

# The Implementation of Nine Values of Character Education in English Language Teaching at Bumi Cendekia Junior High School Yogyakarta

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## Abstract

This study proposes to explain the students' and teachers' implementation and problems and solves character education, especially for the nine values of Bumi Cendekia. This study employed qualitative research in a descriptive case study design. One English teacher and three mornings English corner teachers from Bumi Cendekia Junior High School of Yogyakarta were observed and interviewed. The data were gathered through classroom observation, semi-structured interviews, and document analysis. This study revealed that all teachers had a good knowledge of character education, especially for the concept and implementation of Bumi Cendekia's nine values. They implemented those nine values of Bumi Cendekia using appropriate strategies and methods in English language lessons' teaching and learning process. All the results aligned with the teachers' perceptions of the interview and the data from classroom observation and document analysis. The most frequent is the mindful character, the second one is respectful, the third one is resilient, and the other characters from fourth to nine are compassionate, trustworthy, responsible, sincere global citizens, and nationalists. Although the teachers had exemplary performance, they still needed to meet difficulties due to the teachers' role and students' motivation. Therefore, further research was expected to conduct a more detailed analysis for a long time to collect more valid and complete information about character education.

**Keywords:** Character education, English language teaching, Junior High School

## INTRODUCTION

Character primarily refers to the assembly of qualities that distinguish one individual from another, 'be honest, moderate, sincere' this line tells us that the term 'character' consists of a wide variety of attributes, including the existence or lack of virtues such as integrity, courage, fortitude, honesty, humility, and loyalty, or the prevalence of good behavior or habits. *Character education* is defined as the process of developing in students an understanding of, commitment to, and tendency to behave by core ethical values (Milson & Mehling, 2002).

*English* is an international language commonly taught from primary school to university. This is because having a good command of written and spoken English is highly required to understand and deliver information, thoughts, feeling, knowledge development, technology, and culture. Likewise, when we learn English, the English culture will permeate our understanding if we are unwise in sifting through such cultures instead of having a positive but opposite effect. For example, free-sex culture, drug parties, etc. Moral decadence will only escalate, and our oriental culture will be questioned. Learning a second language is long and complex (Brown, 2007). When we know a second language, we struggle to adapt from our first language to a new language, culture, and way of thinking, feeling, and acting. While learning a second language, we must look at the technique of teaching a second language also; based on Brown's book, there are some categories, including learner characteristics, linguistic factors, learning process, age and acquisition, instructional variables, context, purpose, and the last one is rejoicing in defeat.

Brown in Ahmadi & Uhbiyati (2004) states that education is an activity consciously, deliberately, and total responsibility carried out by adults for children to trigger continuous interaction. Another definition stated by Machfoeds & Suryani (2007) is that education is several experiences that profoundly influence the habit, attitude, and knowledge associated with the health of the individual, community, and nation Non-formal education envisages "any activity that is systematically organized, created outside the formal system, offering selected types of education to specific subgroups of the population (both adults, and pupils)." In contrast, informal education is "the process that takes a lifetime, through which each person acquires knowledge, skills, and understanding from daily experiences".

## **METHOD**

This study is a qualitative case study that was undertaken in order to describe how the nine values of character education were implemented in Bumi Cendekia secondary school of Yogyakarta. The main object of this study is to explain the implementation of nine values of character education in English language teaching at the Bumi Cendekia junior high school. The research was conducted at Bumi Cendekia Junior High School of Yogyakarta. I chose Bumi Cendekia Junior High School, and this school is a boarding school based; another reason is they have a special evaluation on character education called nine values of Bumi Cendekia. There is one English teacher and also three morning English corner teachers of Bumi Cendekia Junior High School that became the participants in order to gain the data. I purposely selected them as the subject of the study. Furthermore, the researcher was an outsider researcher that had responsibility as the data observer, collector, analyzer, and reporter. The data which is obtained is in the form of a transcript of video recording, observation notes, interview transcript, and teaching documents.

## **RESULT AND DISCUSSION**

This part presents and describes the findings related to the implementing values of character education in English language teaching at Bumi Cendekia Junior High School. The study presents the findings in three parts, (1) the implementation of nine values of character education in English language teaching at Bumi Cendekia Junior High School; (2) the teachers' problem during the implementation of nine values of character education; (3) the teachers' strategy to overcome the problems.

### **A. The Implementation of Nine Values of Character Education in English Language Teaching at Bumi Cendekia Junior High School**

This descriptive study was conducted at Bumi Cendekia Secondary School of Yogyakarta. There was 1 English teacher and also three morning English corner teachers who became the participants of this research. For privacy reasons, they will be referred to as teacher one until teacher 4. These four teachers come from the same school, but with different subject lessons, but they have enough knowledge of the English language. This study took one teacher to be observed in the classroom. This teacher

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taught in every grade of Junior high school, which means from class seven up to class nine in English subject. The other three teachers were observed in the morning activity for English corner at the dormitory. The data were obtained from analyzing classroom observation by using observation sheets, interview transcripts, and also document analysis from core competence of the English subject syllabus.

The first classroom observation was done on Thursday, September 15th, 2022, at Bumi Cendekia Junior High School of Yogyakarta in VII b. They were 25 students in this class. The class started at 01.15 p.m. It was a two-hour meeting in a day. The theme of the lesson was 'one world' from unit 1 of the Cambridge students' book; it was 'getting to know someone'. The second classroom observation was done on Friday, September 16th, 2022, at Bumi Cendekia Junior High School of Yogyakarta in VII a. They were 23 students, and the class started at 10.05 a.m. The theme of the lesson was the same as the previous class. The third classroom observation was done on Tuesday, September 27th, 2022, at Bumi Cendekia Junior High School of Yogyakarta in VIII a. They were 23 students, and the class started at 08.00 a.m. The theme of the lesson was 'money and how to spend'; it was from unit 2 of Cambridge students' book, it was 'buying things in a shop'. The fourth classroom observation was done on Tuesday, September 27th, 2022, at Bumi Cendekia Junior High School of Yogyakarta in VIII b. They were 22 students, and the class started at 09.35 a.m. The theme of the lesson was the same as the previous class. The fifth classroom observation was done on Tuesday, September 27th, 2022, at Bumi Cendekia Junior High School of Yogyakarta in grade IX. There were 33 students, and the class started at 10.55 a.m. The theme of the lesson was 'the ways we learn' from unit 2 of Cambridge students' book; it was 'asking and giving/ refusing permission'. The sixth observation was done with teacher 1 of the morning English corner activity on Tuesday, September 13th, 2022, at the Dormitory of Bumi Cendekia Junior High School of Yogyakarta. There were 35 students who reported their tasks to the teacher that morning. The activity started at 07.00 a.m. There was an hour meeting every morning. The material of that day's lesson was the adverb of 'at all'. The seventh observation was done with teacher 2 of the English morning corner on Wednesday, September 14th, 2022, at the Dormitory of Bumi Cendekia Junior High School of Yogyakarta. There were 30 students who reported their tasks to teacher two that morning. The material of that day's lesson was the adjective 'an appointment'. The eighth observation was done with teacher 3 of the morning English corner activity on Thursday, September 15th, 2022, at the Dormitory of Bumi Cendekia Junior High School of Yogyakarta. There were 35 students who reported their tasks to teacher three that morning. The material of that day's lesson was the adverb of 'at least'. The ninth observation was done with teacher four on Tuesday, September 27th, 2022, at the Dormitory of Bumi Cendekia Junior High School of Yogyakarta. There were 30 students who reported their tasks to teacher four that morning. The material of that day's lesson was the adjective 'announcement'.

From the observation and field notes about the character values and how the teacher implements them in teaching and learning English language activities was found that all of the teachers and students implemented well the nine values of Bumi Cendekia. For the detail, it can be explained below:

### **Trustworthy**

A trustworthy character must be included honesty, no lies, no cheating, etc. In every English classroom, the teacher always said to the students that they were not allowed to cheat when doing the individual task, not ask the answer to other friends, and be honest about the answer. Another case also happened in the morning English corner activity; in this activity, all of the teachers in each group always asked the students about their daily tasks, are they had a debt from the previous day, and asked about their reasons for the sentences they made.

### **Respectful**

A respectful character must be included confidence of self-worth and yet maintain humility and tolerance as well as the appreciation of others. In every English classroom, the teacher always says to the students that they have to sit correctly, listen to

the teacher's explanation, face forward, and also welcome the new person or guest. Another case also happened in the morning English corner activity; all of the students always shook their hand to the teacher after reporting the task and before going to the classroom; some of the students also said thanks to the teacher, and the other case was most of the students are sitting down when they saw the teacher was sitting down too.

### **Resilient**

The resilient character must be included a character to be entrepreneurial and stand prepared to take risks and tests for success. In every English classroom, the teacher always says to the students that they must try to speak English in their daily conversation, and they also must try to do all the tasks from the teachers and obey the regulation. The morning English corner activity also showed that all of the students never complained if they got any revision from the teacher, they had to revise it directly until they understood and found the right one.

### **Compassionate**

The sympathetic character must be included a character to be merciful and genuinely committed to helping others and making an innovative contribution to the betterment of society. The teacher always asked about the students' condition in the opening section, and when the teacher went around the classroom, he found something weird about the student. Automatically he asked about it and gave them suggestions and bits of advice. Another case also happened during the morning English corner activity; some of the teachers asked about the condition of the students, too, such as their progress in a reading book, their daily tasks, and their condition on that day.

### **Responsible**

The responsible character must be included in a character to be able to hold accountable when taking duties, to be brave or determined in accomplishing self/ common purpose, and yet responsible for the good of self, others, and nature. The teacher from English class and also morning English corner always told their students about the responsible, such as attendance; they need to ask permission if they did not join the class as part of obeying the regulation and to take responsibility for their own self, they have to respond on doing individual or group tasks from the teachers, always on time to go to the class, go to pray and any school and dormitory's activity.

### **Mindful**

The mindful character must be included as a character to be fully present, focused, and committed when taking assignments and various positive works. All of the teachers always said to the students to keep mindful when doing a task, be careful, and also committed to doing what the teacher said.

### **Sincere**

The sincere character must be included the character to be a Shiloh, a devoted Muslim who seeks only God's blessing, and Muslih, a faithful Muslim who initiates good deeds (sunnah hasanah). All of the students tried to stay sincere, and some examples happened when the teacher needed help to borrow a board marker, there was one student who lent him. Another case also happened in the English corner; one student and one teacher needed to borrow a pen, and their friend lent her one, and also those students lent a pen to the teacher too. They did it well and never expected the return or asking something back from them.

### **Nationalist**

The nationalist character must be included in a character to love the nation and appreciate its culture and diversity. For this character, there was no current evidence shown for each class; this character only rarely happened. However, I took one aspect from the five pillars of Indonesia. *Pancasila*, or the five pillars of Indonesia, was one aspect of nationalism, and the first pillar said that they believed in God almighty. Indonesia is a religious country, so all of the Indonesian people had to believe in the existence of God, and this school was Islamic based, which was also supported by the dormitory.

### **Global Citizen**

Global citizen character must be included in a character to be prepared to love an international environment and take part in addressing global issues. For this character, there was no current evidence shown for each class; this character only rarely happened. Some examples of global citizens only held for every six months and if there were any international events. Besides, global citizens also could be shown by looking at the scout activity every week; they wear a scout uniform and also join in the weekly scout activity. Besides, the morning English corner is also part of the global citizen itself because the English language itself is a tool to communicate with a foreigner, so from this lesson, they could have enough knowledge to participate in an international forum or international environment.

### **B. The Teachers' Problems during the Implementation of Nine Values of Character Education in English Language Teaching at Bumi Cendekia Junior High School**

The following description is about the findings of teachers' problems through interviews. The semi-structured interview was employed to get in-depth information dealing with teachers' problems with the implementation of the nine values of Bumi Cendekia in English language teaching. The data obtained from the interviews provided more profound answers. All open-ended questions were derived from the literature review, as mentioned earlier, and the purpose of the study. The developed questions aimed at gaining depth data about teachers' problems toward the implementation of the nine values of Bumi Cendekia in the English teaching and learning process.

The first fourth question will answer the teacher's problem. It started from the definition of character education, then the teacher's knowledge about the nine values of Bumi Cendekia, the next one is about how they evaluate their students, and the last one is about how the implementation of English language as their daily conversation at the dormitory and also at the classroom. The interview was done on Tuesday, September 27th, 2022, at Bumi Cendekia Junior High School of Yogyakarta with the teacher who taught the English lesson and also the morning English corner. Another interview was done on Wednesday, September 28th, 2022, at Bumi Cendekia Junior High School of Yogyakarta with teachers 2, 3, and 4, who taught another lesson, but they get responsible to taught in morning English corner too. The result of the interview is presented as follows.

The result from the teachers' interview revealed that they need some help with the implementation of the nine values of Bumi Cendekia in English language teaching. Every character needs a different treatment, and those four students agreed on this. The previous research, which discussed some problems in implementing character education, comes from Wibowo et al. (2021) under the title of the relevance of Ki Hajar Dewantara's ideas to character education in the 2013 Indonesian curriculum. One statement from this research described that character problems have existed since the Dutch colonial era. The Dutch in Indonesia accidentally brought western culture, which the Indonesian people slowly consumed. There was a condition where the younger generation became distant from religion and did many negative things against religious values, such as gambling, drinking, and flirting with the opposite sex. Therefore, Ki Hajar Dewantara claims is an endeavor to build children's character (inner strength), mind (intellectual), and physical abilities. So, for him, education is not only for intellectual growth but also for character development.

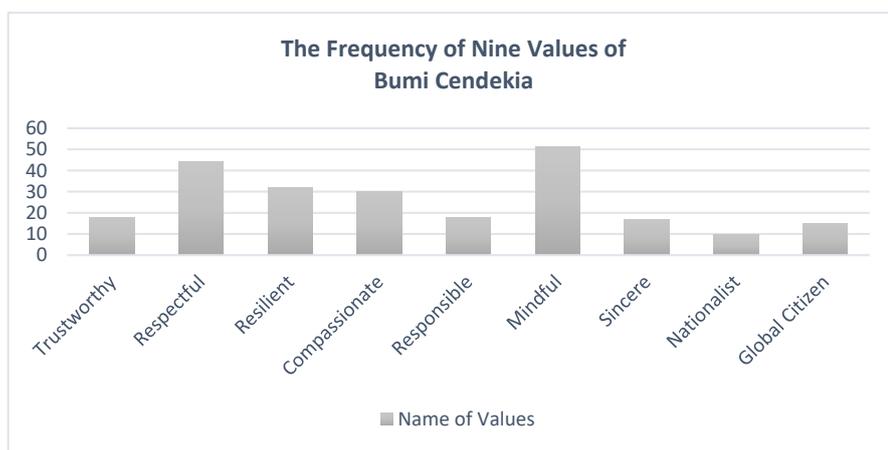
### C. The Teachers' Strategy to Solve the Problems during the Implementation of Nine Values of Character Education in English Language Teaching at Bumi Cendekia Junior High School

The teachers' interviews from the fourth to the eighth questions revealed that they have some strategy to solve the problems when implementing those nine values. The previous research about the strategy to solve some problems in character education was also done by Tandana et al. (2022) under the title of character education in forming student behavior. This research concludes that character education is needed and developed both at home, school, and in the community. In shaping the student's character, the teacher must be a good role model so that students can initiate what the teacher does.

## CONCLUSIONS

Some conclusions can be drawn after conducting this study and analyzing the results. Firstly, the implementation of the nine values of character education in English language teaching can be shown in this chart of figure 1.

Figure 1



From the chart above, I can describe the frequency from each character of nine values of Bumi Cendekia. The most characteristic which always happens in English language teaching is mindful of the amount of 51 times it happens from the whole class, and it means most teachers and students apply this character in every condition. The second characteristic which most happens also in English language teaching is respect. Most of the teachers and students were instilling this character to respect each other. This value has the amount of 44 times that happen. The third one is resilience. Most of the students accepted all of the tasks from teachers and all the regulations in this school, so they have this resilient character in their daily life. This character has a total amount of 32 times happening. The fourth one is compassion. This character is also very needed in daily life, indeed for those who live together in the dormitory. Every day and almost 24 hours, they live side by side. If this compassion never happens in this school or dormitory, most of the students will never comfort to stay over there. It has a total amount of 30 times happen. The fifth one is trustworthy, and its position is five. Some teachers said that their honesty is excellent, but the observation showed that this character still needs more improvement. This value has a total amount of 18 times that happen. The sixth one was responsible. This character is the most one who needs to get more attention. The teachers' answers from the interview said that this character still needs to be developed. Most students still need to gain the responsibility of belonging to things, discipline, and also the time used. This value has the total amount the same as the trustworthiness, and it has 18 times happen. The next one is sincere, and it has a position at the

seventh. This character also needs more attention to be improved because this also rarely happens during English class. It has a total amount of 17 times. The eighth position was a global citizen. This character is seasonal, like what the teachers said, a global citizen can be happened in some particular month, like international children's day, and also the weekly event like English morning corner, which only holds three times a week. So, it still has 15 times happening from every group. The last level was nationalist, and it was on the ninth rank. The nationalist is one of the values which rarely happens because it has a particular time to do so; this character is seasonal. An example of this character is the flag Monday morning ceremony, reading the five pillars of Indonesia, and knowing about the Indonesian cultures and heroes also happen in another lesson. But, I tried to include it in English subject as a religious value based on the five pillars of Indonesia. So, the observation showed that before and after the lesson, among teacher and students were always praying. It has a total amount of 10 times happened from the whole class only because it cannot happen in the morning English corner.

Secondly, one English teacher and also three mornings English teachers had good knowledge of the definition of character education. They also knew well about the nine values of Bumi Cendekia. Even though they always faced some problems during the implementation of those characters, they argued that they had a special strategy to overcome all of those problems.

Thirdly, about the strategy to face those problems, all of the teachers said that every classroom, every group, and even every student has their diversity, so to treat them to become a better ones, of course, they need different treatment too. One most important things were deep communication and building a bonding with the students.

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