

AN ANALYSIS OF THE IMPLEMENTATION OF CHARACTER EDUCATION BY SENIOR HIGH SCHOOL TEACHER

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ABSTRACT

Penelitian studi kasus ini bertujuan untuk menggambarkan bagaimana guru merencanakan, mengimplementasikan, dan menilai pendidikan karakter. Penelitian ini melibatkan seorang guru bahasa Inggris sekolah menengah atas. Instrumen yang digunakan terdiri dari lembar observasi, catatan lapangan, perekam suara, panduan wawancara, dan peneliti sebagai instrumen utama. Data yang diperoleh dianalisis dengan menggunakan metode analisis yang diusulkan oleh Miles & Huberman (1994). Metode analisis terdiri dari empat langkah yaitu, pengumpulan data, reduksi data, tampilan data, dan penarikan kesimpulan. Hasil analisis menunjukkan bahwa guru mengintegrasikan nilai karakter dalam tahap perencanaan dengan memasukkannya dalam tujuan pembelajaran, langkah-langkah pembelajaran, dan penilaian. Guru mengimplementasikan pendidikan karakter dengan memberikan teladan dan menjadi mentor, menciptakan komunitas moral, mengembangkan disiplin moral, menciptakan ruang kelas yang demokratis, mengembangkan keterampilan memecahkan masalah, memasukkan nilai-nilai melalui kegiatan pembelajaran, dan pembiasaan. Dalam tahap penilaian, guru mengamati perilaku siswa secara langsung dan mengamati partisipasi siswa selama pembelajaran. Guru juga menggunakan self-assessment.

Kata kunci: pendidikan karakter, nilai-nilai karakter, pembelajaran Bahasa Inggris

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This qualitative case study aims at describing how a teacher planned, implemented, and assessed character education. This study involved a senior high school English teacher. The instruments consisted of observation checklist, field note, voice recorder, interview guide and researcher as the main instrument. The obtained data were analyzed by using an analysis method proposed by Miles & Huberman (1994). The analysis method consists of four steps namely, data collection, data reduction, data display, and conclusion drawing. The results of the analysis show that the teacher has integrated character values in the planning, implementing and evaluating the stage. The first is planning stage. The teacher integrated character values in the planning stage by inserting them in the learning objective, learning steps, and assessment. The second is implementing stage. The teacher implement character values in the implementing stage by elaborating them into learning activities, being role model and mentor, creating moral community in the class, developing moral discipline, creating democratic classroom, teaching conflict resolution, and habituation. The last stage is evaluating stage. The teacher assesses directly students' character development during teaching and learning process. The teacher observed students activeness during the learning process and utilizes self-assessment.

Keywords: character education, character values, English teaching and learning