Analysis of Students' Perspective Toward Implementation of Character Education

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Abstract

The purpose of this study is to analyze students' perspectives toward how teachers in implement character education. Then, to analyze how teachers prepare in learning devices and inserting character education in the learning process in the form of RPS. Education is very decisive towards the formation of character, personality, character and character of students. Existing phenomena in the field such as crime, criminal acts, immoral acts and drug use, are considered as an impact of education that does not have character values in it. Moreover, there are many various frauds and crimes ranging from corruption, bullying, drugs in the school environment. The occurrence of various frauds and frauds indicates a lack of morals, character and national character. Realizing this, the Indonesian government through the Ministry of National Education launched a character education model to improve the character and character of the Indonesian people. This does not mean that previously there was no character education, but the government emphasized character education in a systematic manner. The first step in planting character education into the preparation and learning process. The teacher in this case is the key to the success of the application of character education because the teacher is directly dealing with students. Teachers in this case are required to prepare learning devices and then implement character education in the class. However, in the meantime the teacher is still not fully prepared to carry out this character education. Most teachers can insert the values of the nation's character into the Learning Implementation Plan but cannot be fully realized in the classroom. Meanwhile students are required to implement character education both at school and in the environment.

Keywords: *Perspective, Character Education*

Abstrak

Tujuan dari penelitian ini yaitu untuk menganalisa perpektif siswa terhadap bagaimana guru dalam penanaman pendidikan karakter pada siswa serta persiapan guru dalam menyiapkan perangkat pembelajaran dan menyisipkan pendidikan karakter dalam proses pembelajaran berupa RPS. Pendidikan sangat menentukan terhadap pembentukan watak, kepribadian, karakter dan budi pekerti siswa. Fenomena yang ada di lapangan seperti kejahatan, tindak criminal, perbuatan asusila dan penggunaan narkoba, dianggap sebagai dampak dari pendidikan yang tidak memiliki nilai-nilai karakter didalamnya. Apalagi banyak terjadi berbagai penyelewengan dan kejahatan mulai dari korupsi, bullying, narkoba di lingkungan sekolah. Terjadinya berbagai penyelewengan dan kejatan tersebut menandakan rendahnya akhlak, budi pekerti dan karakter bangsa. Menyadari hal itu pemerintah Indonesia melalui Kemendiknas mencanangkan, model Pendidikan karakter untuk meningkatkan karakter dan budi pekerti warga bangsa Indonesia. Ini bukan berarti sebelumnya tidak ada pendidikan karakter namun pemerintah lebih menekankan pendidikan karakter secara tersistem. Langkah awal penanaman pendidikan karakter ke dalam persiapan dan proses pembelajaran. Guru dalam hal ini menjadi kunci atas keberhasilan penerapan pendidikan karakter ini sebab gurulah yang secara langsung berhadapan dengan peserta didik. Guru dalam hal ini dituntut untuk menyiapkan perangkat pembelajaran dan kemudian melaksanakan pendidikan berkarakter di kelas. Namun, sementara ini kenyataannya guru masih belum siap secara utuh untuk melaksanakan pendidikan karakter ini. Kebanyakan guru bisa menyisipkan nilai karakter bangsa pada Rencana Pelaksanaan Pembelajaran tapi tidak bisa sepenuhnya terealisasi didalam kelas. Sementara itu siswa dituntut untuk harus mengimplementasikan pendidikan karakter baik di sekolah maupun di lingkungan.

Katakunci: Perspektif, Pendidikan Karakter

1. INTRODUCTION

In literaly, the meaning of character is Quality mentally or moral, strong an moral, name or reputation. In dictionary Psychology (2006:76) stated that character is personality reviewed from point toll road broethical or moral, for example honesty someone that usually have connection with characters that relatively permanent. It can be concluded that character is values behavior human that related with God, self own, fellow human, environment, and nationality that materialized in mind, attitude, feeling, say, and deed

based on norms of religion, law, system manners, culture, and customs. Parents want nothing more than for their children to grow up into well-mannered individuals and give the proper respect to other people. Which is why character education is an important part in their studies, because success in life does not always rely on academics. It is true that the main reason that you enroll your children to a school is to learn about academic subjects like math, history, science, and so on, but these are not the only things that children need to learn if they ever want to become successful in the real world. Character education gives them the necessary tools that they will be using more often than those that they learn from the other subjects. Character education is a teaching method which fosters the development of ethical and responsible individuals by teaching them about the good values that people should have. It teaches the students the values of caring about other people, honesty, responsibility, and other important traits that make for an upstanding citizen.

The parents are not the only ones that need to be concerned in developing a student's character, the school and community should also have a role in this. These days, with most families, the children are often left alone with no one to guide them. This is why schools need to implement character education so that the students know the correct path they should walk on. The need for character education lies in the fact that a sustained process of teaching, being shown examples of good character, and constant by practicing what they learned

is the things needed to instill good character traits in students. And since students spend most of their time at school, it is the perfect place to instill moral values in them.

The reason for teaching good character is to help prepare the students to face the many opportunities and unknown dangers that are in today's society. Character education gives the students the knowledge they need to know what these dangers in society are and deal with them properly. Young people these days gets exposed to literally thousands of negative influences through the media and their peers every day, add to this the sad fact that parents are spending less time with their children. Students need to know how to handle these pressures and character education will give them the tools that they need. What your children learn from character education will be useful to them as they engage and interact with other people in society. For them to become upstanding members of their communities, they need to know the proper way to treat other people, and these are the things that they learn and understand through character education.

Basically, the success of the implementation of character education is more due to teacher factors. Teachers is a direct contact with students. Therefore, the cultivation of character education can be seen from how the students' perspective on character education in learning. How the students'perspective toward the teachers' planning of learning, implementation of learning and the evaluation of learning that have

character values in it. Based on the explanation, the researcher need to analyze the students' perspective toward implementation of character education in learning process in SMPN 3 Batam.

In the implementation of character education there are several steps that are passed as follows:

1. Designing,
2. Implementation,
3. Monitoring and Evaluation,
4. Follow-up.

The several things that must be done in each of the steps above are:

a. Designing Some things that need to be done in the formulation of character education design include: 1) Identifying the types of activities in the school that can realize character education that needs to be mastered, and realized by students in their daily lives. In this case, the character education program of students is realized in two groups of activities, namely (a) integrated with learning on subjects; and (b) integrated through extra-curricular activities. 2) Developing learning materials for each type of activity in school 3) Developing the design of each extracurricular activity at school (goals, material, facilities, schedule, instructor / facilitator, implementation approach, evaluation) 4) Preparing supporting facilities for implementing character building programs in schools Planning activities for character education programs in schools refers to the types of activities, which at least contain the following elements: Objectives, Activities, Substances of activities, Implementers of activities and related parties, Implementation Mechanisms,

Organizations, Time and Place, and supporting facilities .

b. Implementation Character education in schools is carried out in two groups of activities, namely integrated with learning activities, and integrated with extracurricular activities. Various things related to character (values, norms, faith and devotion, etc.) are designed and implemented in learning related subjects, both in normative, adaptive, and vocational subject groups. This begins with cognitive value recognition, affective value appreciation, finally to actual practice of values by students in everyday life.

c. Monitoring and Evaluation. Monitoring is a series of activities to monitor the process of implementing character education development programs. The focus of the monitoring activity is on the suitability of the process of implementing character education programs based on established stages or procedures. Evaluation tends to determine the extent of the effectiveness of the program Character education based on achieving predetermined goals. The monitoring results are used as feedback to improve the process of implementing character education programs. Monitoring and Evaluation in general aims to develop and improve the quality of character education development programs in accordance with predetermined plans. Furthermore, in detail the objectives of monitoring and evaluating character formation are as follows: 1. Conduct observations and direct guidance on the implementation of character education programs in schools. 2. Obtain an

overview of the quality of character education in schools in general. 3. Look at the obstacles that occur in the implementation of the program and identify existing problems, and then look for a comprehensive solution so that the character education program can be achieved. 4. Collect and analyze data found in the field to prepare recommendations related to the improvement of the implementation of character education programs going forward. 5. Providing input to the parties who need for guidance materials and improving the quality of character building programs. 6. Knowing the level of success of the implementation of character education development programs in schools.

d. Follow-up. The results of monitoring and evaluation of the implementation of character education development programs are used as a reference to improve the program, including improving the design, implementation mechanism, facility support, human resources, and school management related to program implementation.

2. REVIEW OF RELATED LITERATURE

Education

Education is an effort pursued by human beings in order to acquire knowledge which then serves as a basis for attitude and behavior. Therefore, education is one of the processes of forming human character. Education can also be said to be a human process. In the whole process by humans occurs the process of education that will produce attitudes and behaviors that eventually become character, personality, or character. To achieve the full degree of human beings is impossible without going through the process of education. Education is also an effort of society and nation in preparing its young generation for the sustainability of life of society and nation better in the future. Sustainability is characterized by the cultural inheritance and character possessed by society and nation. In the process of cultural education and the character of the nation, the students actively develop their potential, internalize, and appreciate the values into their personalities in socializing, developing a more prosperous society, and developing the life of a dignified nation. In line with the rate of development of society, education becomes very dynamic and adapted to the existing development. The educational curriculum is not a standard and static standard, but it is dynamic and has to adapt to the situation and conditions. In this framework, education reform becomes urgent to keep education conducive. Educational reform should be programmed and systemic. Programmatic reform refers to the curriculum or program of an educational institution, for example by innovating education. Innovation is done by introducing new ideas, new methods, and new infrastructure to make a noticeable change with purpose and purpose. The systemic reforms are related to the relationship of authority and distribution as well as the allocation of resources that control the education

system as a whole. This often happens outside of school and is in social and political power. Systemic reforms bring together the innovations made within the school and beyond the school extensively (Zainuddin, 2008: 33-34).

The last few years of our education have undergone curriculum changes such as the enactment of Competency Based Curriculum (KBK) in 2004 followed by Education Unit Level Curriculum (KTSP) in 2006. In addition, various innovations have been made to achieve national education objectives as stated in Law no. 20 of 2003 on National Education System (see chapter 2, chapter 3). One form of this innovation is the establishment of nation character education through various educational processes. Of the functions and objectives to be achieved, character education is not only an educational innovation, but also an educational reform that must be prepared and implemented properly and involves every party associated with the implementation of education.

Based on the function and purpose of national education, it is clear that education at every level, from basic education to higher education, should be designed and organized systematically in order to achieve that goal. In order to establish the character of the learner so that they are religious, ethical, moral, and polite in interacting with the community, the education must be well prepared, implemented and evaluated and must integrate character education in order to realize noble Indonesians. Character education should bring learners to cognitive value recognition, appreciation of value affectively and ultimately to actual value practice. This is the design of character education (moral) which by Thomas Lickona called moral knowing, moral feeling, and moral action (Lickona, 1991: 51). For this reason, all the subjects that the learners learn in school must have character education that can bring them into characteristic human beings as confirmed by Lickona.

Character

Character according to Alwisol (2008: 8) is defined as a picture of behavior that accentuates the value of right-wrong, good-bad, either explicitly or implicitly. Character differs from personality, because the notion of personality is exempt from value. Nevertheless, both personality (personality) as well as tangible behavioral characters is shown to the social environment. Both are relatively permanent and guide, direct and organize individual activities.

So the term character pertains to personality (personality) of a person. A person can be called a person of character if his behavior is in accordance with moral rules.

Etymologically, the word character (English: character) comes from the Greek (Greek), namely charassein which means "to engrave" (Ryan & Bohlin, 1999: 5). The word "to engrave" can be translated carving, painting, carving, or scratching (Echols & Shadily, 1995: 214). In Indonesian Dictionary the word "character" is defined with character, psychic traits, morality or character that distinguishes

one from another, and character. A character person means a person who has personality, behavior, character, character, or character. Thus, character is the character and nature of a person who becomes the basis to distinguish someone from others.

In terminological terms, the character's meaning was put forward by Thomas Lickona who defined the character as "A reliable inner disposition to respond to situations in a morally good way." Later, Lickona added, "Character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior "(Lickona, 1991: 51). Good character, in Lickona's view, involves knowledge of the good (moral khowing), then raises the commitment (intention) to the good (moral feeling), and finally really do the good (moral behavior). In other words, character refers to a set of knowledge (cognitives), attitudes, and motivations, as well as behaviors and skills.

In the process of development and formation, one's character is influenced by two factors, namely environmental factors (nurture) and innate factors (nature). Psychologically characteristic behavior is a manifestation of the potential of Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ), and Adverse Quotient (AQ) owned by a person. Configuration of characters in the context of the totality of psychological and socio-cultural processes can ultimately be grouped into four categories, namely 1) spiritual and emotional development, 2) intellectual development, 3) sport and kinesthetic (physical and kinestetic

development), and 4) affective and creativity development. These four psycho-social processes are holistically and coherently interrelated and complementary in the framework of character formation and the realization of noble values in one's self (Kemdiknas, 2010: 9-10).

Character is considered as part of psycho-social element which is related to the context surrounding (Koesoema, 2007: 79). Character can also be considered as behavioural element which emphasizes somatopsikis elements possessed by human being. Character is usually seen from psychological perspective. Character is related to the overall performance of somebody and their interaction in surrounding.

Easily character is understood as the distinctly good values (know the value of goodness, willing to do good in good life, and good impact on the environment) that is self-embodied and manifested in behavior. Coherently, the characters radiate from the results of mindset, if the heart, sports, as well as taste and karsa someone or a group of people.

From the above explanation can be understood that the character is identical with morals, so that the character is the values of universal human behavior that includes all human activities, both in order to relate to God, with self, with fellow human beings, as well as with the environment, embodied in thoughts, attitudes, feelings, words, and deeds based on religious norms, laws, karma, culture, and customs.

Character Education

Character education terminology began to be introduced since the 1900s. Thomas Lickona was regarded as the bearer, especially when he wrote a book called Educating for Character: How Our School Can Teach Respect and Responsibility (1991) which was followed by his writings such as The Return of Character Education published in the journal Educational Leadership (November 1993) as well as an article entitled Eleven Principles of Effective Character Education, published in the Journal of Moral Volume 25 (1996). Through his books and writings, he awakened the West to the importance of character education. Character education, according to him, contains three basic elements, namely knowing the good (knowing the good), love the good (desiring the good), and do the good (doing the good) (Lickona, 1991: 51).

Frye (2002: 2) defines character education as, Thus, character education should be a national movement that makes schools (educational institutions) as agents to build the character of learners through learning and modeling. Through education the character of the school should pretend to bring learners to have values of noble characters such as respect and care for others, responsibility, honest, integrity, and discipline. On the other hand character education should also be able to distance learners from disrespectful and forbidden attitudes and behavior. Character education not only teaches what is right and what is wrong to the child, but more than that character education inculcates habituation about the good so that learners understand, are able to feel, and want to do good. Thus, character education brings the same mission with moral education or moral education.

According to Lickona, Schaps and Lewis (2003), that character education should be based on the following eleven principles:1) Promote the basic ethical values as the basis of character, 2) Identify the character comprehensively to include thoughts, feelings and behaviors,3) Using a sharp, proactive and effective approach to building character,4) Create a caring school community,5) Giving opportunity to learners to show good behavior,6) Have a scope for a meaningful and challenging curriculum that values all students, builds their character and helps them to succeed,7) Seeking the growth of self-motivation in learners,8) Functioning all school staff as a moral community that shares responsibility for character education and loyal to the same basic values,9) The division of moral leadership and broad support in building character education initiatives,10) Functioning families and community members as partners in the effort to build character,11) Evaluate school character, function of school staff as character teachers, and manifest positive characters in the lives of learners.

Character education is not a new program. It has been part of human life since centuries ago. Indeed, education itself is a media to reach knowledge and wisdom to live life and create excellent

life for human being. Related to character education, education terminology is called as a process of accumulating good knowledge, attitude, and action. Education begins with building the awareness, feeling, caring, intension, knowledge, believes and habits formation. Therefore, the concept of character education is 1. Character is not taught but it is a habitual formation for example internalizing values, choosing good choice, doing them as habits, and providing examples; 2. Educating character to youth has to involve the youth situation and condition. 3. In Education some issues should be considered are; learning situation, learning process, learning materials, and learning evaluation. 4. Character education is never ending process.

Previous Research

There are some previous studies discussed about character education, the first, Mehmet Ülgera*, Süleyman Yiğittir , Orhan Ercan Secondary with title "School Teachers' Beliefs On Character Education Competency". They discussed about teachers' beliefs on character education competency centered on "agree" on CEC (Character Education Competency) and GEC (General Education Competency) dimensions; variables such as gender, type of school teachers graduated from, type of settlement they work in, income levels of their students and seniority did not create a significant difference on their character education competency beliefs however the subject they teach, attending in-service seminars and

reading books about character education were found be significant. In the contenxt of the findings; increasing the number of in service training opportunities and the number of publications are suggested.

Second, Fathur Rokhmana., M.Humb, Ahmad Syaifudinc, Yuliatid., with title "Character Education For Golden Generation 2045 (National Character Building for Indonesian Golden Years). They discussed aboutEducation has been considered as the centre of excellence in preparing human's excellent characters. This belief drives every single person to be ready to face the global challenges. This belief also becomes the basic foundation for the world to say that Indonesia will be a very strong nation in all sectors in 2045 or 100 years after its independence day. This is supported by Indonesia's economy growth. Within this context, the government of Indonesia believes that preparing young generation is the only way to go to be a very strong nation in 2045. Education is considered to be the best place to prepare the agent of change of the nation that will bring prosperous to others. Education institution is no longer a place to transfer knowledge only, but it is also a place to form youth's attitude, behavior, character, and leadership. Thus, it is justifiable to reflect some basic value and character of Indonesia and cultivate them to all young generation in the form of national character building through education.

Third, Chou, Mei-Ju, Yang, Chen-Hsin, Huang, Pin-Chen with title "The Beauty of Character Education on Preschool

Children's Parent-Child Relationship". They discussed about early childhood education in Taiwan puts high value in cultivating young children's character education, especially for preschool curriculum guideline proposes that character education should starts as earlier as possible. Research focus on the importance of character education from early childhood education perspective; however, little study investigated the key factors of character education integrated into parent-child relationship, especially in multi-culture family. This study aims to explore the beauty of character education and its impact on young children's parent-child relationship. The purposive sampling of the research includes the young children's parents in the ten preschools adopting the program of character education integrated into family daily life for more than one year in the Southern Taiwan cities. Parents, early childhood education experts and teachers are interviewed and the questionnaire survey is further preceded. The study concludes that in terms of the influencing factors of character education integrated into parent-child relationship, the experts pay attention to Children's Character Cultivation within the evaluation dimensions in the second hierarchy, with the weight 0.426 about 42.6% of the overall weight. The following emphases are Parent-Child Relationship and then Parents Demography. From the investigation, Children's Character Cultivation is regarded as the most stressed dimension for character education integrated into preschool

children's parent-child relationship in Taiwan. And with the conclusion that character education can deepen the bond between parents and children, as well as significant influence the preschool Children's Character Cultivation, and also, the preschool parents' support and scaffolding in children's storytelling, play, music and arts serve as significant factors in preschool children's parent-child relationship.

Fourth, Deokman Kim with title "A study on the class of education that builds students' character through films – classes at the university of liberal arts.". He told about a model of teaching character education through film that would be proposed. Second, using film character education lessons will be conducted in a real university. Thus, the satisfaction of students will be examined. Third, using film to demonstrate the effectiveness of character education classes would be. Finally, the use of film in teaching character education curriculum according to the character would be proposed.

The last, Murty Magda Panea, Rina Patriana, with title "The Significance of Environmental Contents in Character Education for Quality of Life". They analyzed about the environmental awareness is expected to be a part of the characters of young people. This study aims to explore college students' opinions regarding the environmental contents in the subjects to contribute in improving the comfortable living in Jakarta. This study used qualitative methods of interviewing technique to 33

students from different majors. The results of these study show that 91% students agreed to the holding of courses that include environmental contents, while the rest 1% not agreed. For the relationship aspect of improving the comfortable living, 76% students agreed, while the remaining 21% students not agreed.

3. METHODS

The design of this article is qualitative method. Qualitative method of research in much more subjective uses very different methods of collecting information, mainly individual, in-depth interview, and focus groups. Small number of people is interviewed in depth or relatively small numbers of focus groups were conducted. This research also used descriptive method of research because it describes data and characteristics about the population or phenomenon being studied. The research conducted at SMPN 3 Batam. The location is in Jl. Kartini II Sei Harapan, Tiban Batam. The population of this research was the English Teachers in SMPN 3 Batam. The researcher took that school because of their geographical locations were convenient and the English teachers were accessibility.

The researchers triangulate the data by conducting non-participant observations and interviews, and collecting a variety of documents and records.

4. FINDING AND DISCUSSION

Integrating Character Education in Learning Responding to a number of

weaknesses in the implementation of moral and character education (character education), particularly through two subjects of Religious Education and Citizenship Education, has attempted character education innovation. The innovations are: Character education is done integrated into all subjects. Such integration involves the loading of values into the substance of all subjects and the implementation of learning activities that facilitate the practicing of values in each activity inside and outside the classroom for all subjects. Character education is also integrated into the implementation of student coaching activities.

In addition, character education is conducted through the management of all affairs in schools that involve all the citizens of the school (Dit. PSMP Kemdiknas, 2010). Of the three forms of innovation above the most important and directly in touch with daily learning activities is the integration of character education in the learning process. Integrating character education through the learning process of all subjects in school is now one of the most widely applied models. This model is pursued by the paradigm that all teachers are character educators. All subjects are also assumed to have a mission in shaping the noble character of the learners (Mulyasa, 2011: 59).

In addition to this model, there are also other models of character education in schools, such as subject matter models in the form of their own subjects, that is, to make character education as a separate subject so that it requires a

separate formula of content standards, competency standards and basic competencies, syllabus, RPP, teaching materials, learning strategies, and assessments in schools. This model is not easy and will increase the burden of learners who have been given so many subjects. Therefore, the model of character education integration in subjects is considered more effective and efficient than the subject matter model. The integration of character education in the learning process at school starts from the planning, implementation, and evaluation phase of learning in all subjects. These stages will be described in more detail below.

1. Planning of Learning

At the initial planning stage is SK / KD analysis, characteristic syllabus development, RPP character formation, and preparation of teaching materials character. SK / KD analysis is performed to identify character values that can be substantially integrated in the relevant SK / KD. It should be noted that the identification of these character values is not intended to limit the values that can be developed in the relevant SK / KD learning. Teachers are required to be more careful in generating the values that are targeted in the learning process. Practically the development of the syllabus can be done by revising the previously developed syllabus by adding the character (column) component just to the right of the Basic Competence component (column) or in the far right syllabus column. In the column is filled value (-value) character to be integrated in learning. The values

that are filled are not limited to predetermined values through SK / KD analysis, but can be supplemented with other values that can be developed through learning activities (not through learning substance). After that, learning activities, achievement indicators, and / or assessment techniques, adapted or redefined with adjustments to the character to be developed. The method becomes very urgent here, as it will determine what character values will be targeted in the learning process.

As the steps of syllabus development, the preparation of RPP in the context of character education that is integrated in learning is also done by revising the existing RPP. Revised RPP is done with the steps: Formulated learning objectives are revised / adapted. Revision / adaptation of learning objectives can be done in two ways, namely: (1) the formulation of existing learning objectives is revised up to one or more learning objectives not only develop cognitive and psychomotor skills, but also affective (character), and (2) Specific learning is formulated for characters. The learning approach / method is changed (adjusted) so that the approach / method chosen besides facilitating learners achieves targeted knowledge and skills, as well as developing character. The learning steps are also revised. Learning activities in each step / stage of learning (introduction, core, and closing), are revised or supplemented so that some or all of the learning activities at each stage facilitate learners to acquire targeted knowledge and skills and develop character. The principles of

contextual teaching and learning approaches, cooperative learning, and active learning (eg PAIKEM / Active, Innovative, Creative, Effective, and Joyful Learning) are effective in developing the character of learners.

The assessment section is revised. Revisions are made by altering and / or supplementing the assessment techniques that have been formulated. Assessment techniques are chosen so that overall they measure the achievement of learners in competence and character. Among the assessment techniques that can be used to determine character development are observation, performance appraisal, peer assessment, and self-assessment. Character values should not be expressed quantitatively, but qualitatively, for example:

1. BT: Not Seen, if learners have not shown the initial signs of behavior / character expressed in the indicator.

2. MT: Begin Visible, if learners have started to show any early signs of behavior / character expressed in the indicator but not yet consistent.

3. MB: Begin Developing, if learners have shown various signs of behavior / character expressed in the indicator and start consistent.

4. Constitutional Court: Becoming a habit or culture, if learners continuously show the behavior / character expressed in the indicator consistently (Dit.M PSMP Kemdiknas, 2010).

Teaching materials are prepared. Teaching materials that are usually taken from textbooks (textbooks) need to be prepared by revising or adding character values into the discussion of the material contained therein. The books that have been so far have fulfilled the number of eligibility criteria for the textbook, namely the content of the content, presentation, language, and graphics, but the material still has not adequately integrated the character education in it. If teachers simply follow or implement the lesson based on learning activities activities in the books, character education is not adequately run. Therefore, in line with what has been designed in the syllabus and RPP that are characteristic of character education, teaching materials need to be adapted. The most likely adaptation implemented by the teacher is by adding learning activities that can also develop the character. Another way is to adapt or change learning activities in textbooks that are used. In addition, adaptation can be done by revising the substance of the lesson.

2. Implementation of Learning

Learning activities from the preliminary, core, and closing activities are selected and implemented so that learners practice the values of the targeted characters. As mentioned before, the principles of Contextual Teaching and Learning are suggested to apply to all stages of learning because of the principles of learning as well as to facilitate the internalization of character values in learners. In addition, teacher behavior throughout the learning process should be a model for the implementation of values for learners.

In this lesson the teacher should design learning steps that facilitate active

learners in the process from the introduction, the core, to the closing. Teachers are required to master various methods, models, or active learning strategies so that the learning steps are easily arranged and can be practiced properly and correctly. With this process teachers can also make observations as well as evaluate (assessment) of the process that occurs, especially the character of students.

3. Evaluation of Learning

Evaluation or assessment is a very important part of the education process. In character education, assessment must be done well and correctly. Assessment is not only about the cognitive achievement of learners, but also their affective and psychomorotic achievements. Character assessment emphasizes the attainment of affective and psychomotoric learners compared to their cognitive achievement. In order for teacher results to be correct and objective, teachers must understand the principles of appraisal that are correct in accordance with the assessment standards set by the assessment experts. The Government (Kemdiknas / Kemdikbud) has set the Education Assessment Standards that can be guided by teachers in conducting school appraisal, namely Permendiknas RI Number 20 Year 2007 on Education Assessment Standards. In this standard many techniques and forms of assessment are offered for assessment, including in character assessment. In character assessment, the teacher should develop an assessment instrument with a rating rubric to avoid subjective assessments, either in the form of an observation assessment instrument (observation sheet) or an attitude scale appraisal instrument (eg Likert scale).

CONCLUSION AND SUGGESTION
CONCLUSION

If the implementation of character education in schools as part of educational reform, then the character education reformation can be likened to a tree that has four important parts, namely the roots, stems, branches and leaves. The roots of reformation are the philosophical foundations (footholds) of character education implementation must be clear and understood by community organizers and educational actors. Stem of reform in the form of mandate from the government as the responsible of the national education provider. In this case the standard and purpose of character education should be clear, transparent and accountable. The branches of reform in the form of management of character education management, teacher empowerment, and education manager should be improved.

While the reformation leaf is the involvement of parents of learners and the community in the implementation of character education that is supported also with the culture and the living habits of a conducive society which at the same time be an example for learners in everyday attitude and behavior. The four pillars of character education reform are at least related and if one of them is not maximal will be able to disrupt the implementation of character education in schools and other educational institutions. Therefore, the

implementation of character education must be well prepared and involve all parties associated with its implementation and should be evaluated continuously.

The social and cultural environment of the Indonesian nation is Pancasila, so the character education of the nation must be based on the values of Pancasila. And no less important, as a nation of religion, the development of the character of the nation cannot be separated from the teachings of his religion. Therefore, religious character education should be based on the values of the characters contained in the overall religious teachings of the learners. Character development in school becomes very important considering that here is where learners begin to get acquainted with various fields of scholarly study. At this time also learners begin to realize his identity as a human who began to grow adult with various problems that accompany it. Armed with the values of noble characters obtained through the process of learning in the classroom and outside the classroom, learners are expected to be a human character and have knowledge that is ready to be developed at higher levels of education.

SUGGESTIONS

1. Character education as a system of planting the character values for learners, so character education need to continue to be done with more intensive in English subject.

2. Teachers have to include character values in all subject, in this research English subject.

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