APPENDIX

(Interview Checklist, Interview Guides and Questionnaire)

Appendix 01. Interview checklist of character education programs/activities

(INTERVIEW CHECKLIST)

Kuseioner berikut bertujuan untuk menggali informasi tentang program /aktivitas Pendidikan karakter yang disisipkan di NBBS dalam pelaksanaan pembelajaran Bahasa Inggris. Untuk mendapatkan informasi yang rinci tentang program Pendidikan karakter yang diterapkan, mohon Bapak/ibu berkenan mengisi tabel berikut ini.

Namun sebelum Bapak/Ibu mengisi kuisioner,

Bapak/Ibu berkenan mengisi beberapa informasi diri sebagai berikut:

1. JenisKelamin
   - Perempuan
   - Laki-laki
2. Apa peran anda dalam dunia pendidikan?
   - Kepala Sekolah
   - Asisten Kepala Sekolah
   - Guru Pendidikan Reguler
   - Guru Pendidikan Khusus
   - Bimbingan Konseling
   - Staf
   - Lain-lain
3. Berapa lama sudah bekerja di bidang pendidikan (sebagai guru)
   - 1 Tahun
   - 3 Tahun
   - 5 Tahun
   - 5 -10 Tahun

Character Values (Character Education Reinforcement Program – Curriculum 2013)	Programs/ Activities	A	NA	Class	Description	Insertion Strategy
1.Religious	a. Praying					
	b. Celebrating students' Holy day.					
	c. Applying in daily's activity.					
	d. Posters of character in every class.					
	e.Other activities: Please kindly mention :					
2.Integrity	Inserted in school's programs. a. House reading					
	b. Project-based activities					

	c. Awarded based activities.					
	d. Package based learning.					
	e. online - based learning.					
	f. NBBS House Program					
	h. STUDENTS COUNCIL					
3.Self-Directedness	Inserted in school's programs : a. Doing the package task.					
	b. Reading every day at home (House Reading)					
4.Nationalist	Inserted in school's programs : a. Flag Ceremony					
	b. Poster Making					
5.	Inserted in school's					

Collaboration	programs : a. Earth Day					
	b. Children 's Book Week					
	c. Performing Arts Day					
	d. Saturday Project					
	R : How do you explain about the insertion of character education program in NBBS? R :*Bagamana Bapak/ibu menjelaskan penyisipan Pendidikan karakter di NBBS?*					

Note: **A** **= Available**

NA **= Not Available**

Appendix 02. Questionnaire for Teachers

QUESTIONNAIRE 2

KUESIONER TENTANG PROGRAM PENDIDIKAN KARAKTER

Terima Kasih kepada Bapak/Ibu yang telah terpilih serta bersedia untuk menjadi subjek dalam penelitian yang dilaksanakan oleh Ni Ketut Juniari selaku peneliti. Penelitian ini mengangkat topik tentang program dalam pengimplementasian pendidikan karakter yang datanya dikumpulkan melalui observasi, dokumen studi, kuisioner, rekaman suara dan wawancara yang kami harapkan Bapak/Ibu jawab sejujur-jujurnya. Ada 5 skala yang tersedia, Bapak/Ibu cukup memilih salah satu dengan memberikan tanda check (√). Berikut keterangannya:

1 = Sangat Tidak Setuju

2 = Tidak Setuju

3 = Ragu-Ragu

4 = Setuju

5 = Sangat Setuju

Namun sebelum Bapak/Ibu mengisi kuisioner, Bapak/Ibu berkenan mengisi beberapa informasi diri sebagai berikut:

4. Jenis Kelamin
   - Perempuan
   - Laki-laki
5. Apa peran anda dalam dunia pendidikan?
   - Kepala Sekolah
   - Asisten Kepala Sekolah
   - Guru Pendidikan Reguler
   - Guru Pendidikan Khusus
   - Bimbingan Konseling
   - Staf
   - Lain-lain
6. Berapa lama sudah bekerja di bidang pendidikan (sebagai guru)
   - 1 Tahun
   - 3 Tahun
   - 5 Tahun
   - 5 -10 Tahun

Nilai Karakter	No	Item	Item score				
			1	2	3	4	5
Religius	1	Sikap berdoa yang diterapkan di sekolah sangat tepat untuk meningkatkan karakter religious siswa.					
	2	Melatih siswa untuk membersihkan lingkungan dapat mewujudkan karakter yang menjaga ciptaan Tuhan					
	3	Melatih siswa menjaga tutur kata saat berbicara dengan lawan bicara dapat menumbuhkan karakter sopan santun.					
	4	Sikap toleransi yang diterapkan disekolah dapat membiasakan siswa saling menghormati dan menghargai sesama.					
Integritas	5	Sikap kejujurann yang dicontohkan di sekolah sangat tepat untuk meningkatkan karakter integritas siswa.					
	6	Melatih siswa untuk konsisten baik dalam perkataan maupun tindakan dapat menumbuhkan karakter yang dapat dipercaya dan menjadi contoh yang baik.					
	7	Mengajarkan siswa untuk melaksanakan dan menyelesaikan pekerjaan rumah (PR) di rumah dapat memupuk karakter yang bertanggung jawab.					
	8	Mendorong siswa agar tidak malu bertanya apabila ada materi yang belum di pahami sangat baik untuk menanamkan karakter keterbukaan pada siswa.					
Mandiri	9	Mengajarkan siswa agar tepat waktu dalam menyelesaikan tugas sangat tepat untuk meningkatkan kedisiplinan siswa.					
	10	Melatih siswa untuk mengerjakan tugas sendiri dapat mwujudkan karakter siswa yang mandiri.					
	11	Memberikan kesempatan kepada semua siswa untuk mempresentasikan hasil kerjanya di					

		depan kelas sangat baik untuk melatih karakter berani dan percaya diri siswa.					
	12	Pemberian tugas yang mengasah kreatifitas siswa baik secara individu maupun berkelompok dapat meningkatkan karakter kreatif dan pekerja keras.					
Nasionalis	13	Pelaksanaan upacara bendera di sekolah sangat tepat untuk meningkatkan karakter nasionalis siswa.					
	14	Memperingatkan siswa untuk taat akan peraturan sekolah sangat tepat untuk mewujudkan sikap cinta tanah air.					
	15	Mengamalkan sikap-sikap yang sesuai dengan nilai-nilai Pancasila dapat mewujudkan sikap semangat kebangsaan.					
	16	Mengajarkan siswa untuk tidak membeda-bedakan teman-teman yang berbeda ras, suku atau agama sangat tepat untuk menanamkan sikap menghargai dan mencintai kebinekaan					
Gotong Royong	17	Mengajak siswa untuk membersihkan dan menjaga lingkungan sekolah secara bersama-sama dapat melatih karakter gotong royong siswa.					
	18	Mengajak siswa untuk membantu teman atau sesama yang membutuhkan sangat baik untuk menanamkan karakter kepedulian dan solidaritas pada siswa.					
	19	Melatih siswa untuk saling rukun dan mengasihi dapat meningkatkan rasa kekeluargaan pada siswa.					
	20	Pemberian tugas secara berkelompok sangat tepat untuk melatih kerja sama siswa.					
Total							

21. Sebutkan program atau kegiatan lainnya yang sering dilaksanakan untuk menanamkan nilai karakter religious di sekolah terutama dalam kegiatan belajar mengajar!
22. Manfaat apa saja yang didapatkan sekolah dan siswa setelah penglimentasian nilai karakter integritas di sekolah?
23. Apakah anda setuju bahwa menanamkan nilai karakter kemandirian sangat penting untuk siswa? apakah kesulitan yang anda hadapi dalam penyisipan karakter kemandirian?

24. Menurut anda apakah pentingnya penerapan nilai nasionasilme untuk siswa dan apakah strategi yang anda terapkan dalam menumbuhkan karakter nasionalisme dalam diri siswa?
25. Apakah anda setuju akan pentingnya menanamkan karakter kerjasama pada diri siswa? aktivitas yang biasanya anda laksanakan dalam pengembangan sikap kerjasama siswa terutama selama proses pembelajaran?

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Appendix 03. Interview Guide for School Headmaster

Interview Guide for School Headmaster

1. How does the school implement the character education program in the school system?
2. Please explain your school programs/activities/events that promote the character education program implementation!
3. How does character education programs/activities at NBBS support students' English literacy?
4. How does the implementation of character education in learning activity especially in English lesson?
5. What does the school do to help parents in supporting children's learning process at home?
6. When and how do you communicate and involve students' parents in the implementation of character education programs?
7. How does the school conduct the program/activities which support the character of religious insertion at NBBS Singaraja?
8. What kind of activities you usually conduct in promoting the characters of integrity forthe students?
9. How does your school's programs support and help the students to be a self directed person?
10. How does your school's program support the building of character of nationalist for the students?
11. Does your school's programs/activities also promote the students' character in collaborating with others?
12. What exactly do you expect from character education program implementation?
13. How does the school implement/insert character education program while conducting online learning activities?
14. In your opinion, what factors do support the succes of character education program implementation especially in supporting the students' English literacy?
15. Please explain any barriers to the implementation of character education! What can be done to overcome those barriers?

Appendix 04. Interview Guide for School Teachers

Interview for English Teachers

1. What do you know about character education program?
2. In your opinion, what is the importance of character education? Please explain!
3. What are the programs that you use in implementing character education into the classroom activities?
4. What are the character traits/values that you put in your program and how do you insert character education values into your teaching and learning activities?
5. What are the teachers' roles /responsibility in the implementation of character education program?
6. How does the students respond/react to the programs/activities of character education program you implemented?
7. How does character education program at your school support students' English learning?
8. What do you expect from character education program implementation for your students?
9. In your opinion, does character education programs/activities implemented can help to foster students' academic at school? Please explain?
10. In your opinion, what factors do support the success of character education program implementation especially on students' behavior and English achievement?
11. In your opinion, are there any impacts or changes on students'achievement especially in English literacy after the implementation of character education program/activities at the school?
12. What are the challenges in implementing and inserting character education values in the classroom activities?
13. What things need to be evaluated in implementing the character education program? How do you insert character education during the Online learning activities?
14. How do you know when students reflect desired behaviors during the online learning?

APPENDIX 2

(Interview Transcriptions)

Appendix 05. Interview Transcription of the School Headmaster

Interview of Headmaster

Researcher : How does the school implement the character education program in the school system?

SH : There are a lot of programs at the school especially character education program. School teaches students to have a good character. Since they enter the school until they walk out from the school, all the programs and times are filled by inserting character education. Character education is not merely taught in the classroom, but it is also implemented outside of the class. The implementation of each program is really implicit, blended. So it is not seen directly. For example: honesty, today we have to be honest. It is not literally like that. The point is about how the school teaches life skills to the students which will be implemented in society. Therefore, character education at NBBS Singaraja is crucially important.

Program sangat banyak ada di sekolah terutama pendidikan karakter. Sekolah mengajarkan anak-anak agar memiliki/berkarakter yang baik. Dari baru masuk sampai pulang nanti semua kegiatan dan waktu disisipkan pendidikan karakter. Tidak hanya semata-mata pendidikan karakter diajarkan di dalam kelas, namun itu juga diimplementasikan di kehidupan luar kelas. Pelaksanaan program sangat implisit, blended*. Jadi tidak terlihat secara langsung.. Oh sekarang jujur nih..kita harus jujur (tidak seperti itu sekali), intinya adalah bagaimana sekolah mengajarkan life skill ke anak-anak yang nantinya akan diterapkan dilingkungan masyarakat tidak hanya di lingkungan sekolah. Sehingga pendidikan karakter di* NBBS *sangat penting/utama.)*

Researcher : Please explain your school programs/activities/events that promote the character education program implementation!

SH : When they come to school in the morning they greet each other,they greet teachers, school's security. When they enter the classroom, they are already trained to respect things, for example: they take off their shoes (teachers and all school's staffs give them example by doing the same thing with real action), put their bags in their locker, put their books on the table and bring hat everyday based on the school's rule. The hat must be brought so that they can play in outdoor area. If they do not bring their hat, they are not allowed to play outdoor (discipline). Students are trained since grade 1 with an aim that they will be able to be independent without anyone'e helps, responsible, get used to asking for

permission and so on. While teachers are ready in the classroom before the students come to the class. Teachers set up the class and prepare all the administration needs for teaching. Class sanitation and students' healthy become the school's priority. Besides, there are also some posters of characters in each class so that when the students come to the class they will read, remember and apply it into their daily life.

Baru masuk pagi sudah saling salam, bertegur sapa dengan guru, penjaga sekolah. Pada saat masuk kelas dari awal siswa dilatih untuk menghargai sesuatu, misal buka sepatu dulu (guru dan semua staff juga mencontohkan langsung dengan tindakan), taruh tas di loker masing-masing, taruh buku dibangku masing-masing dan bawa topi setiap hari sesuai aturan. Topi harus selalu dibawa agar mreka bisa bermain di area out door. Kalau gak bawa topi gak bisa bermain (disiplin). Siswa dilatih dari kelas 1 diharapakn mereka akan dengan sendirinya mandiri tanpa dibantu, tanggung jawab, terbiasa minta izin, dll. Sementara guru sudah ada siap dikelas sebelum siswa datang untuk menyiapkan segala keperluan administrasi belajar mengajar dan set up kelas. Sekolah sangat mengutamakan kebersihan dan kesehatan siswa. Adapun poster-poster karakter di setiap kelas agar setiap masuk kelas siswa baca, ingat dan aplikasikan dalam kehidupan sehari-hari. Adapun behaviors card yang difungsikan untuk

Researcher : How does character education programs/activities at NBBS support students' English literacy?

SH : NBBS is also a literacy-based school, so there are many activities related to literacy conducted at school. Character education from literacy can be found from stories, the values in the stories and the characters in the story. Moreover, students are a fan of cartoon and illustration. They love reading and every time they see books, they will be super excited to read even without any instruction. In NBBS, there are some activities of literacy. One of them is Reading Aloud. Reading aloud is one of the program to implant and build the character of love reading in the early age. Students are accustomed to love reading since they are in grade 1. In grade 3, they learn to make a simple novel, and in grade 5 the students are able to write their own novel in English. In grade 2, everyday before beginning the lesson, there will be a story session. It is aimed at activating the students 4C (critical thinking, communication, collaboration and communication). Another literacy program is Children's Book Week. This program is conducted for one week to celebrate the week of books. Again, It is aimed to teach students to love reading. During the book week, teachers and students have to hold their books all day long wherever they are at the school area. When there is a sound of

siren, they have to stop whatever they are doing. They have to sit down and read their books loudly simultaniously. Then, door decoration is a part of Book Week program. Grade 5 decorate the door based on the book theme. they decorate the class' door with the help of the teachers. By this activity, students may learn some characters such as collaboration, creativity, respect each other, discussion and so on. When the door decoration is finished, the students will present their work through drama, singing, presentation and other ways based on their creativity. This activity is really supported and facilitated by the teachers.

NBBS juga merupakan sekolah berbasis literasi, jadi banyak sekali kegiatan-kegiatan literasi yang dilaksanakan dan pendidikan karakter dari literasi banyak misal dari cerita-cerita yang ada, pesan-pesan, tokoh-tokoh dalam cerita. Apalagi anak-anak senang dengan kartun, gambar, dll. Siswa sangat gemar membaca, setiap kali melihat buku mereka sangat bersemangat tanpa diberitahu. Adapun beberapa kegiatan literasi yang dilaksanakan di sekolah yaitu: Reading aloud itu adalah salah satu program untuk menanamkan dan menumbuhkan karakter gemar membaca sejak dini. Siswa dibiasakan untuk gemar membaca dari kelas 1. Dikelas 3 siswa sudah belajar novel simple, dan di kelas 5 siswa sudah bisa membuat novel sendiri dengan Bahasa Inggris. Setiap hari di kelas 2 sebelum memulai pelajaran, akan ada sesi cerita untuk mengaktifkan critical thinking, berani, aktif dll atau biasa disebut 4C (Critical thinking, Communication, Collaboration, Creativity). Kegiatan literasi lainnya ada Children's Book Week selama 1 minggu untuk merayakan pekan buku. Fungsinya untuk mengajarkan anak-anak senang membaca. Selama 1 hari penuh siswa dan guru wajib untuk membawa buku kemana-mana termasuk ketika mereka bermain. Ketika sirine berbunyi maka kegiatan yang mereka harus di stop dan mereka hrus duduk dan baca keras bersamaan. Dekorasi pintu adalah bagian dari book week activity. Kelas 5 mendekorasi pintu sesuai dengan tema buku. Mereka mendekorasi pintu dengan bantuan guru. Adapun karakter yang di dapatkan adalah kerjasama, kreatifitas, respect each other, diskusi bersama, dan lain-lain. Dekorasi pintu selesai, siswa presentasi bisa melalui drama, lagu, presentasi dan lain sebagainya sesuai kreatifitas mereka. Dekorasi pintu ada penilaian dan juara. Kegiatan ini sangat difasilitasi oleh guru.

Researcher : How does the implementation of character education in learning activity especially in English lesson?

SH : English is a part of the school's curriculum. It is added to the curriculum as an additional language of instruction in the teaching and learning process.The English lesson is not only taught theoritically in the classroom but it is also conducted contextually where students used to communicate by using English in any kinds

of activities at the school. Students used to do a conversation and presentation by using English with good understanding and great use. Students are trained and habituated to be bilingual since they are in grade 1. When they play outside of the class, they mosty use English. The drama performance and door decoration activity also use English. There are still many activities and school's programs which help, support and promote students' English literacy.

Bahasa Inggris merupakan bagian dari kurikulum sekolah. Itu ditambahkan ke dalam kurikulum sebagai bahasa tambahan dalam proses belajar mengajar. Pembelajaran bahasa Inggris tidak hanya dilaksanakan secara teoritikal di kelas saja namun juga dilaksanakan secara kontekstual dimana di setiap kegiatan sekolah mereka sudah terbiasa untuk berkomunikasi dengan Bahasa Inggris. Terbiasa melakukan percakapan dan presentasi dengan menggunakan Bahasa Inggris dengan pemahaman dan penggunaan yang baik. Siswa dibiasakan untuk menjadi bilingual sejak kelas 1. Ketika bermain di luar kelas siswa sebisa mungkin memakai Bahasa Inggris, pemetasan drama dari kegiatan door decoration pakai Bahasa Inggris. Masih banyak lagi kegiatan dan program sekolah yang membantu melatih, meningkatkan dan membiasakan literacy Bahasa Inggris siswa

Researcher : What does the school do to help parents in supporting their children's learning process at home?

SH : We always do a communication between teachers and parents so they know their children's progress or development both in academic and non academic aspects. The communication is usually done through Memo Book and Reading log activity. Memo Book is used if any information which is related to school activities needs to be informed to parents. Parents are asked to sign all information given as an indicator that they have received the information. While for Reading log, students have to borrow books at the school then they take it home to be read. Their reading activity should be accompanied and guided by the parents. The books they read must be bilingual books and they are free to choose between in English or In Indonesian. The Reading Log should be filled and completed with the reading duration, the book's title they've read and signed by their parents to guarantee that the activity properly done. Then, the students bring it to the school and will get point. Moreover, both teachers and parents, they can communicate anything related to the children through Memo Book.

Kami selalu melakukan komunikasi antara guru dan orang tua agar orang tua tau progress atau perkembangan anak-anak baik

aspek akademik maupun non akademik. Komunikasi biasanya dilakukan melalui buku penghubung yang kami sebut Memo Book dan akfititas membaca Reading log. Memo Book diberikan jika ada informasi yang berhubungan dengan aktivitas sekolah atau informasi lainnya yang harus diinformasikan kepada orang tua. Setiap orang tua harus menandatangani setiap informasi yang diberikan sebagai indikasi bahwa mereka telah menerima informasi dari sekolah. Sementara untuk Reading log, anak-anak harus pinjam buku disekolah dibawa pulang dan dibaca dan harus bilingual bebas mau Bahasa Indonesia dan Bahasa Inggris. Reading log harus diisi dan dilengkapi dengan waktu berapa lama, judul buku, dan ditandatangani orang tua. Kemudian mereka bawa ke sekolah dan dapat point. Baik guru dan orang tua bisa menyampaikan hal-hal terkait anak melalui Memo Book.

Researcher : When and how do you communicate and involve students' parents in the implementation of character education programs?

SH : School always do a discussion, communication, cooperation, and confirmation with the parents about every development made by the students including their behaviors. School also carries out a parents conference. During the parents conference, there will be 15 minutes for students to be with their parents and teacher. The students have to join the conference so that they know that their parents and teacher have a coordination. Teacher gives motivation for the students and parents both for the students who have problems and the students with achievements. School really appreciates the students who have a good development. Giving reward to the students so they will be consistent and feel appreciated. School will communicate no matter how much students' development is. School also invites parents to be involved in some of school's programs/activities so that they know, see directly and their presence will be a good motivation for their children.

Sekolah selalu diskusi dan komunikasi dengan orang tua siswa setiap perkembangan anak, saling bekerjasama, konfirmasi, apapun perkembangan anak selalu dikomunikasikan. Adapun pelaksanaan parents conference, dan ada waktu 15 menit untuk anak bersama orang tua dan guru kelas. Anak harus ikut agar tau bahwa pihak sekolah dan orang tua saling berkoordinasi. Memberikan motivasi ke siswa dan orang tua, baik anak yang bermasalah maupun anak-anak yang berprestasi. Sekolah sangat menghargai anak-anak yang perkembangannya bagus. Memberikan reward kepada anak-anak agar mereka tetap konsisten dan merasa dihargai. Seberapa pun perkembangan anak selalu di komunikasikan. Sekolah juga mengundang orang tua siswa untuk ikut terlibat dalam beberapa kegiatan sekolah

sehingga mereka mengetahui, menyaksikan langsung serta kehadiran mereka menjadi motivasi untuk anak-anak juga.

Researcher : How does the school conduct the program/activities which support the character of religious insertion at NBBS Singaraja?

SH : We have some school's activities which are designed and conducted to build as well as to promote the character of religious for the students. One of them is celebrating every big holiday like Christmas, *Nyepi*'s day, *Idul Fitri* and many more. We involve students to make a greeting craft for every holy day being celebrated. We also involve students to pray together when there is a school's ceremony, every *purnama/tilem*. We teach students about tolerance, care and share love to each other since they are in first grade. Teaching them to love their environment is done through involving them in cleaning the school's area together, we also celebrate Earth Day annually.

Kami memiliki beberapa kegiatan sekolah yang dirancang dan dilaksanakan baik untuk membangun maupun meningkatkan karakter religius untuk siswa. Salah satunya yaitu merayakan setiap hari raya besar seperti Natal, hari raya Nyepi, Idul Fitri dan masih banyak lagi. Kami mengajak siswa untuk membuat kerajinan ucapan untuk setiap hari raya yang sedang dirayakan. Kami juga mengajak siswa untuk melaksanakan peresembahyangan bersama ketika ada upacara keagamaan di sekolah, setiap purnama/tilem. Kami mengajarkan siswa tentang toleransi, peduli dan berbagi kasih satu sam lain sejak mereka masih di kelas 1. Mengajarkan mereka untuk mencintai lingkungan mereka dan itu dilakukan dengan mengajak mereka untuk membersihkan area sekolah bersama, kami juga merayakan hari bumi setiap tahun.

Researcher : What kind of activities you usually conduct in promoting the character of integrity for the students?

SH : We implemented various activities whether it is in the classroom or out of the class, Offline or Online which are appropriate for the students in introducing, building, and reinforcing the character of integrity within the students in their early age. The programs/activities that we conducted were truly effective to foster the character of love reading and the literacy skills of the students especially in English since most of the activities here requires the students to read, write, do presentations and many more. Besides, those programs were also able to train and activate students' 4C (Critical thinking, Communication, Collaboration, dan Creativity),

habituate them to be consistent in doing good things, to be honest, self-directed, discipline, responsible, competitive, cooperative and have a leadership skills

Kami menerapkan banyak aktivitas baik itu aktivitas di dalam maupun di luar kelas, Offline maupun Online yang sesuai untuk siswa dalam mengenalkan, membangun dan menguatkan karakter integritas dalam diri anak-anak sejak dini. Program-program/aktivitas yang kami laksanakan sangat efektif untuk meningkatkan karakter gemar membaca dan kemampuan literasi siswa terutama dalam bidang Bahasa Inggris karena sebagian besar kegiatannya mewajibkan siswa untuk membaca, menulis, presentasi dalam bahasa Inggris dan masih banyak lagi. Selain itu program-program itu juga mampu untuk melatih dan mengaktifkan 4C siswa (Critical thinking, Communication, Collaboration, dan Creativity), membiasakan mereka konsisten melaksanakan hal-hal baik, jujur, mandiri, disiplin, bertanggung jawab, kompetitif, mampu bekerjasama dan memiliki skill kepemimpinan.

Researcher : How does your school's programs support and help the students to be a self directed person?

SH : The programs I just mentioned before are also the programs which are rich of activities in implanting the character of self-directedness to the students. For example; the activity of house reading. House reading require the students to read at home every day. They choose the books to read by themselves. They do a reading activity at home and they have to fill their reading log honestly based on the book's title they have read as well as the reading duration. This kind of activity does not only train the students to be self-directed but also habituate them to read, think critically and teach them about integrity and responsibility. Besides, the students are trained to be independent through the learning package task, during the online learning they have to do home work given by the teachers, submit their homework on time, join the online class on time, and so on.

Program-program yang sudah saya sebutkan tadi juga merupakan program yang kaya akan aktivitas untuk menanamkan karakter kemandirian dalam diri anak-anak. Misalnya saja house reading. House reading mengharuskan anak-anak untuk membaca dirumah setiap hari. Memilih buku bacaan mereka sendiri. Mereka melakukan kegiatan membaca dirumah dan harus mengisi reading log dengan jujur sesuai dengan judul buku dan durasi mereka membaca. Aktivitas ini selain melatih siswa mandiri juga untuk membiasakan mereka membaca, berpikir kritis serta mengajarkan mereka tentang integritas dan tanggungjawab. Selain itu, siswa dilatih mandiri melalui tugas paket yang diberikan,

ketika online learning mereka juga harus mengerjakan tugas-tugas yang diberikan guru. Mengirim tugas tepat waktu, mengikuti kelas tepat waktu dan lain-lain.

Researcher : How does your school's program support the building of character of nationalist for the students?

SH : We conduct basic activities together with the students like conducting a flag ceremony every Monday, the students indirectly know about their country flag, national anthem, they also sing the song *Indonesia Raya* along with the choir students. We also involve students to make a creative posters in commemorating the Independence Day of *NKRI.* They enthusiastically participate in this activity as always. Through this basic activity like this, students will have a basic knowledge about their own homeland.

Kami melaksanakan aktivitas dasar bersama seperti melaksanakan upacara bendera setiap hari senin, siswa secara tidak langsung mengetahui bendera negara, lagu kebangsaan, mereka menyanyikan lagu Indonesia Raya betrsama mengikuti grup paduan suara. Kami juga mengajak siswa untuk membuat poster kreatif dalam menyambut perayaan hari kemerdekaan NKRI. Mereka biasanya sangat antusias dan senang mengikuti kegiatan ini. Melalui kegiatan dasar seperti ini siswa jadi memiliki pengetahuan umum tentang tanah airnya.

Researcher : Does your school's programs/activities also promote the students' character in collaborating with others?

SH : Yes sure. Teaching and training the students to have a social skill, to be able to socialize, collaborate, and have such a sense of caring to others are trully important for us. There are many activities that we have conducted to build the sense of multilingual cooperation and the problem solving skillof our students. For example, by Earth Day and Children's Book Week program. During the Earth Day activity,we involve our students to clean the front school's area and we invite the students from one of the local elementary schools to join in the cleaning activity. Our students are naturally trained to respect new people, greet them, like that. If Children Book Week program, there is a door decoration activity. All students from each class, they decorate their class door. Students will be assisted by the teacher. They have to be able to cooperate, work creatively, do a discussion , then they will perform their final work.

Tentu. Mengajarkan dan melatih siswa agar memiliki social skill, mampu bersosialisasi, bekerjasama, dan rasa peduli dengan sesama merupakan hal yang sangat penting juga bagi kami.

Banyak aktivitas yang kami lakukan untuk membangun rasa kerjasama dan problem solving skill anak-anak contohnya melalui program Earth Day, dan Children Book Week. Selama kegiatan Earth Day misalnya, anak-anak kami ajak untuk membersihkan area depan sekolah dan kami mengundang anak - anak dari salah satu SD disekitar untuk ikut bekerjasama melaksanakan kegiatan pembersihan. Anak-anak juga terlatih untuk respect orang baru yang tidak mereka kenal, menyapa, seperti itu. Kalau Children Book Week mereka kan ada namanya kegiatan dekorasi pintu. Siswa perkelas mendekorasi pintu kelas sesuai tema. Nanti dibantu guru, siswa harus bisa bekerjasama, berkreativitas, diskusi juga lalu mereka akan perform hasil pekerjaan mereka.

Researcher : What exactly do you expect from character education program implementation?

SH : We hope that our students keep growing and developing as a person with good character wherever they are. We hope that they are able to share and apply what they have learnt in this school both the knowledge and the character values. We'll be really proud to see them being good example both as an individual and part of society in their daily life as well as their future later on.

Kami berharap anak-anak kami tetap tumbuh dan berkembang menjadi pribadi dengan karakter yang baik dimanapun mereka berada. Kami berharap mereka mampu membagikan dan mengaplikasikan apa yang telah mereka pelajari di sekolah ini baik ilmu pengetahuan maupun nilai-nilai karakter. Kami akan sangat bangga melihat mereka menjadi contoh yang baik sebagai seorang pribadi maupun sebagai bagian dari masyarakat dalam kehidupan sehari-hari mupun nanti dimasa depan mereka.

Researcher : How does the school implement/insert character education program while conducting online learning activities?

SH : As I said previously that the character education program is conducted implicitly through the programs and activities available at school, so the insertion of the character education can be done any time, whether it is done Offline or Online. For the online learning activity, we always prepared interesting activities related to the learning materials for the students. The Online learning activity is conducted by the teachers through some learning application namely *Schoology, Zoom Meeting* and *Kahoot.*

Seperti yang sudah saya katakan bahwa program pendidikan karakter dilaksanakan secara implisit melalui program dan

aktivitas-aktivitas di sekolah jadi penyisipan pendidikan karakter bisa dilakukan setiap saat setiap waktu entah ketika Offline maupun Online. Untuk pembelajaran secara Online, kami menyiapkan kegiatan-kegiatan yang tetap menyenangkan terkait dengan materi pembelajaran untuk anak-anak. aktivitas pembelajaran secara daring atau Online dilaksanakan oleh guru melalui beberapa aplikasi seperti Schoology, Zoom Meeting dan Kahoot.

Researcher : In your opinion, what factors do support the succes of character education program implementation especially in supporting the students' English literacy?

SH : There are some factors that influence the succes of character education implementation in this school. Beside the basic character of the student itself, the appropriate school's programs/activities and teacher's consistency in modeling and repeating the targeted characters also become important factors in determining the character education implementation. Teachers should be more patience, doing continual observation and repetation, teachers so that it will be a routine for the students. The consistent approach and examples by the teachers are expected to help students be strongly understand and implement good character as a daily habit.

Ada beberapa faktor yang mempengaruhi keberhasilan pelaksanaan pendidikan karakter di sekolah kami. Selain karakter bawaan dari siswa itu sendiri, Adapun program atau kegiatan sekolah yang sesuai dan konsistensi guru untuk mencontohkan dan mengulangi karakter yang ditargetkan menjadi penentu yang sangat penting dalam pelaksanaan pendidikan karakter. Guru lebih sabar, melakukan observasi dan pengulangan-pengulangan yang terus menerus hingga menjadi rutinitas bagi siswa. Pendekatan-pendekatan dan contoh yang konsisten diharapkan mampu membantu siswa untuk benar-benar faham dan melaksanakan karakter yang baik sebagai kebiasaan sehari-hari.

Researcher : Please explain any barriers to the implementation of character education! What can be done to overcome those barriers?

SH : It is easy to explain about the character education itself but the difficulty is the implementation itself. How to teach students so that they could experience it directly by themselves. Both inside and out of the classroom, students are always accompanied or supervised by the teachers. The roles of the teachers and assistant teachers are really important when the students play outside of the classroom,

because students will experience directly what they have learned in the classes. By this, teachers will be able to know their students' characters. Besides, the other challenges are ; at the beginning, we have to do many repetations and continual supervision. Then preparing for an alternative is also important (especially if the teachers cannot come to the class) so the learning activity can be conducted as usual. Furthermore, the different understanding, ability, needs and psychology of the students also become a challenge for the teachers. Teachers need more times and patience for that.

Mudah untuk menjelaskan bagian-bagian karakter tersebut tetapi yang sulit adalah, implementasinya, bagaimana mengajarkan langsung ke anak dan anak-anak mengalaminya secara langsung. Dikelas maupun di luar kelas, siswa selalu mendapatkan pendampingan atau kami biasa sebut supervisi. Peran guru pendamping atau assisten, sangat penting ketika siswa bermain di luar kelas, karena disanalah siswa akan mengalami langsung apa yang mereka dapat dikelas. Sehingga guru pun tau karakter masing-masing anak. Selain itu adapun beberapa tantangan lainnya yaitu Diawal, kami harus banyak melakukan pengulangan-pengulangan dan supervisi yang terus menerus. Kemudian persiapan alternative juga penting (terutama bila guru kelas berhalangan hadir) agar kegiatan tetap berjalan seperti biasa. Daya tangkap, kemampuan, kebutuhan, psikis anak-anak yang berbeda – beda merupakan tantangan bagi guru. Guru memerlukan waktu dan kesabaran yang lebih untuk itu.

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Appendix 06. Interview Transcription of Teacher 1

Interview of Teacher

Researcher : What do you know about character education program?

T1 : In my opinion, character education is where we do not only teach students about science or knowledge, but also about how to develop as an individual. We teach students to be a person with characters and know how to put his/herself in society.

Menurut saya pendidikan karakter adalah dimana kita tidak hanya mengajarkan siswa tentang ilmu pengetahuan tetapi juga bagaimana mereka berkembang sebagai seorang individual. Kami mendidik siswa untuk menjadi pribadi yang berkarakter dan tahu bagaimana harus menempatkan diri di masyarakat.

Researcher : In your opinion, what is the importance of character education?

Please explain!

T1 : Aside from knowledge, I think character education has the same essential level with knowledge. Students can't apply their knowledge with bad attitudes. The good character are going to give them advantages in real life later. So, it's indeed important to have good characters when you are part of the society and socialize almost every time.

Disamping pengetahuan, saya pikir pendidikan karakter memiliki nilai penting yang setara dengan pengetahuan. Siswa tidak bisa mengaplikasikan pengetahuan mereka dengan perilaku/sikap yang buruk. Karakter yang baik akan memberikan mereka keuntungan untuk kehidupan nyata mereka dikemudian hari. Jadi, sangat penting untuk memiliki karakter yang baik ketika kamu menjadi bagian dari masyarakat dan bersosialisasi hamper setiap hari.

Researcher : What are the programs that you use in implementing character education into the classroom activities?

T1 : We use every opportunity to teach the kids some characters. Taken from their everyday behavior. For example, taking turns with everybody. This one student was really fast at raising her hand during QnA. Because she got many chances before, I asked her if she wanted to give her chance to other students politely. She agreed then I let her pick the one she wanted to give her chance to, to give

her a sense of satisfaction of doing something nice for other.

Kami memanfaatkan setiap kesempatan untuk mengajar anak-anak tentang karakter. Diambil dari tindakan mereka sehari-hari. Contohnya, bergiliran dengan semua orang. Siswa satu ini sangat cepat dalam mengangkat tangan selama aktivitas tanya jawab. Karena dia mendapatkan banyak kesempatan sebelumnya, saya menanyakan di ajika dia mau memberikan kesempatannya untuk siswa-siswa yang lain dengan sopan. Dia menyetujuinya kemudian saya biarkan dia memilih satu siswa yang ingin dia berikan kesempatannya, untuk memberikan dia rasa kepuasan akan melakukan sesuatu yang baik untuk orang lain.

Researcher : What are the character traits/values that you put in your program and how do you insert character education values into your teac hing and learning activities?

T1 : We have 6 basics characters that we applied during learning process. Those are respect, responsibility, citizenship, kindness, sharing, and caring. We always try to mention the character education, not only during the class time, but also during recess and any other times. During class we take whatever students do as the stimulus to talk about characters without making it obvious that we are reaching them about it.

Kami memiliki 6 karakter dasar yang kami terapkan selama proses pembelajaran. Itu adalah respect, responsibility, citizenship, kindness, sharing, and caring. *Kami selalu berusaha menyebutkan pendidikan karakter tidak hanya selama waktu pembelajaran tapi juga selama waktu istirahat dan waktu-waktu yang lain. Selama kelas berlangsung kami gunakan apapun yang siswa lakukan sebagai rangsangan untuk berbicara tentang pendidikan karakter tanpa membuat itu terkesan jelas bahwa kami mencari mereka untuk hal itu.*

Researcher : What do you think the teachers' roles/responsibility in the implementation of character education program?

T1 :

I think teacher has the biggest role here as the facilitator and also the role model. Students need to see the way things done, not just some lecture from in front of the class. Hands-on experience somehow gives the students the feeling of accomplishing something. Teacher should be ready all the time to model the right way for the students.

Menurut saya, guru memiliki peran yang paling besar disini sebagai fasilitator dan juga panutan. Siswa perlu melihat bagaimana sesuatu diselesaikan, tidak hanya ceramah di depan kelas. Memberikan pengalaman yang memberi siswa rasa mencapai/menyelesaikan sesuatu. Guru harus siap setiap saat untuk mencontohkan yang benar untuk siswa.

Researcher : How does the students respond/reaction to the programs/activities of character education program you implemented?

T1 : They responded it enthusiastically since we always appreciate for whatever they do. We have chips system. Teachers will observe everything that students do. Once they do something which is categorized into character education, teacher will give them a chip. When the chips achieve certain number, they will get a reward.

Mereka memberikan respon yang sangat antusias, karena kami selalu mengapresiasi apapun yang mereka lakukan. Kami memiliki system chips. Guru akan mengamati apapun yang siswa lakukan. Saat mereka melakukan sesuatu yang masuk dalam kategori pendidikan karakter, guru akan memberikan mereka sebuah chip. Saat jumlah chip mencapai satuan tertentu, mereka akan mendapatkan reward.

Researcher : How does character education program at your school support students' English learning?

T1 : Like I mentioned before, we also have the chip system in English class. So whenever there are students who are struggling in English, but they try their best to speak in English during the class, we would give them chips as reward for trying their best.

Seperti yang saya sebutkan sebelumnya, kami juga memiliki system chip dalam kelas Bahasa Inggris. Jadi kapanpun ada siswa yang berusaha dalam Bahasa Inggris tetapi mereka mencoba yang terbaik untuk berbicara dalam Bahasa Inggris selama kelas berlangsung, kami akan memberikan mereka chips sebagai penghargaan karena mereka telah mencoba yang terbaik.

Researcher : What do you expect from character education program

implementation for your students?

T1 :

We hope that the students can keep being the students with good character that they are, even after they finish the education in our school. I would love if they apply what they have been learning in our school, outside to the society.

Kami berharap anak-anak tetap menjadi siswa dengan karakter yang baik seperti mereka saat ini, bahkan setelah mereka menyelesaikan pendidikan di sekolah kami. Saya akan sangat senang bila mereka mengaplikasikan apapun yang telah mereka pelajari di sekolah kami di masyarakat.

Researcher : In your opinion, does character education programs/activities

implemented can help to foster students' academic at school?

Please explain?

T1 : The programs that we conduct are really related to what students have learned at the school. All of the activities that we do are always based on the implementation of knowledge and characters mastered by the students.

Program-program yang kami lakukan sangat berhubungan dengan apa yang dipelajari siswa di sekolah. Kegiatan-kegiatan yang kami lakukan selalu mengacu pada penerapan ilmu pengetahuan maupun karakter yang mereka kuasai.

Researcher : In your opinion, what factors do support the success of character

education program implementation especially on students'

behavior and English achievement?

T1 : In our point of view, the most supporting factor for the success of the character education program is the teacher's consistency and appreciation. When the teacher stay consistent with what they have taught and always appreciate students' effort, the students will understand more with what they have to and are able to behave based on the situation.

Menurut kami, yang sangat membantu dalam keberhasilan pendidikan karakter adalah konsistensi dan apresiasi dari guru. Ketika guru konsisten dengan apa yang mereka ajarkan, dan selalu mengapreasiasi usaha siswa, siswa akan lebih paham dengan apa

yang harus mereka lakukan dan mampu untuk bersikap sesuai dengan situasi

Researcher : In your opinion, are there any impacts or changes on students' achievement especially in English literacy after the implementation of character education program/activities at the school?

T1 : The impacts on the English learning activity is that students are more confident in using English since we always encourage them to always give a try. Most of our students speak English confidently.

Dampaknya dalam kegiatan berbahasa Inggris, yaitu siswa lebih percaya diri dalam berbahasa Inggris, karena kami selalu encourage mereka untuk selalu mencoba. Most of our students speak English confidently.

Researcher : What are the challenges in implementing and inserting character education values in the classroom activities?

T1 : We do sometimes have students that are out of control. However we need to be consistent to show what we mean, what we say and do, and we sincerely care about them.

Terkadang ada siswa kami yang diluar kendali. Akan tetapi kami perlu untuk tetap konsisten untuk menunjukkan apa yang kami maksud, apa yang kami katakana dan lakukan, dan kami sangat peduli terhadap mereka.

Researcher : What things need to be evaluated in implementing the character education program?

T1 : I think in our school, the character education has been conducted in a very effective way with appropriate program and school activities. We usually do an observation for the students' development and repetation to get maximum results. The most important is doing consistent approaches to achieve the expected goal and students understood as well as able to apply the values.

Researcher : How do you insert character education during the Online learning activities?

There's no difference between Offline and Online system to

T1 : educate students about characters other than we cannot do it face to face. We still can talk about it from time to time during our video conference.

Tidak ada perbedaan antara Offline dan Online sistem untuk mengajarkan siswa tentang karakter selain kita tidak bisa melakukannya secara tatap muka.

Researcher : How do you know when students reflect desired behaviors during the online learning?

T1 : We can see some characters from their presence , their behavior during the online meeting, and their task submission.

Kami bisa melihat beberapa karakter dari kehadiran mereka, sikap mereka selama pertemuan daring dan pengumpulan tugas mereka.

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Appendix 06. Interview Transcription of Teacher 2

Interview of Teacher

Researcher : What do you know about character education program?

T2 : In my point of view, character education does not only a program which form the students to be a good and intelligent person, but also to form them to be an agent for a change in their own life and finally they will put a contribution within the social life changes for a justice, goodness and humanity.

Menurut saya pendidikan karakter itu tidak hanya program yang membentuk siswa menjadi pribadi yang cerdas dan baik, melainkan juga membentuk mereka menjadi pelaku bagi perubahan dalan hidupnya sendiri, yang akhirnya akan menyumbangkan perubahan dalam tatanan sosial kemasyarakatan menjadi lebih adil, baik dan manusiawi.

Researcher : In your opinion, what is the importance of character education?

Please explain!

T2 : It is greatly important for sure. Why so, because by the maximum implementation of the character education program, someone will be trained and educated to be able to be better for his/her future, so that she/he can differ either good or bad things she or he is going through.

Oh tentunya sangat penting. Kenapa saya bilang sangat penting, karena melalui pendidikan karakter yang berjalan dengan maksimal, seseorang akan dilatih dan dididik untuk mampu menjadi lebih baik untuk kedepannya, sehingga ia bisa membedakan baik atau buruknya sesuatu yg sedang ia jalani.

Researcher : What are the programs that you use in implementing character education into the classroom activities?

T2 : Before starting the learning activity, we usually do a prayer. Besides, we usually will do a prayer together before eating. So by doing those activity, we have inserted the character of religious into the students. I also taught the students to do a cooperation or collaboration during the teaching and learning process or through a game. Meanwhile, for the online learning process like now, I usually inserted the character education through a game. The

students will be divided into two groups then they will do a discussion at that time.

Sebelum memulai kegiatan belajar siswa biasanya akan melaksanakan doa bersama. Disamping itu biasanya kita akan melakukan doa bersama sebelum makan. Jadi dengan begitu, kita sudah menamkan sikap religious pada diri siswa. Saya juga biasanya mengajak anak-anak untuk kerjasama dalam proses pembelajaran ataupun melalui permainan. Kalau dalam pembelajaran online seperti ini biasanya saya sisipkan pada permainan, nanti siswa akan dibagi menjadi dua kelompok dan mereka akan berdiskusi secara saat itu juga.

Researcher : What are the character traits/values that you put in your program and how do you insert character education values into your teaching and learning activities?

T2 : I inserted the character values of religious when I begin and disclose the teaching and learning process in the classroom by doing a prayer together. I also use some media and certain teachingmodel which will build the character of self-directedness or collaboration. For example: using the cooperative learning model, it will automatically direct the students to be able to collaborate or cooperate mutually in finishing the challenges given by the teachers.

Saya menyisipkan nilai karakter religius ketika akan memulai dan menyudahi pembelajaran di kelas dengan berdoa bersama, saya juga menggunakan media dan model pembelajaran tertentu yang di dalamnya sudah pasti akan menumbuhkan karakter seperti mandiri ataupun sikap gotong royong, contohnya, menggunakan model pembelajaran kooperatif learning, secara otomatis siswa akan diarahkan agar mampu bekerja sama atau bergotong royong menyelesaikan tantangan yang diberikan oleh guru.

Researcher : What do you think the teachers' roles/responsibility in the implementation of character education program?

T2 : In my opinion, teachers have a very pivotal role and responsibility in the implementation of character education program. A teacher is an educator which becomes the students' role model. Therefore, teachers have to possess a standard of quality for a personality

which covers responsibility and discipline.

Menurut saya, guru memiliki peran yang sangat penting dalam pengimplementasian dari pendidikan karakter tersebut. Guru adalah pendidik, yang menjadi panutan bagi siswa. Oleh, karena itu, guru harus memiliki standar kualitas pribadi tertentu, yang mencakup tanggung jawab dan disiplin.

Researcher : How does the students respond/reaction to the programs/activities of character education program you implemented?

T2 : Based on my observation to the students in the classroom or at school, I can say that the students response was positive and it can be seen from the development of students' daily behaviors and attitude. It means that they indeliberately accepted the treatments given by the teachers. We implemented the character education values slowly, step by step started from introduction and insertion implicity through some interesting activities which enhance students' knowledge and skill.

Dari pengamatan saya terhadap siswa selama dikelas maupun sekolah, saya bisa katakan bahwa respon siswa sangat positif dan itu bisa dilihat dari perkembangan tindakan dan sikap mereka sehari-hari. Itu artinya mereka secara tidak langsung menerima treatment-treatment *yang diberikan oleh guru. Kami implementasikan nilai-nilai pendidikan karakter secara perlahan mulai dari pengenalan dan penyisipan secara implisit dengan aktivitas-aktivitas yang menyenangkan, program-program yang mengasah kemampuan dan skill anak-anak.*

Researcher : How does character education program at your school support students' English learning?

T2 :

NBBS adalah sekolah berbasis literacy, Anak-anak diajarkan bahasa Inggris dari kelas 1 dan banyak program dan aktivitas yang mendukung literacy anak-anak terutama pembelajaran bahasa Inggris mereka. Selain di dalam kelas, banyak kegiatan yang memungkinkan anak-anak untuk secara kontekstual menggunakan bahasa Inggris seperti story telling, kegiatan mini drama, kemudian mereka juga kami beri kesempatan untuk berinteraksi langsung dengan volunteer dan pengujung dari luar negeri. Secara tidak langsung kegiatan-kegiatan itu akan melatih rasa percaya diri, berani, dan antusias anak-anak untuk menambah wawasan dan kemampuan berbahasa asing.

Researcher : What do you expect from character education program implementation for your students?

T2 : By the implementation of character education, we do expect our students to have such a quality or powerful morality, behavior, attitude, good and strong personality to be applied in their futures.

Dengan adanya pendidikan karakter, kami berharap siswa kami memiliki kualitas atau kekuatan moral, perilaku, sikap dan kepribadian yang baik dan kuat untuk diterapkan di masa depan mereka.

Researcher : In your opinion, does character education programs/activities implemented can help to foster students' academic at school? Please explain?

T2 : So far, I think the programs and activities which are available both in-school and online learning has been very effective and really help the students to improve both academically and non-academically. We always make sure that all students feel comfortable and safe at school so they will be more active and confident during the learning activity as well as participating in the school's events.

Saya pikir sejauh ini, program-program dan aktivitas-aktivitas yang ada di sekolah baik dalam pembelajaran dikelas maupun secara online, sudah efektif dan sangat membantu anak-anak untuk berkembang baik secara akademik maupun akademik. Kami juga selalu memastikan anak-anak merasa nyaman dan aman sehingga mereka juga bisa lebih aktif dan percaya diri dalam kegiatan pembelajaran maupun berpartisipasi dalam acara-acara yang ada di sekolah.

Researcher : In your opinion, what factors do support the success of character education program implementation especially on students' behavior and English achievement?

T2 : In my opinion, the main factor which determine the sucees of the character education implementation is the students' character itself. The character is built by the parents' guidance eat home. Then, the other factors may come from the environment where the students live in like family, society and others. However, the

success of the character education implementation at school depends a lot on the school's environment, the programs/activities available at school and of course the teachers ability in inserting the character education into the daily activities at school. The cooperation between school and parents is also needed to support the character education implementation.

Menurut saya, hal yang paling menentukan keberhasilan pelaksanaan pendidikan karakter adalah kepribadian siswa itu sendiri, kepribadian ini terbentuk dari didikan orang tua di rumah, disamping itu faktor lainnya yaitu seperti, bagaimana kondisi keluarganya, bagaimana dengan lingkungan masyarakat yang ia tempati dan lain-lain. Namun, keberhasilan pelaksanaan program pendidikan karakter di sekolah sangat tergantung pada lingkungan sekolah, program-program atau aktivitas yang ada di sekolah, dan tentu saja kemampuan guru dalam menyisipkan pendidikan karakter dalam kegiatan sehari-hari di sekolah. Kerjasama antara sekolah dan pihak orang tua juga dibutuhkan untuk mendukung terlaksananya program pendidikan karakter.

Researcher : In your opinion, are there any impacts or changes on students' achievement especially in English literacy after the implementation of character education program/activities at the

T2 : school?

Yes of course. There are a lot of positive impacts on students' achievement from the implementation of the character education programs/activities at the school. The programs/activities which have been done at the school really helps the students day by day to improve their abilities and skills especially in English.

Ya tentu. Banyak sekali dampak positif untuk pencapaian siswa dari adanya pelaksanaankegiatan-kegiatan atau program-program pendidikan karakter di sekolah. Program/aktivitas yang sudah dilakukan di sekolah sangat membantu siswa hari demi hari untuk mengembangkan kemampuan dan skill mereka dalam Berbahasa Inggris.

Researcher : What are the challenges in implementing and inserting character education values in the classroom activities?

The challenge is, because they are still kids, so we have to be

T2 : more
patient in implementing the character education. There will be many repetition so that we need more patience and consistency during the procees of conducting the character education program through the programs/activities available at the school. Besides, forming a character needs times and a quite long process since it cannot be formed easily. While for Online learning, since we do not meet personally, the follow up of the character education is not really maximal. However, by the support of the parents, it can be well achieved . Here, both teacher and parents should have a good communication. Teacher will conduct a parents meeting (parents conference) to talk directly or through zoom meeting with the students' parents related to their children's development.

Tantangannya adalah karena mereka masih anak-anak, jadi kita perlu lebih sabar dalam menerapkan program pendidikan karakter tersebut. Akan ada banyak pengulangan sehingga kita perlu kesabaran lebih dan konsistensi dalam proses penyisipan program pendidikan karakter tersebut melaui program-program dan aktivitas yang ada. Disamping itu, dalam membentuk karakter itu perlu waktu atau proses yang panjang. Karena karakter itu tidak dibentuk dengan mudah. Sementara untuk Online learning, karena tidak bertemu secara langsung follow up dari pendidikan karakter kurang maksimal. Namun dengan bantuan orang tua mampu dicapai dengan baik. Disinilah guru dan orang tua harus selalu berkomunikasi dengan baik. Guru akan mengadakan parents meeting untuk bertemu/ lewat zoom meeting dengan orang tua secara personal untuk membicarakan perkembangan anak dirumah

Researcher : What things need to be evaluated in implementing the character

education program?

T2 : I think, It's already great. The implementation is very consistent, there are a lot of repetation, great timing and inserted in all activities at school.

Saya Pikir sudah sangat bagus. Implementasinya sudah sangat konsisten, banyak pengulangan, waktu yang pas dan disisipkan di dalam semua kegiatan di sekolah.

Researcher : How do you insert character education during the Online learning

activities?

T2 : Character education is inserted during the online learning, for example: when I conducted *Zoom* meeting. Character of discipline : students are expected to join the meeting on time.

They should sit politely, giving an opinion/answers politely. They have to turn on the camera, switch off the microphone when their friends are speaking or the teacher is explaining something. Then, they also have to finish and submit their work on time.

Pendidikan karakter disisipkan dalam pembelajaran online, misalnya pada saat Zoom meeting. Karakter disiplin : anak anak diharapkan join on time. Duduk dengan sopan, memberi tanggapan/ jawaban dengan sopan. Menghidupkan kamera, mematikan microfon ketika teman berbicara atau guru menjelaskan. Menyelesaikan dan mengumpulkan paket tepat waktu.

Researcher : How do you know when students reflect desired behaviors during the online learning?

T2 : The character can be seen from the weekly package they have submitted. There are some characters that can be seen during the online learning activities like discipline, responsible and hardworking, self-directed and love reading. It can be seen from their punctuality in submitting the package task or submitting videos based on the specified time, their responsibility and efforts in finishing all the task in their packet and their reading log.

Karakternya bisa dilihat dari paket mingguan yang dikumpulkann oleh siswa. Adapun beberapa karakter yang bisa dilihat selama pelaksanaan pembelajaran daring seperti disiplin, tanggungjawab dan kerja keras, mandiri dan gemar membaca. Hal ini bisa dilihat dari ketepatan waktu mereka dalam mengumpulkan tugas atau video berdasarkan waktu yang telah disepakati, tanggung jawab dan usaha mereka untuk menyelesaikan semua tugas paket mereka dan dari Reading log mereka.

Appendix 08. Surat Penelitian

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 195/UN48.7.1/DT/2021 26 Januari 2021
Perihal : **Permohonan Izin Penelitian**

Yth. Kepala Sekolah Dwi Bahasa Panji
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Ni Ketut Juniari
NIM	: 1512021115
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2020/2021
Judul	: THE PROGRAM OF IMPLEMENTING BLENDED CHARACTER EDUCATION PROGRAM AT NORTH BALI BILINGUAL SCHOOL (NBBS) SINGARAJA

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:
1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

YAYASAN AURA SUKMA INSANI
SEKOLAH DASAR DWI BAHASA
NORTH BALI BILINGUAL SCHOOL
Jalan Gunung Rinjani, Dusun Bangah, Desa Panji, Kec. Sukasada, Buleleng – Bali
Hp: 081246771555,Telp : 0362-3303670 e-mail : schooladmin@northbalibilingualschool

Nomor : 745/ASI-NBBS/X/22
Lampiran : -
Prihal : Surat Keterangan Melakukan Penelitian

SURAT KETERANGAN

Yang bertanda tangan dibawah ini Kepala Sekolah Dasar Dwi Bahasa North Bali Bilingual School, Kecamatan Sukasada, Kabupaten Buleleng menerangkan bahwa mahasiswa yang beridentitas di bawah ini:

Nama	: Ni Ketut Juniari
NIM	: 1512021115
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Universitas	: Universitas Pendidikan Ganesha Singaraja

memang benar mahasiswa tersebut diatas telah melakukan observasi pengambilan data untuk menyelesaikan skripsinya sebagai persyaratan untuk menuntaskan pendidikan S1 Bahasa Inggris di UNDIKSHA Singaraja.

Demikianlah surat keterangan ini kami sampaikan, atas perhatian dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Singaraja, 10 Februari 2022
Kepala Sekolah Dasar Dwi Bahasa
North Bali Bilingual School

Putu Wika Putra, S.S