The Implementation of Character Education in the English Teaching Learning Using 2013 Curriculum

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Article Info	Abstract
	The present study is caused by Juvenile delinquency and the problem of moral deficiency of young generations nowadays. The character building is recently much needed in Indonesian education as a way to overcome those problems because strengthening personal and social of morality is one of the fundamental aims of life and moral education is one of important aspects of education. The Ministry of Education (MOE) of the Republic of Indonesia is implementing its new curriculum named 2013 Curriculum. One of the ultimate goals of this new curriculum is to improve the moral and character of the students. This study was aimed to describe how the teachers implement character education in English teaching learning process at SMP N 1 Kebonagung Demak. The data were obtained by conducting a document study, observations and interviews. The subject of this research were two English teachers in SMP N 1 Kebonagung as purposive sampling who taught in the classroom observed to get the data about implementation of character education in learning process classroom. This study revealed that teachers had implemented some character values in the teaching learning process. The most frequent was religiousness, honesty, discipline, perseverance/hard work, independence, democracy, curiosity, achievement respect, responsibility, communicative competence of character values into their teaching learning process. Moreover, the implementation of character education gives teachers with several advantages and challenges in teaching process.

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INTRODUCTION

Juvenile delinquency and the problem of moral deficiency of young generations has become a world apprehension. Nowadays, the characters of education have been included in the school curriculum, but there were still increased in the moral degradation such as students' bullying, students' brawl, drug use, sexual harassment and lying to other people just for hiding mistakes. Those are the illustration from the situation in the society even though there are some children that have been educated in the school with the good curriculum, so the character building is recently much needed in Indonesian education as a way to overcome those problems.

Most teachers are still not able to integrate character education in their teaching learning because there is not a good model and specific design for character education then their understanding and concept about it is still not comprehensive. Based on the reasons discussed, the present study is conducted to find out and explain the implementation of character education in the English teaching learning using 2013 curriculum.

Today, strengthening personal and social of morality is one of the fundamental aims of life and moral education is one of important aspects of education. There is no human that was born perfectly with the good behavior. They will grow into good people when they are supported by some factors that have been developed in their environtment or institution, such as religious facility, educational environment, good families and government.

Character education is anything that school might try to provide outside of academics, especially when the purpose is to help children grow into good people (Kohn, 1997) Character education must be internalized in the formal and informal condition. At times it has been integrated in small ways into many order pieces of the curriculum. Good character can not be established automatically, but it needs a long time and habituation. The long term process by which positive personality traits are developed, encouraged, and reinforced through example study and practice.

Goldberg (2003) added that character education refers to a teaching activity that helps students to find the universal value, core value, and moral education, so it can enable the students to think and act within a moral scope. He added that the content of character education should include knowledge and morals. The first is the education in the moral cognition; the students should be taught to recognize moral values and must be able to predict the sensibility the influence of moral behaviour. The second is the education in moral emotion; students should be able to address the issues of individual preferences and the influence of moral character on future behavior. The third is education in moral behavior; the students should be taught to make moral judgements, identify between the models of corect and incorrect behavior.

There are 18 character values to be developed (Kemendiknas, 2010). They are religiousness, honesty, discipline, tolerance, Hard work/persistence, Creativity, Independence, Democracy, Curiosity, Patriotism, Nationalism, Appreciation on Achievement, Friendliness/Communicative Competence, Peace loving, Literacy, Care for Environment, Social responsibility, Responsibility.

Given the importance of character education above mentioned, our government of the Republic Indonesia sees the essence of character education to be re-birthed and re-implemented in education system within the country. The Ministry of Education (MOE) of the Republic of Indonesia is implementing its new curriculum named 2013 Curriculum. One or the ultimate goal of this new curriculum is to improve the moral and character of the students.

Curriculum change in Indonesia has occurred in many times. Nowadays, The National Education Department has changed the previous curriculum-School Based

Curriculum (SBC) 2006-with the new one called 2013 Curriculum. The existence of 2013 curriculum becomes a great attention and leads to controversy for most people, because some people regard 2013 curriculum is not ready to implement.

However, the curriculum change especially 2013 curriculum is purposed to reach better education system. The implementation of 2013 curriculum will be successful if all the components of education give their supports and contribution to it. The character values of 2013 curriculum will be conveyed through them. In the implementation of 2013 curriculum, there are three related dimensions. They cannot be separated. They are planning, teaching learning process, and learning evaluation. Their lesson plan can help the teacher in choosing the suitable materials, methods, strategies in their teaching learning and the evaluation procedures will be used to know the product of teaching learning process and students'achivement.

As one of schools in Demak which has implemented 2013 curriculum, SMP 1 Kebonagung Demak obviously supported the English teachers to implement the curriculum. The school has given some supports in many aspects, such as school regulation, teacher training, character as habituation, good facility and etc. Considering all the issues stated above, the writer will know how the implementation of 2013 curriculum by the English teachers SMP 1 Kebonagung Demak. Their integration of character education is starting from planning, the process of teaching learning, and evaluating. It become an obligatory subject and as one of the subjects that examined in the national examination. Learning English is necessary, especially for Indonesian students. SMP 1 Kebonagung Demak is one of the alternative schools that have integrated character values and fun learning through teaching and learning process.

METHOD

This study is a qualitative; a case study that was undertaken in order to describe how character education is implemented in SMP 1 Kebonagung Demak. The main object of this study is to explain the integration of character education in the English teaching learning process using 2013 curriculum. The research conducted in SMP Negeri 1 Kebonagung, Demak. I purposively selected SMP Negeri 1 Kebonagung has apply the 2013 curriculum for eighth semesters. There were two English teachers of SMP Negeri 1 Kebonagung that became the participants in order to gain the data. I purposively selected them as the subject of the study. Furthermore, the researcher was an outsider researcher that had responsibility in the data observer, collector, analyzer, and reporter. The data which is obtained is in the form of transcript of video recording, observation note, interview transcript, teaching documents.

RESULTS AND DISCUSSIONS

This part presents and describes the findings related to the implementation of Character Education in the teaching learning process using 2013 curriculum. The study presents the findings in five parts, (1) the integration of character education in the English teaching learning using 2013 curriculum; (2) the teachers' role in internalizing Character Education in the English teaching learning using 2013 curriculum

The Integration of Character Education in the English Teaching Learning Using 2013 Curriculum

This descriptive study was conducted in SMP N 1 Kebonagung Demak. There were two English teachers who become the participants of this research. For privacy reasons they will be referred to as the first teacher (T1) and the second teacher (T2). These two teachers come from different grade

class but still in same school. The first teacher (T1) taught in the seventh grade and the second teacher (T2) taught in the Eighth grade. The data were obtained from analyzing teacher's lesson plan by using lesson plan analysis checklist, classroom observation by using observation checklist, and interview. In the finding above, the researcher has described (1) character values that were integrate in the lesson plans (2) the character values that were integrate in teaching learning process.

The Integration of Character Values in the Syllabus and Lesson Plan

Before doing class observation, the researcher analysed the syllabus and lesson plans from the two English teachers. Teachers in making lesson plans are always based on syllabus. The syllabus was generally used by teachers as a basis to make a lesson plan. Syllabus is generally used by teachers in planning of learning, carrying out learning and developing assessment systems for students. From the data (**see Appendix 1**), it showed that the English teachers created the syllabus based on the new model of syllabus stated in teacher's guide on character education published by Ministry of National Education. Based on the data above it revealed that teachers integrated character education in their syllabus. They integrated it in the special column namely the character value beside the basic competence (Kompetensi Dasar).

In analysing the documents especially syllabus and lesson plans, I focused on certain basic competences inserted certain characters that were taught by the teachers during my classroom teaching learning observation. In the basic competence (KD) 3.3 (knowledge aspect), and 4.3 (skill aspect) for teacher that taught in the seventh grade and the basic competence (KD) 3.3 as knowledge aspect, and 4.3 as skill aspect taught in the eighth grade. In the seventh grade the teacher taught the material about time and in the eighth grade learned about invites someone and prohibit expression.

From the analysis of the lesson plans (**see Appendix 2**) given by the teachers, the lesson plan, teaching material and media were adjusted to those basic competences. From those basic competences, it was written some expected character values in their syllabus, i.e. religiousness, discipline, independence, curiosity, honesty, perseverance, responsibility, confidence. The teaching and learning process is divided into three parts, namely: Pre-activity, Whilst-activity, and post activity. The teachers mentioned the character values in a special point in the lesson plan and "in the end of learning activities". The researcher found some characters that were planned to be implemented by the teacher. The researcher took two samples of lesson plans from each teacher; therefore, the researcher got four lesson plans in total. The first lesson plan given by the first teacher (T1), the material was about the name of the days, months, name of time in the days, the time in numeral, dates, and years. In the syllabus and lesson plan the focus character values in first meeting are honesty, discipline, confidence, responsibility, and cooperation (*see appendix 2*) and in the learning material the teacher developed some characters values which were religiousness, discipline, confidence, honesty, hard work, curiosity, the environmental care, nationalism. The second lesson plan from the first teacher (T1) contained the focus values of religiousness, honesty, confidence, discipline, responsibility, cooperation whereas in the learning material the teacher added some character values were discipline, confidence, honesty, hard work, curiosity, cooperation. The teaching material was about determined the name and the number of things, animals, and the building in the surrounding (*see appendix 2*).

The next lesson plan from the second teacher (T2) with the teaching material giving instructions, inviting someone, and prohibition included the focus values of honesty, discipline, responsibility whereas in the learning material the teacher developed some character values were religiousness, honesty,

discipline, curiosity, responsibility, hard work, environmental care (*see appendix 2)*. The material of the second lesson plan is greeting card that included some focus values were politeness, care, love in peace, and cooperation. Meanwhile in the teaching material the teacher developed some characters were religiousness, honesty, confidence, responsibility, cooperation, hard work, environmental care and cooperation. Although some of the values were not included in the character values launched by the government, but those values were appreciation and open-mindedness (*see appendix 2)*.

As we can see from the results above, all the teachers mentioned the character values in a special point in their lesson plan. The researcher could also find the elaboration of character values in the learning activities point. From the four lesson plans as a sample provided by the first teacher (T1) and the second teacher (T2), the researcher found 13 character values. The most frequent was religiousness, confidence, discipline, hard work, responsibility, honesty, curiosity, cooperation and environmental care.

The Integration of Character Values within English Classroom Teaching Learning

After analysing the lesson plans, the researcher did the observations to see the implementation of character building in the English teaching learning process. All observation was conducted in one semester. Each meeting was 80 minutes. Each observation was conducted in different classes by teachers to make the finding more specific and accurate. The researcher observed the first teacher (T1) class for about eight meeting and the second teacher was five meetings in the eighth grade.

The first observation was done on Saturday, October 13rd 2018. The class observed was Class 7.I. The topic was about an oral and written text to state and ask about date and month of the friends' birthday by using question "when is your birthday?" and

after that the teacher asked the students to demonstrate their works in front of class. In the pre-activity the teacher inserted the character values of discipline, curiosity, and communicative competence. In the whilst-activity the character values of honesty, democracy, independence, appreciation in achievement integrated during this meeting, and in the post activity the teacher taught honesty and reading interest *(see table 4.2 in appendix 4)*.

The second observation was done on Monday, October 15th, 2018. The class observed was 7.I. In the second meeting, the topic was about the national date in Indonesia. In the pre-activity the teacher taught the character values of religiousness, discipline, curiosity, and communicative competence. The character values of independence, spirit of nation/patriotism, appreciation in achievement. In the post activity the character values of honesty that were implemented in the teaching learning process *(see table 4.3 in appendix 4)*.

The third meeting was done on Monday, October 15th, 2018. The class observed was 7.G. In the third meeting, the topic was about the days in a week. During this meeting, the teacher taught the use of "before and after" in statement. In the pre-activity there were religiousness, discipline, curiosity communicative competence of character values that were implemented. The character values of independence, democracy, creativity, hard work were inserted in the whilst activity and honesty in the post activity *(see table 4.4 in appendix 4)*.

The fourth meeting was done on Thursday, October 18th, 2018. The class observed was 7.H. In the fourth meeting, the topic was about what the schedule of a week in the class from Monday until Saturday. During this meeting, the teacher divided the class into several groups. Every group consist of 4 people. In teaching learning process the teacher has integrated the character values of religiousness, discipline, curiosity, communicative competence in the pre activity

and in the whilst activity teacher inserted the character values of independence, democracy, creativity, hard work, appreciation in achievement. The character values of honesty inserted in the post activity *(see table 4.5 in appendix 4)*.

The fifth meeting was done on, October 20th, 2018. The class observed was 7. H. In the fifth meeting, the topic was about when is your friends' birthday? During this lesson, the teacher make the students are more active creative to look for their friends' birthday by asking "when is your birthday?" and after that the teacher continued the next material, "the national date". In the pre activity the teacher has integrated the character values of religiousness, discipline, curiosity, communicative competence. The character values of independence, hard work, democracy, creativity, appreciation in achievement in the whilst activity and in the post activity were patriotism, literacy *(see table 4.6 in appendix 4)*.

The sixth meeting was done on Saturday, October 20th, 2018. The class observed was 7.I. In the sixth meeting, the students presented their work about schedule of their class in a week. There are 9 groups that demonstrated their work. During this lesson, the teacher integrated character values of religiousness, discipline, communicative competence in the post activity. The character values of honesty, responsibility, independence, appreciation in achievement that were inserted in the whilst activity and honesty in the post activity *(see table 4.7 in appendix 4*.

The seventh meeting was done on Monday, October 22th, 2018. The class observed was 7.I. In the seventh meeting, the students did their daily test on this month that is about vocabularies test and after that the teacher continued the material about Things about noun in some place. The students had divided into 6 groups that each group had different assignment in difference places. During this daily test, the teacher had inserted the character values of religiousness,

discipline, communicative competence in the pre activity. The character values of honesty, tolerance, responsibility, hard work, appreciation in achievement that were implemented in the whilst activity and the character values of honesty in the post activity *(see table 4.8 in appendix 4)*.

The eighth meeting was done on Friday, October 26th, 2018. In this meeting the researcher observed the second teacher (T2) class for about eight meeting. The first class observed was 8.A. The topic was about "Invite someone to do something" but before this material, the teacher has given vocabulary test for about 20 minutes. During this meeting, the teacher taught the character values of religiousness, discipline, communicative competence in the pre activity. In the whilst activity there were honesty, responsibility, hard work, curiosity. In the post activity the teacher inserted the character values of appreciation in achievement *(see table 4.9 in appendix 4)*.

The ninth meeting was done on Friday, November 2nd, 2018. The class observed was 8.B. In the ninth meeting, the students learned about how to make some regulations in several places using modal "Must and must not". The teacher divided class with 6 groups. Every group made 10 regulations in different places. In the pre activity the teacher integrated character values of religiousness, discipline, communicative competence, curiosity. The character values of creativity, hard work, independence that were integrated in whilst activity. And the character values of appreciation in achievement and honesty in the post activity *(see table 4.10 in appendix 4)*.

The tenth meeting was done on Saturday, 3rd November 2018. The class observed was 8.E. In the tenth meeting, the students identified the structure to make a greeting card. There were 6 groups that displayed their work on the wall and read their work in front of class. During this lesson, the teacher integrated character values of religiousness, discipline, care for environment communicative competence, curiosity in the

pre activity. The character values of creativity, hard work, independence, which were inserted in whilst activity and the character of appreciation in achievement and honesty in the post activity *(see table 4.11 in appendix 4)*.

The eleventh meeting was done on Wednesday, 8th November 2018. The class observed was 8.F. In the eleventh meeting, the teacher taught the students about how to show the things in the place using "there is or there are". The teacher had divided the class becoming 4 groups. They must go to the place that had been determined by the teacher. During this lesson, the teacher integrated character values of religiousness, discipline, curiosity, communicative competence, and care for environment in the pre activity. The character values of hard work, creativity Independence were inserted in whilst activity and the character values of honesty in the post activity *(see table 4.12 in appendix 4)*.

From the classroom teaching learning observation and field notes about the character education values and how the teacher implemented them in English teaching and learning process can be concluded that in general, the English teachers of SMP N 1 Kebonagung has been integrated some character in their teaching learning. The most frequent was religiousness, honesty, discipline, perseverance/hard work, independence, democracy, curiosity, achievement respect, responsibility, communicative competence of character values into their teaching learning process.

The Teachers' Role In Internalizing Character Education In The English Teaching Learning Using 2013 Curriculum

From the observation and field notes about the character values and how the teacher internalized them in teaching and learning English activities were found that there were fourteen character values implemented in the teaching learning activity. In detail, it can be explained bellow:

Religiousness

Teachers had internalized religiousness value in the beginning of the classroom activity. Teacher asked the students to pray first before starting their lesson. The information about this activity can be seen based on the following explanation: At 07.00 the teacher let the students pray before starting the lesson. The teacher says*: "Before we start our lesson today, Let's reciting Basmallah together"*. And all the students: *"Bismillahirrohmanirrohim"*. The evidence above was categorized as religious aspect on the teachers or students' performance in the teaching learning activity. Teacher said: "Let's reciting Basmallah together" in classroom activity. It indicated that teacher had implemented religious aspect in the beginning of teaching learning activity.

Honesty

Honesty is attitudes based on one's effort to make a person who is trustworthy in speech, action, and work (Kementerian Pendidikan Nasional, 2010). The honesty aspect can be seen on the following sentences: Teacher says *"Okay let's do it by you. Don't be cheating and please be honest!"* All the students say *"Yes Ma'am"*. The utterance in confirmed that honesty was implemented in the classroom activity. Teacher gave instruction to students to do their assignment based on their self. Teacher forbade all the students for cheating and asked them to be honest. It indicated that honesty had been integrated in the teaching learning activity.

Tolerance

In the classroom activity, there were indicators that showed the teachers did not differentiate for special needs of the students in the classroom. Data from interview indicated that in tolerance aspect, the teachers gave opportunity for all students to join in a group in the teaching learning activity. The teachers also did not differentiate between smart students or low ability students. It showed that tolerance had been internalized by the teachers

in the English teaching learning process. The tolerance aspect can be seen on the following sentences: Teacher says, *"Okay Let's count from number 1 until 6 to determine the groups. Because every group has different place for looking the things in the room"*. Students say, *"One student mention one number from 1-6"*.

Discipline

To internalize this value, the teachers started from their personality and habituation. The teachers were as figure or model that can make the students will be discipline. It can be viewed when the teachers came on time into class and after that they checked students' attendance in the classroom. The first activity done by teachers was checking students' attendance in the classroom. It is one of indicators mentioned in character value by (Kementerian Pendidikan Nasional, 2010). The discipline aspect can be seen on the following sentences: At 07.05 the teacher checked the students' attendance. Teacher mentioned name of the students one by one. Teacher says: *"Who is absent today?"* The students answer the teacher by saying present or absent.

The finding above indicated that teacher regularly checked the students' attendance before beginning the lesson. The sentence "who is absent today" indicated that teacher implemented character education in the classroom activity. Checking the students' attendance had a function to know existence of the students in the classroom. They must come on time or ask permission first to the school officer first to come late. If they violated the regulation, they would get warning from the teacher.

Perseverance/Hard work

In the classroom teaching learning process teacher were creative to create an earnest condition in learning activity by giving the good technic and method. Teachers made the students more active, creative, and competitive in the classroom activity and also gave suggestions and motivation to them when they were passive and lazy, so almost all of students had followed the teaching learning process by more hard work and more competitive. It can be seen on the sentences:

Teacher says: "Open your book please! Can you find the difficult word from the text?" Students answer: "Yes ma'am". Teacher says: "Let's find the difficult word now! Please one you write the word on the white board!" Students answer: "Yes Ma'am". Teacher says: "Okay, now write on the white board the difficult word!" then all students say: "Yes Ma'am".

Independence

The ability of Independence can be seen when the teacher asked the students opening the textbook and finding the difficult word from the text. The teacher asked the students to find difficult words and write them on the white board later one by one. It can be seen from these utterances. Teacher says "Let's find the difficult word now! Please one you write the word on the white board!". Students answer "Yes ma'am". Based on the utterances above the teacher gave the students' opportunity to work independently. So, it created the condition that integrated the character value of independence in the classroom teaching learning process.

Democracy

The teacher made class discussion to internalize character values of democracy in the classroom teaching learning activity. Each group consisted of 4 until 5 members who presented different topic of the text. By working in group, students learned how to express their opinions with others and share the ideas but still respected to those who have different ones. Teacher says: *"Okay, have you done? Now we divided our class by some groups, a group consists of 4 people and please makes your own group! We discuss together."*

Students answer: *"Yes sir"*.

Curiosity

To internalize the character values of curiosity the teachers usually created the supportable atmosphere that the students can take an effort to know more depth about material in the teaching learning activity. The teachers also helped the students to understand material deeply and made the students to increase their curious in learning activity. It can be seen on the following utterances: Teacher says*:" Open your book please! Can you find the difficult word from the text?"Students answer: "Yes ma'am".* Teacher says*: "Let's find the difficult word now! Please one you write the word on the white board!"* Students answer*: "Yes Ma'am".* Teacher says*: "Okay, now write on the white board the difficult word!"* Students answer*: "Yes Ma'am".*

Nationalism

In the process of learning activities, student have to show the way of thinking, acting ,and loyalty for language, social, culture, economic and politics to support progress of nations. To comprehend the concept of this value, there is an indicator to achieve implement of character education by showing the picture of president, vice president, state symbol in class. In this teaching learning material, the teacher taught about the National Day in Indonesia, so He asked the students to memorize the important date about the national day. Based on this material the students indirectly learned and know about the important date in Indonesia, so they were expected to loyal and love their country and can take the good philosophy and moral value of this National day. Teacher says: *"Okay, Now what is national education days".* Students answer: *"Hari pendidikan nasional".* Teacher says*: "Okay Good then National awakening days? What is it? If you don't know the meaning you can look at the date first".* Students says: *"Hari kebangkitan nasional".* Teacher says: *"Independence day?".* Students answer: *"hari kemerdekaan"* Teacher says: *"What is Youth Place Day?".* Students answer: *"Sumpah Pemuda".* Teacher says: *"Now close*

your book! I will ask some questions with the sentence "when do we celebrate....... (kapan kita memperingati)?"

Achievement Respect

The concept of character gives student more opportunities to assist with other student in classroom. Two indictors that show the concept of social care are giving empathy for classmate in learning process and also building a situation in harmony each other. Teacher says: *"Anyone can help to correct and fix the sentence of fifth group? If you can fix it, I will give you more point later".* Students answer: *"We must use helmet in the road".* Teacher says: *"Okay now write down on the white board".* Teacher say: *"It is good, I will give you point plus. Now we see that it's not simple. After must there must be V1. Okay give applause for your friend."*

Communicative Competence

One learning activity that supports to develop communicative manner is discussion. In classroom activities, teachers are friendly in interaction with students. The good interaction happens when there is a communication effectively between student and teacher in learning classroom process (Kementrian Pendidikan Nasional, 2010). Communicative is the students' ability to communicate is emphasized through the interaction between teacher and student. The more often this was done; the ability of students to communicate using the right diction will increase. This is shown in the following sentence: Teacher says: *"What is your schedule on Tuesday?"* Students answer: *"BK, and forgot sir".* Teacher says: *"Don't you remember all schedules?"* Students answer: *"Not all sir".* Teacher reply: *"So, how to know your schedule every day?"* Students say*; "We see on the paper that we put on the wall in our room".* Teacher says: *"Oh like that. It is good"*

Reading interest/Literacy

In classroom activities, students are given opportunity for reading the text book before the class is begun; and sometimes gave the students assignment for their homework so

at least they read the book although just answered the assignment. it relates that new curriculum teachers could growth student reading interest, which is at present student less motivated to reading of books. From the evidence, the teacher had stimulated reading habit in class and in home. Teacher says: *"Now, look at the textbook page 52. There are some special dates here that you must know and learn. These dates are usually commemorated as National date in our country Indonesia."* Students answer: *"Yes sir."*

Environmental Care

The classroom cleanliness becomes important to build of student aware of environment care. There are two indicators that implementation of character education in aspect of environment care, which is keeping clean classroom environment and there is a trash bin in class. Students say: " *Assalamu'allaikum wr. Wb".* Teacher answer: "*Wassalamu'allaikum wr. Wb".* Pray together first. If you are not neat yet please tidy up! Use your "hasduk" neatly. Look down if there is trash, please throw it away* Students : *"Yes sir".* (The students throw the rubbish into the garbage)*. Teacher says: *"Okay sit down please."*

Responsibility

In the process of learning activity, teachers are responsible to educate students in class, so that students can implement the obligations in learning activity. This shown in following the sentences: Teacher says: "You said that your class is superior class?" Students say: "Yes sir." Teacher asks the students: "Please do not go outside of the class before the resting time! You can not go outside the class except there are assignments from the teacher or who have permission because all of you must be responsible for your attitude." Students answer: "Yes sir." Teacher says: "Okay the time is up, the last I say wasalamalamaikum Wr. Wb."

CONCLUSION

The teachers had implemented character education in their planning and in the teaching learning process. From the document analysis and pre teaching interview, it was revealed that both of them planned to integrate the character values were written on their syllabus and lesson plan All the teachers mentioned the character values in a special point in their lesson plan. The researcher could also find the elaboration of character values in the learning activities point. From the four lesson plans as a sample provided by the first teacher (T1) and the second teacher (T2), the researcher found 13 character values. The most frequent was religiousness, confidence, discipline, hard work, responsibility, honesty, curiosity, cooperation and environmental care.

From the classroom teaching learning observation and field notes about the character education values and how the teacher implemented them in English teaching and learning process can be concluded that in general, the English teachers of SMP N 1 Kebonagung has been integrated some character in their teaching learning. The most frequent was religiousness, honesty, discipline, perseverance/hard work, independence, democracy, curiosity, achievement respect, responsibility, communicative competence of character values into their teaching learning process.

The teacher as one of other important components in teaching and learning activities had many roles. Here, the teachers are not simply as a mentor who transfer knowledge, in this case English, but also as a facilitator and model that demonstrates and applies character virtues to the students based on the national values and culture. Teacher had instilled the character values to the students especially the seventh and eighth grade of SMP N 1 Kebonagung. For example; students was trained to stay disciplined, enterred the classroom on time; students was trained to maintain cleanliness and self-tidiness; students was trained to maintain class cleanliness and

school environment; students was trained to become religious such as praying first before starting the lesson, tolerance in class such as respecting to the other students; asking students to help each other; showing students about how to be honest, they forbade cheat on the tests or exams at school, and there are many more things that can be instilled in the teaching learning activity.

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