

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Researcher collected the data by observing learning activity took place in tenth science grade. In addition, the researcher also collected the data by interviewing an English teacher. Based on the data obtained by researcher, the following are the result of the findings:

1. What Efforts Do Teacher Do In Character Building In Online Classes.

This researcher was conducted at MAN 1 Banjarmasin. Researcher used interview techniques to obtain data about the implementation of character building in the english teaching and learning process in the online class.

Based on the results of observation, it shows that the implementation of character building in the english teaching and learning process in the online class via E-learning and WhatsApp through interviews with teachers as teaching seems to have a high commitment instilling and developing character values. This can be from the learning structure delivered by the teacher. This of course can also support the implementation of character building during the teaching and learning process.

In the implementation of learning the teacher emphasize the character values of honesty, perseverance, disciplines and responsibility etc. The main purpose of character building in English at MAN 1 Banjarmasin is to emphasize honesty and cooperative attitude towards fellow friends. For example, when conducting

discussions, students must show a responsible attitude and polite attitude in dealing with fellow friends.

In the process of learning and teaching, teachers at MAN 1 Banjarmasin usually start the class by observing, arranging etc. Teachers are good role models for students both in attitude and behavior, and able to provide good examples, to apply morals which can build student character, teachers integrate subject matter that is in accordance with existing character values.

In the process of implementing character education, cooperation from various parties, both from schools, families and communities, is very necessary in order to realize the goal of character building. Therefore, schools need to establish good communication with various parties as a means of sharing and evaluating to discuss problems and obstacles that occur during the implementation process as well as solutions in overcoming problems that occur in the process of implementing character values.

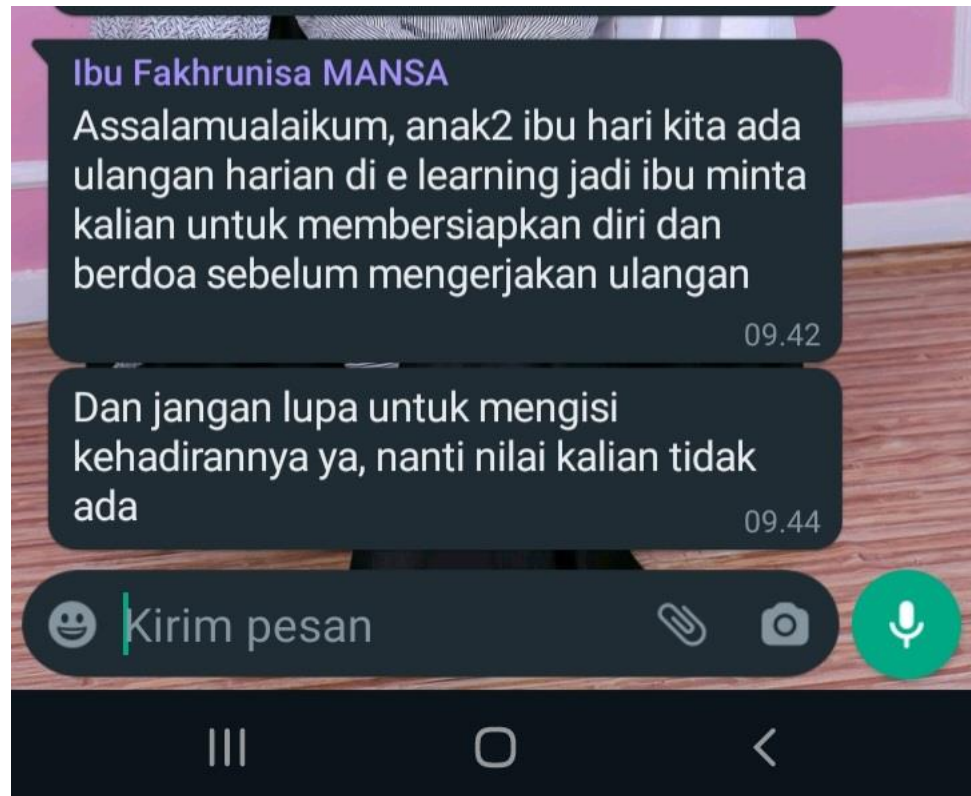
There are 18 points of value set by the government in implementing character development in the school environment. Researchers found several values of character building that were successfully implemented at MAN 1 Banjarmasin, they are as follows:

a. Religious

Based on observations, the points that become character values building. The first is Religion, the teacher and students pray first before the lesson starts. This is usually done in class before government schools enforce online schools, but even though now schools are conducted online, it doesn't

mean we can't do it, we used to pray together. the same in class now we do it online by way of chat only and invite them to pray together.

As a teacher, it is appropriate to remind that the religious nature must be instilled in students.



Picture 4. 1 Teacher opened the class with salam and praying

b. Honest

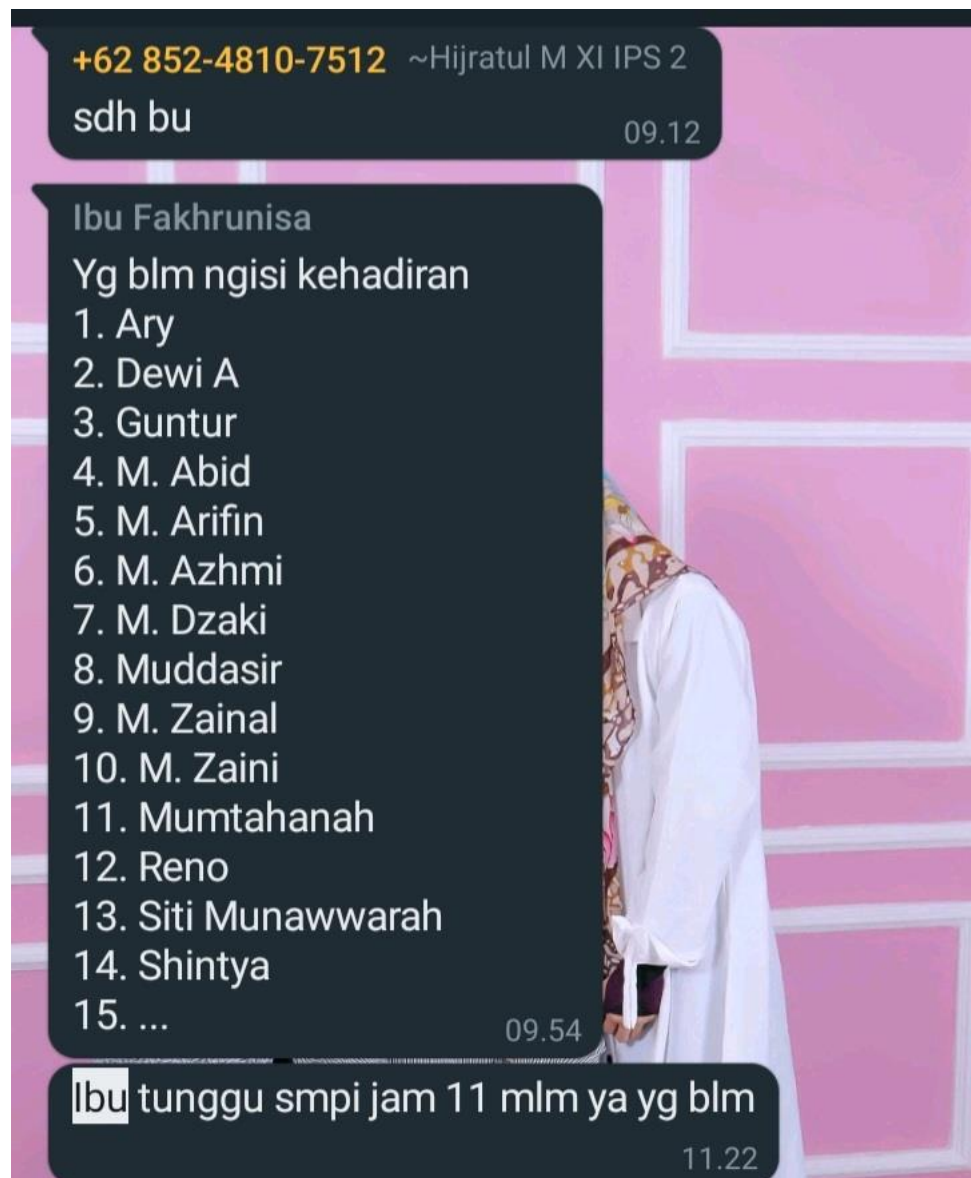
According to interviews conducted with English teachers at MAN 1 Banjarmasin. The teacher always reminds to always fill out the attendance list and the teacher also always reminds not to cheat when given an assignment and asks students to be honest even though they are not under the direct supervision of the teacher and are also serious in learning. Character values are applied by

the teacher by including advice and input for students to tell and do the truth, when students are asked not to ask for answers during exams from friends.

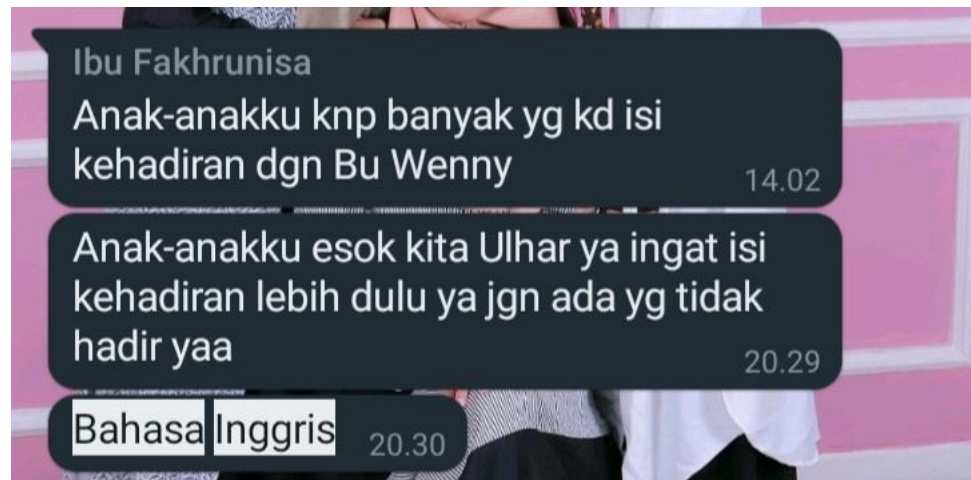
Because honest behavior is basically cultivated by oneself. Efforts to make yourself as a person who always believes in the words and actions that are carried out either directly or indirectly supervised.



Picture 4. 2 Teacher asked the students to fill attendance list



Picture 4. 3 Teacher asked the students to fill attendance list



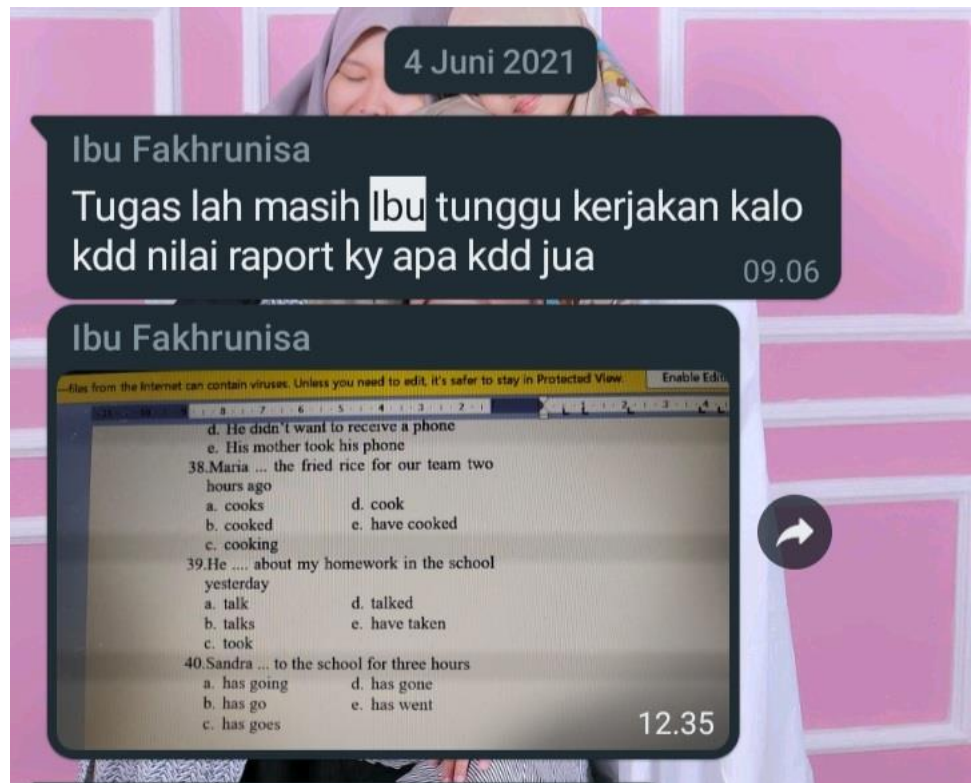
Picture 4. 4 Teacher asked the students to fill attendance list

c. Tolerance

Tolerance is attitudes and actions that respect differences in religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves. In this study the researcher interviewed the teacher, that the teacher always asked students to ask questions and the teacher as much as possible to answer questions from the student and if there is an answer that according to the student is not in accordance with what he wants then the teacher will accept the assumptions that the student gave so that he do not feel that expressing an opinion is not wrong and disagreeing with others is not a mistake.

d. Dicipline

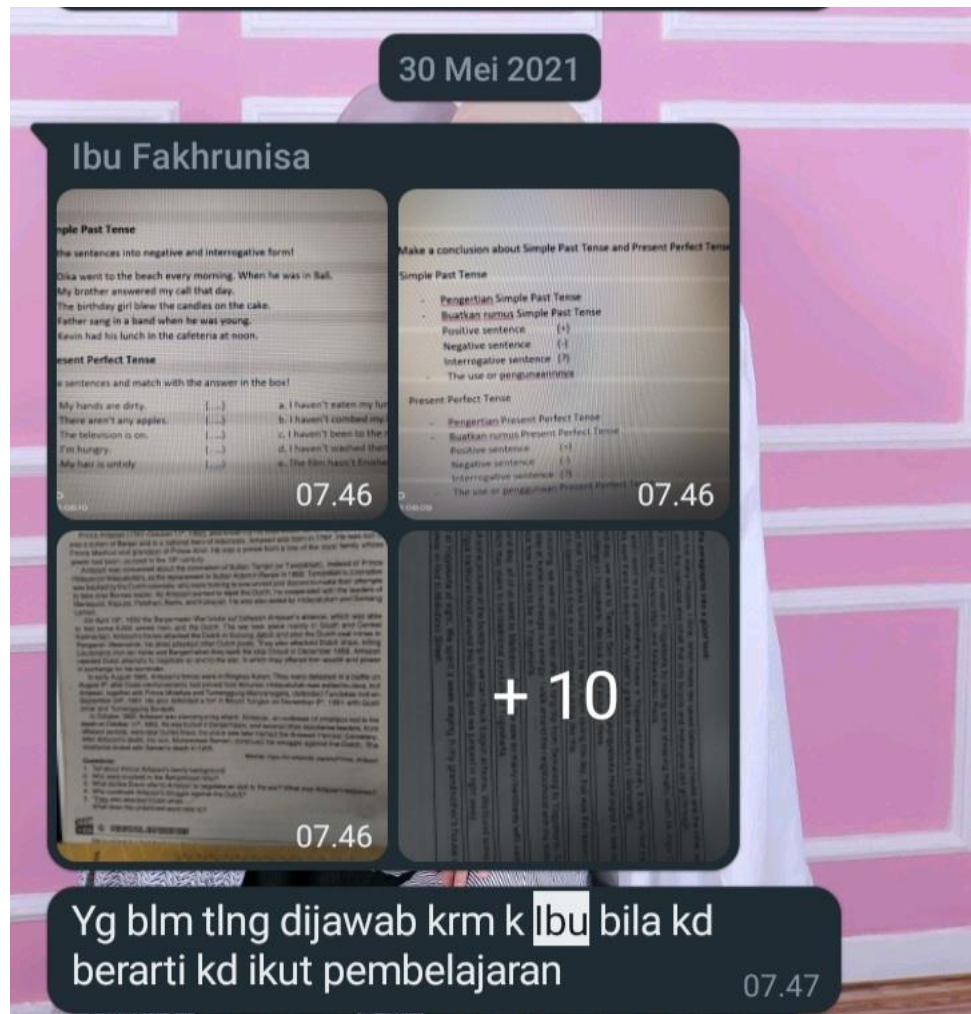
Based on the results of observations of disciplinary behavior applied by teachers to students, it is by making them work on assignments with a predetermined time so that students can make themselves disciplined on time and obey the rules set by the teacher, thus forming a disciplined personality and not taking lightly a task has been given.



Picture 4. 5 Teacher asked the students to do assignments on time



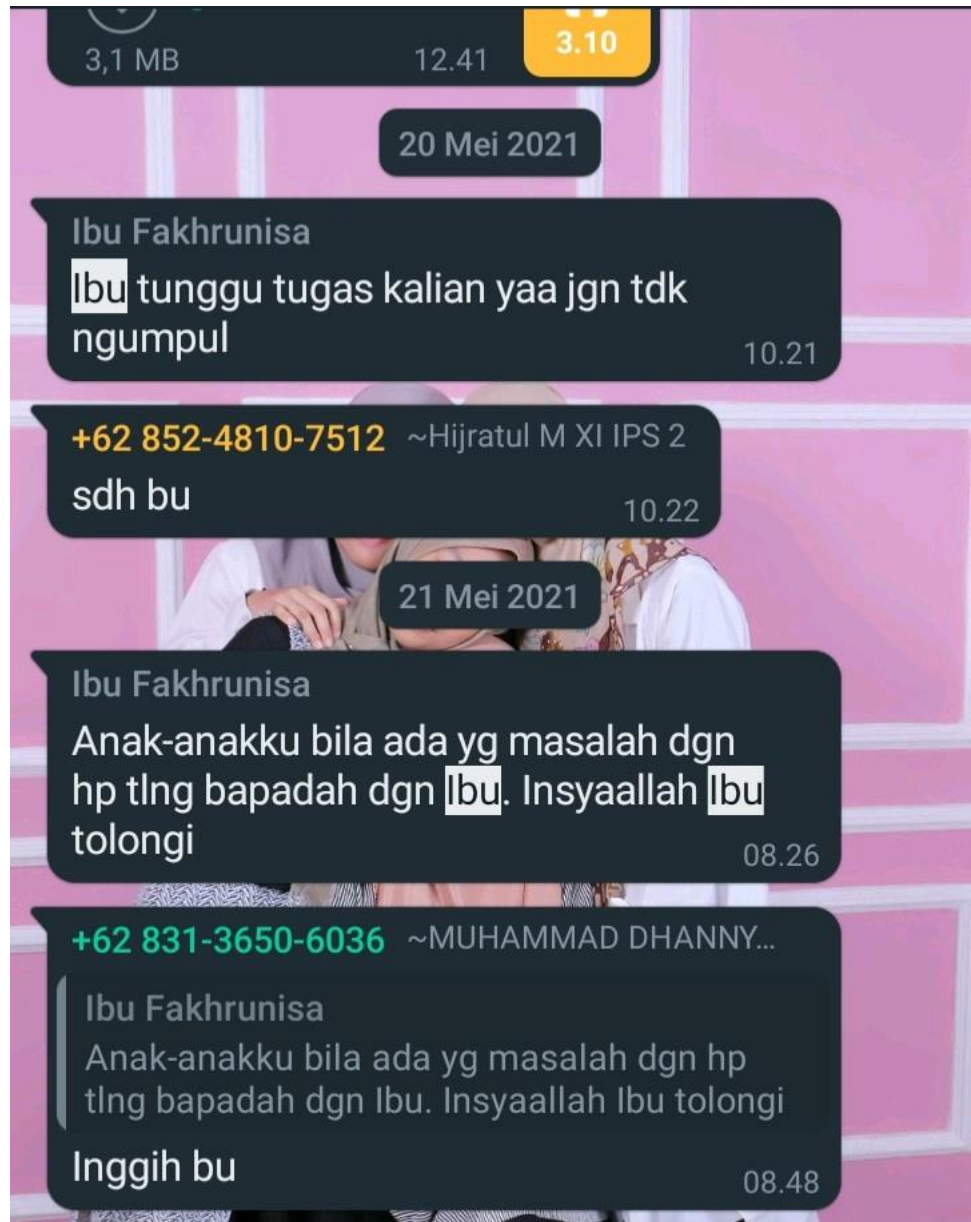
Picture 4. 6 Teacher asked students who do not take the test



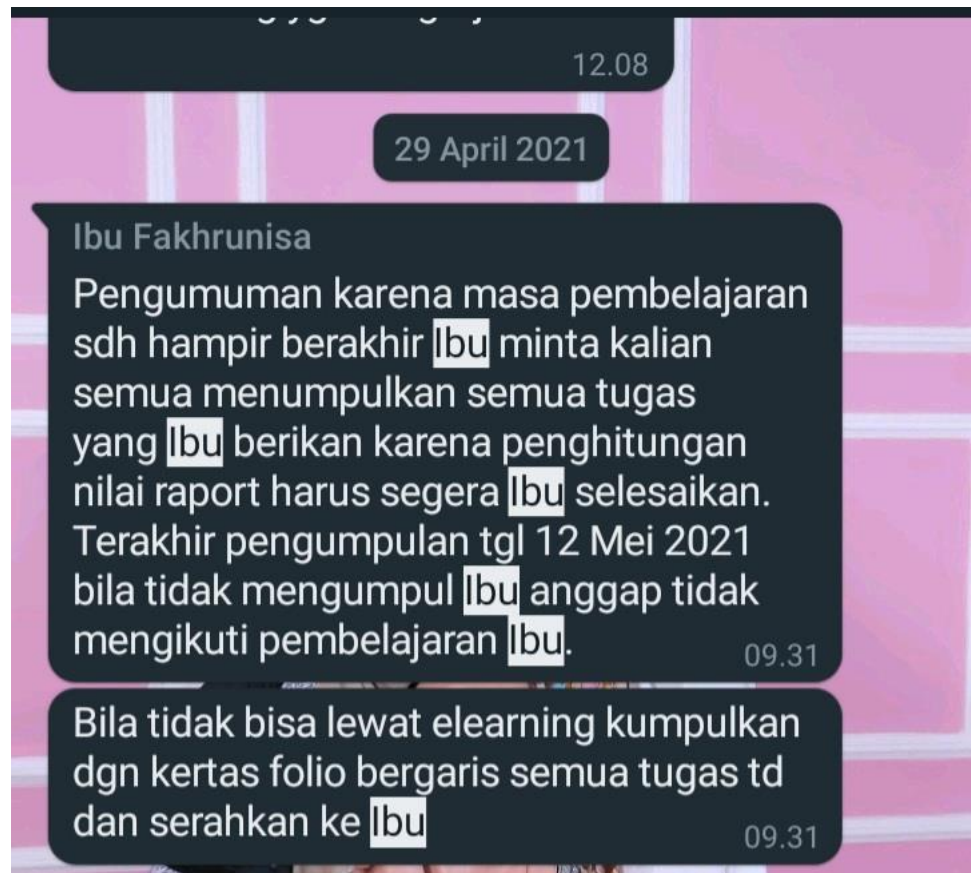
Picture 4. 7 The teacher asked students who do not take the test



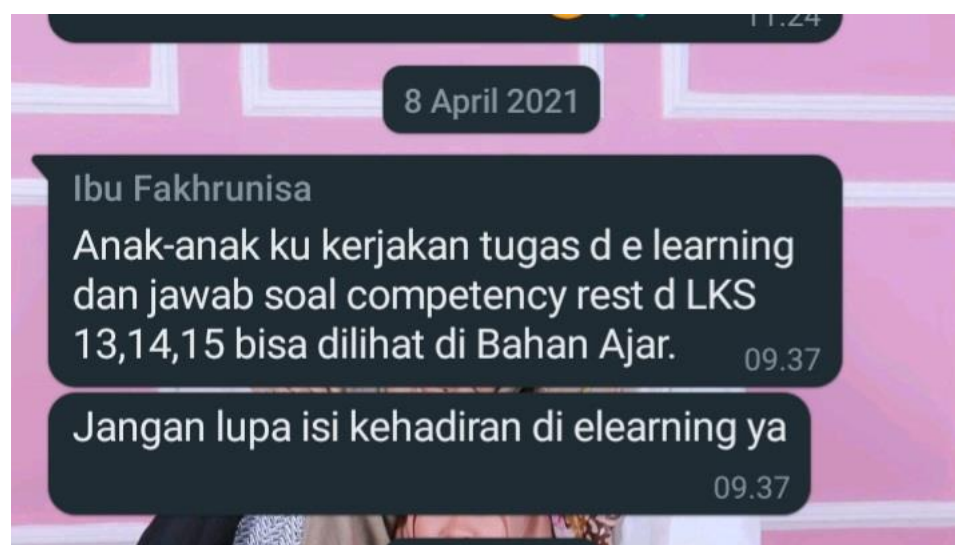
Picture 4. 8 Teacher asked the students to do assignments on time



Picture 4. 9 Teacher asked the students to do assignments on time



Picture 4. 10 Teacher asked the students to do assignments on time



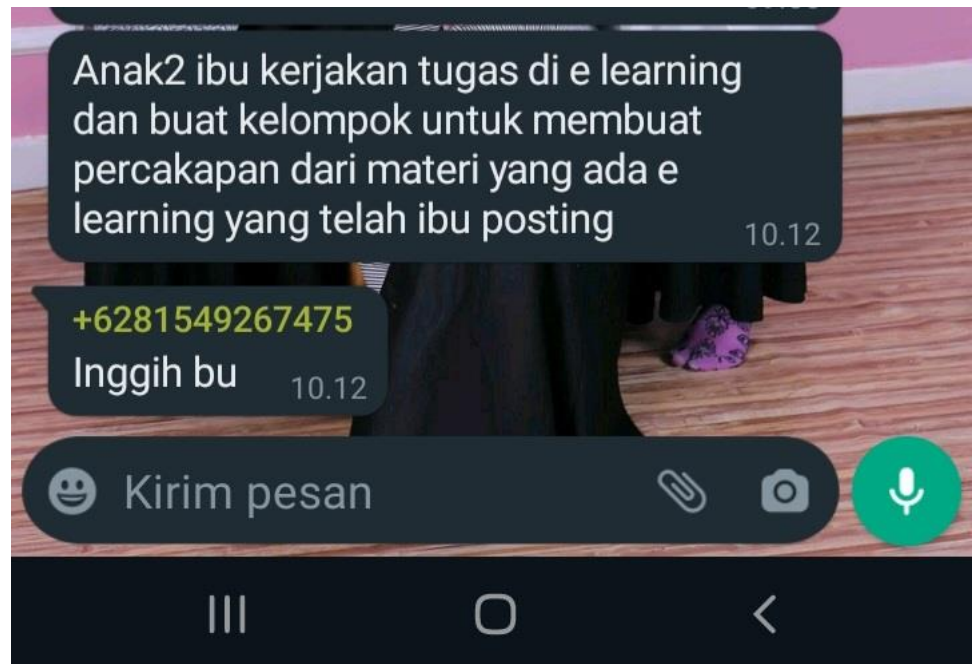
Picture 4. 11 Teacher asked the students to do assignments



Picture 4. 12 the teacher shared link for test

e. **Creative**

Creative is thinking and doing something to produce new ways or results from something that is already owned. Creative makes students become someone who is able to think critically and free of opinion. Like when the teacher gives an assignment to make something related to the subject matter with something creative they can do it well. For example, when they are asked to make an English conversation with a theme that they can determine for themselves.



Picture 4. 13 The teacher asked students to do dialog

f. Friendly/ Communicative

Communicative means actions that show a sense of pleasure to talk, socialize and cooperate with others.

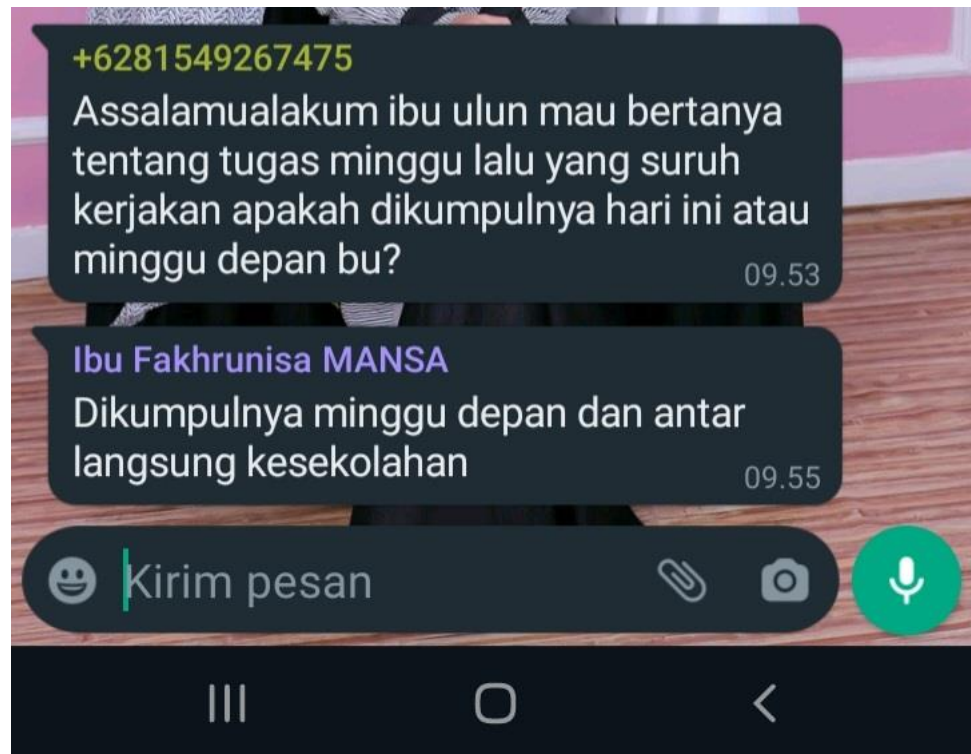
The teacher makes a group consisting of students and in it usually the teacher distributes several tasks. And in the group students are expected to be able to communicate with each other, exchange ideas and solve a problem that they face together. Or the teacher asked one of the students to delivered an announcement and share it in the class group.



Picture 4. 14 Teacher communicative with student



Picture 4. 15 Student communicative with his friends



Picture 4. 16 Student communicative with the teacher

g. Responsibility

Students at MAN 1 Banjarmasin must be responsible for every task given by the teacher. They must always show their responsibilities. For example, when the teacher gives them homework, they always do well and complete the assignment before the allotted time limit. The teacher also slipped a little about the material for character building through teaching English either directly or indirectly.

Based on the researcher's observations while observing online classes, students always carry out their responsibilities as students who always do their assignments well, don't feel burdened even though the tasks they carry are quite a lot.

Schools and teachers use character building values in accordance with government regulations contained in the syllabus and curriculum. With these values, it is hoped that education in Indonesia can be even better in the future. Although, these values are not included in the lesson, but character education is very necessary to shape a person into a better person. Because school is not only a means to study but also to shape a person to be a better person and responsible for the surrounding environment. Therefore, as a teacher, you must be able to slip a little about character building in every lesson that is taught or delivered and given to students.

On the assessment of the disciplined and honest aspect of the teacher taking the assessed aspect of discipline the teacher can take the aspect of the assessment from the aspect of their timeliness in collecting assignments and working in accordance with the specified time and from the aspect of honesty the teacher takes an assessment of the aspect of their honesty in punctuality in filling out the attendance list. So for this aspect of the assessment of responsibility the teacher takes aspects of his assessment of the two aspects of the assessment.

2. What are The Obstacles Faced By Teachers when Teaching Character Building in Online Class.

Obstacles faced by teachers in implementing character building in online classes where when teachers usually apply religious points when delivering assignments, students don't even apply them. For example, when the teacher says greetings in a group or chat students do not answer the greeting. In addition,

honesty, discipline and responsibility are also factors that hinder the implementation of character education.

Honesty when the student is given the task whether the student does the task honestly and in accordance with the directions conveyed by the teacher.

Discipline is also one factor because not all students usually actually do what the teacher asks. For example, when students are asked to fill attendance there are only some students who do not do it on time and that also applies when collecting assignments with a predetermined time there are only students who are not disciplined in time.

And also responsibility is an obstacle that is often found when doing the teaching and learning process during online because as a teacher sometimes feels students are less responsible because they usually consider it easy for every task given to delay the time of the announcement ignoring the teacher's chat does not respond when asked through chat group, even though a student's responsibility is responsible in every task given by the teacher.

Such obstacles are often faced when applying character education at the time of online learning as it is now, teachers cannot monitor directly as when learning face-to-face as directly.

In addition, there are several factors that hinder a teacher in implementing character education. Such as, instinct, custom or habit, heredity, and environment.

Instinct is a person's character and the driving force of one's behavior. Their hard-to-control character becomes an inhibiting factor because it is difficult to change one's character.

Customs or habits that are repeated over and over again. For example, students who are asked by the teacher to do assignments on time or according to a predetermined time but they don't do the assignments and delay procrastinating doing them and it is done continuously and becomes their habit.

Heredity and environment are also one of the inhibiting factors for the implementation of good character development. Where the environment is not good and the nature that is passed down from the family that he often sees, makes them a difficult person to managed.

B. DISCUSSION

After obtaining and analyzing the data collection at the finding above, the researcher presented the discussion of this research finding in this section. As mentioned in previous chapter, the objective of this study are to describe what effort do the teacher do in character building in online class and what are obstacles faced by teachers when teaching character building in online class.

Researcher got the data by observing, and interviewing with the teacher. The details are as below:

1. What Effort Do The Teacher Do in Character Building in Online Class

In the discussion, the researcher explained about how implementation of character building in the english teaching and learning process in the online class .Teachers apply in learning activities that show students being taught independent, hard work, honest, cooperative, confident, responsible, disciplined, tolerant, and religious. Based on the results of these observations, it can be analyzed that the character of students at MAN 1 BANJARMASIN,

can be formed into a person with good morals, piety and discipline, but not all students can have these characters, therefore the school also plays an important role in the formation of the character of a student.

From the explained above, the implementation of character building in the teaching and learning process in the online class related to the theory of, Samani, and Hariyanto (2013: 44) explained about defines character building as an effort that is intentionally accompanied to improve student character. Thus, character building can be interpreted as a conscious and planned effort that has been given to students find out, care, and can internalize the values of students can behave kamil people.

Researchers get data about what efforts do the teacher do in character building in online classes by observing and interviewing teachers with questions that are in accordance with the research. Currently, there are many applications that can be us to facilitate teaching and learning activities, especially for long distances like today. Both teachers and students can interact from their homes using various pre-agreed applications. Like, E-learning apps managed by the school, Google Forms, Zoom, FormsApp, and WhatsApp. Through this application the teacher can monitor each student's homework and through the application the teacher also carries out the teaching and learning process.

2. What are The Obstacles Faced by Teachers when Teaching Character Building in Online Class

According to interviews with several inhibiting factors in carrying out character education in school at online times such as now such as the application of points or character building values because the application is very difficult to apply at online times as it is today.

Teachers cannot directly assess whether the points or grades are indeed applied by students or not. From the above interview it can be obtained that the interview relates to the theory of the value of value issued by the ministry of national education in 2010 and according to the theory (Noor Yanti, 2016: 3), about the value of positive values. And Success or failure in the process of implementing character education is influenced by several factors. According to Zubaedi (2012:177-183) the factors that influence the success or failure of character education are as follows, instinct, custom or habit, heredity, and environment.