

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the analysis of character education implementation in Merdeka Learning curriculum in English learning process carried out by English teachers. In addition, the findings of the study are discussed based on the results derived from observations, interviews and documentation. There were two teachers who participated in this research, those who were Mrs. E and Mrs. G. Also, there are two students from each of their class, those are Student C (SC) and Student V (SV) from Mrs. E's class and Student D (SD) and Student F (SF) from Mrs. G's class.

A. Research Findings

The researcher describes the findings based on the implementation carried out by the teachers in English learning process

1. Strategies Used by The Teachers in Implementing Character Education in Merdeka Belajar Curriculum in English Learning Process

a. Mrs. E's Class

Based on the observations and interviews that has been conducted, Mrs. E implemented character education with several strategies as follows:

1) Cooperative Learning

Based on observations and interviews, in the second, third, fourth and fifth meetings the teacher implemented character education using cooperative learning strategies. This is based on the ways carried out

by the teacher in accordance to the ways of the cooperative learning strategy.

The first is to explain the subject matter so as to direct students to understand the material and their assignments in groups. This is shown from the teacher's explanation of the characteristics of animals at the second meeting, the characteristics of objects around students at the third meeting, and explaining how group presentations go at the fourth and fifth meetings. At this stage, the teacher reflected two characters sub-elements that is communication to achieve common goals as the teacher explained the learning material in the second and third meetings and social coordination which shown that the teacher directed students to do their assignments in groups at the fourth and fifth meetings. These character sub-elements are part of collaboration character elements in the cooperative character dimension.

Second, the teacher guided the students to study with their groups and work together in these groups. This can be seen in the second meeting, namely the teacher directs students to search the internet about five characteristics of one animal together with its group that must be different from other groups, in the third meeting, the teacher guided them to look for five objects in the class and then they mention each of the five characteristics, and in the fourth and fifth meetings the teacher guided them to work together with their friends to share tasks in group presentation activities. The teacher guided the students

to study together to be able to work on group assignments in finding the characteristics of animals and objects from the examples given by the teacher which show the character of gaining and processing information and ideas in the character dimension of critical thinking. In addition, the teacher directed them to cooperate with each other in group work at the second, third, fourth and fifth meetings which showed the sub-element cooperation character of the collaboration element in the cooperativeness character dimension.

The third is the teacher assessed the students which can be individually or in group. This can be seen in the second meeting where joint discussions are held after finishing looking for the characteristics of animals, in the third meeting where the teacher discussed with the students, examples of the characteristics of objects around them, as well as in the fourth and fifth meetings where the teacher discussed with students the results of their group work with group assessment along with individual assessment based on their contribution to class presentations. The teacher directed the students to discuss together the group assignments that have been done which reflect the character elements of analyzing and evaluating ideas which are part of the critical thinking character dimension.

The fourth is that the teacher gave team recognition in the form of expressions of praise to groups that deliver good presentations by directing other groups to be able to develop themselves again at the

fourth and fifth meetings. The teacher in this case reflected responsiveness to the social environment, namely the character sub-element part of the character caring element in the cooperativeness character dimension.

From the stages carried out by the teacher, it can be seen that this strategy was implemented whilst activity during the English learning process. It is marked by Mrs. E mentioned in the interview that she prioritized group activities in implementing character education.

“...So, I also prioritize the group tasks so that they can contribute a lot and help each other, it is cooperative value. I expect that those who are not yet fluent in understanding English vocabulary, will be able to do the task together with friends who understand more...There is also critical thinking value, so I asked them first before I explained it, what are the characteristics, like that, for example about objects or animals or humans...”

2) Contextual Teaching and Learning

Derived from the observations and interview, in the first, fourth and fifth meetings the teacher implemented character education using contextual teaching and learning strategies. In which the teacher explaining learning goals and procedure also question and answer, guiding students' task performance, and drawing conclusion.

The first is to explain the subject matter so as to direct students to understand the learning objectives and procedure as well as question and answer. This is shown from the teacher's explanation about the

characteristics of human at the first meeting and explaining how the group presentations would go at the fourth and fifth meetings. At this stage, the teacher reflected two character sub-elements that is communication to achieve common goals as the teacher explained the learning material in the second and third meetings and social coordination which shown that the teacher directs students to do their assignments in groups at the fourth and fifth meetings. These character sub-elements are part of collaboration character elements in the cooperative character dimension.

Second, the teacher directed the students to carry out tasks in the English learning process. This can be seen in the first meeting where the teacher directs students to do individual tasks where they search the internet about the characteristics of one of their family members which they then collect on a sheet of paper, and in the fourth and fifth meetings the teacher directs students to presented the results of their group work on finding five objects in class and then they mentioned each of the five characteristics. The teacher directed the students to do their own work on individual assignments that reflect the sub-elements, namely showing initiative and working independently which are part of the self-regulation element in the independent character dimension. Besides that, in group presentations, students showed the sub-elements of the social coordination and positive

interdependence characters in the collaboration element which were part of the character dimensions of cooperativeness.

The third is the teacher guided the students to the conclusion of learning. This can be seen in the first meeting, where the teacher directed the students about the conclusions of lessons about human characteristics by also asking them if they have any question and in the fourth and fifth meetings where the teacher guided the students about the conclusions of lessons about the characteristics of objects around them in class where these conclusions lead them to suggestions from the teacher that they have to learn more to increase the English vocabulary. In this stage, it can also be seen that the character sub-elements are reflecting and evaluating oneself thinking where the teacher directs students to understand the conclusions of learning together with the evaluation given. These sub-elements are part of the reflecting and evaluating elements in the critical thinking character dimension.

From what carried out by the teacher, it can be seen that this strategy was implemented whilst and post activity during the English learning process, where whilst Mrs. E explained the learning objectives and guide the students to do the task. This can be seen to what she stated that in the interview, as follows

“...the group tasks so that they can contribute a lot and help each other ... there is independent, so I also

keep reminding students that doing individual assignments is done by themselves, if they confused, ask me...”

In addition, in post activity, Mrs. E guided the students to draw the conclusion. This can be shown from the interview that she said,

“...I reminded the children to ask questions as in critical thinking, if they were still confused about the lesson...”

3) Affective Learning

The teacher implements character education using an affective learning strategy at each meeting, namely the first, second, third, fourth and fifth meetings. This is based on certain character habituation applied by the teacher and supported by exemplary of the teacher's behavior based on observations and interviews that have been carried out.

Habituation is made by Mrs. E in this case concerns almost all aspects of the Pancasila student profile which can be seen from observations and interviews. The dimensions of the character of having faith, fearing God Almighty, and having a noble character, the teacher's habituation can be seen in the observation that the teacher accustoms students to pray before or after learning is finished, the teacher accustomed the student to respect other people during the English learning process. From this it can be seen that the application of this character is carried out in pre, whilst and post activity. The

character dimension of cooperativeness with the habituation of the collaboration character elements of the sub-elements of cooperation, communication, positive interdependence, and social coordination contained in the implementation of learning activities and working on group assignments. The application of this character can be seen in the whilst activity in the English learning process. The independent character dimension, where the teacher accustomed the students to do individual assignments, reflected the character elements of self-regulation which can be found in its application to whilst activity. The character dimension of critical thinking is by habituating the students with asking questions and also directing them to joint evaluations that reflect the character elements, namely gaining and processing information and ideas as well as reflecting and evaluating self-thoughts. From this, the application of this can be found in whilst and post activity in English learning process. This habit is also in accordance with the results of interviews conducted with Mrs. E that:

“From the beginning, I made it a habit to pray first, then, give greetings... if it's a group assignment, then work together, do the task, getting used to helping each other so that everything can be done.”

Besides that, the researcher found that students understood some of the characters that the teacher wanted to instill based on the interview that has been conducted as follows:

“SC: Usually, like, praying before entering the lesson...”

“SC: Yes, for example, if there is a group task, then helps each other...”

“SV: um... like, cooperation. Because in the class, my friends if there is a group assignment, they can do it better.”

“SV: And this, ... before studying, pray first, then respect the teacher”

The exemplary itself is carried out by the teacher by showing good behavior in general during the English learning process. In addition, it was found that the teacher also exemplified behavior that existed in the character dimension based on observations and interviews that had been conducted. The teacher also exemplifies the behavior of praying before or after the learning process, which is in the pre or post activity, and Mrs. E exemplifies behavior towards other people that shows the character of the moral to human element where she treated students politely and communicate and gave advice in a good way and used polite words during the English learning process. From this, it can be seen that Mrs. E reflected the character dimensions of having faith, fearing God Almighty, and having a noble character. In addition, Mrs. E also provided an example of the character of the caring element, namely the responsive to the social environment sub-element by acknowledging the achievements that have been achieved by students when completing presentation assignments well and providing input to others to be able to improve from the previous one where this was

found in post activity. It is also in accordance with the results of interviews conducted with Mrs. E that:

"Obviously, as a teacher we have to position ourselves so that they can imitate what behavior should be done... Here, for example, I see that children still often make fun of their friends, it's impossible for me to make fun of them in front of them too, for example, body shaming the child is not allowed."

Mrs. E argued from this that a teacher was not permitted to set a poor example for students. The researcher discovered that the teacher consistently set a good example during the observations that were being conducted. This is further supported by the perceptions of the teacher among the students in the interviews that have been performed.

"SC: She is patient, kind, friendly person. Talking to her is also comfortable, but we can't go too far"
"SV: She is patient, and kind. And explaining it, in such detail. Like explaining the learning, it's very detailed so I understand"

b. Mrs. G's Class

Derived from the observations and interviews conducted, Mrs. G implemented character education with several strategies as follows:

1) Cooperative Learning

Based on observations and interviews, in the first, second, and fourth meetings the teacher implemented character education using cooperative learning strategies. This is based on the ways carried out by the teacher in line to the ways of the cooperative learning strategy.

The first is to explain the subject matter so as to direct students to understand the material and their assignments in groups. This is shown from the teacher's explanation of the characteristics of thing around the class at the first meeting, characteristic of objects that is not only in the class in second meeting, and in fourth meeting about the use of have or has in mentioning characteristic of thing, human or animal. After that the teacher explain the group activity in first, second and fourth. At this stage, the teacher implied two characters sub-elements that is communication to attain common goals as the teacher explained the learning material in the first, second and fourth meetings as well as social coordination which shown that the teacher directed students to do their assignments in group. These character sub-elements are part of collaboration character elements in the cooperative character dimension.

Second, the teacher guided the students to study with their groups and work together in these groups. This can be seen in the first meeting, that the teacher guided them to guess objects from the mentioned characteristics of the objects around the class that they have

discussed with their friend, in the second meeting the students were guided to describe the characteristics of any object by drawing it after that presented it in front of the class and in the fourth meeting the teacher guided them to work together with their friends to describe characteristic of thing using have or has. The teacher guided the students to study together to be able to work on group assignments in finding the characteristics of animals and objects from the examples given by the teacher which show the character of gaining and processing information and ideas in the character dimension of critical thinking. Mrs. G directed them to cooperate with each other in group work at the first, second, and fourth meetings which showed the sub-element cooperation character of the collaboration element in the cooperativeness character dimension. In addition, the teacher implied the character dimension of creativity by guiding them to produce original idea through their drawing.

The third is the teacher assessed the students which can be individually or in group. This can be seen in the first meeting where the teacher directly assessed the group when they mention the correct answer, in the second meeting while the student presented the object's characteristics, and fourth meeting while they mention the characteristic of object that provided by the teacher that they had describe. The teacher directed the students to discuss together the group assignments that have been done which reflect the character

elements of analyzing and evaluating ideas which are part of the critical thinking character dimension.

The fourth is that the teacher gave team recognition in the form of expressions of praise to groups that deliver good presentations by directing other groups to be able to develop themselves again at the first and the second meetings. The teacher in this case reflected responsiveness to the social environment, namely the character sub-element part of the character caring element in the cooperativeness character dimension.

From what has carried out by the teacher, it can be seen that this strategy was implemented whilst activity during the English learning process. It is marked by Mrs. G statement the interview that group assignments can be implied.

“...Then cooperativeness during group assignments is also possible, so the words that they don't know can be helped by their friends...”

2) Contextual Teaching and Learning

The observations and interview that has conducted in Mrs. G's class reveal that in the third, fourth and fifth meeting the teacher implemented character education using contextual teaching and learning strategies. In which the teacher explaining learning goals and procedure also question and answer, guiding students' task performance, and drawing conclusion.

The first is to explain the subject matter so as to direct students to understand the learning objectives and procedure as well as question and answer. This is shown from the teacher's explanation about of how to mention the characteristics of objects, human, and animal using have or has after question and answer that has conducted regarding the characteristics of objects, human, and animal in the third meeting, at the fourth meeting is that the teacher explaining the learning linked to the previous meeting with question and answer about the thing that the teacher show to the student and the fifth meeting that the teacher explain the activity of the students that will held outside and inside the class. It showed that the teacher indicated two character sub-elements that is communication to achieve common goals as the teacher explained the learning material in the third, fourth, and fifth meetings and social coordination which shown that the teacher directed the students to do their assignments in groups at the fourth meeting. These character sub-elements are part of collaboration character elements in the cooperative character dimension.

Second, Mrs. G directed the students to carry out tasks in the English learning process. This can be seen in the third meeting that the student wrote their own sentence on the board of an example of describing characteristic of something using have or has, the fourth meeting that the students describe the characteristic of something showed by the teacher with their friend and do the individual task that

they describe their idol characteristics, and in the fifth meeting where the teacher directed the students to do individual tasks where they describe one plant's characteristics outside the class and describe the characteristic of the pictures showed by the teacher in the class. The teacher directed the students to do their own work on individual assignments that reflect the sub-elements, namely showing initiative and working independently which are part of the self-regulation element in the independent character dimension. Besides that, in group presentations, students showed the sub-elements of the social coordination and positive interdependence characters in the collaboration element which were part of the character dimensions of cooperativeness.

The third is the teacher guided the students to the conclusion of learning. This can be seen in the third meeting, where the teacher directed the students about the conclusions of lessons about how to use have or has to describe object, animal and human characteristics, in the fourth and fifth meetings where the teacher guided the students about the conclusions of lessons about the use of has or have to describe characteristics of something. From this, it can also be seen that the character sub-elements are reflecting and evaluating oneself thinking where the teacher directed the students to understand the conclusions of learning together with the evaluation given. These sub-

elements are part of the reflecting and evaluating elements in the critical thinking character dimension.

From what carried out by the teacher, it can be seen that this strategy was implemented whilst and post activity during the English learning process, where whilst Mrs. G explained the learning goals and guide the students to do the assignments. This can be seen to what she stated that in the interview, as follows

“In this material, the main focus is on critical thinking because there are a lot of new vocabulary words, so I am guiding the children so that they increase their vocabulary and the children can differentiate, oh this is an object oh this is an adjective. ... There is also Independent, for example, if they can answer question by their own when asked directly and do their own task by themselves...”

In addition, in post activity, Mrs. G guided the students to draw the conclusion. This can be shown from the interview that she said,

“...As for the closing, it is usually critical thinking, as the student I guided them to be able to conclude, reflect and evaluate each one. Because class schedule in this class are not the last hours, so sometimes there can also be cooperativeness, for example I guided them to care about their surroundings...”

3) Affective Learning

The teacher implements character education using an affective learning strategy at each meeting, namely the first, second, third,

fourth and fifth meetings. This is based on certain character habituation applied by the teacher and supported by exemplary of the teacher's behavior based on observations and interviews that have been carried out.

Mrs. G's habituation in this case involves nearly every dimension of the Pelajar Pancasila profile, as evidenced by observations and interviews. The dimensions of the character of having faith, fearing God Almighty, and having a noble character, the teacher's habituation can be seen in the observation that the teacher check the students' attendance and the teacher accustomed the student to respect other people during the English learning process. From this it can be seen that the application of this character is carried out in pre, whilst and post activity. The character dimension of cooperativeness with the habituation of the collaboration character elements of the sub-elements of cooperation, communication, positive interdependence, and social coordination contained in the implementation of learning activities and working on group assignments. The application of this character can be seen in the whilst activity in the English learning process. The independent character dimension, where the teacher accustomed the students to do individual assignments, reflected the character elements of self-regulation which can be found in its application to whilst activity. The character dimension of critical thinking is by habituating the students with asking questions and also

directing them to joint evaluations that reflect the character elements, namely gaining and processing information and ideas as well as reflecting and evaluating self-thoughts. Creativity also implied in the learning activity as the teacher always guide them to express their thought through their work as in the learning is drawing. From this, the application of this can be found in whilst and post activity in English learning process. This habit is also in accordance with the results of interviews conducted with Mrs. G that:

“In the beginning, I made it a habit to pray before studying, check student attendance. That's the goal, apart from being familiar with the students, the students feel cared for ... Then during lessons, I also make it a habit to ask students for example about vocabulary, so that they hone their thinking. During group task, students are habituated to do it together so that everyone understands...Then in closing, they are to conclude, reflect and evaluate each.”

This was proven to be done by students in class when researcher made observations. In addition, students also understand that the teacher applied character in learning from the interviews conducted as follows::

“SD: Because every time the teacher explains, uh... pointed out. The person pointed at by the teacher had already guessed in his brain to answer a certain question.”

“SD: After that, the second one, collaboration when the teacher gave group assignments, of course everyone will work”

“SF: Collaboration is usually when the group works, everyone works, helping each other when they see a friend in difficult, they are helped.... Pray before studying, then respect other people....”

The teacher acts as an exemplary by demonstrating good behavior in general during the English learning process. Furthermore, based on observations and interviews, it was discovered that the teacher exemplified behavior that existed in the character dimension. The teacher also exemplifies the behavior of praying before the learning process, which is in the pre or post activity, and Mrs. G exemplifies behavior towards other people that shows the character of the moral to human element where she treated students politely and communicate and gave advice in a good way and used polite words during the English learning process. From this, it can be seen that Mrs. G reflected the character dimensions of having faith, fearing God Almighty, and having a noble character. In addition, Mrs. G also provided an example of the character of the caring element, namely the responsive to the social environment sub-element by acknowledging the achievements that have been achieved by students when completing presentation assignments well and providing input to others to be able to improve from the previous one where this was found in post activity. It is also in accordance with the results of interviews conducted with Mrs. G that:

” Because these students immediately look at us, on how do we behave, so it must show an exemplary attitude ... so we try to speak politely, so that they can follow the example. So provides a direct example of what it should be...”

Mrs. G argued from this that a teacher was not permitted to set a poor example for students. The researcher discovered that the teacher consistently set a good example during the observations that were being conducted. This is further supported by the perceptions of the teacher among the students in the interviews that have been performed.

“SD: First, from the behavior of the teacher, she is kind, patient, never gets angry because there are rarely teachers who are patient and every learning is detailed.”

“SF: She is always calm and patient”

B. Research Discussion

Based on the implementation of Mandiri Belajar at Junior High School 4 Banjarbaru, teachers apply the learning based on the 2013 curriculum while also applying some of the principles of the Merdeka Belajar curriculum. The most visible principle is the principle of implementing character education, which is based on the characters contained in the Pelajar Pancasila Profile. This Pelajar Pancasila Profile has six-character dimensions which are then broken down into several elements, which elements are further broken down into several sub

elements. The six-character dimensions are having faith, fearing God Almighty, and having a noble character, global diversity, cooperativeness, independence, critical thinking, and creativity (Kemdikbud, Profil Pelajar Pancasila - Direktorat Sekolah Dasar).

1. Strategies Used by The Teachers in Implementing Character Education in Merdeka Belajar Curriculum in English Learning Process

In English learning process that has been conducted by two English teachers of Junior High School 4 Banjarbaru, the researcher found that they implemented character values based on the character dimension of Pelajar Pancasila Profile by using some strategies.

a. Cooperative Learning

The cooperative learning strategy mentioned by Suyadi require grouping systems which can enhance students' social relations skills to develop respect and students' self-concept (Suyadi, 2013). This then refers to the implementation of character education in English learning process through some ways that the teachers do by explaining the learning material, guiding the group learning process, assessing the students, and recognizing the group achievement.

Researcher found that teachers explaining the learning material that is characteristics of objects, human and animal in the class and inserting character that based on Pelajar Pancasila profile that happened in whilst activity.

The teacher guiding the group learning process by guiding them to divide the group task and learn together with their friend if they found any difficulties about describing characteristics of object, animal or human and injecting character values based on Pelajar Pancasila profile that happened in whilst activity.

The teacher assessing the students by assessing their work after they presented the task individually and by group implanting character values based on Pelajar Pancasila profile that happened in whilst activity

The teacher recognizing the group achievement by acknowledging the group achievement as well mentioning other group to do the work better next time and inserting character values based on Pelajar Pancasila profile that happened in whilst activity and post activity.

b. Contextual Teaching and Learning

The contextual teaching and learning strategy argued by Suyadi, fully involved the students to find the correlation between the material and the reality (Suyadi, 2013). This then refers to the implementation of character education in English learning process using habituation and exemplary. This then refers to the implementation of character education in English learning process through some ways that the teachers do by explaining learning goals and procedure also question and answer, guiding students' task performance, and drawing conclusion.

Researcher found that teachers explaining the learning material by also conducting the question and answer regarding the students

understanding to the goal of knowing how to describe characteristics of objects, animal and human to and inserting character values based on Pelajar Pancasila profile that happened in whilst activity.

The teacher guiding the students to perform the task by guiding them to present their work of describing the characteristic of object, animal and human while also inserting character values based on Pelajar Pancasila profile that happened in whilst activity.

The teacher drawing conclusion by guiding them to conclude about how to describe the characteristics of object, animal and human as well as the feedback to improve their learning and implied character values based on Pelajar Pancasila profile that happened in whilst activity and post activity.

c. Affective Learning

The affective learning strategy expressed by Suyadi focuses on student development through a learning process regarding their behavior (Suyadi, 2013). This then refers to the implementation of character education in English learning process using habituation and exemplary.

Based on the findings, researcher found that teachers can apply habituation in learning based on character dimensions in Pelajar Pancasila Profile. This is shown from several habits that are conducted such as praying before or after the learning in the habituation of religious values, helping friends during group tasks so that they are used to doing the tasks cooperatively, as well as habituation in learning for students to

prepare themselves to always be ready when the teacher asks something about the lesson, which can improve their critical thinking. This is in compliance with what was stated by Suyadi, where through certain activities, teachers can help students to develop a habit of particular ideals (Suyadi, 2013).

Apart from that, the teacher of course also has a fairly clear role in instilling character values in students by being an exemplary. As found in the findings, that both of the teachers stated that students saw, directly, what kind of behavior was shown by the teacher so that the teacher had to set an appropriate example. Students then proved that the teacher had set a positive example for them while they were learning. It corresponds to Suyadi's proposal that teachers impart character through an exemplary conducted for their students to imitate (Suyadi, 2013).