

Internalization of Values Character Education in Learning English

Dian Popi Oktari*, Warlim Warlim

Universitas Pendidikan Indonesia

Bandung, Indonesia

*dianpopi@upi.edu, limyuha63@upi.edu

Abstract—This study aims to describe and examine more deeply the importance of character education values to be internalized in the learning process of students, especially in learning English. This study uses the literature study method. Law No. 20 of 2003 concerning the National Education System in Article 3 which states that national education functions to develop capabilities and form dignified national character and civilization in order to educate the life of the nation. In accordance with the functions and objectives of national education, in order to achieve these objectives education must be obtained by every generation of the nation and carried out thoroughly at every level of education. In addition to learning devices and school facilities, teachers are an important element in achieving character education success. Generally, in the process of learning English, often teachers only pay attention to cognitive aspects only and tend to ignore other aspects such as affective, and psychomotor aspects. In order to improve the quality and suitability of character education for each pathway, level, and type of education unit, the Ministry of National Education has designed and developed Grand Design which is a conceptual and operational reference for the development, implementation and assessment of character education. Character configurations in the context of the totality of psychological and socio-cultural processes are grouped in: spiritual and emotional development, intellectual development, sports and kinesthetic (physical and kinesthetic development), and feeling and intention (affective) and creativity development).

Keywords—*internalization values; character education; learning English*

I. INTRODUCTION

The issue of character or morality is currently a special concern in education in Indonesia. Even though the issue of character or morals is not completely ignored by educational institutions, the facts surrounding the moral crisis that are rampant show that there are failures in our educational institutions in cultivating human beings with character or good character. These crises include increasing promiscuity, the rampant number of child and adolescent violence, crime against friends, theft by teenagers, cheating, and drug abuse, rape, pornography, deprivation and destruction of other people's property that have become social problems. until now it has not been resolved completely [1].

Darmiyati Zuhdi in Zubaedi said that the conditions of crisis and moral declaration indicate that all the religious and

moral knowledge obtained at the school level did not have an impact on changes in Indonesian human behaviour. In fact, national character is an important aspect of improving the quality of human resources because the quality of national character determines the progress of a nation [1].

Thomas Lickona, a professor of education from Cortland University, revealed that there are ten signs of the times to watch out for because if these signs already exist means a nation is heading towards the brink of destruction. Signs referred to are [2]: (1) increasing violence among adolescents, (2) worsening use of language and words, (3) peer-group influence that is strong in acts of violence, (4) increased self-destructive behaviour, such as the use of drugs, alcohol, and free sex, (5) increasingly blurring of good and bad moral guidelines, (6) decreasing work ethics, (7) lower respect for parents and teachers, (8) low sense of individual and citizen responsibility, (9) cultivating dishonesty, and (10) the existence of mutual suspicion and hatred of others. If observed, the ten signs of the era have begun to appear in Indonesia.

Quality characters need to be formed and nurtured from an early age. Early age is a critical period for the formation of someone's character. According to Freud in Syarbini failure to cultivate a good personality at this early age will form a person who has problems later in life [3]. The success of parents in guiding their children in overcoming personality conflicts at an early age greatly determines the success of children in social life in the future [4].

A book entitled Emotional Intelligence and Success (Joseph Zins, et. Al [5], compiles various research results about the positive influence of children's emotional intelligence on school success. It is said that a series of risk factors that cause the failure of children in school are not located in the intelligence of the brain, but in character, namely self-confidence, ability to work together, social skills, ability to concentrate, empathy, and communication skills [6]. This is in accordance with the opinion of Daniel Goleman about the success of a person in the community, it turns out that 80% is influenced by emotional intelligence, and only 20% is determined by brain intelligence (IQ).

Children who have problems in emotional intelligence will experience learning difficulties, difficulty getting along (lack of association) and cannot control their emotions. Children who come from this age can already be seen from preschool age,

and if they are not treated immediately, they will be brought to maturity. In opposite, teenagers with character or high emotional intelligence will avoid common problems faced by adolescents such as delinquency, brawls, drugs, alcohol, free sex and so on.

Character education at school is very necessary, although the basis of character education is in the family. If a child gets good character education from his family, these children will have good character in the next stage. But many parents are more concerned with aspects of brain intelligence than character education. In addition, Daniel Goleman also said that many parents fail to educate their children's character either because of their busy life or because they are more concerned with the cognitive aspects of the child. Nevertheless, this condition can be overcome by providing character education at school [7].

Character education in classroom teaching and learning activities can be done in each subject. According to the philosophy of science, in each discipline there are three important elements, namely ontology which is related to the object of study; epistemology related to the methodology or the ways in which the relevant science is developed; and axiology concerns the benefits of science itself for life [8]. It is also in learning English.

In reality, the success of developing character education values in learning English is still lacking. This is due to several factors, including conventional English learning, teachers tend to only carry out knowledge transfer processes and focus less on the values contained in them, there are still students who lack motivation to learn, consider English not important, difficult, need long time, not interested or easily bored, not paying attention to readiness, lack of confidence, easy despair, lack of discipline, and lack of honesty.

II. METHOD

The method in this study uses the literature study method.

III. RESULTS AND DISCUSSION

A. Definition of Value and Internalization of Value

Kniker in Firmansyah and Sauri argues that value is a term that cannot be separated from education. In the idea of value education, value is not only placed as the core of the learning process and objectives, each letter contained in the word value is rationalized as an educational action [9].

Whereas according to Hakam, value is the idea of a person or group about something that is seen as good, virtue, wise so that the idea is valuable and quality to be used as a guide or guideline in behaving and acting [10]. Even though humans have the potential to be valuable, the human notion of value is not carried from birth, the value of a person grows and develops according to his consciousness, with something he agrees as something good, right, beautiful, valuable and quality.

Internalization is an interaction that influences the acceptance or rejection of values, more influences on

personality, evaluative functions become more dominant [11]. Lev Vygotsky argues that internalisation involves the internal reconstruction of an external operation in 3 stages [12]. First, an operation that initially presents external activities that are constructed and begin to occur at an early stage. Second, an interpersonal process is transformed into an intrapersonal process. Third, the transformation of an interpersonal process into an intrapersonal process which is the result of a series of events.

Furthermore, the process of internalizing values can go through the following stages:

1) *The stage of value transformation*: Namely the process carried out by the teacher in informing the values of good and bad. At this stage there is only a process of verbal communication between teachers and students. This transformation of the value is only the transfer of knowledge from the teacher to students. The value is conveyed only to the cognitive domains of students who are very likely to be easily lost if the students' memories are not strong.

2) *Transaction value stage*: Namely the process of internalizing the value of independence through two-way communication between the teacher and the participants is examined reciprocally, resulting in an interaction process. With the existence of this value transaction the teacher can influence the value of the students through the example of the value that is carried out (modeling) while the students can accept the new value according to their values.

3) *Trans-internalization stage*: Namely the process of internalizing values through a process that is not only verbal communication but also accompanied by personality communication that is displayed by the teacher through exemplary, through conditioning and through the habituation process to behave in accordance with the expected value. So students are invited to understand the value, trained to actualize the value, get concrete examples of how the implementation of the value in everyday life and have the opportunity and habituation to actualize the value. With this trans-internalization it is expected that internalization of values occurs in the cognitive, affective and psychomotor domains of students [10].

B. Definition of Character Education

The word character comes from Greek which means "to mark" and focuses, how to apply the value of virtue in the form of actions or behaviour [1]. Meanwhile, Simon Phillip says that character is a collection of values that lead to a system, which underlies the thought, attitude and behaviour that are displayed. In Arabic terms, characters have similar meaning with *ahlak*, namely *tabiat* or habit of doing good things [13]. Al-Ghazali illustrates that morals are behaviours that come from a good heart. Therefore, character education is an active effort to form good habits, so that the character of the child has been carved since childhood.

According to Rant Megawangi, quality characters need to be formed and nurtured from an early age [14]. Early age is a critical period for the formation of one's character because at

this age a person will more easily absorb information and knowledge better than when he was an adult. Thomas Lickona stated that the population of children is only 25% of the total population but strongly determines 100% of the future of a nation [2].

According to Thomas Lickona, characters consist of three interrelated parts, namely moral knowing, moral feeling, and moral behaving. A good character consists of knowing the good, loving or desiring the good, and acting the good. Therefore, the way to form an effective character is to involve all three aspects [15]. The same thing was expressed by Karen E. Bohlin, Deborah Farmer and Kevin Ryan [16], that forming character is to grow character which is the habit of mind, heart and action, which between the three (mind, heart and action) is mutual related.

Moral knowing is an important thing to be taught which consists of six things, namely 1) moral awareness, 2) knowing moral values, 3) taking perspective, 4) moral reasoning, 5) decision making and 6) self-knowledge.

Moral feeling is another aspect that must be instilled in children which is the source of energy from human beings to act according to moral principles. There are 6 things that are emotional aspects that must be able to be felt by someone to become a human with character that is 1) conscience (conscience), 2) self-esteem (confidence), 3) empathy (empathy), 4) loving the good (loving truth), 5) self-control (able to control yourself), 6) humility (humility).

The moral action is how to make moral knowledge can be realized into real action. This moral act / action is the outcome of two other character components. To understand what drives a person in an act that is good (act morally) then it must be seen three other aspects of character, namely: competence, desires and habits.

The character coherently emanates from the results of thought that produce intelligent individuals, though the heart produces an honest person, the taste and intention that produces personal care, and sports that produce strong personalities. Thus there are four main characters of an individual that are intelligent, honest, resilient and caring who contain values, abilities, moral capacity, and determination in the face of difficulties and challenges.

According to Ratna Megawangi character education is an effort to educate children to be able to make wise decisions and practice them in daily life so that they can make a positive contribution to their environment [14]. In addition, Fakhri Gaffar states that character education is a process of transforming the values of life to be developed in a someone's personality, so that it becomes one in the behaviour of that someone's life [17]. Therefore, character education is a process of internalization or the planting of positive values to students so that they have good character in accordance with the values referred to both from religion, culture, and the nation's philosophy.

Jon Moline in Lickona states that character education is conventional, continuous practice and practice are needed. Lickona defines people who have character as a person's nature in responding to moral situations that are manifested in

concrete actions through good behaviour, honesty, responsibility, respect for others and other good characters [18]. As expressed by Aristotle, that character is closely related to "habbit" or continuous habits [19]. Abdul Majid and Dian Andayani, explained that the character cannot be developed quickly and immediately (instant), but must go through a long, careful and systematic process [20].

Based on a psychologist Kohlberg [21] and a primary education expert Marlene Lockheed in Dasim [22], there are four stages of character education that need to be done, namely:

- The habituation stage is the beginning of the child's character development
- Stage of understanding and reasoning towards the values, attitudes, behaviour and character of students
- The stage of applying various behaviours and actions of students in daily reality

The stage of meaning is a stage of reflection from students through an assessment of all attitudes and behaviours that they have understood and done and how their impact and usefulness in life both for themselves and others.

C. Aim of Character Education

Experts argue that the importance of character education must be developed and internalized immediately, because it has benefits and goals that are virtue enough to equip the life of students to be always ready to respond to the dynamics of life responsibly. According to Dharma et al., the important goal of character education is to facilitate the knowledge and development of certain values so that they manifest in children's behaviour, both during school processes and after the school process (after graduating from school) [23].

The purpose of character education in schools / Madrasah is divided into two parts, namely for teachers (educators) and for students. The purpose of character education for students as explained by experts is to encourage the achievement of learning success of students, and aims to mature students to have sensitivity to moral values that are complete, and balanced between intellectual, emotional and spiritual intelligence. Furthermore, the goal of character education for teachers / educators is expected to be a primary effect, which can give and make itself a role model for all school environments, especially for students, so that teachers have professionalism and full responsibility to build national civilization through educational institutions [24].

Commitment to shape character can be done through character education at school. Family is the main factor in shaping children's character, but social-emotional maturity is further influenced by the school environment, from pre-school age to adolescence. Even according to Daniel Goleman, the number of parents who fail to educate their children, emotional-social maturity of their children can be corrected by providing character education training to children in school especially from an early age. School is a very strategic place for character education, because children from all walks of life will receive education at school.

According to Lickona, there are 11 factors that can determine the success of character education in schools, namely [15]:

- Character education must contain values that can form a "good character".
- Character must be defined as a whole which includes aspects of "thinking, feeling and acting".
- Effective character education requires a comprehensive and focused approach from the teacher aspect as a "role model".
- Schools must be a model of a "peaceful and harmonious society".
- To develop character, students need the opportunity to practice it.
- Effective character education must include curriculum material that is meaningful to the lives of children.
- Character education must generate internal motivation from the child.
- All school staff must be involved in character education.
- Character education at school requires moral leadership from various parties.
- Schools must collaborate with parents and the surrounding community.
- There must be periodic evaluations regarding the success of character education in schools.

In order to strengthen the implementation of character education, the government has actually identified 18 values derived from the religion, culture and philosophy of the Indonesian nation, namely: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) work hard, (6) creative, (7) independent, (8) democratic, (9) curiosity, (11) Nationalism, (12) respect for achievement, (13) friendly / communicative, (14) love of peace, (15) likes to read, (16) cares about the environment, (17) cares about social, and (18) responsibility.

D. Values of Character Education in Learning English

The success of the character education process in delivering students to achieve the expected goals, cannot be separated from the strategy used. According to the Character Education Implementation Guidelines book published by the Ministry of National Education in Syarbini [24], the strategy for implementing character education in schools can be done in 4 ways, namely: integrating each subject, developing school culture, through extra-curriculum activities and daily activities at home.

According to Buchori, character education should bring learners to cognitive value recognition, affective value appreciation, and finally to experience real values. Character education can be integrated into learning in each subject [25]. Learning material related to norms or values in each subject needs to be developed, made explicit, and related to the context

of everyday life. Thus, learning character values is not only at the cognitive level, but touches on internalization and real experiences in the lives of everyday students in the community [26].

The implementation is that each subject teacher is required to design a competency standard that integrates the values of character education in it. Furthermore, Basic Competencies (KD) that have been integrated with the values of character education are developed in the syllabus and Learning Implementation Plan (RPP).

On a practical level, education is realized in school learning that can touch the real realm of student life so that students can develop their potential. Education should not only be interpreted as a process of teaching knowledge (transfer of knowledge) from the teacher to students but also must be able to present the values contained in each subject.

Based on this, it is felt very necessary to internalize the values of character education in each of its learning, including in learning English. English is the first foreign language taught at school and needs to be mastered by students to develop communication with other nations. In line with this statement, the Ministry of National Education stated that the ability that must be possessed by Indonesian students is to understand and disclose information, thoughts, feelings, and develop science, technology and culture using English. As Fromkin said, "English has been called: The Lingua Franca of the world" [27].

The essence of learning English in principle is a process of acquiring language that is done intentionally and aims in the scope of the learning process in the classroom or outside the classroom by following the rules of learning [28].

Regarding language learning, the most important thing to understand is that language learning is an acquisition process with the aim of achieving communication skills. The Second Language Acquisition theory (SLA Theory) shows that a child learns because there is a need for it, and they can fulfil it through learning languages. The theory also says that language skills develop gradually from easy to more complex.

By paying attention to the characteristics of the development of children's language skills, language teaching must be carried out by taking into account the following concepts:

- Teacher as a model
- Present a natural situation where the use of English as a daily language
- Presenting English as a language, not as a useless lesson
- Child-made mistakes are not a failure, but rather indicate that they are developing
- Focus more on meaning, not on language forms
- Make communication, even with very simple sentences, and student answers may be a word

- Rules (grammar / grammar) are indeed important, but at the initial stage, avoid teaching grammar explicitly / directly to avoid frustration in children
- Create situations of interest and motivation
- Present a real environment that is rich in language [29].

Good English learning not only develops cognitive abilities but also instills value in students. The values of national character education in English subjects are friendly / communicative, socially caring, curious, democratic, independent, hard work, disciplined, and like to read. The values of national character education can be instilled in students by learning English contextually. The concepts of constructivism, inquiry, and questioning are relevant to independent values, work, and curiosity. Meanwhile, friendly / communicative values, social care, discipline, like to reading, and democracy can be embedded with the concept of learning community, modelling, reflection, and authentic assessment. The procedure of character learning in English is to make students construct knowledge of English actively, gain knowledge through experience, discuss in groups, and work in groups. In addition, the teacher presents the model as an example of learning, reflects at the end of the meeting, and evaluates the process.

Character values that can be integrated in English subjects consist of several main or main character values. Provision relating to the main character values do not mean limiting the introduction, development, and civilization of other character values. This means that other character values, as long as they are integrated in learning, are also recommended to be introduced, developed, and cultured in the real life of students. The main character value, in this case, is the character value that is used as the basis for the development of other character values. Through the planting, development, and civilization of the main character values it is expected that other character values can be developed as well. The main character value is character values that are prioritized to be planted, developed, and cultivated for and by students. Some of the main character values are also mentioned in the main character values because the character values are the basis of the introduction, development, and civilization of other character values.

Thing that needs to be realized is that there is no value to the character of human life that stands alone, separated from one another. One-character value and other character values always intersect, overlap, and / or are related; even one character's value is sometimes a prerequisite for other character values; one character's value is sometimes also a manifestation or manifestation of another character's value [30].

IV. CONCLUSION

Character education should bring learners to cognitive value recognition, affective value appreciation, and finally to actual value practices. This is the design of character education (moral) which by Thomas Lickona is called moral knowing, moral feeling, and moral acting [18]. For this reason, all subjects learned by students must contain character education that can bring them into character with character as confirmed by Lickona.

In principle, the development of character values is not specifically contained in a particular subject, but it is inserted into every subject in school, student self-development, and school culture so that students develop into individuals who have the qualities and character. Insertion of character values is expected to occur in all subjects, including in English subjects. In developing English language teaching with character values, teachers have an important role because they must determine effective strategies in developing the character of students without reducing the quality of academic content in these subjects.

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