

## **Educating Student Character Through English Lessons**

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### **ABSTRACT**

Educating student character through English lessons represent character education is an effort to in still good habits so that students are able to behave and act based on the values that have become their personality. Educating student character through English lessons an integral part of the lesson plan and communication student. This is achieved through identifying learning outcomes and a suitable communication them. For this purpose, a thermal power plan was identified as a site to be good habits by students. The educating student character was planned to help students to achieve the learning outcomes. A number of questions in form of surveys, related to the learning outcomes, were prepared and given to the students to answer. The pre-study, after-study, and post-study surveys were aimed at priming the minds of the students, gauging the level of satisfaction, and assessing the level of retention of knowledge, respectively. Students found this method very useful and they were able to remember a fair bit of information after about semester from the educating student character. Our assessment of this exercise is the objectives have been achieved.

**Keywords: educating student character, learning outcome, outcome-based education**

### **INTRODUCTION**

Character education is an effort to in still good habits (habituation) so that students are able to behave and act based on the values that have become their personality" (Yandri, 2022), the importance of improving character education in the world of education is based on the many cases juvenile delinquency, so that education providers must emphasize character education in learning, apart from having academic intelligence, students are expected to have good morals and personality as well.

In vocational education, especially in Vocational High Schools (SMK) prioritize learning using a practical system, this is an opportunity for education providers to be able to develop the character of students more intensively, even in English subjects they can also create character education programs for students at Vocational Schools.

## **METHOD**

The educating student character was planned to help students to achieve the learning outcomes. A number of questions in form of surveys, related to the learning outcomes, were prepared and given to the students to answer. The pre-study, after-study, and post-study surveys were aimed at priming the minds of the students, gauging the level of satisfaction, and assessing the level of retention of knowledge, respectively. Students found this method very useful and they were able to remember a fair bit of information after about semester from the educating student character. Our assessment of this exercise is the objectives have been achieved.

## **FINDINGS AND DISCUSSION**

Character education is an effort to in still good habits (habituation) so that students are able to behave and act based on the values that have become their personality" (Yandri, 2022), the importance of improving character education in the world of education is based on the many cases juvenile delinquency, so that education providers must emphasize character education in learning, apart from having academic intelligence, students are expected to have good morals and personality as well.

In vocational education, especially in Vocational High Schools (SMK) prioritize learning using a practical system, this is an opportunity for education providers to be able to develop the character of students more intensively, even in English subjects they can also create character education programs for students at Vocational Schools.

Character education innovation through learning English, among other things, is by introducing students to the level of politeness in English, where students are taught about the use of English vocabulary along with the level of politeness in using these words, then the vocabulary is connected with vocabulary in Indonesian and regional languages. respectively, it is hoped that students will be able and get used to speaking good and polite words.

The introduction of levels of vocabulary politeness does not directly change the character of students into polite individuals with good morals, but with consistency and support from a good school environment, a conducive atmosphere will be created both between fellow students and the teachers who teach, because The application of polite speech followed by good etiquette, if carried out continuously, will become a positive habit and create a harmonious environment because there is mutual respect.

Another innovation in character education through learning English is by discussion or deliberation practice using English, in this discussion students are given a current issue related to student delinquency which often occurs, from the results of this discussion students are expected to be able to provide responses and tips to avoid juvenile delinquency which is being discussed, In this way, students will be sensitive to issues that should be avoided and will be more careful in making choices when socializing and choosing friends. Apart from that, students can also hone their speaking skills in pronouncing English vocabulary.

Apart from the two examples of learning innovations, there are many more innovations that can be developed in learning that can shape the character and personality of students to be even better, everything cannot be separated from the

determination of learning organizers to focus on alleviating problems regarding character formation at the secondary school level.

Character formation in the school environment is not a difficult problem if we as education providers work together to strengthen each other and support each other's innovations with the aim of strengthening character. the next generation of this nation. in accordance with the 5th episode of independent learning, namely as a driving teacher who focuses on improving the quality of human resources through teachers as exemplary agents and torches of change, focusing on pedagogy, as well as student-centre and holistic development, training that emphasizes instructional leadership through on- the-job-coaching, as well as collaboration with a whole school approach, produces superior seeds for future Indonesian leaders, namely a generation that has six characteristics of the Pancasila student profile.

### **Pre, After and Post- Educating student character**

#### **Pre- Educating student character**

As a start of the Educating student character, the process flow diagram (Fig. 2) of educating plant had been described to students. Students were asked to complete the pre- Educating student character survey containing questions related to the learning outcomes. By answering these questions, students can frame some sort of knowledge about the educating student character, aspects, environmental, habituation etc of the educating student character.

#### **After- Educating student character**

After- educating student character, a set of questions had been given to the students, in order to assess their understanding from what they learned. This after- Educating student character motivated the students to learn and ask more questions related with their educating which is based on their learning outcomes.

#### **Post- Educating student character**

Post- educating student character was done after 3 months of their educating in order to test students retaining knowledge about the learning from the educating based on learning outcomes. Some set of questions had been given to the students, to evaluate their understanding from the educating student character.

### **Results and Discussion**

#### ***Pre-visit survey***

Figure 3 illustrates the results of pre- educating student character. It had been bound that the students from all disciplines (CE, EE, and ME) gained some information from the initial briefing as approximately 48%. This indicated that the students still required knowledge about the activity. This was because, the students as they are first year/first semester in the early stages of learning about the thermal power plant process. Therefore the purpose of pre- educating student character was to stimulate the students to learn more about their subjects based upon the educating outcomes and to look for answers from the educating student character.

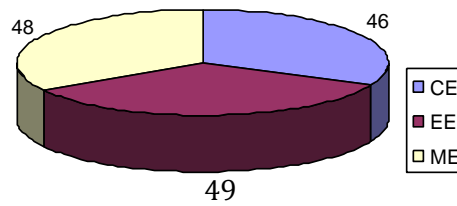


Fig. 3. Pre- Educating student character Results for all Disciplines.

**After- Educating student character**

After performing the Educating student character, a modified version of the pre-educating student character had been given to the students to assess their understanding from what they learned. The results indicated a significant increase in the student knowledge compared with pre- Educating student character. In addition to that, the survey motivated students to learn in detail about their subjects. Figure 4 illustrates the results of after- educating student character for all disciplines students.

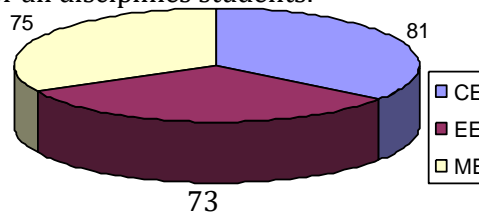


Fig. 4. After- Educating student character Results for all Disciplines.

**Post- Educating student character**

The results obtained from post- educating student character (Fig. 5) shows that most of the students still retain their knowledge. A comparison between pre-educating and post educating shows approximately more than 40% increase in gaining knowledge about the process of thermal power plant from the learning outcome based survey given approximately 3 months later. This results show that students can retain the subject knowledge forever when they learned their subjects based upon the learning outcomes.

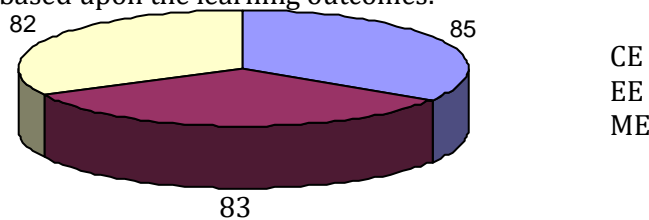


Fig. 5. Post- Educating student character Results for all Disciplines.

**Overall results**

**For individual disciplines**

From the results (Fig. 6), students gained some knowledge from their pre-Educating student character to post- Educating student character based on the educating learning outcome. From Fig. 6, we can conclude that the purpose of learning outcome had been achieved.

For individual learning outcomes

Figure 7 shows that the students more or less achieved their individual learning outcomes through the Educating student character from their pre-educating (beginner) to post-educating (knowledge retaining).

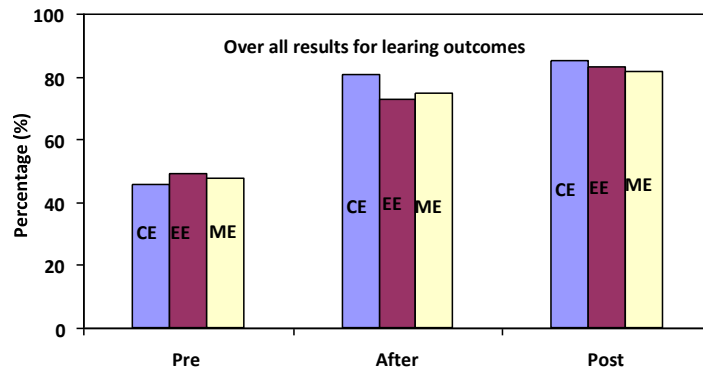


Fig. 6. Overall Survey Results for Individual Disciplines.

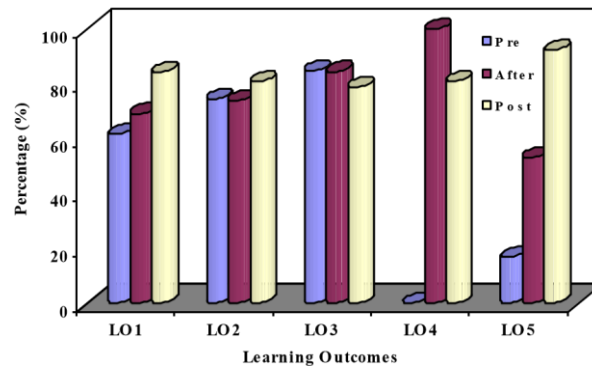


Fig. 7. Overall Results for Individual Learning Outcomes.

## CONCLUSION

Character formation in the school environment is not a difficult problem if we as education providers work together to strengthen each other and support each other's innovations with the aim of strengthening character. the next generation of this nation. in accordance with the 5th episode of independent learning, namely as a driving teacher who focuses on improving the quality of human resources through teachers as exemplary agents and torches of change, focusing on pedagogy, as well as student-centre and holistic development, training that emphasizes instructional leadership through on- the-job-coaching, as well as collaboration with a whole school approach, produces superior seeds for future Indonesian leaders, namely a generation that has six characteristics of the Pancasila student profile.

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