

TEACHERS' EFFORTS IN BUILDING STUDENTS' CHARACTER IN LEARNING ENGLISH AT THE EIGHTH GRADE OF SMP NEGERI 2 HILIDUHO IN 2023/2024

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ABSTRACT

Character education is a systematic approach to encourage the development of positive character traits and virtues in individuals, usually in an educational setting. The purpose of this research is to find out the teachers' efforts in building students' character and to find out the causes of students' poor character in Learning English. The method used in this research is qualitative analysis. The instruments in this research are interviews and observations. Data was obtained from interviews with English teachers to find out the teachers' efforts in building students' character and analyzing what indicators values have been implemented by teachers in the classroom while teaching. After analyzing teachers' efforts in building students' character in learning English through interviews and observations, the researchers found that both English teachers at SMP Negeri 2 Hiliduho have efforts in building students' character, namely by inviting students to worship before the subject started, reviewing previous lesson to build students' communicative value, providing opportunities for students to ask questions to build students' curiosity value. However, in applying character indicator values to students, of 34 indicator values, teachers have applied 27 indicators to students, and 5 indicators have not been applied by both teachers and 2 indicators have not been applied by either teacher. However, both English teachers have made good efforts in building students' character in learning English, so that the values applied have become a habit for students at SMP Negeri 2 Hiliduho in the eighth grade.

Keywords: *Qualitative Analysis, Teachers' Efforts, Character Education*

INTRODUCTION

Not only should a good teaching objective emphasize the acquisition of theoretical and practical knowledge, but it should also provide students with a meaningful learning outcome and a positive change in attitude and behavior. Instructor plays a fundamental job in the training process. The outcome of an educational experience in evolving understudies' way of behaving relies heavily on how well the instructor treats understudies. An instructor moreover must be a decent model for the understudies in each study hall connection. Educating English will be significant when the educator can incorporate the instructing system into the improvement of understudies' personality.

In order to help students develop the morals and character they need for today, character building has been incorporated into school curriculum. Therefore, character

building is an effort to improve the character of students in the future. According to the Curriculum Center Ministry of Education, each field of study implements 18 values of character education, including the following: 1) Strict, 2) Legitimate, 3) Resistance, 4) Discipline, 5) Hard Work, 6) Inventive, 7) Autonomous, 8) Majority rule, 9) Interest, 10) the Soul of Ethnicity, 11) Love Country, 12) Remunerating Accomplishment, 13) Informative, 14) Love Harmony, 15) Delight of Perusing, 16) Natural Concern, 17) Social Concern, 18) Obligation. The curriculum for 2013 aims to enhance the educational system.

The significance of executing character schooling is additionally referenced in 2013 curriculum. Certainly, efforts to build character are made not only in schools through teaching and learning, but also through daily life outside of school and in the community. In view of K11 and K12 in the prospectus, to be specific, appreciating and regarding the lessons of the religion he/she sticks what's more, appreciating and regarding legit, discipline, courteous, sure, mindful, and dependable conduct in connecting actually as per the turn of events of youngsters in the climate, family, school, local area, and the encompassing regular habitat, country, nation, and area. Thus, the instructors' job is required in building understudies' personality in the homeroom. In building understudies' character, the educator is supposed to be a decent person model and do genuine activity (Srigati, 2021). According to Lickona (2018), if we want to teach a character, we need to show it. In addition, students' morals and behavior are influenced by direct instruction. For example, the instructor and understudies implore together prior to beginning the illustration. Another example is when the teacher prays for sick students who do not attend class, and another is when the teacher and students pray together at school. The person esteems that contain from a few occurrences are strict, saying thanks to, mindful, cherishing, trustworthiness, and fellowship, prospectus of the eighth grade of SMP N 2 Hiliduho, 2013. Pohan (2018) states that character building alludes to a work of assimilating extraordinary thing and great qualities which are finished by him/her or one individual to another. Irianto (2018) makes sense that the outright person schooling doesn't just instruct about 'right or wrong', however it covers a constant cycle about the acceptable conduct.

However, there are still a lot of students who do not have morals or good attitudes while they are learning. In view of the specialist's interview with English educator in SMPN 2 Hiliduho in October 2023, during the learning English cycle in the classroom, a few understudies misjudged the illustrations, didn't do the assignment, and some upset their companions while learning. It demonstrates that students act however they please. These occurrences are likewise upheld by some past explores as first, Yuliasri's contextual

analysis (2023); The aftereffects of the review show: 1) There were understudies named (H) and (S) who were frequently late for school, took their garments off, shoes didn't follow the guidelines. 2) The lack of interest in student learning, the desire of students to follow trends, underestimating sanctions, poor time management, family factors that pay less attention to children at school, and factors of peer influence all contribute to the frequent occurrence of violations. 3) Giving assets as infringement focuses and social assents with the expectation that understudies won't rehash the infringement in the future. Second, from Tirto.id news (2023) understudy at the eighth grade of SMA Karanganyar Regime, Focal Java, initials SSR (16) has been tormented by her cohorts. She was supposedly obnoxiously and non-loudly mishandled with harangues, affronts, and different demonstrations of brutality. Because of harassment, SSR experienced psychological wellness issues and must be joined by a specialist for the recuperating process since she was damaged to go to class.

Herman (2023) states that the mental trouble side effects of damaged individuals at the same time point out the presence of an unspeakable mystery and avoid consideration from it. It very well may be figured out that somebody with a horrible encounter isn't not difficult to communicate his/her inclination. According to Lickona (2018), our students and children need to know the good, want the good, and do the good. In such manner, Gunawan (2019) states that displaying is a successful way in instructing character to understudies at school. This is true because teachers become role models for their students in every way. The understudies will see and hear, and afterward mimic what the instructor says or does. Because of this, the teacher's attitude and behavior will have an effect on the students' character development. For instance, the educator generally comes to promptly school. Another illustration is when the instructor gently reprimands students who arrive late to class. The last one is the educator apologies if he/she commits an error. The person values that include from these models are discipline, reliable, courteous, modesty and trustworthiness. The educator generally focuses on the understudies so that the understudies are dependably excited about beginning the illustration (Jabri, 2022). Besides move the information, the instructor likewise makes a helpful air to the educational experience prior to beginning the illustration.

Likewise with students at SMP Negeri 2 Hiliduho, have a goodless character during the learning process. Some students underestimate the lessons, did not do the assignment, and some disturb their friends while learning. It shows that students behave as they please. They must be educated with character on the sidelines of the learning process. Therefore, the researchers want to analyze the

teachers' efforts to build the students' character in the learning process. Thus, improved character development can be implemented with other students. Based on the phenomena and previous researches, and theories above, the researchers are interested in doing research entitled: Teachers' Efforts in Building Students' Character in Learning English at the Eighth Grade of SMP Negeri 2 Hiliduho in 2023/2024.

MATERIALS AND METHOD

Teachers' Efforts

An instructor is a person who teaches and grants information, abilities, and values to understudies'. Their primary responsibility is to assist students in acquiring knowledge and developing skills in critical thinking while also fostering an engaging and positive learning environment. In order to support their students' intellectual and personal growth and deliver educational content, educators frequently employ a variety of tools, techniques, and resources. The teacher is the one who decides where and how students should learn, starting with the curriculum, facilities, and the types of patterns they should follow in order to gain access to knowledge and life values (Harahap, 2022). As indicated by Ngalim (2021); Educators who can grasp the hardships of the understudies regarding learning and different hardships past learning issues, particularly those that can restrain learning exercises of understudies.

As indicated by Poernawadar (2018) exertion is the nerve to convey a reason, reason, and try. Endeavors likewise require an endeavor to work on a thing or work with the end goal of endeavors in further developing a thing is accomplished appropriately and accurately. According to Hornsby (2018), that "effort: utilization of solidarity and endeavor". It is concluded, based on the preceding explanations, that effort is an activity performed by exerting energy, mind, body to accomplish a reason; work (deed exertion) to accomplish something. According to the theories, teachers are responsible for a variety of activities and responsibilities designed to facilitate student learning and development. These efforts, which go beyond classroom instruction, are diverse and intricate. Sorts of Endeavors As per Fauziah (2018) there are six kinds of instructors' endeavors, to be specific:

- a. Mean to confer information with adoration and truthfulness.
- b. Conveying information with interest and energy.

- c. Becoming acclimated to posing inquiries for personal growth.
- d. Creating a daily reading routine.
- e. Partaking in classes and preparing whenever the open door emerges.
- f. Proceeding with higher examinations if conceivable

Educator satisfaction with their work could be used by school trailblazers to recognize viewpoints associated with teacher capable approach to acting, school suitability improvement, and definitive execution (Alonderiene et al., 2016) in the Milyan Instructor fulfillment and execution are affected by the working environment's way of life and feeling of local area. It will likewise improve school learning quality (Melody et al., 2022). As indicated by Milyan (2022), there are a number of ways of analyzing the endeavors to further develop instructor execution:

- a. Education and Training

Education and training is a type of coaching that helps teachers perform better so that each teacher can learn more and be better able to do their jobs.

- b. Conduct an evaluation

The principal is a competent educator who is tasked with leading a school where all activities, including teaching and learning, are held. Hence, it is a significant errand for the school head to attempt to further develop educator execution as an essential condition for the advancement of his school.

- c. Motivate teachers

Motivation is the driving force that directs the achievement of goals, therefore, giving the principal's motivation to teachers as well as motivation that arises from the teacher's self to excel will be able to achieve job satisfaction, achieve maximum organizational performance and achieve school organizational goals.

Character Building

Character education places an emphasis on the creation and habituation of an excellent environment through a variety of scientific assignments and activities that are conducive so that students can shape their character by what they see, hear, feel, and do. There are 18 (eighteen) values created in social and character training alongside marks of school and class outcome in creating character training (Service of Public Instruction, 2010: 9-10).

Table. Indicators Value

NO	VALUES	INDICATORS
1	Religious	Praying before and after class
		Providing opportunities for all students to carry out worship.
2	Honest	Providing facilities where lost items are found.
		Transparency of financial statements and class assessments periodically.
		Ban on cheating.
3	Tolerance	Providing equal services to all class citizens regardless of ethnicity, religion, race, class, social status, and economic
		Providing services to students with special needs.
4	Discipline	Getting used to being on time.
		Getting used to obeying the rules.
5	Hard work	Creating a healthy competitive atmosphere.
		Having a display of slogans or mottos about working and studying hard.
6	Creative	Creating learning situations that can foster creative thinking and acting.
		Assignment of tasks that challenge the emergence of new works both authentic and modified.
7	Independent	Creating a classroom atmosphere that provides opportunities for students to work independently.
8	Democratic	Making class decisions together through deliberation and consensus
		Opening selection of class stewardship.
9	Curiosity	Creating a classroom atmosphere that invites curiosity.
		Communication or information media (print media or electronic media) are available.
10	The Spirit of Nationality	Cooperating with classmates of different ethnicities, ethnicities, socio-economic status.
		Discuss national holidays.
11	Love homeland	Displaying photos of the president and vice president, state flag, national emblem, map of Indonesia, pictures of Indonesian people's lives.
12	Rewarding achievement	Giving appreciation gifts for students work
		Displaying achievement awards signs
13	Communicative	The teacher listens to the complaints of students.
		In communicating, teachers do not keep a distance from students.
14	Love peace	Creating a peaceful classroom atmosphere
		Gender-unbiased learning.
		Kinship in an affectionate class.
15	Love of reading	Frequency of library visits
		Reading exchange
16	Environmental concern	Maintaining the classroom environment
		Trash cans are available in the classroom
17	Social concern	Empathize with fellow classmate
		Conducting social actions.
18	Responsibility	Regular implementation of picket duties.

Based on the description above, it can be concluded that indicators of class success in forming student character are very important. To achieve this, teachers must teach caring, get used to behaving based on the principles contained in Pancasila, give examples to students, instill the value of honesty, remind and habituate students to obey religious teachings, provide advice and solutions to

students, and teachers evaluate learning activities. Based on several indicators above, the researcher can look for answers to questions based on phenomena that occur in the field by using observation sheets which contain indicators of character values.

METHOD

The researchers used a qualitative research approach to carry out this study. As per Cresswell in Zega (2023) that subjective examination is an exploration technique used to investigate and figure out the significance of issues or sociology or humans done by certain people or gatherings. According to Sugiyono in Sarjuningsih (2020), qualitative research is a research method in which the researcher serves as a key instrument and is used to examine the condition of natural objects. A variable is a component, perspective, or consider of examination research that is bound to changes. Based on the previous explanation, this study's dependent variable is teachers' efforts to build students' character. In the mean time free factor of this exploration is learning English.

The term "research instrument" refers to any tool a scientist uses to collect, measure, and analyze data, as stated by Collins (2022) in Zega (2023). As a result, the observation sheets and the structure interview are typically the instruments used in the research. The principal instrument is an organized meeting. Through organized interviews, respondents can offer their own viewpoints or encounters. The subsequent instrument is perception by utilizing perception sheets, specialists can figure out what signs of school and class achievement are in creating character schooling. The information examination strategy as per Miles in Islamudin et al, (2023) is separated into three floods of exercises that happen all the while. There are three streams:

a. Data Condensation

The process of selecting, focusing, simplifying, abstracting, and/or transforming the data in the entire corpus of written field notes, interview transcripts, documents, and other empirical materials is referred to as data condensation. By gathering, it makes the information all the more impressive. Information buildup is a type of examination that hones, sorts, centers, disposes of, what's more, coordinates information so that "last" ends can be drawn and confirmed.

b. Data display

Data display is a streamlined, organized collection of information that makes it possible to draw conclusions and take action. It is helpful to comprehend what is

taking place by looking at the display in order to either conduct additional analysis or take action based on that comprehension (Huberman, 2020). In subjective Research and data presentation can take the form of flowcharts, brief descriptions, and other similar formats. It will be easier to comprehend what is taking place and plan future work based on what has been comprehended by displaying the data.

c. Drawing and Verifying Conclusion

Making and confirming determinations are the pith of examination discoveries that portray the last feelings in light of the past depictions or on the past portrayals or choices acquired in light of inductive or rational thinking strategies. The drawn conclusion must be pertinent to the research's focus, objectives, and interpreted and discussed findings.

RESULTS

Interview Results

The researchers conducted a structured interview on Tuesday, February 27th, 2024, with English teachers at SMP Negeri 2 Hiliduho, with the following interview results:

The first teachers' interview

Based on the research design, the researchers conducted an interview with Madam Yunita Telaumbanua, S.Pd in the eighth grade class A.

Question 1: What are your efforts to build students' character in learning English?

Response: For me, in building students' character, the first point is before starting the lesson the students already have the enthusiasm to learn. If the students have no desire to learn then I can't start the lesson. I try to find ways to make the students ready to receive learning from me. Then I open by praying and taking attendance. Take attendance not because we don't know the students but so that we can build communication to make students enthusiastic. After the students are enthusiastic at the beginning then I can start the lesson.

Based on the teacher's responses above, the teacher always pays attention to the students so that they are always enthusiastic to start the lesson and always starts

the lesson with prayer, and then the teacher always takes attendance list in order to build communicative value between students.

Question 2: What character value do you usually apply in building students' character in learning English?

Response: The character values that I usually apply to students when teaching is if in class I explain and the students is listening I always give the time for students to ask questions in order to foster curiosity to the students. And if I ask they always answer even though their answer is not entirely correct. I also foster the values of communicativeness, namely having to answer what I say in English even though their English is not good I will correct and still appreciate those who want to answer.

Derived from the teacher's responses, the character value that was implemented by the teacher was curiosity, discipline, and communication. The teacher always grew by giving a chance for students to ask some questions about material and the teacher also grew students' communicative value such as always answering questions in English and speaking well to the teacher.

Question 3: What are the difficulties in implementing character education in learning English?

Response: Usually my difficulties in implementing character to students is when students have no interest in learning at all even though we try but they still don't care.

Grounded in teacher's responses, the teacher difficulties in implementing character education is students do not have interest in learning English

Question 4: How do you apply character building in English learning activities?

Response: As I said before, I don't start the lesson if the students are not excited to learn. So, as a teacher I keep supporting them, greeting them, asking how they are, and everyone answers "I'm fine, I'm good, I'm okay". It has become one step of teaching them character education that fosters students' communicative value. And also after giving the material to them, I tell them to write down foreign vocabulary

to look up in the English dictionary. With that I have taught them to be independent and work hard to get new words from what they have learned.

Stemming from the teacher's responses, the teacher implemented character building indirectly through teaching English. The teacher grew students' communicative, independent, and hard work value in learning English. The teacher also grew students' communication and curiosity.

Question 5: Are there other characters to build students' character in learning English?

Response: *There is no other character values besides the ones I have implemented in the previous question.*

Originating from the teacher's responses, the teacher did not use other character values.

Question 6: How do you assess the results of character education in learning English?

Response: *I see it when I enter the classroom. They can lead their own worship without being told. And then their activeness, for example when they speaking, response their friends or teacher, behavior, whether is it good or not. They respect me when teaching in front, not making a fuss, I also assess it in class. As a teacher, I have my own pride because I have been a little successful in teaching good character education to students.*

Originating from teacher's responses, the teacher assessed character education in terms of students activity, and how students' responses in daily learning.

2. The second teacher interview

Based on the research design, the researchers conducted an interview using structure interview with Mr. Andrian Zebua ,S.Pd in the eighth grade class B.

Question 1: What are your efforts to build students' character in learning English?

Response : *The first thing I do is before doing the lesson I invite them to pray and sing together. It can also build the religious of students in the classroom. Then before entering the new material I usually review the previous lesson such as questions and answers to make them active in class.*

Based on the teacher's responses, the teacher invites students to pray to build the religion for students and review the previous lesson to build the communication.

Question 2: What character value do you usually apply in building students' character in learning english?

Response: *I usually prefer students to be more communicative in class, I usually throw a few questions and then students answer and not only from me but I also provide opportunities for them to ask and I also usually throw problems and I ask for opinions from them. So the point is that in class they must actively communicate.*

Rooted in the teacher's responses, the teacher wants the students to be communicative to make them active in class.

Question 3: What are the difficulties in implementing character education in learning English?

Response: *The difficulty is that students lack knowledge, lack of interest in learning English. It is a barrier to building their character.*

Derived from the teacher's responses, the teacher found it difficult to implement characters because students are less interested in learning English.

Question 4: How do you apply character building in English learning activities?

Response: *There are several ways that I usually apply in the classroom, for example, question and answer, every time there is material that I teach, there must be vocabulary that I throw to students, by throwing vocabulary and asking what the meaning of the word is. That is during teaching or explaining the material.*

Stemming from the teacher's responses, the teacher gave questions and answers to students like throwing the vocabulary to make students active and communicative in class.

Question 5: Are there other ways to build students' character in learning English?

Response: *Other character, I think no. Because what I have said before, it is concluded, in the classroom it has also been implemented. So if there are other character other than what I applied in class, I think no.*

Grounded in the teacher's responses, the teacher did not have another character to be implemented.

Question 6: How do you assess the results of character education in learning English?

Response: *To assess the result of character education from them yah when my students have started communicate fluently with me in class, when I ask a question, throw a problem and they discuss together. I think that shows a development in students' character. They become communicative and active in class. The thier discipline when learning English is the initiative to bring an English dictionary and it has become their habit every time they enter English learning. And I think that shows the development of their character in learning English.*

Grounded in the teacher's responses, the teacher can assess when students can communicate fluently in class, and discuss the problem of lesson. It shows their communication. An initiative to bring the English dictionary without having to be forced. It shows their discipline.

The Result of observation

In conducting this observation, the researchers observed in the classroom when the teachers were teaching. The observation checklist used by researchers is based on the Presidential Regulation of the Indonesian Minister of National Education Number 87 of 2017 on strengthening character education.

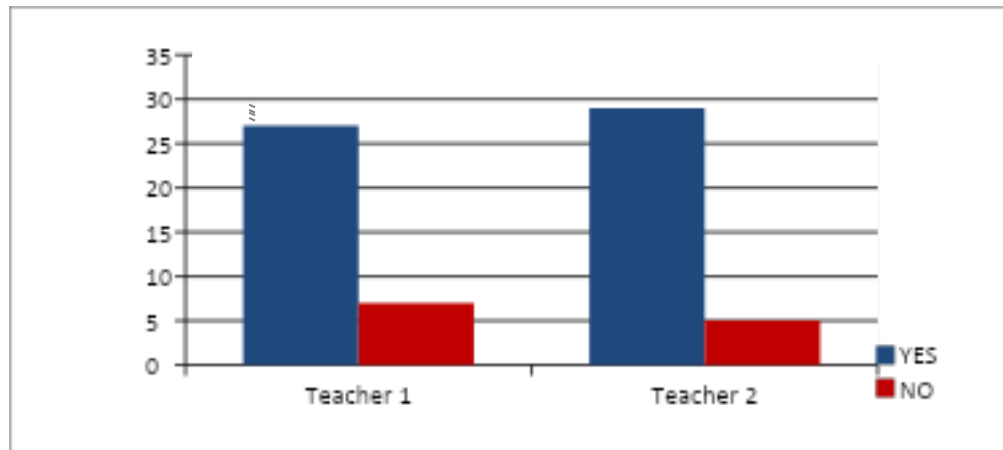


Chart 1 The Result of Observation First Teacher and Second Teacher

Based on the observations checklist above, the researchers have checked the indicators of educational values that have been carried out or applied by English teachers in the classroom. Mrs. Yuniati Telaumbanua, S.Pd as first teacher and Mr. Andrian Zebua, S.Pd as second teacher. The researchers found that the first teacher had implemented twenty seven indicators and seven indicators were not implemented. While the second teacher had implemented twenty nine indicators and five indicators were not implemented.

DISCUSSION

Data analysis technique for the interview for both teachers

From the results of the interview that have been conducted by researchers, researchers found similarities of the teachers' response. The data obtained by the researchers is as follows:

The teachers invites students to be more communicative in class by taking attendance and students respond, the teachers threw questions and students respond. From the teachers' efforts to make students speak, the teachers has applied communicative character value to students. The need for efficient communication is important to achieve the success of an individual or group. Someone who has good speaking skills, his/her speech will be more easily understood by his/her listeners (Simarmata & Sulastris, 2021). In building students' character, the teachers usually threw questions and also gave students the opportunity to ask questions. Then the teachers appreciated each answer has been answered by the students. From teachers' responses, the researcher can conclude that teachers usually build

students' character to be more communicative, foster curiosity in students by giving them the opportunity to ask questions, then appreciate each student's response. Communication has become part of the routine. In this case, it will automatically have direct implications for someone's character through habituation. Habituation is everything that is done repeatedly to make each individual accustomed to behaving and thinking well (Farahiba, 2021).

Based on the results of the researcher's interview, the researchers concluded that English teachers at SMP Negeri 2 Hiliduho have made efforts in building good character values for students when learning English. Teachers have a way of building each character to students, starting from learning begins by praying to build students' religious values, review the previous lesson and asking question to build students' activeness and make students communicative in class, giving the opportunity to students to build students curiosity values, giving assignments that are submitted on the spot to build their hard work values, bringing dictionary as an obligation that builds their discipline values.

Data analysis technique for observation for both teachers

On the observation sheet there are 34 indicators that are observed by applying a yes or no checklist. Researchers observed two English teachers at SMP Negeri 2 Hiliduho. From the results of the observations that have been conducted by researchers, the researchers found that both teachers have implemented most of the character value indicators except for seven indicators, However, the other two indicators have not been implemented by one of the teachers, namely giving appreciation gifts for students work, reading exchange. According to Jamarudin et al., (2022), lesson plans that have been prepared are often not implemented properly. In the implementation of character education, actually some educators have tried to do some variations of learning methods or approaches to foster character in students. The ministry of education (2010) suggests that learning experience can be built through intervention and habituation. Intervention in learning is an atmosphere of interaction in the learning process that is deliberately conditioned to achieve character building goals by implementing structured

activities. Therefore, teachers must play an active role and have creativity in the learning process that aims to intervene in certain character values.

Of the 34 indicators of character values, the first teacher have implemented 27 character values to students, 7 indicators that have not been implemented, namely, providing facilities where lost items are found, providing service to students with special needs, having a display of slogans or mottos about working and studying hard, discuss national holidays, giving appreciation gifts for students work, displaying achievement award signs, and reading exchange. While the second teacher has implemented 29 character values to students, 5 indicators that have not been implemented, namely, providing facilities where lost items are found, providing service to students with special needs, having a display of slogans or mottos about working and studying hard, discussing national holidays, and displaying achievement award signs.

Results Limitations

These factors are of more concern to the next researchers in further refining their research because this research itself was certainly not perfect, and certainly has shortcomings that need to be corrected in further research. Some limitations are as follows:

- a. The researchers realized that the research process carried out was not good enough, there are still many shortages in conducting this research because the researcher is still a beginner, so that the researchers could not conduct this research perfectly. From the results of data collection the teachers have done their duties well, namely having efforts in building students' character and from the observation of 34 indicators, the teachers have implemented 27 character values to students, 5 indicators have not been implemented by both teachers and 2 other indicators have not been implemented by one teacher. This research was the first research for researchers. This means that the researchers have not had experience in conducting research before. So, many things are. Therefore, the results of this research still have shortcomings.

- b. Limited knowledge of the researcher in using qualitative analysis, as well as having limited experience in searching teachers' efforts in building students' character in learning English.
- c. In addition, the researchers experienced limitations in conducting research because teachers had other tasks to prepare for exams for students. So that researchers conducted research in a very urgent time. Therefore, the researchers realized that the results of this study are far from perfect.

Further Research

For future researchers to conduct better research on this topic in the future and prepare everything as well as possible in conducting the research. It is also expected that future researchers can develop and follow up on all shortcomings in this research, where from the results of this research, of 34 indicators only 27 indicators have been applied by teachers to students in the class. The researcher hopes that in the next research, other researchers can conduct a broader research regarding the teachers' efforts in building students' character so that all indicators values can be applied to students.

CONCLUSION

English teachers at SMP Negeri 2 Hiliduho have made efforts in building students' character when learning English. They have implemented character values such as religious values, hard work, communicative, curiosity and discipline. The teachers used various learning approaches and methods, such as reviewing previous lessons, asking students questions, giving assignments, and giving students opportunities to ask questions. In addition, teachers also encourage students to be communicative and build confidence through classroom interactions. However, from the results of the researcher's interview with the teachers, there are still some students who did not actively participate in the class because students lacked interest in learning English. Then, the researchers made observations in the classroom, the teachers have implemented 27 indicators from 34 indicators values, 5 indicators that have not been implemented by both teachers and 2 indicators that have not been implemented by one of the teachers. From the indicators values that have not been implemented, this occurred due to lack of facilities or resources, inability or lack of awareness, limited time or priorities, and environmental

conditions or school culture. Although there were some character indicators that have not been fully implemented, overall the teachers have made good efforts in building students' character in English learning at SMP Negeri 2 Hiliduho.

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