

## CHAPTER V

### CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

Serving as the end of the thesis, this chapter unpacks the conclusions of the study which are resulted from all data in the previous chapters. It also discusses the limitations and of the study as well as the recommendations for further research.

#### 5.1 Conclusions

The current study scrutinizes how two Indonesian Junior High School English teachers perceive the incorporation of character education in EFL classrooms as well as how they incorporate it in their classroom instructions.

Regarding the first research question, it is summarized that both teachers agree that integration of character values in the teaching process is fundamental, not only because it is one of the ways to build Indonesian students' character that seems to be declining but also because those students would later become the spearheads of the development of this country. The involvement of teachers in helping to build students' character starting from the classroom indicates that they could play a pivotal role not only as the 'subject matter specialists' but also as 'students' moral guardians'.

Reflecting on the current condition of their own students, both teachers believe that some character values should be prioritized to instill at the moment. While Heru prioritized *discipline* and *confidence* of the students which need to emphasize, Sugi mentioned that *discipline* and *honesty* are his priority. Interestingly, these two teachers believe that above all character values they mentioned, religiosity should become the foundation of building students' good characters. If the students are religious, they would automatically lead to having good characters since religiosity would affect how a person thinks, behaves, and acts in their life.

Data analysis also reveals that two factors: internal and external factors contribute to their students' character development. Internal factor relates to how family particularly parents play a significant contribution to the character

developments of children. Therefore, the involvement of parents in educating character at school community is crucial as they could be involved at school or class committee in which they could talk about their children with the schools particularly with homeroom teachers related to their children's development and indirectly supervise their children's behavior at school. Regarding the external factors, the study discovered that inspiring teachers, good leadership, the cohesiveness of school community members, best inputs, media, and government supports contribute to the development of students' character as well as to reinforce the success of character education reinforcement program (PPK). Albeit debatable, these two teachers seem to insist that good (smart) students might automatically lead to having students with good character that could influence other 'naughty' students to follow their behaviors as well as to help the teachers to manage the students' behaviors more easily.

Meanwhile, with respect to how teachers integrate character values in their teaching process as the second research question, this study unlocks three aspects of integration process namely teaching planning, implementation, and assessment. In teaching planning, although some character values are barely found in their lesson plans, these two teachers opt to implicitly incorporate them into their lesson plans. The nominated character values are found to be integrated mainly in the apperception stage and in some ritual activities such as praying to instill religiosity. Besides, the character values are also discovered in some students' learning activities such as group working, presentation, and sharing opinions related to the topic being learned. However, the way they integrate character values into lesson plans leads to the assumption that they might lack pedagogical knowledge which relates to the ability to restructure content knowledge for teaching purposes, and to plan, adapt, and improvise.

In bringing nominated character values into their teaching process in the classroom, the findings demonstrate that the way the teachers bring the character values into the classroom is influenced by their beliefs regarding how to effectively instill those nominated values. Heru, for instance, believes that character building is a process of habituation in which it should start from the teacher to always show

them about what is good or bad for them and explain why they should or should not do that. Therefore, he always tries to consistently share his belief to the students in various ways and activities as he believes that different class might have a different way of understanding what he says. In other words, his teaching process which integrates nominated character values is intentionally designed although he does not write them down in his lesson plans. Moreover, his consistency was seen not only in the form explicitly explaining and lecturing nominated character values but also in the form of modeling them in his own behavior inside and outside the classroom. This is probably because of his belief that at this stage, students really need an obvious and clear guidance about how to behave well since they, at this moment, lack discipline, confidence, and respect, not to mention the lack of support from other teachers as well.

Meanwhile, Unlike Heru who seems to have a good preparation regarding how to inculcate character values in his teaching process, Sugi seems to only do it spontaneously. In other words, he emphasizes some character values only when he finds the students behaving unexpectedly or when he faces the situation and condition he thinks it is necessary to talk about the values. As a result, certain rituals such as greeting and praying before and after teaching, checking students' attendance, and motivation in apperception session are not always conducted, not to mention less attention he made in the process of the group working and students' presentation. His way of stipulating character values might be influenced by his belief that his students are already good in almost all aspects such as their good self-awareness in learning, responsibility, discipline, and religiosity that lead him to 'only' see character education only as a matter of reinforcement.

Regarding the evaluation, the teachers prefers to use observation as the main instrument as mentioned in the interview. They believe that this instrument is considered the most accurate and reliable tool to see their students' character development. However, in the implementation, it is interesting to learn that the way they conducted the assessment in the classroom was different. On one side, Heru clearly assessed his students' activities and presentations and explained what

aspects he would assess during the teaching process while Sugi was not seen to do assessment during the teaching process.

Regarding this finding, it might be concluded that not all teachers have the same viewpoints regarding how to effectively evaluate students' character development. Problems like time limitation and teaching workloads might influence how they carry out students' character assessment. However, apart from those issues, it is important to understand that evaluation is a way to view whether teaching and learning objectives are achieved. Character education assessment, at this point, should focus more on the process as it is very unlikely to see an immediate product of educating character. Therefore, there should always be evaluation in the process and students' activities in the classroom such as how responsible they are while working in group, how respectful they are when other students share their opinions and present their task in front of the class, how confident they are while performing their work either in group or in person, and how disciplined the students are in obeying the rules.

This study also reveals some challenges related to the process of integration of character education in their teaching process. The first challenge relates to their difficulty in designing lesson plans which explicitly state character values in them. Teachers seem to copy the nominated values from the available syllabus. It was also discovered that there seems to be a dilemma between what is planned and what is implemented in the teaching process. Regarding the evaluation process, it was found that there is a difficulty in carrying out all types of evaluation instruments such as peer-assessment and self-assessment due to the limitation of time and the number of students they are teaching. Interestingly, it was also found that sometimes teachers distrust the students to do self and peer-assessment which then lead them to only conduct observation as it is considered more accurate and trustworthy.

## **5.2 Limitations of the study**

It is acknowledged that this study faced some limitations, one of which is limited time allocation in conducting the study. It might be obvious to everyone that

building students' character is a long process which also involves many aspects to be taken into account. Seeing only from one KD (Basic Competency) in three meetings might not be able to comprehensively conclude how the teachers actually implement their teaching process which inculcates character values. However, since the study was conducted during almost at the end of semester and national examination preparation for the third grade students, it was quite difficult for the teachers to provide more time for this research since they were about to focus on emphasizing to reinforce targeted learning objectives for them to finish, not to mention their teaching schedules which collided with the other activities such as school's program which needs the involvement of the teachers as well as (UN) national examination preparation.

In addition, it is also admitted that this study could not find out whether their teaching process which integrated character values are successful or not in building students' character. Therefore, the focus of this study was not about whether it successfully builds students' characters or not but it was only to see how the teachers integrate character values in their teaching process starting from their planning, implementation, and evaluation.

Another limitation of the study is related to the participants. It is acknowledged that the participants of the study are limited in the sense that it does not cover varied types of participants. The participants of the study are all male, Muslim, and has teaching experiences up to ten years, not to mention the schools which are all public schools. In other words, the participants who are varied in term of gender, religion, teaching experiences, and school might be able to discover richer information. However, with the use of three types of instruments to get the data, this limitation could at least be reduced.

Last but not least, this study was conducted using case study approach. Therefore, it is obvious that this study could not be generalized to another context as different provinces, schools, teachers, and situations might emerge different findings when being empirically researched.

### **5.3 Recommendations for further research**

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This study, due to its limitations, propose some challenging but interesting recommendations for further research.

With respect to the time and participants limitation, it might be interesting to conduct an ethnography research which involves not only how teachers teach students which integrate character values into their teaching process but also involves all parties in an educational institution. The focus could be on how a school's effort in building students' characters from the school leader, teachers, staff, and the students as well. Their implementation in educating character could be possibly supported by finding out all those people' perceptions on character education reinforcement program. The data from those people might help the government as well as the schools to find the best solutions or effective programs which accommodate their viewpoints. Besides, the process of building character should involve the students from the first grade to the third-grade students to see their development and if possible, the development should be seen from the first day of the students come to school and be evaluated when they are at the third grade.

Other recommendation for further research might be the involvement of more schools and more teachers across provinces not only using qualitative approach but also quantitative data. This research will be able to dig richer information regarding character education implementation from many sources and more importantly, the results could be generalized.

It is also interesting to conduct the same research but involves different types of schools such as public school and private schools which are based on religion as their teaching foundation. That study could not only give color to the process of integration character building in the classroom but also could reveal whether or not religion-based schools are more effective in building students' characters.

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