INSTILLING CHARACTER EDUCATION IN ENGLISH LEARNING FOR YOUNG LEARNERS AT ENGLISH COURSE KEY LEARNING CAMP, BANYUMAS

AN UNDERGRADUATE THESIS

Submitted to the faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of the Requirements for Achieving the Degree of
Sarjana Pendidikan (S.Pd.) in English Education

by:

YAVIE MUKTI ROF'I
1917404022

ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTEMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2023

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Herewith I,

Name : Yavie Mukti Rof'i

Student Number : 1917404022

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study Program : English Education

Declare that the thesis I wrote with the title: **"Instilling Character Education in English Leraning for Young Larners at English Course Key Learning Camp, Banyumas"** is truly my own work and is not a plagiarism of someone else'thesis. Im fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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Purwokerto, 23 Juni 2023
I Who Declare,

Yavie Mukti Rof'I
S.N 1917404022

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

APPROVAL SHEET

This thesis, entitled

INSTILLING CHARACTER EDUCATION
IN ENGLISH LEARNING FOR YOUNG LEARNERS
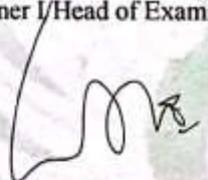# AT ENGLISH COURSE KEY LEARNING CAMP, BANYUMAS

written by Yavie Mukti Rof'i (Student Number 1917404022) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 13 July 2023 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree by the examiners.
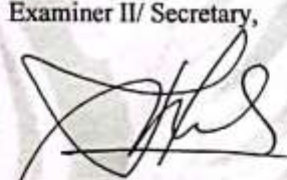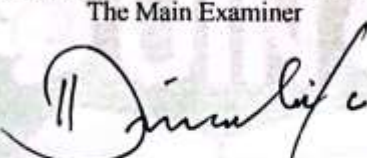
Purwokerto, 21 July 2023

Approved by:

Examiner I/Head of Examiners,

Examiner II/ Secretary,

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Agus Husein As Sabiq, M.Pd.
NIP. 198708112020121006

The Main Examiner

Khairunnisa Dwinalida, M.Pd.
NIP. 199211152019032034

Legalized by:
The Head of Education Department,

Dr. Maria Ulpah, M.Si.
NIP. 198011152005012004

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OFFICIAL NOTE OF SUPERVISOR

To,

The Head of Education Departement

Faculty of Tarbiya and Teacher Training

State Islamic University

Prof.K.H. Saifuddin Zuhri Purwokerto

In Purwokerto

Assalamu'alaikum Warahmatullahi Wabarakatuh

After conducting guidance, review, direction, and correction, I convey that:

Name: Yavie Mukti Rof'i

Student Number: 1917404022

Department: Education

Study Program: English Education

Faculty: Tarbiyah and Teacher Training

Title: "Instilling Charavter Education in English Leraning for Young Learners at English Course Key Learning Camp, Banyumas"

I recommended this thesis to be submitted to the Head of Education Departement Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd) / Undergraduete Degree in English Education.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Purwokerto,

Supervisor,

Desi Wijayanti Ma'rufah, M.Pd.

NIP.199212152018012003

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This thesis is presented as a partial fulfillment of the requitment for achieving a Bachelor Degree of English Education Study Program, Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. During the arrangement of this thesis an as long as the researcher learns in State Islamic University of Prof. K.H.Saifuddin Zuhri Purwokerto, there are many parties who have so kindly provided helps, motivation, supports, aids and sugestions which are very useful for the completion of this thesis as the final assignment of English Education Study Program. Deep gratitude and appreciation are expressed to the honorable:

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14. All friends of TBI A'19 as my new family who had been coloring my life when studying in this university

15. All participants who have given me support and motivation that I cannot mention one by one, may Allah bless you.

Finally, this thesis is hoped to be able to provide useful knowledge and information for the readers although the writer realized that this thesis has weaknesses and is still far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Purwokerto,
I who decrare

Yavie Mukti Rof'i
S.N 1917404022

MOTTO

Setinggi apapun sikap dan ilmu yang kau miliki, bila ucapanmu menyakiti orang lain, maka tidak aka nada gunanya, karena mengukur hidup itu dengan perilaku akhlaq, bukan dengan kesombongan ilmu,

(Al Habib Taufiq Assegaf)

DEDICATION

This thesis is dedicated to

My beloved parent, my father (Nakim Al Khafidzulloh) and my mother
(Samirah). Thanks for the prayer, support, and spirit.
My sister (Nur Ulum Syakira Natasya and Anindita Kaamilah Keisya), my
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INSTILLING CHARACTER EDUCATION IN ENGLISH LEARNING FOR YOUNG LEARNERS AT ENGLISH COURSE KEY LEARNING CAMP, BANYUMAS

YAVIE MUKTI ROF'I
S.N 1917404022

ABSTRACT

Character education is a learning process in the school community to create individuals with core virtues or good characters to prepare them to be well-behaved in the family, school, society, and even the country. The application of character education is carried out through the habituation of students during learning activities. The aims of this research were to analyze the instillation of character education in English learning for young learners and the evaluation of character education in English learning for young learners at the English course Key Learning Camp. This research uses a field research approach. Data collection techniques are carried out by interviews, observation and documentation. The subjects of this research were the teachers at the Key Learning Camp. The data analysis technique used is descriptive qualitative design. The results of this research show that the instilling of character education in English Learning for Young Learners at Key Leraning Camp, Banyumas is carried out in three stages, namely opening activities, main activities, and post activities. The results showed that the teachers apply character education using 13 aspects, namely: religion, honesty, discipline, perseverance, creativity, independence, curiosity, achievement, friendship, peacefulness, reading interest, environmental care, and responsibility. In carrying out the formation of student character, the teachers also motivate teaching and learning. Furthermore, the teacher evaluates students' character education through observation, self-assessment, and peer assessment techniques.

Keywords: *Character Education, English Teaching, Evaluation*

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CHAPTER 1
INTRODUCTION

A. Background of Study

Juvenile delinquency and the problem of moral deficiency of young generations have become a world apprehension nowadays. There is little debate about which whether or not we come back to the conventional method of education which more focusing on the morals and character of the students.[1] Education at this time is still a very important thing for a nation. In detail, education has a broad meaning. According to Law no. 20 of 2003 which explained the National Education System, the meaning of education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed himself, society, nation, and state. Education has an essence in terms of what is done in education itself, both from the learning process or the results of learning that everything is of course in accordance with the objectives of education.[2]

Objectives National education explained that national education functions to develop abilities and shape the character and civilization of the nation with dignity in the context of educating the life of the nation aims to develop the potential of students to become human beings who believe and fear god almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and a good citizen democratic and responsible. From the understanding of education and educational goals that have been explained, it means that education is the main thing in the life of the nation. If the nation's generation has a good education, then the nation will become a good nation too. Therefore, Education can be a benchmark for the quality of a country.

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[1] Ginanto,D.E.,Mulyadi, T., & Putra, K.A.(2017). Character Education at Schools in Indonesia. Retrieved https://dioneg.com/education/character-education-at-schools-in-indonesia-2/

[2] Depdiknas, Undang-undang RI Nomor 20 Tahun 2003 Tentang Sistem Pendidikan, Depdiknas: Jakarta,2003,hlm.3 .

However, good education starts with educators who can educate their students well too. Educating yourself is not just the activity of transferring knowledge; it also shapes the character of students to become human beings with good personalities. Educators have a very important role in educating students, so an educator must be able to become a facilitator for their students and be able to direct their students to implement the character education that has been taught. So if these two things are implemented, then the ability of students in the spiritual, cognitive, and affective aspects can be well achieved, and of course, it will produce quality output for schools in general and specifically for the students themselves.

Education can be obtained in formal education or non-formal education. Not only at school, but outside of school, character education can also be applied, one of which is in the English language course, where students can obtain four aspects of their abilities: spiritual, cognitive, affective, and psychomotor. In general, of the four aspects of student abilities, this is an aspect to assess student character. Character education is required for students to have good character.[3] Planting character in children can be started early in elementary school (SD) or equivalent; this is due to their age being still low, children being still easy to direct, and childhood being the period of imitating; children will always imitate what is done by adults. Therefore, adults in education are called educators, who must be able to set a good example and be good facilitators.

In education, two things are often contradicted, namely theory and practice, but the theory is ultimately the most practical. To understand the relationship between theory and its implementation in everyday life, learning strategies are needed, which should be facilitated by teaching staff. Learning strategies that aim to assist students in connecting theory and its implementation in everyday life are necessary to develop in the world of education, especially in Indonesia. The fact is that students now arrive at school unprepared for learning. Usually, they are limited by their understanding of the material to be

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[3] Ni Putu Suwardani, " QUO VADIS" Character Education, Bali: UNHI Press, 202o,hlm. 33

conveyed, so they are unable to understand more complicated material as well as find hidden things. They often do not have the frame of mind to understand the logic of a written opinion.

Character education for young learners is important for every child to have, especially in today's era. Many children have knowledge but do not have good character. So instilling character education in children from an early age is very important; not only academic education but also character education must be implemented. Not only through religious learning, but general lessons such as English can also be applied. Here, the teacher must be smart and have their own way of understanding some of the characters of each child. Through an approach, or it can also involve children in being active in learning, especially learning English, from there the teacher will understand a little and be able to analyze some of the children's characters.[4]

At the Key Learning Camp English Course, there are some interesting things about learning English. The teachers put a lot of emphasis on character education in children, especially for young learners, who are required to have discipline and manage their time well. The teachers there are required to be active and have creativity in developing English learning so that it can be conveyed well to young learners. The teachers at the Key Learning Camp think that education does not only build abilities but also shapes the character and civilization of a nation. They see that the impact of globalization on people's lives results in behavior that imitates Western behavior and culture. Many sad events occurred, including anarchism, individualism, corruption, and moral decay. So character education must be taught from an early age to anticipate events that can damage morale.

Furthermore, according to William Burton in Hamalik, learning is a process of one's efforts to obtain a change in a new behavior as a whole as a result of one's own experience in interaction with the environment. In addition,

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[4] Suharjati, F. (2010). *History of teaching English as a foreign language in Indonesia*, 2(3),168

Gulo also stated that learning is a deep process in a person who changes behavior, both in thinking, behaving, and doing.[5]

Based on the two theories above, it is clear that the purpose of education is not only to increase knowledge but also to change the behavior of the character. A bad character becomes a good character, which will be reflected in character and civilization. Therefore, this thesis will be discussed: "Instilling character education in English Learning for young learners at an English course key learning camp". So that, in the end, it will produce graduates who have character and high competitiveness to be able to follow the era of society. Researchers hope research can provide good things, especially for learning English for young learners, and provide examples for teachers to teach in the future that the implementation of character education is also important to make children aware that knowledge is important for themselves and they need it.

B. Conceptual Definition

1. Character Education

Berkowitz and Bier who claim that character education is a citizen process to produce schools that grow courteous, responsible, and caring adolescents by showcasing and instructing the best character care that we all chat together, are another source of support for this notion.[6] Schools, regions, and nations are making a concerted effort to instill in their students fundamental virtues like compassion, honesty, justice, responsibility, and self- and other -worth. Schools are important and should be a suitable setting for character education, together with homes. As Kohn states in his research that character education is anything that a school might try to provide outside of academics, especially when the purpose is to help children grow into good people.[7] In the English course Key Learning Camp, many children

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[5] Gulo, W. (2002). *Strategi belajar mengajar*. Jakarta: Grasindo.

[6] Berkowitz, and Bier, What works in Character Education: A Research- Driven Guide for Educators, (Washington: DC, 2005).P. 151 (Chapter 13).

[7] Kohn, A. (1997). How not to teach values: A critical look at character education. Phi Delta Kappan, 78(6),428-439.

are taught various values of character education, one of which discipline, by getting used to time management so that they can have a sense of responsibility to seek knowledge because when they have character values children can think well and mature so it can be easy to accept learning, besides that children are also accustomed to good behavior between teacher and friends.

2. Teaching and Learning English

Teaching as defined is the act of imparting knowledge, a lesson, a skill, etc. to a person.[8] Gaining information or skills in a subject or activity is referred to as learning. Thus, in an educational context, teaching and learning are methods for imparting and receiving knowledge. Young learners are kids between the ages of five and fifteen. These definitions lead us to the conclusion that teaching English to young learners involves assisting and directing students between the ages of five and fifteen in their efforts to learn, understand, and use the English language.

C. Research Questions

1. How do the teachers instilling character education in English learning for young learners at English Course Key Learning Camp, Banyumas?
2. How do the teachers evaluate character education in English learning for young learners at English course Key Leraning Camp, Banyumas?

D. Objectives of the Research

1. To describe the teachers instilling of character education in English Learning at English Course Key Learning Camp, Banyumas.
2. To describe the teachers evaluation of charcater education in English learning for young learners at English Course Key Leraning Camp, Banyumas

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[8] Homby, A.S. (2008). *Oxford learner's dictionary,* New York: Oxford Dictionary Express.

E. Significance of the Study

1. Theoretical Significance

a. The researchers expects this research can be useful to improve knowledge in learning, especially related to the character education for young learners.

b. The researchers expects this research can be used a reference for further researchers.

2. Practical Significance

a. For teachers

The results of this research are expected to be able to enrich the teacher's information about the implementation of character education in teaching English.

b. For students

The results of this study are expected to make students better in morals, behavior, practicing discipline, and time management

c. For English Course

The result of this study are expected to provide an explanation of the character education in general and specifically.

F. Outline of Discussion

The researchers organizes this research to make reader easier to understand overall content of this research. The following shows the content covered in this research

Chapter 1 is a Background of Study, Conceptual Definition, Research Question, Research Objectives.

Chapter II is Literature Review of the Instilling of Character Education in English Learning for young Learners at English Course Key Learning Camp, Banyumas.

Chapter III is Research Method of the Implementation of Character Education in English Learning for young Learners at English Course Key Learning Camp, Banyumas.

Chapter IV is Finding and Discussion.

Chapter V is the conclusion that contains the conclusion and suggestions that are the end of a brief study result

The last section contains references, attachments, and biodata of the researcher.

CHAPTER II
LITERATURE RIVEW

When conducting research, a literature review is performed. In this case, Brown and Rogers suggested that any research study should be built on the shoulders of previous study.[9] The study frequently begins with a literature review in order to acknowledge the debt to previous studies and show where the new study fits into the field. Based on the statement, this research present the related literature as follows.

A. Character Education

Character education is the process of learning common attitudes, beliefs and behaviors that are important for people to have as responsible citizen ns.

1. Definition

Character education is the deliberate effort to develop a good character based on core virtues that are good for the individual and good for society. It is essential to the task of building a moral society by developing schools that are civil and caring communities. Therefore, in his conception, it is as necessary as academic achievement.[10] There are several definitions of character education the US Department of Education defines character education as a learning process that enables students and adults in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue, and citizenship, and responsibility for self and others. Upon such core values, we form the attitudes and actions that are the hallmark of safe, healthy, and informed communities that serve as the foundation of our society. It means that conducting character education needs time, and process support from the school community, parents,

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[9] James Dean Brown and Theodore S. Rodgers, *Doing second Language Research,* New York: Oxford University Press. 2003.p.36

[10] Lickona, Thomas. (1991), *Educating for Character, How Our Schools can Teach Respect and Responsibility*, New York, Batam.

teachers, and educational stakeholders who should have a responsibility to build students characters who have core ethical values.

Character education is a citizen process to produce schools that grow courteous, responsible, and caring adolescents by showcasing and instructing the best character care that we all chat together, is another source of support for this notion.[11] Schools, regions, and nations are making a concerted effort to instill in their students fundamental virtues like compassion, honesty, justice, responsibility, and self- and other-worth. Schools are important and should be a suitable setting for character education, together with homes. Character education is anything that a school might try to provide outside of academics, especially when the purpose is to help children grow into good people.[12]

The formation of pupils' moral character can be helped by character education. Character and soul. Integrating virtues or character qualities into character education are very significant and should be considered. Because when one upholds virtues, the kids are capable of achieving two lofty objectives: academic and moral excellence. American Character Education Partnership asserts that: By emphasizing ideals that we all share and by modeling and teaching good character, character education is a national movement that aims to create schools that support young people who are ethical, responsible, and caring. [13]Character Education is teaching children about basic human values, including honesty, kindness, generosity, courage, freedom, equality, and respect. The goal is to raise children to become morally responsible, self-disciplined citizens.[14]

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[11] Berkowitz, and Bier, What works in Character Education: A Research-Driven Guide for Educators, (Washington: DC, 2005).P. 151 (Chapter 13).

[12] Kohn, A. (1997). How not to teach values: A critical look at character education. Phi Delta Kappan, 78(6),428-439.

[13] Berkowitz, and Bier, What works in Character Education: A Research- Driven Guide for Educators, (Washington: DC, 2005).P. 151 (Chapter 13

[14] Berkowitz, Marvin W. and Melinda C. Bier. 2005. What Works in Character Education: A research-driven guide for educators, http://www.rucharacter.org/file/practitioners_518.pdf

In summary, Character education is a learning process in school community to create individuals having core virtues or good characters to prepare individuals well-behaved in the family, school, society even the country. The teachers could use various methods to integrate character values in teaching learning process.[15]

2. **Character Education Aspects**

Eighteen Character Education Aspects (Source: Ministry of National Education, 2010).

Table. 2.1. Character Education Aspects

No	Aspect	Description
1.	Religious	Displaying attitudes and actions that reflect religious observance one subscribes to, demonstrating understanding for the use of living in harmony with others and in a society.
2.	Honesty	Being trustworthy and having integrity in one's word and deeds.
3.	Tolerance	Respecting and appreciating other people's differing perspectives, beliefs, races, attitudes, and behaviors.
4.	Discipline	Displaying restraint even when adhering to rules in challenging times.
5.	Perseverance	Perseverance in pursuing a goal in the face of difficulties and problems.
6.	Creativity	Your imagination and using it to generate fresh concepts.
7.	Independence	Capacity to make decisions for oneself or independently of others without being persuaded or manipulated by others.
8.	Democracy	Belief in equality and political freedom.
9.	Curiosity	Demonstrating a strong drive and enthusiasm for find out more information or information.
10.	Nationalism	Putting the interests of the nation above one's own.
11.	Patriotism	Attempting to demonstrate allegiance and concern for a nation's social, economic, and political situation.

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[15] Milson, A.J & Mehlig, L. M. 2002. Elementary School Teacher's Sense of Efficacy for Character Education. The Journal of Educational Research, (online), vol .96, No. 1 (https://psycnet.apa.org, ,accessed on 15 june 2023).

12.	Achievement Respect	Achieving achievement by energy, effort, bravery, and skill and taking pleasure in the accomplishments of others.
13.	Friendship	Developing relationship between two or more persons who like being together; being kind and generous to others.
14.	Peacefulness	Aiding in the preservation of peace and avoiding conflict.
15.	Reading Interest	Highly educated; knowledgeable as a result of significant reading.
16.	Environmental Care	Preserving the earth's resources for the future while defending the natural environment against damage and contamination.
17.	Compassion	Offer assistance whenever feasible to demonstrate compassion and concern for those who are in need.
18.	Responsibility	Being responsible, dependable, and accountable when one has obligations to god, oneself, and society.

(Source: Ministry of National Education, 2010)

3. **Characteristic in Character Education**

According to Forester, there are four basic characteristics in character education, namely:

a. An interior order in which every action is measured. According to a hierarchy of values become normative guidelines for every action.

b. Coherence that gives courage makes a person stick to principles, and not easily swayed by new situations or afraid of risks.

c. Autonomy. There someone internalizes the rules from the outside until they become values for the person. This can be seen through the assessment of personal decisions without being influenced by the pressure of others.

d. Firmness and loyalty. Firmness is a person's endurance to want what is considered good. And loyalty is the basis for respect for the chosen commitment.

The maturity of these four characters allows humans to pass through the stage of individuality to personality. Modern people often confuse individuality and personality, between natural and spiritual, and between

exterior and interior independence. This character determines a person's personality in all his actions. Currently, character education is best understood as the deliberate attempt to promote the development of virtue, moral values, and moral agency in youth, especially in schools.

From the description above, the author can conclude that the basic characteristic of character education is to develop core ethical values such as caring, honesty, fairness, responsibility and respect for self and others along with supporting performance values such as perseverance, high work ethic, and persistence as the basis of good character.

4. **The Importance of Character Education**

Implementing character education has some advantages for students and the learning environment. To help young people achieve the three most important life goals becoming a person of mature character, creating loving relationships and a family, and making a contribution to society the character education approach was developed. As a strategy, character education encompasses a school curriculum and program, educational initiatives for families and communities, and integrated service learning for all ages. The goal of education is to instill critical and in-depth thinking in students. True education aims to develop both intelligence and character.[16]

The goal of education is to instill critical and in-depth thinking in students. True education aims to develop both intelligence and character. Highlighted that by stressing character development in the teaching and learning process, students' academic performance and communication skills improved, fostering a stronger feeling of independence and self-confidence. He suggested that these character education outcomes result in the development of trustworthy learning settings where students feel positive about both themselves and others.

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[16] Robert. B & June. S. 2006. Discovering the Real Me: Teacher's manual. Published in the United States of American by: Interreligious and international Federation for World Peace / Universal Peace Federation.

Character education has several benefits that extend beyond the obvious ones of being a decent person and a responsible citizen. The current national decline is brought on by the erosion of the people's sense of identity. The plan for character education aims to instill the best character qualities both within the group and throughout the overall educational environment. These phrases and justifications center on the stances and personal traits that build a basis for success in life and activities. Character education is a growing concept in educational psychology across the globe.

5. **Character Education Components and Principles**

Characters are developed throughout knowing, acting, and habit. Thus, characters show how people behave. If people behave badly, disgracefully, and irresponsibly, it can be said that they manifest bad behaviour. On the other hand, if people behave well, properly, and responsibly, they certainly manifest noble characters. Someone can only be called a person of character if he or she behaves in accordance with moral codes or norms. Therefore, good characters must involve some components which are really required to be drawn on. The three constituent components as follows:

1. Moral Knowing

   The following six stand out as desirable goals of character education

   a. Moral awareness

   b. Knowing moral values

   c. Perspective-taking

   d. Moral reasoning

   e. Decision-making

   f. Self-knowledge

2. Moral Feeling

   The following aspects of emotional moral life warrant the attention to educate for character

   a. Conscious

   b. Self-esteem

c. Empathy.

d. Loving the good

e. Self-control

f. Humility

3. Moral Action

The three more aspects of character

a. Competence

b. Will

c. Habit[17]

Each institution is encouraged to pay attention to this an important component of good character which is very helpful and useful in implementing character education. Based on point of view, the component consists not only of moral knowledge, but also of moral and moral feelings action. All components must fully cooperate with each other, so implementation of character education can run efficiently.

Besides, character education needs principles which can help to develop students' characters based on Pancasila, the 1945 constitution, and the national cultures. Therefore, there are some important principles in character education development according to the Ministry of National Education the following principles are used in the character education development:

1. It is sustainable.

   This means the national characters development process is a long process.

2. It is integrated into all school subjects. This requires that the national character and values of students develop through all subjects taught at school.

3. Characters are neither caught nor taught, but these are learned. This implies that the material of national characters is not just a usual

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[17] Lickona, Thomas, 1991. *Educating for character: How our schools can Teach Respect and Responsibility*. New York : Bantam Book.

teaching material. In other words, these characters are not used as a subject, as well as teaching other subjects, like English, math, science, social studies, and so on. Teachers must model what they want their students to do by being the moral compass for students.

4. Learning process is conducted actively and fun by learners. The fourth principle states that the character education process is conducted by students, meanwhile the teachers facilitate them with it.

In addition to these principles, South Carolina Department of Education also mentions that there are eleven basic principles of character education in the following list:

a. Promotes core ethical traits;

b. Teaches students to understand, care about, and act upon these ethical traits;

c. Encompasses all aspects of the school culture;

d. Fosters a caring school community;

e. Offers opportunities for moral action;

f. Supports academic achievement;

g. Develops intrinsic motivation;

h. Includes whole-staff involvement;

i. Requires positive leadership of staff and students;

j. Involves parents and community members; and

k. Assesses results and strives to improve.[18]

Related to the principles above, it can be said that character education cannot be separated from the teaching and learning process. Besides that, character education is not an easy or one-time process, because building character is life's work. Moreover, it turns out to be true to be effective, in implementing character education, all aspects that can determine the success of applying values must be included. These aspects are all members of the school and community. Without good participation

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[18] South Carolina Department of Education. 2005. *Character Education Toolkit*. South Carolina: University Press

and cooperation from both parties, this would not have been possible that implementing character education into schools will go well. Therefore, there is must be effective collaboration and engagement between the school community and society to function successfully.

6. **The Instilling of Character Education in the English Learning**

For students to develop into people of character and intelligence, the development of character values is, in theory, included in every subject taught in school, as well as student self-development and school culture. Therefore, the lesson plans and curricula that are used in schools need to incorporate the values of the characters. It is expected that all topics, including English, math, history, geography, and others, will incorporate character qualities.

Students are expected to possess not just cognitive skills but also the ability to apply all the principles found in character education in both their daily lives at school and in society by incorporating character values into the teaching and learning process. For students to develop into people of character and intelligence, the development of character values is, in theory, included in every subject taught in school, as well as student self-development and school culture. As a result, educators must incorporate the characters' ideals into their curricula, syllabi, and lesson plans. Usage in classrooms all topics, including English, math, history, geography, and other subjects, should incorporate character qualities. Assessment of language learning with character insertion based on indicators of each character in the form of scoring rubrics and anecdotes notes. To provide an example of a teacher's grade assignment, the teacher must be a good model that can be imitated by students.

Based on the description above, this research is interested in examining how character education is included in learning English for young learners. In particular, this research discusses instilling character education through learning strategies in English language learning that inserts character education. This research is expected to provide benefits as

a reference for juniors, teachers, and other researchers in educating and carrying out English learning by incorporating character education values for young learners.

7. **The Evaluation of Character Education**

The evaluation is a process of gathering information/evidence of students' learning achievement in the competency of spiritual and social attitude, cognitive, and skills during and after the learning process through systematic and programmed plans. It can be concluded that the evaluation of students' learning assessment is a process of assessing actions or programs that have been carried out based on aspects during and after the teaching and learning process. [19]

The evaluation of teaching and learning process use authentic assessment to assess student's readiness, process, and learning result. The use of authentic assessment gives the instructional effect in the cognitive aspect and nurturing effect in the affective aspect. The evaluation of teaching and learning process is conducted during teaching and learning process. The teacher also can evaluate student's attitude after teaching and learning process. [20]

According to Azwar, there are several methods to measure attitudes, including;

a. Observation of behavior, for knowing a person's attitude towards something can be seen through his behavior.

b. Self Assessment is used with the assumption that individuals are people who know themselves best, and humans will put forward in a way open what he feels.

c. Peer Assessment/ scale, attitude in the form of a collection of statements about an attitude object.

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[19] *Lampiran Permendikbud No. 103 tahun 2014. Pdf*
[20] *Lampiran Permendikbud No. 22 tahun 2014. Pdf*

d. Cover measurements, in method measurement veiled object of observation, is no longer behavior that appears to be based or intentionally done by someone but psychological reactions happen outside of that person's control concerned.[21]

Attitude measurements can be done using several methods, among others; Observation of behavior, Self Assessment, personal Reports, Peer Assessment/ usage attitude scale, recorded in a notebook specific to events relating to students while in school.[22]

Meanwhile, the evaluation of students' character in the learning result is included in the affective competence aspect. The affective aspect is about feelings, emotions, values, and attitudes that are contained in someone. The teacher can use observation, self-assessment, and peer assessment techniques in evaluating student's character in learning results, those techniques are described as follows:

a. Observation

Student's attitude and daily behavior is recorded through observation using format which contain a number of indicators observed behavior, both related to subjects and in general. Observations on the attitudes and behaviors which related with the subject carried out by the teacher during teaching and learning process, such as: persistent of learning, confidence, knowledgeable, diligent, cooperative, honesty, discipline, and environmental care, and for the students to be in the school or outside of the school during the students' behavior can be observed by the teacher. In the English subject, character values evaluate by the teacher is in accordance with second basic competence (KI2) in the 2013 curriculum.

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[21] Azwar, Saifuddin. 2005. *Sikap manusia Teori dan Pengukurnya*. Yogyakarta: Pustaka Pelajar

[22] Widoyoko, Eko, Putro. 2012. *Teknik Penyusunan Instrymen Penelitian*. Yogyakarta; Pustaka Pelajar.

b. Self-assessment

Self-assessment is used to provide reinforcement on the progress of students. To prevent students assess subjectively, self-assessment should clearly and objective criteria of assessment. For the self - assessment by learners in the classroom needs to be done through the following steps.

1) Explain to students the objective of assessment.

2) Determine the competencies to be assessed.

3) Determining the assessment criteria that will be used.

4) Formulate evaluation format, use checklist or rating scale.

c. Peer assessment

Peer assessment or between all students is an evaluation technique which is conducted by asking students to assess each other related to competency achievement. The instrument used in the form of sheets of observations between all students. Peer assessment carried out by the students of the three classmates or vice versa.[23]

Implementing character education can be done in teaching and learning through teaching and learning steps, starting from the planning stage, teaching and learning stage, and evaluation stage. The following is a description

1) Planning Stage

In this step, syllabus, lesson plans, and teaching materials are designed. Either syllabus, lesson plans, or teaching materials are designed so that teaching and learning activities can facilitate character education.

2) Teaching and Learning Stage

This stage consists of preliminary activities, core activities, and closing activities. These activities then are selected and executed, so that the students can practice the targeted virtues. As it

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[23] *Lampiran Permendikbud No. 23 tahun 2016. Pdf*

is mentioned in the previous section, Contextual Teaching and Learning can be applied in the teaching English as a foreign language. It is because the approach has learning principles which can promote and facilitate character education.

3) Evaluation Stage

Basically, post-activity stage is about learning achievement evaluation. In this step, authentic assessment is applied. The selected assessment tools and techniques do not only measure the students' academic achievement, but also to measure the students' character and personal development.[24]

From the explanation above, it can be concluded that Application character education in teaching English as a foreign language can be integrated in it in the form of teaching materials, processes, and evaluation of learning. By integrating character education into these stages, the teacher can intentionally help students develop skills and good character.

B. Teaching and Learning English for Young Learners

1. Definition

Teaching as defined is the act of imparting knowledge, a lesson, a skill, etc. to a person.[25] Gaining information or skills in a subject or activity is referred to as learning. Thus, in an educational context, teaching and learning are methods for imparting and receiving knowledge. Young learners are kids between the ages of five and fifteen. These definitions lead us to the conclusion that teaching English to young learners involves assisting and

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[24] Direktorat Pembinaan Sekolah Menengah Pertama .2010. Panduan pendidikan karakter disekolah menegah pertama. 2010. panduan pendidikan karakter disekolah pertama. Jakarta: Ditjen Dikdsmen.

[25] Homby, A.S. (2008). *Oxford learner's dictionary,* New York: Oxford Dictionary Express.

directing students between the ages of five and fifteen in their efforts to learn, understand, and use the English language.[26]

The term teaching can be defined generally as a process of knowledge transferring from one to another. Teaching is defined as showing of helping someone to learn how to do something, providing with knowledge, causing to know or understand.[27] It means teaching is an activity carried out by someone who aims to provide knowledge in order to understand something about it. In the case of English, the English language teaching has existed for a long time, although not all of it has developed throughout the country. That is because the time, place, and different circumstances that make English get something different around the world.

Formulates the three-circle model of World Englishes. The three circles of English consist of the "Inner Circle", the "Outer Circle", and the "Expanding Circle" countries. The inner circle refers to "traditional bases" of English: the UK, USA, Ireland, Canada, Australia, and New Zealand.[28] The outer circle which is also known as extended circle. It refers to those non-native countries where English has become an important institution of the countries and plays a role as an important second language. It includes Singapore, Malaysia, India, and over fifty other territories. The expanding orextending circle refers to those countries where English plays the role as an international language have not given English any special official status. English is taught as a foreign language in these particular countries. It includes Indonesia, China, Japan, Greece, and Poland.

As mentioned, in the field of education in Indonesia, English is taught as a foreign language. English is one of the compulsory courses which is taught from the junior high school up to the senior high and the vocational school level. Over the last decade, however, The English language becomes

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[26]Nunan, D. (2010). *Teaching English to Young Learners*. California, USA: Anaheim University Press.

[27] Brown, H.D.2000. *Principles of language and teaching*. New York: Addison Wasley Longman. Inc

[28] Kachru, B. B. 1992. The other Tongue: *English acros cultures*. Urbana: university of lllinios Pres.

a compulsory local course of the elementary school in several provinces in Indonesia.[29]

Four skills which should be developed by the students learn English from primary level up to high school level, they are listening, speaking, reading, and writing. Those basic skills then can be classified into two main skills; receptive skill which covers listening and reading and productive skill which covers speaking and writing. Each of them will be developed based on the syllabus in every level of education. Through English, the students are intended to develop four skills so they can communicate in English for a certain literacy level. The literacy level includes performative, functional, informational, and epistemic. In the performative level, the students are expected to be able to read, write, listen, and speak by using symbols. In the functional level, the students are expected to be able to use language for their daily life like reading newspaper, manual or direction. In the informational level, the students are expected to be able to access knowledge. However, in the level epistemic, the students are expected to be able to express their knowledge by using target language.[30]

2. **Young Learners**

Young learners develop in different ways, even they are in the same age, they development can vary. Young learners into two groups. Five to seven years old is the first proposed age range, and eight to ten or eleven years old is the second,[31] They held the opinion that kids grow at different rates and can have distinct developmental approaches. Some of them succeed in their objectives more quickly than others. However, they can catch up with the former after a certain period of time. Based on Cameron's idea, which held that young learners are those who start learning a foreign language between the ages of five and twelve. Additionally, separated young learners

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[29] Kasihani, K. E. 2000. *Pengembangan kurikulum bahasa Indonesia*. The National Convention of Indonesia Education, 19-20

[30] Wells, G. 1987. Appreticenship in Literacy. Interchange (online), vol. 18. No.1-2. (https:// www.academia.edu,, accessed on 16 Juni 2023)

[31] Scott, W.A. and Ytreberg, L.H. (1990). *Teaching English to Children*. London and New York: Longman.

into two stages, supposing the first stage to be the beginning stage and the second to be a stage that was not particularly beginner.

According to the aforementioned definition, young learners are those who are between the ages of five and ten or twelve. There must be a significant difference in a child's capacity to acquire a new language between the ages of five and eleven. It's because some kids pick things up more quickly than others.

3. **Characteristic of Young Learners**

Characteristic of young learners, they are:

a. They understand the situation more quickly than they understand the language used.

b. They use language skills before they are aware of them.

c. Their understanding are based on the physical world.

d. They have a very short attention and concentration span.

e. Young children are enthusiastic and positive about learning. Therefore, it is especially important to praise them to keep them motivated and enthusiastic.

f. They will rarely admit they do not know something.[32]

In addition, mention three characteristics of young learners that make them differ from adults:

a. Young learners grow cognitively, socially, emotionally and physically. These developmental must be considered since they can influence their motivation and concentration span by a given task.

b. Young learners develop literacy knowledge and skills as they are learning the second language. They developing literacy in their first language simultaneously or their literacy understanding may not be transferring to the second language. This differs from adults since older learners already

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[32] Scott, W.A. and Ytreberg, L.H. (1990). *Teaching English to Children*. London and New York: Longman.

have mature literacy knowledge and skills when they learn their new language.[33]

c. Young learners are vulnerable to failure and criticism that require careful attention.

In conclusion, young learners and adults have a few different traits. Young students pick things up quickly, but they have short attention spans and are often bored. A teacher must therefore be well versed in the traits of young students. It will be very beneficial to make the teaching and learning process simpler.

4. Teaching Young Learners

Teaching young learners differs greatly from teaching other learners. The teacher of young learners should be aware of their unique demands. Teaching young learners to speak English involves guiding and assisting them as they learn, know, understand, and comprehend concepts, attitudes, values, abilities, and information in English through various techniques and procedures.

There are numerous difficulties associated with teaching English to young students as it continues to grow. Early English learning may not automatically result in higher competency levels unless teacher preparation programs and second language instruction make adjustments to address the new challenges.

Cameron also added that among other knowledge and skills, teachers of young learners need:

a. An awareness of how children think and learn

b. Skills and knowledge in spoken English to conduct whole lessons orally

c. An ability to identify children's interests and use them for language teaching

d. To be equipped to teach initial literacy in English.

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[33] Mckay, P.(2006). Assessing young language learners. Cambridge: Cambridge University Press.

In other hands, that it is difficult for adults in acquiring language more native-like accent because this ability is almost missing. After the age of five, children may have a physical advantage because phonemic control of a second language is still physically possible due to the unexplained flexibility. It is no wonder that children acquire pronunciation while adult generally do not, since pronunciation involves the control of so many muscles.[34]

We know that young learners can pick up their new language extremely fast and become native speakers of the new language based on the aforementioned concept. This appears to be the rationale behind some experts' belief that instructing young students is a wise course of action. The child will be able to learn the language and speak it like a native speaker, especially when it comes to word pronunciation

C. English Course

English Course means a set of classes or a plan of study on a particular subject, usually leading to exam or qualification.[35] However, the term "English course" in this context refers to a private institution that offers instruction in the language at different levels, from elementary to adult, for individuals who are interested in doing so. Students in the English course get the opportunity to put their various talents to work and engage in a range of discussions. Students in the English course get the chance to put their various talents to use and engage in a range of discussions. The most crucial aspect of an English course is that it allows students to learn and discuss a wide range of subjects relevant to their everyday lives. This means that students can learn English while traveling anywhere. English course is a teaching and learning activities as well as school.

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[34] Brown, (1994). *Teaching by Principle: An interactive approach to young language pedagogy.* Englewood Cliffs, N.J: Printice Hall Regents.

[35] Irsanti. 2017. *Student English Learning Motivation Trough Extra English Course (A Case Study at GTI English Course).* Thesis. Banda Aceh; Ar rainy State Banda Aceh

The different is that the English Course was usually held in a short time and only to learn one skill.[36]

Advantages for Joining the English Course describes that there are many advantages who are attending private tutoring or specific course program:

1. Improving children academic ability.

2. Customizable learning time.

3. Easy to monitoring.

4. Helping parent who do not have time.

5. Facilitating the children in the study.

6. Making new friend.

Disadvantages joining the English course. Disadvantages for children who are attending private tutoring or course program:

1. Extra pocket; learners requested extra pocket money for transportation or other reason.

2. If the children are too tired, they tended to misfocuse while teaching and learning session.[37]

D. Previous Studies

In this research, the writer has found several studies that were relevant to the present research. The relevant studies are:

The first, a research was written by Aisyah .A.R. In 2014. The thesis entitled: "The Implementation Character Education trough Contextual Teaching and Learning at Personality Development Unit in the Sriwijaya University Palembang". The aimed to make students have good faith (religious), a series of attitudes behaviors, motivation, and skills in accordance through knowledge stages: knowing, acting and habit. The result of character education implementation process can be achieved through the emotions and habits of the students, so that, implementations can reach the good characters

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[3636] Marzuki, Shaleh. 2010. *Pendidikan Nonformal Dimensi dalam Keaksaraan fungsional, pelatihan dan andargogi*. Bandung: Penerbit Rosda.

[37] Darliani,Yani & Apriliyanti. Dewi.L. 2017. *The Correlation Between EFL Learners motivation on English and Their Learning Achievement*. *Journal of Education in Muslim Society*, 4(2),234-239.

(components of good character) that are moral knowledge emotions strengthened moral feeling and moral conduct (moral action). The similarity between previous research and the next research is a relationship between character education.The difference with this research on personality development at and further research discusses English learning for young learners.[38]

The second, a research was written by la Kasman Rukua (2021). The thesis entitled: "Character Education Learning Using the Contextual Teaching Learning (CTL) Approach for Civics Learning". This research develop a character education learning module with a approach contextual teaching and learning (CTL) Civics subjects. The results of reviews by media experts and instructional design, the average score was 3.2 and from the reviews of material and language experts the average score was 3.70. The results of the one to one trial, student one 3.8, student two 3.8 and student 3.7 with good category, student trial result one 3.75, student two 3.85, student three 3.8, student four 3, 85, students five 3.75, students six 3.9, students seven 3.9, students eight 3.9 and students nine 3.85. So that this module development product is said to be good and meets the elements of feasibility. Then on the results of the effectiveness of the module with 80% learning achievement, this module is said to be effective in learning.[39] The similarity between previous research and the next research is the relationship between Character Education. The difference with this study is the subject, the subject of the previous research was discussing the Development of Civics Learning Modules SMA N 7 West Seram and using a quantitative approach. Subsequent research discuses English learning for young learners at the Key Learning English course, Banyumas.

The third, the research was written by Naelatut Thoyyibah (2019). The thesis entitled: "The Implementation of Character Education in the English

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[38] Aisyah. A.R, "The Implementation of Character Education through Contextual Teaching and Learning at Personality Development Unit in the Sriwijaya University Palembang". *Internasional journal of Education and Research,* Vol.2 No. 10,2014, p 203.

[39] Kasman Rukua "Character Education Learning Using The Contextual Teaching and Learning (CTL) Approach for Civics Learning", *Journal of Educational Research and Evaluation.* Vol.5, No.2,2021,p.324

Teaching Learning Using 2013 Curriculum". This research was at this study is to explain the integration of character education in learning English using the 2013 curriculum, to explain the teacher's role in instilling character education in learning English using 2013 curriculum, as well as explaining how to overcome problems that arise in its implementation character education in learning English uses the 2013 curriculum. The result there were some result of this study; the first, teachers had implemented some character values in the teaching learning process. From eleventh meeting in the classroom teaching learning process can be concluded that the teachers had integrated 14 of character values. The most frequent were religiousness, honesty, discipline, perseverance/hard work, independence, democracy, curiosity, achievement respect, responsibility, communicative competence of character values into their teaching learning process. The second result, the teachers' role were very important in integrating character education because they were not only a mentor in the teaching learning process but also as facilitator and model that demonstrated and applied character virtues to the students based on the national values and culture. So, the teachers should increase their teaching methods and strategies to build some characters atmosphere in their class. Then the last result, the teachers usually gave warning and some advices to overcome their problems in applying character education in the teaching learning classroom[40] .The similarity between previous research and the next research is Discusses the implementation of character education in learning English and qualitative approach. The difference with this research is that this research only focuses on character education using 2013 curriculum, contextual teaching and learning. The subject of the previous research was SMP 1 Kebonagung Demak .The next research is that there is a focus on character education and contextual teaching and learning discussing English learning for young learners at Key Learning Camp English Course, Banyumas.

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[40] Naelatut Thoyyibah " The Implementation of Character Education in the English Teaching Learning Using Curriculum, *Thesis Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan*, University Semarang 2019.

The fourth, the research was written by Annisya Ulkhairy (2021).The thesis entitled "The Implementation of Character Education in Teaching English at SMP Muhammadiyah 4 Pekanbaru". The research was at to describe the implementation of character education in teaching English in online learning. The result of the study showed that the implementation of character education in teaching English in online learning of SMP Muhammadiyah 4 Pekanbaru was integrated into the planning stage, the teaching and learning stage, and the evaluation stage by developing essential virtues, including being religious, discipline, honest, independent, responsible, hard work /persistent, curious, creative, honest, friendly/communicative as well as appreciation achievement.[41] The similarity between previous research and the next research is discusses the implementation of character education in learning English and qualitative approach. The difference with this research is that this research only focuses on character education in engglish learning. The subject of the previous research was SMP Muhammadiyah 4 Pekanbaru. The next research is that there is a focus on character education discussing English learning for young learners at the Key Learning Camp English course, Kembaran, Banyumas.

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[41] Annisya Ulkhairy "The Implementation of Character Education in Teaching English at SMP Muhammadiyah 4 Pekanbaru", *Thesis Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan*, University Sultan Syarif kasim 2021.

CHAPTER III
RESEARCH METHOD

This chapter presents the research method which has been used to conduct the research. This comprises research design, setting of time and place, the subjects of the study, focus of the study, instruments of the research, data collection techniques, data analysis, and reliability and validity. Each of them will be demonstrated in the following discussion.

A. Research Design

This research is conducted in the field using a qualitative design. This research used a qualitative approach to place problems that require deep understanding of the context of the time and situation in question appropriate to the conditions in the field through the descriptive method. The qualitative approach is when the researcher seeks to establish the meaning of a phenomenon from the viewpoints of participants. The purpose of collecting data in this way is to observe participants behavior during their engagement in activities.[42] This method is used to describe how teachers' instill and evaluate character education in students learning English at the English Course Key Learning Camp in Banyumas.

In line with the research objectives, to describe the instilling and evaluation of character education in English learning for young learners from the English Course Key Learning Camp in order to get accurate and detailed results information, we used case studies. Through case studies, an understanding of certain practices in the instilling and evaluation of character education can be obtained.

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[42] John W. Creswell. *Research Design Qualitative, Quantitative, and mix methods Approach*. London: Sage, 2014.

B. Research Context

In this part consists of place of research, subject and object of research, and time of research.

1. Place of Research

The research was conducted at the English language course Key Learning Camp Banyumas. Data was taken from the process of learning English for students in implementing character education. The Key Learning Camp English course is located in Kembaran, Banyumas Regency, Central Java 53182.

2. Subjects and Objects Research

a. Research Subject

The subjects of this research data are people who are in a research area that has a relationship with an institution that is the focus of the research researcher and who can provide valid information about the study being studied. Meanwhile, the subjects of this research are two English teachers at the English Course Key Learning Camp.

b. Object of research

The data source object in this study is the learning process at the English course key learning camp. This research was conducted by instilling character education for young learners at the Key Learning Camp, Banyumas, related to learning materials, learning media, and learning processes.

3. Time Research

This Research was done from 08 Mei 2023- 17 Mei 2023.

Table 2.2. Time Research

NO	ACTIVITIES	TIME	PLACE
1.	Interviewing tutors	08-05-2023	Key Learning Camp
2.	Observation	15-05-2023	Key Learning Camp

3.	Observ ation	16-05-2023	Key Learning Camp
4.	Observation	17-05-2023	Key Learning Camp

C. Technique of Data Collection

1. Interview

An interview is a conversation with certain purposes and certain people. According to Creswell, in a qualitative interview, in-person interviews, phone interviews, or focus interviews with participants are used in this research. Face-to-face interviews were performed in this study to get in-depth information from the informants.[43] When more information was required, this the research additionally used telephone interviews to get it.

This activity is to support the data from the informant that relates to the research. This study will use semi-structured interviews. Two types of assistance instruments are commonly used, namely: 1) in-depth interview guides or guidelines this is a short post that lists the information that needs to be gathered. The questions are generally general, requiring long answers. 2) recording tools. The technique can use recording tools such as tape recorders, cell phones, or video cameras to record the results of the interviews used in the research. This technique is to get deep information about the topic. In this case, the informant is the English teacher, who is the main focus of the activity to learn about the implementation and evaluation of character education in English Learning at Key Learning Camp.

To get valid and systematic data, the interviews were conducted with two English teachers. The first interview was to collect data about the teacher's response to character education. Moreover, there are several questions for students as respondents to find out about the process of learning English in character education, as well as the evaluation by teachers of instilling character education in English Learning for young learners. The second interview is to confirm the observation research and

[43] Creswell, J. W. (2014). Research DeHarmersign: Qualitative, Quantitative, and Mixed Methods Approaches. California: Sage Publications, Inc.

whether the interview conducted by the researcher is related to the events in the field.

2. Observation

In this study, observation is used to obtain data about the application of character education in English language learning for young learners at English Course Key Learning Camp Banyumas. An observation guideline and observation checklist were used to obtain valid data. The participant observation model (passive participant) was used in this research, meaning that research is presented in the scene but researchers do not interact with and participate with research subjects.

During teaching and the learning process in the classroom, when the teacher is teaching English in the instillation of character education, use research observation so it can be known how the teacher is instilling character education and investigate teachers' ways to develop students' ability to actively participate in learning. By using observation, I came to the research location at the English course key learning camp, Banyumas, to obtain the teaching and learning process from start to finish and write down the stages during the learning process. Thus, the description of the instillation of character education in learning English for young learners can be seen.

3. Documentation

Documentation is constructed from the word "document" which means something either written material or film which researcher does not prepare and does not take before.[44] To complete the data collection from interview and observation, documentation will be used as the third of technique data collection. Whereas the documents that will be used document that have correlated with students learning discipline such as the list of student's present, learning material and documentation of observation and interviews

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[44] Lexy J. Moloeng, *Metodologi Penelitian Kualitati f, Edisi Revisi,* (Bandung: PT Remaja Rosdakarya, 2017), p.216

D. Data Analysis

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.[45]

Data analysis in qualitative research is an ongoing activity that occurs throughout the investigative process rather than after process. These are some techniques that researcher uses to analyze the data based on Miles and Huberman model:

1. Data reduction

After collecting the data from observations, interviews, and documentation, there is still general information that needs to be selected. This study focused on specific points about the instillation of character education and how teachers evaluate it during implementation. The data from observations was transcribed, including the notes. The documentation and the result of the interview are also described in detail. Next, those data were classified into several classifications based on the theories about instilling character education (choosing the topic of the aspect of character education, pre-learning activities in the classroom, in the three main stages of the teaching and learning process, namely pre-activity, main activity, and also post-activity, and the evaluation of character, namely using observation, self-assessment, and peer-assessment).

2. Data Display

After classifying the data into several parts, the data is displayed in this section. The data is displayed in two chapters: the instillation of character education and the teacher's evaluation during the instillation of character education. In each chapter of data display, all transcriptions of the data's results are presented with narration and explanation.

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[45] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif,kualitatif,dan R&D*. Bandung: Alfabeta,2015.

3. Drawing Conclusion or Verification

In this section, the researchers verify the data. Data triangulation was obtained from interviews, observation notes, and data analysis. While concluding is the last step of the data collection, which must follow data reduction and data presentation beforehand, Researchers addressed research-related questions to tutors at the Key Learning Camp. After getting a response to the research question and answers that are accurate and relevant to the research, Furthermore, to support the validity of the research, the researcher conducted documentation as proof that the research had been conducted.
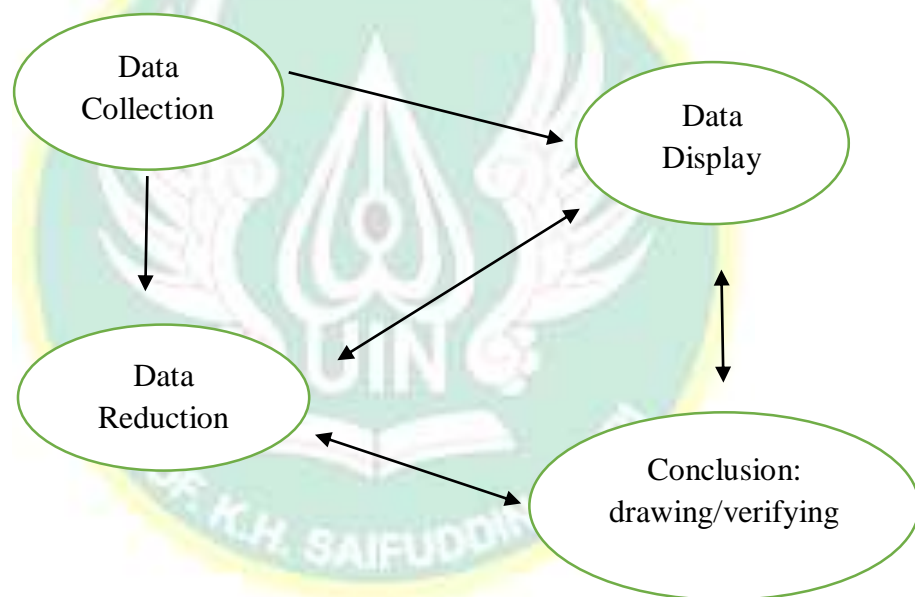
Picure 1. Component of Data Analysis: Interactive Model Miles & Huberman.

E. **Research Procedure**

The procedures of the research used are as follow:

1. The researchers found the population and the sample. The researcher was chosen the school and the sample that conducted the research.

2. The researchers come to the class with the teacher in order to make observation when teaching learning process will conducted.

3. The researchers interview the teacher and the students after the learning activity is finished.

4. The researcher analyzed the notes of the observation, interview, and documentation.

5. The researcher makes the research report. Finally, after analyzing the raw data gathered, the researcher concluded the research finding and reports it.

F. Data Credibility

In qualitative research, the data is stated as valid if there is no difference between the reported the research with what occurs in the object studied.[46] According to Sugiyono triangulation is qualitative research cross-validation. It evaluates data sufficiency based on the convergence of multiple data sources and multiple data collection procedures.[47] According to Sugiyono, triangulation is qualitative research cross-validation. Additionally, the data must be checked for sturdiness and confirm ability. The writer used a triangulation strategy to validate to data. To obtain the valid findings of this study, the researcher examined multiple sources, such as interview responses and observation data.

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[46] Salim and Haidar. *Penelitian Pendidikan Metode Pendekatan dan Jenis*. Penerbit Kencana .2019. p. 118-119.

[47] Sugiyono. *Metode Penelitian Pendidikan*. (Bandung: PT.Alfabeta. 2006).p.372.

CHAPTER IV
FINDING AND DISCUSSION

In this chapter, the researcher discussed the result of the research. The result is taken from the result of observation, interview, and documentation to answer the research questions. The researcher discusses the result of the research which is done in Key Learning Camp Banyumas the discussion explains.

A. Findings

1. The Instilling of Character Education in English Teaching at English Course Key Learning Camp, Banyumas.

Previously, it should be noted that tutoring places are different from schools.In schools teaching and learning activities ranging from presentation to evaluation have been prepared. Their guidelines usually have a syllabus and follow the curriculum so for teaching learning every teachers is the same. Slightly different from the tutoring site, the tutoring center, especially in the Key Learning Camp Banyumas, does not use guidelines such as syllabus, RPP, or curriculum, but the guidelines used in the Key Learning Camp are following the school, for example, from grade 7 junior high school, an independent curriculum is used at the key learning camp tutoring site, in grades 8 and 9 using curriculum 13 we also follow. Teacher 1 says:

> " *In our view, the name of the tutoring place helps what is left behind at school, so we follow the material and as much as possible from us push and try to make students who don't understand at school understand so well".[48]*

Besides that, in pre-learning, the teacher shows religious values through greetings and preparing students to pray, in the disciplinary aspect, the teacher checks the student attendance list to ensure that all the students

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[48] Interview with English teacher on 24 september 2022 at 16.00

enter class on time. To provoke students' curiosity and creativity, the teacher prepares a game, teachers use "guess the word" and also shows pictures to guess the topic. Students can give their opinion by standing in class or raising their hands. Students need to share ideas and teachers provide feedback to build good communication between teachers and students. Students are allowed to ask questions. To build student discipline, the teacher provides a deadline for submitting assignments. There are additional points for students who can answer questions correctly and submit assignments on time and can add rewards for achievement. In teaching materials, the Teacher prepares media for learning. The teacher makes teaching materials as interesting as possible. By using wall clock media, fruit media, and interesting media images, it is hoped that it can attract students' attention and motivation in learning.

The teachers began the class by writing to the students before doing the learning process. She continued asking about the material last week. After that, the teacher gave motivation and a guide to view, observe, and write the important things.

Observation Teacher 1

The process of the internalization of character education in English language teaching is the process of realization of planning. Character education is one of the goals of learning English. The teacher hopes that by forming students' character. The students can have good character and attitude. So in the teaching and learning process, the teacher not only provides knowledge about a lesson but can build the character of students. As to be said by the teacher in the interview.

> Teacher 1: "Yes, that's for sure because at the Key Learning Camp besides we transfer knowledge, we educate children's character to be better, have personality, ad self-esteem is recognized from character education"

In the teaching and learning process, the teacher internalization some of the character values as focus character develops in teaching and learning process.

Based on the research that was conducted by the researcher, the researcher found some character education that was internalized by the teachers during the teaching and learning process. In the research, the researcher analyzed teacher and student activities with character values appearing during the teaching and learning process. The researcher analyzed it using 18 values from the government. The instillation of 18-character education is found in the three steps of learning, which are the opening activity, main activity, and closing activity.

The description of the instilling of character education in English language teaching is below.

a. Opening activity

Based on the observation that was conducted by the researcher, the teacher always came on time to the class. The teachers always try to be good models of students' character. In internalization, the teacher builds a student's character by giving models to students. Teachers model the students by coming on time to class to build discipline and character in the students.

Teacher 1: "I will give an example to students, as parents who are fully aware of learning, at least exemplify with the nature of discipline, go first to try to set a good example for students, it's not enough just to talk, exemplifying by action is also important, students will automatically think and practice."

The teaching process started at 15.00 a.m. The material for teaching the learning process such as examples of the text, whiteboard, and marker was prepared by the teacher before the lesson. The teacher stood up in front of the students and the researcher sat behind the

students. During the class research the activities and situations in the class.

Praying in the opening is very important to build character in students. In Key Learning Camp Banyumas character education is very important, especially religious character. Before learning begins, the teacher opened the class with a greeting. The teacher got writing to the students and they gave a good response. The teacher used mixed languages. They are Indonesian and English. In addition, most of the students did not understand what the teacher meant when they used English. After that, the teacher checked the attendance before starting the lesson. Then, the teacher asked the students how they are today, and the teacher reminds the students of the class picket schedule, before the class is clean and comfortable the teacher cannot provide subject matter. Then, the teacher asked the students what materials they learned in the last week. Some of them answer correctly.

In Key Learning camp Banyumas character education is very important, especially religious character. The teacher will provide motivation during the teaching-learning process to build students character. Character education does not have to be given only during religious lessons but can also be given to other subjects, including in English. As to be said by the teacher in the interview.

> *Teacher 1: "What needs to be prepared is clear, in my opinion, children are invited to pray first, secound we give motivation or something that can awaken children to understand more about character."*

Then students are trained to think and are given questions before the material is given, the teacher gives questions in the form of last week's material, by pointing one by one, after that the students are given several questions, when the question answered by the student is wrong

the student must remain standing and his face crossed out, students are free to express their opinions, with that the teacher trains students to be brave and responsible for their opinions. The teacher also trains students to stay focused and ready to receive learning.

From the description above, in the opening activity, the teacher instill character values of religion, discipline, and independence. When the teacher enters the classroom, the teacher said greetings and the student answers the greetings, the teacher and students pray together. In every observation that has been made, the researcher sees that the teacher and students always came on time and always ensure that classes are clean and tidy before lessons begin.

b. Main activity

The main activity is the process of transferring knowledge, skills, and attitude to the students. The material learned by the students was about numbers in English. Before starting the lesson, the teacher asks the students if they have read   previous course material.

Teacher 1: "Trained to love reading for the early stages, later in the process they will know for themselves, so that almost all students have participated in the teaching and learning process more actively and more competitively".

Before starting the explanation, the teacher writes down the material on the whiteboard. The teacher writes the numbers 1-20 first, the teacher reads the numbers from 1-20 and the students repeat what the teacher says, read continuously until it reads fluently. With that the teacher trains students to work hard and earnestly in learning.

After the teacher explained the material, he asked the students about numbers. The teacher says: *Have you memorized 20 numbers in English?* One of the students named Alex gave an answer: "sudah Ma'am". Another student named Nabila answered: *""Not all Ma'am."* Another student named Haris answered: *" I still find it difficult to read*

Ma'am". The teacher gave a good response because students could answer well. Active the question. After the teacher repeats the reading again then the students follow, the teacher directs the students to turn backwards, their backs to the blackboard, the teacher says: *"let's all turn around we're going to the process of remembering and memorizing"*. The teacher appoints students to answer questions, the designated student then stand up and answer questions about numbers in English and answer how they are pronounced and written, for students who can answer all the questions correctly will be given a point, if one of the points will be deducted, if they don't have points then they are wrong, they must be punished by standing and his cheeks crossed out After the question and answer section, the teacher gives a detailed explanation of numbers in English.

After making sure that students understand and can say numbers in English, the teacher gives appreciation to all children by giving them snacks, for those who are active or not all get snacks without distinguishing one from another, when they are happy to enjoy, they will be more focused and serious in learning again, The teacher gives homework to students by reading and memorizing numbers 1-20 fluently in preparation for the next meeting.

> *Teacher 1: it's the child that's important to appreciate first miss, to increase their self-confidence, whether it's wrong or right. I give points for their efforts in submitting their opinions. For those who dare to ask questions, I appreciate them. They will feel proud of what they are aiming for. Not yet active for sure in their hearts they want to get appreciation, we are here to train children's mental processing and understand opportunities for opinions for children who are less communicative without distinguishing between the two*

From learning activities, the teacher provides learning while instilling character values, namely being active in asking questions, working hard in memorization and understanding written texts, being

responsible for the memorization given by the teacher, the teacher instills an interest in reading in children, and gives appreciation and affection without discriminating differentiate between students. In the first meeting, the teacher allies the character education of reading interest, peacefulness, discipline, hard work, achievements, and responsibility.

In the second meeting, The teacher did the opening as usual, instructed students to pray, checked attendance, and asked how students were doing, Then the teacher repeated yesterday's lesson, namely about numbers in English, students memorize together, the teacher checks the student's book by going around the class, after finishing the teacher tells the students, *"Are you ready to accept new learning"?* Students answered: *sudah ma'am*, the teacher gave motivation to students before learning began.

The teacher explains to students about o'clock in English, English numbers, Half o' clock English, quarter o' clock, past and to. Before starting the explanation, the teacher writes down the material on the whiteboard. Teachers provide information and student pay attention to the whiteboard. The teacher explained the material by read the material on the guide book. She explained the materials used mix languages, Bahasa and English to make the students easier.

After the teacher explained the material, he asked students about hours. One of the students named yanalun give the answer: *"clock to show the time"*. Other the student named yes answered: *" is it 4 o'clock ma'am*. Other student named haris answered: *"The hour is the number one to twelve "*. The teacher gave a good response because of the students can answer that question. After the question and answer section, the teacher gives an explanation about the time in detail.

The teacher explains what is part of the o'clock. Teacher explains there is 4 parts that are usually in the clock material. They are half, quarter, past and to. then the teacher gives questions to students to guess "what time is it?" and gives an explanation of how the clock can be

quarter, past, half, to, after that the teacher gives an example by directly using the clock media. Students are expected to be active in answering, the teacher provides opportunities for students who want to answer by raising their hands, with that the teacher trains students to be creative, confident, active and responsible for their answers. After that the teacher gives assignments in the form of questions to answer, students are expected to answer honestly without cheating to measure how far they understand about the material hours.

> *Teacher 1: From practicing honesty, don't cheat, that's number one. Problems with the results later, for example, there is a test with low grades. It doesn't matter. The important thing is to be honest, not cheating. Now it's rare to instill honesty, so if the character is already formed, they will master the material by themselves, not because of the teacher. Tutoring but because they enjoy the process*

After finishing the teacher appointed a representative to read the results of the answers in front of the class to train their confidence.Before going home the teacher repeats the material being studied and displays whether the students have understood it or not. After that the teacher gave them assignments, each child brought a white HVS paper for the next meeting.

From the learning activities of the second meeting, the teacher instills an active, confident, responsible attitude and instills an honest attitude in doing assignments.

The third meeting, as usually praying in opening activities is very important to build character students. Motivation is given by the teacher It is also very important to raise the spirit of students in learning process. At the next meeting, the teacher instructs students to take out the HVS paper that has been assigned to bring. After making sure students understand and can determine what time it is, students are instructed to be able to draw a clock and point clockwise according to the questions for each student, each student is different for each question. When doing the assignments given by the teacher, the teacher asked the students to

do it by themselves their abilities and not ask their friends. If students have difficulty answering questions, the teacher asked students to search for unknown vocabulary through the dictionary. Through this teaching and learning activity, the teacher applies the character values of critical thinking, being knowledgeable, curious, hardworking, and independent. In the third meeting, the teacher applies the character education of achievement and creativity aspect.

From the first, second, and third observations the researchers found several character values in learning English, Unfortunately, the researcher found of some students showed negative character during the teaching and learning process. The negative character was showed by the students is indiscipline and irresponsible. Indiscipline character is performed by one of the students who came late for class without saying a clear greeting, the teacher immediately admonished the student to repeat the greeting and asked the student to pray by himself, open the textbook and do the assignment the teacher had given him and some students do not focus on paying attention to the teacher explains the subject matter and there is also one student who does not bring a textbook during lessons because it was lost. Then for the irresponsible character, there are some students noisy and chatting when doing assignments from the teacher.

> *Teacher 1: educating children is not easy, there must also be obstacles, so let's return them to their children. Some are difficult, some are easy, there are many factors, for example from the environment, family, So by educating them from an approach, parents also need to be asked for cooperation.*

c. Post activity

In the closing activity, the teacher and students concluded learning materials on that day. This activity promotes students' character

of independence, cooperation, criticism, and logic. After the class is over the teacher greets the students.

The steps of teaching English using character education that did by the teacher could be shown in the script of the interview below:

> *Teacher 1: In my opinion, English is only a medium, but actually my goal is to form character first, to educate ethical, cultured, and highly civilized characters based on Pancasila, which aims to strengthen national identity and character through education. Simply put, educating them to enjoy reading, forming good personality traits, making them enjoy reading, those who are lazy to write so they want to write, previously those who didn't want to make an effort become willing to change, all of this is due to the formation of character, so they have started to form and are a position ready to accept learning.*

Observation Teacher 2

The second teacher focuses more on pronunciation, how they are creative with English.

a. Opening activity

The teaching process started at 15.00 a.m. The material for teaching the learning process such as examples of the text, whiteboard, and marker was prepared by the teacher before the lesson. The teacher stood up in front of the students and the researcher sat behind the students. During the class research the activities and situations in the class.

Praying in the opening is very instill to builds character students. In Key Learning Camp Banyumas character buildings is very important, especially religious character. The teacher will provide motivation during the teaching learning process to build students character. Character education does not have to be given only during religious

lessons but can also be given to other subject, including in English. As to be said by the teacher in the interview

Teacher 2: *In learning, it is clear that Islamic characters will always be inserted here, even though it is not religious learning, but English. In the lesson, Mr. Asep always provides motivation for character building for students.*

Before the class began, the teacher opened the class with a greeting. The teacher got writing to the students and they gave a good response. The teacher used mixed languages. They are Indonesian and English. Moreover, most of the students did not understand what the teacher meant when using English. After that, the teacher checked the attendance before starting the lesson. Then, the teacher asked the students what materials they learned in the last week. Some of them answer correctly. After warming up, he explained to them that they will learn English in about hours. The teacher has prepared several media for learning. But before students are ready to receive learning, the teacher forms the character first before the material is given.

Then students are trained to think and are given questions before the material is given, the teacher gives questions in the form of last week's material, by pointing one by one, and after that, the students are given several questions, when the question is answered by the student is wrong the student must remain standing and his face crossed out, students are free to express their opinions, with that the teacher trains students to be brave and responsible for their opinions. The teacher also trains students to stay focused and ready to receive learning.

In opening the teacher gives attitude values to students, namely religious values when greeting, and discipline by checking student's attendance.

b. Main activity

Before starting the explanation, the teacher writes the material on the whiteboard. The teacher provides information and students pay

attention to the whiteboard. The teacher explains some vocabulary for today's lesson. Which can be seen in the table below:

Figure 1. Learning materials activity 1

After that the teacher instructs students to read and understand the writing, the teacher gives directions to students not to chat while being assigned to read, when someone is chatting the teacher will give a memorization punishment while standing.

> *Teacher 2 : what Tati's mother used to say, English is just a medium, but the most important thing is character formation, as an educator you have to be able to condition and place when children are unruly, usually I punish them standing up, their cheeks crossed out, actually it's not evil but that's how we give discipline.*

After the reading time is up, the teacher gives an example of the corect pronunciation and then the students take turns following it. After feeling that they are already fluent in pronunciation, the teacher instructs students to write today's lesson. Then the teacher gives a little motivation to the students to break the ice so they don't get too tense, after the students are enjoying it the teacher starts asking questions, T2*: siapa yang bisa melafalkan kosa kata beserta tulisannya?*, then the student named Firman answered: "*saya pak*". Firman answered 6 vocabularies correctly, then there

was another Sinta, Sinta answered 5 vocabularies with the correct pronunciation but the writing was wrong, the teacher gave appreciation to students who were active by giving points, for students who couldn't active the teacher instructs to stand up, the teacher gives questions about today's lesson, for students who can answer can sit back and students who can't answer their cheeks will be crossed out.

> *Teacher 2: The teacher says: "Every child must be given an award to be confident first, wrong or right doesn't matter, the important thing is to be brave first, I will ask the child who is more confident so that he is not satisfied enough with his answer and I will invite him to think about being able to take responsibility for the answer, then for children who are less communicative or inactive he will first observe the answers from his friends and finally understand."*

After the question and answer session was over, the teacher gave the assignment to read today's material when he got home. The teacher repeats the lesson from beginning to end. Then the teacher closed the lesson, and one of them led the prayer. From the main activity above the teacher instills an attitude of interest in reading to students, disciplined, responsible, for memorizing and doing assignments, independent, active in the learning process and religious when closing learning with prayer.

The second meeting, The teacher repeats yesterday's lesson which is about vocabulary, students memorize together, the teacher checks student books by going around the class, after finishing the teacher tells students, are you all ready to accept new learning? Some students answered: ready, the teacher gave motivation to students before learning began.

The teacher explains to students about greetings in English, Hello, good morning, good afternoon, and So on. Before starting the explanation, the teacher writes the material on the whiteboard. The teacher provides information and students pay attention to the whiteboard. The teacher explains the material by reading the material in the guidebook. He

explained the material using a mixed language, Indonesian and English to make it easier for students. After the teacher explained the material, he asked the students about the greeting. One of the students named Risqi answered: "*menyapa*." Another student named Aish answered: *"bertemu.*" Another student named Kukuh answered: '*mengobrol".* The teacher gave a good response because students could answer the question. After the question and answer section, the teacher explained the greeting in detail. Greeting material can be seen below:

Table.2.3. Learning material Activity 2

Greetings	Responses
Good morning	Good morning
Good afternoon	Good afternoon
Good evening	Good evening
How nice to see you	Yes, it's been so nice
Hello	Hello
How are you?	Fine, thanks
How do you do?	How do you do?
How are you doing?	Not bad
Hi	Hi!

The teacher explains about greeting. The teacher explains that 2 parts usually exist in greeting material, namely formal and informal. The teacher explains in detail along with the response. Then the teacher explains how to greet politely, how to greet friends, and what are the parts of the greeting, after that, the teacher gives an example by directly how to greet properly. After the teacher gave an example, then the students were given time to write the lesson. The next step is, students are divided into eight groups containing three students. The teacher distributes the text of the conversation to each group with different texts. The teacher instructs them

to read the text because there is not enough time the teacher gives assignments for them to memorize the conversation on the text that is distributed.

From the main activity, the teacher instills an independent attitude to writing, is creative in memorizing and understanding writing, and is confident and responsible in learning, the teacher also distributes groups so that students can work together with their friends.

In the third meeting, to shorten the time, the teacher conditioned the class and instructed the students to immediately group according to last week's distribution. Today we will practice yesterday's material, namely greeting, students are given time to read and prepare themselves. The teacher walks around the class monitoring student activity. The teacher is only a facilitator for students, the teacher wants to see students be independent, work hard, and be accountable for their duties.

> *Teacer 2: The teacher as a facilitator for students so that they can develop their creativity, provide facilities to free them to become more confident and able to complete their assignments or problems.*

After it is felt that it is enough, the teacher calls one group to come in front of the class and practice in front of other groups. The teacher monitors and comments on every performance from each group, the group consists of Riska, gum, and Laila: their pronunciation is quite good, self-confidence is good, but it must be improved again, Agum he is still looking at the text there is no preparation but it is it's good to stay confident and want to move forward. The teacher gives appreciation to group one, then group 2, consisting of Alex, Ibrahim, and Nabila: Alex first, Alex still likes to joke -not to be serious but self-confidence already exists within Alex, the pronunciation is good, and the voice is loud. Ibrahim: Ibrahim is ripe in pronunciation, there is preparation, without looking at the text but he is not focused enough and still likes to laugh. For Nabila, she still lacks

confidence, her voice isn't loud enough, but it's good to have preparation and want to memorize. Next is group 3: Nailan, risqu, salsa: nailan it's already good in pronunciation, it's ripe and a lot of preparation, the pronunciation is also good, and confident, then for risqu it's still tense and lacks enthusiasm, then for salsa it increases confidence again, the pronunciation is good, the preparation is also ripe. The researcher only took 3 examples of groups which were commented on from the 8 groups the teacher gave comments but did not forget to give appreciation to students.

In the third meeting, the teacher applies an attitude of creativity in carrying out assignments, the teacher provokes students to be creative according to their group, the teacher also provides an attitude of working hard in independent learning, instilling an attitude of confidence to appear in front of the class, and displays an attitude of responsibility towards their assignments, the teacher gives comments and appreciation for all students to support them to be more enthusiastic about learning and the teacher builds friendship and affection between students by dividing into groups.

> *Teacher 2: so basically this is what I feel that I experienced, children just need appreciation, when we ask for A's children, even if it's wrong, don't blame them first, appreciate them first, let them boast first, psychologically it's really needed I agree with Dery because the name of teaching must have chemistry, the child must have his own imagination, try to free it in class, for example, he wants to be gamer number 1, let him be invited to communicate.*

c. Post Activity

The bell rang. It was a sign that the English lesson ended the students prepare for the next lesson. Before that, the teacher reviewed the material learned by the students and also remind them to collect the task in the next meeting. The teacher ended the class with a greeting.

Table 2.4. Internalitation of Character Education T1 & T2

Character education	Teacher 1	Teacher 2
Religious	✓	✓
Honesty	✓	✓
Tolerance	-	-
Discipline	✓	✓
Perseverance	✓	✓
Creativity	✓	✓
Independence	✓	✓
Democracy	-	-
Curiosity	✓	✓
Nationalism	-	-
Patriotism	-	-
Achievement	✓	✓
Friendship	-	✓
Peacefulness	✓	✓
Reading interest	✓	✓
Environmental	✓	-
Compassion	-	-
Responsibility	✓	✓

From the table above, it can be concluded that the T1 instill 12 characters values during the teaching and learning process. They are religion, honesty, perseverance, discipline, creativity, independence, curiosity, achievement, environment, reading interest, peacefulness, and responsibility from the table above, it can be concluded that the T2 internalization of 12 characters values during the teaching and learning process. They are religion, honesty, perseverance, discipline, creativity, independence, curiosity, achievement, friendship, reading interest,

peacefulness, and responsibility. From the observation made by the researcher, the researcher found several characteristics that had been carried out by the teacher by the interviews conducted by the researcher. In the interview, the teacher stated that she had carried out the character building of students by building the character of students, to be honest, responsible, disciplined, and self-confident. The teacher also always ensures that the students understand every material that has been delivered by the teacher.

Character education carried out by the teacher in the teaching and learning process is conveyed implicitly. In this case, the role of the teacher in building the character of students is very important. The teacher is also being a model of character to the students. The teacher implemented routine activities, so the students are habituated to doing activities that promote good character values.

2. **The Evaluation of Charcter Education in English Learning for Young Learners at English Course Key Leraning Camp, Banyumas**

After instilling the process, the next steps are conducting the evaluation. In the conducting evaluation, several ways can be used to assess the characters of students through three techniques that are observation, self-assessment, and peer- assessment. The teachers at Key Learning Camp used observation, self-assessment, and peer assessment to assess students' characters.

This is in line with the attachment of the Minister of Education and Culture number 23 of 2016 in chapter VI, which states that the assessment of attitudes is carried out through observation and other assessment techniques that relevant, and reporting is the responsibility of the teacher and according to azwar saefuddin there are several methods to measure attitudes, including; Observation of behavior, for knowing a person's attitude towards something can be seen through his behavior, Self Assessment, used with the assumption that individuals are people who know himself best, and humans will put forward in a

way open what he feels, Peer Assessment/ scale, attitude in the form of a collection of statements about an attitude object., Cover measurement, in method measurement, the veiled object of observation, is no longer behavior that appears to be based on or intentionally done by someone but psychological reactions that happens outside of that person's control concerned.[49] Strengthened by Widoyoko at al Attitude meansurement can be done using several methods, among others; observation of behavior, self asesment, personal reports, peer asesement/ usage attitude scale, recorded in a notebook specific to events realating to students while in school.

Below is the description of teacher's activity when conducted evaluation technique

a. Using Observation

Teachers at Key Learning Camp evaluate through observation during the teaching and learning process, and also the teachers evaluate through observation in general ways without a written format of characters assessment, as the teacher wrote in the lesson plan. During learning, the teacher observes students' attitudes to learning which include; discipline, self-confidence, honest behavior, responsibility, curiosity, and caring for the environment. It is by the teacher's statement in the interview.

> *Teacher 1: "When it comes to attitude assessments, I usually look directly at them when I study English, see their children, discipline, responsibility, tolerance, etc., but that assessment is just for me personally. For me, I can distinguish between those who need mediocre handling or extra, in an extra sense, that is, with more character building."*

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[49] Azwar, Saifuddin. 2005. *Sikap manusia Teori dan Pengukurnya*. Yogyakarta: Pustaka Pelajar

The teacher also observes the attitude of students during exam process. If the teacher wants to know his students the value of honesty during the exam, the teacher accidentally left class and see student activity in doing exams by monitoring from above the learning room, but secretly. There will be seen the values of student honesty, whether the student took the exam himself or asked their friends. After that the teacher gave feedback have seen during the exam process. As the teacher said interview.

> *Teacher 2: "From the test when the test was the child's honesty how? He asked what? Sometimes I stay, I see him live outside the classroom, I see him in so I don't supervise directly. I left the class and moved upstairs, you can see all their activities, but they don't know Miss, I allow them to go back or there are guests, for example, in my opinion, for good things, lying is also permissible, Miss. From there I check the honesty of the children. What number is dishonest, and so on"*

Through observation during the teaching and learning process. The teacher will know what attitudes each student has a different character. English teachers assess students' attitudes for their own needs because assessing student attitudes is more important than grades because here it emphasizes character values, in the key learning camp, grades are only the media that is important, yes, the character is number one, so I have to find out whether my students have character or not, when the character is whatever is formed, you can do it miss, you don't have to do English, they can do other subjects, but yes, it has to be based on good educational character.

As the teacher said interview:

> *Teacher2: In the Key Learning Camp, grades are only the media that matters, yes, the character is number one, so I have to know whether my students have character or not,*

once the character is formed, you can do whatever you want, you don't have to just do English, they will be able to do other subjects, but yes, it must be based on good educational character.

b. Using Self-Assessment

Self-assessment can be used to evaluate character education to know the whole student's character evaluation. Through self-assessment, students will assess themselves for their every attitude. The instilling of self-assessment that is instill at Key Learning Camp is carried out during the exam process. When finished the exam, students will fill in the percentage of honesty column that has been printed on the answer sheet. Students must fill in the percentage of honesty column when taking the exam. To find out what is the percentage of honesty when students do the exam, it can be seen in the percentage column of student honesty. As to be said by the teacher in the interview

> *Teacher 1: "There is also self-evaluation, if there is an honesty percentage column here during the exam, so students have to fill in what percentage of honesty they are when taking the exam, why is it very important, because from themselves they can learn to be responsible for their attitude, but indeed they are honest, if they cheat or find it difficult, miss, they fill in the presence is small, so that's because their character has been formed from the start, they are not afraid of me because they are dishonest but indeed they have character values in themselves, for those who fill in small presense I'm not angry either, I give appreciation instead , because I had the courage to be honest, but yes, I still told other students not to be emulated.*

c. Using Peer-Assessment

Peer assessment is a process where students are involved in assessing the performance for other students. The instilling of peer

assessment at Key Learning camp is when students do presentation activities. The group presenting will be judged by their other friends. Students assess performance, attitudes, andquality when making presentation in class. As the teacher answer in the interview,

> *T2: Yes, at least when they appear in front, for example during my third activity, they form a group, later from their friends, they will judge how they are in front of the class, how their attitude, demeanor, and quality will be seen from their character values.*

Moreover, in terms of evaluating the character values of students, the teachers also takes a direct approach to students. The teachers directly interviews students whose character is not yet good, the teachers will take a special approach to evaluate students' attitudes. It is in accordance with the teacher said in the interview.

> *T1: I personally approached the students directly, so you know clearly, I interviewed all of them there was no difference, some of them had bad character and maybe it was innate from the environment or something, I gave an approach*

After the teacher evaluates in the form of a direct approach to students, the teacher collaborates with the class teacher and parents to evaluate the results of the direct approach regarding students' attitudes. It aims to become a reflection for students to be aware oftheir attitudes and build students character better. As to be said by the teacher in the interview.

> *T1:"After evaluating various kinds of student characters in one class that are diverse and varied, we can evaluate them in collaboration with students' parents "*

B. Discussion

Based on the data findings the instilling of character education in English learning, here the researcher would like to discuss the findings with the detail explanation as follow:

1. **The Instilling of Character Education in Teaching English at English Course Key Learning Camp.**

Based on the observation and interviews that have been conducted by researchers with English teachers and students, several character values have been instill by the teachers and students during the teaching and learning process in the classroom. The instilling of 18-character education is found in the three steps of learning there are opening activity, main activity, and closing activity. According to the attachment of Education and culture ministry regulation No. 22 years 2016 about the standard process, implemented through opening, main, and closing activity.[50]

According to Pohan & Malik, the instilling of character education in teaching English as a foreign language, especially young learners, can be through instilling character values in every learning activity. It means that character values can be inserted along with the activities given by the teachers.[51]Based on the findings above the instilling of character education in teaching and learning process the characters values can be inserted in the three main stages of the teaching and learning process, namely pre-activity, main activity, and also post-activity.

In the pre-activity, the teachers usually ask young learners to pray together before starting the lesson. In this stage, young learners are encouraged to develop their religiosity. It is also a common thing to do greeting at the beginning of the class, it means that the teachers encourage young learners to possess their courtesy. The teachers always come on time

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[50] *Lampiran Permendikbud No. 22 tahun 2016. Pdf*
[51] Pohan, E., & Malik, A. (2018). Implementing of Character Values in English Language Learning and Teaching. Science, Engineering, Education, and Development Studies (SEEDs), 2(1), 21–28

to the class, they are try to be a good model of students character in the instilling , the teachers builds discipline character to the students.

In the main activity, young learners usually focus on language skills activity, such as listening, speaking, reading, and writing. However, there is a moment when teachers ask them to work in a group, the value here is cooperativeness through team work activity. Further, when teachers ask them to work individually, such as drawing or matching as the instruction, then there is a value of independence which is strengthened through these activities. Meanwhile, in the post-activity, the teacher might give them homework and tell them directly to be responsible and diligent in doing homework.

The instilling of characters values through activity. Several activities can be done in teaching English for young learners, and the most common activities are learning through playing games and singing songs. These activities are very suitable for young learners because each of them contains fun activities. The teachers often ask young learners to play the game in a group, so it can motivate children to get involved in the class activities and develop their social skills well, such as responsibility and collaboration. Another activity is singing songs. In the context of integrating character building, teachers need to choose English songs with the proper content. The appropriate songs to be used in teaching English will accompany students' routines because the songs contain good messages for young learners

From the research results, it can be concluded that character education is very crucial for students, especially for young learners. It is because developing character values will be more effective in early ages like children. By having a good character, they can improve many things in their life, including academic and non-academic fields. Character education can be included in subjects at school, including English. Therefore, character values can be inserted into the teaching English for young learners. In the three main stages of teaching and learning process (pre-activity, main

activity, post-activity), the teachers can insert character values like religiosity, independence, and responsibility. Inserting character education can also be done by the teachers through many activities like playing games and singing songs to develop students' honesty, responsibility, cooperativeness, and many other character values.

The teachers instill 13 characters' education during the teaching and learning process. They are religious, honesty, discipline, perseverance, creativity, independence, curiosity, achievement, friendship, peacefulness, reading interest, environmental care, and responsibility.

Table 2.5. Result of the Instilling of Character Education

No	Character Education	Description the implementation of character education
1	Religious	The teachers and the students pray to start the lesson
2	Honest	The teachers asked the students to do their own assignments without asking their friends
3	Tolerant	The values did not implement in the teaching and learning process
4	Discipline	The teachers came on time to the class The teacher checks the attendance of students The teacher asked students to collect the task on time.
5	Hard work	The teachers asks students to memorize vocabulary The teacher asks students number in English The teachers directs students to do the task

		Creative	The teachers gives the task of drawing a clock according to students creativity
			The teacher asks students to collaborate with groups
			The teacher gives the task of memorizing greetings in front of the class with his friends.
		Independent	The teachers asked the students to do their own assignments
		Democratic	The values did not implement in the teaching and learning process
		Curiosity	The student asked the teachers some questions related to the topic
		Nationalism	The values did not implement in the teaching and learning process
		Patriotism	The values did not implement in the teaching and learning process
		Rewarding achievement	The teachers gave applause to students participation in the class
			The teachers gave additional point for students
		Peacefulness	The teachers directs students not to make noise while reading
		Reading Interset	The teachers accustoms students to reading before learning begins
		Compassion	The values did not implement in the teaching and learning process
		Environmental care	The teachers asked the students to clean the classroom and throw the trash in the trash container that has been provided
		Friendship	The teachers and the students say greeting
			The teacher checks and comments students work
		Responsibility	The teachers gives responsibility for completing the task

In the interview, the teacher stated that she had carried out the character education of students by building the character of students to be honest, responsible, disciplined, and self-confident. In the curriculum center in Indonesia's education 18 characteristics should be integrated into teaching and learning process as follows; 1) Religious, 2) Honest, 3) Tolerance, 4) Discipline, 5) Hard work, 6) Independent, 7) Creative, 8) Democratic, 9) Curiosity, 10) Nationalism, 11) Compassion, 12) Rewarding achievement, 13) Patriotism,14) Peacefulness, 15) Reading interest, 16) Environmental care, 17) Friendship, 18) Responsibility.

This can be supported by Utami, who researched portraying the integration of character education in teaching English as a foreign language, including several good character values for students such as discipline, friendliness, being religious, respect for others or tolerance, independence, interest in reading, creativity, honesty, curiosity, democracy, perseverance, responsibility, and others.[52] The values of patriotism and nationalism are usually implemented by schools in several programs, such as commemorating national days or providing other states with extracurricular programs.

Meanwhile, the teachers at Key Learning Camp Banyumas only integrate 13 characters of education during the teaching and learning process in class: religious, honest, disciplined, hard work, independent, curious, peaceful, rewarding achievement, communicative, love of reading, environmental care, social care, and responsibility.

a. **The Instilling of Character Education in Religiousity Aspect.**

According to the observation result, teachers had internalization of religious values at the beginning and end of the classroom activity. Teachers persuade students to pray at the beginning of classroom

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[52] Utami, M. P. (2013). *Portraying The Integration of Character Education English as a Foreign Language to Grade XI Students Yogyakarta*. Retrieved from eprints.uny.ac.id: http://y.ac.i 44028/1/Menihati%20Pramita%20Hutami_08202244016.pdf

activities. By saying "pray also" and "let's pray together" in classroom activities. It indicates that teachers had implemented character in the aspect of religion at the beginning of the classroom.

b. **The Instilling of Character Education in Discipline Aspect**

To internalize this value, the teachers started with their personalities and habits. The teachers were figures or models that could make the students disciplined. It can be seen 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. The discipline aspect can be seen in the following sentences: At 15.45, the teacher checked the students' attendance. The teacher mentioned the names of the students one by one. The teacher says, *"Who is absent today?"* The students answer the teacher by saying present or absent.

The finding above indicated that the teacher regularly checked the students' attendance before beginning the lesson. The sentence "who is absent today" indicated that the teacher implemented character education in the classroom activity. Checking the students' attendance had a function to know the existence of the students in the classroom.

c. **The Instilling of Character Education in Perseverance/ Hard Work**

In the classroom teaching learning process teacher were creative to create an earnest condition in the 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, teachers say: Trained to enjoy reading for the initial stage, later in the process they will know it themselves, so almost all of the students had followed the teaching-learning process by more hard work and more competitive

In the learning process, the teacher creates a situation that could grow the mind's creativity. The evidence in this research confirms that the character education approach was used in classroom activities,

which were creating learning situations that appeared through creativity and giving assignments that showed new creations that were authentic or modified. Data from interviews also confirm how teachers show creative aspects in the learning process, such as the material that is suitable to students' interests.

d. The Intstilling of Character Education in Independence Aspect

Independence ability can be seen when the teacher asked the students to listen to the explanation given by the teacher, then the students were given questions to answer, the teacher said: are there any of you who dare to answer? By standing the student then answers, when the answer is correct the student is asked to sit back, but if the answer is still wrong the student must remain standing until the teacher invites him to sit, after the question and answer session is over the teacher invites students to open textbooks and find difficult words   From the text. The teacher asks the students to find difficult words and write them on white board then one by one.

e. The Instilling of Character Curiosity Aspect

In the learning process, students always try to find out more about the material studied in class. This implies that the teacher must help students to understand the material in-depth and also make students increase their curiosity in learning activities. Number one, enjoy it first, if they enjoy it, they dare to convey their curiosity. If they haven't enjoyed it, how dare they ask, their curiosity must be hidden.

To instill the character values of curiosity the teachers usually created a supportable atmosphere where the students can take an effort to know more depth about the material in the teaching-learning activity. The teachers also helped the students to understand the material deeply and made the students increase their curiosity in learning activities.

f. The Instilling of Character Achievement Respect Aspect

To encourage students, teachers need to appreciate every achievement that has been made by students. This appreciation can be

in the form of verbal or non-verbal awards. Like saying a good job! Good job! etc., even giving points, gifts, certificates, or books.

Di key learning camp, the teacher gives appreciation with points, when the test is correct all are given points, when the teacher explains the material again they answer incorrectly one point is removed, and those who do not have points are punished standing and their cheeks are crossed out, so far the application of character education honesty, achievement, discipline and so on.

g. The Instilling of Character Communicative Competence Aspect

Discussion is one educational activity that aids in the development of a communicative style. Teachers connect with pupils nicely during class activities. Positive contact occurs when the teacher and student can communicate clearly during the instructional process. The contact between the teacher and the students emphasizes the student's ability to communicate. The more frequently this was done, the better the kids' communication skills utilizing the appropriate diction will improve. Di Key Learning Camp, the students are expected to be active in learning, for example, some are quiet, and the teacher stimulates them to speak and pays special attention to less communicative children

h.   The Instilling of Character Reading Interest/Literacy Aspect

Before class starts, students are given the chance to read the textbook. Sometimes homework assignments are also offered, ensuring that students at least read the textbook even if they only completed the assignment. It mentions how new curriculum teachers could increase student enthusiasm for reading, which is now students having little desire to read books. Using the proof that the teacher encouraged reading both in the classroom and at home.

Children are trained to love reading, di Key Learning Camp teachers always give time for them to read last week's material or

material that has been studied today, they believe the first step to effective learning is when they have read.

i. The Instilling of Character Environmental Care Aspect

Maintaining a clean classroom is crucial to raising environmental awareness among students. Two signs that character education is being used in the area of environmental protection are the cleanliness of the classroom and the presence of a trash can in the space.

Before starting learning, students clean the class, according to the determined picket schedule, the teacher gives appreciation to students and provides motivation to always keep the class clean and make learning comfortable.

j. The Instilling of Character Responsibility Aspect

Responsibility is an important aspect of character education, there are many ways for teachers to implement these values. There are several ways to teach responsibility to students. Such as giving class cleaning schedules, task responsibilities, teachers asking students for responsibility through giving assignments, and giving gifts or punishments for those who can or cannot turn in assignments, can build student responsibility. Students who do their work can also help them to be independent and have good problem-solving skills. Responsibility is also usually given when students answer questions given by the teacher, they must be able to provide reasons and be accountable for their answers.

k. The Instilling of Character Honesty Aspect

Application of character education in the aspect of honesty Avoiding plagiarism is one way for teachers to build a character of honesty. Evidence shows that teachers instruct students to do their assignments. When the teacher gives assignments to do, they must do it alone and may not work together. No cheating at all. To ensure students do it themselves, the teacher asks students to turn in assignments to the teacher, after which the teacher displays the answers

they choose one by one and must be with an explanation to ensure there is no cheating because each student's reason must be correct different. When the teacher knows students do their work without cheating it can also help students build honesty.

l. **The Instilling of Character Peace-Loving Aspect**

The peace-loving/peace-loving aspect of the character has indicators to create peaceful classroom conditions. So, from our observations, we can see that the teacher asks his students to be quiet while reading to make sure there is no noise and the learning process can run well, they focus and can think easily.

In addition, the results of this research also indicate that the background contradicts the results of the research. English teacher has implemented character education well, although it has not been fully implemented yet. Similarly, many changes in the character of students were discovered. It demonstrates that the problems observed in the field are caused by factors unrelated to teacher implementation. It could be said it comes from psychological factors (internal factors) and family environment factors (external factors).[53]

Even though the Key Learning Camp has not used lesson plans, the teacher will improvise when teaching. So that, the teaching and learning process runs naturally. The teacher hopes that students have good character and attitude not only and learning but outside of academics to familiarize students with good morals. Character education is anything that schools might try to provide outside of academics, especially when the purpose is to help children grow into people. Teachers are always responsible at school for educating students to always behave well, not only at school but outside of school, therefore character education is very well implemented from an early age so that

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[53] Hasnah Kanji, N. M. (2020). Supporting and Inhibiting Factors of Character Education in Learning Social Studies at Primary Schools. *Journal of Etika Demokrasi, 5-9.*

they get used to it and form positive values as their provision for the future.

2. **The Evaluation of Charcter Education in English Learning for Young Learners at English Course Key Leraning Camp, Banyumas**

The finding showed that teachers evaluated students' character education in teaching and learning processes in English language teaching. The teacher evaluated the students' character through observation, self-assessment, and peer assessment techniques. The teacher can use observation, self-assessment, and peer assessment techniques in evaluating students' character learning results, and reporting is the responsibility of the teacher. According to Azwar Saefuddin, there are several methods to measure attitudes, including Observation of behavior, self-assessment, Peer assessment, and measurement.[54]

According to attachment of education and culture ministry regulation No. 23 years 2016, observations on the attitudes and behaviors which related with the subject carried out by the teacher during teaching and learning process, such as: persistent of learning, confidence, curiosity, knowledgeable, diligent, cooperative, honesty, discipline, and environmental care, and for the students to be in the school or outside of the school during the students' behavior can be observed by the teacher.[55] The teachers observes students' attitudes in learning activities by looking at the character of discipline, responsibility, tolerance, and other character education, but the English teacher asses the character of students to become a guideline values for themselves.

In terms of assessing students' character values through peer assessment technique, the implementation of peer assessment at Key Learning camp is when students do presentation activities. The group presenting will be judged by their other friends. Students assess performance, attitudes, and quality when making presentations in class.

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[54] Azwar, Saifuddin. 2005. *Sikap manusia Teori dan Pengukurnya*. Yogyakarta: Pustaka Pelajar
[55] *Lampiran Permendikbud No. 23 tahun 2016. Pdf*

According to Attachment of Education and culture ministry regulation No. 23 years 2016, peer assessment between all students is an evaluation technique that is conducted by asking students to assess each other related to competency achievement.[56]

According to the teacher, in terms of evaluating the attitudes and character of students, the teacher also makes a direct approach to students, the teacher will conduct interviews with students whose attitudes and character are not good. Through this approach, the teacher will provide good guidance and direction to students, with the aim that the attitudes and character of students will be even better and not repeat their mistakes. After the teacher evaluates in the form of a direct approach to students, the teacher collaborates with the class teacher and parents to evaluate the results of the direct approach regarding students' attitudes. It aims to become a reflection for students to be aware of their attitudes and build students' character bett

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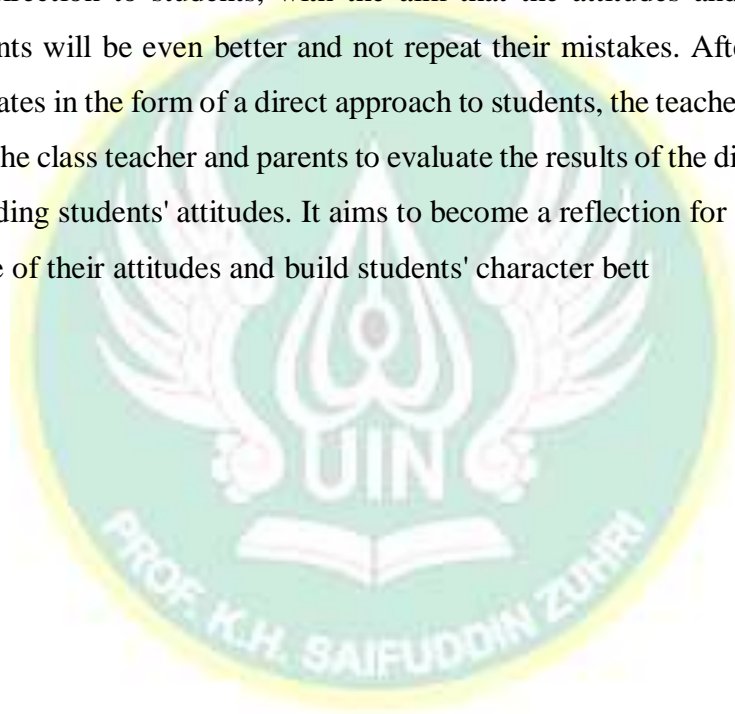
[56] *Lampiran Permendikbud No. 23 tahun 2016. Pdf*

CHAPTER V
CONCLUSION AND SUGGESTION

The previous chapters have already discussed the general introduction, provided the theoretical background, justified the methods, and analyzed and discussed the finding of study. This chapter serving as the conclusion of the whole research, then

A. CONCLUSION

Based on observations, interviews, and documents, it can be concluded that the implementation of character education in English teaching for young learners at Key Learning Camp Banyumas is as follows:

The teacher instilling character education through the ways of habituation, being a character role model, and giving direct and indirect instruction. From the teaching and learning process in class observations and field notes about the character's educational values and how teachers apply them in teaching English and the learning process, it can be concluded that in general English teachers at the Banyumas key learning camp have implemented several characters in their learning. The most frequent are religious, honest, disciplined, hard work, responsible, and communicative competence of character values in their learning in class: the teacher applies religious values such as praying first before starting learning and being honest in class as the teacher prohibits students from cheating in doing tests or exams, discipline such as the teacher being a role model who always comes first before students, students are trained to come on time before learning, teachers check student attendance, work hard such as students are trained to be interested in reading and writing and teachers lure students to focus on following learning and training so that they are always confident in opinion, responsibility, students are trained to be responsible for the assignments given,

The evaluation of Character Education in English learning at English Course Key Learning Camp, Banyumas. The teacher implements it through observation, self-assessment, and peer assessment. In evaluating the character of students through observation, the teacher will observe the habits and attitudes of

students in class during the learning process and when students take exams. Then, evaluating the character education of students through self-assessment is carried out during the exam process. When finished with the exam, students will fill in the percentage of honesty column that has been printed o the answer sheet. The implementation of peer assessment at Key Learning Camp is carried out when students do presentation activities. The group presenting will be judged by their other friends. Students assess performance, attitudes, and quality when making presentations in class. Moreover, in terms of evaluating the character education of students, the teacher also takes a direct approach to students. The teachers directly interview students whose character is not yet good, the teacher will take a special approach to evaluate students' attitudes.

B. LIMITATION

Based on the research that has been carried out, the researchers found several limitations in examining the implementation character education in English Learning for Young Leraners at Key Leraning Camp, Banyumas, as follows:

1. In this study, teachers in Key Learning Camp do not use lesson plain, because tutoring places only help learning that is left behind at school.

2. In this study the teacher used several visual tools when explaining material to students.

3. The limitations of students include, especially those whose homes are far away,often do not attend lessons due to factors from their parents, so for further learning they are left behind and the teacher has to repeat last week material again because some don't understand.

C. SUGGESTIONS

The researcher wants to offer some suggestions that might make it better for character education in teaching English at the Key Learning Camp:

For teachers character formation is very important to be implemented in the teaching and learning process. Therefore, teachers must always upgrade their knowledge about character building learning activities through in teaching English. Teachers are also expected to always improve the quality of learning English. Aside from being a facilitator, the teacher is also a role model for students and is expected to be creative and innovative for conducive learning. These conditions are able to support students to easily understand a lesson.

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APENDICES

APPENDICES

Appendix 1: The Observation Checklist

Observation Guidellines for Teacher 1

No	Statement	Practice Checklist	
	Character Education	Did	Not
1.	The teacher has instilling character education in the opening of learning		
2.	The teacher has instilling character education when explaining learning material		
3.	The teacher has instilling character education when learning activities take place		
4.	The teacher provides motivation by instilling character education in children		
5.	The teacher has given religious character values.		
6.	The teacher has given honesty character values.		
7.	The teacher has given tolerance character values.		
8.	The teacher has given discipline character values.		
9.	The teacher has given perseverance character values.		
10.	The teacher has given creativity character values.		

No	Statement		
11.	The teacher has given independence character values.		
12.	The teacher has given democracy character values.		
13.	The teacher has given curiosity character values.		
14.	The teacher has given nationalism character values.		
15.	The teacher has given patriotism character values.		
16.	The teacher has given achievement respect character values.		
17.	The teacher has given friendship character values.		
18.	The teacher has given peacefulness character values.		
19.	The teacher has given reading interest character values.		
20.	The teacher has given environmental care character values.		
21.	The teacher has given compassion character values.		
22.	The teacher has given responsibility character values.		

No	Statement	Practice Checklist	
	Character Education	Did	Not
1.	The teacher has instilling character education in the opening of learning	✓	

		✓	
2.	The teacher has instilling character education when explaining learning material	✓	
3.	The teacher has instilling character education when learning activities take place	✓	
4.	The teacher provides motivation by instilling character education in children	✓	
5.	The teacher has given religious character values.	✓	
6.	The teacher has given honesty character values.	✓	
7.	The teacher has given tolerance character values.		✓
8.	The teacher has given discipline character values.	✓	
9.	The teacher has given perseverance character values.	✓	
10.	The teacher has given creativity character values.	✓	
11.	The teacher has given independence character values.	✓	
12.	The teacher has given democracy character values.		✓
13.	The teacher has given curiosity character values.	✓	
14.	The teacher has given nationalism character values.		✓
15.	The teacher has given patriotism character values.		✓
16.	The teacher has given achievement respect character values.	✓	
17.	The teacher has given friendship character values.		✓
18.	The teacher has given peacefulness character values.		✓
19.	The teacher has given reading interest character values.	✓	
20.	The teacher has given environmental care character values.	✓	

No	Statement	Did	Not
21.	The teacher has given compassion character values.		✓
22.	The teacher has given responsibility character values.	✓	

The Observation Checlist

Observation Guidellines for Teacher 2

No	Statement Character Education	Practice Checklist	
		Did	Not
1.	The teacher has instilling character education in the opening of learning	✓	
2.	The teacher has instilling character education when explaining learning material	✓	
3.	The teacher has instilling character education when learning activities take place	✓	
4.	The teacher provides motivation by instilling character education in children	✓	
5.	The teacher has given religious character values.	✓	
6.	The teacher has given honesty character values.	✓	
7.	The teacher has given tolerance character values.		✓
8.	The teacher has given discipline character values.	✓	
9.	The teacher has given perseverance character values.	✓	
10.	The teacher has given creativity character values.	✓	
11.	The teacher has given independence character values.	✓	

12.	The teacher has given democracy character values.		✓
13.	The teacher has given curiosity character values.		✓
14.	The teacher has given nationalism character values.		✓
15.	The teacher has given patriotism character values.		✓
16.	The teacher has given achievement respect character values.	✓	
17.	The teacher has given friendship character values.		
18.	The teacher has given peacefulness character values.	✓	
19.	The teacher has given reading interest character values.	✓	
20.	The teacher has given environmental care character values.		✓
21.	The teacher has given compassion character values.		✓
22.	The teacher has given responsibility character values.	✓	

Appendixx 2: Field Note of Class Observation

Teacher 1

<u>**Opening Activity**</u>

At 15.30 the class starts, the teacher is already in the class first, after waiting for the students complete, the teacher prepares the tools as learning media, before class starts the teacher gives instructions to students to pray first, the teacher greets "Assalmau'aialikum wr.wb. T1 says are you ready study now, the teacher checks the attendance of students one by one. The teacher who hasn't entered yet? And the teacher makes notes to checks names, cheks names, checks whether students are wearing clothes from the Key Leraning Camp or not. After thet the teacher asked the students' condition, after all were ready to learn T1 instruced to read last week's material for 10 minutes. Then the teacher gives motivation to the students, after everyone enjoy it, and they are mentally ready, the teachers explains the material that will be discussed today.

<u>**Main Activiy 1**</u>

The material learned by the students was about numbers in English. Before starting   lesson, the teacher asks the students if they have read   previous course material. Before starting the explanation, the teacher writes down the material on the whiteboard. The teacher writes the numbers 1-20 first, the teacher reads the numbers from 1-20 and the students repeat what the teacher says, read continuously until it reads fluently. With that the teacher trains students to work hard and earnestly in learning.

After the teacher explained the material, he asked the students about numbers. The teacher says*: Apakah kalian sudah hafal 20 angka dalam bahasa inggris?* One of the students named Alex gave an answer: "sudah Ma'am". Another student named Nabila answered: *"Belum semua Ma'am*." Another student named Haris answered: *"Saya masih sulit untuk membaca Ma'am".* The teacher gave a good response because students could answer well. Active the question. After the teacher repeats

the reading again then the students follow, the teacher directs the students to turn backwards, their backs to the blackboard, the teacher says: *"ayo semuanya berbalik kita akan menuju proses mengingat dan menghafal"*. The teacher appoints students to answer questions, the designated student then stand up and answer questions about numbers in English and answer how they are pronounced and written, for students who can answer all the questions correctly will be given a point, if one of the points will be deducted, if they don't have points then they are wrong, they must be punished by standing and his cheeks crossed out After the question and answer section, the teacher gives a detailed explanation of numbers in English.

After making sure that students understand and can say numbers in English, the teacher gives appreciation to all children by giving them snacks, for those who are active or not all get snacks without distinguishing one from another, when they are happy to enjoy, they will be more focused and serious In learning again, the teacher gives homework to students by reading and memorizing numbers 1-20 fluently in preparation for the next meeting.

From learning activities, the teacher provides learning while instilling character values, namely being active in asking questions, working hard in memorization and understanding written texts, being responsible for the memorization given by the teacher, the teacher instills an interest in reading in children and gives appreciation and affection without discriminating differentiate between students.

Main Activity 2

Then the teacher repeated yesterday's lesson, namely about numbers in English, students memorize together, the teacher checks the student's book by going around the class, after finishing the teacher tells the students, *"apakah kalian sudah siap menerima pembelajaran baru"*? Students answered: *sudah ma'am*, the teacher gave motivation to students before learning began.

The teacher explains to students about o'clock in English, English numbers, Half o' clock English, quarter o' clock, past and to. Before starting the explanation,

the teacher writes down the material on the whiteboard. Teachers provide information and student pay attention to the whiteboard. The teacher explained the material by read the material on the guide book. She explained the materials used mix languages, Bahasa and English to make the students easier.

After the teacher explained the material, he asked students about hours. One of the students named yanalun give the answer: "*jam untuk menunjukkan waktu*". Other the student named yes answered: "*apakah sekarang jam 4 bu*". Other student named haris answered: "*jam adalah angka satu sampai dua belas* ". The teacher gave a good response because of the students can answer that question. After the question and answer section, the teacher gives an explanation about the time in detail.

The teacher explains what is part of the o'clock. Teacher explains there is 4 parts that are usually in the clock material. They are half, quarter, past and to. then the teacher gives questions to students to guess "what time is it?" and gives an explanation of how the clock can be quarter, past, half, to, after that the teacher gives an example by directly using the clock media. Students are expected to be active in answering, the teacher provides opportunities for students who want to answer by raising their hands, with that the teacher trains students to be creative, confident, active and responsible for their answers. After that the teacher gives assignments in the form of questions to answer, students are expected to answer honestly without cheating to measure how far they understand about the material hours. After finishing the teacher appointed a representative to read the results of the answers in front of the class to train their confidence.

Main Activity 3

At the next meeting the teacher instructs students to take out the HVS paper that has been assigned to bring. After making sure students understand and can

determine what time it is, students are instructed to be able to draw a clock and point clockwise according to the questions for each student, each student is different for each question. When do the assignments given by the teacher, the teacher asked the students to do it by themselves their abilities and not asking their friends. If students have difficulty in answering questions, the teacher asked students to search for unknown vocabulary through dictionary. Through this teaching and learning activity, the teacher applies the character values of critical thinking, knowledgeable, curious, hardworking, and independent.

From the first, second, and third observations the researchers found several character values in learning English, Unfortunately the researcher found of some students showed negative character during teaching and learning process. The negative character was showed by the students is indiscipline and irresponsible. Indiscipline character is performed from one of the students who came late for class without saying a clear greeting, the teacher immediately admonished the student to repeat the greeting again and asked the student to pray by himself, open the textbook and do the assignment the teacher had given him and there are some students who do not focus on paying attention to the teacher explains the subject matter and there is also one student who does not bring a textbook during lessons because it was lost. Then for irresponsible character, there are some students noisy and chatting when did assignments from the teacher.

Post activity

Before going home the teacher repeats the material being studied and displays whether the students have understood it or not. After that the teacher gave them assignments, each child brought a white HVS paper for the next meeting.

From the learning activities of the second meeting, the teacher instills an active, confident, responsible attitude and instills an honest attitude in doing assignments. The teacher and students a conclusion of learning material on that day, after the class is over the teachers greets the students.

Teacher 2

Opening Activity

The teaching process started at 15.00 a.m. The material for teaching the learning process such as examples of the text, whiteboard, and marker was prepared by the teacher before the lesson. The teacher stood up in front of the students and the researcher sat behind the s tudents. During the class research the activities and situations in the class. Praying in the opening is very important to builds character students. In Key Learning Camp Banyumas character buildings is very important, especially religious character. The teacher will provide motivation during the teaching learning process to build students character. Character building does not have to be given only during religious lessons but can also be given to other subject, including in English.

Before the class began, the teacher opened the class with a greeting. The teacher got writing to the students and they gave a good response. The teacher used mixed languages. They are Indonesia and English. Moreover, most of the students did not understand what the teacher meant when using English. After that, the teacher checked the attendance before starting the lesson. Then, the teacher asked the students what the materials that learned in the last week.

Then students are trained to think and are given questions before the material is given, the teacher gives questions in the form of last week's material, by pointing one by one, after that the students are given several questions, when the question answered by the student is wrong the student must remain standing and his face crossed out, students are free to express their opinions, with that the teacher trains students to be brave and responsible for their opinions. The teacher also trains students to stay focused and ready to receive learning.

In opening the teacher gives attitude values to students, namely religious values when greeting, discipline by checking students attendance.

Activity 1

Before starting the explanation, the teacher writes the material on the whiteboard. The teacher provides information and students pay attention to the whiteboard. The teacher explains some vocabulary for today's lesson.

After that the teacher instructs students to read and understand the writing, the teacher gives directions to students not to chat while being assigned to read, when someone is chatting the teacher will give a memorization punishment while standing. After the reading time is up, the teacher gives an example of the correct pronunciation and then the students take turns following it. After feeling that they are already fluent in pronunciation, the teacher instructs students to write today's lesson.

Then the teacher gives a little motivation to the students to break the ice so they don't get too tense, after the students are enjoying it the teacher starts asking questions, T2: *siapa yang bisa melafalkan kosa kata beserta tulisannya?*, then the student named Firman answered: "*saya pak*". Firman answered 6 vocabularies correctly, then there was another Sinta, Sinta answered 5 vocabularies with the correct pronunciation but the writing was wrong, the teacher gave appreciation to students who were active by giving points, for students who couldn't active the teacher instructs to stand up, the teacher gives questions about today's lesson, for students who can answer can sit back and students who can't answer their cheeks will be crossed out.

After the question and answer session was over, the teacher gave the assignment to read today's material when he got home. The teacher repeats the lesson from beginning to end. Then the teacher closed the lesson, and one of them led the prayer.

From the main activity above the teacher instills an attitude of interest in reading to students, disciplined, responsible, for memorizing and doing assignments, independent, active in the learning process and religious when closing learning with prayer.

Activity 2

The second meeting, The teacher repeats yesterday's lesson which is about vocabulary, students memorize together, the teacher checks student books by going around the class, after finishing the teacher tells students, are you all ready to accept new learning? Some students answered: ready, the teacher gave motivation to students before learning began.

The teacher explains to students about greetings in English, Hello, good morning, good afternoon and So on. Before starting the explanation, the teacher writes the material on the whiteboard. The teacher provides information and students pay attention to the whiteboard. The teacher explains the material by reading the material in the guidebook. He explained the material using a mixed language, Indonesian and English to make it easier for students. After the teacher explained the material, he asked the students about the greeting. One of the students named Risqi gave the answer: "*menyapa.*" Another student named Aish answered: "*bertemu.*" Another student named Kukuh answered: '*mengobrol''*. The teacher gave a good response because students could answer the question. After the question and answer section, the teacher gave an explanation about the greeting in detail.

The teacher explains about greeting. The teacher explains that there are 2 parts that usually exist in greeting material, namely formal and informal. The teacher explains in detail along with the response. Then the teacher gives an explanation of how to greet politely, how to greet friends, what are the parts of the greeting, after that the teacher gives an example by directly how to greet properly. After the teacher gave an example, then the students were given time to write the lesson. The next step is, students are divided into eight groups contains three students. The teacher distributes the text of the conversation to each groups with different texts. The teacher instructs them to read the text, because there is not enough time the teacher gives assignments for them to memorize the conversation on the text that is distributed.

From the main activity the teacher instill and independent attitude to write, is creative in memorizing and understanding writing, is confident and responsible in learning, the teacher also distributes groups so that students can work together with their friends.

Main Activity 3

In the third meeting, to shorten the time, the teacher conditioned the class and instructed the students to immediately group together according to last week's distribution. Today we will practice yesterday's material, namely greeting, students are given time to read and prepare themselves. The teacher walks around the class monitoring stu dent activity. The teacher is only a facilitator for students, the teacher wants to see students be independent, work hard and be accountable for their duties. After it is felt that it is enough, the teacher calls one group to come in front of the class and practice in front of other groups.

The teacher monitors and comments on every performance from each group, from group one which consists of riska, agum, laila: their pronunciation is quite good, self-confidence is good, but it must be improved again, for Agum he is still looking at the text and there is no preparation but it is it's good to stay confident and want to move forward. The teacher gives appreciation to group one, then group 2, consisting of Alex, Ibrahim and Nabila: from Alex first, Alex still likes to joke not to be serious but for self-confidence already exists within Alex, the pronunciation is good, the voice is loud. Ibrahim: Ibrahim is ripe in pronunciation, there is preparation, without looking at the text but he is not focused enough and still likes to laugh. For Nabila, she still lacks confidence, her voice isn't loud enough, but it's good to have preparation and want to memorize. Next is group 3: Nailan, risqu, salsa: for nailan it's already good in pronunciation, it's ripe and a lot of preparation, the pronunciation is also good, confident, then for risqu it's still tense and lacks enthusiasm, then for salsa it increases confidence again, the pronunciation is good, the preparation is also ripe. The researcher only took 3 examples of groups which

were commented on from the 8 groups the teacher gave comments but did not forget to give appreciation to students.

In the third meeting, the teacher applies an attitude of creativity in carrying out assignments, the teacher provokes students to be creative according to their group, the teacher also provides an attitude or working hard in independence learning, instill an attitude of confidence to appear in front of the class, and displays an attitude of responsibility towards their assignments, the teacher gives comments and appreciation for all students to support them to be more enthusiastic about learning and the teacher builds friendship and affection between students by dividing into groups.

Post Activity

The bell rang. It was a sign that the English lesson ended the students prepare for the next lesson. Before that, the teacher reviewed the material learned by the students and also remind them to collect the task in the next meeting. The teacher ended the class with a greeting
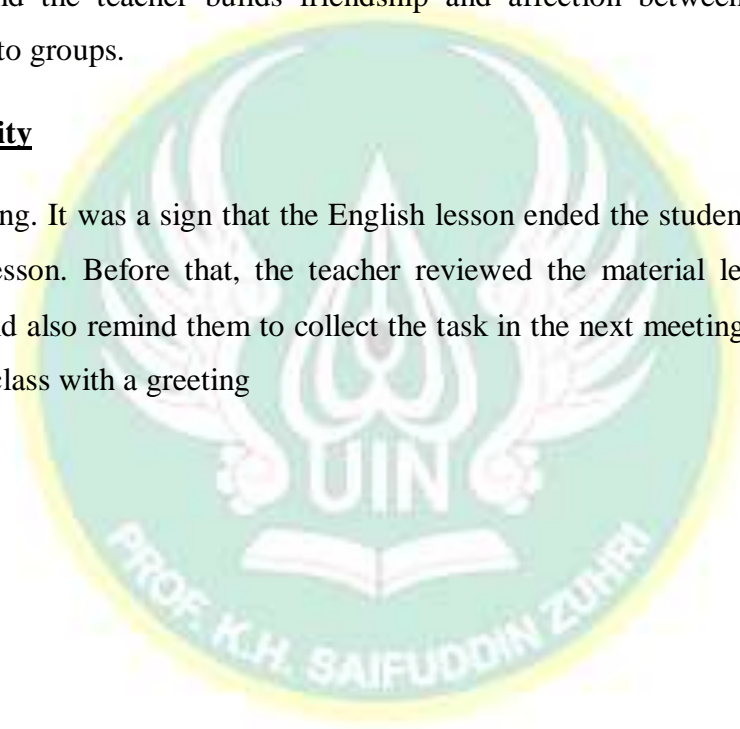
Appendix 3: Learning Material

Nama : Yanalun
Kelas : 7 SMP

Kejujuran
80%

PETUNJUK UMUM :
1. Tulislah terlebih dahulu Nama, Nomor Absen dan Kelasmu pada kolom yang disediakan pada lembar jawab yang telah disediakan;
2. Bacalah dengan teliti semua petunjuk soal sebelum kamu mengerjakan;
3. Kerjakan soal pada lembar jawab yang telah bersedia;
4. Periksalah sekali lagi pekerjaanmu sebelum diserahkan kepada petugas.

A. READING SECTION
I. *Choose the best answer by crossing (x) a, b, c, or d*
Text for number 1 – 2
Michael : Good morning, sir. My name is Michael.
Mr. Ahmad : ....(1) I am Ahmad.
Michael : It is nice to meet you, Sir.
Mr. Ahmad : ....(2)

1. A. Good morning
   B. Good afternoon
   C. Good night
   D. Good evening

2. A. How are you getting on?
   B. How are you Michael?
   C. It is nice to meet you too, Michael.
   D. How is everything with you?

3. Gara : Hi, Naruto. How are you doing?
   Naruto : ... And you?
   Gara : Great.
   A. I am fine, thanks.
   B. How do you do?
   C. Goodbye
   D. Yes, sure.

4. You meet your old friend. You greet him by saying ....
   A. Hi, How's everything?
   B. What's your name?
   C. Where do you live?
   D. How do you do?

5. Didi : Good bye, Rury;
   Rury : ....
   A. Good morning
   B. Thank you
   C. Nice to meet you
   D. Bye, Didi. See you tomorrow

6. Mother : Salma, why are you still awake?
   Salma : I'm working on my homework, Mum.
   Mother : Alright, but don't sleep too late.
   Salma : Ok, Mum. Good night.

Mother : ... sweetheart.
A. Good evening
B. Good night

C. See you
D. Bye

7. Amanda : See you tomorrow, guys.
Shira : ....
A. Good night
B. Good bye

C. OK
D. See you. Take care.

8. Utut tells his father that the car is already clean.
Utut : Dad, the car is clean now.
Father : Is it? Thanks, boy.
Utut : ....
A. No need. That's okay
B. No problem

C. That's alright
D. My pleasure

9. Dania : Mum, thank you for the gift. I really like it.
Mother : ....
A. What do you mean?
B. Good on you, Dania. I'm happy you like it.
C. OK. No problem
D. That's okay

10. Harris : May I borrow your pen?
Zain : Sure. Here you are.
Harris : ....
Zain : Don't mention it.
A. Thanks a lot
B. Sure

C. That's okay
D. No, thanks

11. Rhino : Hey, you step on my toes!
Alian : ....
A. Yes, I can do it
B. Hey, look at me!

C. I'm so sorry
D. I don't understand

12. Father : Ridwan, can you help me to feed the chicken?
Ridwan : I am sorry father. We run out the chicken feed.
Father : ....
A. Sure
B. I am fine, thank you

C. Of course
D. Nevermind

Text for number 13
1. Jihan : OK. Nevermind.
2. Guntur : I'm sorry. I'm still doing my work.
3. Jihan : Please, help me to lift this table.
13. The correct arrangement is .... .
A. 3 – 2 – 1
B. 1 – 2 – 3

C. 2 – 3 – 1
D. 1 – 3 – 2

14. Good morning; my friends. .... My name is Azizah Mumtaz. Call me Mumtaz.
The correct greeting to complete the introduction is .... Nice to meet you
A. Allow me to introduce myself
B. Who are you?

C. How do you do?
D. Nice to meet you

15. Ahmad : Harlan, please meet Julia my new classmate.

LEMBAR SOAL PENILAIAN TENGAH SEMESTER
TAHUN PELAJARAN 2022/2023

Nama : pukuk.f

Kelas : P th

Mata Pelajaran	:	Bahasa Inggris
Kelas	:	VIII (DELAPAN)
Hari,Tanggal	:	Selasa, 28 Februari 2023
Waktu	:	07.30 - 09.00 (90 menit)

Kejujuran

70 %

PETUNJUK UMUM :

1. Berdoalah sebelum mengerjakan soal!
2. Isilah identitas Anda pada lembar jawab yang tersedia!
3. Laporkan kepada pengawas, bila terdapat tulisan yang kurang jelas, rusak, atau jumlah soal kurang!
4. Jumlah soal sebanyak 25 butir terdiri atas 20 butir soal pilihan ganda dan 5 butir soal uraian.
5. Dahulukan soal-soal yang Anda anggap mudah!
6. Periksalah sekali lagi pekerjaan Anda sebelum diserahkan kepada pengawas!

PETUNJUK KHUSUS:

I. Pilihlah satu jawaban yang paling benar dengan menyilang huruf A, B, C atau D pada lembar jawab yang disediakan!

Teks 1 (Teks dibawah ini untuk soal nomor 1-5)

On my birthday, my mother ... (1) me a Teddy Bear doll. The size of the doll ... (2) big. It's about 1.6 metres. The color is brown and white. It is very soft and fluffy. I ... (3) really comfortable when I hug it. My sister ... (4) to hug my big Teddy Bears. I ... (5) Teddy Bear because they are so cute.

1.
   A. Give
   B. Gives
   C. Gave
   D. Given

2.
   A. Is
   B. Am
   C. Are
   D. Was

3.
   A. Feel
   B. Feels
   C. Felt
   D. Feeling

4.
   A. Like
   B. Likes
   C. Liked
   D. Liking

B.Inggris/VIII/PTS GENAP 2022-2023

1

5.
A. Love
B. Loves
C. Loved
D. Loving

6. I ... at 5 AM every morning
A. Wake up
B. Wakes up
C. Woke up
D. Waking up

7. Adit : Does he love his mother?
Bella : ...
A. Yes, he does
B. Yes, he love
C. No, he does
D. No, he love

8. Look! Some people ... to buy the tickets.
A. Is waiting
B. Are waiting
C. Is sleeping
D. Are sleeping

9. Danisha : Hans, what is your sister doing now?
Hans : She ... right now.
A. Plays doll
B. Is playing doll
C. Are playing doll
D. Play doll

10. Hey look! The balloon ... in the sky.
A. is flying
B. are flying
C. was flying
D. were flying

11. Bima and Anjani ... together right now.
A. is dancing
B. is playing
C. is reading
D. are dancing

12. ... you ... the song now?
A. is , singing
B. is , knowing
C. are , singing
D. are , knowing

13. Listen! Your father ... his advice for you.
A. gives

PENILAIAN SUMATIF
TAHUN PELAJARAN 2022 / 2023

Nama : Putri
Kelas : 7 tm 1

Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / 2
Hari / Tanggal	: Kamis, 2 Maret 2023
Waktu	: 60 menit

Keju juran
82 %

PETUNJUK UMUM :
1. Tulislah nomor ulangan, nama dan kelas pada lembar yang tersedia!
2. Bacalah soal dengan teliti sebelum mengerjakan.
3. Teliti kembali pekerjaan sebelum diserahkan pada pengawas.
4. Berdoalah sebelum mengerjakan.

I. Choose the right answer by crossing a, b, c, or d!

1. I ... at 5 a.m.
   a. get up
   b. gets up
   c. got up
   d. getting up

2. Father ... a letter for my mom.
   a. write
   b. writes
   c. wrote
   d. writing

3. They... me so well.
   a. know
   b. knew
   c. knew
   d. known

4. Tini : Do the boys eat the food here?
   Tono : ....
   a. Yes, he does
   b. Yes, they do
   c. No, he doesn't
   d. No, they do

5. She makes a homemade cake.
   The negative form is ....
   a. She doesn't made a homemade cake.
   b. She doesn't makes a homemade cake.
   c. She doesn't make a homemade cake.
   d. She is making a homemade cake.

6. I ... a delicious food for you.
   a. cooking
   b. cooked
   c. cooks
   d. cook

7. She ... a picture here.
   a. drew
   b. drawn
   c. draws
   d. drawing

8. It most ... all the time.
   a. happen
   b. happening
   c. happens
   d. hapen

9. ... often comes to my gym.
   a. He
   b. I
   c. You
   d. They

10. She eats a bread ....
    a. every morning
    b. this morning
    c. at present
    d. now

Appendixx 4: Transcript of Interview with the Teacher

Interview Guidelines for Tutor

Question about the Implementation Character Education in Key Learning Camp

1. According to your opinion, what is Character Education?
2. How do you implement and get feedback from your students about character education in terms of:
   a. Religious
   b. Honesty
   c. Tolerance
   d. Discipline
   e. Hard work/ perseverance
   f. Creativity
   g. Independence
   h. Democracy
   i. Curiosity
   j. Nationalism
   k. Patriotism
   l. Achievement Respect
   m. Friendship
   n. Peacefulness
   o. Reading Interest
   p. Environmental Care
   q. Compassion
   r. Responsibility
3. What do you think, is character education importance for students learning?
4. What character education principle will be implemented in this Key Learning Camp Banyumas
5. Does the teacher's character education apply it in all school lessons so that student character values develop through all subjects

6. How do you implement character education and facilitate so that the learning process is carried out actively and pleasantly by student

7. Whether in the implementation the teacher teaches student to understand, care, and act based on character values.

8. Does the teacher in implementing character education motivate students

9. How to evaluate for student?

Participant: Bu Tati Suhartinia and Pak Asep

Date and Time:

Topic: Teacher's Implementation dan evaluation of character education

Interviewee: two English teachers at English Course Key Learning Camp, Banyumas.

R: Researcher

T1: Teacher 1

T2: Teacher 2

(Start of Interview)

Interview 1

R: Assalamu'alaikum Bunda Tati, Selamat sore?

T1: Waalaikumsallam warahmatullah, Selamat sore mba Yavie.

R: Bagaimana kamarnya hari ini bunda?

T1: Alhamdulillah baik mba, mba bagaimana?

R: Saya juga baik Alhamdulillah, sebelumnya terimakasih sudah menrima saya disini bunda. Saya ingin bertanya bunda menggenai pembelajaran bahasa inggris disini, dan pendidikan karakter, jadi menurut bunda, pendidikan karakter itu apa ya?

T1: menurut saya sendiri ya mba, kalo pendidikan karakter itu adalah, gini mba, mata pelajaran bahasa inggris sebenarnya menurut saya hanya media, karena memang cita-citanya aku tetap ke bentuk karakter, pendidikan karakter yang sebenarnya membentuk mereka senang membeca, membentuk karakter berkepribadian yang baik begitu, yang tadinya malas membaca jadi rajin membaca, yang tadinya malas menulis jadi rajin menulis, yang tadinya gam au berusaha jadi mau berusaha, yang sederhananya ini.

R: Oke terimakasih atas jawabannya bunda, selanjutnya pertanyaan kedua, apakah disini menerapkan karakter tentang pendidikan karakter aspect agama?

T1: Kalau agama jelas mba , dari opening pasti berdoa, itu merupakan patokan nomer satu, pokoknya keagamaan adalah inti dari pembentukan karakter, harus menjadi karakter yang jujur yang ga bohong, yang senang berjuang.

R: Bagaimana dengan kejujuran bunda?

T1: Dari kejujuran ya ga nyontek itu nomer satu, masalah hasil nanti belakangan misalnya ini aku mau ulangan kan, nilainya kecil ga masalah yang penting jujur ga nyontek itu yang sekarang udah langka menanamkan jujur, jadi kalau memang karakter sudah terbentukmereka akan menguasai materi dengan sendirinya bukan karena guru lesnya tapi karena mereka menikmati prosesnya.

R: Bagimana dengan disiplin bunda?

T1: kali ini ada 3 kelas berjalan, terlambat 10 menit pipinya dicoret, ga pake helem saat kesini juga dicoret, bukan masalah saya berkerja dengan polisi, Cuma menanamkan ke mereka bahwa , pendidikan disini dihubungkan dengan kehidupan sehari-hari, saya menanamkan kepada mereka saat memakai helem, jadi sudah diluar bahasa inggris, jadi pondasinya itu, pada saat mereka mau naik motor pake helem bukan karena takut polisi tetapi karena memang sudah ada anugrah dikepala yang harus dijaga yaitu otak, dari kita memang sudah dilatih da menjadi kebiasaan, dirumah juga menjadi biasa. Kemana-mana memakai helem. Bahasa inggris cuma

media atau alat untuk saya bisa membantu bangsa ini membentuk karakter anak bangsa berkepribadian yang kokoh kuat tapi tetap religious.

R: Selanjutnya, kalau prestasi bunda?

T1: Kalau menurut saya nilai adalah angka, memang anak seusia mereka harus diberi pujian, sanjungan, ketika mereka ulangan yang betul semua nanti dikasih point, saat mereka punya point, jika saya menerangkan materi lagi mereka menjawab salah, pointnya saya hapus satu, kalau yang nilainya 7 atau 8 mereka ga punya poin, kalau mereka ga bisa , dihukum berdiri nanti pipinya dicoret, jadi itu kompleks dari ketelitian, kejujuran,disiplin, senang berjuang dapet.

R: Bagaimana karakter pendidikan yang minat baca bunda?

T1: Disini dari baca sudah sudah saya biasakan membaca materi minggu lalu, nanti dari saya juga memberikan waktu untuk membaca.

R: Bagaiman dengan kerja keras bunda?

T1: anak dilatih untul senang membaca, memang nilai itu bukan segalanya tapi untuk tahap awal mereka ya dimimg-iming dulu dan dibohongi dulu, nanti secara proses mereka akan tau sendiri.

R: Bagaimana dengan karakter pendidikan kreativitas bunda?

T1: dilatih dikelas speaking   tetapi kita ke bentuk karakter dulu, nanti kita lihat kreativitas yang akan muncul ketika dikelas speaking, yang jells mereka pastiakan lebih percaya diri, dan lebih kreatif tentunya.

R: Bagaimana melatih rasa ingin tahunya bunda?

T1: nomer satu enjoy dulu, kalau mereka sudah enjoy, mereka berani menyampaikan keingin tahuannya, merek kalau belum enjoy mana berani mreka Tanya , rasa ingin tahunya pasti tersembunyi misalkan saya bercanda atu missal mereka membawa makanan nanti aku minta dong nyicipin biar mereka merasa nyaman, aku nyaman , pasti mereka enjoy, waktu mereka enjoy pasti mereka nanya,

missal ada yang komunikatif , pendiam, saya rangsang biar mereka mau bicara, pada saat dia sudah aktif otomatis ada kepo dihatinya , dia berani nanya ke ingin tahuannya apa.

R: Bagaimana tentang karakter peduli lingkungan?

T1: sebelum pandemic ,sebelah sana kana da sawah kalau pas pelajaran biologi , kan banyak tanaman saya diatas mba,literasi dengan tanaman, atau sebelah sana juga ada sawah ya keluar kea lam , jadi mungkin sederhananya kalau anak mengenali istilah-istilah itu dalam bahasa inggris , terus kana da keingintahuan otomatis juga jadi hafal, dan efek lainnya , imbas lainnya yang biasanya mereka dikamar , mengurung diri cuma hp an dengan merasakan kenikmatan dialam harapanku mereka dirumah jadi keluar ga cum amainan hp dirumah gitu, tapi setelah pandemic orangtua mansetnya beda beda , kalau saya masih pengin ajakin keaalam, tapi kana da orang tua yang sampai detik ini menyuruh anaknya pake masker terus padahal sudah berakhir pandemic ya mba.

R: Bagaimana dengan karakter pendidikan tanggung jawab?

T1: Itu ada poin utama disini, tanggung jawab ini contohnua disusruh membaca, nanti kan habis ini saya suruh ulangan tebakan, tanggung jawab kan mereka pada saat mereka nda bisa dihukum berdiri, itu yang namanya tanggung jawab sebenarnya nanti nilainya seratus atau tidak nanti mereka akan berusaha, ngebentuk karakter mereka disuruh baca nanti ujngnya pas tebakan, ulangan ada yang nilainya 100, 70, 60. Mereka sama-sama berusaha mereka sama-sama berfikir otank mereka sama-sama berfikir, otak mereka sama-sama ke asah gitu, nilainya berapa belakangan yang jelas di dalam diri mereka berusaha bertanggungjawab.

R: bagaimana dengan toleransi bunda?

T1: Karena disini Alhamdulillah semua adlah beragama islam, jadi tidak ada masalah apapun

R: next buda, bagaimana dengan nilai kemerdekaan?

T1: di dalam pmbelajaran didalam kelas saya memberikan tugas paling sering itu pilihan ganda. Mereka dianjurkan untuk memilih jawaban yang mereka rasa benar dan mampu memberikan alas an mengapa mereka menjawab itu,

R: bagimana dengan aspek cita damai bunda?

T1: nah itu mba makanya saya suruh siswa untuk focus teutama dalam pembelajarn dan saya berikan waktu untuk mereka membaca agar fikiran mereka itu menjadi fresh , keadaan kelas kan otomatis nanti jadi hening, dari situlah karakter cinta damai muncul .

R: Menurut bunda apakah penting pendidikan karakter?

T1: menurut saya itu sangant penting, menyampaikan materi itu mah gampang mba, kalo buat aku materi sampai detik ini yah aku buka 23 tahunan sampai detik ini yah , tetep nomer satu pendidikan karakter jadi materi Cuma alat , ibaratnya kaya ini mba , kaya mereka itu computer , kalau ga kita nanyakan , kalo kita tidak mencolokkan ke listrik mereka tidak akan nyala , begitupun anak- anak, jadi karakter , oembentukan karakter itu bener nomer satu bahasa inggris itu Cuma computernya , nah kita sebagai orang dewasa yang ada disekelilingnya ya berkewajiban nyolokin listriknya . Ngestart di tombol startnya, biar mereka bisa berfungsi sebagai mana yang mereka punya. Allah kan pasti kasih sesuatu buat mereka jadi kita bantu ga Cuma bahasa inggris sebenernya mba, kaya yang tadi komunikatif, terus mereka punya bakat apa, nanti saya asah komunikasinya agar terarah dan muncul, yang pendiam juga biar mau berkomunikasi, mau menyampaikan pendapat, kebetulan medianya bahasa inggris.

R: Selanjutnya ya bunda, ini mengenai strategi yang bunda gunakan untuk membentuk karakter siswa?

T1: Paling yang sering itu mba diskusi atau conversation bisanya itu, kalo yang diskusi lebih banyak saya terapkan karena disini memnag saya untuk membetuk karakter jadi komunikasi antara saya dan siswa haru yang menjadi utama mba, diskusi dalam hal pelajaran, pendekatan juga, tetapi kalo mba ingin melihat yang

conversation dikelasnya mr asep , itu benar-benar convrtsation dilatih disana , makanya dikelas mr asep kebanyakan anak dilatih untuk berkembang dan aktif .

R: kalau kendala mungkin bunda?

Kendala itu pasti ada mba, bermacam-macam disetip anak, kadang ada yang bawaan dari lingkungan juga banyak, tetapi prinsip saya , anak boleh kita berikan penegasan tapi jgn samapi kita marahi mba , anak seusia mereka tidak akan menerima jika gurunya seperti itu mereka malah akan menentang, dengan pelan pelan mendekati mereka baru mereka akan merasa nyaman.

R: apakah menurut bunda siswa siswa di Key Learning Camp ini sudah memiliki nilai karakter?

T1: Alhamdulillah sudah mba,

R: untuk evaluasi sendiri bunda?

T1: untuk evaluasi biasanya saya mengamati beberapa anak yang memang bener – bener harus diberikan perhatian khusus, saya Tanya langsung pada saat dikelas , kadang saya melihat ketika anak sedang mengerjakan tes/ ujian apakah mereka jujur atau tidak, disana saya mengarahkan mereka untuk menuliskan berapa persen kalian bisa jujur itu saya latih mereka jujur dalam arti untuk diri mereka sendiri, bisa juga saat mereka tampil didepan kelas , biasanya teman-teman mereka akan berpendapat tetnag karakter siswa.

R: Bagaimana cara bunda untuk memastikan anak sudah berkarakter

T1: Dari ulangan ketika ulangan itu kejujuran anak gimana? Dia Tanya apa tidak? Terkadang saya tinggal, saya lihatnya tinggal di luar kelas, saya lihatnya di jadi saya tidak mengawasi langsung. Saya keluar kelas saya pindah di lantai atas tuh, kan kelihatan semua aktivitas mereka, tapi mereka tidak tau mba, saya izin ke mereka ke belakang atau ada tamu misalnya, menurut Saya untuk hal kebaikan bohong juga diperbolehkan ya mba, dari situ saya cek kejujuran anak setelah itu selesai saya biarkan ulangan itu sampai selesai nanti setelah itu saya beri sekilas

feedback dari apa yang saya lihat jujur apa tidak. Yang tidak jujur nomer berapa, dan sebagainya"

R: factor apa saja kira kira ynag mendukung pendidikan karakter pada anak bunda?

T1: macam – macam mba, bisa dari factor lingkungan anak, factor anak itu sendiri memang seperti itu atau bisa jadi dari factor keluarga dan lingkungan sekolah

R: Evaluasi seperti apa yang bunda lakukan untuk mengukur sikap dan perilaku dari masing-masing siswa?

T1: Kalau penilaian sikap biasanya saya langsung dilihat waktu pembelajaran bahasa Inggris mbak, dilihat anaknya, disiplin, tanggung jawab, toleransi, dll tapi penilaian itu cuma buat saya pribadi. Untuk saya bisa membedakan antara yang butuh penanganan yang biasa saja atau yang ekstra, dalam arti ekstra yaitu dengan pembentukan karakter yang lebih begitu.

R: oke, bagus banget wawancaranya bunda, sekian informasi yang bisa saya dapatkan ya bunda, saya harap saya bisa belajar dari guru bahasa inggris, bagaimana anda bisa menerapkan pendidikan karakter.

T1: iya mba, mugkin itu saja yang bisa saya berikan, kurang lebihnya mohon maaf ya mba.

R; oh iya bunda, tidak apa-apa ini sudah lebih dari cukup, mugkin besok saya kesini lagi nggih bunda untuk melihat pembelajaran langsung dikelas.

T1: iya mba silahkan.

R: saya izin pamit ya buda, terimakasih atas waktu yang sudah diberikan. assalamu'alaikum warahmatullahiwabarakatuh.

T1: iya mba waalaikumsallam wr.wb

Interview 2

R: Assalamualaikum Mr Asep?

T2: Waalaikumsalam

R: Gimana kabarnya Mr Asep, sehat? Terima kasih ya Mr, ada waktu buat interview. Sekarang saya mau nanya berhubungan dengan penelitian ini saya ini tentang pendidikan karakter kalau menurut Mr sendiri pendidikan karakter itu apa sih Mr?

T2: Pendidikan karakter itu adalah kita ambil dari katanya dulu ya, pendidikan itu adalah bagaimana siswa dan seseorang itu mendapatkan kualitas belajar baik di sekolah maupun di rumah sedangkan karakter, karakter bagaimana sifat atau tabiat anak itu. Itu dibawah karakter baik di rumah maupun di sekolah. Jadi kesimpulannya pendidikan karakter itu adalah bagaimana kita mendidik siswa, karakternya di dalam belajar,

R: Oke terima kasih atas jawabannya Mr, selanjutnya pertanyaan kedua. Bagaimana anda mendapatkan umpan balik dari siswa Anda tentang pendidikan karakter di aspek agama?

T2: Oke terima kasih mba untuk pertanyaan kedua bagaimana saya mengimplementasikannya karakter tentang religius, religiositas adalah saya meminta siswa saya untuk berdoa sebelum memulai pelajaran dan juga setelah kita menyelesaikan pelajaran, saya mengarahkan satu siswa untuk memimpin doa mba, dan kita berdoa bersama sama.

R: Bagaimana dengan kejujuran Mr?

T2: Untuk mengetahui kejujuran murid-murid saya, kadang-kadang saya memberikan tugas bahasa Inggris, mengetahui kejujuran mereka adalah dengan menanyakan kepada saya siswa untuk mengerjakan latihan. Saya meminta mereka untuk menulis di buku latihan Bahasa Inggris, tidak tetapi langsung menulis di buku lembar kerja siswa atau bahasa Inggris buku paket saya minta mereka tulis di buku latihan. Dan juga saya bertanya mereka untuk menulis nama dan kelas & mata pelajaran mereka dan kapan-kapan, I ingat bahwa hampir tulisan tangan siswa saya, dan saya menyimpan mereka sebelumnya tugas. Saya bertanya kepada siswa apakah itu tulisan tangan Anda, jika tidak, saya akan meminta mereka menulis ulang itu mba.

R: Bagaimana dengan toleransi? Apakah ada masalah dengan toleransi siswa di sini?

T2: Karena kebanyakan sama agamanya. Jadi tidak ada masalah apapun.

R: Ok selanjutnya bagaimana penerapan kedisiplinan pada anak didik anda?

T2: Oke tentang disiplin. Terlambat 10 menit saya suruh berdiri mba ,Setelah saya memberikan penjelasan tentang topik bahasa Inggris dan saya bertanya mereka untuk melakukan tugas dan saya memberikan instruksi jika Anda dapat menyelesaikan tugas mereka mungkin sebelum jam pulang saya akan memberi mereka poin ekstra dan setelah pulang mereka belum selesai saya tidak memberi mereka poin tambahan. Dan kemudian jika siswa saya tidak dapat mengerjakan tugas berdasarkan instruksi saya, saya akan meminta mereka untuk mengubah atau menulis ulang lagi berdasarkan instruksi saya dalam pembelajaran hari ini. Dan jika siswa saya terlambat mengumpulkan ulangan harian atau tugas mereka dalam bahasa Inggris, saya akan mengurangi skor mereka karena mereka tidak bisa disiplin sebagai instruksi saya meskipun mereka mendapatkan skor yang lebih tinggi, tapi mereka terlambat untuk mengumpulkan tugas mereka. Saya akan mengurangi skor mereka.

R: Bagaimana penerapan nilai kerja keras dan kreativitas?

T2: Pertama saya harus tahu hal apa yang diminati siswa saya. Nomer satu apresiasi si mba, walaupun salah satu bener, anak seusia mereka itu yang perlu hanyalah apresiasi, mereka merasa dihargai ketika kita memberikannya, mereka jugamenjadi lebih percaya diri untuk berkembang dan berkreativitas, karena mungkin mereka sudah nyaman, enjoy, rilex dan bisa beradaptasi mereka dengan berani bisa berpendapat. Kerja kerasnya paling ya saya latih mereka untuk berfikir mba, untuk fokus menghafal mereka dituntut dalam arti harus bersungguh-sungguh sungguh menghafal dan memahami tulisannya juga, mereka ditanya satu persatu,nanti kalo ga bisa menjawab atau jawaban nya salah pipi mereka dicoret, dengan menggunakan media pembelajaran seperti itu akan mendorong siswa untuk aktif ketika ditanya ,yang diem juga nanti akan merasa malu pasti kalo ga tanya karena

temennya tanya, nah dengan cara itulah dari kita membangun mentalereka agar siap belajar.

R: Selanjutnya Mr, Bagaimana dengan nilai-nilai kemandirian?

T2 : mereka saya latih untuk bisa bertanggung jawab kepada dirinya sendiri mba, semisal saja kalo pembelajaran prononuncation dalam pengucapan saya biarkan mereka berkreasi sesuai kemampuan mereka , saya bebaskan mereka dalam pengucapan dulu, setelah saya rasa sudah cukup mengingat dan siap serius, itu saatnya saya membenarkan bacaan mereka. Ketika mereka salah dalam pengucapan mereka karena saya biarkan mereka mandiri, disanalah karakter terbentuk, jadi secara otomatis mereka akan selalu mengingat, oh iya ini pas saya hafalkan kata Mrs Arif gini, mereka menghafalkan sesuai kemauan itu akan lebih masuk dari pada saya langsung paksakan mba.

R: selanjutnya Mr. Kalo rasa keingintahuannya?

T2 : Kalau saya biasanya menayangkan tentang apa saja kesukaan mereka, ketika anak sudah mulai aktif dan nyaman baru saya kaitkan ke dalam pembelajaran misal seperti anak suka melihat film yang lagi viral ,nanti pasti mereka merespon Karena mereka kepo , nah dengan cara itu saya merangsang kepekaan mereka untuk pembelajaran.

R: kalau rasa demokrasi gimana Mr?

T2: untuk saat ini belum saya terapkan ke pembelajaran mba

R: selanjutnya Mr. Nasionalisme?

T2: untuk membangun semangat berbangsa dan bernegara, terkadang dalam pembukaan saya berikan mereka kutipan pahlawan nasional seperti Sukarno dan Ki hajar dewantara dan saya beri mereka kutipan dalam bahasa Inggris saya juga memberi arti dalam bahasa Indonesia tentang tentang apa kutipan itu. Saya berharap dari kutipan itu mereka tidak hanya tahu tentang pahlawan Indonesia tetapi juga sesuatu yang bisa mereka pelajari dari kutipan.

R: Bagaimana Anda bisa menghargai pencapaian mereka?

T2: tentunya saya beri apresiasi disetiap percaya diri pada mereka, usaha mereka dalam memberikan pendapat saya beri points, untuk yang berani mengajukan pertanyaan saya apresiasi , anak akan memunculkan kualitas kalo sudah diberi apresiasi mba, mereka akan merasa bangga atas pencapaian yang dituju, begitupun yang belum aktif pasti didalam hati mereka juga ingin mendapatkan apresiasi , kita disini melatih mengolah mental anak dan memberikan kesempatan berpendapat untuk anak " yang kurang communikatif tanpa membedakan keduanya.

R: Jadi dalam proses pembelajaran, bagaimana menggunakan keramahan atau komunikasi yang baik dengan siswa Anda?

T2: Di pembukaan ketika saya menyapa siswa saya, saya menanyakan kabar mereka. Bagaimana kabarnya berita mereka? Dan apakah mereka sudah sarapan atau semacamnya. saya memanggil murid-murid saya dengan mengatakan anda dan anak ibu karena jika saya mengatakan kamu Saya pikir itu tidak pantas dan tidak baik.

R: Lalu bagaimana dengan siswanya, bagaimana cara mereka berkomunikasi dengan gurunya?

T2: Ketika mereka berkomunikasi dengan guru mereka, mereka memanggil guru seperti ibu atau bapak, dan guru bahasa Inggris sebagai Miss atau Mr.

R: Dalam pembelajaran ini bagaimana cara menciptakan cinta damai?

T2: Ok, tentang cinta damai saya memberi mereka beberapa instruksi untuk mematuhi kata-kata saya membuat situasi proses pembelajaran tidak terlalu ribut. Selama bahasa Inggris saya kelas sedang berlangsung, saya menjelaskan kepada siswa saya untuk membaca dengan fokus tanpa ada yang mengobrol .Saya juga memberi mereka aturan jika mereka tidak bisa mematuhi aturan saya. Saya akan keluarkan mereka dari kelas sehingga siswa lain merasa nyaman, damai dan fokus pada pelajaran saya.

R: Okay, then how about care of environment?

T2: Itu berarti menjaga kebersihan kelas atau minta siswa Anda untuk membuang sampah ke tempat sampah. Kebersihan kelas adalah tempat yang wajib dilakukan sebelum memulai pembelajaran, ketika kelas bersih, akan nyaman digunakan untuk mencari ilmu, siswa kita bentuk dalan tim piket setiap hari, untuk melatih mereka peka terhadap lingkungan, peka terhadap sampah, dan memberikan kebiasaan agar bisa dipraktikkan dalam sekolah maupun luar sekolah.

R: Dan bagaimana dengan tanggung jawab mereka sendiri?

T2: tentang tanggung jawab, siswa saya memiliki jadwal untuk membersihkan kelas mereka setelah itu kelas selesai atau mereka pulang, mereka membersihkan kelas. Juga untuk meningkatkan mereka tanggung jawab, setiap hari siswa

R: untuk pelaksanaanya dalam pembentukan siswa dalam bahasa inggris gimana ya mr?

T2: untuk saya lebih ke kejujuran dan juga tanggung jawab se mba, mereka sadar bahwa belajar sudah menjadi tanggung jawab yang harus mreka laksanakan dengan sungguh-sungguh , dengan menggunakan kejujuran bukan hanya berguna untuk pembelajaran menjadi orang yang jujur didalam ataupun diluar sana nanti pasti akan berguna apalagi untuk mencetak generasi bangsa dan Negara.

R: factor apa saja yang mejadi kendala mr kira-kira untuk pembentukan karakter sendiri?

T2: kendalanya ya kembali lagi ke anaknya mba, kadang ada yang susah bgt dibentuk untuk memiliki karakter pendidikan, kadang ya ada yang sangat mudah, mungkin kalau satu kelas itu banyak yang susah dalam arti dibentuk, nah itu nanti kendala guru senduri dalam melakukan pendekatan missal nanti saya muter dari satu anak ke yang lain, nanti dari orangtua juga untuk dimintai kerja sama.

R: Saran mr untuk pendidikan karakter disini seperti apa si?

T2 : menurtut saya sudah bagus , sudah mulai kelihatan yang tadinya nak sama sekali tidak ingin belajar , males sekarag sudah nurut dan bisa diatur , dari saya

ataupun bunda teti juga pasti berusaha semaksimal mungkin dalam memimbing mereka dari mereka berusaha, bertanggungjawab dan menjadi anak yang lebih baik. Jika anak meiliki bekal character sebelum materi yang diberikan akan lebih mudah ditangkap dari pada yang belum

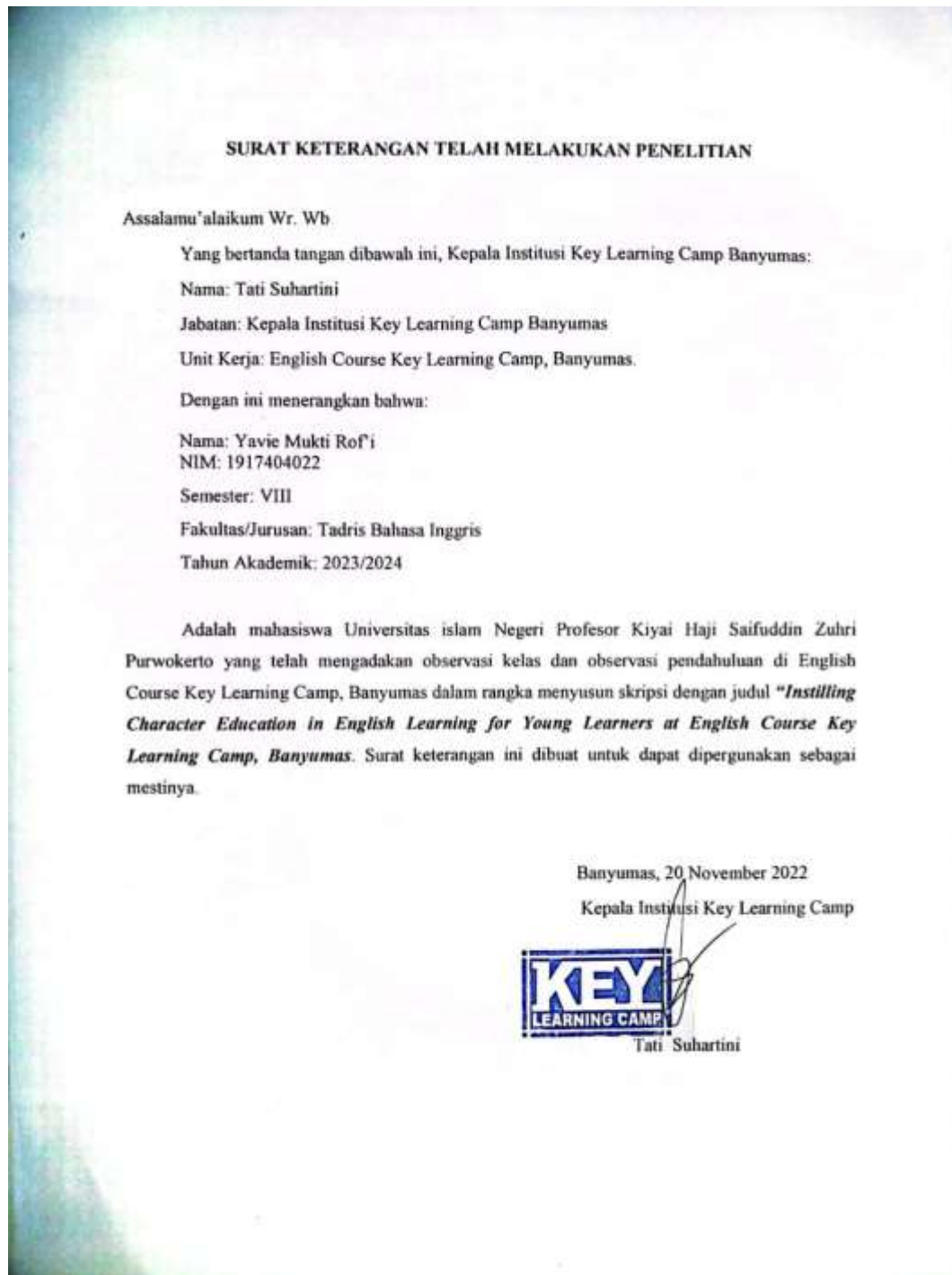R: Terimakasih Mr, atas waktu yang sudah diberikan, mohon maaf menggau wsktunya.

T2: iya mba sama sama, jangan ragu untuk bertanya, kalu saya bisa insyaallah saya jawab sebisanya hehe.

R; Baik Mr, mungkin saya izin mau pamit, assalamu'alaikum wr. Wb

T2: waalaikumsalam wr.wb

Appendix 5: The Letter of Having Conducted Research

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Assalamu'alaikum Wr. Wb

Yang bertanda tangan dibawah ini, Kepala Institusi Key Learning Camp Banyumas:

Nama: Tati Suhartini

Jabatan: Kepala Institusi Key Learning Camp Banyumas

Unit Kerja: English Course Key Learning Camp, Banyumas.

Dengan ini menerangkan bahwa:

Nama: Yavie Mukti Rof'i
NIM: 1917404022

Semester: VIII

Fakultas/Jurusan: Tadris Bahasa Inggris

Tahun Akademik: 2023/2024

Adalah mahasiswa Universitas islam Negeri Profesor Kiyai Haji Saifuddin Zuhri Purwokerto yang telah mengadakan observasi kelas dan observasi pendahuluan di English Course Key Learning Camp, Banyumas dalam rangka menyusun skripsi dengan judul *"Instilling Character Education in English Learning for Young Learners at English Course Key Learning Camp, Banyumas.* Surat keterangan ini dibuat untuk dapat dipergunakan sebagai mestinya.

Banyumas, 20 November 2022
Kepala Institusi Key Learning Camp

Tati Suhartini

Appendix 6: Picture in the Class

The teacher provides an explanation of the subject matter and students pay attention to the teacher.

The Students Learning Activities

Interview the Teachers English Course Key Learning Camp

Appendix 7: Curriculum Vitae

DAFTAR RIWAYAT HIDUP

A. Identitas Diri

1. Nama Lengkap   : Yavie Mukti Rof'i
2. NIM   : 1917404022
3. Tempat/tgl Lahir : Purbalingga,13 Desember 2000
4. Alamat Rumah   : Pagedangan RT 16/RW 08, Kec. Bojongsari, Kab. Purbalingga
5. Nama Ayah   : Nakim Al Khafidzulloh
6. Nama Ibu   : Samirah

B. Riwayat Pendidikan

1. Pendidikan Formal

   a. SD/MI, tahun lulus: MI Ma'arif Nu Nurul Ikhlas Pagedangan,2013
   b. SMP/MTS, tahun lulus: Mts N 2 Purbalingga,2016
   c. SMA/MA tahun lulus : SMK Kiyai Mojo Jombang,2019
   d. S1,tahun lulus   : UIN Prof. K.H. Saifuddin Zuhri,2023

2. Pendidikan Non Formal

   1. 2017-2019 : Pondok Pesantren Kiyai Mojo Jombang
   2. 2019- 2023: Pondok Pesantren Moderen El- Fira 1

C. Pengalaman Organisasi:

1. Pramuka
2. Pengurus Pondok El-Fira 1
3. Public Speaking El – fira 1

Purwokerto, 25 Juni 2023

Yavie Mukti Rof'i
NIM. 1917404022