



INTEGRATING CHARACTER BUILDING IN ENGLISH LANGUAGE TEACHING: A COMPREHENSIVE EXPLORATION

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Abstract

This research explores the values of character education based on the five main values of strengthening character education that are applied in the classroom. The method used in this research is qualitative. The sample for this research was one of the English teachers at SMP NEGERI 1 Mojosari. Data collection techniques are observation, interviews, and documentation. The results of this research show that teachers at SMP NEGERI 1 Mojosari have implemented 5 main values in strengthening character education, namely religious values, nationalism, integrity, independence, and mutual cooperation. These values have been implemented quite well in the teaching and learning process. Even though teachers at SMP NEGERI 1 Mojosari face obstacles, the school also continues to look for solutions to overcome these problems by strengthening teacher collaboration and fostering good relations between parents and SMP NEGERI 1 Mojosari.

Keywords: *Exploration, Character Education*

A. INTRODUCTION

The main goal of education is to develop noble morals in students. To understand this, character education is needed in the teaching and learning process. Character education is defined as a conscious effort to develop a noble character based on good core values that are beneficial to each person and society (Singh, 2019a). Therefore, as teachers, teachers must instill knowledge and noble morals in their students in the teaching and learning process. In Indonesia, the government has been socializing character education since 2010 (Khumairoh, A. & Pandin, 2022).

The curriculum is also intended to support the national education system that promotes respect for elders and the development of national pride among the country's citizens. In addition, significant technological advancements require strong mental fortitude. This is the reason why the Indonesian government to the Merdeka Belajar curriculum. Character education is defined in the Independent Learning Curriculum under the heading Character of Pancasila Students (Profil Pelajar Pancasila).

Based on the background above, researchers are interested in Exploring Student Character In English Teaching. The purpose of this study is to characterize Pancasila. Students are included in the English textbook and explain how Pancasila Characters are integrated. Students receive grades based on the content covered in the junior high school English textbook for class VII. Because junior high school students are still in the process of discovering who they are, it is important for them to understand the characters that they are taught in textbooks and through the teaching and learning process.

Through instruction, learning exercises, and habituation in everyday life outside of the classroom and in the community, schools aim to develop character in their students. Consequently, instructors play a critical role in helping children develop their character both within and outside of the classroom. Of course, while character education is being taught, students have to do what their teachers say. It is expected that instructors provide a positive example and engage in real world activities to help students develop their character (Srigati, 2021). Instructors can instruct students by modeling appropriate and inappropriate behavior.

In this case, the research conducted by researchers at SMP 1 Mojosari, especially in English learning, showed that there was a shortage of class VII students who were still embarrassed to come to the front of the class to express their ideas about a learning material.

Character education is necessary since education's objective is to develop a person's intelligence and change their personality to include morality and positive attitudes. Students' moral character will undoubtedly deteriorate if intelligence is increased at the expense of character. As a result, the ideal method for helping kids develop moral principles and grow into better people is to help them develop their character. Additionally, character and knowledge work together to enhance pupils' academic performance. Knowledge, skills, and character are several elements of character formation that are needed to improve student academic achievement. The researcher's concept of student character in English learning has been used by other researchers in research studies. The findings previous research is:

The first research was titled The application of character formation in English language teaching tasks (Mohajan, 2018), explains the application of character formation in English language teaching activities at this school on a teacher-based basis. Learning plans that are well-designed and implemented in the classroom. The teacher's evaluation of character formation in teaching English at the school was carried out through teacher observation of student behavior in class. Teachers remember students who like to be active in class, disciplined in collecting assignments, independent, communicative in class and outside class.

And from the research entitled *Character Education In English Learning* (Wang, 2018), explained English is a foreign language that plays a very important role, especially in the era of globalization, where we are required to be proficient in English to compete in the world international scope. English is one of the subjects lessons at school which are also tested in national exams. Therefore, teacher must play an active role in learning, not just provide lesson material English but also instill good behavior in class, school and public. In developing English language teaching containing character values, teachers have an important role because they must determine effective strategies in develop student character without reducing the quality of academic content these subjects.

And from the research entitled *The Importance of Understanding Student Character to Support Successful Learning in Junior High School* (Cresswell & Plano Clark, 2015). Explained knowing the characteristics of students is very important for teachers because assigning better teaching models to students is very useful. With this understanding, the teacher can understand each activity that students do individually. If they understand the characteristics of the students, the treatment given by the teacher in different ways is an absolute thing because each person has different characteristics and it sometimes calms the atmosphere of the class it makes noise when students are given a task, some don't want to do it, some are serious. Therefore, each student should receive different treatment.

And from the research entitled *Implementing Of Character Values In English Language Learning And Teaching* (Hadi, 2015), explained many character values can be used by the teachers explicitly or implicitly in teaching and learning processes. Of course, it is impossible to implement all the values completely at the same time. But, they become challenging issues for teachers to internalize them through their roles, media, and material, learning and teaching process.

And from the research entitled *Character Education According to the Ministry of Education and Culture* (M. G. Khumairoh, 2022) explained this research aims to find out the character education planned by the Ministry of Education and Culture. Character education should lead students to a cognitive familiarity with values, an affective appreciation of values, and ultimately to a real implementation of values.

And from the research entitled *Study of the Character of Pancasila Students in the English Textbook for Class to high school students*, especially when reading texts, through content analysis it can be concluded that all dimensions of the students' Pancasila character have been realized. Among the six dimensions of students' Pancasila character, faith, divinity, and noble morals were the highest characters found in 11 analyzes. Global Diversity Protagonist was implemented 5 times. The main character of mutual cooperation is applied 9 times. The independent main character is realized 3 times. The protagonist's critical reasoning is applied twice and the creative dimension is applied once. Even though all dimensions are presented in English textbooks, not all elements and sub-elements of each dimension are applied. Based on these results, it can be concluded that English textbooks are the final reason why graffiti has become an art because of its uniqueness. Graffiti can be made from various materials, but the most common form is made by painting on the walls of a building. The graffiti was created by a completely different person to the artist, meaning no two pieces are the same. Graffiti is a form of expression because it allows readers or viewers to see something different from everyday life. Suitable as teaching material for developing Pancasila student character values for high school students because it provides all dimensions of Pancasila student character.

B. THEORITICAL REVIEW

This about important life skills children need to learn for their spiritual, moral, social, and cultural (SMSC) development. Children will develop care and respect for

themselves and others through Character Education. This important part of education is all about equipping children with skills that will set them up for successful adult lives. Morals and values are key parts of character education. Children will learn about considering right and wrong, making informed decisions, exercising empathy, and reflecting on their thoughts and actions.

Character is of course developed not only at school through the teaching and learning process but also in habits in daily life outside the classroom and also in society. Therefore, there is a need for teachers to play a role in forming students' character in the classroom and outside the classroom, and of course students must follow the teacher's instructions when teaching character. In shaping the character of students, teachers are expected to be good role models in character and act in real ways (Singh, 2019b).

Integrating character development into education is important, because the purpose of education is to improve a person's character. . intelligence and shaping a person's personality into morals. and good attitude. Raising someone's IQ without considering their morals will undoubtedly lower the moral level of students. Therefore, improving the character of students is also the most effective way to improve moral levels and form better personalities. Knowledge and character also form a unity that can improve student academic achievement. Guidance and counseling programs that help students overcome personal and academic challenges, and build strong character. Teachers and school staff must be real examples of the character values taught. Their behavior consistent with these values will provide a positive model for students. Students who have strong character during their school years are better prepared to develop to become responsible and contributing citizens of society. Good character improves the quality of relationships with peers, family and community, and builds positive social networks. moral and ethical traits that shape their personality and behavior. Through various approaches to education, students' character can be developed to create individuals who have integrity, and responsibility, and are ready to face life's challenges with a positive and ethical attitude. The integration of character values in the curriculum, extracurricular activities, and role models from teachers and school staff is very important in this process.

According to the Ministry of Education and Culture (2020), Pancasila students should adhere firmly to the principles and teachings of their respective religions and believe in God. Kindness towards oneself, others, the environment, and the Indonesian state are examples of this component. It is hoped that the Pancasila Student Character will be able to form a young generation of Indonesians who are not only intellectually intelligent, but also have strong character and are able to contribute positively to the nation and state (Srirahmawati, A., & Hunaifi, 2022). Two components are indicated in the English curriculum "English in Mind": personal morality and personal integrity. Encourage students to be involved in decision making through deliberation and group discussions. Teaches democratic values and the importance of each individual's voice in the collective decision-making process and educates students about the importance of social justice and responsibility to improve collective prosperity. Teaches how to help others and contribute to the welfare of society. Schools can help students form characters that are in line with state ideology, prepare them to become responsible citizens, and make positive contributions to society.

C. RESEARCH METHODS

This research uses qualitative research to analyze student character development. In qualitative research, material can be presented in the form of descriptions or summaries and explanations. With the help of qualitative research, the forms of teacher social activity and student character in teaching English are also explained. Qualitative research is a form of social action that emphasizes how society interprets and understands individual social realities (Indonesia Ministry of Education and Culture. *Kajian Pengembangan*

Profil Pelajar Pancasila. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi, 2020). Human actions are analyzed and studied using qualitative research methods that are suitable for researchers and participants. Qualitative methods were used to answer questions about participants' experiences, meanings, and perspectives. This information usually cannot be calculated or measured.

Explanatory tasks provide the information necessary for this investigation. The type of data used in this research is written information about how to identify student characteristics that emerge during the English teaching and learning process. The discipline, hard work and achievements given by teachers to their students were one of the observations made by researchers. The researcher observed the learning process carried out by the teacher using observations before the activity, during the activity and after the activity as well as interviews with the teacher to identify the character of class VII students.

Triangulation is combining several existing data collections and data sources. In this study, research will use triangulation technique. Triangulation technique is finding the truth of certain information using various data sources such as documents, observations, interview results, etc. In this study, researchers used source triangulation through teachers and students. The teacher, as the primary instructor, provides data that can be obtained through observing the learning process in class. Meanwhile, data from students were obtained through recorded documents reading aloud and the results of the intelligibility task.

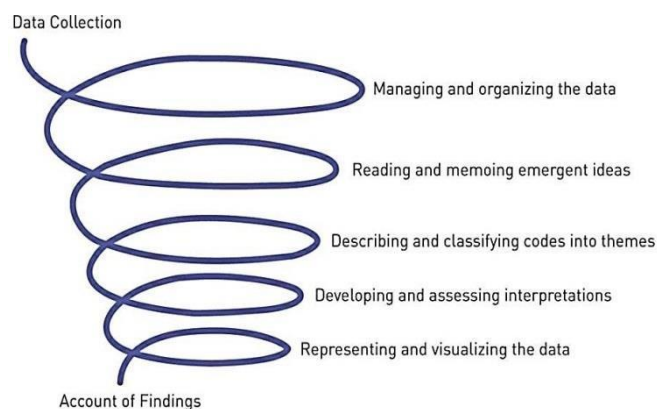


Figure 1 Research method

In this study, the researcher will use spiral data analysis to analyze the data. [6] describes qualitative data analysis as a spiral. He argues that this step is an essential step because of how the data can facilitate the analysis process in research. The first step in this process is sorting and organizing data into various types depending on the source of information. The next is to classify or group and describe the code into themes that lead to the category of interpretation assessment. The last step is to representing and visualizing the data, where descriptions and themes will be presented in a qualitative narrative.

D. RESULTS AND DISCUSSION

From interviews, observation, and documentation research, researchers found students showed significant improvements in various characteristics, including responsibility, empathy, teamwork and respect. These traits are fostered through collaborative activities and reflective practice in language learning contexts. Character education can be integrated effectively into English language teaching activities. Teachers use various strategies to include elements of character formation, such as storytelling, role playing, and discussions that emphasize moral and ethical values.

However, solutions such as flexible lesson planning and ongoing professional development for teachers help mitigate these challenges. Levels of engagement are higher in classes where character building activities are integrated into the language learning process. Students are more motivated and participate actively, showing a deeper interest in language skills and personal development. Initial observations show that character building activities have a long-term impact on students. These programs report applying the values and behaviors learned in their personal and professional lives, demonstrating the long-term benefits of such an educational approach. Character values in English learning increase students' learning motivation. They are more interested and involved in learning activities that not only develop their language skills, but also their personal values. Students become more aware of the importance of ethical values in everyday life. They learn to appreciate differences, empathize, and act.

Study is conducted both inside and outside of the classroom using observation, interviews, and documentation with study subjects and many informants. This research focuses on developing student character through English language teaching activities. The aim is to understand how character values can be integrated into English language learning and their impact on students. In order to acquire a broad and complete scenario, researchers used qualitative descriptive approaches to examine the study results. Specifically, they described and interpreted all of the data that was obtained.

Based on The Ministry of Education and Culture of the Republic of Indonesia, 5 aspects become the main assessment of character education in Strengthening Character Education. After conducting research in schools, this is research the results are explained as follows

1. Religion

In terms of religion, the subject observed was an English teacher at teaching and learning process in Class VII. Before class starts, The teacher asks students to pray according to their respective beliefs and religion, without any intimidation or prohibition. The second finding was the before starting the lesson, the teacher delivers religion values including respect and love each other. Religion to avoid bullying and religion issue. In the process teaching and learning, teacher explained back when students had not understood the lesson. The second finding is the sincere aspect. In the teaching and learning process, the teacher explains come back when students dont understand the lesson. This also shows selflessness as an aspect of religion. This indicates that understanding is more important than speed in learning. Further findings likes to worship. Before the lesson is over, the teacher doesn't forget reminded students at 12.00 to perform midday prayers in the prayer room. Every Friday before starting class, Students are required to read the Al-Quran and its meanings together every morning. This activity teaches students to love the Koran as one of its aspects in religious values. Religion is often the main source of moral and ethical values. In character education, religious teachings are used to help students understand and internalize values such as honesty, justice, respect, responsibility, and empathy and with religion help students develop their spiritual aspects. This includes developing a relationship with God, an understanding of the meaning of life, and an awareness of broader moral responsibilities. By understanding religious teachings, students can be taught to respect differences in religion and other beliefs. Correct religious education can encourage tolerance, mutual respect, and peaceful coexistence in diverse societies. because it can be a source of strong moral and ethical values, helping in the formation of good student character. By integrating religious values wisely and inclusively, character education can create individuals who are not only knowledgeable, but also have high moral integrity and are able to live harmoniously in a diverse society.

2. Nationalism

Researchers have uncovered a multitude of facts about nationalism. Firstly, neither the teachers nor the students discriminate against any of the children in the class while they are studying, even though they come from a variety of ethnic and religious backgrounds. Teachers treat their students equally and provide them with equal opportunities. Students in the class who have special needs assist one another. It illustrates how the idea of mutual respect is put into practice. The preservation of national culture is the second finding. The instructor incorporates regional references and cultural values associated with the Indonesian language into her explanations of the material. The instructor also told the children to put their trash in the trash can as an example of how to implement the idea of environmental conservation. Nationalism Within the parameters of this investigation, the instructors at this school had included the idea of fortifying character education. Character education that prioritizes nationalism helps students understand and appreciate their national identity. This is important to strengthen national unity and prevent division. Students are taught to respect state symbols such as the flag, national anthem and national emblem. This honor reflects pride and respect for the country and students learn the history of the nation's struggles, national figures and cultural heritage. This knowledge helps them appreciate the nation's achievements and understand the importance of preserving and preserving culture. Students are encouraged to become active and responsible citizens. This includes participation in community activities, understanding of the rights and obligations as citizens, as well as a commitment to contributing to nation building, the importance of unity and solidarity among fellow citizens, regardless of ethnic, religious or cultural differences. This is important for maintaining stability and harmony in a diverse society. Carrying out flag ceremonies regularly is an effective way to instill a sense of nationalism. Through ceremonies, students learn to respect state symbols and understand the meaning of independence and patriotism. Commemorating national holidays such as Independence Day, Heroes' Day and National Education Day with activities involving students, such as competitions, discussions and performances, can strengthen feelings of love for the country. Technology and media can be powerful tools for spreading nationalist values, but they can also be a challenge if they are used to spread information that conflicts with those values. Proper education regarding the use of media and technology is crucial. helps shape students into citizens who love their homeland, are responsible and active in building the nation. By integrating nationalist values into the curriculum, school activities and daily practices, education can create a generation that is not only intellectually intelligent but also has a sense of pride and commitment to their country.

3. Integrity

Regarding honesty, the investigator obtained certain results. Trust is the fundamental component of integrity. When the teacher comes to school, especially to teach in class, they arrive on time. The second conclusion is that, despite the need that there be a score, teachers demonstrate a strong commitment to the teaching and learning process by going over the subject with students until they fully grasp it and by having them turn in assignments on time. Additionally, teachers provide every student the chance to raise questions without regard to race or religion. This means the teacher provides the same thing opportunities for all students. In other words, it describes the fair aspect. When observations were made, every morning the students throw away the rubbish together because before learning the class must be clean because that is the class's responsibility. Integrity includes honesty in all aspects of academics, including in completing assignments, exams, and projects. Students with integrity will not cheat or cheat because they understand the importance of honesty in learning. Students with integrity will be consistent in their behavior, both inside and outside the classroom. They not only behave well when approaching teachers but also demonstrate the same behavior when there is no supervision and help students make ethical and moral decisions. They will consider the

consequences of their actions and choose a path that aligns with their moral values. Students understand the importance of responsibility. They will try to complete their tasks on time and not shy away from the responsibilities given. Classes should have clear rules regarding honest and ethical behavior. Teachers must enforce these rules fairly and consistently, so that students understand the importance of integrity. Students may have different understandings of what integrity is, especially if they come from diverse cultural backgrounds. Therefore, education about integrity must include clear explanations and practical applications. By teaching and upholding the values of integrity, teachers can help students become honest, responsible and trustworthy individuals. Integrity is not only important for academic success, but also for forming a strong personality and high morals in everyday life.

4. Independence

Researchers discovered the independence values as well. Professionalism is the first discovery. Except for group projects, the teacher prohibits students from imitating their peers while completing homework. It does, of course, indirectly educate them on how to become independent. The aspect of bravery is the second discovery. During the process of teaching and learning, educators also communicate faults and blunders. The data show that while many students lack confidence and behave extremely well when they arrive at class, it is not a simple task no one arrives late. In explaining the material, the teacher also uses interesting learning media and examples so that students can understand it and do the assignments given independently. Students must also submit assignments on time with additional marks. This shows that the teacher is creative. Independence helps students build self-confidence, as they learn to empower themselves in making decisions and completing assignments. This increases their confidence in their abilities. Independent students learn to be responsible for their own decisions and actions. They understand that the choices they make have consequences and they are responsible for dealing with them. encourage students to be more creative in finding solutions to the problems they face. They are used to looking for alternatives and finding ways to complete tasks without relying on others. Independent students tend to be more proactive in learning and take the initiative to expand their knowledge, for example by reading more, asking questions to the teacher, or looking for additional learning resources. Not all students have the same level of independence. Teachers need to recognize these differences and provide appropriate support without hindering students' development of independence. supported by school and home environments that give students the opportunity to make decisions and learn from their mistakes. If students are overly controlled, they may have difficulty developing independence. Students become individuals who are responsible, confident, and ready to face life's challenges. By developing independence, students learn to take initiative, solve problems, and make their own decisions. An education that encourages independence will prepare students not only for success in academics, but also in their future personal and professional lives.

5. Mutual cooperation

Several results demonstrate this. Inclusivity is the first discovery. The instructor invites other students to assist those who are there but are having difficulty understanding the material. These study groups are also created by teachers to allow students to support and brainstorm with one another. Secondly, The results showed that to help other students get the lesson more fully, the teacher also provided them the chance to clarify things again and present the information to them in various ways.

There are several results of documentation, observations, and interviews character education which is equally applied in English teaching activities. In lessons plans, some are religious, honest, creative, independent, communicative, peace-loving and aspects of social care that are established. When researchers make observations, aspects applied are religious, social care, communicative, value achievement, responsibility, independence,

and discipline. When researchers interviews with teachers, most teachers teach discipline, curiosity, communicative, discipline, hard work, independence and achievement.

It can be concluded from religious values, independence, communication, and social. Caring, discipline, curiosity, hard work, and appreciation for achievement are taught by teachers through English language teaching. Teachers always try to teach character education in different ways method. Teachers build students' character in learning English. Disadvantages in teaching According to teachers, character education in English is when students do not respect it Own English and lack of confidence. When students want to learn, teachers can easily coach students character through teaching.

These results are consistent with earlier research that reported character education implementation in the process of learning attitudes and social behavior (Murestiyanto, 2019), character education strategy and implementation (Zurqoni et al., 2018), and character education implementation in English learning using the 2013 curriculum (Thoyyibah et al., 2019). This research is distinct from earlier studies in that it this study examines the utilization of character education teaching modules in the classroom in addition to the execution of character education teaching and learning activities.

Unfortunately, this research also has limitations. This research does not analyze lecturers' opinions and students' perceptions of the implementation of character education (Subekti, 2019) and students' views on the implementation of character education (Afriana, 2018). However, this research focuses on analyzing the implementation carried out in teaching and learning Learning Activities. Apart from that, the teaching module used contains existing character values taught.

In implementing Of course, there were challenges for educators who wished to reinforce character education. Numerous challenges have to be overcome to improve character education. The influence of friends was the first barrier. Other students were greatly influenced by their classmates; if a student had a desk partner, they thought that the majority of them had a slight sense of dominance and pride in the classroom. One other challenge was that there were not enough icons to function as role models for students and there were still instructors who prioritized academics above character development.

The school would evaluate instructors who taught in the class to provide examples or positive attitudes to students so that there was continuity and cohesiveness of teachers in the classroom. This would be one of several steps taken to overcome obstacles and problems in improving character education. Developing strong ties and cooperation was the second option. In this instance, the instructor would cultivate a positive rapport with the student's parents. For parents and instructors to communicate with one another on student participation attitudes.

Implementation of good character education at SMP 1 Mojosari is also the outcome of competent administration of educators and schools. Planning has also been done by SMP 1 Mojosari in the management of learning. In learning management, one way to do successful planning is to have a strong vision and goal. The school's goal and mission statements outline its planned approach to developing morally upright pupils. The teaching modules that instructors implement during the teaching and learning process in the classroom demonstrate good planning. Based on the investigator's research records This is carried out; it is a type of kindness planning, and the English teacher's teaching module refers to the attitudes of their students. The plans that have been made will determine how to organize and implement them in the teaching and learning process.

The way that learning will be done in the classroom must also be planned by the teachers. According to the researcher's findings, the instructor has planned instructional activities. This is evident in the way he goes about things. The teaching module demonstrates how the English teacher plans the curriculum and instructional time in the classroom. The instructor always assigns seats to the class at the start of the learning

process, according to the findings of observations and field notes made by the researchers. The front seats were left unoccupied, and the children were asked to take them. As a result, students will be able to understand the learning process better. In controlling students, the teacher will do it coordinate with the school guidance and counseling teacher if there is information regarding violations committed by students. In the learning process, especially character education, control is important. It is very important to see whether a teacher can instill character values education to students or not.

Success in English activities, such as public speaking or writing a good essay, can increase a student's self confidence. Having strong self confidence supports character development by making students more confident in facing various situations. Creative activities such as writing stories, poetry, or drama allow students to express themselves and explore their identities. It supports character development by promoting self-exploration and rewarding creativity. Reading and discussing stories from different cultures and backgrounds can help students understand different perspectives, increasing empathy and tolerance towards others. By making effective use of English language teaching activities, teachers can help students not only in mastering English but also in developing their character, which is an important part of holistic education.

D. CONCLUSION

Based on the results of research conducted by researchers at SMP 1 Mojosari, the researchers drew the following conclusions, namely that SMP 1 Mojosari has used the Independent Learning curriculum and has implemented the 5 main values strengthen character education. The process of educating and learning about the application of religion, nationalism, integrity, independence, and cooperative principles has gone rather well. Implementation obstacles There are two challenges to SMP 1 Mojosari's character education strengthening. The influence of friends is the first barrier. Peers have a significant impact on other students. When students from the same town feel like they control the class and have little pride in themselves, it can lead to a sense of arrogance and can result in the students not paying attention to the teacher. The second obstacle is the lack of icons that can be used as examples of students, because there are still some teachers who emphasize the academic side and sometimes a little forgetting character values. Even though there are obstacles faced by teachers also continuously looking for solutions to overcome obstacles in teaching and implementation five main values of character education with teacher strengthening cooperation and fostering good relations between parents and students.

Teachers at this institution employ lesson plans that are solidly constructed and executed in the classroom to carry out character development activities in English language teaching activities. The findings indicate that eight components of character education have been put into practice: religious, social awareness, communication, appreciation of accomplishment, independence, responsibility, curiosity, and discipline. Teachers at this school assess students' character development during English language instruction by observing how they behave in the classroom. Teachers are familiar with students who like to be active class, disciplined in collecting assignments, independent and communicative in doing assignments class and outside class. allows students to teach and internalize character values. This direct approach makes the character of education more real and relevant to students' daily lives. Regular reflection activities, such as journal writing and self-assessment, help students become more self-aware and reflective. This self awareness is important for personal growth and continuous improvement. Language learning often involves overcoming challenges and making mistakes so teaches students resilience and adaptability by encouraging them to learn from their mistakes and keep trying. English Teaching activities enrich the educational experience by not only improving language skills but also developing individuals of good character. By

cultivating ethical behavior, social skills, critical thinking, and cultural awareness, these activities make a significant contribution to students' overall character development, preparing them to face and contribute positively in an increasingly complex and interconnected world. Students are more engaged and motivated when they see the relevance of character values in the context of English learning. Activities that link character values to the use of English in real contexts can increase student engagement. An effective English curriculum must integrate character elements in teaching materials. Selecting texts, cases, and activities that reflect the character's values will help students understand and internalize these values. Encourage extracurricular activities that support character development through the use of English, such as debate clubs or community service programs. Develop an evaluation approach that includes assessing character and language skills, as well as providing constructive feedback for students and Leveraging technology to support English language teaching that is integrated with character development, such as online learning platforms that promote character values. that character development should be an integral part of English language teaching. The integration of character values in the curriculum and teaching activities can strengthen language skills while forming good student personalities. Through effective teaching methods, teacher example, and comprehensive evaluation, English education can contribute to the development of a more holistic and positive student character.

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