

Integrating Character Values in Junior Secondary Student Writing Learning

Fadly Akbar, Sulkifli

Universitas Sawerigading Makassar¹, Universitas Muhammadiyah Makassar²

Fadlyakbartalas12@gmail.com

Abstract

This study aims to determine the integration of character values in junior high school students' writing learning. This research is a descriptive study. The subjects of this study were 35 grade VII students. The data was collected using test results of learning and observation results. The collected data were analyzed using qualitative analysis. The results of the qualitative analysis show the integration of the values of character education, namely the values of responsibility, discipline, honesty, self-confidence, courtesy, hard work, cooperation, respect, meticulousness and meticulousness, which are embedded in the learning of Indonesian for Class VII students of SMP Negeri 2. Bulukumba.

Keywords: *integration, character values, writing skills, qualitative descriptive*

Introduction

Education is the process of making human beings into manusia.yang essentials. Human degrees are determined through the educational process. With education, human beings who have noble character will be produced who have adequate academic abilities and skills. One way of realizing the human character, that is to integrate character education in each lesson (Kaso, Nurjihad, et al., 2021).

Indonesian has a position and function as the state language and national language. Considering the many functions carried out by the Indonesian language, there is a need for guidance and development of the Indonesian language. Without this guidance and development, the Indonesian language will not be able to develop. One of the ways to carry out the guidance and development of the Indonesian language is through Indonesian language subjects in schools.

The low interest and ability of students in writing skills is of course a problem in language learning. The goal of language learning is communication skills in various communication contexts (Kaso, Mariani, et al., 2021). The abilities developed are the ability to grasp meaning, role, interpretive power, assess, and express oneself through language. All of them are grouped into language, understanding, and usage.

Efforts to instill character education in Class VII students of SMP Negeri 2 Bulukumba can be done through learning Indonesian. One of them is learning writing skills that apply the values of character education. Current students do not like writing. In writing, students are less focused since the class is low. According to the observations and information from various sources, there are several factors that affect the activities of writing The Seventh Grade Students of SMP Negeri 2 Bulukumba.

Value

Values are an important part of culture itself. An action can be morally accepted if it is in line with the values agreed upon and upheld by the society where the action is carried out. If an action is not in accordance with the values that exist in the community, it will be considered deviant by that community.

The definition of value according to Horton and Hunt is the idea of whether the experience is meaningful or not. Values essentially direct a person's behavior and judgment, but values do not judge whether a behavior is right or wrong. Various values according to (Ahim, 2009: 18), namely (a) scientific values, (b) religious values, (c) economic values, (d) artistic values, (e) solidarity values, (f) power values.

Character

Supranoto (2015) Supranoto (2015) explains that education in Indonesia tends to be more oriented towards technical skill-based education by developing intelligence (IQ), but does not develop the abilities found in emotional intelligence (EQ) and spiritual intelligence (SQ). There are still many teachers who assume that students who have assessed exams with high test scores.

Each person's character is formed through a long process. Character is not only something that is innate, but also a forging of the environment and individuals around the environment. Character is formed through a learning process in several places, such as in the family environment, school environment, and in the surrounding environment. Meanwhile, people who play a role in shaping a person's character are family, teachers, peers and society.

1. The purpose of the character education

The purpose of character education is to form a nation that is strong, has noble morals, upholds morals, is tolerant, able to work together and work together. In addition, character education also shapes the nation so that it is patriotic or helpful to others, develops dynamically, is oriented towards science and technology, has faith and piety to God Almighty.

2. The foundation of character education

Education does not just provide knowledge, but more than that education trains the human ability to think broadly. Humans basically have a higher position than other creatures endowed with intelligence. In line with this thought, it is hoped that humans can know and develop their potential from birth. Character education is sourced and developed from various religions. For the Indonesian nation, the character education adopted must be in line with the country's foundation, namely Pancasila and the 1945 Constitution.

3. Value of Character Education

The following is the formulation of eighteen character values based on national culture that must be instilled, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly / communicative, love. peaceful, fond of reading, caring for the environment, caring socially, responsibility.

Writing skills

Language skills consist of four skills, namely listening / listening skills, reading skills, speaking skills, and writing skills (Aswar, 2012). Among the four skills, writing skills are considered the most complex and need more attention. Writing skills are very complex skills because they not only require the writer to express their ideas and ideas through writing, but also know the use of punctuation marks. According to Tarigan (2008: 2) writing skills require a long time and intensive training. The ability to write is a manifestation of indirect communication. Writing is a productive and expressive activity. In the writing process, it is necessary to pay attention to the structure related to the elements of the writing so that readers can understand the message that the writer wants to convey (Nurdjan, 2015).

Method

This research is descriptive research. This study describes the process of implementing learning. The population of this research was all students of class VII SMP Negeri 2 Bulukumba with a sample of 35 students of class VII B. This study consisted of four data, namely the results of observations, tests, documentation, and questionnaires. The data that has been collected is processed and analyzed descriptively.

Results

Writing skills of students in learning Indonesian and application of the values of character education to the students' writing skills in class VII SMP Negeri 2 Bulukumba as follows:

Table 1. Aspects of Students' Writing Ability Assessment

No	Assessment Aspects				amount
	1	2	3	4	
1	15	15	20	20	70
2	20	16	15	20	71
3	15	20	15	20	70
4	15	15	20	20	70
5	15	20	16	20	71
6	25	16	15	15	71
7	15	15	25	15	70
8	20	15	15	13	63
9	10	10	10	15	45
10	29	25	25	15	94
11	10	10	15	10	45
12	10	10	15	10	45
13	10	10	15	10	45
14	20	10	15	10	55
15	15	15	10	15	55
16	15	20	15	15	65
17	10	15	15	15	55
18	15	10	15	15	55

19	10	15	10	10	45
20	15	10	5	10	40
21	10	25	20	10	65
22	25	15	5	10	55
23	20	10	15	15	60
24	10	20	5	20	55
25	15	10	15	15	55
26	10	15	15	10	50
27	15	10	15	15	55
28	10	15	15	10	50
29	10	15	15	20	60
30	10	15	10	15	50
31	10	15	5	10	40
32	10	10	15	15	50
33	5	25	25	15	70
34	15	10	15	10	50
35	20	10	15	15	60
Total	504	512	511	498	2025

Information:

- 1: Material The contents of the ideas put forward
- 2: Construction / Writing Structure / organization of contents
- 3: Grammar (Cohesiveness)
- 4: Writing System (Writing Accuracy and Punctuation)

Based on the table above, it appears that the score of the students 'acquisition after a test is carried out to measure students' writing skills as follows:

Tabel 2. Kategorisasi Penilaian Kemampuan Menulis

No	Category	Interval	Frequency	Percentage
1	Very good	85-100	1	2.7
2	Good	70-84	8	22.4
3	Pretty good	55-69	14	40
4	Less	0-54	12	34.9
Total			35	100

The acquisition of students' writing skills, namely from 35 students who took the writing test, there were 1 student who obtained a score at the 85-100 interval, 8 students obtained a score at the 70-84 interval, 14 students obtained a score at the 55-69 interval, and 12 students obtain a score in the interval 0-54.

These results mean that grade VII Negeri 2 Bulukumba still needs strengthening and attention in the application of writing learning to improve students' writing skills.

Integration of Character Education Values on Students' Writing Ability

Based on the results of observations about the values of character education that are integrated in Indonesian language learning, in the basic competencies of learning to write (writing paragraphs) there are character values of responsibility, discipline, honesty, confidence, politeness, hard work, cooperation, respect, meticulous and meticulous have been instilled in

students during the learning activities of speaking material. This is in line with the results of interviews with Indonesian language subject teachers, that the values of character education are closely related to Indonesian language learning.

Forms of learning activities that are integrated with character values include:

1. Honest, namely character values related to the development of students' abilities because it provides a great opportunity to receive help from others. Being honest means that students do not pretend to understand so that people around them will be happy to help.
2. Responsibility, namely strengthening character to improve writing skills. These characters were affected positively to the child. The students are taught to not carelessly betrot what he saw in an article. This is because every idea put in writing will demand responsibility if the writing contains things that are not good or offend others. Therefore, the importance of strengthening the character of responsibility to students in improving students' writing skills will give students a habit of always being careful in their work.
3. Self-confidence is one character that is required of students. Students who believe in their abilities are able to develop and hone their abilities, both in writing and in other matters. Working without self-confidence causes students to feel hesitant in carrying out their work so that the expected goals will not be achieved. As for the form of self-confidence that students have, namely the courage of a student in writing news in their surroundings in learning to write in class.
4. Courtesy is one of the comfort factors for a person to read the work. In learning to write poetry in class, students are constantly reminded to put ideas in writing by choosing words that are polite and do not offend others who read them.
5. Hard work in completing what is given. As applied in class to Indonesian language learning, students are asked to compile an essay in several paragraphs. Students are required to always work hard to complete their essays.
6. Creative is very supportive to improve writing skills. Students who are able to express creative ideas will produce good and quality work. As applied when learning to write essays based on personal experiences and student aspirations, highly creative students will bring up interesting story ideas so that the resulting work becomes different and has added value.
7. Independent is a character that teaches students to always try and not depend on others. The habit of honing skills in increasing self-potential in writing makes students develop easily. As is done in learning material to write essays based on the ideas of a peer. Students are only told about the theme of the story by their friends and then develop the theme into a story based on their thoughts without help or explanation from friends who provide the theme.
8. Thorough in learning, that is, as a student, he must always be thorough and careful with the work he does. Some examples of activities that train the meticulous attitude, the storyline written notice, attention to the selection of vocabulary, and how to tell the story in writing.

The process of integrating Character Education Values

1. Learning with Character Education

In this learning, students are required to be someone who must be able to be confident, responsible, honest, and disciplined when students are asked to be accountable for their results. So that the cultivation of character values is very important. Learning is closely related to the values of character education, and is part of the effort to build good character. So it is hoped

that the inculcation of character values in learning is a learning that seeks to foster, direct, and guide students to become human beings with character.

2. Integration of character values has been done to improve writing skills

The integration of character education values has been carried out through language learning. One form of inculcating character values in students is when carrying out learning to improve students' writing skills. For example, in writing practice, students are required to be able to express ideas about the material and ideas that are presented in the learning process on a sheet of paper. Increasing the students' ability to express ideas and be adept at developing them in a story will increase their self-confidence. So, the process of transforming character values carried out to students in Indonesian language subjects, in addition to being in the form of theory, is also through practical learning. Through practical learning, it is hoped that students can immediately actualize these character values and apply or practice them in everyday life.

3. The process of integrating character values in subjects

a. Planning

Planning that is done by the teacher before implementing learning is making a syllabus and lesson planning (RPP). The design contains the stages of learning activities from meeting to meeting. These learning stages are developed with the aim of giving students the opportunity to learn to master a number of competencies by including character values in learning. The teacher always prepares the syllabus and lesson plans before teaching. In compiling the syllabus, the teacher adds several character values.

b. Implementation of Learning

At this stage the things that the teacher does when entering the classroom include: (1) classroom management, (2) conditioning, (3) learning stages, (4) academic guidance. The first time that is done when entering the classroom is classroom management (whether the condition of the learning room is conducive or not for carrying out learning. Furthermore, the conditioning of the child (at this stage is done so that the child is truly ready to participate in learning). Then, teaching and learning activities (The subjects consist of theory and practice; the learning methods used: lectures, discussions, questions and answers, demonstrations, and problem solving).

1) Classroom management

Class management aims to create and maintain learning conditions so that students can master competencies while maximizing the values of character education. This activity is carried out by the teacher when entering the classroom, after conditioning the students so that they are ready to take part in learning (Anik Ghufron, 2010: 20).

2) Pengkondisian siswa

Conditioning of students aiming to prepare students in participating pembelajaran sehingga easily students can accept and follow the lessons well. This activity is carried out so that learners can master the competencies correspond to the learning objectives.

3) Learning stages

Learning activities are carried out from the preliminary, core, and closing stages. Each learning stage includes character values that are relevant to the subject matter. At the core stage, learning is divided into three stages, namely exploration, elaboration, and confirmation.

The learning methods used in learning include: Lectures, Discussions, Questions and Answers, Assignments, and Demonstrations. The learning media used are LCD, laptop, and material books. During the learning process, the teacher teaches in a non-monotonous atmosphere. The delivery of subject matter is interspersed with singing together so that students do not feel like they are only listening to the material presented by the teacher.

4) Academic Guidance

Academic guidance is a form of learning service carried out by teachers to help students solve learning problems (Anik Ghufon, 2010: 20). Indonesian language subjects are subjects that consist of theory and practice. In practical activities, complete equipment and materials are needed so that students come to study with complete facilities. About 80% of the learning implementation can be accepted by students and what is taught to students seems to be absorbed well. This is reflected in the understanding patterns of students when communicating with teachers and their peers, being responsible for the class facilities that have been used, and polite attitudes between friends, especially to teachers.

The results of the student's speaking ability instrument based on the application of character education values to students are described as follows:

a) Choosing vocabulary in writing

Based on the assessment in the dive class, the learning process takes place using very broad and varied vocabulary, and is polite in conveying story ideas with an orderly plot.

b) Grammar

Students can master grammar correctly so that they can compile essays well even though sometimes they still experience a few grammatical errors. However, this has been considered good and only requires a little explanation and direction from the teacher to correct mistakes made by students.

c) Selection of writing themes

The themes used by students during learning to write mostly took the theme of experience so that the resulting essay ideas were quite good and orderly. Some students raised different writing themes, such as students who have a habit of reading, the ideas they put forward were also quite creative.

Discussion

The application of character education in learning strongly supports the moral and mental development of students in facing future challenges. Implementation of integration begins with planning, implementation, and evaluation. Learning Indonesian subjects in the aspect of writing skills will be described in more detail below.

In the planning stage, the initial analysis of SK / KD, development of a character syllabus, compiling a character lesson plan, and preparation of character teaching materials. SK / KD analysis is carried out to identify character values that can substantially be integrated into the relevant SK / KD. It should be noted that the identification of character values is not intended to limit the values that can be developed in the relevant SK / KD learning. Teachers are required to be more careful in bringing out the targeted values in the learning process.

The integration of character values in students will have a positive impact, namely students are able to take advantage of their potential. Cultivation of praiseworthy attitudes, such as self-confidence, rational, logical, critical, analytical, creative-innovative, independent, careful, self-

sacrificing, courageous, honest, keeping promises, fair, humble, ashamed of making mistakes, forgiveness, soft hearted, loyal, hard working, diligent, tenacious, persistent, conscientious, initiative, positive thinking, disciplined, anticipatory, visionary, understated, passionate, dynamic, frugal, efficient, respect for time, dedicated, dedicative, self-controlled, productive , friendly, love beauty, sportsmanship, steadfast, open, and orderly.

In this lesson the teacher must design learning steps that facilitate active learners in the process starting from the introduction, the core, to the closing. Teachers are required to master various methods, models, or active learning strategies so that the learning steps are easily compiled and can be practiced properly and correctly. With a process like this, teachers can also make observations as well as evaluate (assess) the processes that occur, especially the character of their students.

In integrating character values in improving writing skills, teachers apply eight values which include honesty, responsibility, confidence, courtesy, hard work, creative, independent, thorough and careful. The integration of character values aims to provide a deep understanding of concepts to be developed through meaningful authentic learning experiences. The teacher asks students questions to encourage their thinking activities. Learning is packaged into a process of constructing not receiving knowledge. In the learning process, students build their own knowledge through active involvement in the teaching and learning process. Students become the center of activity, not teachers. Learning is designed in the form of students working, practicing doing something, practicing physically, writing essays, demonstrating, creating ideas.

Conclusion

The integration of character values applied by the teacher in improving students' writing skills, namely the values of honesty, responsibility, self-confidence, polite, hard work, creative, independent, thorough and careful. The integration of these character values provides an in-depth understanding of concepts developed through authentic and meaningful learning experiences in which the teacher asks students questions to encourage their thinking activities.

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