



Original Article

The Description of the Character Education Integration in the Teaching Learning Process at the Tenth Grade of SMA Negeri 1 Gunungsitoli in 2024/2025

Saswita Zalukhu^{1✉}, Hidayati Daeli², Yasminar Amaerita Telaumbanua³, Riswan Zega⁴

^{1,2,3,4}Universitas Nias, Sumatera Utara, Indonesia.

Correspondence Author: saswitalukhu@gmail.com✉

Abstract:

Character education is an attempt to teach and instill mark favor character, moral, character as development ability somebody so that can take good/bad decisions, exemplary, discipline, and be able to apply it in daily life. Therefore, the objectives of this research were to describe the character education integration in teaching English, to describe the obstacles character education integration in teaching English, and to describe the efforts in character education implementation in teaching English at the tenth grade of SMA Negeri 1 Gunungsitoli in the 2024/2025. The method used in this research was descriptive qualitative. The research data were obtained through observation, questionnaire, and interview which were then analyzed using data analysis technique, namely: data reduction, data display, and conclusion. After analysis, the results indicate that the character education integration in teaching English at the tenth grade of SMA Negeri 1 Gunungsitoli has not been fully realized in the learning process. The findings show that the first teacher in integrate character education in teaching English learning process had integrated 12 character values and 6 character values have been established and the second teacher had integrated 13 character values and 5 character values have been established. Based on the results of interviews done by the researchers, that found out the obstacles faced by the English teacher in integrating character education in teaching learning are Providing a lost-and-found facility, Lost-and-found notice board, Displaying slogans or mottos about hard work and learning, Displaying achievement certificates and awards, Reducing the use of plastic in the classroom.



<https://jurnal.usk.ac.id/riwayat>

Keywords: Descriptive Qualitative, Integration, Character Education, Teaching English.

Introduction

Character education is a fundamental effort of the contemporary educational system in generating learning conditions that match the needs of students' self-development in order to cultivate character in students. This becomes necessary because children tend to imitate the behavior of someone in their environment and if done can become their character [Ratih \(2017\) in Sofia & Tri \(2022\)](#). Character education is an attempt to teach and instill mark favor character, moral, character as development ability somebody so that can take good/bad decisions, exemplary, discipline, and be able to apply it in daily life. Therefore, in integrating character education in teaching English, the role of the teacher is very important. According to [Hadi \(2015\) and Milson & Mehlig \(2002\)](#), as cited in [Atmazaki et al. \(2020\)](#), teachers can utilize various methods to integrate character values into the teaching and learning process. This integration should be observed across the preliminary, core, and concluding activities. [Luluk et al. \(2020\)](#) support this by stating that preliminary activities should include character formation as part of class preparation, student attendance, and perceptions. Character development during core teaching activities involves teaching methods, interactive communication, student engagement, and learning resources. Finally, character integration extends to the concluding activities, which involve closing discussions, providing feedback, reflection, and follow-up. So that to integrating of character education in English language learning can be carried out optimally, a teacher is expected to be able to plan learning through module. In making module, teachers are expected to pay attention to the character values they want to achieve. In carrying out learning, a teacher is expected to be able to integrate character education through methods, strategies and learning media in accordance with the learning plan created.

Furthermore, in shaping the character of students according to Indonesian culture, the Merdeka Curriculum uses terms with the Pancasila Student Profile ([Yulia et al., 2023](#)). The Pancasila Student Profile is one of the Ministry of Education and Culture's efforts to implement President Joko Widodo's Nawacita, namely Strengthening Character Education (PPK) ([Susilawati et al., 2021](#)). Thus, [Mery et al., \(2022\)](#) argue that the Pancasila learner profile is an ideal profile to be realized and developed for students in Indonesia with the help of six competencies as the main dimensions, namely faith, devotion to God Almighty, and noble morals; global diversity; mutual cooperation; independence; critical and creative reasoning. These six competencies are interrelated and mutually reinforcing so that in fully implementing the Pancasila learner profile, these six dimensions must develop together. Based on previous observation by researcher at SMA Negeri 1 Gunungsitoli, researcher found that the school implemented an merdeka curriculum in classes X and XI. And in applying the merdeka curriculum, it was hoped that teachers can integrate character education, especially in teaching English. However, the integration of character education was not carried out optimally. This is shown by the fact that there are some students who do not close eyes when they were praying, being late for coming into the class, cheating on tests, throwing rubbish carelessly, there are also still students who do not submit assignments on time, or even do not submit previous assignments. Therefore, Character education really needs to be integrated to shape students into individuals who are not only academically intelligent but also have strong and positive character. The objectives of this research are to describe character education integration in the English teaching learning process, to describe the obstacles in character education integration in the English teaching learning process, and to describe the efforts in character education integration in the English teaching learning process at the tenth grade of SMA Negeri 1 Gunungsitoli in 2024/2025.

Based on the above phenomenon, the researcher is interested in conducting a study entitled: "The Description of the Character Education Integration in the Teaching Learning Process at the Tenth Grade of SMA Negeri 1 Gunungsitoli in

2024/2025”.

Method

To conduct this research, the researcher use a qualitative research approach. Prabhat and Meenu (2015) state that qualitative research is research that focuses on understanding the subjective experiences and perspectives of individuals or groups that involves collecting data through methods such as interviews, observations, and focus groups, and analyzing that data to identify themes and patterns. Therefore, to find and to describe the character education integration in the teaching learning process, the researcher used the descriptive qualitative research which is a type of Qualitative Research. Hikmawati (2020) says that Descriptive qualitative research is research that is intended to collect the status of an existing symptom, namely the state of the symptom according to what it is at the time the research is carried out without information with the aim of making conclusions that apply to the general public or generalizations. The research conducted at SMA Negeri 1 Gunungsitoli located in Jl. Pendidikan No.3 Gunungsitoli, North Sumatera. It was focused to the tenth grade. This research was conducted in July 2024.

The source of the data in the research is the information obtained from two English teachers, students, and module . Thus, the researcher obtained the source of data for this study from two English teacher, and students. The data sources in this study include both primary and secondary data. According to Douglas (2019), primary data refers to information collected for the first time by the researcher, while secondary data consists of information that has already been gathered or produced by others. As noted by Ajayi (2019), secondary data is information previously collected by someone else. The primary data was obtained through observations, questionnaire, and interview. In contrast, the secondary data was sourced from teaching module, journals, and various prior studies relevant to the research. An instrument is a tool used to collect data in conducting research. It is in line with Fenti H. (2017:31) says that an instrument is a tool and technique for measuring something that the researcher specifically focuses on when gathering data for research. Through the instrument, the research objectives are achieved. This is because research instruments provide accurate empirical data. Therefore, instruments that are generally used to conducting the research include observation sheet, interview sheet and questionnaire. To achieve the research objectives, the researcher collect the data through three techniques, namely: observation, questionnaire, and interview.

In terms of qualitative data analysis, Milles and Humberman (1984) in Nasir (2023), state that analysis in qualitative research consists of three steps, namely: data reduction, data display, conclusion drawing and verification.

a. Data Reduction

According Prenika et al. (2023), Data reduction as a process of selecting, centralizing, attention, simplifying, abstracting, and transforming rough data. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that "final" conclusions can be drawn and verified.

b. Data Display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action. Prenika et al. (2023) state that data display is a set of information arranged provides the possibility of drawing conclusions and taking action. In qualitative research the presentation of data is carried out in the form of brief descriptions, charts, tables, graphs, pictograms, and the like.

c. Conclusion : Drawing and Verification

Drawing and verifying conclusions are the essence of research findings that describe the final opinions based on the previous descriptions or decisions obtained based on inductive or deductive thinking methods. Conclusion made

must be relevant to the research focus, research objectives and research findings that have been interpreted and discussed. Furthermore, when all the data were clear, the researcher made the conclusions by interpreting all the data findings.

Result

a. The Results Observation

This observation was carried out on Monday, July 23th to July 29th 2024 in the classroom while the teacher was carrying out English language learning. There were 36 students with 2 English teacher as samples in this research. There were 6 meeting with 2 English teachers. The researcher has prepared a checklist observation sheet that is used when observing two English teachers. Mrs. Murniwati Manao, S.Pd as first teacher and Ms. Widya Kurniati Telaumbanua, S.Pd as second teacher. In the first teacher's observation (T1) in class x-1, the learning material entitled "Great Athletes" was delivered until the final meeting. The first meeting was conducted on July 23th, the second meeting on July 25th and the third meeting July 27th 2024. In the second teacher's observation (T2) in class x-1, the learning material entitled "Sports Events" was delivered until the final meeting. The first meeting was conducted on July 24th, the second meeting on July 26th and the third meeting July 29th 2024. The purpose of this observation is to determine the teacher's process in integrating character education in English language teaching. The results of the observation on the integration of character education in English learning are as follows:

Table 1 Observation Checklist of Character Education Integration in Teaching English

N o.	Character Values	Indicator	Meeting						Don e	Undo ne
			T1			T2				
1	Religious	Praying before and after class.	✓	✓	✓	✓	✓	✓	6	0
		Allowing all students to perform worship.	✓	✓	✓	✓	✓	✓	6	0
2	Honest	Providing a lost-and-found facility.	-	-	-	-	-	-	0	6
		Lost-and-found notice board.	-	-	-	-	-	-	0	6
		Transparent financial and class assessment reports periodically.	✓	✓	✓	✓	✓	✓	6	0
		Prohibiting cheating.	✓	✓	✓	✓	✓	✓	6	0
3	Tolerance	Treating all class members equally regardless of ethnicity, religion, race, social status, and economic status.	✓	✓	✓	✓	✓	✓	6	0
		Working in diverse groups.	✓	✓	✓	✓	✓	✓	6	0
4	Discipline	Adhering the school rules.	✓	✓	✓	✓	✓	✓	6	0
		Wear a clean and neat uniform	✓	✓	✓	✓	✓	✓	6	0
5	Hard Work	Creating a healthy competitive environment.	✓	✓	✓	✓	✓	✓	6	0

		Creating an ethos of work, perseverance, and endurance in learning.	✓	✓	✓	✓	✓	✓	6	0
		Displaying slogans or mottos about hard work and learning.	-	-	-	-	-	-	0	6
6	Creative	Creating a learning environment that fosters creative thinking and action.	✓	✓	✓	✓	✓	✓	6	0
		Assigning tasks that challenge students to produce new works, both authentic and modified.	✓	✓	✓	✓	✓	✓	6	0
7	Independent	Creating a classroom environment that allows students to work independently.	✓	✓	✓	✓	✓	✓	6	0
8	Democratic	Making classroom decisions collectively through deliberation and consensus.	✓	✓	✓	✓	✓	✓	6	0
		Conducting open elections for classroom leadership.	✓	✓	✓	✓	✓	✓	6	0
9	Curiosity	Celebrate national holidays, and sing the national anthem.	✓	✓	✓	✓	✓	✓	6	0
		Collaborating with classmates from different ethnic, social, and economic backgrounds.	✓	✓	✓	✓	✓	✓	6	0
10	National Spirit	Collaborating with classmates from different ethnic, social, and economic backgrounds.	✓	✓	✓	✓	✓	✓	6	0
11	Patriotism	Displaying: the president and vice president's photos, the national flag, the national emblem, Indonesia's map, and pictures of Indonesian life.	✓	✓	✓	✓	✓	✓	6	0
		Using domestically produced products.	✓	✓	✓	✓	✓	✓	6	0
12	Appreciating Achievement	Rewarding students' works.	✓	✓	✓	✓	✓	✓	6	0
		Displaying achievement certificates and awards.	-	-	-	-	-	-	0	6
		Creating a learning	✓	✓	✓	✓	✓	✓	6	0

		atmosphere that motivates students to excel.									
13	Communicative	Creating an open and family-like classroom atmosphere.	✓	✓	✓	✓	✓	✓	6	0	
		Allowing students to interact and collaborate in groups.	✓	✓	✓	✓	✓	✓	6	0	
		Conducting regular group work.	-	-	-	-	-	-	0	6	
14	Love of Peace	Creating a safe, comfortable, and peaceful classroom atmosphere.	✓	✓	✓	✓	✓	✓	6	0	
		Resolving conflicts peacefully through deliberation.	✓	✓	✓	✓	✓	✓	6	0	
		Avoiding violence and bullying in the classroom.	-	-	-	-	-	-	0	6	
15	Love of Reading	Providing a reading corner in the classroom.	✓	✓	✓	✓	✓	✓	6	0	
		Providing useful reading materials for students.	✓	✓	✓	✓	✓	✓	6	0	
		Allowing students to read outside class hours.	✓	✓	✓	✓	✓	✓	6	0	
16	Environmental Care	Conducting regular classroom cleaning activities.	✓	✓	✓	✓	✓	✓	6	0	
		Reducing the use of plastic in the classroom.	-	-	-	-	-	-	0	6	
17	Social Care	Organizing fundraising activities to help classmates or communities in need.	✓	✓	✓	✓	✓	✓	6	0	
		Providing time for sharing and helping among students.	✓	✓	✓	✓	✓	✓	6	0	
18	Responsibility	Encouraging students to complete assignments on time.	✓	✓	✓	✓	✓	✓	6	0	
		Giving students responsibility in classroom activities.	✓	✓	✓	✓	✓	✓	6	0	

Based on the observations checklist above, the researcher has checked the indicators of educational values that have been carried out or applied by English teacher in the classroom. From the observations, the teachers have applied 18 character values during the learning process, as listed in the table. However, The

researcher found that the first teacher had integrated twelve character values and six character values have been established . While the second teacher had integrated eleven character values and seven character values have been established.

The Results of Questionnaire

The researcher conducted questionnaire on Wednesday, July 31th 2024. The questionnaire was distributed in the classroom to the students during the English lesson. The researcher had prepared a set of questionnaires used to collect data on students' perceptions of the integration of character education in English learning. The purpose of this questionnaire was to assess how well character education values were integrated into the English teaching process from the students' perspective.

1. First Teacher

The questionnaire was distributed in the classroom to the students X-1 during the English lesson in the class of Mrs. Murniwati Manao, S.Pd. The researchers were given questionnaires to 18 students. And the results of the questionnaire stated that teachers did not fully integrate character values in the learning process. The results of the questionnaires distributed to the students are consistent with the observations made by the researcher. However, out of these 18 character values, 12 have been established integrated and 6 character values that have not been established.

2. Second Teacher

The questionnaire was distributed in the classroom to the students X-3 during the English lesson in the class of Ms. Widya Kurniati Telaumbanua, S.Pd. The researchers were given questionnaires to 18 students. And the results of the questionnaire stated that teachers did not fully integrate character values in the learning process. The results of the questionnaires distributed to the students are consistent with the observations made by the researcher. However, out of these 18 character values, 13 have been successfully integrated 5 character values that have not been established.

The Results of Interview

The interview was conducted on August 1th 2024 to the first teacher and August, 3rd 2024 to the second teacher. This interview was conducted with the two English teacher to gather information about to describe character education integration in English teaching, to describe the obstacles in integrate the character education integration in English teaching and to describe the efforts in character education integration in teaching English The researcher prepared a list of questions to be asked to the teacher, which was included in the interview sheet. The researcher asked eight questions to the English teacher, and the teacher's responses were recorded by the researcher on the interview sheet.

Table 4 English Teacher's Interview

No.	List of Questions	English Teacher's Response			Solution
		T1	T2	Combined Teacher's Response	
1	How do you integrate the character education in			The teachers integrate character education by starting learning through prayer	-

	the English teaching process?			(religious), encouraging collaboration through discussion groups, and practicing critical reasoning by providing questions and opportunities to understand unclear material.”	
2	Why does character education need to be integrated in the English teaching process?	Character is very useful in learning when teaching, for example inviting students to be creative, so by teaching English we stimulate students to be more creative in learning English by inviting them to be braver in speaking both in front of the class and giving opinions in a study group	Character education in English language teaching provides a balanced approach in developing students' moral and social development. By cultivating character through literature, communication, and critical thinking, English teachers can have a long-lasting impact on students' lives, empowering them to not only succeed in academics but also make positive contributions to society.		

3	Why has providing a lost-and-found facility and lost and found notice board not been integrated in the classroom ? What are the challenges and solutions?			Both teachers state that a formal lost-and-found service is not implemented due to limited space and the need for continuous management. They also think it is more important to teach students to be responsible for their own belongings rather than depend on a lost-and-found system.	We propose teaching students to care for their belongings, helping each other find lost items, and preparing a simple board or place to store lost items.
4	Why has displaying slogans or mottos about hard work not been integrated in the classroom ? What are the challenges and solutions?			The teachers explain that motivational slogans or posters can encourage students, but they have not been implemented because of limited classroom space and the need for proper preparation.	We providing relevant and attractive materials, arranging the classroom layout to ensure the posters can be displayed clearly, and creating designs that help students feel connected to the messages.
5	Why have displaying achievement certificates and			The teachers agree that awards or motivational displays can encourage	Organizing the classroom layout to create space for

	awards not been integrated in the classroom ? What are the challenges and solutions?			students. However, they have not been implemented because classroom space is limited and requires good arrangement to avoid disrupting the learning atmosphere.	displaying awards, using a rotating display system, and choosing award materials that can be displayed neatly so that all students can see them without distraction.
6	Why has displaying conducting regular group work about communicative not been integrated in the classroom ? What are the challenges and solutions?			Integrating regular group work focused on communication in the classroom is essential for building students' collaborative, interpersonal, and critical thinking skills. However, several challenges such as time constraints, classroom management, and cultural differences can make it difficult to implement effectively.	With careful planning and clear structures, teachers can build a classroom that values communication and supports collaborative learning. A practical solution is to include short, structured group activities where students briefly discuss a question with a partner before sharing it with the class.
7	Why has providing avoiding violence and bullying in	Integrating regular group work focused on communication in the	Bullying of students against friends still occurs within schools, this		By planning carefully and providing clear structures,

	<p>the classroom about love of peace not been integrated in the classroom? What are the challenges and solutions?</p>	<p>classroom is essential for building students' collaborative, interpersonal, and critical thinking skills. However, several challenges such as time constraints, classroom management, and cultural differences can make it difficult to implement effectively.</p>	<p>occurs because of differences in race, religion, socio-economic status or opinion. They vent these feelings of insecurity by demeaning or intimidating classmates.</p>		<p>teachers can create a classroom that values communication and supports collaborative learning. A simple solution is to include brief, structured group activities where students discuss a question with a partner before sharing with the class.</p>
8	<p>Why has providing reducing the use of plastic in the classroom about environmental care not been integrated in the classroom? What are the challenges and solutions?</p>	<p>There are still students who like to bully their friends who want to get attention, show themselves to be the strongest or great and popular. This happens due to the influence of the environment, games and parenting patterns from parents.</p>	<p>In fact, plastic is widely used in classrooms because it is comfortable, cheap, and durable. Items such as plastic bottles, pens, folders, and packaging are easily accessible, and their convenience often outweighs their direct impact on the environment. This makes it difficult for students to control their use of plastic.</p>		<p>However, this can be overcome by building self-confidence in children by doing positive things. As a teacher, it is important to teach students about empathy and mutual respect for differences, both cultural and personal.</p>

Discussion

a. The Character Education Integration in the English Teaching Learning Process

Based on the results observations and questionnaire conducted with two English teachers in tenth grade, particularly in class X-1 and X-3 of SMA Negeri 1 Gunungsitoli over six meetings, it can be concluded that the integration of character education into learning has been going well, although not optimally across all indicators. From the 18 character values observed, 12 were consistently implemented by both teachers: religiosity, discipline, tolerance, creativity, independence, democracy, national spirit, love of reading, curiosity, patriotism, social care, and responsibility. However, six character values were still found to be poorly integrated: honesty, hard work, respect for achievement, communication, love of peace, and environmental awareness. The failure to implement these values is evident in indicators such as the lack of lost-and-found facilities, the absence of motivational slogans related to hard work, the lack of regular group activities, and the lack of explicit implementation of plastic reduction or bullying prevention programs. Furthermore, the first teacher implemented 12 character values, while the second teacher implemented 11 character values. This difference shows that both teachers have similar efforts in integrating character values, but the level of consistency varies on certain indicators. Based on the results of interviews conducted with two English teachers in tenth grade, particularly in class X-1 and X-3 of SMA Negeri 1 Gunungsitoli, it can be concluded that both of the teachers integrate character education through prayer, collaborative learning, and critical reasoning, yet several supporting initiatives such as a lost-and-found system, motivational posters, and award displays have not been implemented due to limited classroom space and the need for continuous management. Despite these constraints, the teachers emphasize cultivating student responsibility, providing simple facilities for managing lost items, and improving classroom organization. They also propose creating attractive and meaningful visual materials that can be displayed effectively without disrupting the learning environment. Overall, both teachers highlight that thoughtful classroom arrangement and carefully designed support systems can strengthen character education and enhance student motivation.

In the integration of character education in English language teaching by the English teacher in class X-I, the teacher must engage in planning, execution, and evaluation, consistent with the statement by Yulianafeza et al. (2022), which states that the integration of character education can be conducted in teaching and learning steps, namely the planning stage, teaching and learning stage, and evaluation stage.

b. The Obstacles in Character Education in the English Teaching Learning Process

One of the main obstacles is in the application of the value of honesty. The lost-and-found facility, and Lost-and-found notice board, which should be available to foster students' honesty, has not been realized. Hard work, where in the classroom the indicator of displaying slogans or mottos about hard work and learning has not been applied. Appreciating achievement, for this character value, the indicator of displaying achievement certificates and awards has not been implemented. Communicative, conducting regular group work has not been realized. Love of peace, the indicator of avoiding violence and bullying in the classroom has not been integrated. Environmental care. Here, the indicator of reducing the use of plastic in the classroom has not been realized. Furthermore, the value of tolerance also faces challenges, particularly regarding the services that should be provided to students with special needs. The absence of these services reflects a lack of readiness to facilitate inclusive learning. As explained by Wijaya (2019), inclusive character education is crucial to ensure that all students, including those with special needs, have equal access to learning and the development of character values. In addition, the value of hard work has not been fully realized. This is marked by the absence of slogans or mottos about hard work that should be displayed in the classroom. Santrock (2020) states that visual and verbal encouragements, such as slogans or

mottos, are essential in building a work ethic and motivating students to study harder. Without such encouragement, students tend to lose motivation and awareness of the importance of hard work in achieving their goals.

c. Efforts in Character Education Integration in Teaching English.

The interview results indicate that teachers at SMA Negeri 1 Gunungsitoli face various challenges in integrating character education in English language teaching. Nevertheless, the efforts made demonstrate the teachers' commitment to enhancing character values in the classroom. One of the main obstacles is the lack of a lost-and-found facility in the classroom. The teacher acknowledges the existing space limitations, making it difficult to provide a place for lost items. According to Lickona (2019), creating an environment that supports character learning includes providing space for students to learn responsibility. The teacher proposed simplifying the system by providing a dedicated box for lost items. This would not only help students manage their belongings but also teach them responsibility and tidiness two important character values. In the context of services for students with special needs, the teacher explained that the absence of such students in their class is one reason this service has not been implemented. Hargreaves and Fullan (2020) emphasize the importance of training for teachers to handle students with special needs. Proposed solutions include providing specialized training on inclusive education and seeking support from the education department to bring in experienced educators. This shows the teacher's awareness of the importance of inclusion and proper handling of all students. Regarding the display of slogans or mottos about hard work and learning, the teacher expressed a desire to implement this but noted other more urgent priorities. Berkowitz and Bier (2020) highlight the importance of instilling positive values through an inspiring environment. Therefore, the teacher suggested involving students in creating slogans, allowing them to feel more connected to these values. This approach not only fosters a sense of ownership but also encourages students to strive for achievement. Infrastructure limitations are cited as the reason for the lack of communication and information media in the classroom. According to Narvaez (2019), technology can play a vital role in enhancing character education. The teacher hopes to utilize existing devices, such as whiteboards, and plans to submit a proposal to acquire better equipment. In this way, they strive to create a more interactive and dynamic learning experience.

Conclusion

Based on the description and analysis of the research results that have been found in the previous chapter, it can be concluded that that character education at SMA Negeri 1 Gunungsitoli has been integrated into English teaching. English teachers have made efforts in building students' character when learning English. The first teacher integrate character education in the English teaching learning process has integrated 12 character values and 6 character values have not been established. While the second teacher integrated 13 character values and 5 character values have not been established. This difference shows that both teachers have similar efforts in integrating character values, but the level of consistency varies on certain indicators.

The obstacles in integrating the character education in teaching English learning process are providing a lost-and-found facility, lost-and-found notice board, displaying slogans or mottos about hard work and learning, displaying achievement certificates and awards, reducing the use of plastic in the classroom. The efforts in integrating the character education in teaching English are teaching students to care for their belongings, helping each other find lost items, and preparing a simple board or place to store lost items. providing relevant and attractive materials, arranging the classroom layout to ensure the posters can be

displayed clearly, and creating designs that help students feel connected to the messages. organizing the classroom layout to create space for displaying awards, using a rotating display system, and choosing award materials that can be displayed neatly so that all students can see them without distraction.

The integration of character education involves planning that integrates character values into learning activities, execution with an active and contextual approach, and evaluation that includes assessing students' character development. Nevertheless, some challenges have been identified which need to be addressed further.

Suggestion

After conducting this research, there are several recommendations from the researcher. Firstly, for the teachers, it would be better if the teachers pay attention to students' character building as an integral part of the English learning process, giving special attention to values such as religious, hard work, communicative, curiosity and discipline as well as collaborate with fellow teachers and other related parties to develop more effective learning strategies in building students' character through English learning. So, teachers can play a more active role in students' character building through English learning and create a learning environment that supports students' character development holistically.

Secondly, for the students, students should actively participate in the English learning process by asking questions, having opinions, and discussing to strengthen communication skills and curiosity. Then, use English learning opportunities as a platform to develop confidence and critical thinking skills through various learning activities offered.

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