



EMBEDDING CHARACTER EDUCATION IN TEACHING SPEAKING THROUGH PROBLEM BASED LEARNING

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ABSTRACT

Character is a personal quality that manifests in daily activity in the forms of personality, character, and conduct. Character education is a crucial component of classroom learning that must be ingrained in kids. The Ministry of National Education has listed 18 characters that educators must use in their lessons, especially while teaching English. It is crucial to instill character education in students. Teachers must be able to implement character education using the appropriate method. Problem-based learning is one technique that can be used in character education through spoken instruction. This approach can teach pupil show to approach problems with character. This study intends to outline the procedures for embedding character education in the teaching of speaking through problem-based learning and to identify the characters that are implanted in class XI pupils at SMAN 7 Kediri. The English teacher was the focus of this qualitative descriptive study, which was carried out at SMAN 7 Kediri. Data is collected by observation, interviews, and documentation. According to the study's findings, character education in the classroom is conducted in three stages: pre-teaching, primary teaching, and post-teaching. According to other findings, students tend to be religious, honest, disciplined, creative, independent, curious, friendly/communicative, environmentally conscious, socially conscious, and responsible.

KEYWORDS: *character education, teaching speaking, problem based learning*

1.0 INTRODUCTION

Character is a personal characteristic that manifests in the form of attributes, personality, character, and behavior. Character, according to Omeri (2015), is a blend of morality, ethics, and character. Morality focuses more on the nature of human behavior, including whether it can be categorized as good or bad, right or wrong. While the moral order underlines that in essence humans have entrenched ideas in which both (good and bad) exist, ethics provides a judgment of good and bad based on the norms that apply in a particular society.

Pupils' moral character is currently deteriorating, particularly during this hybrid learning period when students are split into online and offline groups, preventing certain students from receiving direct character instruction. The nation's character is something that must be shaped, and character education is something that must be practiced without fail among teachers. Character education is not necessarily the responsibility of moral education or character education and Pancasila, but it is the responsibility of all academic disciplines

Santika (2020). As a result, when the 2013 curriculum is implemented, the balance of cognitive, affective, and psychomotor learning becomes an absolute output as part of the country's character education. Education in character is provided both at home and at school. Character development can be incorporated into the study of English courses in schools, one of which is speaking instruction. This can help pupils develop positive character traits. Teaching speaking using Problem Based Learning (PBL) can help kids develop their national character, as well as virtues like religion, honesty, responsibility, tolerance, and hard work. Therefore, when teaching speaking, the teacher should pay closer attention to the personality of each pupil.

According to Santoso (2018), Kuzairi, and Maulida's (2019) study, speaking skills courses that cover listening, speaking, reading, and writing should be taught. Indirect character development includes learning the virtues of reasonability, respect, fairness, courage, pride in one's country, honesty, self-control, caring, and perseverance. According to the study's findings, learning English—with all of its components, including speaking, listening, reading, and writing—can shape a student's character.

2.0 LITERATURE REVIEW

2.1 Character Education

Character is a personal characteristic that manifests in the form of attributes, personality, character, and behavior. Character, according to Omeri (2015), is a blend of morality, ethics, and character. Morality focuses more on the nature of human behavior, including whether it can be categorized as good or bad, right or wrong. While the moral order underlines that in essence humans have entrenched ideas in which both (good and bad) exist, ethics provides a judgment of good and bad based on the norms that apply in a particular society.

Additionally, character education is an effort to produce a generation of Indonesians who are intelligent, good citizens, and possess noble character and personalities. The success of character education suggests that learning is not always viewed solely from a cognitive domain perspective, but rather how the balance of the cognitive, emotive, and psychomotor domains, whose origins are to realize a whole person. Santika, (2020). The three primary purposes of character education are stated by Zubaidi (2011:18). First, the role of potential formation and development. Students' capability to think wisely, have decent hearts, and behave in accordance with the Pancasila ideology is formed and developed through character education. Second, the role of strengthening and repairing. Character education strengthens and expands the role of the family, educational system, community, and government in fostering citizen potential and advancing the country toward being a developed, independent, and successful nation. The filter function is the third. Character education separates the culture of the nation from other cultures that do not adhere to the nation's cultural values and its dignified character.

Teaching must take into account a number of procedures related to character education. According to Lickona, Schaps, and Lewis (2007) in Alimi (2013), there are eleven steps that must be incorporated into character education. These are: (1) promoting the foundation of core values; (2) identifying comprehensive character; (3) developing approaches to developing character; (4) establishing schools as caring communities; (5) offering opportunities for moral action; (6) developing academic curriculum that contains character and competence; (7) providing strong motivation; and (8) attaining the goals of the curriculum.



Religion, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the homeland, appreciation of achievements, friendly/communicative, peace-loving, love of reading, care for the environment, social responsibility, and responsibility are among the eighteen character traits that teachers must incorporate into the learning process. These traits were identified by Form Kementerian Pendidikan Nasional (2011).

2.2 Teaching Speaking

English is taught in Indonesia as a foreign language in addition to the instructional language. Students in SMA Learning may be able to demonstrate proficiency in spoken and written English. Additionally, speaking is a crucial component of teaching and learning a second language. Speaking is the most crucial skill, according to Leong, Lai-Mei, and Ahmadi (2017:35), because it is a prerequisite for carrying on a conversation. As a result, the teacher is crucial in helping children learn how to talk.

Teaching, according to Hornby (1995:37), is the act of imparting knowledge or instruction to a person. Speaking refers to using words in a regular voice, but teaching speaking refers to imparting knowledge on someone so they can communicate. Speaking is a language ability that is learnt throughout life; listening skills come before speaking abilities do. It implies that speech is the most fundamental language. To improve communication, speaking skills should be taught. Students should be able to express themselves clearly by making the most of their current level of skill. The student must make an effort to avoid message confusion brought on by poor pronunciation, grammar, or vocabulary and must adhere to the social and natural rules that are used in every communication scenario. According to Kayi (2006:2), teaching speaking entails instructing ESL students on how to use the English language's word and sentence emphasis, intonation pattern, and rhythm, as well as how to choose the right words and sentences for the suitable social setting. Fluency is the ability to speak swiftly, confidently, and without many unnecessary pauses, regardless of the audience, the situation, or the subject at hand. It also involves organizing one's thoughts in a meaningful and logical sequence and using language to express one's opinions and ideals.

2.3 Problem Based Learning

Problem-Based Learning (Problem-Based Learning) is a learning approach based on the difficulties faced by students connected to the fundamental competences being studied, according to Kosasih (2014:88). The main characteristics of the Problem-Based Learning model, according to Arrends (in Hariyanto and Warsono, 2012:410), are asking questions or tackling problems, concentrating on cross-disciplinary relationships, conducting authentic (real) investigations, creating products and showcasing them, and collaborating.

In addition, problem-based learning is founded on constructivist learning assumptions, such as: a. Knowledge is individually produced and socially co-constructed from interactions with the environment; knowledge cannot be communicated, according to Hung, Jonassen, and Liu (2008).

- a. Every phenomenon is subject to many perspectives by necessity.
- b. The tools we employ and the culture and community in which we live are disseminated throughout meaning and thinking.
- c. Knowledge is indexed by and anchored in appropriate contexts.

Furthermore, problem-based learning is an instructional methodology, meaning that it is an instructional response to learning issues, according to the same researcher Hung, Jonassen, & Liu (2008). Problem-based learning's main objective is to improve learning by pushing students to solve issues. The qualities of problem-based learning are as follows:

1. It is problem-focused, which means that students start learning by tackling models of real, poorly structured problems. Since problems rather than a list of subjects are used to arrange the content and abilities to be learnt, there is a reciprocal relationship between the problem and the knowledge. The problem stimulates knowledge creation, which is then applied to the problem.
2. It is student-centered because teachers cannot control how students learn.
3. It is self-directed, allowing students to independently and collectively generate learning difficulties and processes through peer and self-assessment, and they have access to their own learning resources. Required assignments are rarely completed.
4. It is self-reflective, allowing students to keep track of their comprehension and learn to modify their learning practices.
5. Tutors are facilitators—not knowledge disseminators—who assist and model reasoning processes, facilitate group interactions and interpersonal dynamics, deeply delve into students' subject matter expertise, and never insert content or give straight answers to inquiries. After that, Arends in Hariyanto (2012) offers the syntax for problem-based learning, which is as follows:
 1. Acquainting students with difficulties,
The teacher now discusses the learning objectives, describes the logistics (i.e., the supplies and equipment) required for problem-solving, and encourages students to pay attention to the activities.
 2. arranging pupils,
At this point, the teacher assists students in defining and organizing their learning in a way that makes it applicable to problem-solving.
 3. supervising individual and group research,
At this point, the teacher advises pupils to undertake experiments, look for explanations, and seek solutions to problems.
 4. preparing and presenting findings,
At this point, the teacher assists students in making plans and achieving outcomes that are consistent with the objectives assigned.
 5. In addition to reviewing and analyzing procedures and solutions to problems.
At this point, the teacher supports the students' reflection on the outcomes of their research and the learning strategies they have used.

According to this syntax, the Problem Based Learning model's implementation is consistent with the learning principles outlined in Permendikbud number 22 of 2016, where learning is defined as student-centered learning.

3.0 METHODS

In order to develop character education in children, researchers use problem-based learning to teach them how to learn English. This research is a qualitative descriptive study. 34 students from SMAN 7 Kediri class XI MIPA 3 and two high school English teachers with an English educational experience served as the study's research participants. Lesson plans and teacher handouts were also documented. The process of integrating character education into English language acquisition through problem-based learning was observed by recording activities, visually, and utilizing technology. To get further information about the subject of this research, interviews and documentation were undertaken. The method suggested by Creswell, J. W., & Creswell, J. D. was used by the researcher (2017), Additionally, the researcher applied the Miles, Huberman, and Saldana (2014) suggested data analysis



technique, which entails data condensation, data display, and drawing and validating conclusions.

4.0 RESULT AND DISCUSSION

This research was conducted in class XI MIPA 3 SMAN 7 Kediri. Researchers got access to the school from the PLP (Introduction to School Field) program from the campus as well as conducting observations, and interviewing documentation. This is done during the new normal period where school activities are carried out through half-online and half-offline learning. The learning process observed in this study was carried out face-to-face so that the lessons learned were more detailed and clearer. The research findings were obtained from observations made in class X MIPA 3, interviews with English teachers at SMAN 7 Kediri and documentation by asking for lesson plans and teaching materials from teachers. The research findings are presented to answer the research problem, namely how is the implementation of speaking learning character education using Problem Based Learning in class XI MIPA 3 SMAN 7 KEDIRI? and what kind of character education is instilled in teaching speaking through Problem Based Learning in class XI MIPA 3 SMAN 7 KEDIRI? which will be explained below.

4.1 Teaching Stage

Observations were carried out during the new normal period, so classes were held online and offline while still following the health protocol rules made by the government. This research was conducted in Class XI MIPA 3, based on interviews conducted by researchers teaching teachers at SMAN 7 Kediri for 19 years, and in-class XI MIPA 3 there were 35 students in the class with different characters.

The three stages of the problem-based learning process for learning to speak are Pre-teaching (also known as introduction), Core Teaching (also known as core activities), and Post-Teaching (also known as Closing), where the teacher adapts it from the standard procedure in-laws and regulations. Number 22 of 2016 for the Republic of Indonesia's Minister of Education and Culture.

4.1.1 Pre-Teaching Stage

At the pre-teaching stage, the teacher greets students by saying "Assalamualaikum wr wb". then proceed with praying first which is led directly by the teacher. after finishing praying, it was continued by checking the presence of students by calling the names of students one by one and asking how they were, and motivating students so that the class atmosphere was not tense when teaching. based on the researcher's observations, after several stages the teacher did in the classroom, the teacher prepared Microsoft Teams to connect students who got class schedules online. After that, greet and check the presence of students who have entered Microsoft Teams by asking students to turn on the camera and call the names of students one by one.

Then continued with some questions about the topics that will be discussed at the meeting. the teacher said "Who here has ever been on a plane, gone to a hotel, restaurant, or held an event?" and based on the researcher's observations, many students answered the question. followed by the teacher appointing students who will answer the questions given by the teacher then after the students answer, the student is given another question "How do I order a plane ticket?" and students answered enthusiastically. After the questions from the teacher are finished, the teacher conveys the objectives and benefits of the topic to be taught,

after which the teacher adds an outline of the scope of the material to be taught at the meeting.

4.1.2 Main Teaching Stage

According to the data obtained by the researcher, that is Rencana Pelaksanaan Pembelajaran (RPP), the main teaching stage or core activities is divided into 5 parts stages including stimulation, identification/problem statement, data collecting, data processing, and finally verification and generalization.

4.1.3 Post-Teaching Stage

In the post-teaching stage, the teacher asks students related to the material and dialogue tasks to measure students' understanding of the reservation material that has been studied. "Any questions about this material?" when asked if there were no students who answered, the teacher took the smartphone and asked the students in Microsoft Teams and the students answered "No ma'am" then the teacher gave instructions to the students in Microsoft Teams to complete group assignments in the form of videos and collect them in the task column below.

Next, the teacher asks the students in the class, "Do you have any questions about the reservation material or an assignment you will be working on?" all students answered, "no ma'am" and then after that asked the students to pray first before closing the class. "Before mom closes the class, we pray first, praying begins...." After finishing praying, the class closed, and the students could leave the class and rest.

Another finding in the observations made by the researcher is the types of media teachers use in teaching speaking through problem-based learning. There are several kinds of media teachers use in teaching English such as English books, Smartphones, Microsoft Teams, and YouTube videos.

4.2 Character education embedded in teaching speaking through Problem Based Learning

The main purpose of character building through language teaching at SMAN 7 Kediri is to have good character, good behavior, and habituation of good attitudes. For example, like the Javanese, when we gather with our parents, we must use the Kromo language.

Building character is not only the task of religious teachers or PPKN teachers. English subjects are the same as other subjects, for example speaking. What students expect to like speak depends on the skills we impart, so when we study an expression, for example, the character building was given by the English teacher at SMAN 7 Kediri, students should be praised for being able to respect others in speaking.

There are 18 value points emphasized by the government in carrying out character building through language teaching. The researcher has discussed chapter 2 of this thesis. based on the implementation of problem-based learning on teaching speaking with the topic of Reservation in class XI MIPA 3 there are several characters instilled by the teacher, namely Religious: The religion of students appears at the pre-teaching stage and the post-teaching stage, when at the pre-teaching stage a religious character has emerged with the teacher saying greetings "Assalamualaikum wr wb" and students answer "Waalikumsalam wr wb", then the teacher instructs students to pray before teaching to speak at the beginning so that the knowledge that will be learned in class can be understood easily and can be useful "before we start learning in class, it would be better if we pray first, pray start". and at the end of the lesson or at the post-teaching stage also pray.



Honesty: Student honesty emerges at the pre-teaching stage when teachers check student attendance in class and students in Microsoft Teams. When checking student attendance, the teacher asked the student whose name was called "how are you today?" then the students answered, "I'm fine ma'am" when there were students who were not present the teacher asked all the students "anyone knows why he is not there?" then there are students who answer "he is sick" based on the researcher's observations, students' honesty appears when the teacher asks. Student honesty also appears at the main teaching stage in the data collection and data processing section. when students were given instructions to form groups and make reservation dialogues, neither group imitated the dialogues of other groups.

Discipline: Student discipline appears in the pre-teaching stage when students arrive on time when speaking teaching will begin. This is also seen in the main teaching stage in the stimulation section when the teacher explains the material about reservations, then the teacher asks students to open the book about reservations and the teacher asks students to open the video that is shared. Students work on every command or instruction given by the teacher and students bring textbooks. Student discipline is also seen in the data collection and processing section when the teacher gives time to each group to make a reservation dialogue and then several groups do it on time.

Creative: Creative students appear at the main teaching stage in the data collection and data processing section, when the teacher asks students to make groups of 2 students and then make a dialogue about reservations (free topic), one reservation clerk and the other as clients, then practice in front of the class. for example, buying plane tickets, trains, buses, buying hotel tickets, ordering food at restaurants, etc. So, students know what they are going to do.

Independent: Student independence appears at all stages in the pre-teaching stage when the teacher asks students about the material to be taught then when the teacher checks student attendance and asks students. then during the main teaching, the data collection section, when the teacher pointed the students one by one to read the sample dialogue text in the reservation material video. and appears when the teacher asks students about things that are still confused with the instructions given by the teacher.

Curiosity: Students' curiosity appears at the main teaching stage in the verification and generalization section when the teacher invites students to ask questions about material or assignments that they do not understand. Some students ask about assignments they don't understand. The student said, "For a free shirt or uniform?" Then someone asked again, "can you edit videos freely?" This shows that students' curiosity arises when there are things that students have not understood.

Friendly / Communicative: Student communicativeness appears at the pre-teaching stage when students can answer the teacher's questions about absent students rather than about the current state of students and can finally answer questions about the material given. Students' communicativeness also appears in the main teaching stage of the data collection and processing section, when students work on the instructions given by the teacher in pairs. when in groups students can discuss and work well with their partners, and some group pairs finish quickly and practice it in front of the class.

Environment: Concern for the environment of students appears in the pre-teaching stage when students clean the dirty blackboard in their classroom without waiting for orders from the teacher. in other cases, students throw the trash in their lockers into the trash.

Social Care: Social Care Students appear at the pre-teaching stage when the teacher checks the attendance of students and there are those who are not present then one of his classmates tells the teacher that they are sick with the aim that his friend is not absent from the data held by the teacher. The social care character of students is also seen at the main

teaching stage in the data collection section when one student is appointed by the teacher to read the reservation dialogue text in the video and the student does not know which part to read, the student asks for help from the student in front of him. The student at the front helps wholeheartedly and tells the student which part to read. In other cases, some students do not bring books and other students want to share books to study.

Responsible: Student responsibilities arise at the main teaching stage in the data collection and data processing section when the teacher instructs students to read the sample reservation dialogue text and students follow the instructions. Then when the teacher gives the task of making groups, making reservation dialogues, and practicing them in front of the class, students are responsible for completing the task according to the time given by the teacher. Of the 18 items of character education that are implanted in learning, there are 10 items of character education that appear in this study.

This is consistent with study findings of S. Karyati (2018, October). This demonstrates that teaching history using a problem-based approach is an effort to teach kids how to think critically and solve problems. Additionally, character qualities like integrity, accountability, faith, cooperation, respect for others, discipline, hard work, tolerance, and a broad perspective are ingrained in it. This concurs with a different study by Prabawati, M. N., Herman, & Turmudi (2017). It asserts that in order to attain the objectives of character developing pupils by learning mathematics in schools, the mathematics learning activities in the classroom must be carefully designed. Perseverance, creativity, persistence, and curiosity are qualities that students can demonstrate at each stage of problem-based learning.

5.0 CONCLUSION

Based on the data and discussions, it can be determined that the teacher uses a hybrid semi-online and offline teaching approach while teaching speaking because there are still legal restrictions about the COVID 19 virus. Three steps make up the problem-based speaking learning process: the pre-teaching or introduction stage, the teaching core or core activities, and the post-teaching or closing stage, where the teacher uses the standard approach in statutes and rules. Number 22 of 2016 for the Republic of Indonesia's Minister of Education and Culture Teachers employ a variety of instructional tools for implementing speaking instruction, including English books, smartphones, Microsoft Teams, and YouTube videos.

Some class activities are implemented in the three stages mentioned earlier: greeting, praying, checking student attendance, and asking questions as an introduction to the material that will be given appearing at the pre-teaching or opening stage. Next, reading reservation materials, watching and listening to videos about reservation materials, making reservation dialogues, and practicing dialogues appear in the main teaching stage or core activities. And the last one reflects on the learning experience and questions and answers about reservation material appear at the post-teaching stage.

There are 18 value points emphasized by the government in carrying out character building through language teaching. In the implementation of character education in teaching speaking through problem-based learning at class XI MIPA 3 SMAN 7 Kediri, a lot of character education is implanted or appears in the speaking teaching process including Religious, Honest, Disciplined, Creative, Independent, Curious, Friendly/Communicative, Caring Environmental, Social Care, and Responsible. Of the 18 points of character education emphasized by the government in learning, there are 10 points of value that appear in this study.



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