,15,16	4
		Creative	Teacher uses media and examples for fun material		
		Hard work	Teacher explains the material until students are able to understand the material		
		Professional	Teacher does not allow students to cheat their friends' assignments		
5.	Mutual Cooperation	Inclusive	Teachers welcomes for each student who asks	17,18,19,20	4
		Solidarity	The teacher tells/gives opportunity for students to explain the material to their friends who do not understand the material		
		cooperate	The teacher sets up several groups and provides opportunities for students to discuss the material being studied		
		Mutual help	The teacher gives the opportunity for students to answer the teacher's questions that his friend is unable to answer.		

2) Interview

Interview was taken by giving some questions. Interviews conducted with English Teacher, Assistant Principal of Academic affairs and Curriculum and Counseling Guidance Teacher. Interview was presented orally and the informants answered the questions orally. The researcher used this kind of interview because it was a form of interview that could take the right idea from the object of the study. This was the way to get information about how was the values of character education in EFL class. The researcher analyzed the result of the research observation and interview to know how is the teaching learning process of character education values in EFL class at 11th grade SMAN 04 Mukomuko.

The interview interaction flowed quickly. audio-recording/tape recorder was needed as instrument to help capturing student and researcher's interaction. Another instrument that must be prepared before conducting an interview was an interview guide/question.

Table 2 : Interview Guidelines for Exploring the Implementation of Character Education in EFL Class

Assistant Principal Of Academic Affairs And Curriculum	English Teacher	Counseling Guidance Teacher
1. What curriculum is used in learning in this school? 2. When was the 2013 curriculum first	1. When was the 2013 curriculum first implemented at SMAN 4 Mukomuko? 2. The government	1. As a counseling teacher, what about character education at SMAN 4 Mukomuko according to you?

<p>implemented at SMAN 4 Mukomuko?</p> <p>3. The government continues to act on character education, so how is the current character education in SMAN 4 Mukomuko from your monitoring?</p> <p>4. According to your point of view, how is the implementation of 5 values of strengthening character education (religion, nationalism, independence, integrity, and mutual trust) in this school?</p> <p>5. what are the obstacles or challenges faced by teachers in the process of instilling or implemeting the value of character education in students?</p> <p>6. What is the solution to face the problems or obstacles that are currently?</p> <p>7. What are your hopes for the future of character education in Indonesia,</p>	<p>continues to act on character education, so how is the current character education in SMAN 4 Mukomuko from your monitoring?</p> <p>3. Nowadays students have a big influence, be it social media, the environment and others. According to you, what are the obstacles or challenges faced by teacher in the process of implementing the value of character education towards students in the process teaching and learning?</p> <p>4. What is the solution to face the problems or obstacles that are currently?</p> <p>5. What are your expectations for the future for character education in Indonesia, especially at SMAN 4 Mukomuko?</p>	<p>2. Are there any violations committed by students this semester, sir?</p> <p>3. Has the counseling and guidance teacher called the students?</p> <p>4. Does counseling teacher also cooperate with other parties?</p>
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especially in SMAN 04 Mukomuko?		
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3) Documentation Study

Documentation study is data collection techniques that was not directly shown to research subjects. Documentation study was one source of qualitative research data for collecting data. According to Sugiyono “document is a note of events that have passed. Documents can be in the form of writings, picture, or monumental works by someone”⁵⁶. In other words, documentation study is a data collection technique by studying and exploring several documents to obtain information that researcher wants to find.

In this study, researcher took several documents from SMAN 04 Mukomuko. The documentation were schools profile, the rules of school, schedules of teaching and learning activities, and vision-mission.

F. Data Analysis

⁵⁶ Yusnita Ahdiani. 2013. Model Pembinaan Akhlak di SMAN 20 Bandung. Universitas Pendidikan Indonesia. repository.upi.edu.pdf. page 9

Data processing and analysis was an important step in research. According to Moleong in Hilmi “data analysis is the process of organizing and sorting data into patterns, categories and basic units of description so that themes can be found and work hypotheses can be formulated”⁵⁷. Data obtained from the results of observations, interviews, and documentation studies are then processed through recording, typing, and editing then analyzed qualitatively.

Data analysis in qualitative research, carried out at the time of data collection takes place and after the completion of data collection within a certain period. According to Miles and Huberman, quoted by Sugiyono stated "activities in qualitative data analysis are carried out interactively and carried out continuously until they are finished, so that the data is already saturated”⁵⁸. Activities in data analysis include *data reduction*, *data display*, and *conclusion drawing / verification*

1. Data Reduction

Data reduction aims to facilitate the understanding of data that has been collected from the results of field notes by summarizing and clarifying according to the problem under study. In this research, the

⁵⁷ Hilmi Qoriah, 2012. *Peranan Pendidikan Kewarganegaraan Dalam Membangun Moral Anak Tunarungu Di Sekolah Luar Biasa Negeri Cileunyi*. Universitas Pendidikan Indonesia. pdf. page 53

⁵⁸ *ibid.*

aspect that will be reduced is character education in the process of teaching and learning in EFL class.

2. Data Display

Presentation of data in the form of narrative texts, to see a picture of the data obtained as a whole or certain parts and then do the classification. The display of data compiled briefly, clearly, in detail and thoroughly will make it easier to understand the picture of the aspects studied. Presentation of data in this study more poured in the form of descriptions in accordance with the results of the study obtained.

3. Conclusions and verification

The third step was the effort to look for meaning, meaning, explanation made on the data that has been analyzed by looking for important things. This conclusion was arranged in the form of a brief statement and easy to understand by referring to the research objectives.

G. Trustworthiness of the Data

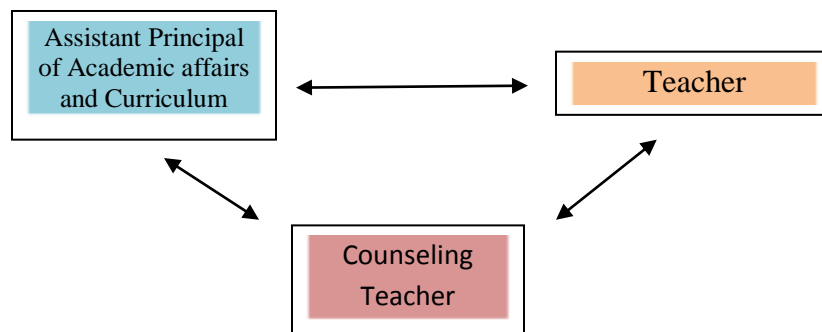
1. Triangulation

The data obtained in the field would go through a validation process or data validity, this is done in order to get valid data. Data in this study was validated through source triangulation and method triangulation.

a) Source Triangulation

Triangulation of sources refers to comparing (checking) information obtained through different sources. In this study, the researcher tried to combine the three data sources (In-depth interview), namely, assistant principal of academic affairs and curriculum , teachers, and counseling guidance teacher . That can be seen in the following scheme:

Picture 3.1. Data Triangulation Source

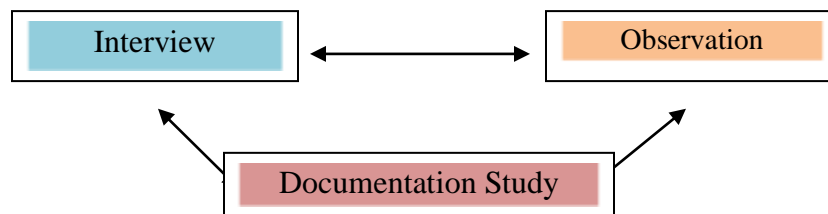


b) Method Triangulation

Method triangulation is used to check the use of data collection methods, whether the information obtained by the interview method is the same as the observation method, or whether the results of the observations match the information provided when interviewed. This

technique was also carried out to test the data source, whether the data source when interviewed and observed provided the same or different information. This could be seen in the following scheme:

Picture 3.2. Triangulation Method



c) Investigator Triangulation

Triangulation of investigator is done by using more than one person in data collection and analysis. Therefore, in conducting this research especially in the observation activity, the researcher looked for someone who had the same educational background, namely as an English education study program student to be a co-observer, so that there were two investigators in the observation activity. This technique was done to avoid the subjectivity of researcher and obtain relevant data.

H. Research Procedures and Time Table

1. Research Procedures

a) Research preparation

The first activity that is undertaken by researchers as an initial stage in the preparation process was to prepare the research to run

smoothly. In the preparation stage, the researcher started from submitting a title, then submitted a proposal, until the proposal was held for seminar.

b) Research Implementation

Before conducting research, the researcher first conducted a pre-study (initial observation) to see further what is the problem in learning in the classroom and to find out the extent of the actual field conditions to be the object of research. In this implementation phase, the researcher came to the school to meet the school principle to provide a permit. Then, the researcher made a schedule with the English teacher to do the observation for getting the familiar about the school. Then, the researcher conducted the interview with the English teacher.

After the permission was obtained, the researcher continued with the respondent teachers and eighth grade students of SMA N 4 Mukomuko. In addition, researchers did not forget to prepare various things needed to carry out research, in the form of observation sheets, interview guidelines, and so on. Furthermore, after all was prepared in accordance with the planning between researchers, students and teachers.

c) Research Reporting

In reporting the research, the researcher was going to compile the final research report in the form of a thesis, approves the trial examination, and approved research results.

2. Time Table

No	Activity	Week					
		I	II	III	IV	V	VI
1	Meeting the school principle	■					
2	Getting the familiar about the school		■				
3	Observing the process teaching and learning			■	■		
4	Conducting to interview with English teacher and Getting documents			■	■		
5	Analyzes the data				■	■	
6	Writing report					■	■

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the result and discussion of this study. The explanation is divided into some parts. The following findings would give detail description about (1) The implementation the Religion, Nationalism, Integrity, Independence, and Mutual Cooperation values of character education in SMAN 04 Mukomuko in academic year 2020/2021, (2) The obstacles that faced by English teacher in implementing and teaching of five main values of character education in EFL Class at 11th Grade SMAN Mukomuko.

A. FINDINGS

This research was conducted on August 2020 in EFL Class at 11th grade SMA N 04 Mukomuko. The research was conducted through observation, interviews and documentation study with research subjects and several informants both inside and outside the classroom. The research results were analyzed by researchers using qualitative descriptive techniques, which means that the

researcher will describe, and interpret all the data collected so that they are able to obtain a general and comprehensive situation.

1. The Context of the Study

SMAN 4 Mukomuko is a government school located in Mukomuko district, province of Bengkulu. Based on the latest data on the profile of SMAN 4 Mukomuko, this school was built in 2005. Currently, SMAN 4 Mukomuko has 45 teachers and educators and 347 students consisting of 128 male students and 219 female⁵⁵ ts. This school has 15 classrooms, 4 laboratory rooms, and 1 library. SMAN 4 Mukomuko accredited A. Since 2016, 2013 curriculum has implemented in this school until at the present⁵⁹.

SMAN 4 Mukomuko has vision and mission that supports the character education values of students. The vision and mission of SMAN 4 Mukomuko are as follows

- Vision

Exemplary in Behavior, Skilled and Superior in Achievement, Loyal and Devoted, and Environment Insightful

- Mission

- Developing the habit of smiling, greeting, friendly, sympathy and polite
- Creating students who have good behavior and are skilled which is manifested in everyday life both at school and community

⁵⁹ Data Pokok Sekolah SMAN 4 Mukomuko. 2 November 2020

- Increasing competitiveness
- Carrying out life skill activities for all students to make a living in the community
- Increasing student potential positively and optimally
- Empowering the strong potential of the school community for SMAN 4 Mukomuko
- Involving all school members and groups in making decisions for the interests of the school
- Instill a strong commitment to all members of the SMAN 4 Mukomuko in order to protect and preserve the environment.⁶⁰

The vision and mission of SMAN 4 Mukomuko above showed that there was a desire to increase the character value of students. Based on the school's vision, not only increasing achievement, but also role models in behavior, faith and piety and care for environment. The vision and mission of SMAN 4 Mukomuko also has a correlation with the five main values of strengthening character education, namely Religion, nationalism, integrity, Independence, and mutual cooperation.

Based on the data above, the researcher conducted research at SMAN 4 Mukomuko to see how the implementation of character education at this school in the teaching and learning process based on the 5 main values of strengthening character education.

⁶⁰ Data Pokok Sekolah SMAN 4 Mukomuko. 2 November 2020

2. The Implementation of Five Main Values of Strengthening Character Education in EFL Class at 11th Grade SMAN 04 Mukomuko

Based on The Ministry of Education and Culture of the Republic of Indonesia, there are 5 aspects that become the main assessment of character education in Strengthening Character Education (*Penguatan Pendidikan Karakter*), which has been launched since 2016. In this study, there were two English teachers who taught the 11th grade as the subjects of research. After conducting research at the school for one week, the summary of research results is described as follows:

a. Religion

In terms of religion, the subject observed was an English teacher in teaching and learning process in 11th grade. There were some findings that the researcher figured out, based on the result of observation conducted on August 3rd 2020. First, aspect of tolerance. Before the class started, teacher asked the students to pray according to their respective beliefs and religions, without any intimidation or prohibition, because in the class there were several non-Moslem students.⁶¹ The teacher also gave the same respect to all students without any discrimination. Second finding was the sincere aspect. In the process teaching and learning, teacher explained back when students had not understood the lesson. It also showed

⁶¹ Observation of English teaching learning process done on 3 August 2020

unselfishness as one of the aspects Religion. This showed that the understanding was more important than speed in learning. Next finding was fond of worship. Before finished the class, the teacher did not forget to remind the students to do the midday prayer at Mushola. When the researcher conducted observation on August 7th 2020, the researcher got routine activities at this school. Every Friday before starting lessons, students must read Al Quran and its meaning every morning together⁶². That activity taught students to love the holy Qur'an as one of the aspects in Religion value.

Next, the data was taken from interview. Assistant principal of academic affairs and curriculum stated that SMAN 4 Mukomuko has good Religion values. She said that:

“Dalam nilai agama, guru selalu mengajak siswa untuk selalu melaksanakan sholat berjamaah di mushola sekolah, dan para siswa mengikuti apa yang di sampaikan oleh guru mereka, bahkan juga ada yang melaksanakan sholat sunnah dhuha dengan mandiri.”⁶³

“In terms of Religion values, teachers always invite students to always pray in congregation at the school prayer room, and students follow what their teacher says, and some even carry out the Sunnah Duha prayer Independently.”

The interview above showed that the values of religion had implemented good enough in SMAN 4 Mukomuko. However, this must be continued and improved by the school.

⁶² Observation of English teaching learning process done on 7 August 2020

⁶³ Lusiana, vice principal at SMAN 4 Mukomuko, interviewed on 10 August 2020

b. Nationalism

In terms of nationalism, there were some findings that the researcher found. Based on the result of observation conducted on August 4th 2020, the researcher got this school had good nationalism values.⁶⁴ First, even though students in the class had different ethnicities and religions, there was no discrimination by the teacher in the learning process. The teachers provided equal and same opportunities to all students. It showed that the aspect of mutual respect was implemented. Second findings was maintaining the nation's culture. When explaining the subject matter, the teacher also used examples that referred to regional and Indonesian cultural values. Even the teacher gave an example for students to throw garbage in the trash as an implementation of the aspect of protecting the environment in nationalism value. In terms of the value of nationalism according to the limits of this study, the teachers at this school had implemented the value of strengthening character education.

The result of observation above were in line with the statement of assistant principal of academic affairs and curriculum stated that SMAN 4 Mukomuko. She said that:

“Pihak sekolah terus mengajak para siswa untuk mencintai bangsa kita. Sebagai contoh, guru memberikan contoh yang berkaitan dengan budaya Indonesia ketika di kelas. Selain itu, sekolah selalu mengajak para siswa

⁶⁴ Observation of English teaching learning process done on 4 August 2020

memperingati hari pahlawan Indonesia seperti pawai dan pertunjukan drama”⁶⁵

“The school always invite students to love our nation. For example, the teacher give examples related to Indonesian culture in classroom. In addition, this school always invites students to commemorate Indonesian heroes' days such as parades and drama performances”

The data above described that the value of nationalism in the school was quite good, and teachers really cared about the value of nationalism and always told this to students because nationalism value is important to be had by students.

c. Integrity

In terms of integrity, SMAN 4 Mukomuko had good integrity.⁶⁶ Based on observation conducted on August 4th 2020, the researcher got some findings. The first aspect of integrity was trustful. The teacher arrived on time at school, especially come to class for teaching in the classroom. Second findings was commitment. The teacher showed good commitment in teaching and learning process by continuing to explain the material until the students understood the lesson. The teacher also provided the opportunity for all students to ask questions and answer without discriminating of ethnicity and religion. It meant that, teacher gave same opportunity for all students. In other words, it described the fair aspect. When conducted observation, the researcher also got information that

⁶⁵ Lusiana, vice principal at SMAN 4 Mukomuko, interviewed on 10 August 2020

⁶⁶ Observation of English teaching learning process done on 4 August 2020

when condition were normal before Covid-19, every morning the students took out the trash together. Due to current conditions, these activities were not carried out to avoid crowds in the school.

The next findings was taken from interview. Assistant principal of academic affairs and curriculum revealed that integrity values in the school was good enough. She said that:

“SMAN 4 Mukomuko juga memiliki integritas yang baik. Sebagai contoh, para guru selalu berupaya untuk datang tepat waktu, terutama untuk memulai pelajaran dikelas.”⁶⁷

“SMAN 4 Mukomuko also has good integrity. For example, teachers always try to arrive on time, especially to start lessons in class.”

The data above proved that SMAN 4 Mukomuko had good integrity values, and it would always be developed to create teachers and students with integrity.

d. Independence

The researcher also found the values of independence when conducted observation on August 6th 2020 in SMAN 4 Mukomuko. The researcher got some findings in the learning and teaching process.⁶⁸ First finding was professionalism. In doing assignments, teacher prohibited students from cheating on their friends except for group work. Absolutely it taught the students to be Independence indirectly. Second findings was brave aspect.

⁶⁷ Lusiana, vice principal at SMAN 4 Mukomuko, interviewed on 10 August 2020

⁶⁸ Observation of English teaching learning process done on 6 August 2020

In the learning and teaching process, teachers also conveyed wrongs and truths according to facts . In explaining material, the teacher also used media and interesting lesson examples so that students could understand and do assigned tasks independently. It indicated that the teacher was creative.

The next finding was taken from interview. Assistant principal of academic affairs and curriculum explained that teachers always asked students to do assignments or homework independently without cheating on friends.

“Dalam hal kemandirian, para guru juga terus mengajak siswa untuk mengerjakan tugas atau pekerjaan rumah secara mandiri tanpa menyontek teman”⁶⁹

“In terms of independence, teachers always asked students to do assignments or homework Independently without cheating on friends”

From the data above, it could show that the independence value at SMAN 4 Mukomuko were good enough and the teacher always persuaded students to improve their Independence.

e. Mutual cooperation

SMAN 4 Mukomuko had good values of mutual cooperation or “*Gotong Royong*”.⁷⁰ This could be seen from several findings when the

⁶⁹ Lusiana, vice principal at SMAN 4 Mukomuko, interviewed on 10 August 2020

⁷⁰ Observation of English teaching learning process done on 6 August 2020

researcher conducted observation on August 6th 2020. First finding was inclusivity. Teacher asked for other students to help students who were less able to understand the lesson. The teacher also made a study team so that students could help each other and exchange ideas. The second finding was teacher also provided opportunities for students to re-explain the material to other students in different ways, so that other students understood the lesson better.

The data above need to be proved by validation. In validation of the observation data, the researcher used the triangulation of investigator. The researcher asked an English student to be a co-observer. After conducting observation, researcher checked the data of the researcher as an observer with the data obtained by the co-observer. The data obtained were not much different. It is just that the co-observer did not find one indicator of the religion aspect, namely inviting students to pray in congregation. However, generally the data obtained were almost the same.

The data above are in line to the statement of assistant principal of academic affairs and curriculum. She said that:

" Pendidikan karakter di SMA N 4 Mukomuko ini semakin baik dan terus meningkat setiap tahunnya. Hal tersebut dapat dilihat dari cara berpakaian, potongan rambut, etika, cara berbicara dengan guru, teman atau dengan orang lebih tua."

"The value of character education at SMA N 4 Mukomuko is getting better every year. It can be seen from the way of dress,

haircut, ethics, how to talk to teachers, friends or with older people”.⁷¹

The data above was also strengthened by the statement of the Counseling Guidance Teacher at SMAN 4 Mukomuko. He said that:

“Character education in this school is good enough. This is evidenced by the very small number of student violation cases that we handle. Although there were several violations by students. But only small cases”

“Pendidikan karakter disekolah ini sudah cukup baik. Hal tersebut dibuktikan dengan jumlah kasus pelanggaran siswa yang kami tangani sangat sedikit. Meskipun ada beberapa pelanggaran yang dilakukan siswa. Namun tidak terlalu berat”⁷²

From the statement of the assistant principal of academic affairs and curriculum and counseling guidance teacher, students in the school generally had good character, this could be seen from the way students talking to teacher, asking questions, and expressing opinions. Good student character was also because the role of teachers in implementation the values of character education in schools and the teaching and learning process.

The data above need to be proved by validation. To prove the validation of the data, the researcher used a triangulation of method and source in which the researcher checked the data from observations,

⁷¹ Lusiana, vice principal at SMAN 4 Mukomuko, interviewed on 10 August 2020.

⁷² Haris, Counseling Guidance Teacher at SMAN 4 Mukomuko, interviewed on 10 August 2020.

interviews and documentation. After the researcher conducted observations for about one week in class and out of class, the researcher found data that the implementation of character education at SMAN 4 Mukomuko was quite good. It is proved that almost all observations were filled. To explore the results of the observations, the researcher then requested information from several informants, namely the assistant principal of the academic affairs and curriculum, and the counseling teacher to find out data on student violations. The assistant head of academic and curriculum affairs explained that the value of character education of student in SMAN 4 Mukomuko has increased every year, this was certainly a representation of the implementation of strengthening character education at SMAN 4 Mukomuko. Although there were still some teachers who only concerned intellectual, and school still needed many teacher as icon in character education, the implementation of character education at SMAN 4 Mukomuko was quite good. The same thing was conveyed by the counseling teacher at SMAN Mukomuko. He explained that the character education at SMAN 4 Mukomuko was quite good. This can also be seen from the number of cases or student offense that we handled was only a small number. This increasing was of course also in line with the implementation of character education by teachers in the classroom. The vision of SMAN 4 Mukomuko, namely Exemplary in Behavior, Skilled and Excellent in Achievement, Loyal and Devoted, and

Environment Insightful, of course also supports the value of character education, including the 5 main values of increasing educational character added at SMAN 4 Mukomuko.

3. The Obstacles Were Faced by English Teacher in Implementation of Five Main Values of Character Education

In strengthening character education in the school, the teacher must continue to implant good character for students, but the teachers also found obstacles or problems in the process of instilling the value of character education in students. From an interview that conducted with the assistant principal of academic affairs and curriculum explained that character education is also hampered by the students' environment. She said:

“Kendala pertama adalah minimnya icon atau model dari dewan guru untuk menanamkan nilai-nilai pendidikan karakter kepada siswa. Hal ini terlihat dari masih adanya sebagian pendidik yang mengedepankan sisi akademik dan mengabaikan nilai-nilai karakter peserta didik.”

“The first obstacle is the lack of icon or model from the teacher council to instill character education values for students. This can be seen from the fact that there are still some educators who prioritize the academic side and ignore the character values of students.”⁷³

Another obstacle was also conveyed by homeroom teacher and also an English teacher. She said that:

⁷³ Fitriyeni, English teacher at SMAN 4 Mukomuko, interviewed on 10 August 2020.

“Hambatan dalam proses penanaman nilai pendidikan karakter kepada siswa di SMA N 4 Mukomuko adalah teman satu daerah yang sama. Ketika sekelompok siswa bersatu dengan siswa yang berasal dari desa yang sama, maka mayoritas siswa tampaknya memiliki kekuatan yang lebih besar daripada siswa yang minoritas”.

“The obstacles in the process of implanting the value of character education to students at SMA N 4 Mukomuko is friends of the same regional origin. When a group of students is united with students from the same village or from the same village, then the majority of students seem to have more power than students who are of minority”⁷⁴

The assistant principal of academic affairs and curriculum also said that the second obstacle was the cooperation between parents and the school. Even though children participated in learning during school hours, the role of parents was also very much needed to supervise and pay attention to children's activities and education while at home to the fullest. Because the value of character education that has been instilled in school would be useless if there was no character formation while the child is at home .

The explanation above described that there were several obstacles faced by the teachers and school in implementation character education in teaching and learning process. The first obstacle was the influence of friends. Classmates have a strong influence on other students, plus if they were students in the same village, they felt like the majority had a little bit of pride and a sense of domination in the arts. Apart from the influence of the environment, especially social media, SMAN 4 Mukomuko still lacked an

⁷⁴ Lusiana, vice principal at SMAN 4 Mukomuko, interviewed on 10 August 2020.

icon to be an example for students, because there were still some teachers who emphasized the academic side and sometimes forgot a little about character values.

Although there were obstacles faced by teachers at SMAN 4 Mukomuko, the schools were also constantly looking for solution to overcome them problems in teaching and implementing the values of five main values of character education. The assistant principal of academic affairs and curriculum stated that every teacher had to increase the value of character education for students, not only intellectually. She said that:

“Guru hendaknya tidak hanya mengedepankan sisi akademik siswa tetapi juga kepribadian, sikap dan karakter siswa ”

“Teachers should not only prioritize the academic side of students but also the student's personality, attitude and character”.⁷⁵

Assistant principal of academic affairs and curriculum also said that in strengthening the five values of character education at SMA N 4 Mukomuko, the school made several efforts to improve the character values of students. She said that the first solution was cooperation. For the sake of developing character education, students really needed cooperation from various parties, such as the teachers, the students, the parents and the community. The second solution was integration each element so that they were able to work together

⁷⁵ Lusiana, vice principal at SMAN 4 Mukomuko, interviewed on 10 August 2020.

and provide full support to students in order to achieve the formation of character education values for students not only at school but also at home and in the community environment.

The same thing was also conveyed by the counseling guidance teacher. He stated that:

“Kami juga telah bekerjasama dengan orangtua siswa dan pihak kesiswaan untuk memantau perkembangan para siswa tersebut”⁷⁶

"We have also collaborated with parents and students to monitor the progress of the students"

Statement from counseling guidance teacher above described that they have collaborated with parents of student in monitoring the activity of students, and the school needed to improve the collaboration.

The data above reveal that the school continued to evaluate the teaching process and inculcation of character education values at SMAN 4 Mukomuko, despite the many obstacles faced, the school will take several steps as a solution to overcome obstacles and problems in implementation the values of character education. The first solution was to increase the cooperation of teachers who teach in the classroom so that there was continuity and cohesiveness of the teachers in the school to provide examples or good attitudes to students, so that students indirectly learnt how to apply the value of strengthening character education. The second solution was to build good

⁷⁶ Haris, Counseling Guidance Teacher at SMAN 4 Mukomuko, interviewed on 10 August 2020.

relationships and cooperation between the school and the parents of students. So that teachers and parents could coordinate with each other regarding the attitudes of students.

Learning Management

Based on the management function according to George Terry. SMAN 4 Mukomuko has also carried out a planning function in learning management. The creation of a good vision and mission is a form of good planning in learning of management. The vision and mission showed how a school plans to make students to have good character, according to what has been planned. Good planning can be seen in the lesson plan of teachers in teaching and learning process in classroom. From the documentation of the study that the researcher conducted, the lesson plan made by the English teacher at SMAN 4 Mukomuko also referred to the attitudes of the students, and this was one form of good planning. planning that has been made will determine how to organize and actuate in the teaching and learning process.

The teacher also has to organize the learning process that will be carried out in the classroom. Based on George Terry's theory, the second function of learning management is organizing. In observation that researcher conducted, teacher have organized learning activities. This can be seen from how the English teacher at SMAN 4 Mukomuko organized the material and learning time in class and this can be seen in the lesson plan. Apart from the

lesson plan, the teacher also organized the class. Based on the results of observation and field notes by researcher, the teacher always arranged the seats of the students at the beginning of the learning process. The students were asked to fill the seats at the front which were still empty. So, the learning process would be better and can be heard properly by students.

From the data that the researcher found in the learning process, the teacher had implemented actuating function in the classroom. Actuating is the third function in management according to George Terry. In learning, actuating is very important. All planning and organizing will be implemented in the actuating step. Based on the data above, at SMAN 4 Mukomuko, the actuating in character education carried out by the teacher was quite good. This could be seen when the teacher implemented the teaching and learning process, the teacher continued to instill the values of character education in students. This could also be seen in the students who showed good attitudes, as a response of instilling character values by teachers at SMAN 4 Mukomuko.

The data that the researcher got above was also a controlling function carried out by teachers and school authorities. According to George Terry's theory, controlling is the fourth step in the management function. After the teacher controlled the students and got information that there were violations done by the students, the teacher would coordinate with the counseling guidance teacher and the assistant principal of academic affairs and

curriculum to handle it. In the learning process, especially character education, controlling is very important to see whether a teacher is able to instill the values of character education in students or not.

B. DISCUSSIONS

After the researcher collected data from research results obtained from observations, interviews, and documentation, the researcher conducted data analysis to further explain the research results. In accordance with the data analysis technique chosen by researcher, namely by using descriptive qualitative analysis by analyzing data that collected during the study conducted research at SMA Negeri 4 Mukomuko. Based on the results of the study, researcher obtained information as follows:

2013 curriculum requires teachers to be able to make lessons that demonstrate students' process skills. Teachers are required to fulfill core competencies that contain national character. In order for all these demands to be met, the capacity for teacher curriculum development must be high. The teacher as a respondent has compiled a complete learning plan that includes cognitive, affective, and psychomotor aspects. This is of course in accordance with the demands of the 2013 curriculum. Apart from being required to develop the intellectuals of the students, teachers are also required to instill good character values in students.

As a school that used the 2013 curriculum, SMAN 4 Mukomuko has good accreditation and has good facilities enough. SMAN 4 Mukomuko has 347

students and 45 teachers. Even though it has many students and teachers, the implementation of character education at this school is quite good.

In learning and teaching process, teachers must be able to integrate teaching about academic intellectual and moral attitudes of students. Analysis of the results of research on teaching and the implementation of the main values of strengthening character education at SMA N 4 Mukomuko can be said to have been carried out well.

In implementation of five main values of character education in EFL class at 11th grade SMAN 4 Mukomuko. The results showed the teacher fulfilled several aspects and indicators of implementation the value of strengthening character education in the classroom. This effort was also encouraged by the vice principal of the curriculum field so that every teacher must be a good icon to the students. When students saw firsthand the phenomena that occur in the surrounding environment. Real experiences obtained by students will help student in developing self-potential and applying the value of strengthening character education.

The findings also showed that SMAN 4 Mukomuko has implemented five main values of strengthening character education as the hidden curriculum of 2013 curriculum. In learning and teaching process, the teacher showed good example regarding the value of strengthening character education. However, the cooperation between the school and the parents must be improved so that the cultivation of the value of character education can be maximized. In addition,

SMAN 4 Mukomuko still needed many icons that provide examples in the application and teaching of character education values.

In implementation values of strengthening character education, of course there were obstacles faced by teachers. In the case of strengthening character education, there were several obstacles that must be faced. The first obstacle was the influence of friends. Classmates had a strong influence on other students, if students had a desk mate, they felt like the majority have a little pride and a sense of domination in the classroom. The second obstacle was the lack of icons to serve as examples for students, because there were still some teachers who emphasized the academic side and sometimes forgot a little about character values.

In dealing with the problems of implementation character education, the school would take several steps as a solution to overcome obstacles and problems in improving character education, namely by evaluating teachers who taught in the class to provide examples or good attitudes to students, so that there was continuity and cohesiveness of teachers in the classroom. The second solution was build good relationship and coordination. In this case the teacher would build a good relationship with the parents of students. So that teachers and parents could coordinate with each other regarding the attitudes of students.

Based on the findings in this study, the researcher found the similarities with previous study or previous research about "CHARACTER EDUCATION IN EFL CLASS (A Descriptive Study at the Fourth Grade of SDN Sadeng 02

Gunungpati Semarang. The purpose of this study was to determine how character education affected the behavior of students. In the previous study, the researcher found data that character education has a good impact on the behavior of students at SDN Sadeng 02 Gunungpati Semarang. This was also a discovery by the researcher at SMAN 4 Mukomuko. The researcher found 5 values of strengthening character education at SMAN 4 Mukomuko have been implemented properly by the teacher , and it has a good effect toward the students.

The researcher also found similarities with the previous study on Character Education in a Muslim School: A Case Study at a Comprehensive Muslim School's Curricula from Florida International University, Miami, 2011. Despite having different curriculums and different educational systems, the researcher found similarities in efforts and policies taken in implementing character education programs, namely building collaboration with parents to monitor the students. The researcher also found this findings at SMAN 4 Mukomuko. The teachers built good relationships with parents to monitor students' behavior. From this data, it can be seen that character education also required the role of parents.

In strengthening character education, this research also have the same findings as the journal about Strengthening Character Education for Caring for Peers through Extracurricular Activities of Volunteers from UIN Sunan Kalijaga, Yogyakarta. In the journal, one of the findings is that schools carry out

extracurricular activities every week. The researcher also found this at SMAN 4 Mukomuko. Every Friday, the students read the holy Quran and its translation together before starting lessons. This showed the activities to strengthen character education must be carried out continuously.

The implementation of good character education at SMAN 4 Mukomuko was also the result of good management by schools and teachers. SMAN 4 Mukomuko has also carried out a planning function in learning management. The creation of a good vision and mission is a form of good planning in learning of management. The vision and mission showed how a school plans to make students to have good character, according to what has been planned. Good planning can be seen in the lesson plan of teachers in teaching and learning process in classroom. From the documentation of the study that the researcher conducted, the lesson plan made by the English teacher at SMAN 4 Mukomuko also referred to the attitudes of the students, and this was one form of good planning. planning that has been made will determine how to organize and actuate in the teaching and learning process. Based on findings, it can be interpreted that SMAN 4 Mukomuko has plans as the beginning of good management in education and learning

The teacher also has to organize the learning process that will be carried out in the classroom based on the findings.. In observation that researcher conducted, teacher have organized learning activities. This can be seen from how the English teacher at SMAN 4 Mukomuko organized the material and learning

time in class and this can be seen in the lesson plan.. Based on the results of observation and field notes by researcher, the teacher always arranged the seats of the students at the beginning of the learning process. The students were asked to fill the seats at the front which were still empty. So, the learning process would be better and can be heard properly by students.

Based on the findings, the researcher can conclude that the teachers have implemented actuating function in the classroom. In learning, actuating is very important. All planning and organizing will be implemented in the actuating step. Based on the data above, at SMAN 4 Mukomuko, the actuating in character education carried out by the teacher was quite good. This could be seen when the teacher implemented the teaching and learning process, the teacher continued to instill the values of character education in students.

The researcher also got findings about controlling function carried out by teachers and school authorities. In controlling students, the teacher would coordinate with the counseling guidance teacher and the assistant principal of academic affairs and curriculum if there was information about violations done by the students. In the learning process, especially character education, controlling is very important to see whether a teacher was able to instill the values of character education in students or not.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of research conducted by researcher in SMAN 4 Mukomuko, the researcher made the following conclusions, namely: (1) SMAN 4 Mukomuko has used the 2013 curriculum and has implemented the 5 main values of strengthening character education. The implementation of religion, nationalism, integrity, independence, and mutual cooperation value in the teaching and learning process has been carried out quite well.; (2) Obstacles in implementation of strengthening character education at SMAN 4 Mukomuko is divided into two obstacles. The first obstacle is the influence of friends. Classmates have a strong influence on other students. If they are students from same village, they felt like as the majority have a little bit of pride and a sense of domination in the classroom, so that there was a sense of arrogance and sometimes the student did not give attention to the teacher. The second obstacle is lack of icon to be an example for students, because there were still some teachers who emphasize the academic side and sometimes forget a little about character values. Although there were obstacles faced by teachers at SMAN 4 Mukomuko, the schools were also constantly looking for solution to overcome them problems in teaching and implementing the values of five main values of character education by strengthening teachers cooperation and building good relationship between parents of student and SMAN 4 Mukomuko.

B. Suggestions

Based on the above conclusions, the suggestions that can be given are as follows:

1. English teacher should continue to understand more about character education especially five main values in strengthening character education being applied. This is because school has to integrate intellectual and character education values. In addition, teacher is expected to attend trainings, teaching simulations related to the character education.
2. Schools must equalize the perspectives of all teachers at SMAN 4 Mukomuko to build the same goal of increasing the intellectual and character of students, and building good relationships with parents of students, so that they can monitor the character of students in their action.
3. For further researcher who wish to examine about implementation character education, it is recommended to examine character education as a whole and which are not included in this study.

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Appendix 1 : Observation Sheet Guidelines for Exploring the Implementation of Character Education in EFL Class

No	Aspects of Character Value	Sub Aspect	Indicator	Item Number	Total
			(Examples of Learning)		
1	Religious	Love the Qur'an	Read the holy Qur'an	1,2,3,4,5,6	6
		Tolerance	The teacher respects each student's opinion and answers each student's question		
		Sincere	Teacher explains the material that is not well understood by students		
		Fond of Worship	Teacher asks students if the students carry out prayer. The teacher invites and gives examples to students carrying out sunnah worship such as the <i>Duha</i> prayer		
		Unselfish	Teacher prioritizes student understanding rather than speed in teaching		
2	Nationalism	Mutual respect	Teacher appreciates each student who has different tribes and regions	7,8,9	3
		Maintaining the Nation's Culture	Teacher uses Bengkulu and Indonesian culture an example in the learning material		
		Protecting the environment	Teacher throws trash on the trash can that available in the class.		
3	Integrity	Trustful	Teacher comes to class on time	10,11,12,	3
		Commitment	Teacher gives an explanation until students are able to understand the material		
		Fair	Teacher gives an		

			opportunity to every student who wants to ask and answer		
4	Independent	Brave	Teacher conveys the wrong and truth according to the facts	13,14,15,16	4
		Creative	Teacher uses media and examples for fun material		
		Hard work	Teacher explains the material until students are able to understand the material		
		Professional	Teacher does not allow students to cheat their friends' assignments		
5	Communal work	Inclusive	Teachers welcomes for each student who asks	17,18,19,20	4
		Solidarity	The teacher tells/gives opportunity for students to explain the material to their friends who do not understand the material		
		cooperate	The teacher sets up several groups and provides opportunities for students to discuss the material being studied		
		Mutual help	The teacher gives the opportunity for students to answer the teacher's questions that his friend is unable to answer.		

Appendix 2 : Interview Sheet Guidelines for Exploring the Implementation of Character Education in EFL Class

Nama : Lusiana, S.Pd

Position : Assistant Principal Of Academic Affairs And Curriculum

Gender : Female

Day, Date : Monday, August 03 2020

1. What curriculum is used in learning in this school?
2. When was the 2013 curriculum first implemented at SMAN 04 Mukomuko?
3. The government continues to act on character education, so how is the current character education in SMAN 04 Mukomuko from your monitoring?
4. According to your point of view, how is the implementation of 5 values of strengthening character education (religion, nationalism, independence, integrity, and mutual trust) in this school?
5. what are the obstacles or challenges faced by teachers in the process of instilling or implemeting the value of character education in students?
6. What is the solution to face the problems or obstacles that are currently?
7. What are your hopes for the future of character education in Indonesia, especially in SMAN 04 Mukomuko?

Appendix 2 : Interview Sheet Guidelines for Exploring the Implementation of Character Education in EFL Class

Nama : Lusiana, S.Pd
Jabatan : Wakil Kepala Sekolah Bidang Curriculum
Jenis Kelamin : Perempuan
Hari, Tanggal : Senin, August 03 2020

- 1. Kurikulum apa yang digunakan dalam pembelajaran disekolah ini buk?*
- 2. Kapan kurikulum 2013 pertama kali diterapkan di SMAN 04 Mukomuko?*
- 3. Pemerintah terus mengalakkan aksi pendidikan karakter, nah bagaimana pendidikan karakter saat ini di SMAN 04 Mukomuko dari pantauan ibuk?*
- 4. Menurut ibuk, bagaimana implementasi 5 nilai penguatan pendidikan karakter (religi, nasionalisme, madiri, integritas, dan gotong royong) di sekolah ini buk?*
- 5. Menurut ibuk, apa kendala atau tantangan yang dihadapi oleh guru dalam proses menanamkan nilai pendidikan karakter terhadap siswa?*
- 6. Menurut ibuk, apa ni solusi untuk menghadapi permasalahan atau kendala yang saat ini buk?*
- 7. Menurut ibuk, harapan ibuk kedepannya terhadap pendidikan karakter di Indonesia terutama di SMAN 04 Mukomuko*

Appendix 3 : Interview Sheet Guidelines for Exploring the Implementation of Character Education in EFL Class

Name : Fitriyeni, S.Pd
Position : English teacher of SMA N 4 Mukomuko
Gender : Female
Day, Date : Monday, August 03 2020

1. When was the 2013 curriculum first implemented at SMAN 04 Mukomuko?
2. The government continues to act on character education, so how is the current character education in SMAN 04 Mukomuko from your monitoring?
3. Nowadays students have a big influence, be it social media, the environment and others. According to you, what are the obstacles or challenges faced by teacher in the process of implementing the value of character education towards students in the process teaching and learning?
4. What is the solution to face the problems or obstacles that are currently?
5. What are your expectations for the future for character education in Indonesia, especially at SMAN 4 Mukomuko?

Appendix 3 : Interview Sheet Guidelines for Exploring the Implementation of Character Education in EFL Class

Name : Fitriyeni, S.Pd
Position : English teacher of SMA N 4 Mukomuko
Gender : Female
Day, Date : Monday, August 03 2020

- 1. Kapan kurikulum 2013 pertama kali diterapkan di SMAN 04 Mukomuko?*
- 2. Pemerintah terus mengalakkan aksi pendidikan karakter, nah bagaimana pendidikan karakter saat ini di SMAN 04 Mukomuko dari pantauan ibuk?*
- 3. Saat ini para siswa memiliki pengaruh besar, baik itu media sosial, lingkungan dan lain-lain. Menurut ibuk, apa kendala atau tantangan yang dihadapi ibuk dalam proses menanamkan nilai pendidikan karakter terhadap siswa?*
- 4. Menurut ibuk, apa ni solusi untuk menghadapi permasalahan atau kendala yang saat ini buk?*
- 5. Apa harapan ibuk kedepannya terhadap pendidikan karakter di Indonesia terutama di SMAN 04 Mukomuko?*

Appendix 4 : Interview Sheet Guidelines for Exploring the Implementation of Character Education in EFL Class

Name : Haris, S.Pd
Position : Counseling Teacher
Gender : Male
Day, Date : Monday, August 3rd 2020

1. As a counseling teacher, what about character education at SMAN 4 Mukomuko according to you?
2. Are there any violations committed by students this semester, sir?
3. Has the counseling and guidance teacher called the students?
4. Does counseling teacher also cooperate with other parties?

Appendix 4 : Interview Sheet Guidelines for Exploring the Implementation of Character Education in EFL Class

Nama : *Haris, S.Pd*
Pekerjaan : *Guru Bimbingan Konsleing*
Jenis kelamin : *Lelaki*
Hari, Tanggal : *Senin, 3 Agustus 2020*

1. *Selaku guru BK, bagaimana dengan pendidikan karakter di SMAN 4 Mukomuko menurut Bapak?*
2. *Apakah ada pelanggaran yang dilakukan siswa semester ini pak?*
3. *Apakah pihak BK sudah memanggil siswa tersebut?*
4. *Apakah pihak BK juga kerjasama dengan pihak lain?*

Appendix 5 : The Result of Observation Checklist for Exploring the Implementation of Character Education in EFL Class

No	Question	Yes	No
1	Do students read Qur'an in school?	✓	
2	Does the teacher provide opportunities for students to think and ask questions and does the teacher always answer?	✓	
3	When students do not understand, will the teacher explain the material that is not understood by students?	✓	
4	Does the teacher ask students about (<i>subuh</i>) morning prayer ?	✓	
5	Every morning, do teachers and students carry out sunnah worship such as the Duha prayer?	✓	
6	Does the teacher prioritize student understanding rather than speed in teaching?	✓	
7	Does the teacher provide the same teaching material without discriminating ethnicity and regions?	✓	
8	Does the teacher use Bengkulu and Indonesian culture an example in the learning material?	✓	
9	Do you throw trash in the trash can ?	✓	
10	Does the teachers come on time?	✓	
11	Does the teacher explain the material until students are able to understand the about the lesson?	✓	
12	Does the teacher give opportunities to every student who wants to ask and answer?	✓	
13	Does the teacher convey errors and truth according to the facts?	✓	
14	Does the teacher use media and fun material?	✓	
15	Does the teacher repeat the explanation of the material so students are able to understand the material?	✓	
16	Does the teacher forbid students to cheat their friends' assignments?	✓	
17	Is the teacher open to every student who asks?	✓	
18	Does the teacher tell /give opportunities to other	✓	

	students to explain the material to their friends who do not understand the material?		
19	Does the teacher form several groups and provide opportunities for students to discuss about the material being studied?	✓	
20	Does the teacher provide an opportunity for students to answer teacher questions that cannot be answered by their friends?	✓	

Appendix 6 : Interview Transcript for Exploring the Implementation of Character Education in EFL Class

Nama : Lusiana, S.Pd

Position : Assistant Principal Of Academic Affairs And Curriculum

Gender : Female

Day, Date : Monday, August 03 2020

1. What curriculum is used in the learning process at SMA N 4 Mukomuko?

Answer: the curriculum used in this school is curriculum 2013

2. When is the 2013 curriculum implemented at SMA N 4 Mukomuko?

Answer: The 2013 curriculum was applied for the first time in the 2015/2016 school year precisely during odd semesters. Because the curriculum begins per school year that begins in July 2015/2016 completed in June 2016/207 the next school year.

3. The government continues to promote character education. According to my mother's observations how is the character education in SMA N 04 Mukomuko? Answer: Character education at SMA N 4 Mukomuko is getting better and increasing every year. Can be seen from how to dress, haircut, ethics, how to talk to teachers, friends or with older people

4. How is the implementation of 5 values of strengthening character education (religion, nationalism, madiri, integrity, and mutual trust) in this school buk?

Answer: The implementation of the value of character education is good enough.

- a. In religious values, teachers always invite students to always perform congregational prayers in school mosques, and the students follow what their teachers say, even some who perform sunnah dhuha prayers independently.
 - b. In the value of nationalism, the school continues to invite students to love our nation. For example, teachers provide examples related to Indonesian culture. In addition, the school always invites students to commemorate Indonesian heroes' day such as marches and drama performances. But since we are still in a state of pandemic covid-19 possibility, this year's hero's day is not commemorated face-to-face.
 - c. SMAN 4 Mukomuko also has good integrity. For example, teachers always try to arrive on time, especially to start lessons in class.
 - d. In terms of independence or self-reliance, teachers also continue to invite students to do tasks or homework independently without cheating on friends.
 - e. SMAN 4 Mukomuko also has a good sense of *gotong royong*. Before the new normal era, the morning faithful students gathered in the field with garbage to collect on the garbage cans.
5. What are the obstacles and challenges faced by teachers in the process of instilling the value of character education in students?

Answer : The obstacles in the process of instilling the value of character education to students at SMA N 04 Mukomuko include: Lack of icon or the maximum example of the teacher council to embed the value of character education for students. This subject can be seen from there are still some of the educators who prioritize the academic side and ignore the value of student character. Parental cooperation with the school. Although children follow the learning during school hours, the role of parents is also needed to supervise

and pay attention to children's activities and education while at home to the maximum. Because it will be useless the value of character education that has been instilled in school in the absence of character formation while the child is at home.

The challenges that I felt in instilling the value of character education when I taught in the classroom, namely: Mastery of the class. Teachers must be able to master the class both from the material and how to deliver it so that students can consider this a material that should not be missed. Then the teacher must also be able to condition the classroom active teaching and learning activities (KBM), not passive, students who focus on the teacher as the center of the learning and not busy themselves. With the various characters posed by a number of students in the classroom, a teacher must be able to minimize the emergence of karater conflict between students, by the way the teacher is able to connect various children's characters to keep kbm running conducively.

6. How is the solution to face obstacles in the process of instilling the value of character education in students?

Answer: With various obstacles and challenges faced in instilling the value of character education in students can be reduced by solutions including; a) Cooperation. For the sake of character education, students are in desperate need of cooperation from various parties, such as teachers, students, parents and the community. b) Connecting each element to be able to work together and give full support to students in order to achieve the formation of the value of education character of students who are not only in school but also at home and in the community.

7. What are the future expectations for character education in Indonesia, especially in SMA N 04 Mukomuko?

Answer:

- a. Judging from the wide scope of education in Indonesia from various provinces also have a variety of provincial characters or each region. However, it is not the character of each province that is raised but the character of the national child. It means how a child is able to be ethical and polite to parents, teachers, and to older people as well as how to behave with the younger.
- b. Examples of community leaders. Can be seen from the local or central government in the educational environment or formal and non-formal, a lot of things that can not be used as an example in the process of planting the value of character education in students. Like corruption, parents who do not care about the education of their children's character. So it is contrary to the purpose of the value of character education itself. Although faced with these challenges, cooperation should be between the school environment, the community, families, local government, the central government to come together to create an ideal example of the character of national children. More and more examples in the planting of character values will also facilitate the planting of character education values in children. It is also capable as a weapon to face moral degradation in various corners of life that are raised from officials, military, parents and even society.
- c. Teachers should not only put forward the academic side of the students but also to the personality, character and character of the child. Because academic science is ultimately only a few percent used and the rest when the child plunges into society and the world of character education work will determine how a child is able to be a good society, good parents, good leaders and good citizens. As an important point in the 2013 curriculum it is not on the intelligence side but on the character and that can be instilled

in the child's soul in order to be able to be a person of character, character,
and ethics.

Appendix 6 : Interview Transcript for Exploring the Implementation of Character Education in EFL Class

Name : Lusiana, S.Pd

Position : Assistant Principal Of Academic Affairs And Curriculum

Gender : Female

Day, Date : Monday, August 03 2020

1. *Kurikulum apa yang digunakan dalam proses pembelajaran di SMA N 4 Mukomuko?*

Jawaban: *kurikulum yang digunakan di sekolah ini yaitu kurikulum 2013*

2. *Kapan kurikulum 2013 diterapkan di SMA N 4 Mukomuko?*

Jawaban: *Kurikulum 2013 ini diterapkan pertama kalinya pada tahun ajaran 2015/2016 tepatnya saat semester ganjil. Karena kurikulum itu dimulai pertahun ajaran yaitu dimulai pada bulan Juli 2015/2016 selesai pada bulan Juni 2016/2017 tahun ajaran berikutnya.*

3. *Pemerintah terus menggalakkan aksi pendidikan karakter. Menurut pantauan ibu bagaimana pendidikan karakter di SMA N 04 Mukomuko?*

Jawaban: *Pendidikan karakter di SMA N 04 Mukomuko ini semakin baik dan terus meningkat setiap tahunnya. Dapat dilihat dari cara berpakaian, potongan rambut, etika, cara berbicara dengan guru, teman atau dengan orang lebih tua.*

4. *Menurut ibu, bagaimana implementasi 5 nilai penguatan pendidikan karakter (religi, nasionalisme, mandiri, integritas, dan gotong royong) di sekolah ini buk?*

Jawaban: *Impelementasi nilai pendidikan karakter sudah cukup baik.*

- a) *Dalam nilai agama, guru selalu mengajak siswa untuk selalu melaksanakan sholat berjamaah di mushola sekolah, dan para siswa mengikuti apa yang di sampaikan oleh guru mereka, bahkan juga ada yang melaksanakan sholat sunnah dhuha dengan mandiri.*
- b) *Dalam nilai nasionalisme, pihak sekolah terus mengajak para siswa untuk mencintai bangsa kita. Sebagai contoh, guru memberikan contoh yang berkaitan dengan budaya Indonesia. Selain itu, sekolah selalu mengajak para siswa memperingati hari pahlawan Indonesia seperti pawai dan pertunjukan drama. Namun karena kita masih dalam kondisi pandemic covid-19 kemungkinan, hari pahlawan tahun ini tidak diperingati secara tatap muka.*
- c) *SMAN 4 Mukomuko juga memiliki integritas yang baik. Sebagai contoh, para guru selalu berupaya untuk datang tepat waktu, terutama untuk memulai pelajaran dikelas.*
- d) *Dalam hal kemandirian, para guru juga terus mengajak siswa untuk mengerjakan tugas atau PR secara mandiri tanpa menyontek teman.*
- e) *SMAN 4 Mukomuko juga memiliki rasa gotong royong yang baik. Sebelum era new normal, para siswa setia pagi berkumpul dilapangan dengan membawa sampah untuk dikumpulkan pada tong sampah.*

5. *Menurut Ibu, apa saja kendala dan tantangan yang dihadapi oleh guru dalam proses menanamkan nilai pendidikan karakter terhadap siswa?*

Jawaban:

a. *Adapun kendala dalam proses menanamkan nilai pendidikan karakter terhadap siswa di SMA N 04 Mukomuko ini diantaranya:*

- 1) *Kurangnya peranicon atau contoh yang maksimal dari dewan guru untuk penanaman nilai pendidikan karakter bagi siswa. Perihal ini dapat dilihat dari masih ada beberapa dari pendidik yang mengutamakan sisi akademik dan mengabaikan nilai karakter siswa.*

2) *Kerja sama orang tua dengan pihak sekolah. Walaupun anak mengikuti pembelajaran selama jam pelajaran di sekolah, tetap peran orang tua juga sangat dibutuhkan untuk mengawasi dan memperhatikan kegiatan serta pendidikan anak selama di rumah secara maksimal. Karena akan sia-sia nilai pendidikan karakter yang telah ditanamkan disekolah bila tidak adanya pembentukan karakter selama anak berada di rumah.*

b. Adapun tantangan yang saya rasakan dalam menanamkan nilai pendidikan karakter pada saat saya mengajar di kelas, yaitu: Penguasaan kelas. Guru harus mampu menguasai kelas baik dari materi dan bagaimana cara menyampaikannya agar siswa bisa menganggap ini materi yang tidak boleh terlewatkan. Lalu guru juga harus mampu mengkondisikan Kelas yang aktif kegiatan belajar mengajar (KBM), tidak pasif, siswa yang fokus dengan guru sebagai central dari pembelajaran dan tidak sibuk sendiri. Dengan berbagai karakter yang ditimbulkan oleh sejumlah siswa di kelas, maka seorang guru harus mampu meminimalisir munculnya konflik karakter antar siswa, dengan cara guru mampu mengkesinambungkan berbagai karakter anak agar KBM tetap berjalan dengan kondusif.

6. *Bagaimana solusi untuk menghadapi kendala dalam proses menanamkan nilai pendidikan karakter terhadap siswa?*

Jawaban: *Dengan berbagai kendala dan tantangan yang dihadapi dalam menanamkan nilai pendidikan karakter pada siswa dapat dikurangi dengan solusi diantaranya:*

- 1. Kerja sama. Demi terbinanya pendidikan karakter siswa sangat membutuhkan kerja sama dari berbagai pihak, seperti guru, siswa, orang tua serta lingkungan masyarakat.*
- 2. Mengkesinambungkan setiap elemen agar mampu bekerja sama dan memberi support penuh kepada siswa demi tercapainya pembentukan nilai pendidikan*

karakter siswa yang tidak hanya di sekolah tapi juga di rumah serta pada lingkungan masyarakat.

7. *Apa harapan kedepannya terhadap pendidikan karakter di Indonesia terutama di SMA N 04 Mukomuko ini bu?*

Jawaban:

- a. *Dilihat dari luasnya ruang lingkup pendidikan di Indonesia dari berbagai provinsi juga memiliki berbagai macam karakter provinsi atau masing-masing daerah. Namun, bukan karakter setiap provinsi yang dimunculkan tapi karakter anak nasional. Artinya Bagaimana seorang anak mampu beretika dan sopan santun kepada orang tua, guru, dan kepada orang yang lebih tua juga bagaimana sikap dengan yang lebih muda.*
- b. *Contoh dari tokoh masyarakat. Dapat dilihat dari pemerintah daerah atau pusat pada lingkungan pendidikan atau formal dan non formal, banyak sekali hal-hal yang tidak bisa dijadikan contoh dalam proses penanaman nilai pendidikan karakter pada siswa. Seperti adanya korupsi, orang tua yang tidak peduli kepada pendidikan karakter anaknya. Maka hal tersebut bertolak belakang dengan tujuan dari nilai pendidikan karakter itu sendiri. Walaupun dihadapkan dengan berbagai tantangan tersebut, hendaknya kerjasama antara lingkungan sekolah, masyarakat, keluarga, PEMDA, Pemerintah pusat untuk bersama demi menciptakan contoh ideal dari karakter anak nasional. Semakin banyak contoh dalam penanaman nilai karakter ini juga akan mempermudah penanaman nilai pendidikan karakter pada anak. Hal ini juga mampu sebagai senjata untuk menghadapi degradasi moral di berbagai sudut kehidupan yang dimunculkan dari pejabat, militer, orang tua bahkan masyarakat.*
- c. *Guru hendaknya tidak hanya mengedepankan sisi akademik siswa tetapi juga kepada kepribadian, watak dan karakter anak. Karena ilmu akademik itu pada akhirnya hanya sekian persen digunakan dan selebihnya saat anak terjun ke masyarakat dan dunia kerja pendidikan karakterlah yang akan menentukan*

bagaimana seorang anak mampu menjadi masyarakat yang baik, orang tua yang baik, pemimpin yang baik dan warga yang baik. Sebagaimana point penting pada kurikulum 2013 itu bukan pada sisi intelegensia tapi pada karakter dan yang bisa ditanamkan pada jiwa anak agar mampu menjadi orang yang berkarakter, berakhlak, dan beretika.

Appendix 7 : Interview Transcript for Exploring the Implementation of Character Education

Name : Fitriyeni, S.Pd
Profession : English teacher of SMA N 4 Mukomuko
Gender : Female
Day, Date : Monday, August 03 2020
Time : 10.30 WIB

1. What curriculum is used in the learning process at SMA N 04 Mukomuko?

Answer: The curriculum used in this school is the 2013 curriculum

2. The government continues to promote character education actions. According to your observations, how is character education at SMA N 04 Mukomuko?

Answer: In one locale the various characters of the students. Some cared, just sat down, and some were paying close attention. However, the student's interest in this year has increased more than last year. This is due to technological factors that are increasingly sophisticated from year to year. It can be proven that when the school uses the online system, the students are enthusiastic about doing the dialogue tasks they are given, even though they are doing it at home. Meanwhile, the character of students in their curiosity also increased from the previous year. Judging also from the attitude of students, it was very good from the previous year that smoking behind the classroom was no longer found, ethics towards others and teachers were also very good.

3. What are the obstacles and challenges faced by teachers in the process of instilling character education values in students?

Answer: The obstacles in the process of implementation the value of character education to students at SMA N 4 Mukomuko include: Peer influence. If a group of students or a class is united with students from one village, the majority of students seem to have more power than students who are minor. However, if the selection of study groups or classmates is divided equally from various villages, then the students' anger will not be too influential by their peers. So, the division of classes for this year held a meeting of the entire teacher council. So, the influence of friends is very big on the cultivation of student character education.

4. What is the solution to dealing with obstacles in the process of instilling character education values in students?

Answer: The constraints and challenges faced in instilling the value of character education in students can be reduced by solutions including:

- a. Lack of interest in some students to seek knowledge unless they accept the material that has been given.
 - b. Do not bring a dictionary when learning English. This results in students not knowing English vocabulary.
 - c. Don't ask when they don't understand.
5. In the teaching and learning process, the mother is dominant in emphasizing understanding or the speed of teaching hours?
- Answer: In teaching and learning activities (KBM) emphasizes student understanding. If students do not understand the material that has been given, then the next material cannot be continued. With English material that is not continuous from all grade levels and the material is almost the same at every level. It's just a different form of assessment.
6. Does this school have students from various villages and different religions in SMA N 04 Mukomuko, ma'am?

Answer: Yes. At SMA N 04 Mukomuko the students come from various villages and some also have different religions. However, even though the diversity does not differentiate from one another, it can be seen from the way they interact with students between villages or religions which equalize how they get along with friends from one village or religion.

7. When the teaching and learning process took place, what language did you use during class?

Answer: as long as the teaching and learning activities are more dominant in using Indonesian. Because many students do not understand if the explanation is in full English. If it is focused on speak English, the goal of the 2013 curriculum itself cannot be achieved and is constrained during the semester exams. However, having an English day in every class really helps students to speak English fluently.

8. What are your hopes in the future for character education in Indonesia, especially at SMA N 04 Mukomuko?

Answer:

- a. Able to foster student character better.
- b. Increase students' interest in English lessons so that they are able to keep up with the times. This can be done by habituating in daily conversation even though you have not used the correct language. Hopefully with the advancement of technology at this time, it is hoped that students will be more open to how important English is.

Appendix 7 : Interview Transcript for Exploring the Implementation of Character Education

Name : Fitriyeni, S.Pd
Position : English teacher of SMA N 4 Mukomuko
Gender : Female
Day, Date : Monday, August 03 2020

1. *Kurikulum apa yang digunakan dalam proses pembelajaran di SMA N 04 Mukomuko ini?*

Jawaban: *kurikulum yang digunakan di sekolah ini yaitu kurikulum 2013*

2. *Pemerintah terus menggalakkan aksi pendidikan karakter. Menurut pantauan ibu bagaimana pendidikan karakter di SMA N 04 Mukomuko ini bu?*

Jawaban: *Dalam satu lokal beragam karakter dari siswa. Ada yang peduli, hanya duduk, dan ada pula yang memperhatikan dengan seksama. Namun, daya minat siswa pada tahun lebih meningkat dari pada tahun lalu. Hal ini disebabkan oleh faktor teknologi yang semakin canggih dari tahun ke tahun. Dapat dibuktikan saat sekolah dengan sistem DARING, para siswa antusias mengerjakan tugas dialogue yang diberikan, walaupun dikerjakannya dirumah. Sedangkan karakter siswa dalam keingintahuannya juga meningkat dari tahun sebelumnya. Dilihat juga dari sikap siswa sudah sangat baik dari tahun sebelumnya yang merokok di belakang kelas itu tidak ditemukan lagi, etika terhadap sesama dan guru juga sudah sangat baik*

3. *Menurut Ibu, apa saja kendala dan tantangan yang dihadapi oleh guru dalam proses menanamkan nilai pendidikan karakter terhadap siswa?*

Jawaban: *Adapun kendala dalam proses menanamkan nilai pendidikan karakter terhadap siswa di SMA N 4 Mukomuko ini diantaranya: Pengaruh*

teman sebaya. Bila satu kelompok siswa atau satu kelas disatukan dengan siswa yang satu desa, maka siswa yang mayoritas seperti lebih memiliki kekuasaan dari pada siswa yang minoritas. Namun, bila pemilihan kelompok belajar atau teman satu kelas di bagi rata dari berbagai desa, maka kenakalan siswa tidak terlalu berpengaruh oleh temannya. Maka, pembagian kelas untuk tahun ini dilakukan musyawarah seluruh dewan guru. Jadi, pengaruh teman itu sangat besar terhadap penanaman pendidikan karakter siswa.

4. Bagaimana solusi untuk menghadapi kendala dalam proses menanamkan nilai pendidikan karakter terhadap siswa?

Jawaban: Dengan kendala dan tantangan yang dihadapi dalam menanamkan nilai pendidikan karakter pada siswa dapat dikurangi dengan solusi diantaranya:

- a. Kurangnya minat beberapa siswa untuk mencari ilmu kecuali menerima materi yang telah diberikan.
- b. Tidak membawa kamus ketika pelajaran Bahasa Inggris. Hal ini berdampak siswa tidak mengetahui kosakata Bahasa Inggris.
- c. Tidak bertanya ketika tidak memahami.

5. Dalam proses belajar mengajar ibu dominan dalam mementingkan pemahaman atau kecepatan jam mengajar?

Jawaban: Dalam kegiatan belajar mengajar (KBM) lebih mengedepankan pemahaman siswa. Bila siswa belum memahami materi yang telah diberikan, maka materi selanjutnya tidak bisa diteruskan. Dengan materi Bahasa Inggris yang tidak berkesinambungan dari seluruh tingkat kelas dan materi hampir sama di setiap tingkatannya. Hanya saja bentuk penilaiannya saja yang berbeda.

6. Apakah di sekolah ini terdapat keberagaman siswa dari berbagai desa dan perbedaan agama yang ada di SMA N 04 Mukomuko ini bu?

Jawaban: Ya. Di SMA N 04 Mukomuko ini siswa-siswa nya berasal dari berbagai desa dan juga ada yang beda agama. Namun, walaupun dengan keberagaman tersebut tidak membedakan satu sama lain, dapat dilihat dari cara mereka bergaul siswa antar desa atau agama yang menyetarakan bagaimana ia bergaul dengan teman dari satu desa atau agama.

7. Pada saat proses KBM berlangsung ibu menggunakan bahasa apa selama di kelas?

Jawaban: selama KBM lebih dominan menggunakan bahasa Indonesia. Karena banyak siswa yang belum memahami bila penjelasan menggunakan full bahasa Inggris. Jika difokuskan kepada speak english maka tujuan dari kurikulum 2013 ini sendiri tidak tercapai dan terkendala pada saat ujian semester. Namun, dengan adanya hari berbahasa inggris di setiap kelas sangat membantu siswa agar lancar dalam speak English.

8. Apa harapan kedepannya terhadap pendidikan karakter di Indonesia terutama di SMA N 04 Mukomuko ini bu?

Jawaban:

- d. Mampu membina karakter siswa lebih baik lagi.
- e. Meningkatkan daya minat siswa terhadap pelajaran bahasa Inggris agar mampu mengikuti perkembangan zaman. Dapat dilakukan dengan pembiasaan pada percakapan sehari-hari walaupun belum menggunakan bahasa yang benar. Semoga dengan majunya teknologi pada saat ini diharapkan siswa semakin membuka diri bagaimana pentingnya bahasa Inggris.

**Appendix 8 : Interview Transcript for Exploring the Implementation of
Character Education in EFL Class**

Name : Haris, S.Pd
Occupation : Counseling Guidance Teacher
Gender : Male
Day, Date : Monday, August 03 2020
Time : 13.00 WIB

1. As a counseling teacher, what about character education at SMAN 4 Mukomuko in your opinion?

Answer: In my opinion, character education in this school is good enough. This is evidenced by the few cases of student violations that we handle. Although there were several violations by students. But not too heavy. There are only a few cases that we handle regarding the motivation and enthusiasm for learning of students. In terms of character education, from my point of view as a counseling teacher, it's good enough.

2. Are there any violations committed by students this semester, sir?

Answer: First, there is a grade 11 student with the initials Y-A. Has a case related to school attendance. The student's reason was because the location of his house was far from school, often stayed up late, so he was late, and when he dared to go back to school. The second case is a student in grade 10, with the initials A-G. The student is a transfer student. The problem is, these students do not want to go to school anymore, because these students feel they have too many assignments and the school stint is too disciplined.

3. Has the counseling team called the student?

Answer: Yes, for students with the initials A-Y, after being called and given advice and understanding of the importance of education in life. Now this student has the courage to go to school even though he is late, the important thing is that he can participate in school activities. And we have also conducted an evaluation. When the pandemic period and the learning system have switched online and students do not come to school, these students always participate in teaching and learning activities. After being seen from the learning outcomes, Alhamdulillah, these students have had changes. So that the case has been resolved. Semantara for A-G problems. We have also called these students and their parents to school. Because the student is a transfer student, we also provide an understanding of the objectives for the school here. We have also worked with parents and students to monitor the progress of these students. We even asked some of his classmates to meet him for sharing to stimulate him to motivate these students to go back to school. After about two weeks of not going to school. These students are already in school, we also ask these students to contact teachers who have missed their subjects. By coordinating with classmates, students and parents and friends, the two students have followed the teaching and learning activities well.

Appendix 8 : Interview Transcript for Exploring the Implementation of Character Education in EFL Class

Nama : Haris, S.Pd
Pekerjaan : Guru Bimbingan Konseling
Jenis kelamin : Lelaki
Hari, Tanggal : Senin, 03 Agustus 2020
Waktu : 13.00 WIB

1. Selaku guru Bimbingan Konseling, bagaimana dengan pendidikan karakter di SMAN 4 Mukomuko menurut Bapak?

Jawab : Menurut pandangan saya, pendidikan karakter disekolah ini sudah cukup baik. Hal tersebut dibuktikan dengan sedikitnya kasus pelanggaran siswa yang kami tangani. Meskipun ada beberapa pelanggaran yang dilakukan siswa. Namun tidak terlalu berat. Ada beberapa kasus saja yang kami tangani tentang motivasi dan semangat belajar para siswa. Jika dalam segi pendidikan karakter, dari kacamata saya selaku guru BK, sudah cukup baik.

2. Apakah ada pelanggaran yang dilakukan siswa semester ini pak?

Jawab : Yang pertama, ada seorang siswa kelas 11, berinisial Y-A. Memiliki kasus terkait dengan kehadiran di sekolah. Alasan siswa tersebut, karena lokasi rumahnya jauh dari sekolah, sering bergadang, sehingga telat bangun, dan tika berani lagi masuk kesekolah. Kasus yang kedua adalah siswa kelas 10, berinisial A-G. Siswa tersebut merupakan siswa pindahan. Masalahnya adalah, siswa ini tidak ingin sekolah lagi, karena siswa tersebut merasa tugas terlalu banyak dan tatib sekolah terlalu disiplin.

3. Apakah pihak Bimbingan Konseling sudah memanggil siswa tersebut dan Apakah ada kerjasama dengan pihak lain?

Jawab : *Sudah, untuk siswa berinisial A-Y, setelah dipanggil dan diberikan nasihat serta pemahaman tentang pentingnya pendidikan dalam hidup. Saat ini siswa tersebut sudah berani bersekolah meskipun ia telat, yang penting ia bisa mengikuti kegiatan sekolah. Serta kami juga telah melakukan evaluasi. Ketika masa pandemic dan sistem belajar sudah beralih daring dan siswa tidak datang kesekolah, siswa tersebut selalu mengikuti kegiatan belajar mengajar. Setelah dilihat dari hasil belajar, Alhamdulillah siswa tersebut sudah memiliki perubahan. Sehingga kasus tersebut sudah teratasi. Sementara untuk permasalahan A-G. Kami juga telah memanggil siswa tersebut dan orangtuanya kesekolah. Karena siswa tersebut merupakan siswa pindahan, kamipun memberikan pemahaman terlebih dahulu tujuan untuk sekolah disini. Kami juga telah bekerjasama dengan orangtua siswa dan pihak kesiswaan untuk memantau perkembangan para siswa tersebut. Bahkan kami meminta beberapa teman kelasnya untuk menemuinya untuk sharing untuk merangsang dia untuk memotivasi siswa tersebut sekolah lagi. Setelah kurang lebih dua minggu tida sekolah. Siswa tersebut sudah kesekolah, kamipun meminta siswa tersebut untuk menghubungi guru yang pernah ketinggalan mata mata pelajarannya. Dengan kordinasi dengan walikelas, kesiswaan dan orangtua serta teman-temannya, kedua siswa tersebut sudah mengikuti KBM dengan baik.*

Appendix 9

DOCUMENTATION



Interview with Assistant Principal Of Academic Affairs and Curriculum of SMA Negeri 4 Mukomuko



Interview with English Teacher of SMA Negeri 4 Mukomuko



Observation the Implementation Character Education in EFL Class in SMA Negeri 4 Mukomuko



Interview with Counseling and Guidance Teacher of SMA Negeri 4 Mukomuko