



THE IMPLEMENTATION OF CHARACTER EDUCATION TO SHAPE THE STUDENTS' LEARNING MOTIVATION TO LEARN ENGLISH

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ABSTRACT

Implementing character education in elementary schools has become mandatory. Because apart from the rules, it is also the obligation of educational institutions to educate their students. This article aims to explore how character education can be implemented effectively in the context of forming students' learning motivation in English lessons. English is a foreign language that has a central role in the world of education. In line with current curriculum demands, English language learning in schools is expected to not only focus on increasing students' communication competence in English, but also have a positive impact in instilling and shaping students' character and fostering motivation in learning. The research method used is field research, qualitative approach, primary and secondary data sources, data collection techniques using observation, interviews, documentation, data analysis techniques include data reduction, data presentation, and conclusion drawing (verification). The research results obtained at SD Negeri 231 Palembang as an implementation of character education include: students are more enthusiastic and enthusiastic when learning English. In its implementation there are inhibiting factors including limited time and inadequate facilities

Keywords: *Character Education, Motivation, English*

1. INTRODUCTION

Primary School Education is an institution managed and regulated by the government which operates in the field of basic education, held formally for 6 (six) years from class I to Class VI for students throughout Indonesia. Character education and learning motivation are two integral aspects in students' personal formation and educational progress. According to (Mardhiyah, Jaya, & Uzer, 2023) english as a

foreign language that we learn from school in Indonesia as to college. English consists of four skills namely speaking, reading, listening, and also writing. In Indonesia, English is categorized as a foreign language rather than a second language. It is obligatory for students in Indonesian schools, ranging from elementary to university levels (Jaya, Arianda, & Theriana, 2023). Learning English at school is a process that involves understanding grammar, mastering vocabulary, and

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developing speaking and writing skills. However, to achieve these learning objectives, student learning motivation plays a significant role.

Student learning motivation includes the extent to which students are motivated to take part in learning, participate actively, and strive to achieve optimal results. Realizing the importance of motivation in learning English, character education is implemented as an approach that can positively influence students' attitudes and behavior. Character education is not only about providing academic knowledge, but also teaching moral values, ethics and positive attitudes. Through the implementation of character education, it is hoped that it can form students who have high learning motivation, are tough, and are able to overcome obstacles in learning English. For example, research by Berkowitz and Bier (2007) shows that character education can make a positive contribution to students' moral and social development, which in turn can increase learning motivation. Character education creates a supportive environment, where students feel valued and motivated to achieve academic achievement.

On the other hand, research by Wigfield and Eccles (2000) emphasizes that learning motivation is the key to success in the learning process. They stated that factors such as values, personal goals, and self-identification play a crucial role in shaping students' learning motivation. Student success is influenced by the way they learn. Students who have effective ways of learning are able to achieve higher achievements or results

compared to students who do not have effective ways of learning. To learn effectively and efficiently, students need high awareness and discipline. Students who have high discipline in their learning will try to organize and use strategies and learning methods that are right for them. So the first step that must be had in order to learn effectively and efficiently is awareness of personal responsibility and the belief that learning is in one's own interests, and is done without depending on other people's fate.

In an effort to develop character education values in educational institutions, a teacher should not only focus on the teaching and learning process activities in the classroom, the teacher must be able to overcome the problems or obstacles faced and be able to create a school atmosphere as expected. SDN 231 Palembang is one of the schools that implements character education through habits. However, character education has not been fully embedded. Therefore, there is a need for more intensive guidance from teachers regarding student character education through activities that can foster motivation to like English lessons.

Based on this fact, research is needed on the implementation of character education to foster motivation to learn English in class II students at SD Negeri 231 Palembang. So the research title taken by the researcher is "The Implementation of Character Education to Shape the Students' Learning Motivation to Learn English"

Vol 7, No 1 (2024): ESTEEM**2. LITERATURE REVIEW****Understanding Education**

Based on the law on the education system No. 20 of 2003, it is stated that education is a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals. noble, as well as the skills needed by himself and society. Education is an effort to promote the growth of the child's character (inner strength, character), mind (intellect), and body, in the context of perfect life and harmony with the world. Education is an effort to improve oneself in all aspects (Natasya, 2021). Education has a big influence in forming a person's character, morals and ethics so that a person's good and bad morals really depend on education. Education helps mature human personality so that their behavior is in accordance with the education that a person has received, whether formal, informal or non-formal education(Gunawan, 2012).

Education is a conscious effort carried out by someone on purpose to prepare students for maturity, high skills, good personality or character, and intelligent thinking through human guidance and training and as members of society can achieve perfect safety and happiness. Education is a conscious effort carried out someone deliberately prepares students for maturity, high skills, good personality or morals, and intelligent thinking through human guidance and training and as members of society can achieve perfect

safety and happiness(Adi, 2022). Education is the learning of knowledge, skills, and habits of a group of people that are passed down from one generation to the next through teaching, training, or research. Education often occurs under the direction of others, but can also be autodidactic.(Syaripudin, 2020).

Understanding Character

In the Big Indonesian Dictionary (KKBI) in 2010, the Language Center of the Department of National Education, the word character means psychological traits, morals or manners that distinguish a person from other people, or means innate, heart, soul, personality, manners, behavior. , personality, nature, character, temperament, character. Ki Hajar Dewantara, stated that character is the nature of the human soul, starting from wishful thinking to being transformed into energy, with the existence of character, humans will become the person they are and have personality, and can control themselves and each person has a different character. as they have different facial features too (Agus, 2013). Trimonologically, the term character is defined as human nature in general, where humans have many characteristics that depend on factors in their own lives.

Character is a psychological trait, morals or manners that are characteristic of a person or group of people. Character is the values of human behavior that relate to God Almighty, oneself, fellow humans, the environment and nationality.(Ali, 2018). character is a person's personality, character, morals and character which are believed to and underlie that

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person's way of seeing, thinking and acting.(Mughtar, 2019). Character is the way of thinking of each individual to implement good values in an action or behavior, so that it becomes a characteristic for each individual(Mustoiop, 2018).

Understanding Character Education

Character education is a process of instilling character values in students so that they become individuals with complete character in the components of heart, brain, body, as well as feelings and goals.(Insani, 2021). Character education is value education, character education, which aims to develop students' ability to make good and bad decisions, maintain improvement, realize and spread improvement in everyday life wholeheartedly.(Nurkholis, 2023). Character education is education that instills values in accordance with national culture with the components of knowledge (cognitive), affection (affection) and actions, both towards God Almighty (YME), both for oneself, society and the nation.(Mughtar, 2019). Character education is a genuine condition that exists within an individual that differentiates him from other humans (Gunawan, 2012). Character education is a national movement in creating schools to develop students in having ethics, responsibility and concern by implementing and teaching good characters through an emphasis on universal values. Character education is a deliberate, proactive effort undertaken by schools and government (regional and central) to instill core, ethical

values such as caring, honesty, justice, responsibility and respect for self and others.(Yaumi, 2018).

Educational Goals

The aim of character education from an Islamic perspective is to form students who have honest, religious, caring, courageous and responsible characters (Farhani, 2019). Character education aims to form a nation that has noble character, is competitive, tough, moral, patriotic, tolerant, develops dynamically, works together, is oriented towards science and technology, all of which is imbued with faith and devotion to God Almighty based on Pancasila.(Gunawan, 2012).

Character education in the Ministry of National Education is as follows:

- 1) developing a person's affective potential,
- 2) developing good habits and behavior in a person,
- 3) instilling a person's spirit of leadership and responsibility,
- 4) developing the ability to become an independent, creative person and have a national outlook. ,
- 5) develop the environment as a learning environment that is safe, honest, full of creativity and friendship (Ristianah, 2020).

Character education aims to form a nation that is tough, competitive, has noble character, has tolerant morals, works together, has a patriotic spirit, develops dynamically, is oriented towards science and technology, all

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of which is imbued with faith and devotion to God Almighty based on Pancasila (Darmiatun & Daryanto, 2013).

Character Education Values

Values are things contained in human (conscience) which provide a basis for moral principles which are standards of beauty and efficiency or integrity of conscience. Furthermore, Richard Eyre and Linda argue that great and universally accepted values are values that produce a behavior and that behavior has a positive impact, both for those who carry it out and for other people.(Gunawan, 2012). That the best solution for the country to overcome adversity is to reorient towards the values of national character and culture, and consider education as the best place to develop the pillars of national character and culture, so that the existence of national culture can enable them to apply these character and cultural values in their lives.(Yaumi, 2018).) Character values originating from religion, Pancasila, culture and national education goals are formulated into 18 character values that will be instilled in students as an effort to build national character, including religious, honest, tolerant, disciplined, hardworking, creative, independence, democracy, curiosity, national spirit, love of the country, respect for achievements, friendly/communicative, love of peace, like to read, care for the environment, social care, responsibility (Nurkholis, 2023).

Understanding Motivation

Motivation is a key factor that influences a person's behavior and achievements in various aspects of life, including in the context of learning. In an educational context, student motivation has a significant impact on their learning outcomes. Therefore, a deep understanding of the meaning of motivation is important for designing effective learning strategies and providing maximum support for student development. Motivation can be defined as an internal drive or force that drives individuals to achieve goals or fulfill certain needs. In the learning context, student motivation includes the extent to which they are motivated to learn, actively participate in learning, and strive to achieve optimal results. The importance of understanding student motivation can be found in educational literature. Gardner (2010) emphasized that motivation plays a crucial role in shaping students' learning abilities, and understanding variations in motivation can help teachers design appropriate teaching approaches. Likewise, Deci and Ryan (2000) suggested that student motivation that originates from personal needs and interests will have a positive impact on their academic engagement and achievement.

In the educational psychology literature, Wigfield and Eccles (2002) present the concept of motivation as a combination of students' hopes, values and goals. They highlight the importance of understanding student motivation in subject-specific contexts, such as English, to design relevant and supportive teaching strategies. Thus, a

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deep understanding of the meaning of motivation is an important basis for identifying factors that influence student motivation and designing learning strategies that can increase it.

Character Education to Form Students' Learning Motivation to Learn English

Character education to form English students' learning motivation carries a holistic approach to the educational process. This approach does not just focus on increasing students' academic competence in English subjects, but also focuses on forming and strengthening positive character values. In an effort to create a sustainable learning environment, character education acts as a catalyst that stimulates and maintains student learning motivation.

The importance of combining character education with English language learning does not only lie in developing language skills, but also in efforts to create individuals who have strong character and positive ethics. By utilizing English learning situations, character education introduces values such as honesty, responsibility, cooperation, and a positive attitude towards learning. It is hoped that this can form a strong foundation to increase students' learning motivation, so that they not only become students who are able to communicate in English well, but also have integrity, empathy and a positive spirit in facing learning challenges.

3. METHODS

This research uses a descriptive qualitative method, namely describing and telling how character education is implemented to shape students' learning motivation for class II English lessons at SD Negeri 231 Palembang. This research was carried out at SD Negeri 231 Palembang with data sources being the principal, class teacher, and class II students at SD Negeri 231 Palembang.

Data collection techniques use observation, interviews and documentation. Data analysis techniques using data reduction, data presentation, and drawing conclusions. Researchers carried out data reduction related to the implementation of character education through religious activities for class II students at SD Negeri 231 Palembang. In this case, this means the data obtained by the author regarding the implementation of character education to form students' learning motivation towards English language lessons and what are the obstacles in the implementation of character education to form students' learning motivation towards English language lessons.

In presenting the data, after the data has been reduced, it is then organized as a whole in the form of a descriptive narrative. This technique is used to collect structured information about the implementation of character education to form students' learning motivation towards English language lessons for class II students at SD Negeri 231 Palembang and what are the obstacles in the implementation of character education to form students' learning motivation towards English

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lessons for class II elementary school students Negeri 231 Palembang. Next, the researcher draws conclusions, namely formulating conclusions from the data that has been reduced and presented in the form of a descriptive narrative.

4. RESULTS AND DISCUSSION**Description of Research Location**

SD Negeri 231 Palembang which is located on Jl. D. I Panjaitan, Kel. Bagus Kuning, Kec. Plaju, Palembang City, South Sumatra. The vision of SD Negeri 31 Palembang is "the creation of human resources who are faithful and devout, have character based on the Pancasila profile, excel in science and technology and have a broad insight."

Research Results and Discussion**1) Implementation of Character Education to Form Students' Learning Motivation for English Language Lessons for Class II Students at SD Negeri 231 Palembang****a) Application of Game-Based Learning Methods**

The integration of games in English learning can increase students' learning motivation through aspects of fun and activeness for students and teachers before teaching and learning activities are carried out. In this case it is done with English board games and interactive quiz games. English board games are learning activities that use board

games as a medium for teaching and practicing vocabulary, grammar or other English language skills. In these games, players typically move through a board with a specific goal in mind, and each move or tile is often associated with an English question or task. This game not only creates an interactive and fun learning experience, but also allows students to be directly involved in the learning process. Interactive quiz games are learning activities that combine elements of games and quizzes in an interactive format. In the context of learning English, this quiz can involve questions in English that can be answered by participants. Generally, this quiz can be held directly in class or using an online platform. The advantage of interactive quizzes is that they allow students to actively participate, test their understanding, and improve their English skills in an engaging way.

By using English language board games or interactive quiz games, educators can create exciting learning situations and provide challenges, which in turn can stimulate students' learning motivation in understanding and using English.

b) Instilling Character Values Through Inspirational English Stories

Instilling character values through inspirational English stories refers to a learning approach that uses

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inspiring stories as a means of introducing, exploring and strengthening positive character values in students. In this context, inspirational stories function as a powerful tool to convey moral and ethical messages, while bringing the English context into the learning process. Inspirational English stories can involve narratives about the life experiences, achievements, or perseverance of inspirational figures who use English as a medium of communication. The goal of this approach is to not only improve students' understanding of English but also to form attitudes, positive values, and strong character.

Through inspirational stories, students can connect emotionally with characters or situations that depict values such as honesty, perseverance, cooperation, courage and empathy. By discussing this story, teachers can design reflection activities, group discussions, or project assignments that lead to the application of these values in students' daily lives. With this approach, the goal is not only to expand students' vocabulary and English skills, but also to guide them in internalizing and applying positive character values. Instilling character values through inspirational English stories creates learning experiences that are meaningful, motivating and

stimulate students' holistic development.

2) Factors Inhibiting Character Education to Form Students' Learning Motivation for English Lessons for Class II Students at SDN 231 Palembang

Factors that hinder the success of school programs in implementing the formation of motivation to learn English by instilling character education at SD 231 Negeri Palembang are:

a) Limited time

According to the interview results, the main obstacle faced in implementing character education is limited time. Activities to form students' learning motivation for English lessons can only be carried out during English study hours.

b) Inadequate Facilities

To carry out board games or interactive quizzes requires tools which may also require quite a large amount of money for each tool.

5. CONCLUSION

Based on the research results and discussion, this research can be concluded as follows.

1. The implementation of character education to form students' learning motivation for English lessons can be done by applying game-based learning methods and cultivating character through inspirational English stories.

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2. The inhibiting factors for character education to form students' learning motivation for English lessons at SD Negeri 231 Palembang are limited time and inadequate facilities.

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