

Teachers' Perceptions: Implementation of Character Building in ELT toward Indonesian Millennial Generation

Nur Latifah, Mazroatul Ishlahiyah, Asni Furaida

Faculty of Humanities, UIN Maulana Malik Ibrahim, Jl. Gajayana no 50, Malang, Indonesia

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Abstract: This study is to investigate character education's concept as it is implemented toward Indonesian millennial generation. This study, specifically, aims to investigate how character building is integrated into ELT, also how the strengths and weaknesses faced should be implemented and identified. The participants were fifteen secondary English teachers in Indonesia who are selected from different provinces in Indonesia. Moreover, the findings show that teachers perceive character education as a good idea in building nation's character. It also reveals that teachers have done it unconsciously before the program is launched. The application of character education may be incorporated into ELT materials design which have integrated skills for EFL classroom. By providing various types of tasks containing moral values may assist students to understand character education rather than learning a foreign language. Some aspects which affected to the character education's implementation are teachers' willingness and competence, students' cooperation, the availability of teaching materials sources, schools and environments' support. In short, incorporating character education in ELT design, it can be impetus for imbuing moral virtues into learners' lives. To this end, moral values provide personally, socially, and situated context for learning English.

1 INTRODUCTION

Education does not only transfer knowledge, but it is also a process of moral development. In transferring knowledge, teachers have a significant role in performing moral and cultural values in the lessons they taught and have to convey contextually the intended values of knowledge they implement. Besides, education is one of the processes of enculturation. It inherits moral and cultural values in the past to the future generation. Education not only makes students smart but also fosters good morality (Lickona, 1999). Education also plays an important role to build one's character. Character development is also proposed as the main aim of education as it could develop not only intellectual, but also moral, performance, and civic character (Shields, 2011). This also means that education is believed to be one of ways to shape the nation's character.

In Indonesia, as a multicultural country, education is seen as a way to build students' character. It is because character is the combination of traits and qualities distinguishing the individual nature of person; a summary or account of a person's qualities and achievements, as well as

description of a person's attributes, traits, or abilities (Adi, 2013). Moreover, character building is issued by the government to remind the educators of all education levels to educate the students and also train their characters which they must understand and apply in daily life (Yulianti, 2013). Thus, by building students' character, it is expected that the nation's character be shaped. The shape of the nation anticipated is to be a tough, competitive, noble, tolerant, cooperative, patriotic, dynamic, science and technology-oriented and religious one. Education is also expected to counter the social problems, which have arisen.

Indonesia educators are concerned with student fights that often happen in big cities like Jakarta, Surabaya and Medan (Zulkarnaen, 2012). Based on the data retrieved from Binmas (Bimbingan Masyarakat) Polri Metro Jaya, it is stated that over the past six years, the number of students' brawl case causing in the death of more than 50 students has increased. Apart from those students violence, Indonesia is also challenged by other social problems such as corruption, ethnic and religious clashes. All those problems fail to align with the character of the nation as stated in the official

philosophical foundation (Pancasila) and national constitution.

In an effort to better the national character, particularly that of young people, President Susilo Bambang Yudhoyono suggested integrating character education throughout the school curriculum (Utomo, 2011). By teaching tolerance, integrity and honesty values, social problems arising are expected to be addressed. In 2010, in accordance with the President's instruction, character education was integrated within every subject, including ELT. Since Indonesia education has changed from a national competency based curriculum (2004) to a school-based curriculum (2006), there had been many concerns for teachers to design and enhance its own materials for every school, syllabus and assessment without sufficient guidance. Furthermore, there is also a strong feeling from many teachers that there is a lack of direction from the government. Therefore, the development of character building is realized in various ways depending on teachers' perception and approach.

Some previous study also state that the good teacher's character can be seen from the quality of his/her character personally or inter/intrapersonal. In Pohan's research, he focuses on teacher's role in internalizing of character values in ELT. He also mentioned that character values might internalize with teaching media and materials (Pohan, 2018). Another previous study states that if we talk about character building, we can separate to character education. This research enhance in embracing character education in school, relationship character building and language (Khulaiifiah, 2017).

The new policy on character education has implication for English language teaching. In this respect, English teachers should take up a challenge of integrating character education into ELT. The idea is that while English teachers are teaching English language skills, they should consider characters, which are spelled out in the national curriculum as contents. Characters function as contents for using English. Through English learning, students are expected to understand and learn different characters that typify or reflect Indonesian identities. The current literature both theoretically and empirically sparsely discuss how character education is incorporated into ELT particularly in Indonesia context.

This chapter aims to report how character building is carried out in secondary schools in Indonesia. This study is in particular concerned with the implementation of character education in English language teaching from teachers' perspectives and

experiences. In details, it examines how Indonesian secondary school teachers perceive integrating character education in ELT. How the teachers implement character building in ELT. What factors affect the implementation of integrating character building in teaching ELT in Indonesia. More specifically, this study aims to investigate how character building is integrated in ELT, acknowledging the strengths and weaknesses faced in implementing it and identifying how it is evaluated.

2 LITERATURE REVIEW

The English language teaching (ELT) curriculum in Indonesia has undergone significant changes from competency based curriculum to school based curriculum in which every school has to design and develop its own syllabus, materials, and local assessment. In the current national guidelines for the school based curriculum (Kurikulum Tingkat Satuan Pendidikan or KTSP), teachers need to incorporate moral values into their lessons. As stipulated in the national guidelines on character based education, teachers need to include moral values such as religious, honest, tolerant, discipline, hardworking, creative, independent, democratic, curious, nationalist, patriotic, achievement, communicative, peace-loving, loving reading, environment-caring, social-caring and responsible. In addition, this character education is historically rooted in The Pillar of Education proposed by Ki Hajar Dewantara, the Father of the Indonesian Education. This pillar serves the foundation of recognizing Indonesia's cultural values which are built from local cultures. Therefore, English language teaching is no exception to this notion. Drawing on the national guidelines on character education, English teachers should articulate moral virtues in English materials. These materials should provide instructional input into how these virtues can be taught in another language. For this reason, the content of the materials has much to do with moral and cultural values that represent national and cultural identities.

Character education is highly related to and based on the willingness to realize national consensus under the paradigm of five pillars of Indonesia (Pancasila) and Indonesia constitution. The consensus is then stated in Law No. 20 of 2003 concerning National Education System, as read as follow, "The function of national education is to develop skill, character and national civilization

within the framework to improve the nation life, whereas its purpose is to develop the potency of learners to be faithful to God, noble behaviour, healthy, knowledgeable, capable, creative, independent and to be obedient and responsible citizen.”

Good character as “a reliable inner disposition to respond to situations in a morally good way” which covers moral knowing, moral feeling, and moral action (Lickona, 1991). Further, he describes that in teaching moral knowing, the emphases are moral awareness, knowing moral values, perspective taking, moral reasoning, decision-making, and self-knowledge. While in moral feeling, conscience, self-esteem, empathy, loving the good, self-control, and humility are highlighted. Then in moral action, the stress is in developing good will, competence and habit. However, when character education is seen from an integrative, person-centered perspective, moral action assumes a central position, since in moral action the whole person is involved. This means that teaching for good character means we want children to be able to judge what is right, care deeply about what is right and do what they believe is right (Lickona, 1991).

In addition, character education can also be defined as a national movement in education through schools that foster the development of ethic and responsibility by modelling and teaching students' good character (Character Education Informational Handbook and Guide, 2002). In this notion, what is meant by character education that is integrated in the process of learning is introducing moral values, fostering awareness of the importance of moral values, internalizing moral values in the daily behaviour through the process of learning.

The Indonesia National Curriculum Board has set 18 moral values standard in character education to be integrated in each school's curriculum (Pusat Pendidikan Kurikulum Pengembangan dan Pendidikan Budaya dan Karakter Bangsa: Pedomannya, 2010). These are used as indicators to measure the success of character education. The indicators are: (1) Religiousness, (2) Honesty, (3) Tolerance, (4) Discipline, (5) Hard Work, (6) Creativity, (7) Independence, (8) Democratic behaviour, (9) Curiousness, (10) Nationalism, (11) Patriotism, (12) Passion for achievement, (13) Communicativeness, (14) Peace-loving, (15) Interest in reading, (16) Environmental awareness, (17) Social care, and (18) Responsibility (Brown, 1997).

Based on the character values set by the government, materials selection and language

activities design play an important role in the success of the implementation of character education in ELT (Pusat Pendidikan Kurikulum Pengembangan dan Pendidikan Budaya dan Karakter Bangsa: Pedomannya, 2010). In this notion, the knowledge of teachers to arrange and combine sequences of tasks and character values aids students to experience meaningful language learning and awaken their sense of moral values. Materials selection should contain one or more moral standard set by the government and language activities design are supposed to activate students' awareness of moral values. In short, materials design serve as a means to achieve the purpose of character building in ELT.

3 METHODS

3.1 Research Procedure

This research is a qualitative descriptive study, using interview method in various forms. Semi-structured interviews, a focus group discussion and email interviews were the data gathering strategies employed. Interview questions were derived from the literature review. The researchers reflected on the sensitivity of the topic. To build trust, the researchers built friendships by inviting the participants for dinner, lunch or a picnic. The participants were encouraged to feel at ease and offer their opinions and experiences in incorporating character education in ELT. These strategies were applicable only for the face-to-face interviews and group discussion. For the email interviews, several emails preceding the interview were sent to participants to build trust. In the face-to-face interview, participants answered a series of questions. In the focus group discussion, three teachers were asked to answer the questions and discuss their responses.

The interviews and focus group discussion were open-ended and audio recorded. Not all teachers were available for a face-to-face recorded interview and opted for email interview instead. The email interview allowed the respondents to take time in answering questions, construct their own experience as part of the interaction with the researcher, elaborate personal feelings, beliefs and values and provide self-explanatory data (Meho, 2006). The same interview questions were used in the focus group discussion as well as in the email interview. There are ten items for open-ended interview which have to be answered by participants. These ten items

questions are designed to help participants in understanding character building in the research problems provided. They are also given enough time, approximately in a week to answer those open-ended question.

3.2 Participants

The participants were fifteen secondary teachers of English in Indonesia. They volunteered to participate in the study after the researcher contacted them to discuss the project. They were contacted through email, telephone and social media in the internet. To achieve a diverse and regionally representative perspective, the teachers were chosen from city-based schools to schools as well as schools in rural areas. The teachers were selected from different provinces in Indonesia. The teachers selected are those who have been involved in ELT for more than three years. Only two teachers have undergone professional development in character education.

3.3 Data Collection

The data collected were obtained from the responses of secondary school teachers in schools across Indonesia. Several strategies were adopted to collect data. Seven teachers were interviewed face-to-face, three teachers participated in the focus group discussion and five teachers responded to email interviews. The participants are all involved in teaching character building through ELT and each has more than two years of teaching experience. Only two had undergone professional development in character building.

3.4 Data Analysis Method

The interviews were recorded, transcribed, and classified into themes. The recordings were transcribed manually. Together with email interviews, the responses were coded and big themes were drawn. The themes were matched and reorganised with the research questions. The researchers then use library method in analysing the responses in relation to character-based education literatures.

4 FINDING AND DISCUSSION

4.1 Teachers' Perception of Concept and Scope of Character Education

In conducting a positive perception of character education concept, teachers as role models should have positive attitudes towards integrating character education in ELT. This is proved by some following statements which are expressed by perspective teachers in the interview. They said that:

“Character-based education in Indonesia is inserted in ELT curriculum, in syllabus and lesson plan. It is hoped that the insertion can contribute the change of students' character through learning each subject.”

“I just knew the concept of character education in one of professional development I joined. There are some aspects in curriculum we have to change, that is to integrate the 18 standard moral values character education in their teaching. I think that integrating it in the curriculum is good ... “

“The moral degradation is one of the main causes why Indonesian education system has developed character-based education. I feel that there is a decrease in students' cultural values; such as the way the students respect the teachers. It could reflect the decrease of moral and cultural values.”

Those statements have positive attitude in integrating a concept of character education in ELT. In addition, they also show that moral degradation is believed to be one of the reasons of implementing character education. There is a notion that the moral degradation is partly caused by global spread of western culture, and also a belief that English teaching affects the values of local culture that bring bad impacts on youths' character. This notion is recognized as the effect of English colonialism. Instead of viewing English as a global language, ELT is a product of colonialism. ELT does not only because the global spread of English but it also causes Western culture to influence the learners' way of thinking and behaving. English as a colonizing language has produced and reduced nations, massacred populations, disposed people of their lands, culture and history, and shifted vast number of people from one place to another (Pennycook, 1998:19). Furthermore, those teachers also pinpointed that character education is a good idea to improve nation's character.

However, another teacher said that concept of character education has also a negative perception. This is proved by saying that:

"The idea of integrating character education is good, but when it comes to practice, we don't really know how to integrate the standard that the government has set. There is not adequate training or seminar so that we just work on it by our own. The development of the implementation, as far as I know, is stagnant because there is no supervision or evaluation from the government on how we conduct that. It is only written down in the teaching plan but the practice can always be different."

"The idea of character education is good, but it needs detail guidance on how to implement it..."

From those negative perceptions, actually, they agree with the concept of character education and are willing to implement it. As there is no supervision or such training which could assist them on how they conduct so that they have a negative perception of the concept of character education. Being said that, as an agent of change, teachers have crucial roles of finding ways of successfully incorporating character education into ELT. They should integrate character education into their English instruction, lesson plans and task design (Gray, 2010).

In internalizing the moral values of trust, respect, honesty, responsibility, and other indicators used to measure the success of character education; teachers should become models and incorporate those characters into their day-to-day actions. Therefore, teachers with good character may succeed in implementing character education into the ELT.

Teachers have unconsciously implement character education in ELT without being instructed. This is viewed in some of their statements that:

"The Government has a good intention of launching the programs but because of inadequate socialization and professional development, teachers just interpret the program and implement character education based on their interpretation..."

"The Government tries to improve the education system by integrating good values in subject content in the curriculum and teachers need to know how to implement it in the subject they teach in the classroom. The important point of this program is a well-managed socialization so that teachers know what to do. But teachers think they have done it informally."

This means that the teachers, although, they just know the concept of character education from professional development they joined, from textbooks, school management or colleague, they have held it implicitly in their teaching before the program was launched. Drawing from this notion, it shows that teachers include the moral dimension in their teaching. Therefore, teachers are as moral agent (Akbari, 2012)

However, some teachers have a strong feeling that the socialization of the program and the guidance from the Government is not adequate, so that there is confusion on running the program to meet the expectation from the Government. Due to the significance of teachers' role in implementing character education into ELT, professional development program must increase teachers' knowledge on how to implement character education.

Language and culture are mutually related since ELT cannot be separated from the values and cultures of native speakers. Language represents the cultural identity of the speaker that represents the character of the speaker's culture (Kramsch, 1998). Thus, language learners are inevitably exposed to the culture of the target language that is different from their local culture. This is proved by one teacher who said that:

"There are many inevitable incidents in this country that encourage our government to prevent our next generations (in this case our students) from employing negative things, such as corruption, tribal chaos, anarchism, and any other destructive activities..."

This means that, in integrating character education in ELT materials, there is a debate in Indonesia whether it is more appropriate to teach English using local contents in an effort to maintain Indonesian values and cultures or using Western contents to enhance cross cultural awareness. In addition, English is a foreign language in Indonesia which students commonly start to learn in secondary school. At this age, learners have been extensively socialized into their local culture and their first language. Since language is an integral part of learning local social practices, there is awareness that language practice in the local context is inseparable from the local values. In addition, the use of English should be adjusted to the speakers and mixed with local ideologies, points of views, and knowledge (Pennycook, 2010). Then, language is a social practice where it is mixed, hybrid and drawing on multiple resources (Canagarajah, 2008).

On the other hand, the culture of native English speakers helps students to understand cross-culture, encourages the motivation of English learners, builds common knowledge, orients students toward global understanding, and cultivates tolerance (Cahyono, 2011). However, using local culture in ELT process has many benefits. It activates the background knowledge of the students, encouraging students to talk about their own culture, heightening the students' notion of English and the use in global communication, accommodating language weakness of the students, making language activities more meaningful for the students (Dalimunte and Tipka, 2004, as cited in Cahyono, 2011). Furthermore, the use of local culture contents to support local wisdom, and to reinforce the fluency of the students as they talk about something they already know about (Octaberlina, 2011). However, from the interview, some teachers believe that the use of western materials can also contribute good moral values. Not many teachers see that western content or local content play an important role in affecting students' character.

In integrating the character education in ELT, the teachers' perception of character education concept is inadequate if there is no scope of character education itself. Therefore, the teachers' perception of the scope of character education should be discussed in this finding. There are many arguments which teachers state in determining the scope of character education. The teachers argue that the scope of character education is wide and broad. They said that:

"The scope of character education is so wide. It can never be limited in those columns of the curriculum, for it is everywhere, every time, in our daily lives."

"The scope is broad. From the training, I became aware that character education should be integrated in our teaching from primary school level to secondary school level. The set of character values should be embedded in our syllabus, although we have done it in our teaching without realizing it."

This means that they have a wide perception in determining of scope of character education. It could be in curriculum, syllabus or in daily life. However, one teacher who also being respondent in this project have different opinion of the scope of character education. The teacher argues that:

"As far I know, the scope of character education is only in the written form, which is in the curriculum or syllabus. Even in lesson plan,

the goals/purposes of the lesson itself are related to the change of students' characters."

Therefore, even teachers have pros and cons in understanding the concept and scope of character education; they have to agree that it has benefit for our students in enhancing moral and values in ELT.

4.2 Characters Building Implementation

Drawing on the national guidelines on character education, English teachers should articulate desirable Indonesian moral virtues in ELT materials. Some teachers participating in the interview stated that they have tried to incorporate moral values in their teaching. This is expressed in the following statements:

"We integrate moral and culture into ELT by including those values into textbooks and in the implementation of teaching itself. For example: in teaching about narrative, teachers used legend stories which contain several moral values such as honesty, politeness, and respect, through the context included in the textbook."

"In reading, teachers can use some texts that represent some stories that have good moral values for students, such as narrative texts, whether in the forms of legend, folktales, or fables. Through learning these texts, it is hoped that the students can understand about the good and bad in their lives..."

From the excerpts above, it can be seen that the teachers use narrative text such as legend, folktales, and fables in their teaching materials to incorporate character building. It is supported by some studies showing that the use of folktales and storytelling can increase students' awareness of moral and cultural values (Kirmali&Frieman, 1997; Taylor, 2000; Norfolk, 2006; Benedict, 2010 as cited in Murtiana, 2011).

In addition, to implement characters building in Indonesia, teachers prepared some strategies to maximize the result of characters education itself. Some of the statements presented below express it:

"In teaching the four skills of English in the classroom, regarding to the character education, some strategies need to be considered, such as paying attention to the students' need, students' learning styles and characters."

"For Listening and Speaking: I used comparing, matching, contrasting, and analyzing. I showed a video about bullying while seeing students' reaction. As it ended, I

asked them to write the words they heard on the board, and then asked them whether there were difficult words. I offered to other students to give the definitions of the words, and then I asked questions related to the video. I related the topic to "What are we supposed to do?" and reflect it by concluding the topic."

In addition, there are three management strategies for implementing character building; they are, Top Down, Bottom Up, and Program Revitalization. The Top Down strategy deals with socialization, regulation development, capacity development, partnership and implementation, and monitoring and evaluation. The Bottom up strategy is supposed to be implemented by each school while the Government supports its implementation. Lastly, Program Revitalization involves extra-curricular programs that give additional support for character building (Pedoman Pelaksanaan Pendidikan Karakter, 2011). However, some teachers are not aware of this guidance and stated that the socialization of the program is insufficient. It can be seen from the following excerpt:

"Some teachers feel that the guidance is not adequate, so we try to select the materials at our best. The method is students' centre, for example by conducting group discussions and class debate. With this activity, students learn how to listen to others' opinion and build tolerance. This also builds students' communicative competence. In a group work, students learn how to cooperate well with other group members. The materials selected are using local environmental issues and local news to increase their awareness of the environment and to care about the social problems around them."

It is also hoped that EFL teachers in Indonesia may help learners to maintain cultural and moral awareness through a variety of materials in ELT, in order that the governments' program in incorporating character education through the curriculum will be successful. In this regard, it is assumed that the teachers are aware of teaching materials sources for use within character education. Therefore, in the interview, the teachers were asked whether they are aware of any sources available to use within character education in ELT. Some teachers answered that they need samples of teaching materials or sources to support the implementation of character education.

"Not all teachers are aware of the sources available. They are wondering how to set

character education in the curriculum, how to implement it in the classroom. Some teachers also feel that character education is separated subject from English teaching."

"I feel that I am not aware of the sources and we carry out the program instinctively. I'm going to use available textbooks, articles from newspapers/ magazines (such as Reader's Digest, Hello, Just English, or The Jakarta Post)...."

"Though teachers feel that the socialization from the Government of this program is not adequate, teachers try to do their best in implementing character education in ELT."

The quotations presented above indicate that although the teachers feel that the socialization of character education is not enough, they try their best to implement the moral values in their teaching materials. These materials should provide instructional input into how these virtues can be taught in another language. For this reason, the content of the materials has much to do with moral and cultural values that represent national and cultural identities. One teacher expressed similar statement as follows:

"Character education is applied in all areas through the strategies and content, such as reorganizing ideas of text about juvenile delinquency that involved responsibility, hostility, respect, and tolerance. In listening, we can select some records about friendship, recent researches, disaster, etc. This then is discussed to anchor the character development. It's including speaking; besides speaking about loyalty, idol, reality show, or other hot topics among teens. In reading comprehension we can use similar topics using reading various strategies and discussion or question and answer to evaluate students' understanding."

Apart from that, from the interviews, two teachers claimed that professional development they joined help them enhance their knowledge and skills in integrating character education. This claim is evident from the following statements:

"I guess I am one of the fortunate teachers who got the chance to join the training of implementing character education. It is a good opportunity for me to know more about the program and to conduct it in my teaching practice, but not for other teachers, so they do not know how to run the program..."

"I joined a professional development and seminar where reading materials were emphasized to be selected. Based on the

curriculum sample from the Government, teachers are asked to select materials such as local folktales or western folktales. “

It means that the teachers think that they can perform better if they know more about the program and given input on how to implement the program. As the information of the program is limited, most teachers implement the program based on their interpretation of the program. The teachers use authentic materials, legend, folktales, fables, and local news with various teaching strategies. Therefore, in implementing characters education, of course, there are strength and weaknesses, which can be seen while the process of implementation is in progress.

While teachers play prominent roles as actors in the classroom, materials are also as significant teaching resources (Graves, 2000). One teacher best express the similar idea through the following quote:

“Giving students model is one of ways to teach character education. Coming to class on time gives a student a sense of discipline. Talking to the students in a friendly way, the way teachers approach the students, building a good relationship with the teachers and representing the model of being a good person and having a good communication pattern.”

From the quotation above, teachers are considered as silent agents where there are many cultural and moral values topics which may be included in the ELT materials through the materials (textbooks, handouts, sourcebook). Those values can be used as a way of creating more interesting language activities and make the language learning more meaningful and contextual for students (Cahyono, 2011). One teacher also best expressed this idea through the following statement:

“The use of authentic materials in a real context can also be used for teaching. Here, there is a debate that using western culture would less enhance the Indonesian culture but some teachers do not think so. Character values can always be found in authentic materials, in different genres, like descriptive, narrative, procedure, and other types of text which can be developed into reading, listening, writing and speaking activities. It’s the way we deliver the text so it can discuss moral values in it.”

Drawing from the findings, teachers may use folktales that contain cultural content and moral values, for example by using a story to explain the difference between right and wrong. A myriad of Indonesian folktales may promote character-based education, such as Malinkundang, BawangMerah

BawangPutih, and Timun Mas. Then, the teachers also use activities that promote character-based learning, for example by using group discussion. Group discussion is a cooperative learning model that increases students’ awareness of the importance of teamwork and respect (Bafadal, 2012).

In fact, many teaching methods can be applied to engage students in the teaching and learning process. Indirectly, this effort is also beneficial to gain the purpose of character-based education itself. For instances, applying pair/group work in ELT may also contribute to the change of the students’ characters. Through this kind of method, students will learn to respect others as well as to practice how to be confident in expressing their ideas, arguments, and opinions.

Finally, teachers could also integrate moral and cultural values in extracurricular activities and classroom activities such as teaching by using songs, games, and role play. As it is stated that teachers can use one learning activity to develop students’ cognitive, affective, and psychomotor development (Kemendiknas, 2010). Moreover, the success of moral education program is dependent on the teacher sophistication as well as teacher’ enthusiasm (Goodman and Lesnick, 2001). However, one teacher participated in the interview stated that the success of the program is not on the teachers’ hand. The following excerpt is the expression:

“However, we do not want society blame us if social problems caused by students still raises, because actually there are many factors affecting the success of the program. It is unfair if it becomes the only responsibility of teachers.”

Therefore, the success of incorporating cultural and moral values in the practice of language teaching does not depend on teachers’ creativity in selecting and designing the materials only. There are other factors affecting the implementation as discussed in the following point of discussion.

4.3 Factors Affecting the Implementation of Character Education

Character education has good impacts in building students character in schools. This means that character education can have many different outcomes if character education is done effectively. For example, character education could affect students in various aspects of knowledge, thinking,

emotions, motivation, behaviour and skills. It is obvious that the sample evidence which could be seen is that character education reduces students' risk behaviour such as drug use, violence, pre-marital sexual behaviour whether in school or environment where they lived. Character education can frequently enhance academic performance, increases desirable behaviour and also improves social-emotional and pro-social competencies such as problem-solving skills, emotional competency and socio-moral reasoning.

From the analysis of the findings, some teachers mention that factors affecting the implementation are teachers' quality, teachers' knowledge, teaching materials selection, teaching strategies, students' cooperation and motivation, and support from the school and environment. Some of the statements dealing with these factors are represented by these teachers' interview answers. They said:

"The factors affecting are teachers' quality, teachers' background knowledge, teachers' intelligence, teachers' culture, students' social background, and little government's involvement. Some teachers feel that the environment plays a more important role in building the students' character."

"The factors that can make the implementation of character education easier are teacher's understanding, teacher's willingness in implementing it, teacher's knowledge and strategy, students' motivation, understanding, prepared material, support from school environment, and regional policy."

Those factors identified by the participants are in line with the statements on considerable factors in character education implementation (Pedoman Pelaksanaan Pendidikan Karakter, 2010), and (Pengembangan Pendidikan Budaya dan Karakter Bangsa, 2010).

Despite the various factors affecting the implementation of character education, only one participant mentions that teachers play dominant role in achieving success in character education building programs as it is clearly shown in some teachers' statements, the teacher said that:

"Teachers take a very important role in any activities in the class. They have to prepare compatible materials that meet the students' need, choose learning strategies, and select instructional media. For this purpose, compatible materials, good media, and appropriate strategy can support the teaching and learning process in conveying a moral and cultural value. The roles of teachers are as a

guide and a director. He/she directs the students what to do or not. He/she also guides them to do what they want appropriately and not to break the rules."

However, in incorporating character building into ELT, especially for students, sometimes teachers find some difficulties or weaknesses in implementing character-based education in ELT materials. It is because the lack of appropriate materials that contain moral value may be one of the obstacles in teaching and learning process. Besides, the suitable methods or techniques may contribute some barriers for teachers in implementing character-based education in ELT materials.

Therefore, it is hoped that teachers use more authentic materials such as magazines, audio visual materials, storybooks, etc. The reason is that those authentic materials are more motivating and interesting than text-book based materials but those kinds of authentic materials need more efforts and preparations in providing it, and for teachers, they need extra time and money to prepare and provide it. Thus, there should be improvement in English course book and they should be equipped with such kinds of materials so teachers can successfully incorporate character building in ELT materials.

4.4 Character Education Evaluation in ELT

In evaluating character education in ELT, indicators are used as a set of values and criteria to measure the success of the implementation. Evaluation cannot be separated from the whole process of character education Johnston (2003). Teachers may use direct observations, anecdotal record (by noting students' positive behaviours), and collection of students' performance data on attendance.

The opinions of the participants regarding these assessment methods are expressed by these prospective teachers. One teacher declared that:

"The moral and cultural values assessment can be done during the lesson by looking at the performance, attitude, the way they react, and the way they speak. We can also do it outside the classroom when they interact with others at English Club, School Magazines, Students' Club, and daily meetings."

"Since ELT has four main skills that should be assessed, the assessment is done through these four skills as well. For example, in teaching speaking, the evaluation of some moral values (like respect other's ideas or opinions) may be employed, while in teaching writing, the value

how to express idea politely and appropriately may be taught and assessed to students since in writing, the language as well as the word dictions are written formally.”

However, some teachers argued that conducting evaluations on character education is challenging since there is no standard of assessment for character education and the government do not provide any guidance or clear evaluation rubrics to measure the success of character education. This is clearly shown in some opinions expressed by participants:

“There is no standard how to make an assessment. It seems that the government wants us to make our own criteria ...”

“We feel that the character education assessment is challenging, since there is no sufficient guidance to conduct the assessment.

“There is no control or evaluation from the Government whether the teachers implement character education or not. There is neither reward nor punishment.”

Dealing with these problems, there should be an improvement in character education evaluation by creating such a rubric containing some aspects in character education achievement by giving students’ book reports on character education evaluation.

From the findings and discussions previously, it can be seen that teachers need guidance on how to implement character education in ELT. There are few comprehensive studies recorded in the literature regarding with how teachers in Indonesia develop ELT materials that integrate cultural and moral values in implementing character education as required in the recent national curriculum.

There is interplay between social issues and moral values in which the moral values are the foundation of responding to what is happening in social interaction or context. This is what is called as “socio moral” (Mangubhai, 2007). For example, community members should be aware of how illegal logging as a social action has an implication for a particular moral value. In addition, illegal logging does not only impact on moral values for community members but it also influences the cultural values in a society.

Therefore, the integrated tasks provided in the materials (reading , speaking, and writing tasks) is hoped may develop students’ integrated language skills while increasing students’ awareness of the illegal logging problem in Indonesia.

5 CONCLUSIONS

This chapter discusses how character education is integrated in ELT in Indonesia context. In particular, it concerns with the attitude of teachers towards integrating character education in ELT, the implementation of it, the factors affecting the implementation and the assessment of character education in ELT. The analysis of the findings shows that teachers perceive character education as a good idea in building nation’s character. It also reveals that teachers have done it unconsciously before the program is launched. The application of character education can be incorporated into ELT materials in integrated skills EFL classrooms by providing various types of tasks containing moral values, so students may learn more deeply on character education while learning a foreign language. However, within the implementation of character education, some teachers feel that they need more guidance from the Government on how to conduct the eighteen standards of moral values set in the program. Therefore; it is hoped that there should be more attentions paid for teachers’ professional development programs discussing the implementation of character education into ELT materials and the effective evaluation of it. Some aspects affecting the implementation are the teachers’ willingness, teachers’ competence, and students’ cooperation, the availability of teaching materials sources, schools’ support and environment’s support. The assessment of character building in ELT has been set by the government and needs to be socialised. In incorporating character education in ELT design, it can be impetus for imbuing moral virtues into learners’ lives. To this end, moral values provide personally, socially, and situated context for learning English.

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APPENDIX

Open Ended Interview Questions

- What is your name?
- Give me a general view of your current (or most recent) responsibilities as an English teacher.
- Do you like your teaching? Why?
- If you could have the perfect job, what would it be?
- Think of a problem you had in the class to deal with your English teaching. Tell me exactly what happened and how you handled it.
- Are you familiar with character building? Explain what you knew about it.
- Are you familiar with Millennial Generation? Can you give the examples of it?
- Describe a situation in which you might implement a character building in your class.
- Tell me about something you've done in your current (or most recent) work for your students to implement character building in your teaching that is creative and meaningful.
- What are your perceptions of character building in ELT?