

**INDONESIAN EFL TEACHER'S STRATEGIES IN  
INSTILLING CHARACTER EDUCATION IN A SENIOR  
HIGH SCHOOL**

A THESIS

Submitted in Partial Fulfillments of the Requirements for the Degree  
of Sarjana Pendidikan in English Education



By:

**ISMUTIK**

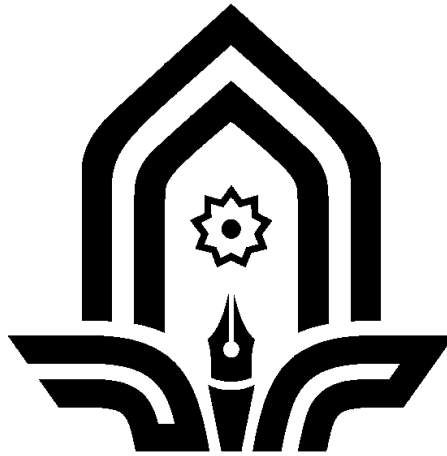
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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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**2023**

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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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*Assalamu 'alaikum Wr.Wb.*

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan. Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

*Wassalamu'alaikum Wr.Wb.*

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**MOTTO**

*“Think as sharp as a sword, run as fast as a rabbit  
(Think critically and act fast).”*

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## **Abstract**

One of the causes of the moral degradation that occurs is education which prioritizes cognitive aspects rather than affective aspects. Character education as an effort to improve student behaviour. This is also a reminder for educators, including EFL teachers, to improve the essence of educating their students. This study aims to better understand the strategies EFL teachers use to instill character education in their students and the difficulties they face. This research uses a case study method in one of the high schools. Thematic analysis is used in analyzing the data in this study. The steps of analysis carried out in this study were reducing, processing, and drawing conclusions, both at the time of data collection and when the data had been stored. Data collection was conducted through interviews with two EFL teachers. The results of this study indicate that the English teacher's strategy in instilling character education is through three strategies, namely planning, delivering material, and evaluating. Then the English teacher's obstacles in instilling character education in students consist of two factors, namely: internal factors such as lazy learning and skipping school, and external factors such as the environment and family.

**Keyword:** *Character education, EFL teachers, Learning strategies*



## ABSTRAK

Degradasi moral yang terjadi salah satu penyebabnya adalah pendidikan yang lebih mengedepankan aspek kognitif dari pada aspek afektif. Pendidikan karakter sebagai salah satu usaha untuk memperbaiki perilaku peserta didik. Ini juga menjadi pengingat bagi para pendidik, termasuk para guru EFL, untuk meningkatkan esensi mendidik anak didiknya. Penelitian ini bertujuan untuk memahami lebih baik strategi yang digunakan guru EFL untuk menanamkan pendidikan karakter pada siswanya dan kesulitan yang mereka hadapi. Penelitian ini menggunakan metode studi kasus di salah satu sekolah menengah atas. Analisis tematik digunakan dalam menganalisis data dalam penelitian ini. Langkah-langkah analisis yang dilakukan dalam penelitian ini adalah mereduksi, mengolah, dan menarik kesimpulan, baik pada saat pengumpulan data maupun pada saat data telah disimpan. Pengumpulan data dilakukan melalui wawancara dengan dua guru EFL. Hasil penelitian ini menunjukkan bahwa strategi guru bahasa Inggris dalam menanamkan pendidikan karakter melalui tiga strategi yaitu perencanaan, penyampaian materi, dan evaluasi. Kemudian kendala guru bahasa Inggris dalam menanamkan pendidikan karakter pada siswa terdiri dari dua faktor, yaitu: faktor internal seperti malas belajar dan bolos sekolah, dan faktor eksternal seperti lingkungan dan keluarga.

**Kata kunci:** *Guru EFL, Pendidikan Karakter, Strategi Pembelajaran*

## **PREFACE**

Praise and gratitude we pray to the presence of Allah SWT, who has bestowed His mercy and grace and bestowed me guidance, health, and patience through the process of writing my final project research entitled "Indonesian EFL Teacher's Strategies In Instilling Character Education In A Senior High School" can be completed. This is submitted to the Department of English Education, Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, to fulfil one of the requirements for the Final Project course. This proposed study was completed due to several people's support. Therefore, on this occasion, I would like to express my deepest gratitude to:

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## TABLE OF CONTENTS

|                                  |            |
|----------------------------------|------------|
| <b>COVER</b>                     | <b>i</b>   |
| <b>SURAT PERNYATAAN</b>          | <b>ii</b>  |
| <b>NOTA PEMBIMBING</b>           | <b>iii</b> |
| <b>APPROVAL SHEET</b>            | <b>iv</b>  |
| <b>ACKNOWLEDGEMENT</b>           | <b>v</b>   |
| <b>MOTTO</b>                     | <b>vi</b>  |
| <b>ABSTRACT</b>                  | <b>vii</b> |
| <b>ABSTRAK</b>                   | <b>vii</b> |
| <b>PREFACE</b>                   | <b>ix</b>  |
| <b>TABLE OF CONTENTS</b>         | <b>x</b>   |
| <b>CHAPTER I</b>                 | <b>1</b>   |
| 1.1 Background of study          | 1          |
| 1.2 Formulation of the problem   | 3          |
| 1.3 Operational definition       | 3          |
| 1.4 Aims of the study            | 3          |
| 1.5 Significance of the study    | 4          |
| <b>CHAPTER II</b>                | <b>5</b>   |
| 2.1 Literature Review            | 5          |
| 2.1.1 <i>Character education</i> | 5          |
| 2.1.1 Learning strategies        | 12         |
| 2.2 Previous Study               | 18         |
| 2.2 Conceptual Framework         | 22         |
| <b>CHAPTER III</b>               | <b>24</b>  |
| 3.1 Research Design              | 24         |
| 3.3 Setting and participant      | 24         |
| 3.4 Data collection              | 24         |
| 3.5 Data Analysis                | 25         |
| 3.6 Research steps               | 26         |

|  |           |
|--|-----------|
| 3.7 Research Schedule  | 27        |
| <b>CHAPTER IV</b>  | <b>28</b> |
| 4.1 RESULT   | 28        |
| 4.1.1 EFL teachers strategy in instilling character education in high school           | .28       |
| 4.1.2 Obstacles to EFL Teachers in Instilling Character Education in<br>Students ..... | 29        |
| 4.2 DISCUSSION   | 29        |
| 4.2.1 Teachers EFL strategy in instilling character education in high school           | 29        |
| 4.2.2 Obstacles to EFL Teachers in Instilling Character Education in<br>Students       | 54        |
| <b>CHAPTER V</b>   | <b>57</b> |
| 5.1 Conclusion   | 57        |
| 5.2 Suggestions  | 58        |
| <b>REFERENCES</b>  | <b>59</b> |
| <b>APPENDIX</b>  | <b>66</b> |

# CHAPTER I

## INTRODUCTION

### 1.1 Background of study

Indonesia is currently facing a multidimensional crisis (Doretha: 2020). This condition can be seen from various phenomena that occur in the social life of society. As an example of what is happening to the behavior or attitude of teenagers today, it can be seen from various reports on cases of juvenile delinquency committed by students, such as what happened in Bawang District, the case of two pairs of high school students. Who had an abortion in the bathroom (Suryono, 2021) and a brawl on the Pantura road that was carried out by Batang students late last year (Riyan, 2022). This phenomenon is caused by a society that has no character. This is also a warning for educators, including English teachers, to improve the essence of educating their students.

Currently, research in the field of character education tends to talk about three things. First, contemporary research on character education discusses the theoretical basis of religious issues as an educational policy to instil character in students (Kosim, 2020). Second, research on character education is more focused on measuring the effectiveness of its implementation on students' singing behavior, both at the elementary level (Nasikhin, 2022), junior high school (Fuadi, 2017) and Madrasah Tsanawiyah (Rohin, 2017), educational equity in the high school environment (Yuanti, 2019 ). Third, research on character education currently touches on out-of-school education because it is not on formal education programs constitutionally recognized by the government (Joseph, 2013). Of the three trends, research on English teaching techniques is still rare. It is important to know whether the English language education strategy has been able to instil character education values in schools.

This study is consistent with several Ampel (2009) and Nova (2017) investigations. Ampel discussed teachers' perceptions of character education in 2009. He claimed that character education effectively expressed ideal and explicit actions for schools to balance academic and positive character values. However, if the teacher lacks the necessary knowledge and character education

skills, this situation may not be applied in the classroom. Some teachers emphasize raising student test scores more than developing students' character. Then, Nova, in 2017, discovered that EFL teachers had incorporated character education during the teaching and learning process with various frequencies and emphasis. The research aimed to determine how character education was implemented in EFL classrooms.

Nevertheless, the implementation of character values is hampered by a number of challenges, which can be divided into three categories: pedagogical teachers, students, and teachers themselves. There is a gap between this study and the two earlier investigations, though many teachers from various schools participated in the research data collection. Only two English teachers participated in this study, conducted at a Palembang school. As a result, it is probable that the findings of this study cannot be extrapolated to other teachers from various schools and that the questions were not thoroughly addressed. Teachers' comprehension gaps and resistance may affect how they respond to inquiries.

Moving on from the vacancy of the research space, this study aims to execute the strategy of English teachers in Indonesia in instilling character education. This research will be conducted in a high school that implements a character education program for its students. The existence of adolescent conflict situations and symptoms of social delinquency in Bawang (Buwono, 2021) is also a factor in why this research needs to be conducted in the Bawang area. To be able to answer the intended purpose, this study examine two focus issues. First, the English teacher's strategy in instilling character education in students at one of the senior high schools. Second, this study examine the inhibiting factors of teachers in maximizing student character education. The answer to this problem is expected to be able to find a new formula to optimize the role of English education in strengthening character education.

This study is important to test the arguments in previous character education studies, which say that character education in high school is more difficult to implement than at the elementary level (Conslit, 2012). The findings

in this study are expected to influence teachers who prioritize academic achievement in their students to determine the best strategy for incorporating character education into the classroom. However, it is not yet known whether the implementation of character education in senior high school follows the provisions and policies implemented in the independent curriculum. For this reason, researchers need to contribute to increasing intellectual treasures related to character education strategies for adolescents, especially in finding sketches of character education patterns in high school.

### **1.2 Formulation of the problem**

Based on the background of study above, the researcher tries to answer the following question:

1. What are strategies used by Indonesia EFL teachers in instilling character education to senior high school students?
2. What obstacle are encountered by the Indonesia EFL teachers in incorporating to their students?

### **1.3 Operational definition**

Some key terms in this research are explained as follows:

1. Character Education: Character education is effort to form someone to understand ethical values deliberately (Lickona, 2012).
2. EFL teacher: EFL (English as Foreign Language) English teacher In a country where English is not the national language (Soepriyatna, 2012 ).
3. Learning strategy: Learning strategies are the behaviors and attitudes that are adopted and affect what is learned (Gulo, 2022).

### **1.4 Aims of the study**

The objectives of this study are listed as follows:

1. To find out the EFL teacher's strategy in instilling character education in high school students.
2. To find out the obstacles of EFL teachers in instilling character education in high school students.

### **1.5 Significance of the study**

The significances of the study are listed as follows:

1. **Theoretical Significance:** This research will contribute to the theory of character education. Thomas Lickona carried out the theory. There are three important components in character education: moral knowledge, moral feelings, and moral action/moral behavior (Lickona, 2012).
2. **Practical Significance:** This study informs the reader about the strategies and obstacles of English teachers in instilling character education in secondary schools.



## **CHAPTER V**

### **CONCLUSION**

The results of research on Indonesian EFL Teacher's Strategies In Instilling Character Education In A Senior High School, conclusions and suggestions are obtained, namely:

#### **5.1 Conclusion**

Based on the results of research on Indonesian EFL Teacher's Strategies In Instilling Character Education In A Senior High School, the following conclusions can be drawn:

- a. The EFL teacher's strategy in fostering character education with three stages of strategy, namely the planning strategy, which is carried out by compiling a syllabus and lesson plans adapted to character education that will be applied to students. Then the EFL teacher's material delivery strategy uses media, models, and methods emphasising character education, such as a scientific learning approach with problem-based learning models, cooperative learning models, inquiry learning models, and quantum teaching-learning. Models and learning models to improve thinking skills. This model is combined with observing, imitating, and Modifying group discussions, conversations, questions and answers, and assignments. Meanwhile, to achieve learning objectives, teachers use audio, visual, and audio-visual media. This includes selected photos, images and screenshots, movies, posters, and LCD projectors. This effort has been successful, as evidenced by the many students who actively ask questions in learning that provoke them to think critically. Furthermore, strategy evaluation carried out by teachers in building educational character focuses on three aspects, cognitive, psychomotor, and affective aspects. By assessing these three aspects, the teacher can see the changes and results achieved after the processes and activities that have been carried out.
- b. EFL teacher's obstacles in instilling student character education occur due to two factors namely; internal factors and external factors. Internal

factors come from the students themselves, such as the lack of willingness and awareness of students about the importance of these characters and the existence of bad habits and behaviours that students have such as being lazy to study and skipping school. While external factors come from the student's family and environment such as social media and relationships, family problems experienced by students, and lack of family supervision.

## **5.2 Suggestions**

Based on the conclusions above, there are suggestions from researchers, namely as follows:

a. For school

Schools are expected to put more emphasis on policies regarding programs related to character education by evaluating teachers and students. In addition, schools need to complete the necessary facilities and infrastructure to support student character education. Schools can also hold meetings with parents of students to discuss student character issues and jointly apply character values to students.

b. For EFL teachers at the Muhammadiyah Bawang Vocational High School

Teachers are expected to be more creative in implementing character education to students. In giving advice, teachers can use media in the form of videos related to morals and English subjects. In giving assignments, teachers can take problems that are happening in Indonesia and in the world related to learning English to be discussed together. In giving questions the teacher can use the names of heroes or figures in Indonesia as a form of instilling a sense of love for the motherland in students.

c. For other researchers

It is suggested for future researchers to examine this topic by emphasizing research with observation techniques and different variables including character education from the family.

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