



## Character Education Implementation: A Students' Perception

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### Abstract

Character education becomes a crucial part in educational system in Indonesia. The Integration of Character Education with Project-Based Learning (PjBL) in Paragraph Writing class become one of many ways to fix students problem which become wild. This research was a quantitative-research which employed questionnaire as the measurement toll. There were 125 students from academic year 2022/2023 which enrolled Paragraph Writing class in English Department, Universitas Negeri Padang participated as the samples of this research. Students were given a treatment by the lecturer for a semester and the researcher find the samples' perceptions. This study found that the integration of Character Education and PjBL shows very positive result to increase students' character.

### Keywords:

Character education, project-based learning, politeness, honesty, paragraph writing (5 words or phrases)

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## INTRODUCTION

Nowadays, the needs of character education in Indonesia become a big concern. It is crucial since young generations encounter multiple problems which have never been appeared and imagined by senior (Pala, 2011). By seeing the formation of character education, the words character itself related to someone's behaviour which is suitable with what the local believe or value. Character is personal identity which shaped by the environment throughout their live (Albertus, 2007) and it is a heritage they gained from their surroundings (Fahmy et al., 2015).

Character education might be interpreted as an attempt to shape a person's personality through education in the hopes that the results will show up as sincere actions or good behavior, honesty, accountability, respect for other people's rights, diligence, and so on (Lickona, 2012). However, more than that, character education is more likely to teach students about moral principles (Birhan et al., 2021) which will help pupils to be more aware about what they do (Lickona, 1999).

The main reason why character education is crucial can be seen by the result of preliminary study done by the researcher in Paragraph Writing class. During the observation, some impolite behaviour were shown by students while the learning process was running. Several students seemed playing their phone during the class.

They accessed their social media while their friends presenting something or the lecturer explaining something. Other than that, there was a student chewing a gum during the lesson and another one playing game. Those things consider as impolite behaviour since it is a formal setting.

One of two components of Character Education that has been assessed in this research was politeness. There may be structural differences between the western and eastern conceptions of politeness. There is no precise way to gauge how much both parties should regard civility. Nonetheless, western culture emphasizes individual rights more than eastern culture, which places unity at the center and implies that human mobility is valued according to social structure (Leech & Larina, 2014).

As Indonesia holds the complexity of eastern definition of politeness which depends on social stigma and norm, an individual act is very crucial. Being courteous entails speaking properly, acting in a way that is consistent with local customs and culture, maintaining a refined and gracious manner, and using acceptable terminology (Oetomo, 2012). Hence, character education plays an important role to boost students' politeness.

Other than being able to be polite, honesty was also assessed in this study. It is an act where someone speaks the truth and act the truth. It is also the decision to act honorably or dishonestly is, in part, the result of a conscious analysis in which one balances the potential benefit of acting honorably against the likelihood of getting caught and the severity of the punishment that would ensue (Becker, 1968). Being honest encourages people to be dependable since it is a balance of information, words, and deeds (saying the truth, acting morally, and knowing what is right) (Kristiyandaru, 2020).

Character Education, in this case, was lined to Project-Based Learning. Cocco (2006) cited by Kokotsaki et al (2016) explained that Project-Based Learning (PjBL) is a learning instruction created as a student-centered model. It is a kind of contextual learning grounded in constructivist research, which demonstrates that students gain a deeper understanding of the material when they actively work with and apply concepts (Krajcik & Blumenfeld, 2005). When project-based learning is used in the classroom, students have to collaborate in groups to find solutions to unusual problems that go beyond the scope of their subject matter by gathering information from many sources, integrating it into their work, assessing it, and developing fresh perspectives (Solomon, 2003).

Prior research has been conducted which study about character-education integration. Research entitled *Movie, Writing, and Character Education: A Study on an EFL Writing Class* was also conducted by Safitri et al (2023). This one-shot case study investigates the efficacy of incorporating anti-drug character education into an EFL writing class through the use of a short film to improve students' writing abilities and develop students' awareness of anti-drug characters. A questionnaire with a four-Likert scale and twenty open-ended statements was completed by 32 EFL college students in West Sumatra. This study showed Both character education and writing learning objectives can be successfully met by incorporating anti-drug character education into EFL writing materials.

Kim (2015) entitled *A Study on the Class of Education that Builds Students' Character through Films – Classes at the University of Liberal Arts* assessed the

effectiveness and satisfaction about character buildings among pupils in Korea. This study used an integrated model of character education, a film that is relevant to students, and a professor's interpretation. There were 260 first grade students of Baekseok University who became the participants of this research and they were separated into 8 classes of liberal arts which is called “Character Education Lesson”. Kim examined these participants for around 15 weeks, 3 weeks for lecture only, 3 weeks for the PPT and lecture only, 3 weeks for film only, 5 weeks for film and lecture only and one week for survey. The result showed that by utilizing film and lecturer only method, among 260 students, 173 students gain their satisfaction.

## METHOD

This research employed quantitative technique for its strategy. Quantitative research aims to answer questions regarding who, what, where, when, how many, and how by analyzing numerical data, or numbers, to identify patterns and relationships and validate the measurements obtained (Watson, 2015). There were 125 samples from academic year 2022/2023 which enrolled Paragraph Writing Class in English Department, Universitas Negeri Padang. Questionnaire, which used Likert Scale 1 to 4, has been used to collect the data. There were 18 closed-ended items in the questionnaire that the sample has filled.

## RESULT AND DISCUSSION

### *Research Finding*

The first indicator shows the students' perception in Politeness aspects. There were 9 questions asked to the students by using Likert scale 1 to 4.

**Table 1.** The Data Analysis of Students' Perception in Politeness Aspect

No	Items/questions	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1.	During the implementation of Character education in the Paragraph Writing class, I feel that my politeness value has also increased	2 (1.6%)	5 (4%)	44 (35.2%)	74 (59.2%)	3.52
2.	During the implementation of character education in Paragraph Writing class, I slowly apply characters related to politeness	0 (0%)	3 (2.4%)	44 (35.2%)	78 (62.4%)	3.6

3.	During the Implementation of the Character education in the Paragraph Writing class, I felt that my habit of being polite had a good impact on my daily life	0 (0%)	2 (1.6)	51 (40.8%)	72 (57.6%)	3.56
4.	During the implementation of the character education in the Paragraph Writing class, I became increasingly compelled to behave politely in everyday life	1 (0.8%)	4 (3.2%)	55 (44%)	65 (52%)	3.47
5.	During the implementation of character education in the Paragraph Writing class, I was able to apply polite behavior to my lecturers and colleagues	1 (0.8%)	0 (0%)	54 (43.2%)	70 (56%)	3.54
6.	During the implementation of character education in the Paragraph Writing class, I was able to interact politely	1 (0.8%)	1 (0.8%)	51 (40.8%)	72 (57.6%)	3.55
7.	Character educations make me able to control myself to always be polite in everyday life	0 (0%)	5 (4%)	42 (33.6)	78 (62.4%)	3.58
8.	Character education has had a positive impact on me to always be polite	1 (0.8%)	2 (1.6%)	42 (33.6%)	80 (64%)	3.61
9.	The Character education has made me take care of myself to	1 (0.8%)	1 (0.8%)	48 (38.4%)	75 (60%)	3.58

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always be polite to my  
lecturers and colleagues

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The findings shows that most students strongly agreed that character education helps students improve their politeness. It shows that average answer of all questions was 3.55 which categorize as very positive result.

**Table 2.** The data Analysis of Students' Perceptions in Honesty Aspects

No	Items/questions	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1.	During the implementation of Character education in the Paragraph Writing class, I feel that my honesty value has also increased	1 (0.8%)	1 (0.8%)	53 (42,4%)	70 (56%)	3.54
2.	During the implementation of character education in Paragraph Writing class, I slowly apply characters related to honesty.	0 (0%)	2 (1.6%)	56 (44.8%)	67 (53.6%)	3.52
3.	During the Implementation of the Character education in the Paragraph Writing class, I felt that my habit of being honest had a good impact on my daily life.	1 (0.8%)	2 (1.6%)	63 (50.4%)	59 (47.2%)	3.44
4.	During the implementation of the character education in the Paragraph Writing class, I became increasingly motivated to behave honestly in everyday life.	1 (0.8%)	1 (0.8%)	55 (44%)	68 (58.4%)	3.52
5.	During the implementation of the	1	3	59	62	3.46

	character education in the Paragraph Writing class, I was able to apply honest behavior to my lecturers and colleagues.	(0.8%)	(2.4%)	(47.2)	(49.6%)	
6.	During the implementation of the character education in the Paragraph Writing class, I was able to interact honestly.	2 (1.6%)	0 (0%)	52 (41.6%)	71 (56.8%)	3.54
7.	Character educations make me able to control myself to always be honest in everyday life.	1 (0.8%)	4 (3.2%)	58 (46.4%)	62 (49.6%)	3.45
8.	Character-Based Education Project has had a positive impact on me being afraid of lying	0 (0%)	2 (1.6%)	52 (41.6%)	71 (56.8%)	3.55
9.	Character education has made me take better care of myself to always tell the truth to my lecturers and colleagues	1 (0.8%)	1 (0.8%)	41 (32.8%)	82 (65.6%)	3.63

The data shows that there were 8 items in total and averagely, most students gave 3.52 for the answer which categorized as very positive in honesty aspect. It means that the students, perhaps, feel the positive improvement toward their honesty character.

### **Discussion**

The statistics displayed the average overall score for students' opinions regarding the politeness features of the character education implementation in paragraph writing class. This element received an average score of 3.56, which is considered a very positive outcome. This finding is consistent with a study by Safitri et al. (2023) that demonstrated the successful integration of anti-drug character education into EFL writing resources to meet both writing learning objectives and character education goals.

The data collected reveals that, in terms of students' opinions of the implementation of character educations in paragraph writing classes, the average

overall score for honesty aspects was 3.52, indicating a very positive outcome. This figure demonstrates how character educations and paragraph writing classes can effectively work together to improve honesty, which has declined.

The truthfulness component also aligns with a study by Safitri et al. (2023) that demonstrated how anti-drug character education may be successfully incorporated into EFL writing resources to achieve both character education and writing learning objectives. According to Kristiyandaru's (2020) definition of honesty as a harmony between information, words, and deeds (understanding what's right, expressing the truth, and acting morally), which stimulates care for being a reliable person, this finding further suggests that those pupils were trustworthy.

## CONCLUSION

The implementation of Character education to boost students' moral seemed to give very positive result. The average category mean from every character feature is used to grade it, and it can reach 3.54, indicating a highly positive response. The findings show that pupils have the self-control to behave honorably and civilly when composing paragraphs in class. Hopefully, the deployment of Character education can be further and widely to make sure the future generations can achieve their honorably and civilly.

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