Implementation of Character Education Values in Indonesian Language Learning

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Abstract

This study aims to explain (1) the implementation of character education values in Indonesian language learning at MAN 2 Bengkulu City (2) explain the supporting and inhibiting factors for the implementation of character education values in Indonesian language learning at MAN 2 Bengkulu City. The type of research is qualitative research. Data collection techniques are observation, interview, and document analysis. Data validity technique is triangulation method. Data analysis technique is Miles and Huberman model: data collection, data reduction, data presentation, and conclusion. The results concluded that MAN 2 Bengkulu City had implemented the value of character education at the planning, implementation, and assessment stages. In planning, Indonesian language teachers have included the value of character education in the lesson plan. The overall implementation of MAN 2 Bengkulu City has implemented 14 character education values in Indonesian language learning. In the assessment carried out by Indonesian language subject teachers, it is found in the lesson plan which not only assesses in terms of academics. However, it also assesses non-academic aspects such as assessing student attitudes. Supporting factors for the implementation of character education values in Indonesian language learning are lesson plans that include character education values. The inhibiting factors for the implementation of character education values in Indonesian language learning are student behavior and not yet having a language laboratory.

Keywords: Implementation, Character Education Values, Indonesian Language

A. Introduction

Education is to prepare people to live perfectly and happily, to love the country, to be physically strong, to have perfect manners (morals), to be organized in their thoughts, to be smooth in their feelings, to be proficient in their work, to be sweet in their speech either orally or in writing (Ramayulis, 2015). Character is the values of human behavior related to God Almighty, self, fellow human beings, the environment, and nationality that are
manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs (Zubadi, 2011).

A book entitled *Emotional Intelligence and School Success* compiles various research results on the positive influence of children's emotional intelligence on success in school. It is said that there are a series of risk factors mentioned that do not lie in brain intelligence, but in character, namely self-confidence, ability to cooperate, ability to get along, ability to concentrate, empathy and ability to communicate (Amri, 2011).

Character education can be achieved well if educators instill character education values to students. However, based on observations made at MAN 2 Bengkulu City, researchers still found poor character such as speaking impolitely to teachers with the greeting "hoi-hoi." Talking disrespectfully also occurs with fellow friends so that it can trigger arguments. In addition, there are still students and students who are not disciplined, such as arriving late and often being absent. Other bad behaviors such as there are still students who do not do assignments, cheat or are late in submitting Indonesian language assignments such as making funding proposals, novel reviews, and writing essays ordered by Indonesian language teachers.

Apart from students, teachers also have not embedded character education values such as when making lesson plans do not include character education values in making syllabi, character education values are only applied in lesson plans (RPP) and teaching materials. In addition, MAN 2 does not yet have a language laboratory, so that the learning activities of listening, speaking, reading and writing skills cannot be carried out in the language laboratory. Whereas with the language laboratory facilities such as audio, visual, audio visual, headsets, and microphones can maximize students' creative ideas such as reading poetry, speeches, which can be applied to instill creative education values to students in Indonesian language learning activities.

So far, the implementation of character education has only been implemented in civic and religious subjects (Sriwilujeng, 2017). Character value education should not only be instilled in these two subjects. But it also needs to be applied to all subjects including Indonesian language subjects. Planting character values in all subjects starting from
elementary school to college is one form of overcoming the moral crisis in the midst of advancing times, technological sophistication, and the negative influence of outside cultures.

The relationship between character education and Indonesian language subjects is closely related. Malay language has a character that upholds the value of politeness and politeness. The value of politeness and politeness in language can run well if the speaker does not force the interlocutor to speak according to what he wants and vice versa. When speaking, both speakers and interlocutors must also use good and polite language (Erka, 2015). We need to continue to maintain and preserve the value of politeness and politeness because it is the culture of the nation. One way to preserve it is by implementing it in Indonesian language learning in an educational institution such as a school.

Language learning is taught through four language skills (1) Listening skills are language skills that are first mastered by humans before mastering speaking skills, reading skills, and writing skills (Asih, 2016; Iskandarwassid, & Sunendar; 2015). (2) Speaking skills are the ability to pronounce articulated sounds or words to express, express, and convey thoughts, ideas, and feelings carried out by speakers addressed to interlocutors or interlocutors (Abidin, 2018). Reading skills are a process carried out to understand what is implied in the explicit, or to see the thoughts contained in the words written by the author (Achmad, 2011). Writing skills can be defined as an activity of delivering messages (communication) using written language as a tool or medium. (Misra, 2011).

B. Research Methods
This research uses qualitative research. Qualitative research is expected to be able to produce an in-depth description of the speech, writing, and observable behavior of an individual, group, community, certain organization in a certain context setting that is studied from a whole, comprehensive and holistic perspective (Ruslan, 2010). This research was conducted at MAN 2 Bengkulu City which is located at Jalan Bandara Fatmawati RT 13, RW 05, Peka Sabtu Village, Selebar District. While the time of the research conducted by researchers, namely on March 4 to April 15, 2021. The subjects and informants of this research are Waka Sarana and Prasarana, two Indonesian language teachers and three students in grades XI and XII, but class X is not used in this study because it is still in online learning, as follows.
The data collection techniques used by researchers were observation, interviews, and document analysis. The data validity technique used in this research is method triangulation. Meanwhile, the data analysis technique used is the Miles and Huberman model: data collection, data reduction, data presentation, and conclusions (Yusuf, 2019). Data collection is the initial process of data analysis techniques that will be carried out by researchers. Data collection is the collection of data obtained from interviews, observations, and document analysis in the form of syllabus and lesson plans conducted during the research. The second stage is data reduction. Data in the form of interview results, observations, and document analysis in the form of syllabus and lesson plans in this study are separated according to their respective categories to make them more detailed and easy to process. Data reduction was carried out by taking the main and important data, then discarding data that was considered not supporting the research. The third stage is data presentation. Presentation of data is done to facilitate further activities. This research presents data in the form of descriptive descriptions of the actual circumstances and conditions that occur in the field and is analyzed so that an interactive relationship can be seen between the data sources of interviews, observations, and document analysis in the form of syllabuses and lesson plans. The fourth or final stage is conclusion. It is at this stage that the data is concluded after data collection, data reduction and presentation of data obtained based on interviews, classroom observations, and document analysis in the form of syllabus and lesson plans.

C. Research Results and Discussion

1. Research Results
Data in the form of facts in the field were collected to be able to analyze the results of the research. Based on the research results from 18 character education values, there are only 14 character education values that are implemented in Indonesian language learning at MAN 2 Bengkulu City as described below.

1. Implementation of Character Education Values in Indonesian language learning at MAN 2 Bengkulu City

a. Planning

Planning carried out by educators before carrying out learning is preparing documents in the form of syllabuses and lesson plans. However, the document in the form of a syllabus for Indonesian language teachers at MAN 2 does not contain character education values, but it is found in the lesson plan document in the Core Competencies (KI) section which is applied by educators in Indonesian language learning activities in the classroom.

b. Implementation

The implementation of Indonesian language learning at MAN 2 Bengkulu City based on interviews, observations and documentation has incorporated the value of character education. Researchers can find the value of character education in the implementation of Indonesian language learning at MAN 2 Bengkulu City. This is explained as follows.

1. Religious character education values

The value of religious character education in Indonesian language learning can be seen from the Indonesian language teacher's lesson plan which includes the value of religious character education in the introduction which is implemented in Indonesian language learning activities in the classroom such as Indonesian language teachers and students praying before and after learning. In addition, the value of religious character education can be seen from the Islamic way of dressing MAN 2 students.

2. Honest character education values

The value of honest character education has been instilled in Indonesian language learning as seen from the lesson plan which contains the value of honest character education in Core Competency-2 (KI-2). Learning activities such as giving assignments, doing independent exercises in doing these assignments should not be cheating or having the exact same answers as their friends. The cultivation of honest character education values is also seen when students and students are required to do their own assignments without looking at their
friends' answers or google. If there are students or schoolgirls who have the same answers as their friends or are caught looking at Google, they will be given a reduction in grades.

3. Character Education Value Tolerance

Indonesian lesson plans have included the value of tolerance character education in Core Competency-2 (KI-2) which is implemented in learning activities. The value of tolerance character education in Indonesian learning activities is instilled through group work.

4. Character Education Value Discipline

Indonesian language lesson plans that include the value of discipline character education in the Core Competency-2 (KI-2) section. Learning activities that incorporate the value of discipline character education every day such as taking attendance of students and students, and giving punishment if there are students and students who are absent but do not give a letter, it will be made alpa.

5. Creative Character Education Value

The lesson plan that incorporates the value of creative character education is in the subject matter of the review of class XI even semester in the Core Competency-4 (KI-4) section. The lesson plan for the subject matter of the review is not maximally implemented in applying the value of creative character education to students. This is because MAN 2 does not yet have a language laboratory, so that in learning activities listening, speaking, reading and writing skills cannot be carried out in the language laboratory.

6. Independent Character Education Value

The Indonesian language teacher's lesson plan includes the value of independent character education in the Core Competency-4 (KI-4) section. Indonesian language learning activities at MAN 2, for example, make individual essay writing assignments to students. In writing the essay, students are asked to have independent character values in doing their assignments, by finding information from various sources such as textbooks, reading books in the library, or finding out from the internet and other ways that are done independently.

7. Character Education Value Curiosity

The value of curiosity character education can be seen from students sometimes studying outside the classroom such as going to the library. In addition, instilling students' curiosity in learning Indonesian, for example, finding out about learning materials from the internet. This is done so that students can find various knowledge and experiences from various sources in order to have high curiosity.
8. Character Education Value of National Spirit

The character education value of national spirit is putting the country's interests above personal interests. The value of national spirit character education has been well implemented in Indonesian language learning, it can be seen from when learning Indonesian they prioritize Indonesian, even though they come from different regions.

9. Communicative Character Education Value

The Indonesian teacher's lesson plan includes the value of communicative character education in the Core Competency-4 (KI-4) section. Indonesian language learning activities can be seen from the establishment of good communication between teachers and students. It can be seen from the Indonesian language teacher asking questions about what themes are suitable for writing essays that are favored by the wider community today, it seems that they are so excited by answering themes that are currently hot or in a viral situation at this time when they will write essays. From there a sense of friendship and communicative that is intertwined without any restrictions between educators and their students and students.

10. Peace-loving Character Education Value

The learning activities of Indonesian language teachers always instill the value of peace by creating a conducive classroom atmosphere and instilling the value of mutual respect for both teachers and friends. The activities of class XII IPA 1 in Indonesian language learning activities on the material of writing job application letters, students and female students pay attention to the teacher well, such as not chatting with their friends, even they are very eager to record what the teacher writes on the blackboard without having to be ordered and ask directly about the material they do not understand.

11. Character Education Value of Love to Read

Indonesian language learning activities have instilled the value of character education to love reading to students. The implementation is carried out by Indonesian language teachers by introducing literary works and the history of the Indonesian nation. The planting of character education values is carried out by Indonesian language teachers to students by slipping the character education values of love for the country and love to read in the implementation of Indonesian language learning to students, such as teachers asking students to often read novels, short stories, poems by famous writers such as Chairil Anwar.
and books on the history of the struggle of the Indonesian nation. This is done by educators so that students have the character value of being fond of reading.

12. Character Education Value of Caring for the Environment

The value of environmental care character education is instilled by Indonesian language teachers by including it in Indonesian language learning materials such as the subject matter of short stories. The Indonesian teacher explained the material of writing short stories such as life values in short stories, intrinsic and extrinsic elements of short stories and the language of short stories. After completing the implementation of learning to write short stories, the teacher asked students and students of class XI IPS 2 to write short stories with the theme of environmental care.

13. Social Care Character Education Value

The value of social care character education in Indonesian language learning can be seen from the teacher instilling social care values when implementing learning. Teachers often ask MAN 2 students to have social values. This is done by Indonesian language teachers such as when teaching asking students to often read novels, short stories, works by famous authors such as the works of Tere Liye which can increase knowledge and provide lessons on good values such as the value of social care to students. The purpose of Indonesian language teachers doing this is to instill good values in students so that they often read and take good values from each book they read.

14. Character Education Value Responsibility

Indonesian language lesson plans that include the value of responsibility character education in the Core Competency-2 (KI-2) section. In addition, it can also be seen from Indonesian language learning activities such as giving assignments. From tasks such as in making funding or financing proposals, it can be seen that the character education value of responsibility of students can be seen whether they do the task seriously and submit it on time or not.

c. Assessment

Assessment in Indonesian language learning has included attitude assessment in the lesson plan. Indonesian language subject teachers do not only provide academic assessments. However, it also assesses in terms of non-academic aspects such as assessing the personality or attitude of students. This can be found in the lesson plan documents of
Indonesian language subject teachers at MAN 2. From an academic point of view, the teacher provides an assessment in the form of rewards and punishments for students and students when they are successful or unsuccessful in doing their assignments.

2. Supporting and Hindering Factors of Character Education Value Implementation in Indonesian Language Learning at MAN 2 Bengkulu City

The implementation of character education values in Indonesian language learning is carried out with various factors ranging from supporting factors and inhibiting factors. These supporting and inhibiting factors are issues that must be maintained and improved by all school members. The supporting factors for the implementation of character education values in Indonesian language learning at MAN 2 Bengkulu City can be seen as explained below.

a. Lesson Plans that Incorporate Character Education Values

The lesson plans of Indonesian language teachers have included the value of character education in the Core Competencies (KI) and have also been implemented in Indonesian language learning activities at MAN 2 Bengkulu City. In addition to incorporating the value of character education in the Core Competencies (KI-1 and KI-2), the lesson plans of Indonesian language teachers at MAN 2 have included giving value in the form of the attitude or character of their students and students, so that giving value in Indonesian language learning is not only in the form of academic assessment.

The inhibiting factors for the implementation of character education values in Indonesian language learning at MAN 2 Bengkulu City can be seen as explained below.

a. Student Behavior

Poor character traits such as speaking disrespectfully to teachers with the greeting "hoi-hoi." Talking disrespectfully also occurs with fellow friends so that it can trigger arguments. In addition, there are also students who are not disciplined, such as arriving late and often being absent. Other bad behaviors include not doing assignments, cheating or being late in submitting Indonesian language assignments such as making funding proposals.

b. Language Laboratory
The absence of language laboratory facilities such as *audio, visual, audio visual, headsets, and microphones* can maximize students' creative ideas such as reading poetry, speeches, which can be applied to instill creative education values to students in Indonesian language learning activities in the Indonesian language teacher syllabus document which does not include character education values. The MAN 2 Indonesian teacher syllabus only contains basic competencies, learning materials, and learning activities.

2. Discussion

Character education is education that is integrated with learning that occurs in every subject. Directed at strengthening and developing the behavior of learners as a whole. Strengthening and developing character is based on the values referred to by the school or institution (Julaiha, 2014; Aunillah, 2011). Meanwhile, there are 18 character education values, namely, religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly/communicative, peace-loving, fond of reading, environmental care, social care, and responsibility (Zubaedi, 2011).

The implementation of character education values starts from planning, implementation, and assessment. Lesson planning is a preparation made by the teacher to be applied in the learning process in the classroom (Majid, 2008). Planning for the learning process includes a syllabus and lesson plans (RPP) that contain at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes (Sudiana, 2013). Learning implementation is the implementation of the lesson plan. Learning implementation includes preliminary activities, core activities, and closing activities (Sudiana, 2013; Rosyad, 2019). Assessment is carried out by teachers of learning outcomes to measure the level of competence achievement of students, as well as used as material for preparing progress reports on learning outcomes, and improving the learning process (Sudiana, 2013).

This study aims to determine the implementation of character education values in Indonesian language learning at MAN 2 Bengkulu City as well as its supporting and inhibiting factors. From the results of research in the form of observations, interviews and document analysis that researchers conducted, only 14 character education values were implemented in Indonesian language learning at MAN 2 Bengkulu City.
Planning before implementing learning that is integrated with the value of character education in Indonesian language learning is preparing documents in the form of syllabuses and lesson plans. However, the document in the form of a syllabus for Indonesian language teachers at MAN 2 does not contain character education values.

The implementation of character education values in Indonesian language learning at MAN 2 Bengkulu City is 14. Religious character education values in Indonesian language learning are found in lesson plans and Indonesian language learning activities. The value of honest character education in Indonesian language learning is found in lesson plans and Indonesian language learning activities. The value of tolerance character education in Indonesian language learning is found in lesson plans and Indonesian language learning activities. The value of discipline character education in Indonesian language learning is found in lesson plans and Indonesian language learning activities. The value of creative character education in Indonesian language learning is found in lesson plans but in Indonesian language learning activities has not been maximized in instilling creative character education values. The value of independent character education in Indonesian language learning is found in lesson plans and Indonesian language learning activities.

The character education value of curiosity is only found in Indonesian language learning activities. The value of national spirit character education is only found in Indonesian language learning activities. The value of friendly or communicative character education in Indonesian language learning is found in lesson plans and Indonesian language learning activities. The value of peace-loving character education is only found in Indonesian language learning activities. The value of character education to love reading is only found in Indonesian language learning activities. The value of environmental care character education is only found in Indonesian language learning activities. The value of social care character education is only found in Indonesian language learning activities. The value of responsibility character education in Indonesian language learning is found in lesson plans and Indonesian language learning activities.

Providing character education assessment in Indonesian language learning in the lesson plan in the attitude assessment section. Indonesian language subject teachers at MAN 2 do not only provide academic assessments. However, it also assesses in terms of non-academic aspects such as assessing the attitude of students and students. From an academic point of
view, the teacher provides an assessment in the form of rewards and punishments for students and students when they are successful or unsuccessful in doing their assignments.

Supporting factors for the implementation of character education values in Indonesian language learning are lesson plans that include character education values. The inhibiting factors for the implementation of character education values in Indonesian language learning are student behavior and not having a language laboratory.

D. Conclusion

Planning before implementing learning is preparing documents in the form of Indonesian lesson plans. However, the document in the form of a syllabus does not contain character education values.

The implementation of Indonesian language learning at MAN 2 Bengkulu City has integrated character education values, however, of the eighteen character education values only fourteen are implemented in Indonesian language learning at MAN 2 Bengkulu City. The character education values are 1. religious, 2. honest, 3. tolerance, 4. discipline, 5. creative, 6. independent, 7. curiosity 8. national spirit, 9. friendly or communicative, 10. peace-loving, 11. fond of reading, 12. environmental care, 13. social care, and 14. responsibility.

Providing character education assessment in Indonesian language learning in the lesson plan in the attitude assessment section. Indonesian language subject teachers at MAN 2 do not only provide academic assessments. From an academic point of view, the teacher provides an assessment in the form of rewards and punishments for students and students when they are successful or unsuccessful in doing their assignments.

Supporting factors for the implementation of character education values in Indonesian language learning (1) lesson plans that integrate character education values in Indonesian language learning. Inhibiting factors in the implementation of character education values in Indonesian language learning (1) student behavior, (2) not having a language laboratory.
References


