

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Implementation**

##### **1. Definition of Implementation**

There are two definitions of implementation. First, implementation leads to activities, actions, or the existence of a systematic mechanism; implementation is more than just an activity; it is an activity that is planned and designed to achieve the activity's goals (Usman, *Arti Implementasi Menurut Para Ahli*, 2021). Second, implementation is the execution or application of any plan, method or design, idea, model, specification, standard, or policy for accomplishing something. Thus, implementation is an action that must occur after the initial thought in order for something to occur (Ehrens, 2015).

Related two definitions above, the researcher can conclude that implementation is the planned and intentional execution of activities aimed at transforming evidence and ideas into policies and practices that work for people in the real world. It seeks to realize the plan; both the 'how' and also 'what'. In the context of learning, this implementation is an action that begins with the preparation of a lesson plan, and continues through the adaptation of the plan into the learning and teaching process in the classroom until the final stage of providing an assessment.

##### **2. The Implementation of Character Education in Indonesia**

Character education is not a new concept in Indonesia. Actually, character education has existed since the contribution of ideas by Ki Hajar Dewantara based council character education such as religious values, discipline, honesty, and responsibility can be utilized as a framework in the construction of moral education in the twenty-first century. Thus, character education is implemented through a policy known as the education trilogy, which included *Ing Madya Mangun Karsa*, *Ing Ngarsa Sung Tulada*, and

Tut Wuri Handayani. It is possible to interpret that the teacher's position as the root and spearhead in turning the wheels of national education. According to Ki Hajar Dewantara, children must be able to establish a balance of originality, taste, and initiative. He claimed that morality is a combination of thoughts, feelings, and wills (Febriyanti, 2021).

The new aspect of the 2013 curriculum requirements is the intention to equip young people in Indonesia with life skills as individuals and citizens who are productive, creative, innovative, affective (religious and social attitudes), and qualified to contribute to the advancement of social, national, and political, along with humanity (Naelatut Thooyibah, 2019). The improvement in the character education system based on the 2013 curriculum demonstrates the applicability of Ki Hajar Dewantara's character education. To emphasize the Three Education Centers and reestablish the identity of instructors, the character value strengthening program is carried out (Kemdikbud, 2017). As a result, the teachers must be able to function as a facilitator who aids students in achieving their learning objectives in addition to being an expert in their field. Teachers must also be able to act as gatekeepers for students and facilitators, guiding them through numerous extraneous influences that might hinder their development. In addition, the teachers must be able to operate as a catalyst, which means that they can discover students' potential, and as a liaison, which means that they can link students together with other learning resources.

So, it can be said that the 18 values of character education based on the 2013 curriculum are the development of the previous character values which only refer to the 4 main character values to develop the character qualities of students and enhance the role of teachers.

## **B. Character Education**

### **1. Definition of Character Education**

Character education is the process of transforming life values to be applied in a person's personality so that they become a habit in that person's life behavior (Hasnadi, 2021). Lickona (cited in Dewi Sri Kuning, 2018) state that character education can be defined as educational efforts to shape one's personality, the results of which can be seen in concrete actions such as good behavior, honesty, responsibility, respect for others, rights, hard work, and so on.

To the other hand, character education is the focal point of the current educational system's fundamental efforts to create learning situations that meet students' self-development needs in learning interactions designed to form students with character. It is expected that through character education, students will be able to become dedicated individuals to God Almighty, have a strong faith in order to give birth to a virtuous person, be tolerant of others, have the motivation to fight, and be able to work hard, achieve and be disciplined, have a democratic, responsible, creative and independent attitude.

From the understandings above, the researcher can conclude that character education can be defined as an effort from within the individual to cultivate a habit in the form of good character values that can be applied in everyday life such as religious, honesty, disciplined, hard work/perseverance, creativity, social awareness, and the others.

### **2. The Aspects of Character Education**

The importance of character education for students is to provide preparation in the form of the necessary abilities to avoid or overcome problems in their social environment. Providing the preparation of good character values to children is the goal of the National Education. Through the Regulation of the President of the Republic of Indonesia Number 5 of 2010 Regarding the National Medium Term Development Plan 2010-2014,

realizing a society that has high morals, ethics, culture, and civilization, based on the Five Pillars, which is aimed to strengthen the national identity and character through education. Eighteen aspects have been identified based on the Master Plan of Character Education by the Ministry of Education, 2010 cited in (Iswara, 2013). Aspects of character education as in table 2.1 follows:

Table 2.1  
Eighteen Character Education Aspects

No	Aspect	Description
1.	Religiousness	Having attitudes and behaviors that are consistent with one's religious beliefs, demonstrating tolerance for others' religious practices, and integrating one self peacefully into society.
2.	Honesty	Being dependable and truthful in speech and deeds.
3.	Tolerance	Respecting and appreciating others' differing viewpoints, ideologies, races, attitudes, and behaviors.
4.	Discipline	Respecting the law and displaying restraint, even in trying circumstances.
5.	Perseverance / hardwork	Persistence in achieving a goal in the face of difficulties and hurdles.
6.	Creativity	Employing creativity to create new ideas and being involved in it.
7.	Independence	Capable of making decisions for oneself or acting independently without being swayed or managed by others.
8.	Democracy	Beliefs in equality and political freedom.
9.	Curiosity	Demonstrating a strong eagerness to acquire more about knowledge or information.
10.	Nationalism	Putting the interests of the nation before one's own.
11.	Patriotism	Attempting to demonstrate allegiance and concern for the social, economic, and political climate of a nation.
12.	Achievement	Successfully obtaining something with exertion, effort,

	Appreciation	bravery, and skill while being pleased with the accomplishments of others.
13.	Friendly / communicative	Being kind and generous to others; being in a relationship with someone or several people who appreciate each other's company.
14.	Peacefulness	Promoting peace and avoiding violence.
15.	Reading Interest	A person with a high level of educational insight through having read extensively.
16.	Environmental Care	The preservation of earth's resources for the future while defending the environment from damage and contamination.
17.	Compassion / social awareness	Offer assistance when you can to others in need to show kindness and concern.
18.	Responsibility	Being responsible, dependable, and accountable when one has obligations to God, oneself, and society.

*(Source: Ministry of National Education, 2010 in (Iswara, 2013))*

### **C. The Implementation of Character Education**

The Directorate of Junior High School Development cited in (Ulkhaira, 2018) states that the implementation of character education can be conducted in teaching and learning steps, namely the planning stage, teaching and learning stage, and evaluation stage.

#### **a. Planning Stage**

In an offline learning system, the teacher prepared lesson plans and teaching materials are designed to facilitate character education in teaching and learning activities. Teachers need to prepare offline lesson plans that should include more items than online lesson plans. The items contained in the lesson plan are standard of competence, basic competence, indicator, learning objectives, learning material, learning method, sources of learning, media of learning, learning steps and assessment. The teacher must fully master the lesson plans in terms of teaching materials, methods and use of learning tools and equipment, deliver the curriculum based on the

discussion, manage the available time allocation and teach students as planned.

b. Teaching and Learning Stage

In the teaching and learning stage, the teacher used Contextual Teaching and a learning approach that can effectively encourage character education by stimulating students to apply character values. This approach can facilitate students to practice virtue through various activities that chunking of preliminary activities, core activities, and closing activities (Utami, 2013). That various activities as description of the integration of character education in preliminary activities (in table 2.2), description of the integration of character education in the core activities (in table 2.3), and description of the integration of character education in the closing activities (in table 2.4) follows:

Table 2.2  
Description of the Integration of  
Character Education in Preliminary Activities

No	Virtues	Activities
1.	Discipline	The teacher comes to the class on time. The teacher ensures that every student comes to the class on time.
2.	Friendliness	The teacher expresses friendly greetings to the students.
3.	Being Religious	The teacher and the students have a prayer before starting the lesson.
4.	Respect for Others	The teacher expresses friendly greetings to the students, and do they. The teacher along with the students prays for students who are absent due to illness or other circumstances.

		<p>The teacher accustoms the students to read, write, speak, and listen in English through certain meaningful tasks.</p> <p>The teacher facilitates the students to conduct activities that can grow confidence in positive ways.</p> <p>The teacher guides students through discussions and tasks in order to create great ideas orally and in writing.</p>
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(Source: Utami, 2013)

Table 2.3  
The Description of the Integration of  
Character Education in the Core Activities

No	Virtues	Activities
1.	Being Communicative	<p>The teacher promotes positive interaction between students and the teacher.</p> <p>The teacher facilitates cooperative and collaborative learning for the students.</p> <p>The teacher helps the students by being a good facilitator for them in explaining and answering the students' question when they find difficulties in learning.</p> <p>The teacher encourages students to reflect in order to gain insight into their learning experience.</p>
2.	Independence	<p>The teacher encourages students to actively participate in every learning activity.</p> <p>The teacher accustoms the students to</p>

		<p>read, write, speak, and listen in English through certain meaningful tasks.</p> <p>The teacher guides students through discussions and tasks in order to create great ideas orally and in writing.</p> <p>The teacher assists students in presenting the result of their works, either individually or in groups.</p>
3.	Perseverance	The teacher helps students compete well so that they can make progress in their learning improvement.
4.	Respect for Others	<p>The teacher assists students by assisting them in resolving problems that arise.</p> <p>The teacher assists students by encouraging them to actively participate in learning activities.</p> <p>The teacher facilitates cooperative and collaborative learning for the students.</p>
5.	Democracy	<p>The teacher allows students to think, analyze, and solve problems while learning without any fear.</p> <p>The teacher encourages students to actively participate in every learning activity.</p>
6.	Cooperation	<p>The teacher facilitates cooperative and collaborative learning for the students.</p> <p>The teacher assists the students to present the result of their works, either individually or in groups.</p> <p>The teacher guides students through</p>

		discussion and tasks in order to create great ideas orally and in writing.
7.	Curiosity	The teacher accustoms the students to read, write, speak, and listen in English through certain meaningful tasks. The teacher allows students to think, analyse, and solve problems in learning without any fear.
8.	Confidence	The teacher guides students through discussions and tasks in order to create great ideas orally and in writing.
9.	Creativity	The teacher allows students to think, analyze, and solve problems in learning without any fear. The teacher guides students through discussions and tasks in order to create great ideas orally and in writing.
10.	Honesty	The students complete the task and administer the test in the fairways. The teacher facilitates the students to compete well so that the progress in students learning improvement can be made.
11.	Responsibility	The teacher assists students in presenting the result of their works, either individually or in groups. The teacher facilitates cooperative and collaborative learning for the students.
12.	Discipline	The teacher makes sure the students to actively participate in every learning

		activity, do tasks, and obey the class rules.
13.	Interest in Reading	<p>The teacher guides students through discussions and tasks in order to create great ideas orally and in written.</p> <p>The teacher encourages students to actively participate in every learning activity.</p> <p>The teacher helps students to compete well so that they can make progress in their learning improvement.</p>
14.	Friendliness	<p>The teacher gives positives feedback on the students' achievement.</p> <p>The teacher facilitates by being a good facilitator for them in explaining and answering the students' question when they find difficulties in learning.</p> <p>The teacher facilitates the students by helping them in solving the problem arising.</p>

(Source: Utami, 2013)

Table 2.4  
The Description of the Integration of  
Character Education in the Closing Activities

No	Virtues	Activities
1.	Cooperation	At the end of the lesson, the teacher along with the students draws conclusion about the material taught.
2.	Being	The teacher makes evaluation to the

	Communicative	students and provides them reflection consistently to the activities done.
3.	Honestly	The students reflect on what they have learnt and tell their reflection to the teacher, for example: what they like best in the lesson, what they do not like in the lesson, and the improvement they have made after learning the lesson.
4.	Respect for Others	The teacher gives useful feedback about the teaching and learning process to the students.
5.	Discipline	The teacher gives the students homework that stimulates and challenges them.
6.	Being Religious	The teacher and the students have a prayer before ending the lesson.

*(Source: Utami, 2013)*

#### c. Evaluation Stage

In the evaluation stage, the teacher evaluated students' learning achievements. It means that the chosen assessment tools and techniques assess not only the students' academic achievement but also the students' character and personal development. The teacher used the data analysis technique to the analysis of the tool instrument's effectiveness in the process of authentic assessment which supported three components. The ability of the teachers to observe the students' behaviors and characters, results in the students learning and how students respond to the teacher.

According to Andersen (1980) cited in (Mardapi, 2011), there are two different ways for assessing the affective domain: observation and self-report. The observation method is based on the notion that affective traits can be observed in the displayed behavior or actions, psychological

reactions, or both. The self-report method posits that the only person who is aware of a person's emotional condition is that person himself. This, however, necessitates being truthful in expressing one's own emotive traits. So, teachers can use these two methods in determining the assessment of student character at the learning evaluation stage.

#### **D. The Advantages of Implementing Character Education in Teaching English**

The advantages of implementing character education go beyond the obvious results of being a good person and a responsible citizen. One of the results that can be seen in carrying out character education consistently, students are inexorably equipped for the collegiate environment and/or the workforce (Mashburn, H., 2020). Besides that, character is strengthened and grown when good character education is implemented. Based on Fry's (2012) assertion, cited in (Mashburn H., 2020), psychological traits serve the three core functions of character development, maintenance, and communication. That is why implementing character education into the subject is so beneficial—students spend more time awake and attentive at school during the workday than students do at home. In other words, implementing character education also improves the development of students' future readiness for learning and help students develop their character by strengthening it.

As students' academic competence rises, the participant's application of character education has a favorable effect. Students also exhibit positive actions that they can use in their daily lives. Students with positive attitudes and behaviors are more likely to want to study, which improves academic success (Agni, et al., 2020). A similar argument is made by (Utami, 2013), who states that students have the opportunity to learn and grow in virtue through character education, which also helps them attain academic achievement. As a result, teachers must incorporate character education into all of their lessons, including English lessons. They naturally adopt a proactive and all-encompassing approach to fostering student morality by treating

students with respect, setting an example of appropriate behavior, correcting it, helping students build mutual respect and care for one another, making sure students feel valued among their peers, allowing students to participate in decision-making, and helping students learn how to resolve conflicts fairly so they can become successful students.

From the aforementioned theories, it could be concluded that the advantages of implementing character education in teaching English are teachers can assist their students become more academically successful as well as improve their students' future readiness for learning.

#### **E. Teaching English Through Offline Learning**

Reporting from [TribunPontianakNews.co.id](http://TribunPontianakNews.co.id) refers to the instruction of the minister of home affairs number 25 of 2022 regarding restrictions on community activities including schools. Then related to the results of the consultation with the Mayor of Pontianak, the Pontianak City Education and Culture Office has stated schools, that based on the consideration that Pontianak's condition has improved, schools ranging from Kindergarten/PAUD, SD, and SMP SMA have been able to carry out 100% offline learning, both from the number of students in the class and study time scheduling (Rokib, 2022).

The resulting finding showed that there were twelve reasons why the students agreed with the effectiveness of offline learning. They were because the students can easy to understand and interact with the teacher. After all, attendance is important, more communication, active to ask, the teacher can analyze when the students don't understand, make the students active during the class, the students can ask easier when they feel don't understand, guided directly and easier to understand, make students more concentration, face to face class easier, the students can ask about the material specifically, and make the students focus during the class (Rachmah, 2020).

In summary, lessons in face-to-face or offline learning systems are more understandable than in online learning. Besides that, offline learning ease the students to interact with the teacher properly and directly.

#### **F. The Implementation of Character Education in Offline Learning English.**

According to several previous studies, there are some ways to implement character education especially offline learning English.

1. An implementation of character education on English subject would be conducted by inserting the elements of character building in every step of teaching learning English.

2. Creating creative methods and strategies in teaching that insert values.

The teacher can make learning methods as attractive as possible so that students feel comfortable and it is easier to instill a sense of responsibility, democracy, and others in learning. The teacher can apply an interactive learning model, contextual teaching, and learning approach as the best way to promote character education as suggested by the ministry of education.

2. Inserting the character education through activities.

The implementation will be carried out through several activities: (1) teaching and learning activities and positive habituation activities. Planting character values also will be carried out by teachers in the form of motivation and examples in everyday life; (2) routine activities will be carried out consistently at all times; (3) spontaneous activities are also carried out simultaneously; (4) it examples of good attitude from technicians motivate students to build better character; (5) conditioning system supports application student character formation. Factors that influence building students caring character with the existence of local ulama and figures who support character education, the existence of many Islamic boarding schools around school, students' self-confidence to succeed, learning materials that students can understand, continuous motivation direction by the teacher, and the teacher's trust in students. Resistance is concern with students' feelings and psychological problems

and feelings of stress about madrasas, low student motivation to progress, students' families' background, and the influence of the school environment (Haryanto, 2018).

### **G. Previous Related Researches**

This research contained some previous studies which have similar characteristics to the research. The similarity can be in the subject of research, object of research, and the type of research. Some of the previous research related researches purposely give the comparison of each research. It can also be used as a reference. Here are seven previous of research:

The first research entitled “The Implementation of Character Education in Teaching English” from (Ulkaira, 2021). This research was a descriptive qualitative research where the researcher aimed to describe about how the implementation of character education in online English learning, to identify the supporting factors and inhibiting factors of character education in online English learning, and to find out how teachers solve the problems during the application of character education in online English learning at SMP Muhammadiyah 4 Pekan baru. The subjects of this research were two English teachers. The results showed that the teachers had implemented character education and integrated character into the planning stage, the teaching and learning stage, and the evaluation stage by developing essential virtues, including being religious, discipline, honesty, independence, responsibility, hard work/perseverance, curiosity, creativity, honesty, friendly/communicative, and appreciation of achievement. Then, there were some supporting factors and inhibiting factors faced in implementing character education. Teacher, students, and parents were supporting factors, while lack of training, no direct interaction, lack of students’ motivation and manner, and lack of parents’ support were challenges factors. There were some ways that teacher solve problems such as learn again and again, approach the students, and try to collaborate with their parents.

The second research entitled “Character Building Implemented in English Lesson as Prescribed in 2013 Curriculum” from (Ira Audina Pratiwi, 2021). This is a qualitative research in a case study design where the researcher aimed to find out the English teachers’ understanding of character building prescribed in 2013 curriculum, the integration of character building in English teaching and learning, the reasons teachers apply characters and the challenges of the integration of character building in English teaching and learning. The subjects of this research were two English teachers and the students. The results showed that there were 15 out of 18 characters taught by teachers, mostly in implicit manner. There were six characters that mentioned in explicit manner in each lesson plan. The reason why the teachers applied characters because the recommended characters are adapted to the teaching materials being taught. This research also showed that teachers face challenges in determining the recommended characters for teaching and in managing the different characteristics of students.

The third research entitled “Implementation of Character Education in Building School Culture” from (Aunurrahman, 2021). The subjects were principals, school teachers, and supervising teachers. This research used mix method approach that combining qualitative and quantitative that aimed to find out about the implementation of character education in building school culture. The results showed that the implementation of character education in building school culture in the Sambas Regency elementary schools in multiple dimensions was well implemented. It’s just that the evaluation component was not yet fully actualized as expected. In addition, the school culture was also well developed especially the discipline culture.

The fourth research entitled “Character Education in English Subject: Teacher’s Perception and Strategies” from (Luluk Aulia Aghni, 2020). The researcher aimed to find out teacher’s perception of character education and their strategies in implement character education in the classroom. Besides that, this research also investigated teacher’s problem in implementing character education and their solutions. The subjects of the research were two

English teachers at Senior High School in Palembang and the students from two classes. The results showed that the teachers agreed that implementing character education was very important in teaching and learning programs through group discussion or individual assignment. The teachers said that the main problem was the students' character and tried to have a good communication with students is the solution.

The fifth research entitled "The Implementation of Character Education in the English Teaching Learning Using 2013 Curriculum" from (Naelatut Thoyyibah, 2019). The research used descriptive qualitative research method that the researcher aimed to explain the integration of character education in the English teaching learning, to explain the teachers' role in instilling character education, and to explain the ways to solve the problems in applying character education using 2013 curriculum. The subjects were two English teachers and the eighth grade students of SMPN 1 Kebonagung Demak. The results showed that the teachers had implemented 14 character values in teaching learning process. Then, the teachers' role were very important because the teacher as a mentor, facilitator and a model to the students at school.

The sixth research entitled "Character Education in Indonesian: Implementation and Obstacles" from (Nova, 2017). This research used library research method that describe qualitatively where the researcher aimed to describe how character education especially for children in Indonesia. The results of this findings showed that there were eleven effective character educations for students including promoting the center of values and moral values complementary achievements to build good character, defined overall character includes ways to thinking, feeling and behaving, applying broadly, carefully and enthusiastic in developing character, providing opportunities for students to act morally, add significant academic curriculum and engaged school staff to become community where students can learn about morals and matters related to character education.

The last previous research entitled “Portraying the Integration of Character Education in Teaching English as a Foreign Language to Grade XI Students of SMAN 4 Yogyakarta” from (Utami, 2013). The research used case study where the researcher aimed to describe the integration of character education in teaching English as a foreign language to grade XI students. The subjects of research were English teacher and the students of grade XI students. The results showed that character education is integrated into planning stage, the teaching and learning stage, and the evaluation stage in teaching process. Besides that, implementing character education approved give positive impacts to the students’ academic achievement and the students’ behaviour.

Based on the explanation of the seven previous researches above, the researcher found that previous research focused more on how the implementation and integration of character education. This research also focused more on how the implementation of character education, but also analyze how the suitability between some teaching materials and practice in the classroom. Others research mostly used mix methods approach and case study, while this research used descriptive qualitative research. Previous researches above mostly used two English teachers as the subjects of the research, but the subject of this research used one English teacher that chosen by purposive sampling method. Besides that, when other researches more describe challenges and the strategies to solve the problems, this research completely discovers the advantages of implementing character education in teaching English.