
IMPLEMENTING OF CHARACTER VALUES IN ENGLISH LANGUAGE LEARNING AND TEACHING

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ABSTRACT

Studies of character building have been being discussed in all disciplines involved in language learning and teaching. It means that it has a central position in creating the good human being life generally and teacher, as a model of change, particularly. The main points of character building are its universal values such as trustworthiness, responsibility, respect, caring, fairness, and citizenship. The good teacher's character can be seen from the quality of his/her character personally or inter/intrapersonal. Discussing good characterized teachers and students are still becoming a current and serious issue and challenge in the educational context. Therefore, the purpose is to explore the character building through media and language education. In this case, the focus is on the theoretical review of the implementing of character values in English language learning and teaching in the classroom. The sub-themes are (1) teacher's role in internalizing of character values in English language learning and teaching, (2) internalizing of character values in learning and teaching media and materials, (3) internalizing of character values in learning and teaching processes. So, the integration of the character values in the learning and teaching system is very needed in order to produce the best teacher and students with having high knowledge and best behavior. Then, the character values are not taught but implemented in real action model explicitly and in learning and teaching media and materials implicitly. They are conducted by teachers and students inside and or outside the classroom simultaneously, continuously, and consistently. They are also supported by references from inspiring good character values people from various countries in the world. In another word, they have been successful and consistent with the character values

Keywords: teacher's role in character building; internalizing of character values; English learning and teaching

INTRODUCTION

“If you do good, you do good for your own selves, if you do evil (you do it) against yourselves...(QS. Al-Isra: 7)”¹. “The best person is the one who is very useful for others”, said Prophet Muhammad SAW². The best person refers to his/her competence and performance capacity and capability which are very helpful and useful for another person. Teacher, for example, is the best person and has a value when she/he has a good knowledge and character values while teaching students. The good knowledge of teacher means that she/he is the qualified or competent teacher to teach a certain knowledge. It can be seen from their ability in

delivering the performance the knowledge through learning and teaching process. The good character values refer to the consistent teacher in implementing the universal values such as trustworthiness, responsibility, respect, caring, fairness, citizenship, courage, discipline, diligence, and integrity within the teaching and learning process. In other words, the knowledge and character values are related to each other and reflecting the teacher's and students' quality.

In fact, most of the successful people (teacher and students) in their life and carrier are accomplished by the teacher's role in teaching them with the good knowledge and character values. However, when they are not good at those in teaching, they will have a negative contribution to their student's life. Let us take one example, a discipline teacher in his/her teaching activities will affect students' discipline or behavior. So, the keyword is the consistency of implementing those values.

But, in Indonesia, the teachers' consistency of conducting the values in the teaching and learning processes are still challenged issues currently. Because they are parts of human resources development. The teachers still have the problem with one of the teacher's competence, that is, pedagogic competence in the English language teaching (ELT). According to ³, he states teachers' proficiency of Singapore fall on the first level and the second till nine level are Malaysia, Philippines, India, Hongkong, South Korea, Vietnam, China, Japan, and Indonesia falls on the tenth level in Asia based on The English Proficiency Index (EPI) at <https://www.ef.sg/epi/regions/asia/>. It means that their teachers are more competent or proficient than Indonesia EFL teachers. In Southeast Asia, the teachers are only better than Thailand, Cambodia, and Laos. In other words, they are better in implementing character values like discipline, diligent, for instance, than Indonesian' teachers. Based on the point of view, it is important to discuss the internalizing of character values in teachers' roles, media and material, and teaching and learning process.

DISCUSSION

Conceptual of Character Values

The character is a complex quality of ethical and mental (positive/negative) of which they form oneself in thinking, behaving, and acting. So, the one who learns and teaches the language, the development of a good character for his/her activities, is very needed to get qualified in language learning and teaching⁴. Based on the analysis from various references or articles, indicated that the development of the characters is included in the educational system and the domination of all countries over the world with different quality levels of application. Indonesia particularly has still been putting the "character building term" in its education vision since 2004. Furthermore, discussion and materials development of character building in language learning and teaching are still opened and relevant to be done effectively such as patience, diligently, consistency of educators and learners in implementing, and assessing of the character development in language learning and teaching. Positive characters include numerous traits, among which are perseverance, interpersonal communication, tolerance, emotional control, optimism, and positive thoughts. The six pillars of characters are trustworthiness, respect, responsibility, fairness, caring, and citizenship⁴.

In addition, Raja Ali Haji was one of the National Hero of Indonesia who has a well-known work like "Gurindam 12 (The Twelve Couplets)". His works contain comprehensive character values that are used for character building and have the positive contribution to producing the strong new generation of Indonesia. For example, his works have nineteen values personal character index is interrelated to Islamic Teachings such as religiously-obedient, gentle, hard-studying, courteous, honest, disciplined, independent, self-care, sincere, wise, humble, critical, steadfast, perfect minded, defending the truth, using of body positively, staying positive, hard-working, and responsible⁵.

Internalizing Character Values through Teachers' Roles

Internalizing character values through teachers' roles mean that the values of character like discipline: she or he teaches on time every teaching, are inside the teachers' teaching behavior particularly. The values also can be seen in their roles as educator, motivator, facilitator, and good model persons for their students. The values must be involved in their roles forever so that they are internalized automatically while they implement their roles. For example, they always speak politely to their students both inside and or outside the classroom. Of course, it has a positive impact to their personality or learning input as "a hidden curriculum"⁶. In addition, in order to have a high level of moral judgment, the teacher should do the values "with various attitudes towards the teaching of good systems and their place in the curriculum"⁷. And ideally, if the students are expected to perform the values such as independence, hardworking ethos, curiosity, democratic citizenship, communicative manner, and reading interest especially, the teacher realizes or not, should be a good example through internalizing the values into the process of teaching and learning for their student⁷⁻¹². So, the teachers' roles are very important to educate students through their internalizing the character values in a consistent manner. This is in line with the statement "the teacher does not give fish to a student but fish-hook". Informal learning, we can know more about "principles and material development" the work of Tomlinson¹³, for instance, by reading it. There are many teachers use his book because he is an expert on the issue. It means that he himself has internalized the values so that he and his works are used for many other people in the world.

Implicitly, the internalization of the values through teacher's role (facilitate students to acquire the language) can be seen on what Shintani had done in her research. By helping young and beginner learners of English as a second language acquired the English through input-based tasks with three listen-and-do tasks, which had been repeated nine times over a five-week period. The results had shown that there was a significant improvement in both students' receptive and productive knowledge of the vocabulary items and in their receptive knowledge of plural -s over time¹⁴. In addition, according to Raja Ali Haji's work, Gurindam Dua Belas, in Malik states that a good teacher (especially) is not only knowing the values but also she/he practices and transforms those into right behavior. "Therefore, someone with good behavior receives God's glory"⁵. It means that the role of the teacher is very crucial in the educational context. When the teacher has good character, of course, it has a positive effect towards students' behavior inside and outside of school.

Internalizing Character Values through Media and Material

The values should be involved by the English teachers into the learning media and material. They can be done through the placement of the values in 7 habits based on the theme in the media and material ¹⁵. Whatever the themes are, the values must be customized in the learning media and material.

Theme	Character Connection
Paradigm & principles	<ul style="list-style-type: none"> - Self-awareness - Tolerance - Integrity - Self-discipline
Private victory	<ul style="list-style-type: none"> - Self-management - Self-confidence - Poise - Individuality
Habit 1: Be proactive	<ul style="list-style-type: none"> - Perseverance - Optimism - Accountability - Self-control
Habit 2: Begin with the end in mind	<ul style="list-style-type: none"> - Awareness - Purpose - Leadership - Ambition
Goals	<ul style="list-style-type: none"> - Self-empowerment - Focus - Determination - Motivation
Habit 3: put first things first	<ul style="list-style-type: none"> - Principles - Time management - Willpower - Organization - Priorities
Public victory	<ul style="list-style-type: none"> - Citizenship - Cooperation - Care - Loyalty
Habit 4: Think win-win	<ul style="list-style-type: none"> - Respect - Trust - Cooperation - Fairness
Habit 5: seek first to understand, then to be understood	<ul style="list-style-type: none"> - Honesty - Empathy

	<ul style="list-style-type: none"> - Sincerity - Alertness - Kindness
Habit 6: Synergize	<ul style="list-style-type: none"> - Teamwork - Unity - Diversity - Originality
Habit 7: Sharpen the saw	<ul style="list-style-type: none"> - Renewal - Inquiry - Creativity - Balance

They will be conducted each month. The teachers must be able to show the students about the character values in the media and material: theme, character values, and learning outcomes. In other words, the values are internalized by the teachers inside the media and material. The benefits of internalizing the values through media and material can be seen below:

In addition, interactive multimedia offers the following advantages: a) learning is more innovative and interactive; b) teachers will always be required to be innovative in seeking a breakthrough in teaching; c) it combines texts, pictures, audio, music, animated images or video in a single entity in order to achieve the learning objectives; d) it boosts students' motivation in the learning process; e) it visualizes the material perceived difficult to be explained merely through a lecture or conventional props, and f) it trains students to be more independent in gaining knowledge¹⁶.

Then, the internalization of the values can be done through interactive multimedia with several steps: (i) negotiation of subject matter and character, (ii) presentation of materials, (iii) group distribution based on social science topics, (iv) exploration of character values according to the topics, and (v) integrated practice (initial observation to school, multimedia scenario development, multimedia production, multimedia simulation in class, and multimedia utilization in school). By implementing those had been affected significantly the formation of the students' character¹⁶.

Internalizing Character Values through Learning and Teaching Process

It is true that the good results of teaching and learning are based on the process. One of the main point to support the optimal results of those are the existence of the character values (teacher and or students realize or not) in the processes continuously. Now, we know and are able to practice the values: religiously-obedient, gentle, hard-studying, courteous, honest, disciplined, independent, self-care, sincere, wise, humble, critical, steadfast, perfect minded, defending the truth, using of body positively, staying positive, hard-working, patient, trustworthiness, respect, responsibility, fairness, caring, diligently, citizenship, optimism, ambition, leadership, loyalty, cooperation, integrity, accountability, tolerance, poise, self-control/awareness/management/discipline/empowerment/confidence/esteem, individuality,

time management, willpower, determination, motivation, focus, priorities, principles, organization, purpose, awareness, teamwork, unity, diversity, originality, empathy, sincerity, alertness, kindness, renewal, inquiry, compassion, creativity, balance and responsible⁵ are because of the works of our good teachers in teaching us with meaningful learning through their internalizing the values.

Furthermore, some studies have shown that the teachers realize or not about the implementing of the values in that processes, they have done a positive contribution to help students to be good educated persons in the future^{5,6,9,11}. In other words, the teachers are not only able to say the words, meanings, and examples of the values but also can be a good example in the real life for their students both inside and or outside the classroom. Also, they can be internalized through the stage on the self-esteem of the student, the stage on linguistic knowledge: communicative effectively, throughout the learning stages, collective effort in learning, collaborative learning, teachers' role-model, and teachers' motivation while teaching⁹. For example, Nunan has internalized the values such as creativity, motivation, focus, balance and responsible while teaching "Aspect of task-based syllabus"¹⁷. He prepared the material, instruction how and what to do, the implicit conclusion so that the students can motivate, focus, creative to get the knowledge. Meanwhile, class presentation, students' presence, and apperception are use for preliminary activities; teaching method, two-way communication, students activities, and learning resources are used for core activities; and concluding activities, giving feedback, reflecting, and following up are used for closing activities of character building in the teaching-learning process. The results had shown that 65.1% of 63 elementary schools in Jakarta were effective and 9.6% of 63 schools were not optimal in internalizing the values in those processes¹¹.

CONCLUSION

There are many character values that can be used by the teachers explicitly or implicitly in teaching and learning processes. Of course, it is impossible to implement all the values completely at the same time. But, they become challenging issues for teachers to internalize them through their roles, media, and material, learning and teaching process. The consistency is the "keyword" for their success in internalizing them properly. The proponents of the character values have practice and proved through their researches^{7-12,16,18}. They are not taught but internalized and modeled them through learning, teaching processes, media and material to students in the real life activities both inside and or outside the classroom. The process of internalizing are in line with the theme and learning outcome. For example, they do not teach motivation but they show their students that they are motivated persons in the real life so that they can learn and get awareness of motivation through their internalizing them in the third sub-themes: roles, media and material, and teaching and learning process.

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