

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

Derived from the findings and the discussion of, it can be concluded that the seventh-grade English teachers at Junior High School 4 Banjarbaru applied character education based on the character dimensions contained in the Pelajar Pancasila Profile by utilizing some strategies. The strategies are cooperative learning, contextual teaching and learning, and affective learning.

The teacher implementing character using cooperative learning by explaining the learning material to achieve the learning goal, guiding the group learning process, assessing the students, and recognizing the group achievement. Contextual teaching and learning used by explaining learning goals and procedure also question and answer, guiding students' task performance, and drawing conclusion. Affective learning is utilized by doing habituation of certain activities to the students and exemplary of the teachers so that the students can emulate the good character which is displayed by the teachers.

#### **B. Suggestion**

1. For English teachers, in implementing character education in English learning process, teachers can maximize the implementation of the

character dimensions contained in the Pelajar Pancasila Profile by using various strategies.

2. For future researchers, the study's findings can be utilized as a supplementary resource for research into the use of character education in various contexts. In addition, it is recommended to look more into how character education might be incorporated into other English learning materials.